A Review of Africa Educational Trust’s work with the most excluded people of Africa

Professor Lynn Davies
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In 2018 Africa Educational Trust celebrates 60 years of providing solutions to some of the greatest education challenges on the globe. Working in regions affected by conflict, climatic crisis and extreme poverty, AET brings hope to those who have little opportunity for the education and development they need to support themselves out of poverty and gain the life skills needed for themselves, their families and their communities.

The need for our mission of ‘providing educational opportunities for those who have been excluded due to conflict, discrimination or poverty’ has never been greater as the divide between those with 21st century skills to drive economic and social development and those without education gets deeper. African countries such as Somalia and South Sudan face huge challenges as a result of civil war and terrorism. In Northern Uganda, the effects of 26 years of civil war still linger in poor infrastructures and a lack of investment in schools and development. Kenya, the power house of East Africa has large regions where a nomadic lifestyle pervades, and illiteracy levels are high. In recent years the whole region has been substantially affected by drought with whole community economies based on livestock herding facing extreme starvation and even famine. The climatic factors exacerbate an already difficult environment for people to learn, thrive and develop. Nevertheless, education remains one of the highest aspirations of most families for their children with many parents seeing this as the only way their children will not have to face poverty in the future. As children gain more education, their elders also see the value in education for themselves and become keen to learn. AET’s education programmes are for everyone – from pre-schoolers to the village elders and tailored to the needs of women and girls and people with disabilities. This report highlights some of the amazing work carried out by our dedicated staff in the field over the last 10 years and draws out the learning from our area of expertise in providing education in conflict and post-conflict arenas.

We would like to express our deepest thanks to all our sponsors over the years who have believed in our work and enabled us to address the educational needs of our host communities. Also, to Professor Lynn Davies who waded through many lengthy project reports and impact evaluations to write this review.

HERE’S TO ANOTHER 60 YEARS!

Julie Polzerova
Executive Director 2018
This review draws on monitoring and evaluation reports of twenty education projects carried out by Africa Educational Trust in four countries - Somalia, South Sudan, Kenya and Uganda - over the last ten years. It describes AET’s approach to educational work and draws lessons from its experience.

AET works with communities engaged in and emerging from conflict and targets the most educationally disadvantaged people in Africa. Its approach combines the development of specialist national staff, the involvement of communities in the design of educational programmes and an ethos of equity and trust in school and community.

The common background to AET’s interventions are significant insecurity, high levels of illiteracy, large proportions of children out of school, a shortage of teachers, poor school infrastructure, significant social and economic obstacles to girls’ education and lack of opportunity for the most disadvantaged. The review describes how AET meets the challenge of working in environments with weak and under resourced national systems for educational provision.

AET’s programmes are geared to the local context and include different types and levels of intervention. The interaction between them is represented schematically:
Programmes Directed at Specific Learners

Women and Girls

Several of AET’s programmes have been designed to increase access to education for Women and Girls.

The School Mothers Project (South Sudan, Uganda) reduced the high school dropout rates for girls by establishing a role for women in primary and secondary schools to act as mentors and champions of girls’ education. This approach to child protection had a very positive impact on girls’ enrolment and achievement in school.

Accelerated Secondary Education for Women (South Sudan) targeted women who had dropped out of secondary education, enabling them to complete school and sit for national exams. Teachers were trained to deliver a compressed curriculum and the students achieved excellent results, their school ranking 9th in results for the entire country. The programme offered flexibility, a safe space for learning and the adoption by teachers of a learner-centred approach that gave confidence to drop-outs.

Girls’ Writes (South Sudan) was a film making project that gave girls a chance to voice their views on sensitive issues relating to early pregnancy and marriage and the adoption by teachers of a learner-centred approach that gave confidence to drop-outs.

People with Disabilities

Disability Inclusion provides another focus for AET’s work (Somalia, Somaliland). Programmes were tailored not only to educational needs but also to changing attitudes towards people with disabilities. AET worked with government schools to meet the needs of children requiring support and vouchers were provided for some to attend specialist schools. The programme also offered out-of-school classes for young people with disabilities providing basic literacy and numeracy, followed up with vocational training courses. The programme reached far more beneficiaries than originally targeted and fostered positive interest from government officials.

Displaced Youth

Displaced Communities have been another focus for educational inclusion. The Community and Returnee Education (CARE) project (South Sudan) helped people returning to South Sudan at independence in 2011 to develop basic English, IT and vocational skills for future employment. It combined advocacy efforts through radio, skills provision for returnees, training of tutors, capacity building for local partners and establishment of local steering committees to provide continuity and local ownership. The project exceeded its target of beneficiaries and gained positive support from government officials.

Street Children

AET has worked to bring Street Children back into the education system. In partnership with Child Restoration Outreach (Uganda), AET worked with schools to support street children joining the school system and facilitated coordination between schools, police, district government and the community to change attitudes and improve the local child protection system. The children in the programme integrated well into the primary school and quickly went on to achieve results on a par with the local population.

Pastoralists

There are an estimated 30 million pastoralists living in the Horn of Africa, few of whom have access to education. Flexible Approach to Basic Education (FABE) and Developing Appropriate Relevant Education and Training (DARET) (Somalia) were both established to provide education to pastoralist/nomadic children and youth. FABE provided literacy and numeracy to children of 8 to 14 years and DARET targeted youths of 14 to 25 years offering literacy, numeracy, literacy and vocational skills. Communities planned the classes to fit with their seasonal activities and came up with a flexible quality education method compatible with the nomadic way of life. The initiative continued as the Somali Nomadic Education Project (SNEP) offering students further training or a chance to transition to intermediate school. Making good use of innovative audio-visual learning with Somali songs, poetry and proverbs, it provided adults with a rare opportunity to learn how to read and write and enabled parents and children to learn together.
MULTIPLE TARGETS FOR LEARNING

MOTHER TONGUE EDUCATION

AET’s Mother Tongue Education projects (Uganda, Kenya) are designed for younger children (and their parents) in marginalised communities to ease their entry into the education system and improve their learning outcomes. The programmes involve support and coaching for teachers in use of local languages alongside national language and the production of early grade readers in the local language. The projects have attracted strong community involvement and have had a very positive effect on the enrolment of early years learners.

BRITE

AET has managed two ICT related programmes in Uganda. Business, Resilience, Innovation, Technology and Enterprise (BRITE Futures) offered training and experience in IT and promoted skills relevant to the workplace. Support in teaching ICT was key to the programme which increased students’ confidence in use of computers. Promoting Advanced Computer Training in Secondary Schools (PACTS) developed an ICT student’s course book and teachers’ guide using key topics from the curriculum. Local education officials directed primary head teachers to take advantage of the improved ICT training during school holidays.

Emerging examples of teachers using ICT to research and deliver lessons suggest that even in low resource environments, ICT can be a useful tool for improving teaching and learning.

HUMAN RIGHTS EDUCATION

Realising Rights: A Community Approach on rights (South Sudan) addressed human rights in schools and communities, focusing on access to basic services, gender equality and rights of the child. It promoted the establishment of Community Protection Committees which became strong advocates for women’s and children’s rights.

LOCAL ENABLING STRUCTURES

EDUCATION MANAGEMENT

In all of its projects AET has worked very closely with local school management structures. In Kenya, this involved helping to develop school Boards of Management. In Uganda, School Mothers, as part of the school management system, received continuous support. In South Sudan, AET has provided training on school inspection and supervision and training on the educational structure for local government representatives. AET has consistently aimed to build closer relationships between communities and local education officials.

ROLE CENTRES

In South Sudan AET established four Resource and Open Learning Centres (ROLE centres) which have played a pivotal part in delivering its educational programmes. The staff deliver teacher training, develop learning materials for primary schools, run basic literacy courses, run the operation of mobile libraries, and support distance education and IT courses. The ROLE centres play a vital part in maintaining the strong relationships with school communities that has been a hallmark of AET’s work in South Sudan.

MANYATTA LEARNING CENTRES

In Kenya, AET established Manyatta Learning Centres (MLCs) within the Maasai community. These are communal facilities where parents, accompanied by their youngest children, meet at times convenient to them for literacy and numeracy classes. Older men and women who attend these classes are acquiring functional literacy as well as developing reading materials based on their own oral stories. The MLCs have been so well received that in addition to the original five centres, eleven more were added in response to community pressure.
COMMUNITY EMPOWERMENT AND PTAS

In South Sudan, community involvement in education has been explicitly promoted through the Empowering Participants in Community, Education and Development (CED) programme in which PTA members and Ministry of Education (MoE) officials developed a clearer understanding of their roles and responsibilities. Engagement has also been an important part of the Kenya MTE programme, where AET has promoted community conversations to enable local people to discuss education issues with local authorities.

LIBRARIES

AET’s provision of libraries offers wider support for literacy and community development. The first library project, in Somalia, developed school and mobile community libraries suited to the nomadic environment. In Uganda, AET has established 100 school libraries and supports training for teachers to incorporate reading and library access into their lessons.

RADIO SCHOOLS

AET’s earliest work in Somalia included literacy programmes by radio, an approach that continues today in the form of radio schools in “Speak-Up” (South Sudan). This programme has developed radio broadcasts and recorded lessons on CDs or MP3s that allow people access to education without having to leave the safety of their homes. It offers basic literacy and numeracy skills and the prospect of later enrollment in certified courses. Radio schools are low cost and low profile but have considerable reach and the ability to connect with those who are excluded from conventional educational opportunities.

SYSTEM WIDE UNDERPINNING

CURRICULUM AND EXAMINATIONS

The challenge of helping to rebuild curriculum, examinations and school systems in post conflict societies are among AET’s most ambitious and demanding undertakings.

The Somalia Wide Education Synergies (SWES) programme (now in its fourth phase) has been implemented in partnership with the regional MoEs in Somaliland, Puntland and South Central Somalia. Its aim is to promote harmonisation and synergies across all levels of the education system. AET has been the lead coordinator for curriculum development and has developed and implemented a process of consultation with different regional and community groups to ensure a commonly accepted framework.

AET provided technical support to produce the textbooks, learning materials, and examination systems that correspond to the curriculum. The third phase of SWES strengthened the capacity of the MoEs to implement the new outcomes-based curriculum framework and to hold examinations of international standard for those graduating from it.

The success of this project has been far-reaching. Standardised exams have been established, enabling students’ certificates to be recognised by universities in neighbouring countries and prospective employers. Despite existing disagreements between various regions in Somalia, Somali people have been enabled to come together to develop a curriculum framework and associated text-books. The key is the participatory approach. Ingrained in this process is not just a technical action but a contribution to peace-building, democracy and diversity.
TEACHER TRAINING

The Quality in Secondary Education (QISE) programme offered untrained secondary school teachers in South Sudan an opportunity to attain a qualification through a distance learning course with the support of experienced mentors and tutors. The participants improved their planning and classroom management methods as well as extending knowledge of their subject (Mathematics or English).

In the BRITE project, AET have partnered with STIR Education in an initiative to create teacher change makers, motivated to tackle the challenges in the learning environment through positive classroom management and leadership.

PEACEBUILDING

AET peacebuilding programmes in Somalia and South Sudan equip teachers to use schools and classrooms to foster discussions in a respectful and positive manner and lets students address the legacy of violence and conflict they are living with.

In Somaliland, in partnership with the MoE and UNICEF, the Peace-Building Education and Advocacy programme initiated a youth-led community-wide consultation on the curriculum. In Puntland a focus on peace building through youth empowerment was achieved through participation in the curriculum development process.

In South Sudan, peacebuilding was also attempted through the distribution of classroom materials - Social Issues kits - designed by the ROLE centres.

KEY POSITIVES

Drawing on the lessons of all these programmes the key positives of AET’s work are summarised under four interlocking areas:

A) BOTTOM UP, WITH COMMUNITY UNDERSTANDING

The key strength of AET programmes is that they are generated from what recipients say they need, or from problems identified by communities. AET staff understand and own the vision of the organisation, ensuring that communities and schools remain closely involved in determining the direction of initiatives. Staff are committed to their work and are invested in their communities. Their dedication and perseverance in the face of constant interruption gives stability to the projects and builds trust with the people they serve.

B) MULTIPLIERS, MULTIPLE TARGETS AND MULTIPLE PARTICIPANTS

AET projects are designed to have wider reach vertically than the immediate beneficiaries. AET works in partnerships with local officials and other agencies so that strengths and resources can be combined for different projects.

C) ADVOCACY AND INFLUENCE FOR CHANGE

Key areas of influence and advocacy have emerged in AET’s work. Expertise in MTE has enabled AET to develop a strong dialogue with the Kenyan MoE and the Kenya Institute of Curriculum Development on native languages. In Somaliland, AET’s work on disability created platforms for collaboration between the authorities to influence nationwide policy on disability. Advocacy also has a powerful impact at community level through those who champion gender equality and rights, such as School Mothers, and through use of the radio to reach a wider audience.

D) VALUE FOR MONEY

AET’s grassroots approach has resulted in good value for money in its programmes.

Training takes place within communities, thereby reducing travel and accommodation costs. AET minimises the use of external UK trainers and employs cost effective methods such as radio schools to reach dispersed learners.

Mobilising communities effectively has had a very high impact on the success of programmes at a very low cost. The Role Centres and Manyatta Learning Centres, alongside the empowerment of PTAs, all help to bring educational activity to the community and catalyse greater long-term benefits.

A focus on building relationships, particularly the engagement between local government and communities, is central to what AET does. It gives important long-term benefits at very low cost.
CONCLUSION

This review has underlined that the success factors in AET’s work all stem from the deep embeddedness of AET national staff in the region. In many cases they have built up close relationships with communities and with Ministry of Education officials over decades. Working in times and places of extreme insecurity, their long-standing experience and expertise gives a huge advantage. AET approaches the problem in situ, working with communities to identify ways to overcome the obstacles in their particular environment. In doing so the staff have gained understanding of various approaches to educational development and their knowledge of the complex communities they work in enables experimentation and creativity within sensible limits. All this explains why AET is able to provide a constant source of leadership in the field.

It would be no exaggeration to conclude that AET occupies a unique position in the advancement of education in Africa and that the thousands of people whose lives have been changed would not have seen this transformation without AET.
INTRODUCTION

The purpose of the review is to bring together the monitoring and evaluations of the numerous projects that Africa Educational Trust is involved in across some of the most fragile contexts in Africa. Each project generates its own evaluations, but the scrutiny of these may stay at the project level, and the evaluations are not always formally synthesised. This review attempts to assess the wider learning that might emerge when different projects are considered together in a systematic way.

AET works predominantly in four countries in Africa – Somalia, South Sudan, Kenya and Uganda. Its work focuses on communities experiencing or emerging from conflict, prioritising the most excluded or marginalised: females, the most-poor, pastoralists, the disabled, street children, returnees and displaced communities. Hence its target groups represent the absolutely hardest to reach and some of the most disadvantaged in Africa. AET is a long-standing organisation, working in Africa since 1958, with established local offices and extensive experience and knowledge of the region.
Its strategies and principles are threefold: firstly that it is community based, with education projects managed by specialists, not generalists, by national staff rather than short-term personnel from outside international agencies. National staff are employed with formal qualifications in disciplines such as working with children, teaching, and education management. Where staff, especially those that have lived through long periods of conflict, have had no access to further education, AET supports them to develop their knowledge and expertise using distance education methods. Secondly, the philosophy of projects being locally driven means giving communities the opportunity to engage with new knowledge. Work is participatory and bottom up. Rather than imposing a single view of education, AET engages in action research in order to listen to and understand the needs of communities and their concerns and challenges relating to education. This has been found to be particularly important in the initial design of programmes and in the monitoring and evaluation of those programmes. Thirdly, the learning philosophy is that of being student and learner centred, trying to promote active learning as well as an ethos of equity and trust in school and community, to break cycles of authoritarian teaching and violence.

AET receives funds from a range of funders, large and small, and one issue in any synthesis is that evaluation reports can be written for a variety of funders, using their particular templates and criteria. Some evaluations are conducted by external independent reviewers, others are written by project leaders. Overall, 33 evaluation reports over 5 years were made available, across the four contexts (see Appendix). This review is not a meta evaluation in terms of a judgmental perspective on overall performance, but is an attempt, though imposing a general framework on the project evaluations, to answer the following questions:

- What works in providing education to the most marginalised and excluded people in the most difficult contexts?
- What are the challenges, and how does AET try to meet them?
- What, if anything, is distinctive and/or innovative about AET’s contribution to learning and educational provision?
- How does AET’s educational strategy and philosophy impact on teaching, learning and educational management more broadly?
- What is the impact on broader aims of equity and inclusivity? How does the work of AET affect national educational policy?
**Somalia**

Somalia is one of the poorest countries in the world, with an estimated 43% of its nine million population living on less than $1 a day, and 73% under $2 a day. Many of these are among the 1.1 million people internally displaced by over two decades of conflict and famine. The self-declared independent republic of Somaliland and the autonomous region of Puntland have managed to establish functioning governments but much of Somalia remains divided between clan or regional militias. The creation of a new federal government in 2012 prompted hopes for longer term stability, but uncertainty remains over the powers of constituent states. In the meantime, violence and deprivation continue, with the United Nations Development Programme describing Somalia’s human development progress as “strikingly low” particularly in access to health and education.

Somaliland seceded from the rest of Somalia through a long and bitter civil war from 1984-1991. The interpretation of this conflict is still contested; those who fought in it regard it as a war of liberation, while those on the other side of the political equation perceive it as illegal secession. Communities remain wounded and deeply divided, with a trust deficit and tendency to cycles of violence. This enmity and violence has not only left individuals traumatised, but has prevented people rebuilding their lives, leaving communities fragmented, increasing the appeal of extremist groups and inhibiting sustainable development in south central Somalia in particular and the Somali country at large.

Of the three regions, **South Central Somalia** has been most affected by the ongoing conflict, and as a result there is little government provided education in the region. Since 1991, education services have mainly been provided by small private-sector or charitable organisations referred to as ‘education umbrellas’. In the circumstances, their achievement in running any kind of education service is remarkable, but they operate only in larger towns and cities, and this still leaves a large majority of children out of school. It is estimated that 75% of schools in the region do not even have proper classrooms and many buildings are damaged and unsafe.

In **Somaliland**, since declaring independence in 1991, local authorities have sought to restore and expand their education services, and in 2011 established free primary education within the region. However, there is still a lack of school places, qualified teachers and proper resources. As a result 50% of children do not enrol in primary education. Transition to secondary education is very challenging and opportunities for vocational training and higher education are limited. The Gross Enrolment Rate for secondary education is less than 25% with 78.7% of secondary school age children (14-17 years) not in school. Of those in secondary school the vast majority are male (61%) showing a large gender bias.
Puntland has functioned as an autonomous region within Somalia since 1998, and the authorities have worked to develop education provision. There has been an increase in access to primary education recently, but more than 50% of children still do not attend school. The quality of teaching remains a major challenge, with 83% of teachers having never received teacher training.

UNDP report that the youth population in Somalia is large with over 70 percent of Somalis under the age of 30; most face blocked transitions to adulthood due to a multitude of social, economic and political factors. Their exclusion limits capabilities and opportunities, and restricts the contributions of youth to peace building and development.

Although the number of primary schools has dramatically increased since the war, they are largely concentrated in urban centres. There are still obvious disparities in male and female enrolment and overall access is reported as low for vulnerable groups such as minority groups, returned refugees and disabled children. Discipline is low at government schools and violence at school is occasionally reported, with students attacking each other or violently confronting their teachers. The lack of a standardised national curriculum presented a serious problem for education, with the curriculum implemented varying from school to school. Until 2016, teaching materials and methodologies were either based on the pre-war Somali curriculum or on the curricula of Arab countries, or even neighboring African countries. Since 2016, the MOEs have adopted a standardised curriculum in Somaliland, Puntland and Central and South Somalia, devised in partnership and with support from AET in core subjects and in English, Somali and Arabic (see SWES programme later).

The challenges faced by AET are illustrated by the destruction of their Mogadishu office in 2017 in a terrorist bomb blast, resulting in staff injuries and the loss of vital materials. As this report is being written, they are rebuilding.

South Sudan only gained statehood in 2011 after being engaged in almost constant conflict from 1956 when Sudan became independent from colonial rule. During this period, an estimated 2.5 million people, mainly civilians, lost their lives because of fighting between Southern rebel groups and the Sudanese government, as well as in-fighting between rebel factions. The re-emergence of conflict since 2011 demonstrates that while independence has provided autonomy, it has not stopped the violence. Since December 2013, more than 10,000 people have lost their lives and over one million have been displaced. The ongoing fragile situation in South Sudan has left over 80% of the population living below the poverty line, unable to meet their most basic needs.

Decades of neglect, and years of civil war, have left South Sudan with very limited educational opportunities, a shattered school infrastructure and a lack of qualified teachers and basic learning materials. Generations of South Sudanese people have gone without access to education and the country’s literacy rate is the world’s lowest at only 27%. The school age population includes thousands of returnees and internally displaced children. Many more young people have never acquired basic literacy, numeracy or life skills. Girls and women are among those who fare the worst in accessing education – a recent study by the Windle Trust showed that in 2017 only 1% of girls enrolled in secondary school. Parents with very limited means will often prioritise boys’ education, and girls are often kept at home to ensure their bride price. A girl in South Sudan is three times more likely to die in childbirth than she is to finish primary school. The lack of adult literacy and education greatly impedes people’s ability to engage in economic activities and hinders the growth and peaceful development of the country. There is a need for recognised, non-formal alternative education options to help provide people with the essential literacy, numeracy and skills they need to support themselves.

Currently, the key challenges to enrolment and retention of students are that school fees can be prohibitive, particularly for orphans and low-income families; children are expected to support their parents through domestic or other labour. Parents often do not see education as valuable, particularly for girls, and there are high rates of early pregnancy and early marriage. Parents fear for girls’ protection in school. Teachers are poorly paid, so that teacher absenteeism is high and teaching quality is low. Most schools are unable to provide school meals.
Northern Uganda

The Northern and West Nile regions of Uganda are still recovering from 20 years of conflict involving the Lord’s Resistance Army (LRA). The conflict resulted in the displacement of nearly two million people, the breakdown of rule of law, massive destruction of infrastructure, economic deprivation and widespread human rights abuses. Since the LRA was forced out of Uganda in 2006, there has been positive progress towards peace and stability, but recovering from the legacy of conflict has many challenges. Many communities depended on aid during the conflict and now face high levels of poverty, low levels of literacy, and have few vocational skills or experience of earning their own living. Currently 49% of people in this region live in poverty – more than double the national average. Alongside this growing poverty, there has been an increase in the prevalence of child labour: there are currently over two million child labourers. Poverty has also led to a growing number of children being forced onto the streets, where they are at particular risk of abuse and exploitation.

The conflict in the West Nile region and Northern Uganda destroyed and shut down many schools and the LRA’s use of child soldiers disrupted children’s lives. The result is that many people in this region never received an education. This makes it difficult for parents to help their children learn or even to find teachers from within the region. This is compounded by the fact that most schools are unable to offer local language education. Girls and women have fared worse than boys and men. The conflict kept women at home, away from school, and consequently there are very few female teachers (only 12% of the teaching population are women) or positive female role models. Girls thus receive no encouragement to continue school and only 34% of those girls who enrol for primary school take primary leaving exams. In the Eastern region, school performance is the worst in the country. Only 2% of Grade Three students can comprehend a Grade Two story. Lack of funding means that there are very few books or learning materials available to schools and students to help children learn to read. Poverty, as well as insecurity, in the North East, has driven many children onto the streets rather than into school.

In 2012, a Child Safety Report Card (CSRC) developed by the War Child Consortium in Uganda and UNICEF reported that children in Northern Uganda were generally feeling ‘unsafe’ or ‘scared’ in their schools, homes and communities because of practices such as corporal punishment, child sacrifice, bullying, forced early marriage, forced labour, alcohol consumption and domestic violence. This continues today. School environments remain ‘child-unfriendly’ with 79% of children identifying corporal punishment as their main safety concern, followed by bullying and verbal and physical abuse by teachers, unsafe school structures, lack of female changing rooms and unsanitary latrines. Girls face additional discrimination, that not only ends their school career in order to help their family meet ends, but endangers their well-being (e.g. child labour, early marriage, early pregnancy).

Kenya

14 million people live in the Northern and Arid regions of Kenya, but because of the harsh climate, a lack of understanding of pastoralist and ‘nomadic’ needs and limited economic opportunity and resources, between 74% and 94% of these live in extreme poverty. Also disadvantaged are the urban poor who live in the slums of major cities such as Nairobi.

The Northern and Arid regions of Kenya rank lowest in the country in terms of school performance and literacy. Over 50% children in these areas have never attended school. In the most remote regions, adult literacy rates are 18%, compared to the national average of 87%. Girls and women fare worse than boys and men. 50% of boys complete primary school compared to only 30% of girls, and there is only one literate woman to every five literate men. In many cases it is not poverty that is the barrier to education. Providing free public primary education among pastoralist communities only raised enrolment from 45 to 50%, because the current formal education system is not suited to pastoral life, either in time or space nor the language of instruction. The local Maasai community have lost their traditional pastoralist livelihood and yet still remain isolated from education and opportunity. Though Ministry of Education policy supports both local language instruction and the provision of early childhood education, neither of these policies has been realised for this community.
AET's deep immersion in the different regions means that programmes are geared to the local context and as such may look unconnected. However, mapping these programmes and targets demonstrates how the different levels of intervention intentionally interact and support each other. Key advocacy and influence roles happen in all directions, with the success of a targeted programme influencing policy makers both at the local and the system level, and infrastructure development or capacity building at system level supporting the targeted interventions.

This review works down the levels, looking first at the programmes geared primarily at specific groups of learners, then those that would address more than one of these groups (or all of them), then moving down to examine the localised encircling structures that enable the projects to happen, before looking at more systemic initiatives that underpin all work. It briefly describes each programme before looking at its evaluation, showing its achievements and challenges. Particular success factors or lessons learned are highlighted in boxes. There follows a section summarising some of the challenges that have been faced and how they may have been dealt with. A final section brings together the learning points and key positives in terms of what works in engaging in education in areas of instability in Africa.
4.1 GIRLS AND WOMEN

4.1.1. SCHOOL MOTHERS PROJECT (SMP)

The project trained local women as ‘School Mothers’ to act as mentors and counsellors to girls in primary and secondary schools. The project in South Sudan also built the capacity of local women as ‘School Mothers’ to act as mentors and counsellors to girls in primary schools and to establish a small-scale business and strengthen their community wide advocacy.

WHERE: SOUTH SUDAN, UGANDA
WHEN: 2008 - 2017
DONORS: HEADLEY TRUST; ADSUM FOUNDATION; KAVIL TRUST; CORDAID

COST:
- $330,000 EMPOWERING SCHOOL MOTHERS SOUTH SUDAN
- £125,000 PRIMARY SCHOOL MOTHERS UGANDA
- £60,000 SECONDARY SCHOOL MOTHERS UGANDA

KEY OUTCOME:
- In South Sudan, girls’ enrolment in project schools increased from 35.3% to 37.8%, an increase of 1,520 girls.
- In Uganda there was a 22.8% increase in the number of girls enrolling in school equating to an additional 3,678 girls.

BENEFICIARIES:
- In Uganda, 19,800 girls in primary schools and 2,035 in secondary schools received support, in 42 primary schools and 8 secondary schools.

RESPONSE: One school girl said of this programme: ‘If our school mother left, everything would be difficult to us. Your dad will say I want to give you to this man. You don’t have power. But with the school mother there she will try to talk with your family’
SMP has been implemented in Northern Uganda and in South Sudan, and has been running for nearly 10 years. The aim of the project is to establish trained ‘School Mothers’ in local primary and secondary schools who act as both mentors and counsellors to girls in order to improve enrolment rates, reduce dropout rates and enhance girls’ educational experience and attainment by transforming negative attitudes and practices towards girls. In Uganda, School Mothers currently serve more than 17,500 girls in primary schools plus 17,900 in secondary, in 42 primary schools and 8 secondary schools, at a cost per beneficiary of £3.40.

The role of school mothers is:

- To visit girls at school regularly, to guide and counsel them on topics related to health and sanitation as well as sensitive issues regarding sexual relationships and HIV/AIDS, and organising workshops on such issues;
- To provide a link between stakeholders (girls, families and school personnel);
- To sensitize stakeholders on the importance of girls’ education and transform negative attitudes towards girls’ education;
- To work closely with local Child Protection Officers or village elders to increase girls’ safety in their community.

The impact assessment and two internal reports (2016 & 2014) in Northern Uganda indicate that the project has made considerable achievements since 2008, including a significant improvement in girls’ enrolment (exceeding those of boys in some instances); an improved ‘discipline’ of girls which has translated in a reduced number of early marriages and unwanted pregnancies; a better classroom performance; an improved menstruation management; improved gender relationships; enhanced girls’ empowerment which has been observed in the increasing reporting of forced marriages, defilement and other forms of abuse; better participation in class; a better link between stakeholders for issues related to the girl child; a significant increase in the number of girls remaining in P7 and sitting the primary leaving examination as well as enhanced relationships between teachers, parents and pupils to support girls’ education. In South Sudan, examination of data from 75 schools included in a baseline and end-of-project survey found an increase in girl’s enrolment from 35.3% to 37.8%. This corresponded to an increase of 1,520 girls.

Interviews with the school mothers themselves highlighted the fact that they are able to reassure communities that girls are protected; they support girls by giving them confidence to ‘say no’ to boys or to male teachers. School mothers reported that girls have little sexual education, do not understand the consequences of sexual intercourse, and lack confidence in rebuking inappropriate sexual behaviour. Mixed age classes, common because of the historical education deficit, make this particularly important (it is not uncommon for girls of 13 or 14 to be in a class with boys of 19 or 20, for example). For example, a female student told an evaluation team: ‘Boys can force you to play. You learn from the school mother to say ‘leave me, leave me’.

School mothers play a valuable role in simply explaining the changes that happen during adolescence, telling girls their monthly period is ‘normal; and that they should continue coming to school. One school mother explained that previously girls had believed that a monthly period indicated it was her time for marriage ‘now they know that though their period is coming, they can continue with their education’. In every focus group, girls emphasised that the school mother taught them how to be hygienic, how to ‘wash our materials during our periods’ and how to ‘use the sanitary pads so the boys will not laugh at us’. Without support, girls from poor families can miss up to a quarter of a term, impacting on performance in class. To address this, AET distributed reusable sanitary pads to over 720 girls in Uganda. These supplies can support each girl for about a year.

School mothers also described encouraging parents to reduce girls’ domestic duties. One school girl expressed the importance of this role:

‘If our school mother left, if she left, everything would be difficult to us. Your dad will say I want to give you this man. You don’t have power. But with the school mother there she will try to talk with your family’.

School mothers are limited by low education which can reduce the respect they are granted by girls, the school, and the community; they do not actively participate in engagement meetings with the MoE but frequently had a good working relationship with the PTA chairman. The more capable school mothers are able to facilitate sensitisation of the PTA and teachers to protection needs of girl students. In rural cases, strong school mothers described asking questions of the teachers and male students and educating male teachers on inappropriate relationships with girls.

Undoubtedly other factors contribute to the retention of girls in schools: many organisations in South Sudan for example are focusing on improving enrolment of girls and the importance of girls’ education is being emphasised by all levels of the MoE. Half of the schools visited had received inputs from other organisations (most often construction of buildings), and these inputs will impact on enrolment and retention of both boys and girls. Nevertheless, girls in both countries strongly emphasised the role of the school mother in their own decisions to remain in education, including after childbirth.
What becomes clear from this project is the interlocking aspects of education for females: that enrolment and achievement in school is not just about telling them and others about its importance, but is about other surrounding factors: providing girls with basic knowledge about their bodies to enhance their confidence and to resist the link between menstruation and early marriage; giving confidence to girls to set boundaries in relation to males and avoid unwanted pregnancy; educating the school and the PTA in ensuring schools are girl-friendly; and educating families about the importance of education for their girls. School mothers themselves gained skills and enhanced life opportunities. The notion of ‘School Mothers’ looks very unthreatening and cosy, but has been able to make significant interruptions to culture and accepted practices.

4.1.2 ASEW (ACCELERATED SECONDARY EDUCATION FOR WOMEN)

The programme provided women forced to drop out of secondary education with a chance to complete their schooling in a specialised Women’s Learning Centre where teachers were orientated on accelerated teaching methods.

WHERE: SOUTH SUDAN, RUMBEK
(NEW PROGRAMME STARTED 2017 IN YAMBIO)

WHEN: RUMBEK 2013 - 2016
YAMBIO 2017 - 2020

DONOR: PHARO FOUNDATION, YOUTH HOPE FOUNDATION

COST: $99,543
RUMBEK

$405,000
YAMBIO

KEY OUTCOME:
In 2016, 100% of the first cohort of students passed their final secondary examinations and the school where the students took their exams was ranked 9th in results in the entire country.

In South Sudan, a compressed accelerated programme for women has been developed in line with the South Sudan National Curriculum and endorsed by the Ministry of Education. This targets women who were forced to drop out of secondary education and provides an alternative way to complete school and graduate. Courses are tailored to the schedule of young women who may have responsibilities for caring for family and children. A Women’s Learning Centre was established, equipped with teaching materials, a library, tables and chairs and it has now been made safer with a security wall. The teachers were orientated on the compressed accelerated programme and received training in active learning and learner-centered teaching methodologies. Initially 50 girls were recruited, and 30 students completed the accelerated programme and sat for the National examination. In 2016, 100% of the first cohort of students passed their final secondary examinations and the AET programme was ranked 9th in school results in the entire country.

BENEFICIARIES:
50 girls were recruited, and 30 students completed. There are currently 48 young women studying in Yambio.
The 30 students sat examinations in 8 subjects, namely Mathematics, Christian Religious Education, English, Geography, History, Commerce and Agriculture. Two of the students opted to sit the Sudan National Secondary School Exams and due to the flexibility of the accelerated programme were able to target their studies towards these examinations. A further two ASEW students opted to sit additional examinations in subjects outside of the ASEW target subjects which included Principles of Accounts and Arabic. In preparation for the final examinations the head teacher continued to provide revision support through daily revision workshops. During the last term and during the revision period the teachers highlighted that the students were very committed with high levels of attendance and punctuality. The students also requested an extension of their study hours – which was granted – and they were reported to take every opportunity to seek advice and support in preparation for their final exams.

Chosen careers have included teaching, law, accountancy and politics. Since the course, students have accessed job opportunities with examples given of a primary school teacher and a State Ministry of Health officer and Security at Rumbek Airport. The school has become widely recognised for its effectiveness and the quality of teaching. Women who have dropped out of secondary school from all over the region have been requesting admission for the next intake of students.

During a dissemination and learning workshop, the State Ministry of Education expressed high levels of interest in expanding the programme in Lakes State, as well as replicating the programme in other states, in particularly Western Equatoria. From the success of the programme, the National Ministry of Education decided to officially register the school as ‘Rumbek Town Women’s Secondary school’ and categorised it as a ‘private girls school’, which was an unexpected but very welcome outcome, and it becomes only the 17th secondary school in Lakes State, a State with a population of over 700,000.

From the evaluations, the success of the programme lies in its flexibility, the orientation of teachers towards active learning, the learner-centredness which provides confidence to drop-outs, the safe space for learning, and, like School Mothers, the overall advocacy for female education which penetrates to the MoE and beyond.

4.1.3. ‘GIRLS’ WRITES’ ADVOCACY

A film making project that gave girls a chance to expose sensitive issues that impeded their access to schooling.

WHERE: SOUTH SUDAN
WHEN: 2012 - 2014
DONOR: DFID/UKAID

COST: £3,450

KEY OUTCOME:
Four short films made by girls were screened on South Sudanese television, within the participating communities, at national celebrations and at a film festival.

BENEFICIARIES:
Over 20 girls participated in developing the films and 777 community members viewed the video during 2 community screenings.

‘Girls’ Writes’ was a film making project in South Sudan designed to give girls a voice on sensitive issues relating to early pregnancy and marriage and forced labour. Training workshops were held with local film-makers for selected girls, who were given the opportunity to make a film discussing their challenges in accessing education. The four short films were shown on South Sudanese television. Viewings were held in Yambio, Rumbek and Juba as well as at the launch of DFID’s GESS programme, at the French Institute’s European Film Festival, at UNESCO and Save the Children training, and at the International Literacy Day celebrations.

State and county MoE officials spoke well of the films and of the issues they raised, particularly relating to early pregnancy and the challenge of boys discouraging pregnant girls from attending school. ROLE centre managers (see later) described how the films had encouraged debate and conversation at viewings.

However, a lack of funding for the programme limited the possibilities for screenings. In Yambio, for example, just 50-65 people attended each of two screenings (including church members, school mothers, MoE officials, village chiefs, school girls and PTA members). The evaluation found only one of the schools visited had been involved in the Girls’ Writes project; none of the schools had seen the films. With greater funding, the films would present a unique opportunity for workshops and discussions to be conducted in each of the 78 remaining school communities.
### 4.2. PEOPLE WITH DISABILITIES

**Key outcome:**
Government officials positive response to improving education opportunities for people with disabilities, especially in Somaliland where policy changes advocated for the employment of people with disabilities within government institutions.

#### DISABILITY INCLUSION

A programme with teachers in government schools that helped them to identify children with disabilities and devise better ways to support them.

**WHERE:** SOMALIA  
**WHEN:** 2012 - 2015

**DONOR:** EU; small donors

**COST:** £357K

**KEY OUTCOME:**
Government officials positive response to improving education opportunities for people with disabilities, especially in Somaliland where policy changes advocated for the employment of people with disabilities within government institutions.

** BENEFICIARIES:**
People with disabilities in Somaliland, Puntland, and Central and South Somalia (CSS). In Somaliland, the project supported a total number of 5,057 beneficiaries, surpassing its target of 2,700.

### AET’s Programme for People with Disabilities

AET works with government schools to identify children who may need support and to help teachers think about how they can support such children. This involves improving physical access to schools, creating extra tutorials for children struggling in the classroom, and producing ‘disability-friendly’ learning materials that can be easily disseminated. For children with disabilities who are unable to attend mainstream schools, such as those who are deaf or blind, AET supplies vouchers to enable them to attend local specialist schools. They also offer out-of-school classes for young people and adults with disabilities who have never had the chance to go to school. These classes focus largely on basic literacy, numeracy and life skills and are combined with specialist vocational training courses in areas of the beneficiaries’ choosing, with a view to establishing them in trade or employment over the longer term. This programme has mainly benefitted people with disabilities in Somaliland, Puntland, and Central and South Somalia (CSS). In Somaliland it was reported that the project was able to support a total number of 5,057 beneficiaries, surpassing its target of 2,700 in three years. However, the aim is to target all the one million people with disabilities in Somalia through a wide range of formal and non-formal education opportunities.

The provision of vouchers for accessing training centres has enabled the beneficiaries to choose the skill they needed as well as the training location. In Somaliland and Central Southern Somalia it was reported that the project within the last 3 years had enabled 1810 beneficiaries acquire a skill in either tailoring, tie & dye, henna, hairdressing, hand craft, computing or mobile phone repair. Through vocational training the project has realised that an increased number of women have been able to become independent as a result of acquiring a new skill. Another advantage of the project was that some of those taking up courses were able to venture into less saturated markets e.g. home decorations and charcoal briquettes, which are more economical and more environmentally friendly. This meant more efficiency in use of resources and alternative fuels and is seen as a good way for the production of more sustainable energy.

AET also works with schools to provide resources such as Braille Machines, but also toilets for those with disabilities. This means that those attending NFE have increased chances or willingness to join the formal system. In South Somalia, 41 children with disabilities have been able to transition to standard 2 in the formal system.
In South Sudan the link between gender and disability becomes apparent. Several school mothers (see above) also described supporting disabled students, who often struggle to attend school. End-of-project data illustrated a small increase in the number of disabled students in 75 schools from 221 to 240; however, the proportion of children with disabilities in the classroom had fallen. External factors such as the onset of conflict, relocation of some schools, and increased uncertainty are likely to impact on the decision of parents to send children with disabilities to school. The evaluation recommended conducting further research to ascertain the factors preventing children with disability, particularly girls, from enrolment and attendance.

The wider success of the project in Somalia was largely attributed in the evaluations to advocacy efforts sensitising both school administrators and parents (as well as learners themselves). These included:

- Advocacy efforts at the community level engaging parents and school administrators on the importance of allowing children with disabilities to access education.
- Advocacy meetings with government officials leading to an encouraging response to promoting access to education opportunities for people with disabilities, especially in Somaliland where there were policy changes advocating for people with disabilities to be offered employment within government institutions.
- The willingness of the learners to undertake courses or attend schools where they were able to get additional support through the intervention provided by AET.

It is interesting that AET’s project officer in the field is one with a physical disability and serves as an example that PWDs can hold offices and work like any other person.

The EU Participatory Evaluation report 2015 commented on what worked as:

- capacity building of the people from Disabled People’s Organisations;
- Fostering relations with the government, eliciting positive reactions from the governance officials;
- the participation of groups themselves that would otherwise be neglected.

It found that the project was able to reach out to far more beneficiaries than it targeted. The EU is clear that work with disabilities is not just for their rights but is to contribute towards poverty reduction and MDGs 2 (universal education) and 3 (gender equality) by enhancing the education, skills and status of people with disabilities.

4.3 DISPLACED COMMUNITIES

AET delivers literacy, numeracy, life skills and vocational training to displaced people both inside and outside camps. It provides recognised qualifications so people can progress to further education, training and employment. They also help displaced people and returnees integrate into their new communities, providing local language training for refugees, IDPs and returnees.

THE COMMUNITY AND RETURNEE EDUCATION (CARE) PROJECT

Literacy, numeracy, life skills and vocational training for displaced people inside and outside refugee return camps using versatile teaching methods adapted to circumstances.

WHERE: SOUTH SUDAN
WHEN: 2014-2017
DONOR: BARING FOUNDATION

Cost: £250K

Key Outcome:
Over 1,000 learners at beginner and intermediate levels completed an English language course and passed their final exam.
Over 60 households received livelihood training.

Beneficiaries:
The project exceeded its target of 2000 to reach 2500 beneficiaries. Female participation remained high in IT, English and livelihoods training and reached the 40% target.
The Community and Returnee Education (CARE) project is a three-year project (2014–2017) delivered by AET and Resource and Open Learning (ROLE) Centres. Following the signing of the Comprehensive Peace Agreement in 2005 and the declaration of independence from Sudan in 2011, the project was conceived at the time that a substantial number of South Sudanese were returning from neighboring countries to the new country, and faced serious challenges in getting work and education. This put even greater pressure on what was already sparse basic service provision and fragile infrastructure. Returnees from Arabic speaking North Sudan also arrived, and continue to arrive home, to a country where English has become the official language. Most of them were therefore unable to access education and jobs, and, with no access to land or resources, sustaining any form of livelihood was almost impossible. This has left the majority of returnees living in urban areas, where they rely on begging, borrowing or selling household assets. In addition to returnees from neighboring countries, South Sudan also struggles with regular periods of conflict causing large numbers of internally displaced people (IDPs), especially in Jonglei and Lakes state where cattle raiding and inter-communal violence are common.

AET supports returnees and other marginalised groups such as women and youth develop basic English, IT and vocational skills through training provision within four states in South Sudan.

AET supports returnees and other marginalised groups such as women and youth develop basic English, IT and vocational skills through training provision within four states (Central Equatoria, Western Equatoria, Lakes and Jonglei) in South Sudan. These skills are seen as essential steps to finding employment and rebuilding their lives back home. The objectives were the integration of 2000 urban returnees, with 60 households with increased income potential through livelihood opportunities.

The project included advocacy through radio broadcasts discussing issues of reintegration and also training for livelihood skills which are in current demand (as revealed by surveys and consultations). AET has been working with local partners with a proven track record with livelihood and vocational skills training and have also provided capacity building training based on partners’ identified needs. This aims at increased capacity of 12 local organisations and government bodies and 20 local tutors/trainers to support education and training needs of returnees.

The project exceeded its target of 2000 to reach 2500 beneficiaries, with the majority passing their final examination. With regard to households, over 60 received livelihood training, although measures were not put in place to determine income potential, making it difficult to assess impact. It was interesting, however, that the outcome was viewed through the lens of a woman being able to improve her household through having extra money which in general she controlled. ‘Husbands appeared to be OK with this’. There was reported to be increased public awareness and support for returnees across two states of South Sudan, even if not such clear support in the other two.

Significant achievements can be compiled from a number of evaluations. These achievements can be put under two main headings, participation and support structures. With regard to participation and training:

- Female participation remained high in IT, English and livelihoods training and was able to reach the 40% target set at the start of the project, which is a significant achievement in a context characterised by vast gender disparities in education and employment opportunities.
- A total of 1,122 learners from beginner and intermediate levels have successfully completed the English language course and passed their final exam, enhancing their education and employment opportunities. In the context of returnees especially from Khartoum, learning English has been a big positive and the feedback has been very good in every location. Particularly impressive has been the number of older people, including women, deciding to learn.
- Forty-eight IT courses were delivered over all four centres during the three years and despite a gradual attrition of the number of computers and the fact that the manual became less appropriate for modern computer use, the task was well-done. A total of 632 learners successfully completed the IT training course and passed their final exam. Many IT graduates have used their certification to support applications for work.
- Some 90 trainees have acquired skills and knowledge in auto mechanics, basic craft, bakery and tailoring, improving their livelihood opportunities and self-sufficiency.
- Local vocational skills partners received training in market assessment, project planning and management, financial management and reporting.

With regard to support structures:

- Tutors have increased and updated their knowledge and professional capacities through daily lesson planning, teaching and marking of assignments.
- Steering committees have been established in two states and actively reviewed project activities and advised on the project, creating local ownership.
- MoE officials have collaborated with AET and are said to have greatly appreciated the courses.
- Eight live radio programmes with phone-in participation took place in Yambio, in Years 2 and 3. They were hosted and moderated by the department in charge of Gender in the State Government, together with other NGOs. They appear to have had a strong impact.
- Capacity building training for local CBO partners have made a notable difference. Trainings have covered a range of topics but have focused on strengthening their organisational capacity to manage projects effectively.

Success comes from the combinations of five interlocking elements: advocacy efforts through radio, skills provision for returnees, training of tutors, capacity building for local partners and establishment of structures such as steering committees, to provide continuity and local ownership.
4.4. STREET CHILDREN

STREET CONNECTED CHILDREN

A programme providing educational support to street children to enable them to enter the mainstream education system and make the transition away from street life.

WHERE: UGANDA, MBALE  IN PARTNERSHIP WITH CHILDREN’S RESTORATION OUTREACH


COST: £260,357

KEY OUTCOME:
300 street children successfully enrolled in primary school, where 91.7% of them went on to achieve above average scores in final assessment tests compared to 11.6% in initial tests.

Evaluations, such as for the Big Lottery, indicated for East Uganda that the achievements were as follows:

• Through the project 300 street children have been able to enrol in primary school. Over the 4 years, 91.7% scored above average in final assessment tests compared to 11.6% in initial tests. The evaluation found children have gained self-esteem and confidence and can articulate future aspirations. Over 4 years, 77 street children passed the Primary Leaving Examination, 87% with division 3 or above, showing they are on a par with other children in the school.

• In 2016 for example, 45 boys and 35 girls enrolled in the 2016 school preparation class, learning literacy, numeracy and life skills, alongside recreation activities and psychosocial support in areas such as bereavement, personal hygiene and conflict resolution. At the end of the year, 41 boys and 34 girls graduated from the preparation class and were supported (with fees and scholastic materials) to enrol in formal primary school. Of these children, 73 scored above average in the final term assessment tests compared to only 5 children above average at the start of the year.

• 40 teachers and 64 PTA and School Management Committee personnel received further training on child protection to enable them to support vulnerable children in their school.

• School and home visits were made to follow up on 286 former street children continuing in primary schools, with parents encouraged to join self-help groups and monitor their children’s progress in school.

The issues with regard to street children are stark. Most are unable to attend school simply because they have to work to support themselves. The few who do go to school are regularly absent and achieve poor learning outcomes due to having a lack of time to study. Street children often struggle with low self-esteem, lack of self-confidence, and a sense of worthlessness and shame; the stigma of being on the streets makes it difficult for children to integrate into education and with their peers. Teachers have not had adequate training to deal with such sensitive issues as vulnerable children, inclusive education, and child protection. Due to the negative labelling of street children, there is poor awareness amongst communities of the need to support the reintegration and education of these children.

AET works to bring street children back into the education system and make the transition away from street life. They support a comprehensive approach to street children’s education, including partnering with local organisations (such as ‘Children’s Restoration Outreach’ in Uganda), that offer school preparation courses alongside psychosocial support to help street children readjust to mainstream life; working with schools so they can understand the unique situation faced by street children and help support their reintegration into the school system; facilitating coordination between schools, police, district government and the community to raise awareness of these issues and improve attitudes and support for street children; providing street children and families with school starter kits, which include uniforms, exercise books and other materials they may need to start accessing education.
128 street children and 177 other children have participated in peer mentoring clubs in a variety of activities. Peer mentors receive training on craft work and livelihoods skills to build practical skills e.g. soap making and bakery. Peer members support each other to continue in school and include library sessions to improve literacy skills. Further evidence is needed to determine how this has affected attendance and retention.

Government para-social workers were facilitated to disseminate the by-law within 4 sub-counties of Mbale District, enabling action on abuse and neglect. 43 police staff received training on team building and conflict resolution. 30 members of Community Child Protection Committees (CCPCs) were trained in family principles and family ethics.

AET trained their partners in data analysis and worked together to analyse findings of the day and night surveys.

The evaluations showed that teachers reported positively on the training received and explained changes they have made in their approach to dealing with vulnerable children. 86% of children interviewed in the final evaluation were happy with their relationship with their teachers. 25% of street children reported better attitudes and treatment. In Musoto Primary, for example, 68 children are involved in the school enterprise (a music and dance group) and have gained confidence and the ability to express themselves on educational topics, e.g. girls’ rights to education. In Nabuyonga, the enterprise of crop production has become a learning centre for the school, especially for maths and science.

As well as enhanced teacher skills, success in the preparation classes can be partly linked to the additional services provided to children during the year, including psychosocial support and recreation activities, which help build self-esteem and support children to drop street habits e.g. substance abuse. There has been a significant influence on local child protection systems, due to the introduction of the by-laws on abuse and effective collaboration with district and community structures and with committed volunteers working in Community Child Protection Committees (CCPCs) or as para-social workers. These para-social workers report fewer children coming to the street from these areas and have been able to handle cases of abuse.

**4.5. PASTORALISTS**

**FLEXIBLE APPROACH TO BASIC EDUCATION (FABE) AND DEVELOPING APPROPRIATE RELEVANT EDUCATION & TRAINING (DARET)**

An educational programme for pastoralist/nomadic children and youth without access to basic education.

**WHERE:** SOMALIA  
**WHEN:** 2009-18

**DONOR:** UNICEF, ANONYMOUS

**KEY OUTCOME:**

Reading levels rose from 20% before the course to 71% afterward. Half the students acquired and retained the full range of targeted skills including literacy, numeracy and vocational skills.

**BENEFICIARIES:**

FABE for 8-14 year olds; DARET youth aged 14-25. 1500 plus 600 graduated with literacy and numeracy skills

**RESPONSES:**

Participants said that the course made lifesaving changes ranging from being able to read the expiry date for medicine to being able to operate mobile phones and send text messages to stay in touch with family (within Somalia and the diaspora).
There are an estimated 30 million pastoralists living in the Horn of Africa, and yet many of these groups have faced severe challenges when it comes to education. Education provision often ignores the needs of pastoralist communities, and is inappropriate to their mobile way of life. Permanent schools with year-round classes do not accommodate pastoralist communities; school hours do not allow for the domestic duties of pastoralist children; very few teachers are willing to work in remote areas that lack basic services; the focus of school study does not match the skills and competencies needed by pastoralist communities; and cattle raiding disrupts movement and travel to schools.

Two programmes, the Flexible Approach to Basic Education (FABE) and Developing Appropriate Relevant Education and Training (DARET) were originally established to help the pastoralist/nomadic children and youth who do not have access to basic education. FABE started in 2009 and ended in 2011. It targeted children between the age of 8-14 years and the emphasis was on numeracy and literacy in the Somali language. DARET started in 2008 (after a two-year research/pilot project) and initially ended in 2011 during which 1,500 youth between ages 14-25 years were trained. Further funds were achieved from the funder and the programme was extended until December 2017, involving a further 600 young people. In addition to numeracy and literacy, emphasis was placed on vocational skills like tailoring, carpentry, handy-craft and farming. In both 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.

The findings from the evaluation established that about half of the students had acquired and retained the targeted skills including literacy, numeracy and vocational skills. However, the tests suggested that although reading skills were retained, numeracy skills were, for a majority, at a worryingly low level. The findings indicate however 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 evidenced in improved life style or opportunities. The evaluations established however that the community was very well aware of the courses and able to name the teachers. A wider range of opportunities for income generation was 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.

The projects were underpinned by initial workshops which drew out what key skills those pastoralists who wanted to remain as such, wanted from education. These skills were: basic health and midwife skills; training in conservation of the environment; veterinary; farming skills and bee-keeping skills. Other skills (such as accountancy, engine driver, teacher, typing and computer skills) were also identified, but less so. Those wanting to move to towns wanted carpentry, mechanics and electrical skills. It was revealed that it was more appropriate and practical for the trainers (rather than the students) to travel. Each community chose two skills (one for women and one for men) and the trainers visited the communities on a rotation system: each trainer spent 2 to 4 days a month with a given community before moving onto the next one.

Interestingly, after about four months of the vocational courses, most of the trainees asked for some sort of examination to take place at the end of the course. Each examination would be a test of the practical skills acquired. For tailoring skills, for example, the teacher would tear apart a piece of clothing and ask the student to mend it within a pre-determined amount of time. Alternatively, the sewing machine could be dismantled and the students tested would be asked to reassemble it within a limited amount of time. One of the challenges faced was related to the duration of the vocational skills course. Some LNGOs as well as community elders have expressed preference for the vocational skills to be delivered more intensively over a period of 4 months rather than over a period of 8-12 months.
Somali Nomadic Education Project (SNEP)

Education for pastoralist/nomadic children and youth without access to basic education, using innovative teaching methods such as Somali songs, poetry and proverbs that were both educative and entertaining.

Where: Somali
When: 2012 - 2016
Donor: UKAID

Cost: £443,190

Key Outcome:
Reading and writing skills for people who never had the opportunity to go to school.

Beneficiaries:
5,969 children, youth and adults in 42 communities (49.4% female)

The initiative was developed, building on the learning from FABE and DARET, through the project Somali Nomadic Education Project (SNEP). In 2014 it was found that:

- All materials in use provided strong basics in literacy/numeracy for further training; learners completing Level 1 could transition to intermediate school, depending on their ability
- Textbooks in use were not uniform across regions, and some were stronger than others
- Combining literacy, numeracy and audio materials on social issues in one book (as in AET ILEYS materials, with Ileys meaning ‘light’ in Somali) is perceived as a very good method, especially for pastoralist and other out of school groups
- Audio-visual learning has helped in retention of concepts; the Somali songs, poetry and proverbs in the book/memory cards are both educative and entertaining
- It was observed that generally content coverage in AET materials was superior to others when measured against the national curriculum framework (Somaliland and Puntland)

The final Evaluation Report (2016) confirmed that:

- At the end of the programme, a total 5,969 children, youth and adults in 42 communities (49.4% female) who would never have had the opportunity to go to school, had completed a full course of study in basic education while a number of adults achieved skills training.
- It provided adults a rare opportunity to learn how to read and write, since they could not attend formal schools.
- Learners liked the lessons in the non-formal centre established by AET, because there were better teaching/learning materials, which had relevant and appropriate themes and topics for the learners.
- Acquisition of reading and writing skills had been acknowledged and appreciated at the community level. People had benefited as they had seen students reading and writing and had seen them use those skills at home, so sharing at family and community level through teaching others how to read and write.

The benefits from the project included: a) people gaining confidence in themselves because they could read and write; b) lifesaving changes such as being able to read the expiry date for medicine and groceries; c) being able to operate mobile phones including sending text messages, thus staying in communication with family (within Somalia and the diaspora); d) modernising the way one does business; e) gaining skills that provide opportunity to earn own income, f) services to community such as first aid and midwifery in contexts where health services are inaccessible.

Success factors derive from the participants themselves deciding relevance, and from high flexibility, with trainers going to communities rather than the other way round. As well as the innovative audio-visual materials, the project tackles a wide range of learners by allowing parents and children to learn together to address adult illiteracy. It is also innovative in funding grants to buy livestock to help communities pay the teachers.
5.1 MOTHER TONGUE EDUCATION

MOTHER TONGUE

Early learning education in Mother Tongue, introducing Maa language in schools and adult literacy training in community learning centres. Through the participation of community resource persons, oral stories in the Maa language were recorded and transcribed into reading texts. Fifteen appropriate level readers with culturally relevant materials were developed and distributed.

WHERE: KENYA, LAIKIPIA
WHEN: 2014 TO 2016
DONOR: ANONYMOUS

KEY OUTCOME:
Improved teaching methods has led to significant improvements in students’ results both in Maa and in English in the schools. The enthusiastic support of parents and the community has enabled them to achieve literacy themselves, reinforcing support for the children’s progress.

BENEFICIARIES:
25 kindergartens and 14 primary schools. 16 Manyatta Learning Centres.

COST: £569K

£569K
The focus in AET with regard to literacy is on Mother Tongue Education (MTE), with key projects in Kenya and Uganda. AET is also a pioneer in radio literacy. MTE builds on the research that shows that children learn faster in their own language before making a transition into another, official language. This involves not just the techniques, but also advocacy with policy makers about the value of MTE.

In Kenya, the overall goal of the project is to enhance learning outcomes for boys and girls among marginalised Maa speaking communities in Laikipia North through improved retention, enrolment and learning strategies. Lower primary teachers received training in specific areas such as how to teach and assess reading, application of the Early Grade Reading Assessment (EGRA) test at the classroom level, assessment, and maintaining learner assessment records. At the end of each term, AET, with support from a small committee, prepares the end of term and beginning of term exams for Maa for the learners. At Kindergarten level, teachers were offered further training on the development and maintenance of professional records, material development and community mobilisation, especially parents, on support for education. This training also focused on school readiness for the learners waiting to progress to lower primary grade 1.

Assessments showed significant improvements in students both in Maa and in English. Because of coaching, there were improvements in the pedagogical skills of teachers in 25 kindergartens and 14 primary schools. The coaching reports evidenced that the 47 kindergarten teachers who had received training over the last three years are now able to deliver lessons, write lesson plans, prepare teaching aids from locally available materials as well as use them during classes and display them. Teachers were provided with teaching and learning materials in addition to Grade 1-3 primers and supplementary readings in Maa. English story books were also provided to support building oral language development in English. 95% confirmed having received teaching materials such as manilas, pens, gunny bags and others for materials development towards preparing for lessons as aids.

**MOTHER TONGUE**

**Early learning education in Mother Tongue through the successful implementation of a local language thematic curriculum.**

**WHERE:** UGANDA, IN PARTNERSHIP WITH LITERACY AND BASIC EDUCATION

**WHEN:** 2012 – 2014

**DONOR:** COMIC RELIEF

**COST:** £231K

In Uganda, Mother-Tongue Education (MTE), 2009 -2013 was a four-year project conducted by Literacy and Adult Basic Education (LABE) in partnership with AET and funded by Comic Relief (UK). The project was conducted in 240 schools in six districts of Northern Uganda (Arua, Kakwa, Yumbe, Adjumani, Gulu and Amuru districts). This is an area which has recently emerged from nearly 30 years of civil conflict and war and the project has assisted in the reconstruction of the area via an educational initiative aimed at supporting the implementation of the national Primary School Curriculum in the first three years of lower primary. MTE has contributed to increased enrolment in lower primary as well as an overall trend in improved proficiency in literacy and numeracy. Using figures for the start of the academic year, there has been an increase in enrolment of P1-3 learners between from 104,502 in 2010 to 141,733 in 2013. The evaluators described this as an extraordinary achievement and as an indicator of successful implementation of the local language thematic curriculum.
MTE has played a significant role in capacity development, and materials development training of five language boards, for Aringga, Kakwa, Madi, Lugbara and Acholi languages. The orthographies of two languages have been finalised and teachers have been trained on their use. Two are awaiting official finalisation by National Curriculum Development Centre (NCDC) and the fifth has submitted its revised orthography to NCDC for acceptance. AET has gained a reputation for being knowledgeable about MTE and has been invited into MoEs to talk about this.

Learning from MTE has resulted in the production and approval of the Pedagogy Handbook for Teaching in Local Languages in collaboration with the NCDC. This is a national document that will be used by all in-service and pre-service teachers in the country; this extends LAFE’s work at national level and paves the way for wider implementation across the Uganda primary school system.

Success factors are the training of teachers combined with teaching and learning materials, side by side with the development of language boards and the orthographies of local languages, so that the reach becomes national and MTE accepted.

5.2 BRITE FUTURES (BUSINESS, RESILIENCE, INNOVATION, TECHNOLOGY AND ENTERPRISE)

A programme to improve the quality of secondary education and promote the skills needed for employment, leading to better opportunities, especially for girls, in hard to reach areas.

WHERE: UGANDA, DISTRICTS OF OYAM AND OTUKE

WHEN: 2014-2017

DONOR: ANONYMOUS

KEY OUTCOME:

ICT labs established; teachers trained in ICT to support STEM learning; school enterprise and business skills for students developed. A careers manual was produced and two career fairs were staged.

COST: £309K

BENEFICIARIES:

8 schools with 1894 female and 2229 male students.

BRITE Futures for Secondary School Students aims to give training and experience in high-demand subject areas to prepare for careers and work in a rapidly modernising East Africa. The goal is to improve the quality of secondary education and promote employment-relevant skills, leading to better learning outcomes and post-secondary opportunities, especially for girls, in hard to reach areas.

There are a number of initiatives within this area, including careers fairs, a careers manual, ICT enhancement and school enterprise work. In partnership with district administrators, AET organised two career fairs in each district reaching 248 students, providing a platform for professional role models to share information on their career sectors and tips for success. Guest speakers included district officials, engineers, head teachers, health officers, School Mothers and police commanders. A key focus has been on overcoming gender stereotypes and it was reported that for the first £309K
In many cases the teachers recognise that promoting ICT in schools would not be possible at all without support from AET.

With supplementary funding, AET developed a level 2 ICT course book covering Access, Publisher and Internet use. The content drew on the curriculum and continued the business theme of the first set of materials. 16 ICT teachers (2 per school) received training in the new materials, covering ICT skills, pedagogy and child-centred teaching. AET worked with teachers to budget for the running costs of the ICT labs, supporting schools to consider how to meet the costs in the longer term. One secondary school, for example, is now providing secretarial services to the community to raise funds to maintain equipment.

ICT clubs have been established and in 2016 the last year engaged 395 students in learning ICT and business skills. 82% of students who have used a computer now rate their skills as good or better, compared to 54% at baseline showing increased confidence in computer use. Some schools have adopted class-based ICT training in addition to the ICT clubs to give more students the opportunity to study ICT. Observations and sample work showed that students could do a wide variety of tasks on the computer from designing a business plan on Word to making greeting cards on Publisher. Teachers agree that it would not be possible to promote ICT in schools to the same extent without the support of AET and in many cases the teachers recognise that teaching ICT would not be possible at all without the support they are receiving.

In terms of School Enterprises, working with the programme “Teach A Man To Fish”, 24 teachers were trained to support the development of school enterprises managed by students. This process tries to inspire students to start their own small enterprises. For example, one secondary girl has started her own piggery project with the aim of raising her school fees to complete school. School Enterprises have become increasingly merged with ICT clubs, with ICT used to record sales, research beekeeping or generate income through community classes or printing services.

There were a number of lessons learned/challenges in the BRITE project:

- The career guidance manual was designed in a participatory way consulting with different stakeholders. This proved a lengthy process and delayed production. Distribution was further delayed by the need for Ministry approval. As such, schools have had limited time to use the materials and the effectiveness of the resource will need to be tested more fully in the future.

- AET supports the schools to use ICT equipment provided for and maintained by the government. There is limited internal capacity in schools to maintain equipment and address issues with software. This should be part of teacher training moving forward.

- Monitoring and learning systems may need to be strengthened in order to generate sufficient evidence. AET will be working with a learning partner (Ichuli Consulting) to support the development of a more robust Monitoring, Evaluation, Research and Learning (MER+L) system and build local capacity to implement it.

- Partnerships with other NGOs have added value to the project, bringing additional expertise and enabling shared learning. For example, STIR Education has trained our staff in teacher development enabling them to be more effective in training and supporting other teachers.

- In developing the career guidance manual, a better understanding was gained of what students need to achieve to access different careers and higher education opportunities. A major barrier is poor performance in sciences and AET is looking to prioritise improving learning outcomes in sciences. They are currently working with a number of Science Technology Engineering & Maths (STEM) Ambassadors to develop a series of practical STEM lessons around building a computer, water purification, biogas and using solar energy, which they aim to test in project schools in the next year.

- ICT facilities and connectivity remain challenging, yet emerging examples of teachers using ICT to research and deliver lessons suggest that even in low resource environments, ICT can be a useful tool for improving teaching and learning. Enabling STEM teachers to use ICT for more effective lesson planning and delivery, would be one way to ensure limited resources are targeted towards better learning outcomes.
5.3 PACTS (Promoting Advanced Computer Training in Secondary Schools)

Production of user-friendly ICT training material and provision of supplementary ICT equipment (laptops, camera, projectors, printers) in target schools.

**WHERE:** UGANDA  
**WHEN:** 2015 - 2016  
**DONOR:** ANONYMOUS  
**COST:** £42K  
**KEY OUTCOME:**

The project has created access to ICT and skills development of students and teachers, equipping low resource schools to use and enhance the resources they have. 82% of students who used a computer rated their skills as good or better, compared to 54% at baseline. There was high demand for the ICT clubs and peak attendance reached 408 students across the 8 schools.

**BENEFICIARIES:**

8 secondary schools

**RESPONSES:**

The District Education Office became interested in the ICT trainings in schools and directed primary head teachers from surrounding schools to go to the secondary schools during holidays for training by the ICT teachers.

A linked programme to BRITE is PACTS, taking place in 8 secondary schools. Here, a level 2 ICT student’s course book and ICT teachers’ guide were developed with the support of two external consultants with expertise in ICT and education. They used key topics from the curriculum to design the material in consultation with AET and other stakeholders, creating a user-friendly ICT students copy. ICT resources were enhanced with the provision of laptops, cameras and a supplementary ICT equipment budget to meet the schools’ priority needs. All 8 schools now have functioning printers and 7 have projectors. These are not only helping the ICT teachers to demonstrate ICT skills, but are also used by teachers of other subjects.

To enable teachers to carry out internet-based research for teaching and learning, project schools were supplied with internet dongles with AET contributing to a monthly subscription. This coupled with the ICT Facebook forum has enabled schools to engage in peer to peer support to each other.

There is high demand from students wanting to be part of the ICT clubs and to study ICT. Peak attendance for the year reached 408 students across the 8 schools, but many others had to be turned down as the current infrastructure is stretched. Some schools creatively opted to use shifts so that more students can get an opportunity to use the computers.

The District Education Office became interested in the ICT trainings in schools and directed primary head teachers from surrounding schools to go to the secondary schools during holidays for training by the ICT teachers, at a small fee to help in maintenance costs. The fact that even primary school head teachers are willing to pay some money and learn was seen as a positive sign.

The project has enabled access to ICT and skills development of students and teachers; equipping low resource schools to use and enhance the resources they have. From a teacher training report, it was revealed that teachers agree that it would not be possible to promote ICT in schools to the same extent without the support of AET and in many cases the teachers recognised that teaching ICT would not be possible at all without the support they are receiving.

There has been a wider impact on teaching and learning both in project schools and in neighbouring primary schools. Within most of the secondary schools, ICT is being used to support teaching and learning across other subjects, especially sciences, for example using the projector to present a lesson prepared on PowerPoint and make use of the Cyber science software provided by the government. While this has brought in competition for the projector, this is reported as a very positive development.

Challenges remain. While AET can evidence improved ICT and business skills, there has not been a clear completion of the course. This reflects the integration of the level 1 and 2 courses in the ICT clubs, with teachers choosing when to introduce each application. How to effectively assess practical skills is a challenge to address going forward, potentially linking the materials to a recognised qualification.
5.4 RIGHTS EDUCATION

REALISING RIGHTS: A COMMUNITY APPROACH ON RIGHTS

A programme to protect and promote human rights with a focus on protection and participation, access to basic services, gender equality and the rights of the child.

WHERE: SOUTH SUDAN (CENTRAL EQUATORIA AND LAKES STATES)

WHEN: 2014 - 2016

DURATION: 2 YEARS

DONOR: EIDHR

COST: €277,500

BENEFICIARIES:
24 communities. Training reached 605 people in the second year including local chiefs, religious leaders, teachers, school mothers and community protection committee members.

OUTCOME:
The District Education Office became interested in the ICT trainings in schools and directed primary head teachers from surrounding schools to go to the secondary schools during holidays for training by the ICT teachers.

Realising Rights: A Community Approach on rights was a three-year action with the objective of enabling remote and marginalised communities in two states of South Sudan to protect and realise human rights in their schools and communities. The project was implemented in 24 communities across Central Equatoria and Lakes States. The focus was the areas of protection and participation, access to basic services, gender equality and the rights of the child. Community Protection Committees (CPCs) were established in each community comprising of 10 local stakeholders who met monthly; action plans were established in each community addressing priority needs for protection and response; and child protection policies were established and promoted in each school. Two human rights community trainings have taken place in all 24 communities. In the second year these trainings reached a total of 605 (31.5% female) community members, including local chiefs, religious leaders, teachers, school mothers and community protection committee members. 36 local authority officials (7 female, 29 male) from Juba and Rumbek had training on human rights specifically on protection, gender, and education.

As well as training, the key activities have been community engagement meetings attended by CPCs, community members and local authorities; local radio debates on human rights; community theatre based on local testimonies of human rights abuses; community film initiatives to support communities document local human rights issues and raise awareness and understanding more broadly. All these activities provided a public forum for communities to participate in human rights debate.

It was found that the community members listed above had increased their awareness and understanding of human rights and how to realise and protect them. The community consultations revealed practically no previous knowledge of human rights but since the trainings community members have reported feeling more aware of their human rights and have taken specific actions to help them realise their human rights and hold human rights abusers accountable. The local authority officials indicated internalisation of the concepts as they asked critical questions regarding how to incorporate these concepts into their careers and daily lives.

The CPCs have become strong community advocates for women’s and children’s rights and became increasingly influential over the course of the project. The child protection policies were being promoted and reviewed on a regular basis, and parents, students and teachers were aware of them.

The ROLE Centres (see later) have recorded numerous cases of positive action taking place in communities to address human rights issues. The main issues raised include insecurity (revenge killing, cattle raiding, robbery), gender-based violence, early marriage, child abduction, child labour and corporal punishment in schools. CPCs have raised these issues with local authorities who have been particularly responsive to security threats and child abduction. Typically issues of early marriage, gender-based violence and child labor are dealt with by village chiefs.

Lessons learned: There was difficulty in both Juba and Rumbek with recruiting members of the community to become involved with this project when no compensation could be offered. Given the deteriorating financial situation in South Sudan, the ROLE centre personnel found it ever more difficult to find capable and dedicated individuals who would want to receive training on human rights and then become a trainer within their community, although they finally managed it. It is thought that in the future, providing some financial incentive could potentially increase the quality of trainers and the training they will provide.
A second challenge related to rights themselves. In a country where freedom of expression is not fully granted or exercised many people feel uncomfortable speaking out about human rights issues. Many human rights issues are seen as political and people feel that being politically opinionated may put them in danger. For similar reasons some people are scared to report incidences to the police. In some communities it took some time before people would speak out openly but making them aware of the role of the CPCs, people became more comfortable raising their issues to them.

One evaluation found that consideration needs to be given to the way child rights are presented. In many schools, teachers and PTA members explained that discipline is a problem (there are often 50+ children per class) and that promoting child rights has been misinterpreted as removing discipline. ROLE center managers felt the training needed to be more contextualised. Although not included in the project design, teachers would also benefit from training in child-friendly classroom management techniques.
6.1 THE MANAGEMENT OF EDUCATION

What emerges from projects in gender, literacy or disability, is the reach into the management of education at all levels. In Kenya, for example, evaluations highlighted how AET also worked very closely with the school management across different activities. Training was offered on their roles and was based on the Education Act. 117 Board of Management (BoM) members were trained on the Basic Education Act and now understand their roles and actively participate in school development plans and Income Generating Activities (IGAs). The head teachers were enrolled in performance management training, which was the latest government requirement and were able to understand various issues affecting management, as well as look at the school governance. The deputy head teachers were enrolled for the online management course. Further, they ensure that a majority of the action points discussed at the conversation meetings were implemented and those contravening the bi-laws agreed were ‘brought to book’. The BoM have been instrumental in making the changes in the schools and an evaluation reported distinctive differences between schools whose BoM are involved and those where they are “hands off”.

In Uganda it was reported that the School Mothers project is well managed at all levels. Each member of staff has a precise role for which they have received initial orientation and training. AET makes regular visits in the field (every 3 months) and provides further training and refreshers on a quarterly basis on themes relevant to their staff’s roles (e.g. girls’ education; child protection; finance; monitoring). The training provided also aimed at developing AET staff’s competences for the ‘Teacher Change Makers’ and ‘I-LEARN’ projects currently being implemented as part of AET ‘continued delivery of quality education programmes’ in Northern Uganda. It appears that it is not just about technical training and legal knowledge.

When staff were asked to describe how they perceived AET’s support, they indicated that ‘love for staff is here’, as well as an encouraging autonomy that allows them to ‘shape the programmes’ according to local contexts, with the principle that ‘better staff leads to better activities’.

In South Sudan, AET provided training for local government representatives. The training explored the educational structure in South Sudan, MoE departments, and the roles and responsibilities of MoE officials at each level (Payam, County, State, and National). The training was delivered by outreach officers, ROLE Centre staff and MoE officials. In interviews, participants described learning about the links between the Payam, County and State and how they could better coordinate. A national level MoE official commented ‘usually we are only training the Payam inspectors; here we could bring together the Payam, County and State’.

Training was also delivered to Payam and County MoE officials on school inspection, supervision, project management and working with communities. There is little government training for inspectors, so the ROLE centres have been able to play a unique role in building this capacity. (This is particularly valuable as many inspectors are political appointees and have limited educational experience). County level MoE officials said that the training was valuable because it helped them to know their roles and improve their skills.
It was significant that engagement meetings at the Payam and County level have enabled school communities to have direct access to officials in the MoE. There are some examples of the meetings resulting in concrete changes for communities. However, one school visited had never met the Payam supervisor, and others indicated limited relationships with the MoE. Even when meetings occur the MoE is not always resourced to respond to the huge educational needs of its communities. Clearly, there is future work to be done on the engagement of the community with local and national officials.

6.2. ROLE CENTRES

AET has established ROLE Centres (Resource and Open Learning Centres). These deliver teacher training, develop learning materials for primary schools, run basic literacy courses, run the operation of mobile libraries, and support distance education and IT courses. They have full-time managers but also part-time staff. In South Sudan they supported the large scale Primary Education Project (working with 100 primary schools and their communities to build their capacity). ROLE centre staff members have received training in planning, monitoring and implementation of programmes, including financial and HR management, completing needs assessments and M&E. ROLE centre staff were also trained in child rights and advocacy.

In South Sudan it was found from an independent review of the Primary Education Programme that the ROLE centres benefit from ‘very capable and dedicated staff’ and an ‘outstanding level of engagement with communities and local government’. Outreach officers and project officers are able to engage critically with the project work and to effectively manage risks and solve problems. The capacity of project staff and outreach officers was increased through the training received as well as the process of implementing the project. The EU evaluation also found strong examples of mitigating risk and delivering value for money and describes the ability of ROLE centres to form effective working relationships at every level as a notable strength.

The work of the ROLE outreach officers appears central. They meet with the head teacher, school mother and PTA chairperson, conduct lesson observations and write quarterly reports on school progress. Outreach officers have been selected from the counties in which they work and have notably strong relationships with the school communities. For example, school mothers spoke positively of the support they are given:

When our outreach officer comes to the school he will call a meeting with us and talk about the challenges that we face. He asks us: ‘Are you doing well?’ ‘Do you have challenges with administration or the students?’

The 7 outreach officers interviewed in one report were seen as competent and thorough. Often, they had benefited from significant support and mentoring by ROLE Centre managers. One ROLE centre manager described providing substantial mentoring in data collection and writing case studies; another explained that he visits schools to verify the outreach officers’ observations.

The primary challenge facing the ROLE centres has been overstretch of the managers. ROLE centres are understaffed and managers work hard to implement multiple projects simultaneously. The AET model of working through part-time staff can make delivery of the projects demanding – a lot of the work involves travel and outreach – and staff members often work beyond their contracted hours. In Juba particularly, overstretch of the manager challenges effective delegation; all managers would benefit from training in delegation and management.

The success of ROLE centres lies in the extensive training of their staff and the way that outreach officers support both the projects and the personnel involved in them – meeting with heads, PTAs, and teachers and keeping records of observations. They mitigate risk and provide value for money.
6.3 MANYATTA LEARNING CENTRES

AET established Manyatta Learning Centres (MLCs) within the Maasai community of Dol Dol, Northern Kenya, as communal facilities to enable parents and children to learn together. It surpassed its target of 5 by adding an additional 11 centres because of community pressure. The centres are run by volunteer facilitators who are trained by AET on the use of REFLECT and parenting models. Parents, accompanied by their youngest children, meet at times convenient to them and places near their homes for literacy and numeracy classes. Both men and women who attend these classes are reported to be very excited to acquire functional literacy: they can write their names, read text messages, write their own phone numbers, count etc. They are reported to feel liberated to do more things on their own. A majority of the learners meet twice a week and at different times but the commitment is overwhelming. One positive development from the MLC is that the parents have formed self-help groups and are seeking to be registered officially. One group is already applying for a loan to work on a group activity. It is envisaged that with time, they will have enough funds to ensure their children stay in school and they can also learn new trades, as opposed to just herding. An off shoot is that parents are now able to follow up on their performance of children and some have been to school to discuss their children’s progress with the teachers. They spend time looking at the children’s books and assist with homework.

One of the greatest strengths with the MLC’s is the CORPS (Community Own Resource Persons) involvement with the children. Through the participation of 140 community resource persons (10 per school community), 120 oral stories in the Maa language were recorded and transcribed into reading texts. Fifteen appropriate level readers with culturally relevant materials were developed and distributed and an additional 15 are in their final stage of production. They spend time telling stories, teaching songs, proverbs and other important aspects that promote and build on the oral skills of the children. The parents are also doing the same at home. The presence of CORPS allows children who are not in nursery schools to be able to come and join their parents. The MLC’s are also looking into issues of parenting and they have dedicated some of the classes to discuss parenting issues including nutrition, early enrolment in school, etc., hence enhancing school readiness. AET set some exams to ensure that parents view learning as serious and it was motivating for them to sit such exams. The current challenge that remains is the enrolment of men in the MLC as they are key decision makers. This is a model that can be upscaled to promote inter-generational learning.

The focus group discussions confirmed that parents were more involved in their children’s education and in their homework. The children are now challenged to study harder as they do not want their mothers to do better than them in their studies. The majority of parents, including men, had attended at least 3 education meetings during the year. An off-shot is that one of the MLC’s has formed a savings groups (VSLA) and are now in the process of registering to enable them to access the “Uvezo fund”. This arose from one of the topics on business development skills.

6.4 COMMUNITY DEVELOPMENT

EMPOWERING PARTICIPANTS IN COMMUNITY, EDUCATION AND DEVELOPMENT (CED)

A programme to empower marginalised communities to participate in education and development and improve access to and quality of education, especially for girls.

WHERE: SOUTH SUDAN
WHEN: 2011 - 2014
DONOR: EU

COST: €786,769

KEY OUTCOME:
PTA members and Ministry of Education (MoE) officials gained a clearer understanding of their roles, leading to more active engagement in the schools. Teachers and PTA members took increased responsibility for improving the school and have taken action to mobilise support from the community.

BENEFICIARIES:
Children enrolled in primary schools supported by the project: 9,489 girls and 15,654 boys based on end of project data collection in Central Equatoria, Western Equatoria and Lakes state (students from Jonglei also benefitted for part of the project but due to insecurity we were not able to collect end of project data). School Mothers: 100 women. PTA members: 661 men and 299 women (trainings); 121 involved in engagement meetings. Teachers: 408 men and 16 women (rights and advocacy training); 238 (Social Issue Kit trainings). MoE representatives: 108 trained in school supervision and inspection. Over 70 involved in engagement meetings.

OUTCOMES:
Increased retention of girls in upper primary, with the number of girls in P6 – P8 more than doubling over the course of the project. Cooperation of MoE and PTA at engagement meetings resulted in concrete actions for improving local education provision. MoE officials also participated in Girls’ Writes viewing, which created a platform for discussion of the importance of girls’ education and the need for this to be supporting in education policy.
Empowering Participants in Community, Education and Development (CED) was a three-year programme in four states of South Sudan with the objectives of empowering marginalised communities to participate in education and development and of improving access to and quality of education, especially for girls. The project was implemented in 104 schools across Central Equatoria, Western Equatoria, Lakes and Jonglei States. Key activities included training of ROLE staff, PTAs, School Mothers and teachers on rights, advocacy and local education provision; development of social issue kits (see later) and training teachers on their use; support for PTA and community meetings and micro-grants for school improvement projects. Reports state that through the programme, PTA members and Ministry of Education (MoE) officials have gained a clearer understanding of their roles, leading to more active engagement in the school. Teachers and PTA members report feeling an increased responsibility for the improvement of the school and have taken actions such as mobilising the community to pay for part-time teachers, managing the implementation of micro-grants and taking an active role in seeking and receiving aid from other organisations.

MoE staff were trained in school supervision, and engagement meetings were held between the MoE at payam, county and state levels and school communities. While the ability of PTA members to advocate to MoE officials varied between schools and depended largely on their relationship with the payam supervisor, engagement meetings have helped strengthen this relationship, enabling schools to gain direct access to officials in the MoE. This has resulted in a number of concrete actions, including demarcation of school boundaries and inclusion of teachers on the government payroll. However, the MoEs are under resourced and often unable to respond to the needs of the communities.

6.5. Parent Teacher Association Training

A number of projects include work and training with PTAs. In South Sudan, interviews with their members indicated that training had helped PTAs to understand their role and responsibilities. Teachers now understood the role of the PTA, which had increased local expectations that PTA members should contribute to the life of the school. PTAs described their roles as:

- Ensuring teachers are punctual and are teaching
- Ensuring students behave in school
- Ensuring school funds are used appropriately
- Working with the community to develop the school

While it was found that the level of PTA engagement varied significantly between schools, there were many examples of PTAs mobilising the community to help improve school life through rebuilding temporary classrooms, paying a stipend for volunteer teachers, repairing the schools, building latrines and buying school desks. In one urban school the PTA had mobilised the parents to pay for four new permanent classrooms. PTA members frequently suggested that the training had given them confidence to take a more prominent and active role in the school.

In Kenya, work was done with parents through holding community conversations, with over 200 parents attending each meeting held at different schools. Approximately 10-12 meetings were held in each year of implementation with an average of 3-4 held per term dependent on the school timetable and Ministry of Education availability. The meetings were organized in clusters and were spearheaded by AET. The Ministry of Education, local chiefs and administration officers were invited to respond to various issues pertaining to policy and the law. These resulted in greater community support for education, including accountability of teachers and improved school drop-out rates. The survey carried out in the last year of implementation revealed that, of the parents interviewed, 86% confirmed attending meetings in schools called by head teachers and 50% confirmed they had been involved in seeking resolutions towards improving education in their child’s school.

These stakeholders in the community conversations are reported to hold each other accountable. They also look into challenges affecting schools and provide guidance and support for solutions. For example in some of the villages where the girls had dropped out of school, the parents were mobilised and 5 girls returned to school. In other schools, the parents contributed to employing a cook for the porridge they had received. Byelaws on involvement of children, especially in sand harvesting, were also put in place. In some communities, if children go to the market, they are arrested, and the parents called. When parents come to bail their children out, they are arrested instead or fined. AET involvement in legalities surrounding children are an important contribution.
6.6. LIBRARIES

A support for literacy and community development comes from the provision of libraries. This is an essential support in contexts where children are rarely exposed to reading. The library project was first established in Somalia, where AET supported the development of school and mobile community libraries. Mobile libraries are used to move books to displacement camps, and also to provide access to reading material for people with disabilities. School libraries supply learning materials to schools that have lost most of their books due to conflict. AET strategy is that when supporting the establishment of libraries, they are not just making sure that books are in place, but that the books are managed and accessible. Sometimes this means making libraries mobile, using lorries, motorcycles and donkeys to help books travel around communities and reach people who would have trouble travelling to a library or learning centre.

AET in Somaliland developed a dedicated community library with support from the family of Professor Ioan Lewis who was an acknowledged expert on Somali culture. Recently fitted with computers, this library acts as a hub for both students, teaching staff and people in the community who want to improve their English literacy. AET partners with BookAid International to enable books to be supplied throughout its libraries and also to facilitate supply to school and mobile libraries.

AET also trains teachers and librarians in how to appropriately organise, manage, and rotate the collections of books. School libraries are central particularly when reading materials are lacking. In Uganda, for example, many children only read from words that the teacher writes on the blackboard and perhaps some tired textbooks. Since children learn English as soon as they arrive at school (age 6) and their education is entirely through the medium of English, by the time they sit their leaving examinations (age 14+), AET felt that a library of books in English was appropriate. There are still very few materials written in local languages since there are many such languages in the country and little standardisation of them. An area of Eastern Uganda was initially chosen to receive the libraries. This was in response to the very poor academic achievement of children in this area educated in government schools. It is also an area where AET has local staff in position and has developed other projects to support education. The libraries are conceived of as a partnership with schools, giving schools the responsibility to find a secure room and create some shelving. Support is given on what is required but not the funding to create it. Any variations in rooms and shelving are accepted, and some have poor shelving and lighting. Rooms at best are full size classrooms with seating to allow library lessons to be conducted. But they can also be at the back of a classroom, sometimes chosen as one for the younger children who vacate it at lunchtime and allow others access. This variation may seem haphazard, but it ensures that even the poorest school can have a library and feel ownership through the part it has played in achieving it. AET’s philosophy is that the success of the library does not rest on the quality of the building and shelves but on the enthusiasm of the staff to work with it. In Eastern Uganda, AET has now established 100 school libraries in six districts, reaching 80,000 students. Support includes training teachers to incorporate reading and library access into their lessons, as well as identifying library leaders to oversee the care of books and enable students and teachers to borrow from the libraries. AET has a core of expert volunteers from the UK who support us in this work.

In South Sudan, AET established the first community library in the state of Yambio. It provides over 5,000 books to community members, school pupils, teachers and staff of the local ministries. On a daily basis the library is visited by at least 75 people and lending records show that over 4,000 people have taken books home for further study and reading practice. This library has continued to operate despite the conflict that is affecting the country.

In February 2014, a scheme of lead librarians was instigated in Uganda. Twelve librarians were chosen from the 58 school libraries previously set up. They had a proven track record of managing a successful library and promoting reading within their schools, as demonstrated through the school’s lending record. These librarians were offered the opportunity to support and monitor other schools in their vicinity and to receive additional training. Their title would be Lead Librarian (LLs) but there would be no remuneration available for the post, only out of pocket travel expenses. Nobody turned down the offer; in fact they were delighted to receive recognition for their work and expressions like “wish to raise the level of examination results for pupils in our area” were commonly heard.

To support and encourage the use of books in the classroom two ideas were trialed:

- It was considered that teachers with busy timetables and little knowledge of UK books would need time to find appropriate books to read to a class. A new label with a rainbow on it was put at the top of a selection of books that the trainers deemed good options for using in class, e.g. big pictures, limited text, appropriate story line or information. These were flagged up for the teachers by a sign on the library wall.
• The issue of P1,2,3 who learn in own language was also considered. Here the LLs were very effective in demonstrating that a picture book could be used as a focal point whilst a teacher told the story in local language rather than reading it in English.

It has been, however, more difficult to convince teachers that five minutes a day spent reading to children will make a valuable contribution to the children’s progress in English and in thinking skills. In this the LLs have been reported to lead by example. Two of them were able to demonstrate that levels of English results had improved in their schools, specifically at the bottom end (although results like this are still being verified). Another LL reported that she takes the opportunity to read to children during whole school assemblies, thus benefitting all the children and demonstrating to staff at the same time.

One of the many case studies in the report for Book Aid International was of Joyce Watera, age 10:

‘Joyce is in P4 at Bubirabi School. She reads very well and would like to be a doctor. Her father works in the nearby quarry whilst her mother is at home. Her favourite book is “The Cat in The Hat”. She likes to come to the library for as many evenings after school as she can. There is no electricity at her home and no books. Joyce says she is doing better at school because of reading and she particularly likes Bible stories where the pictures help her to better understand the stories that she has heard at the local church’.

6.7 MICRO GRANTS

In South Sudan, micro-grants were designed to help improve school infrastructure and facilities and to strengthen the PTA. Micro-grants had been successfully implemented in 9 of the 15 schools visited: three for bricks or temporary structures, one for a school cabinet, one for desks, one for benches and three for a pineapple garden. The grants were too small for urban schools, but small rural schools benefitted, for example buying benches for an under the tree school.

It is reported that management of the micro-grant programme by the ROLE centres has been very strong. They mitigated potential risk by working closely with the PTAs on project design including identifying community contributions. Schools, especially those closer to urban areas, frequently proposed projects that would cost significantly more than $500 USD. It often took outreach officers much time to work with the PTAs to identify projects that were achievable and in budget. Only when a PTA had thoroughly planned the project was the micro-grant awarded. The Payam or County MoE officer was also included when funds were distributed, to minimise the risk of misappropriation of funds.

6.8 RADIO SCHOOLS

6.8 RADIO SCHOOLS

SPEAK UP!

A radio literacy programme that enables people to access education without having to leave the safety of their homes. The lessons are locally developed to address social issues, but also with humorous skills and stories in order to be fun.

WHERE: SOUTH SUDAN

WHEN: SPEAK UP! 2010 - 2013; SPEAK UP II 2016 - 2020

DONOR: COMIC RELIEF

KEY OUTCOME:

To alleviate poverty by providing access to English literacy skills and life skills for disadvantaged young people supporting livelihood rebuilding and increased access to rights.

BENEFICIARIES:

Speak Up! Over two years 11,226 people developed their English language skills. Speak Up II – 3,193 (58% female) youth and adults from excluded groups with improved Mother-tongue and English literacy and numeracy skills.
The crucial area of non-formal education is also tackled by AET’s radio schools and the ‘Speak-Up’ programme. Radio broadcasts and recorded lessons on CDs or MP3s mean that people can access education without having to leave the safety of their homes. AET trainers work with the learners who can gain basic literacy and numeracy skills within six months. Some learners can then enroll in certified courses in their communities to gain qualifications.

But school buildings are not needed, and communities can plan the timing and location of lessons so as to be safe and accessible. The lessons are locally developed to address social issues, but also with humorous skits and stories in order to be fun. Speak Up II in South Sudan is reaching over 3000 adults through community learning circles.

Radio schools are low cost and low profile, but with a considerable spread of influence. They reach, among others, internally displaced people in camps, those who have missed education because of war or poverty, out of school youth, girls who have been kept at home for safety or to ensure a bride price, and those with disabilities who have difficulty leaving home. The key link to tackling conflict lies in the title: ‘Speak Up’ gives people not just skills but confidence, the confidence to challenge injustice where necessary and to feel oneself not as an outsider but as a person with a stake in society.
7.1 REBUILDING CURRICULUM, EXAMINATIONS AND SCHOOL SYSTEMS

SOMALIA WIDE EDUCATION SYNERGIES

A programme to strengthen educational systems and promote harmonisation and synergies across all levels of the education system on a Somali wide basis. Comprising four components, Curriculum, Exams, Scholarships and Networking, it is implemented in partnership with the regional Ministries of Education (MOEs) in Somaliland, Puntland and Central South Somalia. The overall objective is to strengthen the capacity of the Ministries of Education so that they can implement the new outcomes-based curriculum framework and hold examinations of international standard for those graduating from it.

WHERE: SOMALIA, SOMALILAND, PUNTLAND

WHEN: 2012 - 2017

DONOR: EU

COST:

- £1,512K SWESI
- £264K SWESII
- £1,462K SWESIII
- £76K SWESIII+

KEY OUTCOME:

AET has developed textbooks, learning materials, and examination systems and helped to ensure that both examination systems and the new curricula conform to international standard.

BENEFICIARIES:

In 2016-7 AET reached 33,000 students who have been able to sit their exams and gain the chance to continue on to further education and better employment. Exam boards’ personnel were trained on how to assess learning outcomes of the new outcomes-based curriculum. A total of 54 inspectors and curriculum advisers were trained on how to monitor curriculum implementation across all the three regions.
Somalia Wide Education Synergies programme (SWES 1) was implemented through a collaborative partnership with the regional Ministries of Education (MOEs) in Somaliland, Puntland and Central South Somalia. The objective of this programme was to strengthen educational systems and promote harmonisation and synergies across all levels of the education system on a Somali wide basis. The programme is implemented through four components, namely Curriculum, Exams, Scholarships and Networking. There have now been four phases of the programme (SWES 1, 2, 3 AND 3+). The objective is to create an education system that communities can be confident in. AET provides the technical support necessary to develop a more robust curriculum that teaches students how to problem solve with knowledge they have gained, and not just learn by rote. It works to make sure the curriculum framework is universally recognised by allowing input and feedback from the various stakeholders. This can include facilitating negotiations between groups that are officially in conflict with each other. Within this process, we work to ensure a participatory approach that provides opportunities for commonly excluded groups, such as women and girls, pastoralists and people with disabilities. AET also develops textbooks, learning materials, and examination systems that correspond to the set curriculum. It also ensures that new curricula conform to international standard.

AET has been supporting examinations in South Central Somalia since 2007. The main education providers in this area have been the education networks or umbrellas which operate as private entities that come together to pool resources when organising examinations. AET provides the technical aspects of national examinations while the networks provide teachers who set examinations and act as supervisors and invigilators as well as mark examinations. Examinations in all regions of Somalia follow the same cycle. However, stability in Somaliland and Puntland enabled work on developing the examination systems to start earlier than in South Central Somalia and to reach a more advanced stage.

The overall objectives of SWES 3 and SWES 3+ are to strengthen the capacity of the Ministries of Education so that they can implement the new outcomes-based curriculum framework and hold examinations of international standard for those graduating from it. Activities critical for successful implementation of the curriculum frameworks have been rolled out across all the three regions. These include development and piloting of prototype materials, training curriculum departments on how to meet the needs of the new curriculum, curriculum networking meetings, training of vetting boards on how to vet learning materials, fair and accurate marking of exams, capacity building of exam boards and data bank item analysis workshops. The reliability of examinations results largely depends on the quality of items set against the syllabus and the quality of marking carried out by examination markers: training of examination markers and checkers was conducted in each region to ensure quality marking and recording of the candidate’s results.

Reports show that in Puntland and Somaliland question data banks have been completed and data bank items developed. A total of 54 inspectors and curriculum advisers were trained on how to monitor curriculum implementation across all the three regions.

Exam boards’ personnel in all the three regions were trained on how to assess learning outcomes of the new outcomes-based curriculum. Members of the examination boards reviewed both primary and secondary school syllabuses with specific emphasis on the syllabus outcomes and reading through the unit objectives. The teams were taken through the action verbs used in the drafting of new curriculum and trained on how to assess the outcomes using the syllabus action verbs during examination setting. Computerised question banks were also developed and are now available for use In PL and SL.

The success of this project is considerable and wide-reaching. By ensuring standardised and recognised exams, students’ certificates are recognised and respected both by universities in neighbouring countries and prospective employers. In 2016-7 AET reached 33,000 students who have been able to sit their exams and gain the chance to continue onto further education and better employment. The key is the participatory approach. Despite existing disagreements and conflicts between various regions in Somalia, Somali people have been enabled to come together to develop a curriculum framework and associated text-books. AET is the lead coordinator for curriculum development in Somalia and has developed and implemented a process of consultation with different regional and community groups to ensure a commonly accepted framework. Ingrained in this process is not just a technical action but a contribution to peace-building, democracy and diversity.
7.2 Teacher Training

Quality in Secondary Education

Enabling untrained secondary school teachers to attain qualifications through a distance learning programme.

Where: South Sudan
When: QISE 2011-2013
QISE II 2014-2017

Donor: Youth Hope Foundation

Cost: £303K QISE
£564K QISE II

Key Outcome:
The project succeeded in building the capacity of student teachers, giving them greater theoretical and practical knowledge to apply in class. Teachers significantly improved their teaching methods, gained confidence, and attained a Diploma in Secondary education while continuing to teach in school.

Beneficiaries:
QISE – 43 untrained Maths and English teachers from 18 schools attained their Certificate in Secondary Education
QISE II – 65 Secondary schools teachers across South Sudan attained a Diploma in Secondary Education

Response:
QISE students and head teachers said they would unanimously recommend the course to their fellow students and the majority of teachers who attained a Diploma have since been promoted.

The training of teachers occurs throughout a number of projects, and is also targeted specifically. QISE (Quality in Secondary Education) challenged untrained secondary school teachers in South Sudan to try to attain a qualification. Selected English and Mathematics teachers undertook a distance learning course with the support of experienced mentors and tutors. 43 students representing 18 secondary schools completed all coursework assignments and sat for the final Kyambogo University exams, which were coordinated across the 4 states of South Sudan on the same days. The objectives of QISE were:

• Improved learning by students in secondary schools in South Sudan
• Improved counseling and career guidance for young people in secondary schools.
• Improved quality of teaching in secondary schools.
• Greater confidence amongst secondary school teachers through improved skills
• Increased standing of secondary education and teachers within the community
• Development of materials and a training course which can be easily accessed and expanded to secondary schools across all of South Sudan
• Improved capacity of educationalists and Ministry of Education to support secondary education and secondary teacher training.

Evaluations find that QISE has succeeded in building the capacity of student teachers, and that students have acquired theoretical and practical knowledge to apply in class. Teachers have significantly improved in many areas, including planning, classroom management and the use of diverse teaching methods, as well as extending knowledge of their subject (Mathematics or English). The trainee teachers have also gained confidence, and developed extra-curricular skills such as the provision of guidance and counselling, and have become more professional. There was an 11% increase in the average mark for teaching practice from the first to the last lesson observation. QISE students and head teachers said they would unanimously recommend the course to their fellow students.

In the BRITE project (see earlier), AET have partnered with STIR Education to build the capacity of 15 secondary school teachers (2F, 13M) from four schools to build a movement of teacher change makers who are motivated and can make a difference in the learning environment of students, despite limited resources. Over 2016, they focused on the “classroom practice and culture challenge”, covering emotional learning, key characteristics of effective learners in the 21st Century, coaching, and education leadership development. Teachers received certificates as Lead Teacher Change makers in recognition of their progress.

Teacher training has been touched on in many other parts of this report, for example with regard to Mother Tongue Education, teachers being trained in ICT skills and using ICT to research learning, as well as school enterprise projects in the BRITE initiative. The libraries project includes training of teachers on how to use libraries; the PTA projects include training of teachers on how to work with parents.

As is the case globally, key success in teacher training is not just subject knowledge but also enhanced skills in positive classroom management, leadership, general increases in professionalism and an understanding of the needs of diverse and marginalised groups. Teachers starting to see themselves as change makers appears central to sustainable teacher training.
7.3 PEACEBUILDING

**PBEA (Peace-Building Education and Advocacy) Programme**

Youth-led community consultation exercises, designed to enhance youth empowerment from participation in a curriculum development process.

**WHERE:** SOMALILAND AND PUNTLAND (SOMALIA)

**WHEN:** 2014 - 2016

**DONOR:** UNICEF

**COST:** £695K

**KEY OUTCOME:**
Young people gained an interest and ownership of social affairs.

**BENEFICIARIES:**
70 young people were trained and over 1400 people were involved in the consultations.

**RESPONSES:**
A report in 2015 found that members of the community who initially had a low opinion of the role and status of the youth reported a drastic change in their attitudes towards them. The youth are now seen as productive and responsible citizens in their respective communities.

The notion of teachers creating change also underlies efforts in peace education. AET peacebuilding programmes in Somalia and South Sudan aim to equip teachers to use schools and classrooms to foster discussions in a respectful and positive manner and let students address the legacy of violence and conflict they are living with.

In Somaliland, to achieve a curriculum that has consensus and legitimacy from a stakeholders’ perspective, a PBEA (Peace-Building Education and Advocacy) programme under the partnership of the Somaliland Ministry of Education, UNICEF and AET was initiated and a youth-led community-wide consultation held. This project represented Phase One of a longer intervention leading up to a fully developed curriculum for Puntland. It focuses on peace building through youth empowerment from participation in a curriculum development process. 70 Young people were trained; they met more than 1400 people, interviewed those at all levels, invited community and religious leaders and managed community forums. It was discovered that youth felt empowered to talk to people at all levels, saw themselves as responsible, practiced decision-making, and gained an interest and ownership in social affairs.

“We observed a little girl who standing in front of the gathered parents, conducting an interview with the parent... in fact we can say that event is a kind of responsibility” Female Parent, Galdogob FGD

“We the team of youth that were collecting consultation data and the other teams who were consultation members, both of them gained holistic development in major areas such as emotional, cognitively and socially while they felt their value in the society” Head Teacher, Galdogob FGD

Another report in 2015 found that members of the community who initially had a low opinion of the role and status of the youth reported a drastic change in their attitudes towards them. The youth are now seen as productive and responsible citizens in their respective communities. Some respondents reported that they were impressed with the work young people had carried out that culminated into the formulation of a national curriculum framework.
“Because of the relative peace in Somaliland, youth are increasingly noticeable in political and economic spheres; youth would no longer be wished away as docile elements of the community.” Male parent, Gorayo-awl Village, Awdal Region

In South Sudan, over 225 teachers were trained, who through peacebuilding programmes reached more than 12,000 students and 1,280 community members.

SOCIAL ISSUES KITS FOR TEACHING

In South Sudan, peacebuilding was also attempted through Social Issues kits. These are classroom materials designed by the ROLE centres. They address issues such as peacebuilding, health and hygiene, the environment and agriculture (topics included in various parts of the national curriculum). The social issue kits were distributed in October and November 2013 and two teachers from each school were given training in delivering the lessons.

Evaluations found that the uptake of social issue kits varies markedly between schools, but in general is lower than expected. The social issue kits are used most, and to best effect, by teachers who have had formal teacher training, who know the syllabus, and who understand how to fit the exercises into their existing lessons. They are often used in larger schools, and also appeared to have a slightly higher uptake in Lakes State and Western Equatoria. ROLE centres have encouraged uptake by demonstrating social issue kit lessons in some schools, discussing and agreeing with teachers how many times the kits will be used each week, and by giving refresher training. A small number of teachers described using the resources twice per week for lessons on hygiene or peace and reconciliation. However, many of the teachers reported that they rarely use them. Where uptake was low, teachers perceived the social issue kits as an additional demand, rather than as a tool to help them in delivering the current curriculum. Criticisms of the social issue kits by teachers included:

- The English level is too hard (for both students and teachers)
- It doesn’t easily fit into the syllabus
- There should be more practical exercises
- It should be more localised (to the particular region of South Sudan)
- There are not enough textbooks for students, or textbooks need replacing

However, learning is taking place about these kits. The Yambio ROLE centre recognised that teachers did not understand how to facilitate the lessons. They redesigned the refresher training to include a review of all materials and how they could be used (i.e. in what lesson, for which year). Each school was required to deliver one topic and then the group discussed how the topic delivery could be improved. The ROLE centre manager believes this helped teachers to think practically about how to use the materials in their lessons.

Despite the challenges of uptake, the social issue kits have been recognised by the national government as a resource for developing life skills. It has led to UNICEF awarding AET a new project which will combine the social issues kits with UNESCO materials.
This section extracts some of the challenges that occurred and the lessons learned. These are presented under 6 headings, although they often overlap: finance, negative gender norms, school management, school environment, staff capacity and new areas of curriculum (ICT).

FINANCIAL INSECURITY

The most common and sometimes most predictable challenges come from poverty and shortage of resources.

In Kenya, teachers’ strikes, drought, and heightened insecurity because of the conflict between Maa and Samburu over cattle rustling and pasture spaces due to continued drought affected the delivery of activities and also paralysed other social activities in the community. The boys were also taken out of school to go and herd. Schools have poor infrastructure (roofs leak, toilets need repair) and some children sit on the floor. Lower primary school children suffer malnutrition and long distances to walk to school.

AET worked through community engagement and improved adult literacy in Manyatta Learning Centers to underline the importance of education and to change attitudes in the community. They were also able to attract some small funding to improve school infrastructure. AET sought funds for the provision of porridge for pre-schoolers from a private donor. In some schools linked to primary schools, the porridge is shared across lower primary, otherwise children in nursery school refused to graduate in order to continue to access porridge. The parents contribute firewood, water and took turns to cook the porridge. Attendance has increased significantly in such locations.

Ultimately, changes in the resourcing of schools by the Kenyan government with a focus on excluded communities coupled with the development of alternative livelihoods would alleviate these challenges.

In Uganda it was found that teaching children in the language that they know best is undoubtedly the best policy and approach, but it has to be well-resourced. AET was able to ensure supplies of mother tongue story-books and children’s magazines but only in the target schools associated with the projects.
Recognising the importance of mother tongue education and inclusion in the national curriculum is a first important step that has been undertaken by the Ugandan government. However, the provision of teacher training, local language materials and particularly teacher expertise in the transition from the local language to English remains patchy and underfunded.

In South Sudan, in a small number of schools, all teachers are volunteers and may earn less than the school mother (who is paid 50 USD per month). In South Sudan, 26% of teachers are voluntary and many of the government-employed teachers only receive salaries sporadically. In some cases, this has led to tension between the teachers and school mother, which limits the effectiveness of the school mother’s work.

It is recommended that the PTA chairman, head teacher and outreach officer should discuss the level of incentive payment appropriate for each school. This could also be an area for greater collaboration with the local MoE.

In Somalia, challenges in the work with students with disabilities was that of student meals and transport. Students were unable to pay for lunch themselves and could not travel back to home during the school day. Students asked for cash to pay for transport to and from lessons but this was problematic for AET due to the potential for misappropriation of funds.

Access and support for students with disabilities are key factors in projects aiming to work in this area and need to be factored into project budgets. Systems of transport wherein AET pays the supplier directly, perhaps on a termly basis or by mobile money transfer, could mitigate against the need for cash payments to students.

NEGATIVE GENDER NORMS

Many of the communities AET works with have negative gender norms or reproductive practices which primarily affect the education of girls. These include:

- Early forced marriage
- Pregnancy and child caring responsibilities
- Where funds are limited, boys are given preference over girls for education
- Menstruation and a lack of feminine hygiene products
- Female circumcision
- Gender based violence

In South Sudan boys and girls are forcibly conscripted as child soldiers and the legacy of this practice still pervades in northern Uganda and Somalia. Boys may be removed from education to undertake livestock herding or sand harvesting to generate essential funds for the family.

AET’s strength in its embeddedness in the community enables our field staff to challenge these norms from a position of authority within their own society. The effectiveness of School Mothers in tackling the issues of girls is testimony to how essential it is for change to be wrought from inside a society rather than being imposed by an external agent. Economic development, alternative livelihoods and empowering communities to be less dependent on income generation from increasingly challenging environmental sources are all factors which profoundly affect the ability of children and young people to access educational opportunities.

SCHOOL MANAGEMENT

In Kenya, some head teachers allocated the best teachers to upper primary; teacher deployment and retention is a big issue. Just when AET has negotiated for more Maa teachers to be employed, others are transferred to other schools hence the fidelity scores on teacher training are lower, and refresher training a constant need.

Through dissemination meetings, AET negotiated for stronger teachers in lower classes to build a better foundation. They report that this seems to be working. Re-deployment of teachers remains a challenge. AET is working closely with Ministry officials to discuss the impact of re-deployment especially in the case of mother tongue education.
SCHOOL ENVIRONMENT AND ETHOS

In Somalia, one of the challenges in providing education programmes for children and young people with disabilities was the attitudes of teachers.

It was found to be important to ensure training of teachers in mainstream schools so that they can be sensitive and inclusive to the needs of the learners, especially those with disabilities. Some of the issues are budget neutral and do not require specialisation/additional skills or resources to implement them. For example, those who have hearing problems or sight issues should sit in front to enable them to see the blackboard or hear the teacher better. Yet cases were reported where learners with poor sight or hearing problems continually fail to learn and consequently drop out of school. This can be avoided if the teachers are trained and if there is early identification of the learner needs.

CAPABILITY

While the School Mothers project has had much success, in South Sudan, school mothers may be limited by their lack of formal education, which reduces the respect given to them by older girls and prevents them from being seen as leaders in their communities. They are often reactive to problems that arise; most do not take initiative within the school environment. They are not able to host community meetings or to speak publicly at Payam engagement meetings.

The need for AET to provide further capacity building to School Mothers was a recurrent theme. Participants in one study made recommendations in terms of training across ten different areas, ranging from mentoring, legal frameworks, adolescent sexual health, and preparing and delivering workshops. Training sessions should be accompanied by learning materials SMs could refer to during their own activities, and there was need for a School Mothers’ Guide.

NEW AREAS OF CURRICULUM SUCH AS ICT

From the PACT project, it was found that teachers need more support to develop ICT skills, including capacity to conduct repairs and maintenance. The online forum was a new means of connecting for them and additional guidance is needed to get the site fully functioning as a shared learning resource. There needed rethinking on how to assess students’ skills in ICT that could demonstrate practical use and enable students and schools to progress at different rates, catering for mixed-year groups. Overall teachers tended to underestimate the costs of running the ICT lab. It was suggested AET needed to work further with the ICT teachers and school administration to better understand the costs involved and explore ways in which schools can meet these costs in the longer term.

The short course being developed for teachers should guide the use of e-learning within the training packages being developed in the next stage. It was suggested AET needed to work further with the ICT teachers and school administration to better understand the costs involved and explore ways in which schools can meet these costs in the longer term.
As well as challenges, the evaluations have pointed up significant success and achievement areas that can support the view that AET has become a distinctive and invaluable provider of education in areas of conflict and deprivation in Africa. These key positives can be summarised under four interlocking areas: a grassroots approach, multiple targets, advocacy and value for money.

A) BOTTOM UP, WITH COMMUNITY UNDERSTANDING

The strength of many AET programmes derives from the efforts to ensure that communities and schools are not just consulted but are involved as far as possible in determining the direction of initiatives. Programmes are not designed from outside or above, but are generated from what recipients say they need, or from problems identified by them. The eventual national curriculum in Somalia had the impact it did because of painstaking participatory work involving youth and community, so that it was accepted and legitimised; youth themselves felt empowered by engaging in the research; and trust was built in the new system and its examinations. Pastoralists attended initial workshops so that they could specify what skills they wanted from any programme, and what types of flexibility were needed. Gender equity is promoted not from some abstract gender awareness workshops, but from the very real needs of adolescent girls in impoverished areas with regard to menstruation, early marriage and harassment, leading to the School Mothers project. Those with disabilities are given vouchers for education so that they can choose the skills they need. Conversely, the social issues kits for peacebuilding were initially not particularly welcomed by teachers as they saw them as an imposition; it was not until there were intensive sessions with them they understood how to weave them into their teaching.
B) MULTIPLIERS, MULTIPLE TARGETS AND MULTIPLE PARTICIPANTS

AET projects are generally designed to have wider reach vertically than the immediate beneficiaries. AET staff will involve not only the community, but local officials and the MoE. This is linked to the strategy mentioned above of needs being identified by communities and regions, not imposed from above or by any international agency or office, but then drawing in other stakeholders as appropriate.

In Uganda, for example, MTE has successfully involved parents (grandparents) and communities in school learning through adult literacy and joint parent-child sessions. 12,698 women and 8,024 men participated in these classes, benefitting from literacy and numeracy skills. These classes have become a focal point for the establishment of community or village saving schemes as well as the emergence of Home Learning Centres (HLCs) operating out of a home, with a family opening their house as a meeting space, or under a tree in a communal area.

The independent evaluation of the Primary Education Project in South Sudan revealed a prime example of the benefits of a multiplier effect, with combinations of intersecting targets. The evaluators drew up this diagram to show how this interaction worked:

This review has indicated that AET also has a wide range of connections and partnerships with other agencies, local NGOs and International NGOs, so that strengths and resources can be combined for different projects, and transparency and dissemination enhanced.

C) ADVOCACY AND INFLUENCE FOR CHANGE

A number of key areas of influence and advocacy have emerged of AET’s work. In mother tongue education, advocacy activities were carried out through International Mother Tongue day and Literacy Day where AET encouraged communities to discuss education and culturally relevant issues. The expertise of AET with regard to MTE meant that they could advise the MoE on when transition should occur (as MoE was unclear on this) and could share with the MoE their pilot work on what works in transitioning. They produced guidelines on assessment of local language and are advocating for guidelines to state that assessment is always carried out in the language of instruction. They are working closely with Kenya Institute of Curriculum Development on the language issues, including conducting a workshop with them on developing the guidelines.

In Somaliland, the Ministry of Finance and that of Labour are in discussions on how to include people with disabilities as employees who are remunerated. Discussions are ongoing and promising, as the President in a letter has acknowledged the need to prioritise the needs of the disabled. The parliament as of September 2016 had endorsed the disability policy for debate. AET looks forward to its onward processing. This move has been largely achieved through the creation of platforms for collaboration between the authorities and other actors in supporting the course of action, particularly at policy levels. In SFG the President has committed to appointing a director as a representative of people with disabilities.

Advocacy is noted across a number of projects, through those who become key influencers for gender equality and rights, such as School Mothers, and through use of techniques such as radio to reach wider communities.
D) VALUE FOR MONEY

As DFID acknowledges, value for money is difficult to measure within conflict affected environments and they have also acknowledged that it will be more expensive to achieve similar objectives in conflict-affected and fragile states than elsewhere. However, the evaluations have drawn attention to a number of areas where AET can be seen to provide value for money. In South Sudan, for example, the Primary Education Project was held to show economy through low capital and infrastructure costs, and inexpensive training programmes. Efficiency was demonstrated through focusing on mobilising communities: for example, by ensuring local ownership of micro-grant projects, communities that were engaged in the programme provided labour for building temporary structures. The PEP was deemed effective in meeting its funding objectives within the required budgets.

In more detail, AET achieves good value for money generally by:

1. INEXPENSIVE TRAINING

Training is designed to take place in the communities to ensure widely dispersed knowledge with reduced travel and accommodation costs. AET minimises the use of external UK-recruited trainers and often training is delivered through ROLE centres directly. Radio schools are a low-cost way of reaching learners, with no costs for them in terms of travel, and low costs for trainers and teachers.

2. MOBILISING COMMUNITIES

Role Centres, Manyatta Learning Centres and micro grants all help galvanise communities. ROLE centres have increased PTA ownership of the schools. Good recruitment has identified PTA members and school mothers that are willing to work for their own communities for very small stipends. The empowerment of PTAs has meant them being able to plan project activities and delivery and catalyse greater long-term benefits. For example, by using micro-grants to build latrines, several schools have been able to access WFP feeding programmes. (WFP has requirements such as a school having to have a basic structure and sanitation before providing feeding programmes) While in urban areas the value-for-money of a micro-grant programme is reduced, in rural and marginalised school communities they can have a marked impact if the community are mobilised to support improvement through providing labour.

3. A FOCUS ON BUILDING RELATIONSHIPS

ROLE centres deliver engagement meetings between local government and communities at very low cost but with important long-term benefits. One evaluation team noted that many organisations pay communities to attend training courses in South Sudan; the strong community ownership of AET programmes means this is not required (although a contribution towards transport costs is paid).

4. A STRONG TEAM

It was noted that AET has invested time in team-building and helping staff to understand and own the vision of the organisation. As a result, staff such as in ROLE Centres and their outreach officers are committed to their work and are invested in their communities. One example was given of how they regularly travel long distances on foot or bike in the rainy season to visit schools.

In conclusion, this review should underline that the above key positives all stem from the deep embeddedness of AET national staff in the region. In working in times and places of extreme insecurity, their long-standing experience and expertise gives a huge advantage. Knowledge of the complex communities they work in enables experimentation and creativity within sensible limits. Staff dedication and perseverance in the face of constant interruption gives stability to the projects and builds trust with the people they serve. All this explains why AET is able to provide a constant source of leadership in the field. It would be no exaggeration to conclude that AET occupies a unique position in the advancement of education in Africa and that the thousands of people whose lives have been changed would not have seen this transformation without AET.
APPENDIX: LIST OF EVALUATIONS CONSULTED (IN ALPHABETICAL ORDER FOR EACH COUNTRY)

SOUTH SUDAN

Accelerated Secondary Education for Women (ASEW) Year 1 report for Pharo Foundation
ASEW Year 2 report
ASEW Year 3 Final Report 2016
Basic English Language, IT and Vocational Skills training programme in South Sudan
Final report 2017
Community Girls School
Implementation progress report. July 2017
Empowering School Mothers and Improving Girl’s Education. Progress report. Jan to Aug 2016
School Mothers Empowering Women and Girls Final Report 2016
Empowering Participants in Community, Education and Development (2011-2014)
Final narrative report to EU
Business case for Girls Education South Sudan (GESS) Programme DFID South Sudan. 2012
Girls Education Project South Sudan (GESS) and Western Equatoria (WES) 2014 report to DFID
Global Partnership in Education: Training of State level Ministry staff and school mentors
Final Report 2017
GPEP Baseline Survey 2014 Global Partnership for Education Programme for UNICEF et al
On Parent Teacher Association (PTA)’s capacity development. Final report 2016
Primary Education Programme 2011-2014
Strengthening Village Education (SVE) (DFID and Community Education and Development (CED) (EU) Jigsaw Consult 2015 for DFID/EU.
CSCF (Civil Society Challenge Fund Strengthening Village Education Project Completion Report
Promoting peaceful communities through education Draft final report for UNICEF. 2016
Quality in Secondary Education II (2012-2017) (QISE II) End of year report year 1
Quality in Secondary Education II (QISE II) End of year report year 2
Quality in Secondary Education II (QISE II) End of year report year 3
Quality in Secondary Education II (QISE II) End of year report year 4
Realising Rights. A community approach. 2016 Final narrative report to EIDHR
Room to learn: On Parent Teacher Association’s (PTA) Capacity Development. Final Grant report 2016
Safe Space for Women’s Education Interim Report for Guernsey Overseas Development Commission 2016; Final report 2017

UGANDA

BRITE (Business, Resilience, Innovation, Technology and Enterprise).
Narrative report year 1
Narrative report BRITE year 2
Narrative report BRITE year 3
Improving Educational Access and Outcomes for Marginalised Children in Post Conflict Northern Uganda
(MTE) Report to Comic Relief 2013
PEF Final Report to Big Lottery Protection and Education of Children in East Uganda 2017
PACTS (Promoting Advanced Computer Training in Schools)
2016 Final Project report to Porticus
Primary school secondary Mothers Project.
End of Project report to Headley Trust July 2014
Primary School Mothers Project
End of Cycle Assessment 2016, Stephanie Soria
SSAGED Consulting 2016
Primary School Mothers Project.
Phase 2.
End of year report 1 (1/2/15 - 31/1/16)
Primary School Mothers Project.
Phase 2.
End of year report 2 (1/2/16 - 31/1/17)
Teacher Change Maker Project 2014,
Project updates to Rabo Share-4 More 2016
Teach a man to fish partnership report.
Teacher Change Maker Project 2014,
Project updates to Rabo Share-4 More 2016
Uganda School Libraries Project Review
(August 2014) funded Book Aid International
Final Report: Studying the relationship
between library support and key educational
issues in Uganda 2015

SOMALIA AND SOMALILAND

DARET (Developing Appropriate and Relevant
Education and Training) 3 year project
Enhancing Access to Education and Training
for Persons with Disabilities 2015 Report to EU
Participatory review of enhancing access
to education and training for people with
disabilities Final project report
ILEYS Youth Education and Training Project
Year 1. Annual narrative and data report for Comic
Relief
ILEYS Youth Education and Training Project
Year 2. Annual narrative and data report for Comic
Relief
Pastoralist Education and Training
Peacebuilding and Advocacy Project: 2015
Report for the Case Study of the Impact of Youth
Consultations in Developing National Curriculum
framework in Puntland

Peace Building Education and Advocacy
Exit Report
Somali Nomadic Education Project (SNEP)
Final evaluation report 2016 Funded UKAID
System Wide Education Synergies (SWES)
SWES 1 Final Narrative Report 2015
SWES2: Somali Wide Education Synergies Final
Narrative Report 2016
SWES 3 Interim Report 2017

KENYA

LABE Mother Tongue Education
Final Evaluation July to August 2013
Mother Tongue Education: Research presented
at CIES Conference (Vancouver) 2016 Endangered
Languages And national Education conference in
Nakuru (Kenya)
Mother Tongue Education Project
Jan-Dec 2016, report 2016