

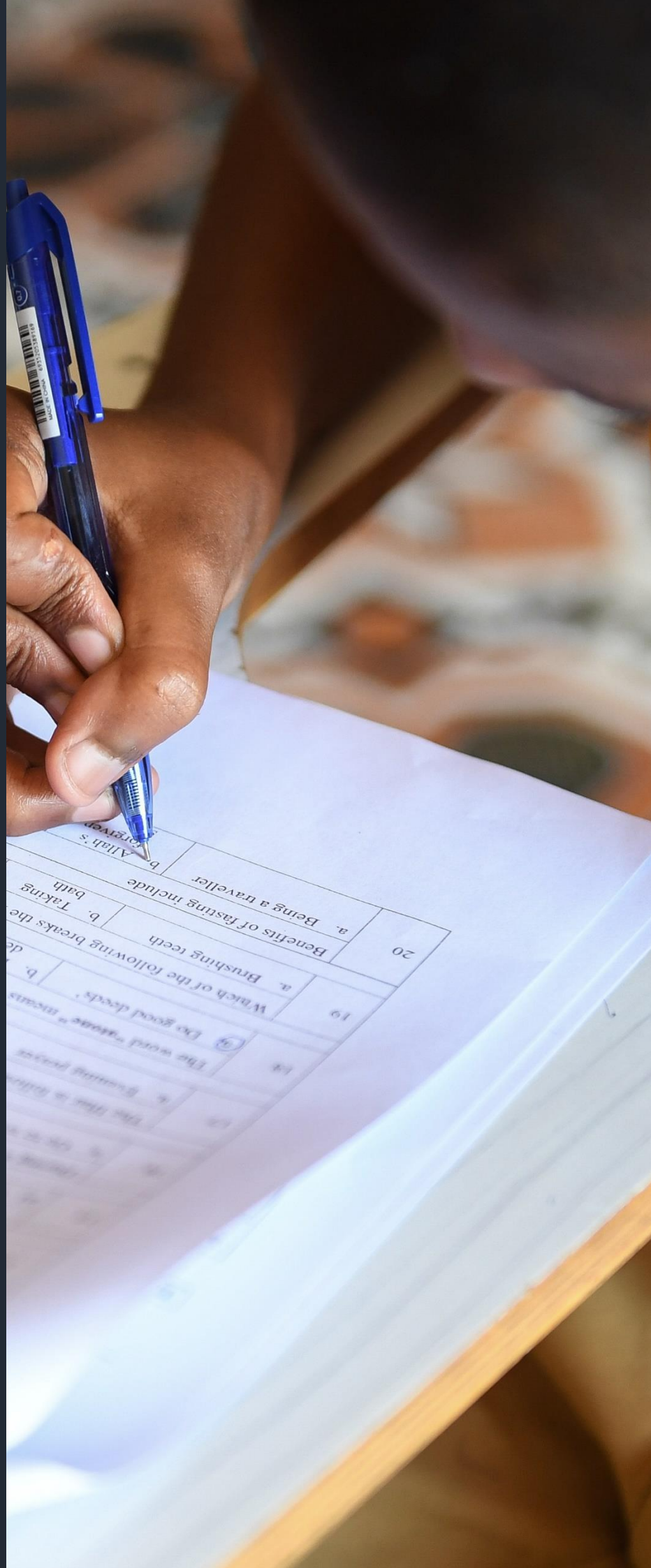


consilient

November 2022

EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANT (ESPIG)

Endline Report



20	a. Being a traveller	b. Allah's gift
	Benefits of fasting include	
	a. Brushing teeth	b. Taking bath
19	a. Which of the following breaks the fast?	b. ...
	Which of the following breaks the fast?	
	a. The word 'Allah' means	b. ...
	The word 'Allah' means	
	a. ...	b. ...
	The word 'Allah' means	
	a. ...	b. ...

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ACRONYMNS

CEC	Community Education Committee
EMIS	Education Management Information System
ESSP	Education Sector Strategic Plan
ESPIG	Education Sector Program Implementation Grant
FMS	Federal Member States
GDP	Gross Domestic Product
GPE	Global Partnership for Education
IDP	Internally Displaced Person
KII	Key Informant Interview
MOE	Ministry of Education
MOECHE	Ministry of Education, Culture and Higher Education
ODK	Open Data Kit
TPM	Third Party Monitoring
WASH	Water, Sanitation and Hygiene

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EXECUTIVE SUMMARY

Global evidence has shown that the type and quality of education can either fuel marginalization, alienation, poverty and vulnerability of children and young people or strengthen societal resilience. After the fall of the state in 1991 and the outbreak of conflict, the education system in Somalia remains fragmented and underfunded – with only 0.25 percent of Somalia’s GDP invested in the education system. Significant barriers to accessing quality education in Somalia include minimal capacity to provide in-teacher training; insufficient salaries for educators; high student to teacher ratio; low ratio of textbooks to students; inadequate school infrastructure (e.g., gender appropriate WASH facilities or access to electricity); marginalization of pastoralist communities and minority clans; and an inability to appropriately accommodate students with disabilities.

In response the Ministry of Education, Culture and Higher Education (MOECHE) of the Government of Somalia and CARE have implemented the *Education Sector Program Implementation Grant* (ESPIG) funded by the Global Partnership for Education (GPE). Aligned with the Federal Government of Somalia’s Education Sector Plan 2018-2020 (ESSP), the overall objective of ESPIG is to increase access to quality education for out of school children; enhance the quality of primary education; and improve the capacity of the Ministries of Education (MOEs) at the Federal Member State (FMS) and district level to regulate and better manage the education sector.

This endline evaluation aimed to assess the extent to which the stated objectives and ESPIG components were achieved (or not) during the course of the project. This study also aimed to identify and explore the factors affecting the achievement of the ESPIG outcomes. For instance, it sought to identify factors affecting access to primary education, as well as the quality of teaching. The findings and recommendations aim to inform adaptations to future GPE investments in system strengthening in Somalia as well as the proposed methodology for their implementation.

KEY FINDINGS

Access to Schools

The average total student enrollment increased from 334.6 students per school at the baseline survey to 516.1 students at the endline in the full panel sample and from 354.7 students per school to 543.9 students per school in the schools that received capitation grants. This increase was spread relatively evenly across grade levels, with lower grades maintaining a higher level of enrollment than upper grade levels during the course of the program. Additionally, there was a slight increase in the percent of girls enrolled in school however, the percentage of IDPs and disabled learners remained constant. This was true in both the full panel sample as well as the sample of schools receiving capitation grants.

Impact of School Closures on Access

During the endline survey, 77.9 percent of teachers reported that their schools had been closed outside of normal school breaks for one month or more and 35.6 percent reported that their schools had been closed for more than three months. However, only 21.0 percent of teachers reported that their schools had engaged in remote teaching during these closures.

School Infrastructure

Despite the increase in student enrollment over the course of the program, there was a reduction in the average number of students per classroom between baseline (58.7 students per classroom) and endline (50.4 students per classroom). Despite the increase in the number of classrooms, there was also a notable decrease in the number of temporary classrooms reported by schools, decreasing from 25.8 percent to 14.4 percent. There was also an increase from 86.9 percent of schools at the baseline study reporting having functional toilets to 94.9 percent of schools at endline. However, this finding did differ between regions with Bakool, Lower Juba, and Gedo standing out as having less than 90 percent of schools reporting functional toilets for students to use. There was also an increase between the baseline and endline in the percentage of schools having handwashing facilities near toilet facilities, from 46.7 percent to 68.0 percent

Community Education Committees

CECs were present within every school in the sample at endline, with the average number of members remaining constant. However, over the course of the project the proportion of students and other school staff as CEC members increased. Overall, the frequency with which CECs met decreased over the course of the ESPIG program, with the percentage of CECs reporting to meet at least every two weeks dropping from 50.2 percent at baseline to 40.2 percent at endline. However, this finding is highly variable by region. Banaadir (44.7 percentage point decrease) and Bay (64.4 percentage point decrease) saw large decreases in the percentage of CECs meeting frequently while Mudug and Middle Shabelle had large to moderate increases in the same metric. Despite the findings on CECs having less frequent meetings, 99.4 percent of CEC members reported at endline that they are now better prepared to manage the school.

Between the midline and endline surveys there were large increases in the number of CECs reporting undertaking all of the management activities. With the largest increases being in CECs addressing child protection issues, CECs working to improve school infrastructure, and CECs paying student fees.

Provision of Textbooks

Overall, 83.9 percent of schools reported having received textbooks related to the new national curriculum during the endline survey, an increase from 74.1 percent during the midline survey. However, this varied by region with 100 percent of schools reporting having received textbooks at endline in Bay, Lower Juba, Mudug, and Galguduud and only 57.1 percent of schools in Bakool reporting receiving textbooks. Despite these expected losses to distributed textbooks occurring due to wear and tear or being misplaced, schools in many regions still reported improved access to textbooks.

Teacher Training and Resources

Over the course of the project, the average student to teacher ratio increased from 23.9 students per teacher to 31.1 students per teacher. This was primarily driven by an increase in total student enrollment without a corresponding increase in the number of teachers. However, several regions saw decreases in this metric, notably Gedo, Bakool, and Lower Juba. There were 68.4 percent of teachers receiving training as of the endline data collection period compared to 34.0 percent who were receiving training during the baseline survey. 97.5 percent of teachers reported during the endline survey feeling equipped to teach the new national curriculum.

School Safety

An increase in perceived safety within schools was reported by all groups of respondents surveyed with 91.1 percent of head teachers, 98.3 percent of CEC members and 98.7 percent of teachers reporting at endline that they believed their schools had generally become safer during the last two years.

Monitoring

Of the 184 schools included in the monitoring sample, 98.4 percent reported receiving a school capitation grant during the 2021-2022 school year. There was a total of 19,736 total students enrolled using the grant for an average of 107.3 students per school. These students were 48.6 percent female, 39.8 percent IDPs, and 5.7 percent disabled.

There were a wide variety of priorities in how schools utilized this funding, with primary uses ranging from constructing new classrooms to paying teachers' salaries. The wide variety of types of expenditure and amount of expenditure between regions and schools represents one of the strengths of the ESPIG model. It demonstrates that schools felt empowered to utilize the funding to meet their most urgent priorities, which differed widely between schools even in the same region.

RECOMMENDATIONS

Infrastructure, Teachers, and Enrollment

During the course of the ESPIG program, increased enrollment was paired with an investment in school infrastructure that saw a reduction in the average number of students per classroom. At the same time the increased enrollment and a static number of teachers led to an increased student-to-teacher ratio. In order to increase enrollment effectively and sustainably, further efforts must remain tied to investments in infrastructure and teachers.

Replacement of Textbooks

Although it may be obvious, it is important to note that textbooks are non-permanent items that can degrade over time and be lost by students, teachers, and administrators. This is particularly true during school closures when many students take textbooks to their homes to help facilitate remote learning. That is why despite the provision of textbooks being completed in 2020, according to the endline survey many schools do not have a full complement of books, particularly those for older learners. For this reason, the continued renewal and updating of textbooks for all learners should be ensured.

Impact of Teacher Training

Although the timing of the ESPIG teacher training component means it did not have a direct impact on the qualification level of teachers, evidence points to the training already impacting teacher performance. The vast majority of key informants interviewed all pointed to teachers in their schools having increased confidence and performance after receiving training. However, only two thirds of teachers were receiving training at the time of the endline survey. Where possible this training should be expanded and replicated.

Dropouts from Temporary Closures

Temporary school closures, from COVID-19 as well as those due to the impact of drought conditions and security incidents, lead to students dropping out and a reduction in enrollment. This seems to have been true regardless of the length of the school closure, with any school closure reducing enrollment. During the midline which corresponded with COVID-19, girls were identified as most likely to drop out. While during the endline with drought and security causing closures, IDPs and the urban poor were identified as most likely to drop out. During any future closures an increased focus should be placed on the retainment or reenrollment of students, particularly these marginalized groups.

School Closures and CECs

As with student enrollment, the closure of schools seems to have impacted the size and activity of CECs. Over the course of the project and corresponding with the increase in school closures due to COVID-19, drought, and security, there has been a slight reduction in the average size of CECs and a large decrease in the percentage of CECs meeting regularly. Unfortunately, this effect on CECs has an outsized impact on schools – as these groups are tasked with the enrollment of out of school children, who as noted above, increase during school closures. Therefore, it should be a priority to ensure the functioning of CECs during school closures. This should be emphasized in both the recruitment of new CEC members as well as in future training.

Enrollment and Retention of Girls

Over the course of ESPIG implementation there was an increase in girls enrolled in school across all grades and regions. However, as expected, most of the new enrollment of girls was concentrated in the lower grades (1-3) as this is the obvious place for new learners to enter. Over the next few years these girls will enter higher grades with lower levels of female enrollment and therefore the possibility of less institutional support. Therefore, steps should be taken to not only continue to increase the number of out of school girls enrolling, but also to increase support for girls learning in higher grades to increase retention.

INTRODUCTION

EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANT

Global evidence has shown that the type and quality of education can either fuel marginalization, alienation, poverty and vulnerability of children and young people or strengthen societal resilience. After the fall of the state in 1991 and the outbreak of conflict, the education system in Somalia remains fragmented and underfunded – with only 0.25 percent of Somalia’s GDP invested in the education system.¹ Significant barriers to accessing quality education in Somalia include minimal capacity to provide in-teacher training; insufficient salaries for educators; high student to teacher ratio; low ratio of textbooks to students; inadequate school infrastructure (e.g., gender appropriate WASH facilities or access to electricity); marginalization of pastoralist communities and minority clans; and an inability to appropriately accommodate students with disabilities.

To address these issues, the Ministry of Education, Culture and Higher Education (MOECHE) of the Government of Somalia and CARE have implemented the *Education Sector Program Implementation Grant* (ESPIG) funded by the Global Partnership for Education (GPE). Aligned with the Federal Government of Somalia’s Education Sector Plan 2018-2020 (ESSP), the overall objective of ESPIG is to increase access to quality education for out of school children; enhance the quality of primary education; and improve the capacity of the Ministries of Education (MOEs) at the Federal Member State (FMS) and district level to regulate and better manage the education sector.

To meet these objectives, ESPIG operates on three key principles: address key gaps in access, learning and retention using evidence-based approaches, while also informing tailored efforts to reach marginalized groups; implement solutions that address the intersection of and multiple barriers to education; establish better coordination with privately managed schools, key actors and the private sector to ensure complementarity of efforts and leverage existing capacities and investment; and strengthen government actors’ capacities to respond and meet education needs at the federal, regional and district levels. When expanded upon, the principles outlined above create key objectives of the ESPIG program, which are:

- Increased equitable access to quality primary education through changes in three intermediate outcomes: increased access to education for out of school children, strengthened capacity of community education committees, community actions towards improved school safety.
- Enhanced quality of education to ensure grade-appropriate learning outcomes through the five intermediate outcomes: effective monitoring of teacher education and management policy; strengthened and harmonized efforts in teacher pre-service training; improved access to teaching and learning materials; a strengthened assessment framework; and tailored in-service teacher training.
- Enhanced system capacity to regulate and manage the education sector, through the combination of the following intermediate outcomes: (i) strengthening regulatory and monitoring system for private, community, and government schools; (ii) improved capacity of education officers for

¹ Somalia Education Sector Analysis, Assessing opportunities for rebuilding the country through education; Federal Government of Somalia, IIEP-UNESCO Dakar, 2022

planning, budgeting, policy implementation, coordination, and progress tracking; and (iii) EMIS strengthening.

CONTEXT

A myriad of factors such as in-country conflict, political instability, and rising levels of insecurity have changed the sociological fabric of Somalia over the past three decades. As a result, the education sector has also undergone profound changes, moving from a post-colonial boom to disarray during the collapse of the state, to a recent tepid rejuvenation. This section of the report aims to provide a brief overview of the context impacting the education sector in Somalia as it relates to each of the key objectives of the ESPIG program. This will in turn inform the analysis in subsequent sections of the report.

Equitable Access to Quality Education

Access to education in Somalia is severely limited by a plethora of issues including unaffordability, overcrowding of schools, and poor-quality learning environments. Educational access is further reduced by security concerns, both in communities at large as well as within schools. Terrorist groups deliberately and routinely target schools and MOECHE facilities to further their ideology and ambitions.² Additionally, although there has been considerable improvement in policy, there are still significant issues with a lack of political coordination and stability. Accessing quality education in these conditions becomes laborious for potential students and their families.

In this context enrollment rates of students have remained low, with the latest ESA estimating a gross enrollment rate of 14 percent.³ However, there are large disparities in this data between regions, with Banaadir having an estimated GER of 39 percent and South West state having 8.3 percent.⁴ In addition to challenges of enrollment there also exists severe retention challenges. The average school life expectancy in Somalia, or the amount of time a learner is expected to remain in school sits below 2 years, indicating extremely high dropout rates. This finding is even more drastic among girls, who have a school life expectancy under 1.5 years, highlighting the large gender gap that persists in access to education among primary age learners in Somalia.⁵

Enhanced Quality of Education

The availability of qualified teachers as well as teaching and learning materials are crucial components of providing quality education. The 2022 Education Sector Analysis (ESA) identifies a shortage of teachers and more so qualified teachers in the Somali education system.⁶ This is reflected in high pupil to teacher ratios with the 2021 EMIS data showing an average of 31 pupils to teachers.⁷ The shortage is particularly acute at the primary level, where low salaries (more than 50 percent below \$100 per month) limit the number of individuals interested in pursuing careers in teaching.⁸ Rates of fully qualified teachers are even

² Somalia Education Sector Analysis, Assessing opportunities for rebuilding the country through education; Federal Government of Somalia, IIEP-UNESCO Dakar, 2022

³ ibid

⁴ ibid

⁵ ibid

⁶ ibid

⁷ Annual Statistics Yearbook 2020-2021; Ministry of Education, Culture, and Higher Education, Federal Government of Somalia.

⁸ Somalia Education Sector Analysis, Assessing opportunities for rebuilding the country through education; Federal Government of Somalia, IIEP-UNESCO Dakar, 2022

lower, with only 36 percent of teachers in public primary schools being identified as qualified and the pupil to qualified teacher ratio standing at 90.9 in the 2021 EMIS data.⁹ This is indicative of not only the difficulty in recruiting teachers but also the lack of pathways to teacher qualification for those interested in the profession.

In addition to the overall shortage of teachers there remains a large gender gap among teachers and administrators of all levels. Only 10 percent of primary school teachers are female and only 5 percent of head teachers are female.¹⁰ This extreme gender gap not only impacts the quality of education for female students but also impacts the ability of schools to enroll and retain female students.

The availability of infrastructure and learning materials also has a sizable impact on the quality of education. A primary concern in Somalia is a shortage of textbooks, particularly those relating to the new national curriculum. However, a lack of data after the distribution of textbooks in 2020 means that the extent of the problem is not fully understood but it is believed that the textbook to student ratio is much higher than the goal of 1:1 put forth in the ESSP.¹¹

Finally, despite the mass construction of schools and focus on infrastructure since the end of the civil war there remains a shortfall. The ESA identifies a shortage of desks, hand washing facilities, and WASH infrastructure for disabled students as critical gaps.¹²

Enhanced System Capacity to Regulate and Manage the Education Sector and Build a Strong Framework for Program Monitoring, Accountability & Communication

The recently published National Education Sector Strategic Plan 2022-2026 (ESSP) highlights effective monitoring of performance measures and indicators as essential to the MOECHE achieving results, noting that without a monitoring system in place, “It is practically impossible to determine whether the strategic plan is creating value for the education system by achieving the intended outcomes associated with the strategic priorities.”¹³ Despite this identification of the need for accurate and usable monitoring information, the monitoring system for the Somali education sector during ESPIG implementation was flawed.

Firstly, there is limited coverage of school monitoring and a lack of systematic planning and execution of school activities. The 2022 Education Sector Analysis (ESA) identifies critical gaps in the capacity of personnel to operate and manage the EMIS system as well as weak data-gathering procedures throughout the monitoring system.¹⁴ This in turn leads to both a lack of data collection and where data is collected, poor quality data. Without robust and high-quality data available, planning is severely hampered. This is evidenced by the data limitations encountered in drafting the 2022 ESA, where a lack of data limited analysis in some areas. The challenge of data collection is in part a function of limited funding for monitoring and supervision, with the 2022 ESA identifying the department as one of the poorest resourced sub-sectors.¹⁵ Additionally, a lack of a centralized repository for monitoring data limits the

⁹ Annual Statistics Yearbook 2020-2021; Ministry of Education, Culture, and Higher Education, Federal Government of Somalia.

¹⁰ *ibid*

¹¹ Somalia Education Sector Strategic Plan 2022-2026; Federal Government of Somalia

¹² Somalia Education Sector Analysis, Assessing opportunities for rebuilding the country through education; Federal Government of Somalia, IIEP-UNESCO Dakar, 2022

¹³ Somalia Education Sector Strategic Plan 2022-2026; Federal Government of Somalia

¹⁴ Somalia Education Sector Analysis, Assessing opportunities for rebuilding the country through education; Federal Government of Somalia, IIEP-UNESCO Dakar, 2022

¹⁵ *ibid*

usefulness of monitoring activities. For example, quality assurance checklist is not linked to the EMIS system.¹⁶

DESIGN AND PURPOSE OF ENDLINE REPORT

This endline evaluation aims to assess the extent to which the stated objectives and ESPIG components were achieved (or not) during the course of the project. Through a critical examination of the individual project activities, Consilient aims to reference changes in target groups, final beneficiaries, and school conditions at the end of the project compared to the baseline and midline. This study was also designed to identify and explore the factors affecting the achievement of the ESPIG outcomes. For instance, this study seeks to identify factors affecting access to primary education, as well as the quality of teaching. The findings will inform adaptations to future GPE investments in system strengthening in Somalia as well as the proposed methodology for their implementation.

METHODOLOGY

OVERVIEW OF THE METHODOLOGICAL APPROACH

A participatory mixed-methods approach was employed in this final evaluation, which included the collection of quantitative data through surveys and qualitative data through key informant interviews (KIIs). The collection of both quantitative and qualitative data allows for the triangulation of information and ensures a better understanding of the indicators. Primary data collection was also complemented by a desk review of previous evaluations and related project documents as secondary data.

SAMPLE OF SCHOOLS

As in the previous survey rounds, data was collected in 10 regions within four member states: Galmudug, Hirshabelle, Jubaland, and South West State as well as Banaadir. These four states have signed a Memorandum of Understanding with the Federal MOECHE, and Banaadir (unrecognized as a federal member state) remains under the auspices of the Federal Government of Somalia.

The methodological basis of much of the analysis undertaken in this project is the use of a panel sampling approach, where the same schools are surveyed in each round of data collection. By recontacting the same schools over time, we are able to draw more rigorous inferences regarding changes in perceptions from round to round. This approach is distinct from a cross-sectional approach, where a sample of completely new schools with similar characteristics is drawn during each round of data collection. The benefit of using a true panel sampling technique is that it avoids the normal sampling variation inherent in the creation of new sample during each round that is used in the cross-sectional approach. This variation is present even if the two samples have the same observable characteristics. For example, if a researcher using a cross-sectional approach compared the results from one round to the next and found that an outcome of interest had increased, it is not clear if this increase is attributable to an actual change in the “true” level of the variable or a change in the make-up of the sample population between rounds. By utilizing a true panel approach and recontacting the same schools round after round we hold constant both observable and unobservable factors and eliminate this potential source of bias.

¹⁶ *ibid*

Unfortunately, a perfect panel sample, in which all schools are included in all rounds of data collection, is extremely difficult to obtain. There was attrition of schools across rounds due to closures as well as access constraints for the research team. Details of the change in the sample of schools in this evaluation are reported below in the fieldwork challenges section. Additionally, the panel nature of the evaluation is impacted by the respondents interviewed within each school. For example, different teachers or CEC members were interviewed during each round of data collection. While they are reporting information on the same school their perceptions or understanding of information may be different than their colleagues at the same school interviewed during different rounds. Therefore, while the overall design of the evaluation is a panel sampling approach the selection of respondents inside of each school is cross-sectional.

In addition to the panel sample of schools contacted during previous rounds of data collection the endline evaluation also includes a second cohort of schools in which third-party monitoring was conducted to verify the use of capitation grants. These additional schools were randomly selected from a list of schools provided by CARE in the same geographic proportion as the schools in the panel sample. Meaning that each region had the same proportion of schools in the larger third-party monitoring sample as they did in the smaller panel sample.

If schools in the panel sample could not be surveyed, they were replaced with schools from the list that the third-party monitoring sample was drawn from. To ensure that the panel sample remained intact these replacement schools were only included in the larger third-party monitoring sample and not in the sample of schools where a more comprehensive battery of surveys was conducted.

Additionally, there were several schools in both of the samples discussed above that did not receive capitation grants during the preceding school year. In parts of the analysis for this evaluation these schools will be excluded from the sample. This therefore leads to three distinct samples outlined below.

- Full Panel Sample – All schools surveyed during the baseline, midline, and endline evaluations
- Reduced Panel Sample – Schools in the panel sample who also received capitation grants in the previous school year
- Third Party Monitoring Sample – All schools surveyed during the endline evaluation who also received capitation grants in the previous school year

AVAILABLE DATA AND COLLECTION METHODS

Quantitative Data

The ESPIG endline evaluation utilized five different quantitative surveys. Three of these surveys were utilized during the baseline evaluation, four were implemented during the midline survey, and one, the third-party monitoring tool, was new to this evaluation round. Where surveys had been used during previous rounds minimal changes to the tools were made to ensure the comparability of data across time. However, in several instances the survey questions or responses were updated in order to reflect current conditions more accurately or to improve the quality of the data collected. Subsequent sections will note where this was the case and data cannot be directly compared to previous rounds. A summary of the different quantitative data collection tools is as follows:

Head Teacher Needs Assessment

The head teacher was interviewed at each school to assess the general needs of the school as well as to gather enrollment data. This survey was also implemented during the baseline and midline reporting periods. During the endline this survey was used at all schools in the panel sample.

Teacher Survey

Three teachers were interviewed at each school to assess teaching practices, experience, training, and resources available. This survey was also implemented during the baseline and midline reporting periods. During the endline this survey was used at all schools in the panel sample.

Community Education Committee (CEC) Functionality Survey

Two CEC members were interviewed at each school to assess the functionality, membership, and activities of the CEC. This survey was also implemented during the baseline and midline reporting periods. During the endline this survey was used at all schools in the panel sample.

Classroom Headcount

A headcount of students in grades 1-4 that were physically attending class on the day data collection occurred was conducted. This survey was first conducted during the midline reporting period. During the endline this survey was used at all schools in the panel sample.

Third-Party Monitoring

The head teacher at each school was interviewed to assess the implementation and monitoring of the ESPIG grant. This survey was conducted for the first time during the endline evaluation and was used at all schools visited.

Quantitative data was collected using Open Data Kit (ODK) Collect on mobile phones and completed surveys were uploaded to an Ona server. Training was provided to the enumerators prior to data collection to present an overview of the project, discuss data collection protocols, review and practice using the tools, and answer any questions related to the data collection. Team leaders as well as the Consilient field work manager, research officer, and research manager provided oversight of enumerators' data collection. A summary of the number of surveys that were completed by the type of survey, the data collection round, and the location is presented below.

Table 1: Quantitative surveys by type, round, and state

Head Teacher						
	Banadir	Galmudug	Hirshabelle	South West	Jubaland	Total
Baseline	34	34	38	34	35	175
Midline	34	35	36	32	34	171
Endline	33	33	30	30	32	158
Teacher						

Baseline	106	100	113	105	107	531
Midline	68	70	72	64	68	342
Endline	99	98	90	90	94	471
Community Education Committee						
Baseline	92	65	76	97	26	356
Midline	34	35	36	32	34	171
Endline	66	66	60	60	64	316
Headcount						
Baseline ¹⁷	-	-	-	-	-	-
Midline	34	27	27	31	33	152
Endline	30	33	29	30	31	153

Qualitative Data

Similarly, to the baseline and midline evaluations, the qualitative component of this report was designed to complement the quantitative data and provide context to the trends that emerged. Key informant interviews (KIIs) were conducted at both the school and government level to provide a wide range of perceptions and information. KIIs were conducted with students, teachers, CEC members, regional education officers, district education officers, and Ministry of Education representatives. A total of 43 KIIs were completed. The team leaders were responsible for the qualitative data collection in its entirety and key informants were identified in close collaboration with CARE. A summary of the qualitative data collected during the endline evaluation is presented below.

Table 2: Endline qualitative data collection tools by respondent type and state

	Banadir	Galmudug	Hirshabelle	South West	Jubaland	Total
Student	2	2	1	2	1	8
Teacher	2	2	2	2	2	10

¹⁷ Headcounts were not conducted during the baseline study

CEC	2	2	2	1	1	8
REO / DEO	-	2	4	4	5	15
MOE	-	-	1	1	-	2

CHALLENGES AND LIMITATIONS

Fieldwork Challenges

During fieldwork the research team encountered several challenges in accessing schools and surveying the required respondents. Security threats limited access to several areas that were included in previous rounds of data collection, necessitating the replacement of these schools. Additionally, an attack on the Ministry of Education in Mogadishu led to a pause on fieldwork in Banaadir for the subsequent three days. Once the MOE gave permission for the resumption of data collection and the reopening of schools, data collection was recommended, however fieldwork staff were unable to administer two headcount surveys due to the disruption.

Fieldwork staff operating in Jubaland and Galmudug also encountered issues with teacher availability. The Galmudug team were unable to administer two teacher surveys at Dhagabadan Primary Secondary School as the majority of teachers were away for training at a different facility. In Jubaland, teachers at Allango ABE School left the area in the midst of the fieldwork staff conducting surveys and did not have plans to return until two to three weeks later.

In some instances, fieldwork staff were unable to conduct classroom observation surveys due to infrastructure issues which meant that students were not present at the school. This was the case for three schools: Kadare School located in Banadir, Mooyko School located in Hirshabelle, and Dugsiga Hoose Mirdhisley School located in Jubaland.

The table below reports the schools that were replaced during fieldwork due to access constraints. This includes the original school, the replacement school, as well as the reason for replacement.

Table 3: Schools replaced during fieldwork for the endline evaluation

Original School	Replacement School	Region	State	Reason for replacement	
SOS School	Ma'mur primary and Secondary	Banaadir	Banaadir	Inaccessible due to security concerns	TPM Only

AL-Nujuum	Xamar school	Banaadir	Banaadir	Inaccessible due to security concerns	TPM Only
Mujamc Macahidd Macalin Nur	Taleex school (Moalin adow)	Banaadir	Banaadir	Inaccessible due to security concerns	TPM Only
Sh.suufi	Al imra	Banaadir	Banaadir	Inaccessible due to security concerns	Panel
Baydhabo Jinay	Baydhabo PSS	Bay	South West	School no longer operating	Panel
Burhaan Primary School	Al Fursan	Bay	South West	Inaccessible due to security concerns	Panel
Buriyaa	Huddur P&S School	Bakool	South West	Inaccessible due to security concerns	Panel
Daahiye Qura' Joome	Ugaas Khalliif	Bakool	South West	Inaccessible due to security concerns	Panel
Dugsiga Hoose Muraadqabe	Dugsiga Hoose Jazira	Gedo	Jubaland	Inaccessible due to security concerns	Panel
Ceeldheer ABE	Idaan ABE	Gedo	Jubaland	Inaccessible due to security concerns	Panel
Kabxanley School	Dhexyaal School PS	Hiraan	Hirshabelle	Inaccessible due to security concerns	TPM Only
Maxaas PS	Daryeel B PS and Sh.	Hiraan	Hirshabelle	Inaccessible due to security concerns	Panel
Sulmo Primary	Mohamed Moalim	Hiran	Hirshabelle	School no longer operating	Panel

Faarah Gololey Ps	Ifiye school	Middle Shabelle	Hirshabelle	Inaccessible due to security concerns	Panel
Geeda Barkaan Primary	Sh Xanafi School	Middle Shabelle	Hirshabelle	Inaccessible due to security concerns	Panel
Adakibir Primary	Horseed Primary	Galguduud	Galmudug	Inaccessible due to security concerns	TPM Only
Maandeeq Primary (IDP)	Imaamu Maalik Primary	Galguduud	Galguduud	School no longer operating	Panel
Dhagabadan	Waberi	Galguduud	Galmudug	School no longer operating	Panel
Fuuma Primary and Secondary Schoold	Nasiib Bundo Primary School	Lower Juba	Jubbaland	Inaccessible due to security concerns	TPM Only
Iftin School	Aflax school	Hiraan	Hirshabelle	School no longer operating	Panel

Impact of Shocks: Drought and COVID-19

Climate related shocks and the COVID-19 pandemic have had a devastating impact on communities in Somalia during implementation of the ESPIG program. The prolonged drought in the Horn of Africa has ruined crops, destroyed assets, and led to the displacement of many. The COVID-19 pandemic has not only led to profound health implications, but also negatively impacted many aspects of ordinary life. In line with the impacts these shocks have had on the wider communities, they have also had severe consequences for schools and learners. Drought induced migration has caused schools to close, reduced the number of available teachers, and pulled learners from classrooms. The COVID-19 pandemic forced the use of remote learning modalities, further straining the Somali education system.

As these shocks have impacted schools and learners, they will also have had an impact on many of the ESPIG outcomes of interest and the findings of this evaluation. Therefore, the findings presented must be understood in the context of a Somali education system that has dealt with not only instability, but severe and prolonged drought and COVID-19. Where possible, questions have been added to both the quantitative and qualitative data collection tools to further explore and contextualize the impact of these shocks.

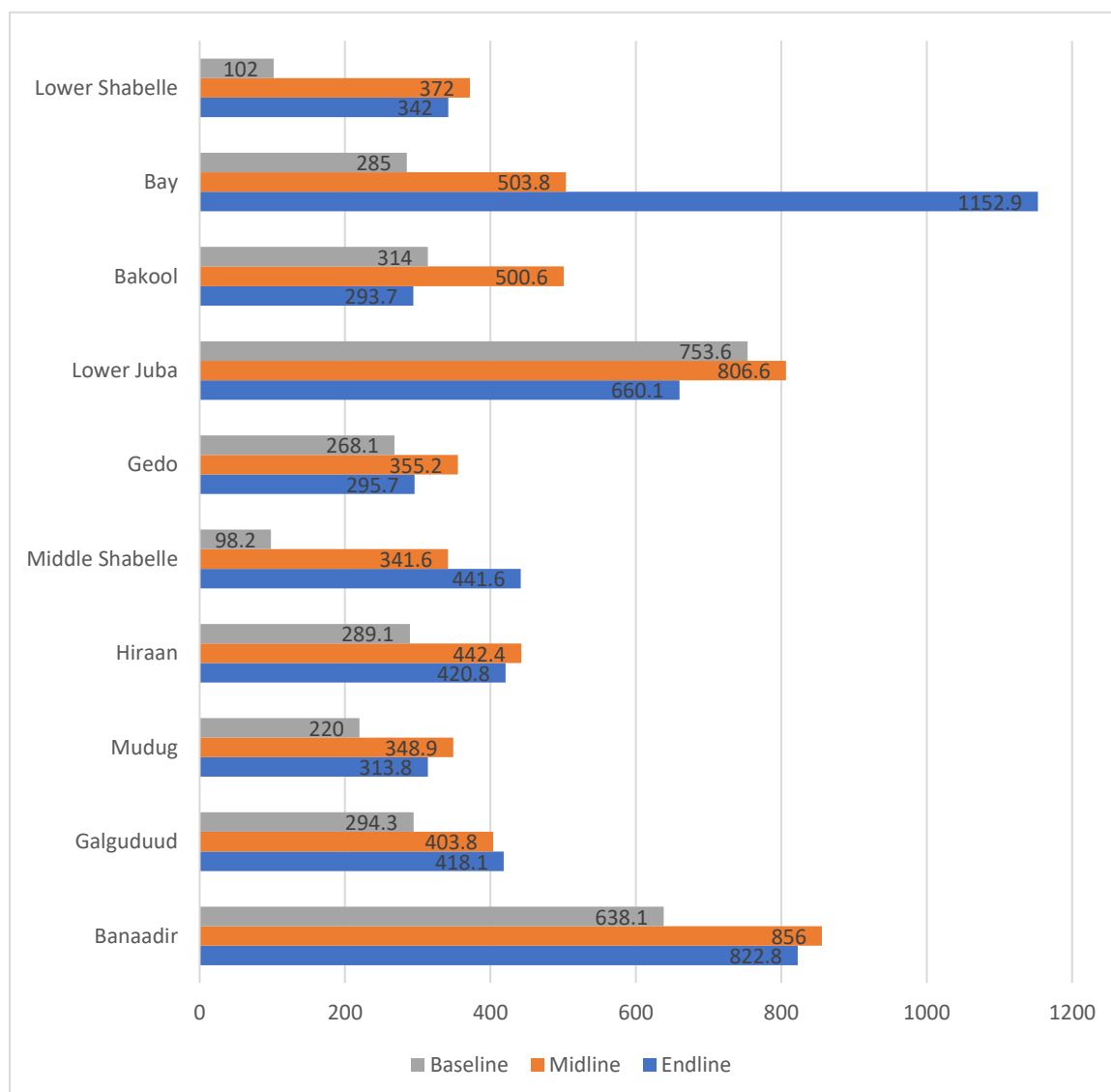
FINDINGS

EQUITABLE ACCESS TO QUALITY EDUCATION

Access to Schools

There was a large increase in reported total enrollment levels between baseline and endline. However, this increase did not happen consistently between all three rounds of data collection. The average total enrollment in the full panel sample of schools during baseline was 334.6 students, which increased to 525.3 students during the midline survey and then decreased slightly to 516.1 students during the endline survey. These findings were very similar to enrollment figures for the schools who received a capitation grant in the preceding year. The same general trend occurred in these schools with enrollment levels being slightly higher across all three rounds. In these schools the average enrollment at baseline was 354.7 students which increased to 554.1 students during the midline survey and then decreased slightly to 543.9 students during the endline survey. The findings for the schools in the full panel sample were mostly consistent across the various regions with a few notable exceptions. There was a large increase during the endline survey of the average enrollment in Bay, this was driven by one school reporting a jump from 900 students during the midline reporting period to 3452 during the endline reporting period, making it the largest school in the sample. Additionally, schools in Middle Shabelle and Galguduud had a continued increase in enrollment across all three rounds, not seeing the drop off in the number of students that occurred in the other regions. This difference in trends between regions may be related to the impact of the prolonged drought conditions in Somalia and the resulting internal migration. The regions seeing an increase in enrollment between midline and endline, for example Bay and the city of Baidoa in particular, have had a large influx of IDPs, potentially accounting for the differential increase in enrollment. In contrast to the regions which saw sustained increases in enrollment across rounds, the largest contractions in enrollment between the midline and endline surveys occurred in Bakool (decrease of 206.9 students per school) and Lower Juba (decrease of 146.5 students per school). These two regions also had the highest rates of school closures reported by head teachers, with 71.4 percent of schools in Bakool and 75.0 percent of schools in Lower Juba reporting being closed for some amount of time in the 2021-2022 school year. This large decrease in the average number of students enrolled per school may be driven by these school closures related to drought, security threats, or other shocks. When these shocks occurred and schools were forced to temporarily close, even for short periods, students may have not returned – dropping out and reducing total enrollment. Enrollment trends by round and region are presented in the figure below.

Figure 1: Average total enrollment by region and round



When examining enrollment levels by grade, the data shows an increase in total enrollment across all grades between baseline to endline. Interestingly, this increase in enrollment between baseline and endline was relatively consistent across grade levels, this is despite the lower grades having higher starting levels of enrollment. This means that the gap in enrollment levels between grades did not further increase over the course of the project. This seems to indicate that the projects mechanisms for increasing enrollment worked equally well across all grade levels measured in this evaluation. This is in contrast to what was reported by many key informants, as was stated by one teacher in Banaadir:

“Over the past three years the number of students that have been enrolling into the school has increased as compared to the year prior and the most visible increase can be seen in the lower grades which is mostly very young kids. Parents have been increasingly enrolling their kids into school at a much younger age as compared to before.” Teacher in Banaadir

However, it may be that key informants are disproportionately noticing the increase in lower-level learners due to the already relatively higher enrollment in these grades. Meaning that these classes seem much larger when additional enrollment occurs, making their increase in size more noticeable.

Another trend in the enrollment data disaggregated by grade level is that the higher-level grades did not see the same peak in enrollment during the midline survey and subsequent decrease at the endline survey that was seen in grades 1 through 4. This may indicate that students who were already several years into their enrollment were less likely to leave school due to the factors such as drought and COVID-19, causing a reduction in enrollment between the midline and endline surveys.

Table 4: Average number of students enrolled by grade level and round

	Baseline	Midline	Endline	Change (Baseline to Endline)
Grade 1	64.7	98.5	75.2	10.8
Grade 2	52.7	79.3	77.6	24.9
Grade 3	45.2	74	72	26.8
Grade 4	39.8	66.2	64.5	24.7
Grade 5	39	55.3	65.5	26.5
Grade 6	32	51.5	56.3	24.3
Grade 7	29.4	49.6	51.9	22.5
Grade 8	31.8	46.4	52.9	21.1

Although it is difficult to draw broad conclusions from the headcount data due to the limited scope of the observation, representing only one day, the roughly consistent nature of the data between rounds may indicate that actual attendance levels are far below reported enrollment levels. Only three quarters of enrolled students were present during the midline data collection, and this decreased to less than two thirds during the endline survey. This is a worrying trend, potentially showing that despite the reported increase in attendance between rounds, the actual number of students attending class may not have increased substantially. This may reflect both the extreme drought conditions as well as the worsening security situation during the endline data collection. The drought has several potential vectors of impact on student attendance. First, as the drought worsens families may be forced to remove children from school to help the livelihood activities. Drought conditions also contribute to disease outbreaks and affect the ability to manage menstrual health, both potentially decreasing attendance. The percentage of enrolled students present during each round is presented in the table below.

Table 5: Percentage of enrolled students present during headcount by grade and round

	Midline	Endline
Grade 1	74.5%	65.4%
Grade 2	78.3%	55.4%
Grade 3	76.8%	62.4%
Grade 4	76.0%	64.3%

The percentage of enrolled students present during the headcount during the midline and endline surveys disaggregated by region are presented below. With drought conditions and insecurity expected to be the main drivers of attendance levels these results are highly differential across the regions. The largest decreases were seen in Middle Shabelle (50.2 percentage points), Lower Juba (24.0 percentage points), and Mudug (20.4 percentage points).¹⁸ All three of these regions have been severely impacted by the current severe drought conditions. Interestingly there was a slight increase in the observed attendance in Banaadir, where there was an escalation of violence and a specific targeting of the MOECHE during the endline data collection period.

Table 6: Percent of enrolled students present during headcount by region and round

	Midline	Endline	Change (Midline to Endline)
Banaadir	60.1%	65.7%	5.6
Galguduud	87.4%	88.7%	1.3
Mudug	75.8%	55.4%	-20.4
Hiraan	76.5%	58.3%	-18.2
Middle Shabelle	97.7%	47.4%	-50.2
Gedo	67.9%	74.3%	6.4
Lower Juba	89.6%	65.6%	-24.0
Bakool	76.5%	68.7%	-7.8

¹⁸ The percentage of students attending class during the observation fell by 59.2 percent in Bay between the midline and endline. However, this is mainly due to one school having a large increase in enrolment without a corresponding increase in attendance. For this reason Bay has been excluded from the analysis above.

Bay	83.3%	24.2%	-59.2
Lower Shabelle	66.2%	72.0%	5.8

The percentage of girls enrolled in schools followed a similar trend to overall enrollment levels, with a slight decrease between the baseline survey and midline survey and then a larger increase at the endline survey. This trend was the same for both the full panel sample and the reduced panel sample consisting of only the schools receiving capitation grants in the 2021-2022 school year. For the full panel sample at baseline 43.5 percent of students were female, decreasing to 41.9 percent at midline and then increasing to 46.6 percent female students during the endline survey. For only the schools receiving the capitation grants there was 43.4 percent female students at baseline, 42.1 percent at midline, and 46.8 percent female students during the endline data collection period.

There was also a small but consistent increase in female enrollment across all grade levels between the baseline and endline surveys. However, the greatest increases were seen in lower grade levels, with there being a 4.0 percentage point increase in the number of females enrolled in grade 1 and a 3.2 percentage point increase in number of female students enrolled in grade 3. This is compared to only a 1.2 percentage point increase in the number of female students enrolled in grade 8. This differential increase is expected based on the girls who are available to be enrolled in school. If many of the girls being enrolled have never attended school or dropped out in early grades, it stands to reason that they would enroll in the early primary grades.

While female students still represent less than half of all enrolled students the increase seen across grade levels is encouraging. This is particularly true when considering the increase in total enrollment, meaning that female students represent a larger percentage of a larger overall enrollment figure, indicating a substantial increase in the number of girls enrolled between baseline and endline.

Table 7: Percentage of enrolled students who are female by grade and round

	Baseline	Midline	Endline	Change (Baseline to Endline)
Grade 1	43.7%	43.0%	47.7%	4.0
Grade 2	45.7%	42.0%	47.7%	2.0
Grade 3	43.4%	42.6%	46.6%	3.2
Grade 4	44.1%	41.3%	45.8%	1.7
Grade 5	45.5%	43.0%	48.0%	2.5
Grade 6	43.6%	40.7%	45.9%	2.3
Grade 7	42.5%	41.7%	44.2%	1.7
Grade 8	42.7%	41.6%	43.9%	1.2

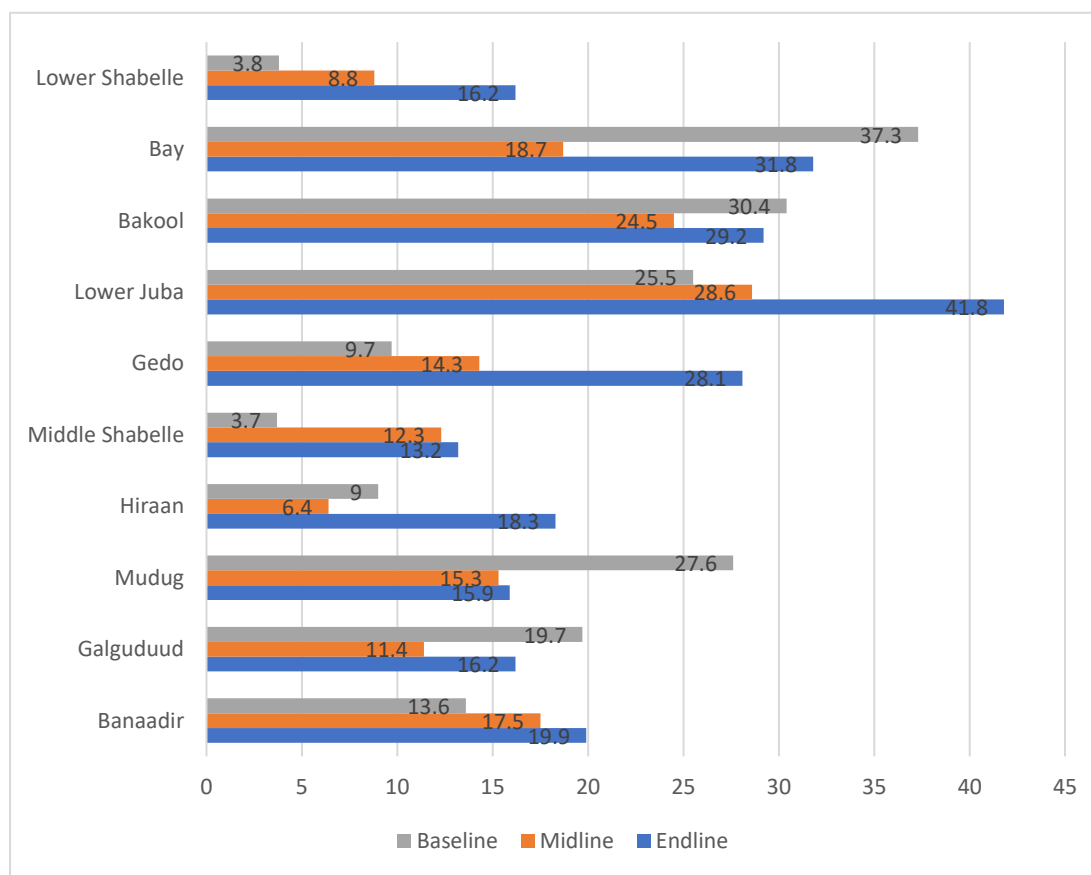
The percentage of enrolled students who were identified as IDPs increased between the baseline and endline surveys. For schools in the full panel sample, this was a consistent increase across the three rounds of data collection. In this sample 14.9 percent of students were IDPs at baseline, 15.6 percent during the midline survey, and 21.5 percent of students were IDPs during the endline survey. This somewhat contrasts to the schools in the reduced panel sample of only schools receiving the capitation grant during 2021-2022. In this sample IDPs comprised 15.8 percent of total enrollment at baseline, which was slightly reduced at midline with 14.7 percent of enrollment being IDPs, and then increased to 21.6 percent of enrolled students being IDPs during the endline survey.

The change in the percentage of total student enrollment who were IDPs also varied greatly by region. There were large increases between baseline and endline in Lower Shabelle (3.8 percent to 16.2 percent), Lower Juba (25.5 percent to 41.8 percent), and Gedo (9.7 percent to 28.1 percent). There were also decreases between baseline and endline in Bay (37.3 percent to 31.8 percent) and Mudug (27.6 percent to 15.9 percent). Despite these varied changes one consistent trend is that a greater number of schools had IDPs enrolled, increasing from 56.6 percent of schools at baseline to 86.1 percent at endline in the full panel sample. This trend was the same for the sample comprised of schools that received capitation grants in the 2021-2022 school year, with the percentage of schools with IDPs enrolled increasing from 59.5 percent to 87.5 percent. This most likely reflects the severity of the drought crisis in Somalia and the increase in the number of IDPs as a result. However, key informants reflected on the difficulty of enrolling students from displaced families.

“There seems to be a gap in that area [enrollment of IDPs], the number of students from IDP camps as compared to others is far less than you can imagine, we have one or two students that are from IDP camps but nothing more and this number did not increase over the past three years. Which is why I would like to request from the organization and government that they support these kids and enroll them into our school or any other school so that they can receive an education and have the opportunity to one day be a productive member of society who not only benefits themselves but others as well.” Teacher in Banaadir

In a related trend, the number of schools reporting enrolling at least one student from a minority clan also rose dramatically over the course of the project. In the full panel sample this percentage rose from 47.4 percent to 75.9 percent. In the reduced panel sample consisting of only schools receiving the capitation grant in the 2021-2022 school this figure similarly increased from 50.3 percent at baseline to 76.5 percent at endline.

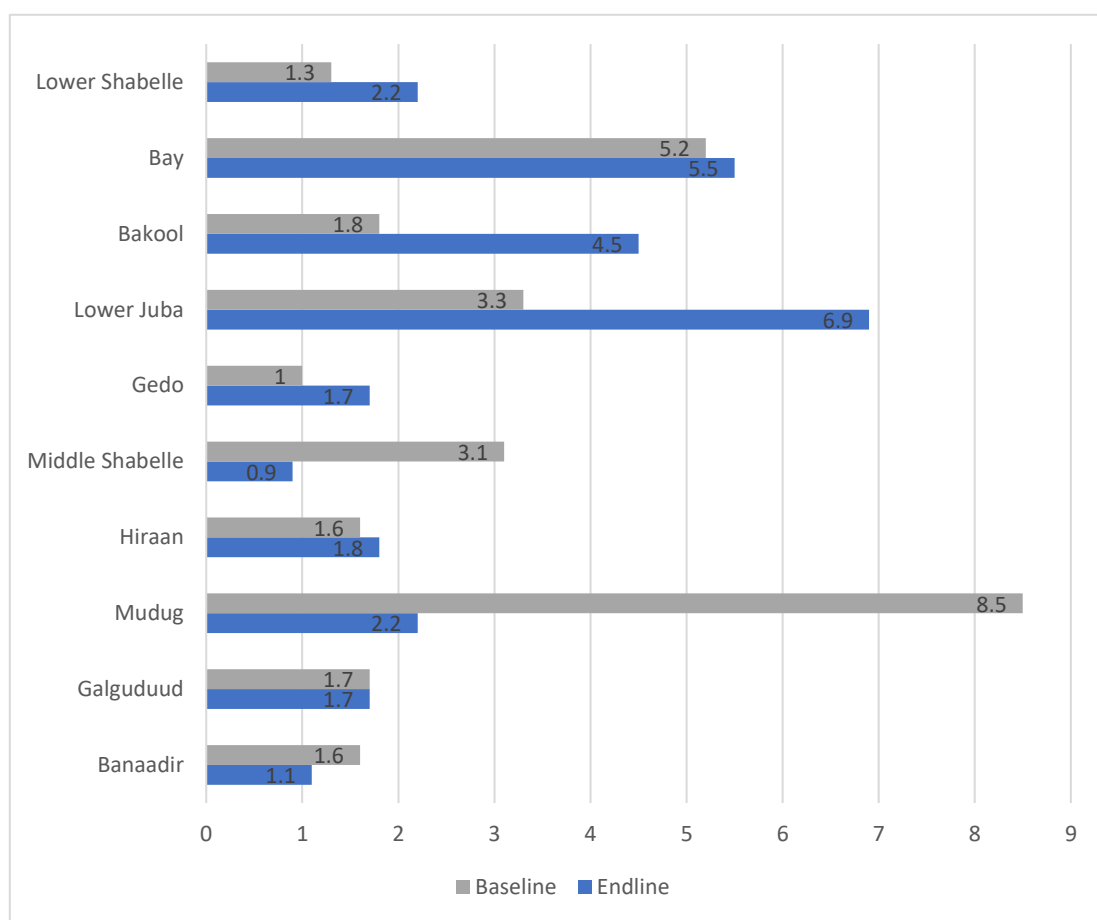
Figure 2: Percent of enrolled students who are IDPs by region and round



The enrollment of students with disabilities remained low across all survey rounds, with 2.4 percent of enrolled students being reported as disabled at baseline compared to 2.2 percent of students at endline in the full panel sample. This was very similar to schools in the reduced sample consisting of only schools who received the capitation grant in the 2021-2022 school year. In this sample 2.5 percent of students were disabled at baseline compared to 2.3 percent of students at endline.

The slight decrease in the percentage of disabled students enrolled hides the finding that due to the large increase in total enrollment levels between survey rounds, the actual number of disabled students enrolled increased, despite representing the same proportion of the student body. There were also several interesting changes in enrollment levels of disabled students when disaggregating by region. There was a large increase in Lower Juba from 3.3 percent of students to 6.9 percent of students. There was also a large decrease in Mudug, with the enrollment of disabled students dropping from 8.5 percent to 2.2 percent. One encouraging trend is that the number of schools reporting that they had at least one disabled student enrolled rose from 76.0 percent at baseline to 86.7 percent at endline in the full panel sample. The increase was also seen in only schools receiving the capitation grant, rising from 77.1 percent at baseline to 89.0 percent during the endline survey. This increase could represent a greater willingness or ability of schools to enroll disabled students, potentially being a harbinger of greater levels of enrollment in the future.

Figure 3: Percent of enrolled students who are disabled by region and round



Impact of School Closures on Access

In addition to the already numerous circumstances that lead to students dropping out of formal education in Somalia, recent years have seen the addition of the COVID-19 pandemic and prolonged drought conditions. COVID-19 and the resulting school closures saw many children miss out on educational opportunities. The strain placed on households due to the drought as well as the increased number of children becoming displaced from their home has also served to hinder learning. This section of the report explores the impact of these trends on access to school in the sampled schools.

During the endline survey, 77.9 percent of teachers reported that their schools had been closed outside of normal school breaks for one month or more and 35.6 percent reported that their schools had been closed for more than three months. However, only 21.0 percent of teachers reported that their schools had engaged in remote teaching during these closures.

These trends seem to have increased the dropout rate of students, particularly during the height of COVID-19 related school closures which coincided with the midline data collection period. During the midline survey, 64.3 percent of head teachers reported that students had dropped out of their school due to COVID-19. During the endline survey this number decreased to 43.7 percent of head teachers reporting that students had dropped out.

Table 8: Student groups that are most likely to drop out by round

	Midline	Endline	Change (Midline to Endline)
Boys	23.5%	12.2%	-11.3
Children from internally displaced families/communities	16.2%	21.8%	5.6
Children with disabilities	6%	8.3%	2.3
Girls	35.7%	18.4%	-17.3
Marginalised girls from the groups above	3.1%	12.5%	9.4
Minority clans	5%	5.6%	.6
Urban poor	10.6%	21.2%	10.6

As presented in the table above, during the midline survey head teachers indicated that girls were the most likely group of students to drop out of school. This was followed by boys and children from internally displaced families. During the endline survey this order shifted, with children from internally displaced families being seen as the most likely to drop out followed by children of the urban poor and then girls. These changes reflect the drivers behind why students would drop out at the time these surveys were conducted. The midline survey occurred at the height of COVID-19 school closures and remote learning, which at the time were the primary drivers of why students would leave school. Therefore, it makes sense that the table below presenting which students learned the least from remote learning closely mirrors who teachers expected to drop out of school at the midline survey.

As COVID-19 restrictions and school closures ended and learning returned to in-person, the drivers of which groups would primarily drop out of school also shifted. The order seen during the endline survey, with IDPs most likely followed by the urban poor and girls may reflect a return to the “normal” order when remote learning is not the primary factor.

Table 9: Percentage of students that learned least during remote learning by round

	Midline	Endline	Change (Midline to Endline)
Boys	24.7%	21.6%	-3.1
Children from internally displaced families/communities	14.1%	15.4%	1.3
Children with disabilities	7.8%	10%	2.2
Girls	31.4%	21%	-10.4
Marginalised girls from the groups above	4.1%	7.8%	3.7
Minority clans	6.5%	6.8%	.3
Urban poor	11.5%	17.3%	5.8

As discussed, the students reported to have learned the least from remote learning closely mirrors those who dropped out of school during the peak of the use of the distance learning modality. It is therefore important to understand the reasons these students had difficulty during remote learning in order to improve retention if circumstances necessitate the return to remote learning. The two primary reasons cited for students learning suffering is responsibilities at home as well as a lack of access to internet or technology. Additionally having no room at home to participate in remote learning and having no means to participate in remote learning were also cited as significant factors.

Table 10: Percentage of head teachers indicating why student's learning suffered during remote learning by round

	Midline	Endline	Change (Midline to Endline)
Lack of access to internet / technology	25.5%	21.4%	-4.1
Lack of support at home who can help with learning	5.6%	15.2%	9.6
Make money	4.9%	15%	10.1
No means to use remote learning	16.5%	8.7%	-7.8

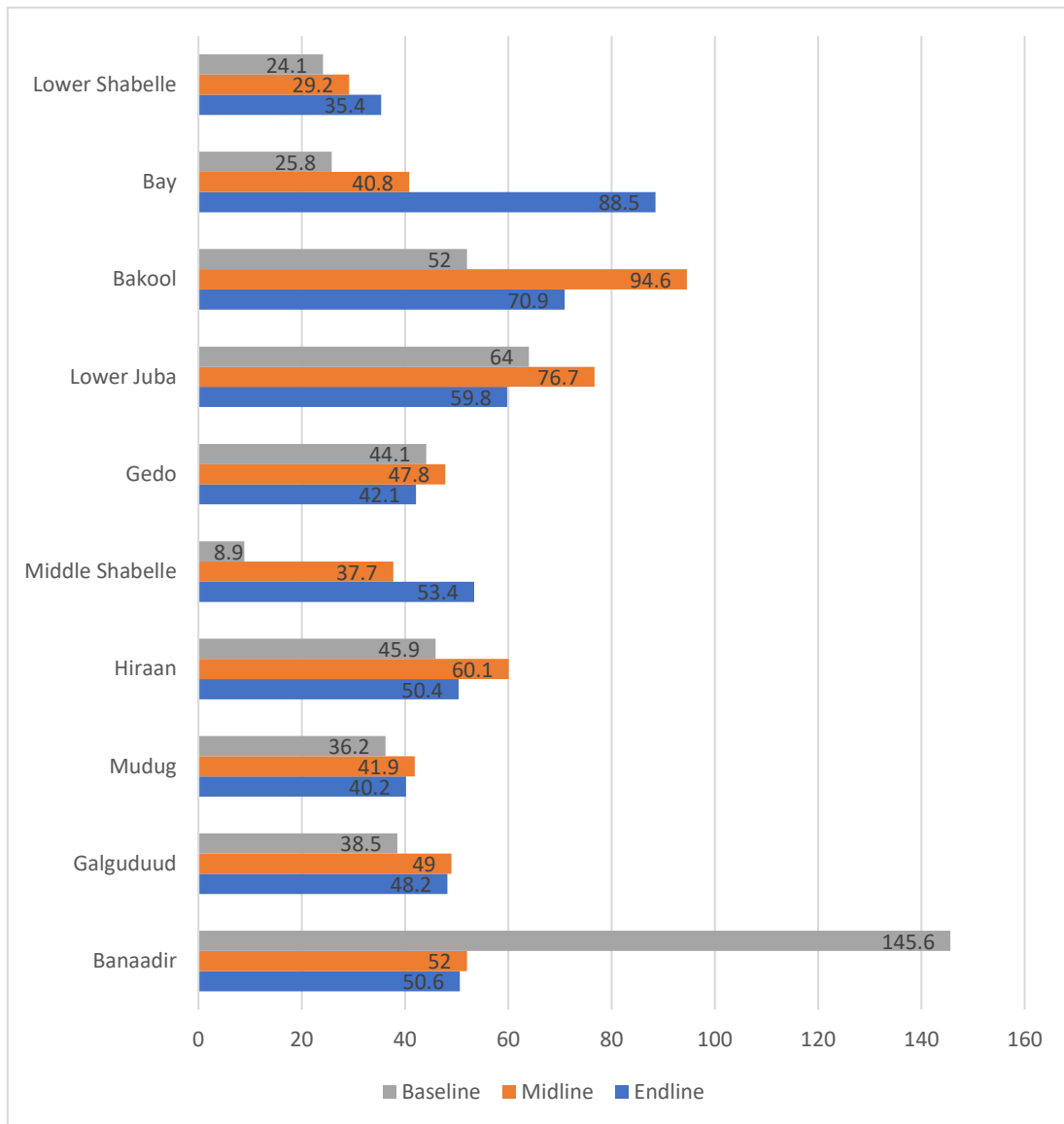
No space at home to learn	14.1%	14.2%	.1
Remote learning not disseminated in a language they speak	5.7%	6.9%	1.2
Responsibilities at home	27.3%	18.7%	-8.6

School Infrastructure

Improving school infrastructure is critical to improving both access to school for additional students and improving the quality of the education for enrolled students. Without adequate infrastructure in place families may be hesitant to enroll their children, schools may be unable to serve all of the potential students in their catchment area, and students learning at the school may be unable to dedicate sufficient attention to their lessons. During previous evaluation rounds several clear gaps were identified in the basic infrastructure of schools, this section will investigate how these findings have changed over the course of the project.

First, looking at the student to classroom ratio gives an indication if the size of the school is adequate for the enrolled student population. However, it is important to note that the student to classroom ratio does not necessarily reflect actual class sizes. Many schools conduct teaching in shifts, decreasing class size, and there is also an unequal distribution of students between grades, resulting in larger class sizes in lower grades which have higher enrollment levels. The average student to classroom ratio by region and round of data collection is presented in the figure below.

Figure 4: Student to classroom ratio by region and round



Overall, there was a reduction in the average number of students per classroom between baseline (58.7 students per classroom) and endline (50.4 students per classroom). This finding is despite the increase in student enrollment between rounds, meaning that there was a notable increase in the number of classrooms, either temporary or permanent, at surveyed schools. With 41.8 percent of schools surveyed at endline reporting using grant funding to repair existing classrooms¹⁹ and 5.6 percent of schools reporting constructing new classrooms, this notable reduction in the student to classroom ratio may be at least partially attributable to the ESPIG program.

¹⁹The response option for repairing existing classrooms was inadvertently included twice in the endline survey. This figure represents the number of respondents who selected either identical response without double counting those who selected both responses.

Despite the overall increase in the number of classrooms, there was also a notable decrease in the number of temporary classrooms reported by schools between baseline and endline. At baseline 25.8 percent of all classrooms in surveyed schools were reported to be temporary structures, at endline this figure decreased to 14.4 percent. Interestingly, this trend of a reduction in the number of temporary classrooms held for all districts with the exception of Lower Juba, even those regions that saw notable increases in enrollment numbers such as Middle Shabelle, Bay, and Banaadir. This finding seems to point to a systematic improvement in the infrastructure at surveyed schools, with more schools having more classrooms and a higher percentage of those classrooms being permanent structures. This reduction in temporary structures being used as classrooms may be directly tied to the previously discussed large number of schools (41.8 percent) reporting using grant funding to conduct classroom repairs. While these repairs may have been the repair of previously unusable classrooms, it also accounts for the conversion of temporary classrooms into permanent ones. This general trend of improved infrastructure is further reinforced by an increase between rounds, from 82.9 percent at baseline to 96.6 percent at endline, in the percentage of classrooms reported to have boards available for use by the teacher.

Figure 5: Board to classroom ratio by region and round

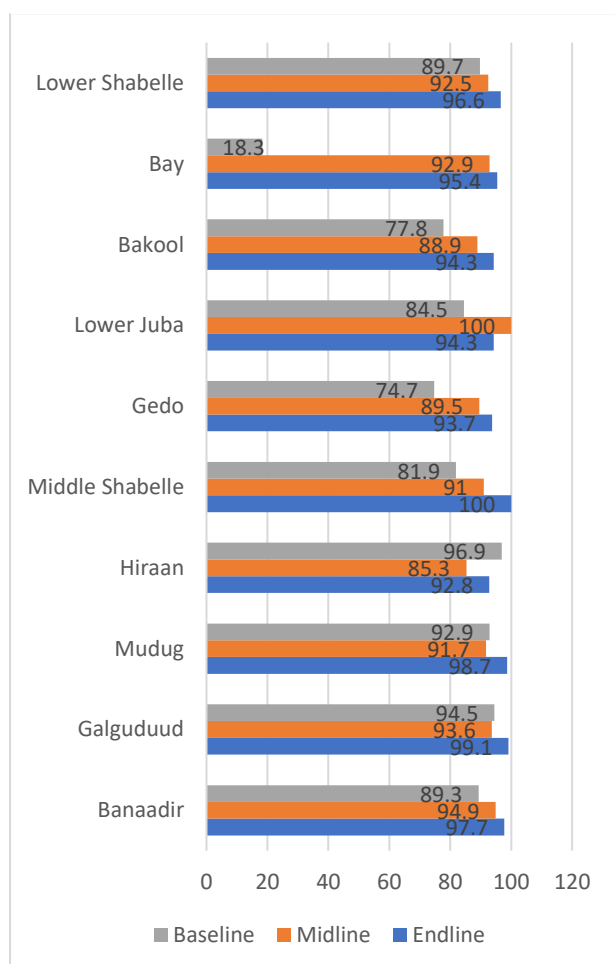
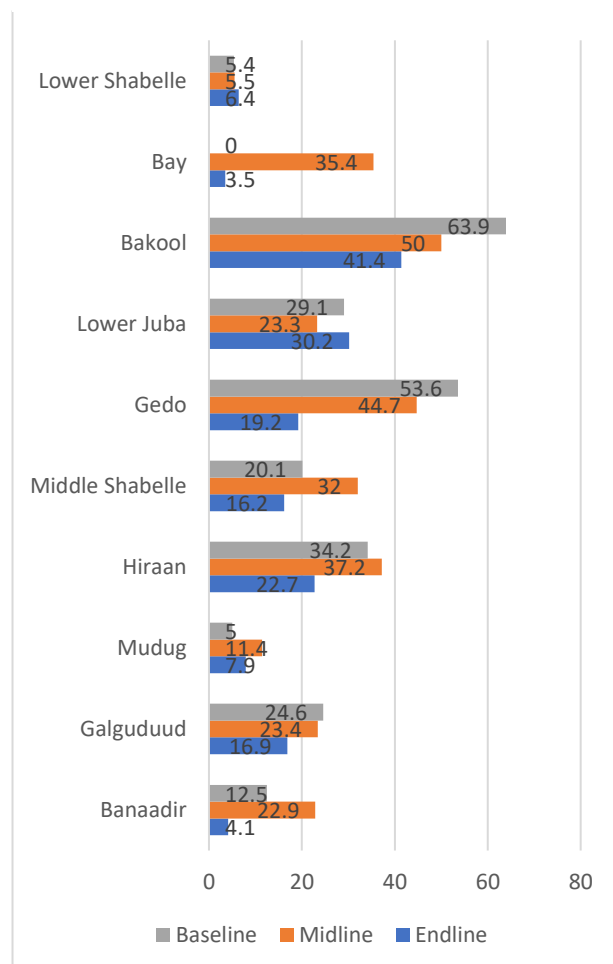


Figure 6: Percentage of classrooms that are temporary by region and round



Another critical aspect of school infrastructure that enables students to maximize their learning is the provision of adequate WASH facilities at schools. This is particularly true of female students, with studies tying higher dropout rates and lower levels of enrollment in many contexts to inadequate access to WASH facilities for girls.

Overall, there was an increase from 86.9 percent of schools at the baseline study reporting having functional toilets to 94.9 percent of schools at endline. This finding seems to support the previous infrastructure related findings, with schools showing moderate to large increases across various metrics. However, this finding did differ between regions with Bakool, Lower Juba, and Gedo standing out as having less than 90 percent of schools reporting functional toilets for students to use. There was also a discrepancy in the percentage of schools reporting that girls have access to functional toilets. At baseline 88.8 percent of schools reported girls having access to these facilities while this number only increased to 90.7 percent during the endline survey. Therefore, while number of schools having functional toilets increased by 8 percent, the number of schools with girls having access to toilets only increased by 1.9 percent. This potentially indicates that despite gains in the infrastructure available at schools, not all of these improvements have been shared equally among students.

Additionally, despite there being an overall increase between the baseline and endline in the percentage of schools having handwashing facilities near toilet facilities, from 46.7 percent to 68.0 percent, there seems to have been a reduction in the number of these facilities since the midline where 75.3 percent of schools had them. One potential explanation for this finding is that schools constructing new toilet facilities, as reported by 4.3 percent of schools, are also not constructing handwashing facilities, a potentially worrying trend. It may also be possible that schools during the midline reported temporary handwashing stations / tippy-taps for COVID-19 prevention as handwash facilities near toilets, leading to an artificial inflation of the percentage of toilets with these facilities.

Figure 7: Percent of schools with functional toilets by region and round

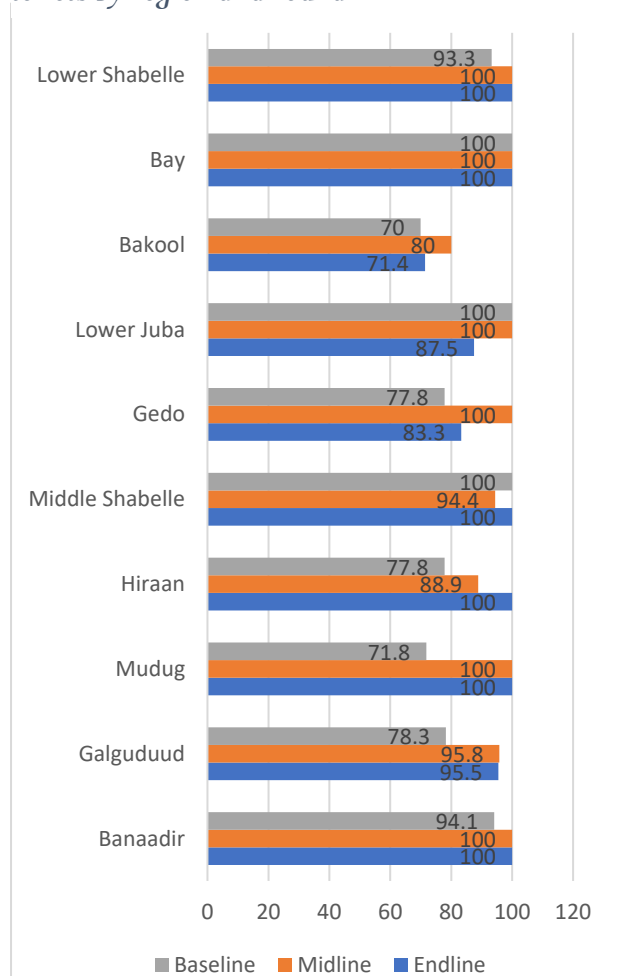
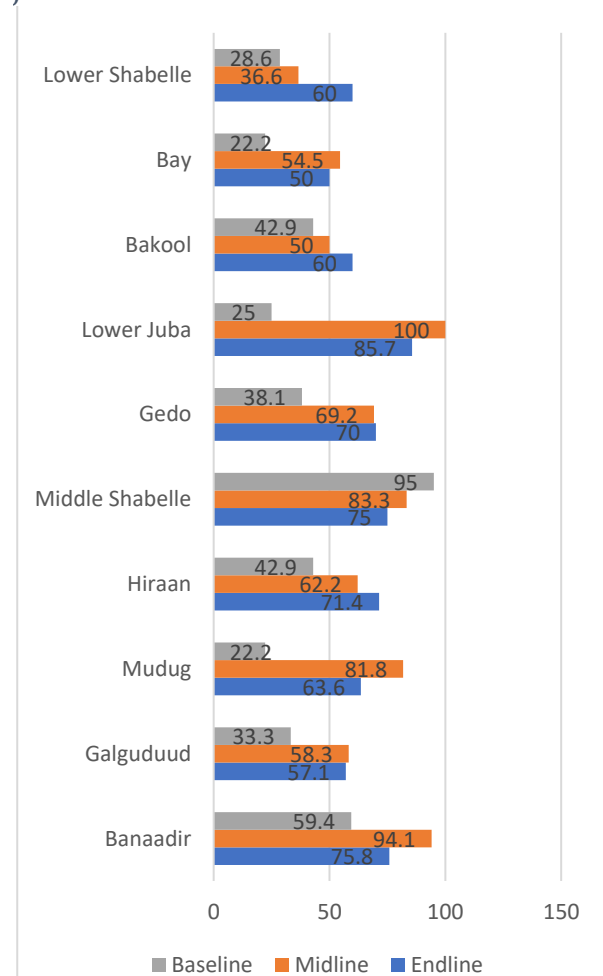


Figure 8: Percent of schools with handwashing facilities near latrines



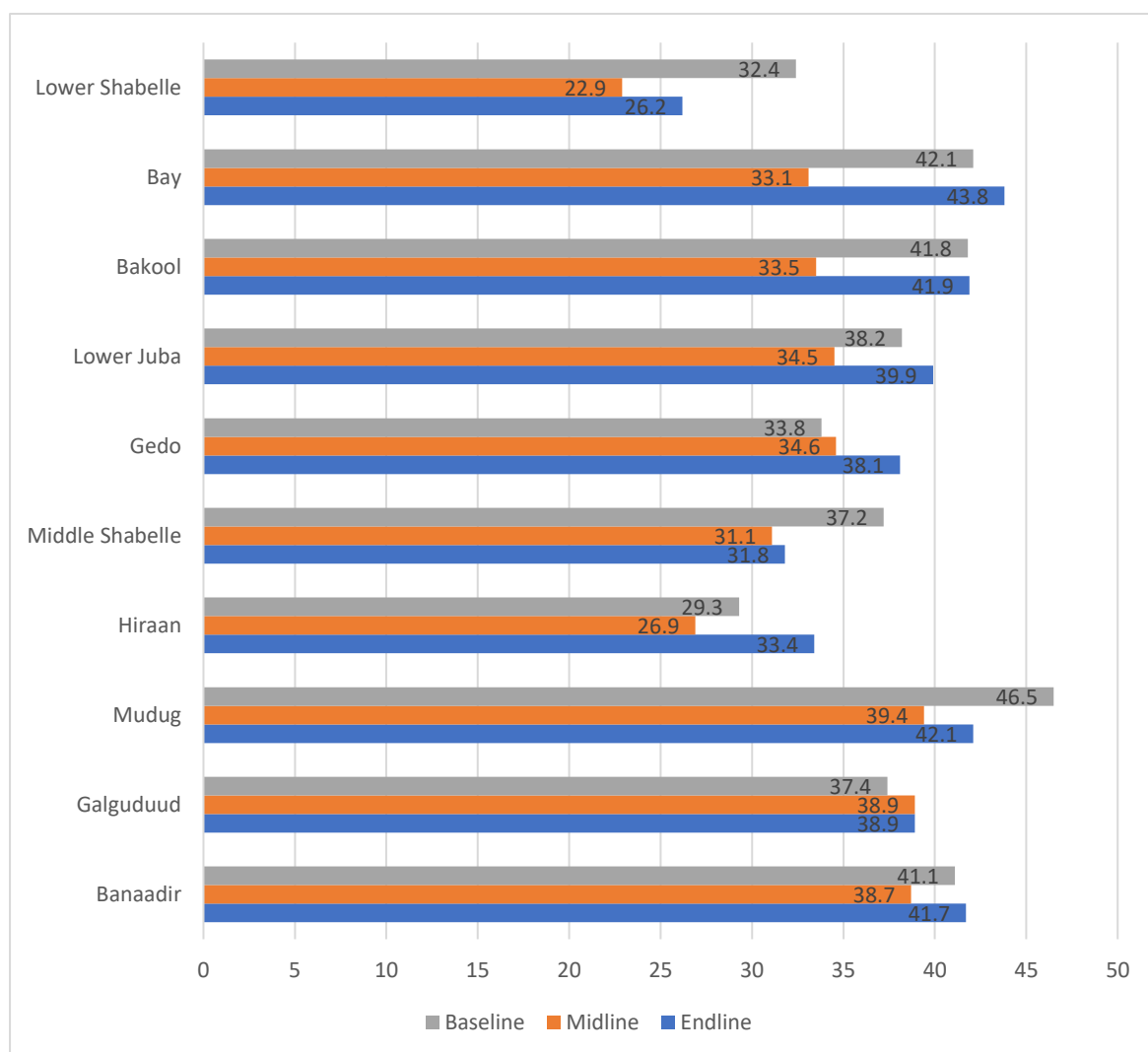
Community Education Committees

Community Education Committees are vital local structures that oversee the operation of a primary school in a given community. CECs support the operation of schools in a number of ways, by monitoring student and teacher attendance, promoting enrollment and attendance, raising awareness of the importance of education, liaising with religious leaders and other individuals of influence in the community, and providing material support to the school, among other tasks. In this section we investigate how the ESPIG project has impacted the composition, function, and abilities of the CECs in surveyed schools.

CECs were present within every school in the sample at endline, with the average number of members falling slightly over the course of the program from 7.3 at baseline to 7.1 at endline. There was also a large decrease in the percent of female CEC members between the baseline (38.2%) and midline (34.9%) surveys. However, this figure mostly recovered by the endline data collection period with 37.6 percent of CEC members being female. The overall decrease was particularly evident in the regions of Lower Shabelle, Middle Shabelle, and Mudug. In contrast, Hiraan and Gedo saw an overall increase in the percentage of female CEC members.

Additionally, at endline over 80% of CECs reported that the chairperson was male (86%) whilst less than a quarter of CECs reported having a female chairperson (14%), figures that remained nearly constant between survey rounds.

Figure 9: Percentage of female CEC membership by region and round



Further exploring the composition of CECs, a large proportion of CEC members are parents, both at baseline (30.8%) and endline (30.3%). In addition, the inclusion of principals and community leaders is consistent at both baseline and endline, with each demographic making up roughly a fifth of CECs. Comparatively, there has been an increase in the participation of other school staff and students at endline, suggesting an inclusion that could potentially help to better express the needs of students and staff and lead to a better offering of services.

Table 11: Composition of CECs by member type and round

	Baseline	Midline	Endline
Community Leaders	23.3%	15.8%	21.2%
Other School Staff	4.5%	8.7%	10.4%
Parents	30.8%	37.3%	30.3%
Principal	25.35	21.5%	23.4%

Students	0.34%	2.4%	2.8%
Teachers	15.9%	14.4%	12%

When exploring the selection of CEC members, the most common method across all three rounds was democratic election during parents' meetings. However, there was a large decrease in this method from 60.5 percent of schools at baseline to 43.8 percent of schools at endline. This method was replaced with an increase in CECs either being appointed by the head teacher (13.6 percentage point increase) or being influential leaders recommended by the MOE (7.2 percentage point increase). This change in selection method may be related to the COVID-19 pandemic, as schools closed, and parents' meetings stopped or occurred less frequently, the selection method for CEC members may have been changed by necessity. It is also possible that the increased role played by CECs in managing schools, particularly those schools receiving grant funding, has attracted more prominent community figures to join CECs after being appointed or recommended.

Table 12: Selection method of CEC Members by round

How CEC Selected	Baseline	Midline	Endline	Change (Baseline to Endline)
Democratic election during parents meeting	60.5%	59.5%	43.8%	- 16.7
Influential leaders recommended by the MOE	5.4%	9.3%	12.6%	7.2
Appointed by the head teacher	8.8%	22.9%	22.4%	13.6
Volunteers	25.3%	8.3%	21.2%	- 4.1

Overall, the frequency with which CECs meet has decreased over the course of the ESPIG program, with the percentage of CECs reporting to meet at least every two weeks dropping from 50.2 percent at baseline to 40.2 percent at endline. However, this finding is highly variable by region. Banaadir (44.7 percentage point decrease) and Bay (64.4 percentage point decrease) saw the large decreases in the percentage of CECs meeting frequently while Mudug and Middle Shabelle had large to moderate increases in the same metric. The overall decrease in frequency of meetings may be related to a confluence of factors including the ongoing drought, and security concerns. With parents and community leaders comprising over half of CEC membership at endline it is possible that these factors have further constrained CEC members time, leading to less frequent meetings. The COVID-19 pandemic and the related closing of schools most likely has also played a role in reduced number of CECs meeting frequently. Only 84.2 percent of CECs reported that they were active during the COVID-19 pandemic, as the closures and restrictions have ended many CECs may be slow to resume activities, resulting in less frequent meetings.

Table 13: Percentage of CECs meeting at least every two weeks by region and round

	Baseline	Midline	Endline	Change (Baseline to Endline)
Banaadir	64.1%	14.7%	19.7%	- 44.7
Galguduud	84.4%	45.8%	54.5%	- 29.9
Mudug	18.2%	45.5%	45.5%	27.3
Hiraan	52.2%	61.1%	57.1%	4.9
Middle Shabelle	6.7%	33.3%	21.9%	15.2
Gedo	100.0%	30.8%	70.8%	-29.2
Lower Juba	58.3%	25.0%	50.0%	-8.3
Bakool	59.4%	40.0%	64.3%	4.9
Bay	76.9%	27.3%	12.5%	- 64.4
Lower Shabelle	2.6%	1.8%	13.3%	10.7

Despite the findings on CECs having less frequent meetings, 99.4 percent of CEC members reported at endline that they are now better prepared to manage the school. This is an increase from 97.4 percent of CEC members reporting the same thing during the midline survey. However, despite reporting feeling better prepared only 79.3 percent of CEC members reported having a strong or very strong ability to manage the school. When asked why they believed they were now better able to manage the school, 70.9 percent of members reported that CECs were better prepared to manage schools due to more exposure to management. While 74.5 percent of members believed that increased training also contributed to CECs being better prepared. There was a substantial increase in the number of CEC members reporting having received training, as 74.5 percent of respondents at endline reported this compared to 46.7 percent of respondents at baseline.

The increased knowledge of the role of the CEC in the management of the school gathered through both receiving training and exposure to management may help explain the finding of CEC members being less likely to report strong or very strong ability to manage schools. As CEC members learn more about what is required for proper management, despite feeling relatively more capable they feel less prepared on a more concrete scale of management strength. Additionally, the finding of decreased frequency of CEC meetings may contribute, with CEC members feeling less capable of performing their duties with committees meeting less regularly.

Table 14: CECs receiving training and self-reported management ability by round

	Baseline	Midline	Endline	Change (Baseline / Midline to Endline)
CEC has received training	46.7%	85.7%	74.5%	27.8
CEC has strong or very strong ability to manage school	-	94.5%	79.3%	-15.2
CEC better prepared to manage school	-	97.4%	99.4%	2.0

In their management of schools CECs implement various activities ranging from child protection to monitoring roles. The leading activities implemented by CECs at midline was the monitoring of student attendance (81.1 percent) followed by promoting enrolment of out-of-school children (60.4 percent) and monitoring teacher attendance (57.9 percent). Between the midline and endline surveys there were large increases in the number of CECs reporting undertaking all of the management activities. With the largest increases being in CECs addressing child protection issues, CECs working to improve school infrastructure, and CECs paying student fees. Numerous key informants who were interviewed commented on how the ESPIG grant allowed CECs to undertake additional activities.

The CEC were the ones who managed the funds we received from the CARE project in terms of repairing school chairs and desks as well as addressing the needs of the school. The CEC were very motivated, and they were constantly monitoring student and teacher attendance as well as monitoring the performance of the teachers. They were also able to address the complaints of parents regarding teachers. – CEC Member in Galmudug

The CEC organizes visits to the community households including poor community households and IDPs to inform them about the school and the benefits of bringing their children to the school. I remember one time we carried out a campaign and we were able to bring more than 100 out-of-school children to this school. CEC Member in Galmudug

There is an absolute change in how the CECs work and involve school improvements compared to the past 3 years. For example, in the past, CECs only existed in certain schools and not in rural areas but now it is mandatory for every school to have a CEC. They have been trained, they advocate school improvements, and they work with the school principals to solve conflicts between teachers and students and parents as well. MOE Representative Hirsabelle

Table 15: Percentage of CECs reporting undertaking each management activity

	Midline	Endline	Change (Midline to Endline)
Address child protection issues	47.2%	73.5%	26.3
Fundraise for school needs	27.0%	50.2%	23.2
Improve school infrastructure	42.1%	70.2%	28.1
Monitor student attendance	81.1%	89.6%	8.5
Monitor teacher attendance	57.9%	74.1%	16.2
Paid teacher salaries	2.5%	35.6%	33.1
Pay student fees	4.4%	45.0%	40.6
Promote enrolment of out-of-school children	60.4%	76.7%	16.7
Purchased learning materials	13.8%	50.8%	37.0

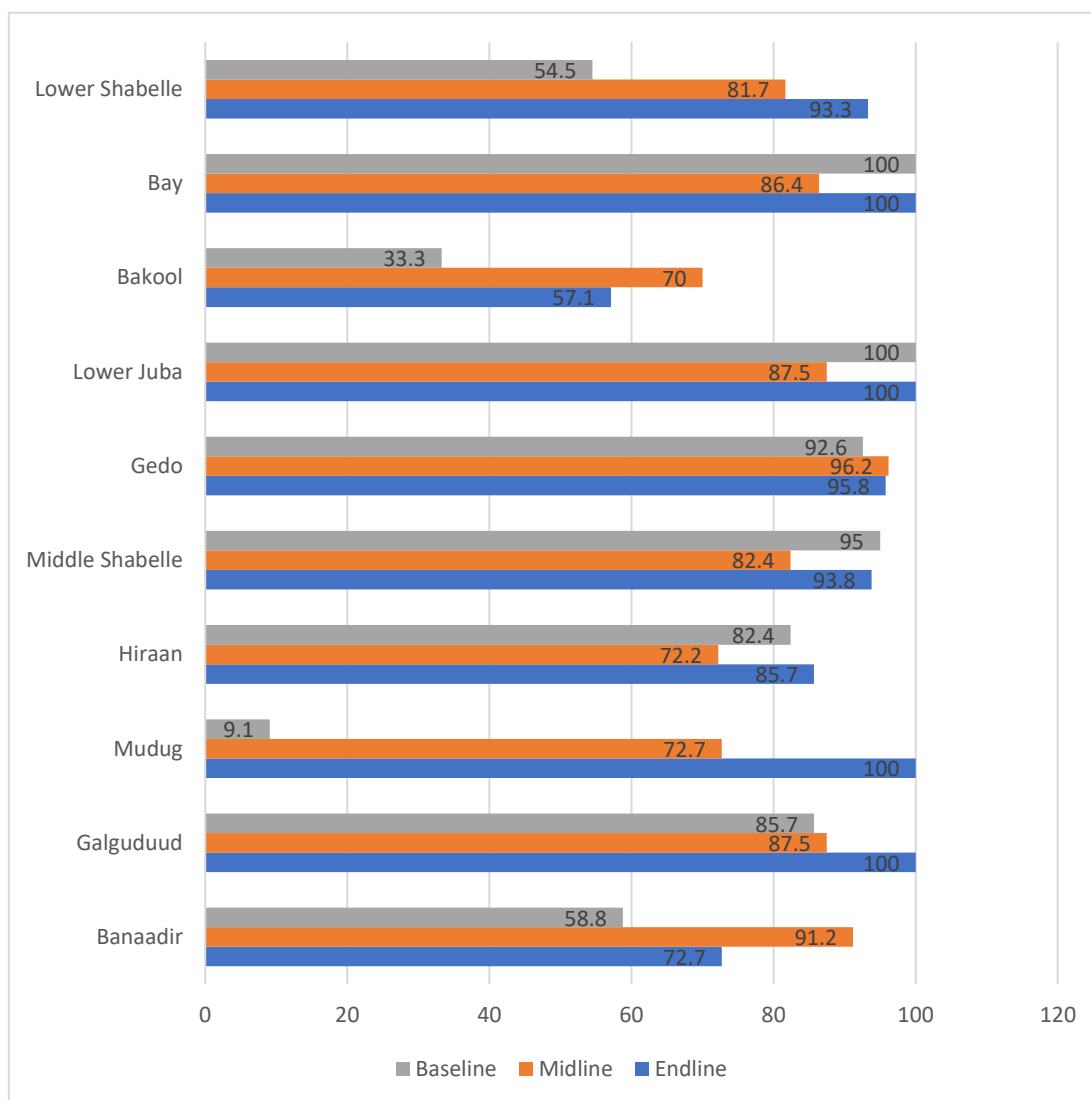
The across the board increase in activities reportedly carried out by CECs further highlights the interesting finding that the number of CECs meeting regularly decreased over the course of the project. It may be possible that the CECs, while meeting as a whole less frequently, are instead replacing meetings with carrying out activities to benefit the school. This could help explain the ability of CECs to carry out additional activities despite there not being an increase in the membership of CECs during the course of the project.

ENHANCED QUALITY OF EDUCATION

Provision of Textbooks

The provision of textbooks to program schools, particularly textbooks related to the new national curriculum was a primary objective of ESPIG. Prior to the implementation of the new curriculum and the distribution of textbooks many schools did not have access to materials in the correct language of instruction, for all grades, or for all subjects. The percentage of schools reporting having received textbooks for the new curriculum is presented in the figure below. However, it is important to note that the distribution of textbooks was ongoing during the baseline data collection period. Additionally, the provision of these textbooks occurred prior to the closure of schools for COVID-19, potentially impacting the ability of schools to retain these materials or of the school management to recall the distribution of these materials.

Figure 10: Percentage of schools that have received textbooks for the new curriculum



Overall, 83.9 percent of schools reported having received textbooks related to the new curriculum during the endline survey, an increase from 74.1 percent of schools reporting the same during the midline survey. However, this varied by region with 100 percent of schools reporting having received textbook at endline in Bay, Lower Juba, Mudug, and Galguduud and only 57.1 percent of schools in Bakool reporting receiving textbooks. There was also an unequal reporting of textbooks received by grade. More than 92 percent of schools reported that they had received textbooks for grade 1 through grade 4 at endline. However, this finding decreased as the grade level increased – with only 80.9 percent of schools reporting having received textbooks for grade 5 and 67.4 percent of schools reporting having received textbooks for grade 8 at endline.

This may reflect remote learning practices during the COVID-19 related school closures, with teachers allowing older students (those in grades 5 through 8) to take textbooks home for independent study. These textbooks may have been lost or worn out faster than the textbooks sitting unused for younger students during this period, contributing to the losses in textbooks for older learners seen in the table below.

Table 16: Percentage of schools that have received textbooks for each grade at endline

	Midline
Grade 1	95.1%
Grade 2	96.5%
Grade 3	93.6%
Grade 4	92.9%
Grade 5	80.9%
Grade 6	75.9%
Grade 7	70.2%
Grade 8	67.4%

Despite expected losses to distributed textbooks occurring due to wear and tear or being misplaced, schools in many regions still reported improved access to textbooks. However, these findings do seem to be correlated with the results reported above. Meaning that as expected the primary driver of students having greater access to textbooks was having a greater percentage of the previously disbursed textbooks tied to the new curriculum and ESPIG. For example, 95.8 percent of schools in Lower Juba reported at endline that their students have greater access to textbooks, 100 percent of these same schools also reported that they had received textbooks related to the new curriculum. The percentage of teachers reporting that their student has greater access to textbooks is presented below.

Table 17: Percentage of teachers reporting that students have more access to textbooks for the new curriculum by round and region

	Midline	Endline	Change (Midline to Endline)
Banaadir	89.7%	86.9%	- 2.8
Galguduud	75.0%	63.1%	- 11.9
Mudug	86.4%	84.8%	- 1.5
Hiraan	72.2%	78.6%	6.3
Middle Shabelle	83.3%	66.7%	- 16.7
Gedo	98.1%	65.7%	- 32.4

Lower Juba	93.8%	95.8%	2.1
Bakool	65.0%	76.2%	11.2
Bay	81.8%	58.3%	- 23.5
Lower Shabelle	58.9%	66.7%	7.8

Teacher Training and Resources

The training of teachers and provision of increased teaching resources was a major focus of the ESPIG program. Additionally, KIIs with teachers highlighted teacher training as one of the most effective ways to implement real changes in schools. Teaching training is being administered in various ways during this program: through the established teacher training institute, as well as mentoring and seminars provided by the MOE. This section of the report will investigate the number of teachers assigned to each school, the qualification of those teachers, the training they have received.

Between the baseline and endline surveys there was an increase in the reported student to teacher ratio at each school, rising from 23.9 students per teacher to 31.1 students per teacher. However, several regions saw decreases in this metric, notably Gedo, Bakool, and Lower Juba. However, the majority of regions followed a trend similar to previously reported student enrollment figures. These increased to a peak at the midline survey before decreasing slightly between midline and endline. The similarity of the findings for the student to teacher ratio and total student enrollment demonstrates that the ratio is being driven primarily by the increase in enrollment with the number of teachers remaining stagnant. This is a potentially worrying trend that could lead to further inflated student to teacher ratios if enrollment continues at the present rate without a corresponding increase in the number of teachers.

Table 18: Student to teacher ratio by round and region

	Baseline	Midline	Endline	Change (Baseline to Endline)
Banaadir	21.9	30.7	29.0	7.1
Galguduud	30.8	33.8	32.4	1.6
Mudug	28.2	38.6	34.5	6.3
Hiraan	27.1	41.3	33.4	6.3
Middle Shabelle	8.1	29.5	32.1	24

Gedo	33.1	40.3	31.4	-1.7
Lower Juba	38.8	39.8	30.3	-8.5
Bakool	30.8	43.8	29.2	-1.6
Bay	17.2	25.9	43.5	26.3
Lower Shabelle	8.5	15.5	22.6	14.1

The number of teachers with qualifications in education followed a similar trend to student enrollment and the student to teacher ratio. At baseline head teachers reported 31.3 percent of teachers had a qualification in education, which increased substantially to 64.1 percent during the midline survey. The number of teachers reported to have qualifications in education then decreased to 53.1 percent during the endline data collection period.

It is important to note though that ESPIG's teacher training is still ongoing, with the first phase set to complete in February 2023. Therefore, any change in teacher qualification cannot be directly tied to this component of the program as teachers' qualification would only change after completing the program. However, the change could in part reflect the ability of schools to increase teachers' salaries. At endline 63.9 percent of school of schools reported using grant funding to pay salaries of teachers, potentially attracting more qualified teachers.

The drop off in qualified teachers during the midline survey results may indicate that similarly to students dropping out, many qualified teachers left their positions between the midline and endline surveys, being replaced with less qualified teachers. This may have occurred due to the same reasons driving the decrease in student enrollment, the shocks of the prolonged drought and COVID-19 impacting communities. Teachers are not immune to these impacts and have faced the same severe challenges as their students and community members. The percent of teachers in each region with a qualification in education is presented below.

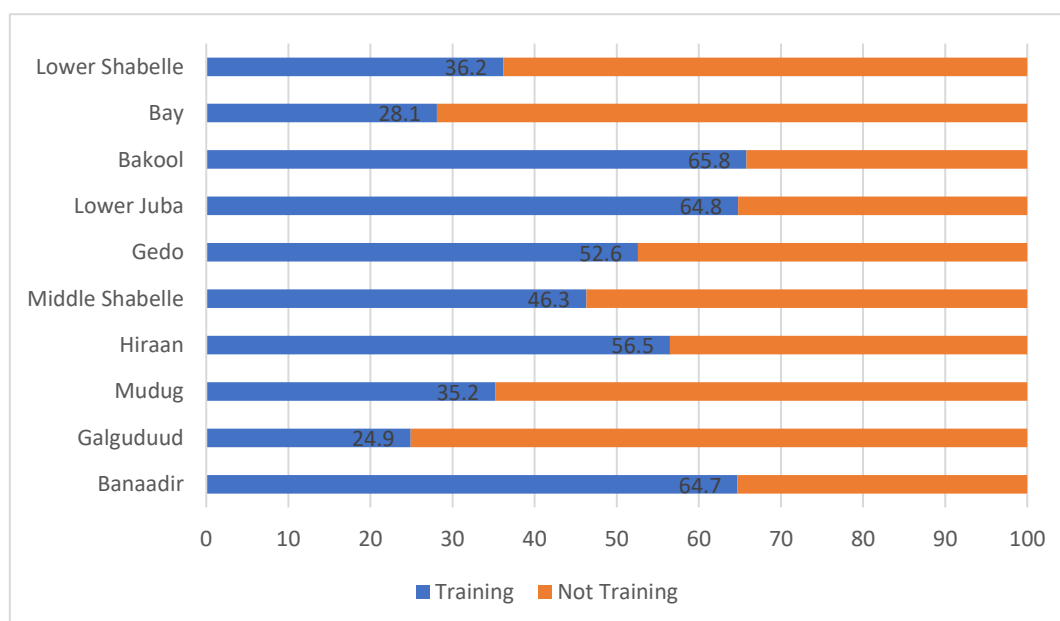
Table 19: Percent of teachers with a qualification in education by round and region

	Baseline	Midline	Endline	Change (Baseline to Endline)
Banaadir	52.4%	71.9%	64.6%	12.2
Galguduud	24.8%	45.5%	36.4%	11.6
Mudug	53.8%	66.1%	51.3%	- 2.5

Hiraan	30.3%	74.6%	67.5%	37.2
Middle Shabelle	4.1%	73.9%	63.9%	59.8
Gedo	20.2%	47.1%	38.5%	18.3
Lower Juba	40.9%	69.7%	50.1%	9.2
Bakool	26.2%	93.5%	53.5%	26.8
Bay	33.8%	60.1%	46.9%	13.4
Lower Shabelle	32.6%	62.3%	57.0%	24.4

To increase the qualifications of teachers ESPIG has focused on providing training throughout the course of the program. This is reflected in head teachers reporting that 68.4 percent of teachers were receiving training as of the endline data collection period compared to 34.0 percent who were receiving training during the baseline survey. During the endline survey respondents who indicated they were receiving training reported that the training was on a wide variety of subjects. With 51.9 percent of teachers reporting receiving training on school management, 72.2 percent receiving training in mathematics, 71.3 percent receiving training in English, 64.8 percent receiving training in Arabic, 63.0 percent receiving training in Somali, 28.7 percent receiving training on gender, and 56.5 percent receiving training on community engagement. Particularly worrying is the low percentage of teachers reporting receiving training on gender, with this training being a potential pathway to increasing gender equality in Somali education.

Figure 11: Percent of teachers currently undergoing training at endline by region



However, despite these challenges qualitative interview respondents reported teacher training has led to higher levels of teaching confidence and improved student outcomes.

“I changed my way of teaching over the past three years. When I started teaching, I did not have confidence in myself, but after gaining experience and getting an opportunity from the teacher training institute I am now confident in teaching. I learned how to make it easy for my students to understand the lesson using teaching learning aids. Before I joined the teacher training institute, I could not manage classes and I would get tired and confused. I had the knowledge, but I had poor methodology of delivering the lessons. I can now deliver the lessons in understandable manner in a friendly class” Teacher in South West State

The training I have undertaken has helped me with teaching methods. I have now been trained in education and I know one hundred percent of what I can teach. Teacher in Jubaland

Additionally, 97.5 percent of teachers reported during the endline survey feeling equipped to teach the new national curriculum. This is a small increase from 96.5 percent of teachers reporting the same during the midline survey. While these extremely high numbers are driven at least in part by the provision of teacher training, they may also be influenced by the increased availability of teaching materials. Eighty-point three percent of teachers reported during the endline survey that they had greater access to teaching materials than they did at the beginning of the ESPIG project.

While learning outcomes of students were not directly measured during this evaluation, the increase in teacher training as well as the increase in the teaching materials available was mentioned by students as improving their learning during qualitative interviews.

“The school is far better this year because teachers who teach here now are qualified. They explain the lessons well, they dictate the lesson well, and they make us understand the lesson. Two years ago, the teachers were not qualified. They used to beat us if we made a noise. But the current teachers do not beat us or use any physical punishment. Now I feel I have developed a love for learning. For example, this year I have not missed any classes, I always come to school since I understand the lessons. My mom always encourages me to go to school and tells me the benefits of education. This is different from the previous years where I missed several classes.” Student in Jubaland

School Safety

Another area of focus for the ESPIG program to improve the learning environment for students was increasing the safety of schools through community engagement and training. While measuring the actual level of safety at a school is a near impossible task, head teachers, teachers, and CEC members interviewed as part of this evaluation were asked for their perceptions on the safety of schools. This provides a useful measurement, particularly when comparing the results between the groups of respondents with different backgrounds and frames of reference. However, it is important to note that the focus of these safety related questions is on respondents’ perceptions of safety within schools, rather than the general security environment in communities. The safety within schools is related to codes of conduct and similar policies, differing greatly from questions of security in communities which falls outside the scope of this evaluation.

At endline, 91.1 percent of head teachers reported that they believed their schools had generally become safer during the last two years. When asked why they believed the school had become safer, 75.7 % of head teachers referenced CEC support of specific student groups. Nearly half, 49.6 percent, also referenced the implementation of a code of conduct or similar policy as improving school safety.

Table 20: Percent of head teachers reporting safety improved by reason at endline

Participatory workshop(s) to Increase school safety, facilitated by REOs and DEOs	45.2%
CEC support of specific student groups	75.7%
Teacher training on gender	33.9%
Code of conduct or similar policy that specifies the standard for education personnel behaviour	49.6%
School improvement implementation plan	37.4%

CEC members, who head teachers pointed to playing a leading role in improving school safety over the course of the program, also believed that school safety had improved. Ninety-eight-point seven percent of CEC members reported at endline that they believe their school had become safer during the last two years. Somewhat unsurprisingly, 97.5 percent of CEC members believed that the CEC played at least some part in that improvement.

Finally, of the teachers surveyed at endline 92.6 percent believe that their school is either safe or very safe. This was an increase from 64.3 percent of teachers who believed their schools were safe or very safe during the midline survey. In line with this finding 98.3 percent of teachers reported at endline that school safety had improved over the last 2 years.

THIRD PARTY MONITORING

Third party monitoring of the ESPIG capitation grant implementation was undertaken concurrently with the endline evaluation. Head teachers at each school were interviewed to monitor if the grant was received, the amount received, and details on how the funds were used. This included an examination of enrollment records and any records the school had for how grant funding was utilized. This was a separate survey than the head teacher referenced in previous sections of this report, although often it was administered consecutively to head teachers.

In addition to the panel sample of schools included in the endline evaluation, which had been contacted during the previous two rounds of data collection, other schools were surveyed using only the third-party monitoring tool. When schools in the panel sample were replaced due to access constraints, only the third-party monitoring survey was implemented at replacement schools. In total the third-party monitoring survey was implemented at 184 schools where records indicated the grant had been received. The distribution of these surveys by state is presented below.

Table 21: Third party monitoring surveys conducted by state

	Banadir	Galmudug	Hirshabelle	South West	Jubaland	Total
	37	40	37	32	38	184

Of the schools included in the monitoring sample, 98.4 percent reported receiving a school capitation grant during 2021-2022 school year. Only three schools where records indicated that they should have received a grant did not report receiving one, this included one in Mudug, one in Hirshabelle, and one in Banadir. The amount of funding schools reported receiving differed by region. Schools in Hiraan, Middle Shabelle, and Lower Juba all reported having received \$5000 dollars in funding in 2021-2022. However, schools in Bay reported having received an average of \$7727 and schools in Galguduud reported having received an average of \$4179.²⁰

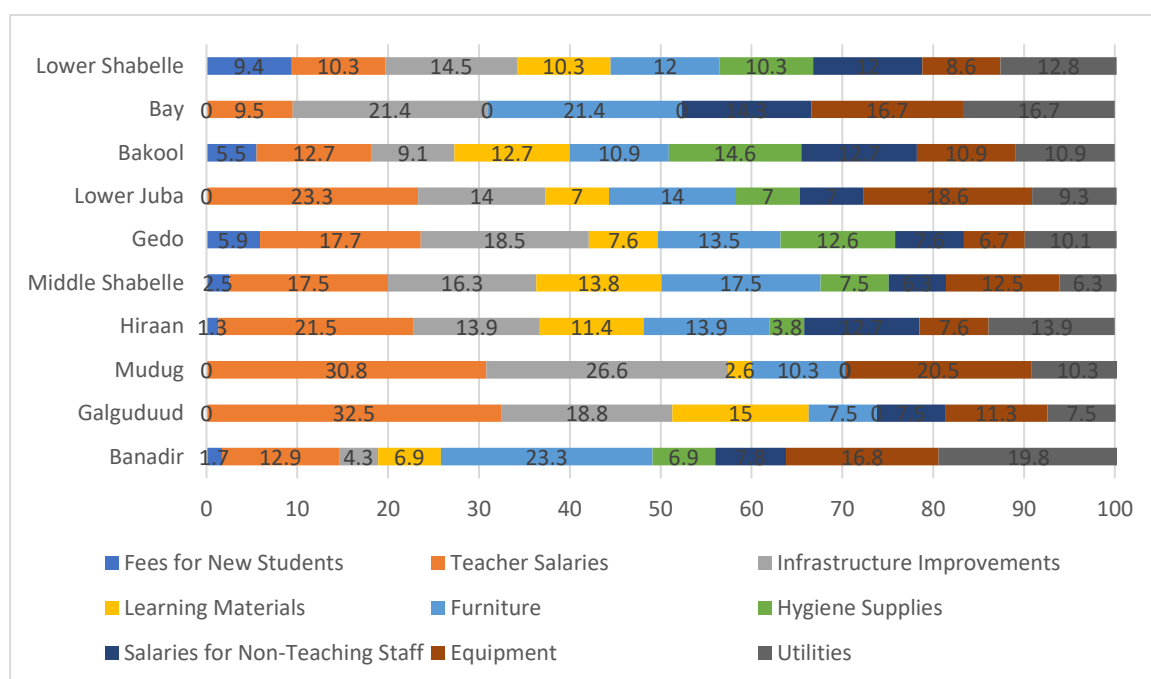
Table 22: Number of schools reporting not receiving a capitation grant and the quantity of the grant in 2021-2022 by region

Region	Number of schools not receiving a grant	Average amount of grant funding received
Banadir	1	4878
Galguduud	0	4179
Mudug	1	4200
Hiraan	0	5000
Middle Shabelle	1	5000
Gedo	0	4845
Lower Juba	0	5000
Bakool	0	4560
Bay	0	7727
Lower Shabelle	0	4559

²⁰ The data on the amount of grant funding received by schools was self-reported during the TPM survey of Head Teachers. The question “What is the amount of the grant your school received? (in dollars)” was designed to assess the amount of funding that was given to the school or the amount received. This of course differs from the amount of funding spent by the school or the ‘usable amount’ of funding (accounting for any fees or funding required to keep a bank account open). While this was the design of the question and how researchers strove to operationalize it, it is still possible that some head teachers reported the amount spent or the usable amount instead of the amount received.

Of the schools that did report receiving the grant funding, there were also large differences in how schools reported spending the money. For example, schools in four regions, Galguduud, Mudug, Lower Juba, and Bay reported not spending any funding on fees for new students. However, in Lower Shabelle nearly 10 percent of funding was spent for this purpose. Schools in Lower Juba, Mudug, and Hiraan spent more than one fifth of funding on teacher salaries, while less than 10 percent of funding was spent on this in Bay. Details on how the grant was spent in each region are presented in the figure below. These figures are self-reported by the head teachers interviewed during data collection. However, while 88.4 schools reported having records of how the money was spent, it is important to note that these records were not reviewed with the aim of correcting these reported expenditures.

Figure 12: ESPIG grant expenditures by region



Of the schools that reported using the grant to make repairs to infrastructure most schools used funding to make repairs to existing infrastructure rather than undertaking new construction. Sixty nine percent of schools reported making repairs to existing classrooms, 49.5 percent reported making repairs to existing WASH facilities, and 38.1 percent reported making other repairs. This is in contrast to only 5.6 percent of schools reporting building new classrooms, 4.3 percent of schools constructing new WASH facilities, and 9 percent of schools undertaking new construction of some other type using grant funding.

Of the schools that used the funding for paying teacher salaries, there was a high of 23 teachers at one school being paid with the funding and a low of one teacher. Only 17.1 percent of teachers paid with grant funds were female and 54.4 percent of schools that paying teachers’ salaries with the funds did not pay a single female teacher.

A total of 19,736 students were enrolled using funding from the capitation grants in the 184 schools visited that received the grant, with the average number of students being enrolled per school being 107.3. The percent of female students enrolled using the capitation grants was roughly in line with the percent of female students enrolled in schools during the endline survey. However, the percentage of IPDs and disabled students enrolled using the grant funding were much higher than what was seen in the

enrollment figures during the endline survey, with both being more than double. The reported enrollment figures using the capitation grant are reported in the table below.

Table 23: Student enrollment through Capitation Grants

Total number of students enrolled through Capitation Grants		19736
Average number of students enrolled per school		107.3
Student Type	Percent of Enrollment	Number of Students
Female	48.6%	9532
IDP	39.8%	7894
Disabled	5.7%	1124
Grade 1	43.4%	8566
Grade 2	20.3%	4006
Grade 3	13.3%	2625
Grade 4	9.2%	1816
Grade 5	4.8%	947
Grade 6	3.9%	770
Grade 7	2.9%	572
Grade 8	2.2%	434

The wide variety of types of expenditure and amount of expenditure between regions and schools represents one of the strengths of the ESPIG model. It demonstrates that schools felt empowered to utilize the funding to meet their most urgent priorities, which differed widely between schools even in the same region. This freedom to address the most pressing issues of the school was articulated by one teacher in Hirshabelle who stated succinctly, “Yes, I am aware that the school received a grant from the GPE and CARE project, we were able to spend the money on the schools’ biggest needs, including teacher salaries.”

KEY FINDINGS

Access to Schools

The average total student enrollment increased from 334.6 students per school at the baseline survey to 516.1 students at the endline in the full panel sample and from 354.7 students per school to 543.9 students per school in the schools that received capitation grants. This increase was spread relatively evenly across grade levels, with lower grades maintaining a higher level of enrollment than upper grade levels during the course of the program. Additionally, there was a slight increase in the percent of girls enrolled in school however, the percentage of IDPs and disabled learners remained constant. This was true in both the full panel sample as well as the sample of schools receiving capitation grants.

Impact of School Closures on Access

During the endline survey, 77.9 percent of teachers reported that their schools had been closed outside of normal school breaks for one month or more and 35.6 percent reported that their schools had been closed for more than three months. However, only 21.0 percent of teachers reported that their schools had engaged in remote teaching during these closures.

School Infrastructure

Despite the increase in student enrollment over the course of the program, there was a reduction in the average number of students per classroom between baseline (58.7 students per classroom) and endline (50.4 students per classroom). Despite the increase in the number of classrooms, there was also a notable decrease in the number of temporary classrooms reported by schools, decreasing from 25.8 percent to 14.4 percent.

There was also an increase from 86.9 percent of schools at the baseline study reporting having functional toilets to 94.9 percent of schools at endline. However, this finding did differ between regions with Bakool, Lower Juba, and Gedo standing out as having less than 90 percent of schools reporting functional toilets for students to use. There was also an increase between the baseline and endline in the percentage of schools having handwashing facilities near toilet facilities, from 46.7 percent to 68.0 percent

Community Education Committees

CECs were present within every school in the sample at endline, with the average number of members remaining constant. However, over the course of the project the proportion of students and other school staff as CEC members increased.

Overall, the frequency with which CECs met decreased over the course of the ESPIG program, with the percentage of CECs reporting to meet at least every two weeks dropping from 50.2 percent at baseline to 40.2 percent at endline. However, this finding is highly variable by region. Banaadir (44.7 percentage point decrease) and Bay (64.4 percentage point decrease) saw large decreases in the percentage of CECs meeting frequently while Mudug and Middle Shabelle had large to moderate increases in the same metric. Despite the findings on CECs having less frequent meetings, 99.4 percent of CEC members reported at endline that they are now better prepared to manage the school.

Between the midline and endline surveys there were large increases in the number of CECs reporting undertaking all of the management activities. With the largest increases being in CECs addressing child protection issues, CECs working to improve school infrastructure, and CECs paying student fees.

Provision of Textbooks

Overall, 83.9 percent of schools reported having received textbooks related to the new national curriculum during the endline survey, an increase from 74.1 percent during the midline survey. However, this varied by region with 100 percent of schools reporting having received textbooks at endline in Bay, Lower Juba, Mudug, and Galguduud and only 57.1 percent of schools in Bakool reporting receiving textbooks. Despite these expected losses to distributed textbooks occurring due to wear and tear or being misplaced, schools in many regions still reported improved access to textbooks.

Teacher Training and Resources

Over the course of the project, the average student to teacher ratio increased from 23.9 students per teacher to 31.1 students per teacher. This was primarily driven by an increase in total student enrollment without a corresponding increase in the number of teachers. However, several regions saw decreases in this metric, notably Gedo, Bakool, and Lower Juba.

There were 68.4 percent of teachers receiving training as of the endline data collection period compared to 34.0 percent who were receiving training during the baseline survey. 97.5 percent of teachers reported during the endline survey feeling equipped to teach the new national curriculum.

School Safety

An increase in perceived safety within schools was reported by all groups of respondents surveyed with 91.1 percent of head teachers, 98.3 percent of CEC members and 98.7 percent of teachers reporting at endline that they believed their schools had generally become safer during the last two years.

Monitoring

Of the 184 schools included in the monitoring sample, 98.4 percent reported receiving a school capitation grant during the 2021-2022 school year. There was a total of 19,736 total students enrolled using the grant for an average of 107.3 students per school. These students were 48.6 percent female, 39.8 percent IDPs, and 5.7 percent disabled.

There were a wide variety of priorities in how schools utilized this funding, with primary uses ranging from constructing new classrooms to paying teachers' salaries. The wide variety of types of expenditure and amount of expenditure between regions and schools represents one of the strengths of the ESPIG model. It demonstrates that schools felt empowered to utilize the funding to meet their most urgent priorities, which differed widely between schools even in the same region.

RECOMMENDATIONS

Infrastructure, Teachers, and Enrollment

During the course of the ESPIG program, increased enrollment was paired with an investment in school infrastructure that saw a reduction in the average number of students per classroom. At the same time the increased enrollment and a static number of teachers led to an increased student to teacher ratio. In order to increase enrollment effectively and sustainably, further efforts must remain tied to investments in infrastructure and teachers.

Replacement of Textbooks

Although it may be obvious, it is important to note that textbooks are non-permanent items that can degrade over time and be lost by students, teachers, and administrators. This is particularly true during school closures when many students take textbooks to their homes to help facilitate remote learning. That is why despite the provision of textbooks being completed in 2020, during the endline survey many schools do not have a full complement of books, particularly those for older learners. For this reason, the continued renewal and updating of textbooks for all learners should be ensured.

Impact of Teacher Training

Although the timing of the ESPIG teacher training component means it did not have a direct impact on the qualification level of teachers, evidence points to the training already impacting teacher performance. The vast majority of key informants interviewed all pointed to teachers in their schools having increased confidence and performance after receiving training. However, only two thirds of teachers were receiving training at the time of the endline survey. Where possible this training should be expanded and replicated.

Dropouts from Temporary Closures

Temporary school closures, from COVID-19 as well as those due to the impact of drought conditions and security incidents, lead to students dropping out and a reduction in enrollment. This seems to have been true regardless of the length of the school closure, with any school closure reducing enrollment. During the midline which corresponded with COVID-19, girls were identified as most likely to drop out. While during the endline with drought and security causing closures, IDPs and the urban poor were identified as most likely to drop out. During any future closures an increased focus should be placed on the retainment or reenrollment of students, particularly these marginalized groups.

School Closures and CECs

As with student enrollment, the closure of schools seems to have impacted the size and activity of CECs. Over the course of the project and corresponding with the increase in school closures due to COVID-19, drought, and security, there has been a slight reduction in the average size of CECs and a large decrease in the percent of CECs meeting regularly. Unfortunately, this effect on CECs has an outsized impact on schools – as these groups are tasked with the enrollment of out of school children, who as noted above, increase during school closures. Therefore, it should be a priority to ensure the functioning of CECs during school closures. This should be emphasized in both the recruitment of new CEC members as well as in future trainings.

Enrollment and Retention of Girls

Over the course of ESPIG implementation there was an increase in girls enrolled in school across all grades and regions. However, as expected, most of the new enrollment of girls was concentrated in the lower grades (1-3) as this is the obvious place for new learners to enter. Over the next few years these girls will enter higher grades with lower levels of female enrollment and therefore the possibility of less institutional support. Therefore, steps should be taken to not only continue to increase the number of out of school girls enrolling, but also to increase support for girls learning in higher grades to increase retention.