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Promote Education Opportunities for Pupil Lacking Expectation (PEOPLE)



MID TERM EVALUATION

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Addis Ababa September 29, 2018

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1. Acknowledgements

This document reports the main findings of an external mid term evaluation of the project *Promote Education Opportunities for Pupils Lacking Expectation*, which corresponds to the official title given in Ethiopia to the Project co-funded by the Italian Cooperation named (in Italian) *Potenziamento dell' Efficacia dei Servizi Educativi della Liben Zone, Stato Regionale Somalo PESELZ*, Code N° AID 010596/CISP/ETH.

The exercise has been conducted responding to a request from *Comitato Internazionale per lo Sviluppo dei Popoli* - CISP Ethiopia through its Country Representative, Dr. Filippo Ascolani.

All the staff of CISP in Addis Ababa and in the field deserves my sincere appreciation and thanks for the unreserved assistance granted during the assignment. I particularly wish to thank the Country Representative, Filippo Ascolani, the Deputy Country Representative, Gabriella Honorati, the Country Programme Manager, Tewodros Hailu, the expatriate expert in the Liben Zone, Piermario Puliti, the CISP Area Coordinator in Liben Zone, Idris M. Hassan, the Executive Director of the local partner Aged and Children Pastoralists Association – ACPA, Ali Ahmed Abdi and all his staff in Addis Ababa and in the Somali Regional State.

Last but not least my thanks go to all the project's beneficiaries met and to the staff working in the Zone and Districts' offices. I have had no any difficulty in getting access to the relevant documentation on the project, with the only constraint having been represented by the security concerns, that have in some circumstances limited the internal movements.

2. Background Information

CISP and ACPA have entered in an operational agreement for the implementation of the project and have, to this end, signed official agreements with the relevant regional state authorities as per the existing regulations in Ethiopia and in the Somali National Regional State. The project falls under the priorities of the Regional State and it is implemented through a grant from the Italian Co-operation. At the time of the project's beginning the contracting authority from the Italian government side was the *Direzione Generale per la Cooperazione allo Sviluppo* (General Directorate for Development Cooperation) of the Italian Ministry of Foreign Affairs. CISP and this institutions signed a contract on June 17, 2015. Following the adoption from the Italian Parliament of a new law on international cooperation (on August 2014), the Italian authority in charge for the project has become the newly established Italian Agency for Development Cooperation. It has in any case learnt during the assignment that this change has not impacted in any way on the project, as the priorities and the guidelines of the two entities are not different.

The project has after officially started in Ethiopia on January 1, 2016 and it has been planned for three years. Due to the insecurity situation experienced in the area, CISP has requested – and the Italian contracting authority granted – two no cost extensions. At the moment, the ending date of the project is scheduled for September 30, 2019.

This project aims to contribute to the improvement of the education sector service delivery in the project target area of Filtu and Hudet Districts of Liben Zone of Somali National Regional State. The selected Districts are known for their recurrent drought, weak network of social services and poor access to education.

Beneficiaries

The total direct beneficiaries of the project are **5,782** (2,682 females and 3,100 males) detailed as follows:

1,680 students (1,008 boys and 672 girls between 7 and 15 years old) will benefit from the rehabilitation & equipment of 6 existing schools; 1,050 students (603 boys and 447 girls between 15 and 19 years old) will benefit by the Filtu secondary school support interventions; 144 girls (between 15 and 19 years old) will be hosted in the hostel and regularly attend the courses; 120 students (72 boys and 48 girls between 18 and 25 years old) will take advantage from activities related to the Vocational Training Center of Filtu; 48 representatives of 8 governmental offices will gain additional knowledge from the training courses; 60 teachers will be trained during the project life span; 4 teachers will be trained on teaching methods for deaf children; 6 instructors (4 males and 2 females) of Filtu's Vocational Center will benefit by technical trainings in their respective disciplines; 50 disable children will have the opportunity to attend basic education; 120 women will constitute 12 *Self-Help-Groups*; 100 students (50 boys and 50 girls) of Filtu's Secondary School will participate in school experience sharing trip; 1,400 persons will be involved and made aware on education issues through series of campaigns; 1,000 people will participate to the planned forums.

The indirect beneficiaries are 41,188 divided as follows: 25,853 students of Filtu District will benefit by the improvements of the education sector; 13,921 students of the District of Hudet will take advantage of the improvement of the education sector; 930 disable children will benefit due to the *ad hoc* training of the teachers; 290 teachers of the District of Filtu (252 males, 38 females) will benefit in general of the activities implemented by the project; 174 teachers of the District of Hudet (90 males and 84 females) will benefit in general of the activities implemented by the project; 720 people will benefit in general of the creation of the 12 SHG (family members of the directly involved women). Finally the population of the two Districts of Filtu and Hudet (143,370) will indirectly benefit of the project.

Strategy

The project adopts an integrated and participatory strategy and it is an integral part of the regional the new five years strategic plan. Partners from the local government, education office and the community have an active role in the project's management.

Overall Objective

To contribute for the improvement of the Education Sector service delivery in the project target areas

Specific Objective

In line with the governmental policy to expand the capacity and the quality of the education services with particular attention to gender equality and disadvantaged groups

Expected Results

The offer of primary education services in the two target Districts is strengthened
Operational and technical capacity of concerned staff are improved
Access and use of basic education services are increased

Brief Analysis of the context

Liben zone constitutes one of the nine units forming the structure of administration of the Somali National Regional State. It is located at the south-western part of the regional state and, after Oromia, is the second largest autonomous federal unit of the Federal Democratic Republic of Ethiopia. The Zone is divided into six districts: Filtu, Dolo Odo, Moyale, Deka Suftu, Hudet and Mubarek. Livestock is the vital source of food and income for over one million population. Although Ethiopia in general has been registering great success in wide spreading education in past decade, Liben zone remains with one of the lower rate of education coverage in the country. While the enrolment rate for primary school in Ethiopia is over 94 percent, many in school-age children in Liben Zone continue to face access' constraints and do not attend school regularly due reasons such as distance from the school or undertaking household tasks as fetching water and livestock herding.

In the area many children do not attend regularly the courses and consequently are at risk of drop-out. The main reasons are linked to the poverty of the families. Lack of information and sensitization on topics linked to the education and in particular to girl's education have as a consequence the difficulty for them to regularly attend the courses. On the institutional aspect, lack of opportunities and training for the teachers decrease the efficacy of the teaching. District offices do not have appropriate resources to manage updated *Data Base*.

The Government of Ethiopia has a strong commitment to achieving education for and has a policy of inclusive education for all children. It has made significant progress in expanding access and increasing enrolment to general education. Having achieved enrolment of over 80% it now wishes to concentrate on sharpening its policies and programmes to extend equity and quality.

Studies revealed that, among others the main determinants of inequity and exclusion from education are: poverty, distance to school, gender disparities and a pastoralist way of life. Girls emerge as a key group who require greater policy attention across all the areas, with, for example, opportunity and other educational costs, low quality education and lack of safe and secure access to schools, affecting them disproportionately. Within this group, pastoralist girls, girls at risk of being trafficked illegally across borders, as well as high school girls require more attention in education.

The policy of the Government is 'education for all' including children with special needs – not education for children with special needs. The intention is to meet the diverse needs of children at schools within an inclusive environment, and to support schools and teachers to retain all learners and to decrease the number of dropouts and repeaters. Special needs education is taken as an integral part of early education, primary education, secondary education, technical and vocational education, higher education, and alternative basic education. It is the responsibility of the regional education bureau to ensure that SNE issues are included in all education programme activities (e.g. alternative basic education, formal and non-formal education).

However, different literatures and studies indicate that there is little, if any, consideration given to the education of children with special needs, and that such children are amongst the most marginalized in all emerging regions including Ethiopian Somali, and are deprived of their rights.

In line of the above facts this project is designed to contribute the regional education sector education, special needs education, vocational and skill trainings and capacity building interventions for schools and government offices at grass root level in the operational districts.

As already underlined, the project is carried on in the Liben Zone of the Somali regional state of Ethiopia and in particular in the Districts of Filtu and Hudet. The educational system in the two Districts is quite poor. There is an evident shortage of utilities and infrastructure, and although there are differences among the kebeles (sub-district administrative units) the variation is statistically insignificant.

More specifically the project is implementing activities in the kebeles of Melka Hagar, Harbali, and Golbo in Filtu and Nini, Jokarsa and Tawakal Kebeles in Hudet.

3. The Terms of Reference of the Evaluation

The terms of reference of the evaluation have been agreed upon with CISP Ethiopia Country Office. In general terms the request of CISP Ethiopia has been that of assessing performance to date, and provide recommendations for adjustments during the continuing implementation. More specifically, the Terms of Reference are based on the five key pillars of the evaluation, as evidenced in the table below.

Table N. 1 – Terms of Reference

Efficiency	Coherence between the action plan and the actual implementation Timing of utilisation of financial resources Timely report submission
Relevance	Coherence with national and regional policies on education Perception from beneficiaries : Institutions, beneficiaries, stakeholders on the link between the project and the priorities of the area
Effectiveness	Capacity of the project to find solution to some gaps Capacity of the project to contribute to narrow the distance between policies and actual reality on the ground Capacity of the project to improve the effectiveness of services on the field
Sustainability	Degree of incorporation of the project’s activities and outputs in the existing institutional framework Capacity of the project to reinforce services without additional running costs Acceptance of the project’s strategy at cultural and social levels
Impact	In which terms the project is contributing to long term change The external factors that influenced the overall impact and the capacity of the project to respond to these factors

4. Methodology and Calendar

Further to the agreement reached with CISP Ethiopia on July 2018, the evaluation has been conducted as per the phases and the methodology described in the following Table.

Table N. 2 – Methodology and Calendar of the Evaluation

First Phase	Period: July 20, 2018 – August 31, 2018	Activity/ies: Analysis of documentation in Addis Ababa, including the reports submitted to the donors (Italian Cooperation) and to the relevant Ethiopian institutions. Preparation of the field mission
Second Phase	Period: September 2, 2018 – September 18 2018	Activity/ies: Field Mission in Jigiga and in Liben Zone; meetings with Regional, Zone and District Institutions (education offices); meetings with groups of beneficiaries (5 Self Help Gropus, teachers of 3 schools, groups of students from the same schools); meetings with local stakeholders in Filtu (elders, religious leaders, parents of the students)
Third Phase	Period: September 20, 2018, September 25, 2018	Activity/ies: Drafting the first version of the report and discussing it with CISP Country Office; receiving feedbacks and clarifications.
Fourth Phase	Period: September 25, 2018,	Activity/ies: Elaborating the present report and delivering it to CISP Ethiopia Country Office.

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	September 29, 2018	
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5. Status of the Project at September 18, 2018

In order to have a clear picture of the status of the project, it has been considered the whole plan of action, which has been confronted with the actual accomplishments. The result of this comparison is described in the following table.

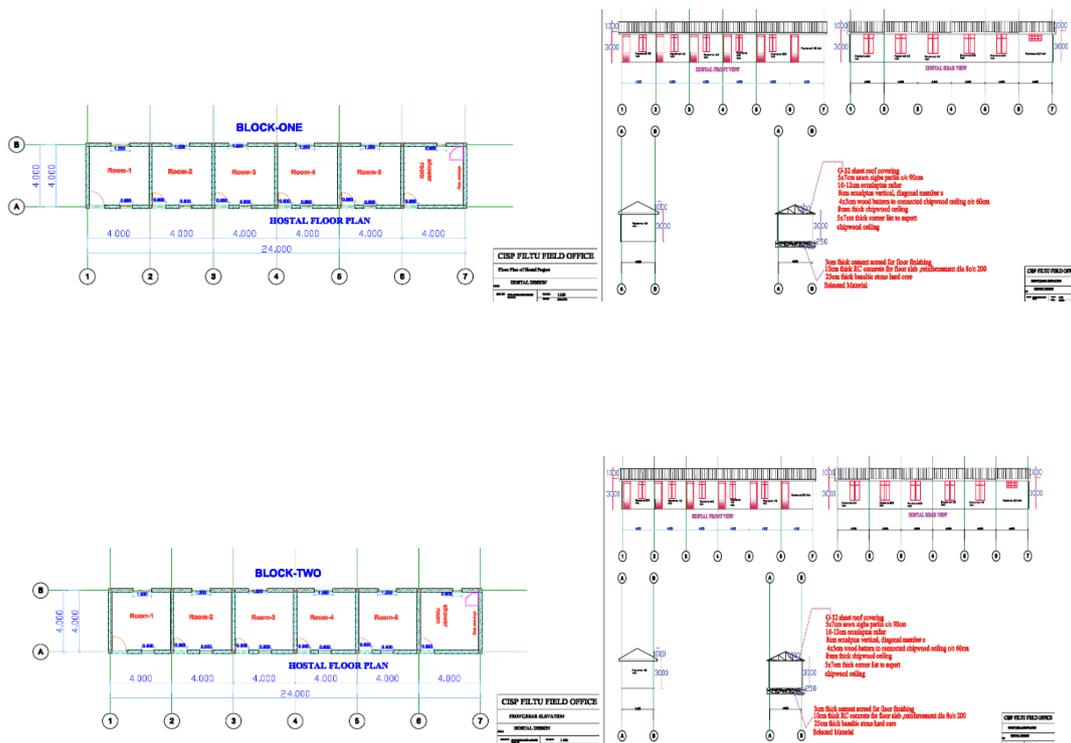
Table N. 3 – Project’s Action Plan and accomplishments as of September 18, 2018

Accomplishment as per the action plan	Status at 18.09.2018
Rehabilitation and equipment of 6 existing schools	The following 4 schools have been so far been rehabilitated: Melka-Hagar and Boray in tge district of Filtu and Amiko and Dire Dimma in the district of Hudet. The same schools have been also equipped with the needed educational materials
Creation of innovative services in the high school of Filtu, including internet point, the natural sciences laboratory and the library	Internet point is established and the science laboratory is equipped
Construction of one girls’ hostel	The construction is almost ultimate as per the plan reported below. The structure is in Hudet district abd can hosts up to 72 girls
Purchase and duplication of text books and stationery	Accomplished in all the six schools rehabilitated
Equipment of Filtu Vocational School	Accomplished
Implementation of a Base Line Survey and organization of a workshop to present its results	Activity accomplished and Base Line Survey Report available
Training course for officials of Regional, zone and districts educational offices	The training has been delivered on issues such as inclusive education and Ethiopian educational standards and policies to 32 officials, including among them elders and traditional leaders, following the recommendations of the base line survey
Establishment of a Data Base in the 2 districts on the educational sector	The Data Base is established in the two districts and 8 persons (4 per district) of the educational offices have been trained to manage it
Provision of basic equipment to public educational offices	The equipment has been purchased and installed in the public offices
Training and refreshment course for 60 teachers	Two training courses of 5 days have been delivered to 40 teachers (20 per each district) by the Regional Educational Bureau experts with the supervision of CISP
Training course for 4 teachers on the teaching methodology for deaf children	4 teachers have been trained at the centre Mekane Yesus in the city of Hosana
Training and refreshment course for 6 instructors of the Filtu Vocational School	Six instructors have been trained by the regional bureau experts in

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	construction, informatics and wood work
Establishment of 12 women self help groups (SHG)	6 SHG have been established in Filtu and 6 in Hudet. Each group is composed of 10 women. The SHG are essentially engaged in livestock
Establishment of 1 Mini Media Club	The Mini Club is established at the Filtu Secondary School and is associated to the Internet Café
Organization of Study Tours in other localities	15 students and 4 teachers of the Filtu High School have undertaken a study tour in Awassa, capital city of the Southern Nations and Nationalities People Regional State to visit the SOS Hermann Griener Model School.
Public Awareness Campaigns on the key role of education with a special focus on girls education	4 public campaigns have been conducted (2 in each district)
Two public fora – Experience Sharing	As above
Production of a Documentary on the Project	Activity not yet accomplished

Figure N. 1 – Plan for the Hostel



6. Main Findings

Assuming a scoring system from 1 to 5, the evaluator has done an effort to assess the levels of relevance, efficiency, effectiveness, sustainability, in line with the Terms of Reference of the assignment. While some positive elements on the impact can be gathered by the analysis on the sustainability, it is suggested to undertake a comprehensive impact evaluation at the end of the project, as suggested at chapter 7.

For each category, five specific issues have been analysed gathering and analysing both quantitative and qualitative pieces of information. In order to help to understand the analysis conducted and how conclusions have been drawn, for each category of the evaluation a specific table is below reported.

Table N. 4 – Relevance

Issue investigated	Method of analysis	Conclusion/s	Scoreⁱ
Policy Level: Is the project's strategy still in line with the priorities of the regional government?	Meeting with Regional Educational Office Staff at Jiggiga Meeting with Educational District Offices in Filtu and Hudet	Both at Regional and Districts levels the project appears to be fully incorporated within existing policies and priorities. It is recommended to find mechanisms to ensure the implementation of a second phase as the changes in the governmental structure occurring in 2018 require new renovated efforts to support local institutional fabric	4
Policy Level: Is the project's strategy still in line with the priorities of the Italian Cooperation?	Analysis of the new guidelines of the Italian Cooperation, including the guidelines on disability and the last approved 3 years strategic document	The project is in line with the priorities of the Italian Cooperation in terms of location (pastoral area in Ethiopia) and sector (Education). Furthermore, the project anticipates one recently re-formulated priority, which is represented by the issue of the inclusion within the educational sector of persons living with disabilities	4
Social Level: Is the Project providing concrete answers to locally perceived needs?	Meetings with 5 teachers in Filtu and 5 teachers in Hudet having attended training courses	Out of the persons met, 8 (80%) clearly affirmed that they have taken advantage from the training course in terms of skills upgrade and motivation. 2 respondents did not perceive particular advantages	3,5
Social Level: Are the messages of the project understood and accepted by the local communities?	Focus Groups in Hudet and Filtu with 20 persons per district, including parents of the students, civil servants, elders	The perception gathered is that some key messages have been strongly perceived: a) education is a basic human right and, in the long term, may have an impact on the economy; b) there is no reason neither justification to discriminate girls in terms of access to education; c) the care of children with disability is a responsibility of the whole community, not only of the families to whom children with disabilities belong	5
Economic Level: Is the project providing solutions to some economic barriers hampering the access to primary education of children living in poor families / Households?	Focus Groups with 4 Self Help Groups (2 in Hudet and 2 in Filtu)	All the women met disclosed that they have children of both sexes attending primary schools (in some cases the women are the grand mothers of the children). Although women claim for more financial assistance, they recognise that being part of a SHG makes easier for them to sustain the financial burden of education	4

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Table N. 5 – Efficiency

Issue investigated	Method of analysis	Conclusion/s	Score
Human Resources: Are the Terms of Reference of the project's staff clearly detailed	Review of the contracts of the project's staff	The terms of reference are clear and no overlapping of responsibilities has been observed	4
Reporting: Timely Submission of Reports to the Italian Cooperation	Review of the reports submitted to the Italian Cooperation	No any delay has been recorded	4
Reporting: Timely Submission of Reports to the Ethiopian Institutions	Review of the reports submitted to the Ethiopian Authorities	Some delays have been recorded in 2017; they have been justified by two factors: insecurity in the area and weaknesses of the communication facilities, including internet, from Liben to Addis Ababa	3,5
Adherence to the Project's Time Table	Comparison between the plan of action as formulated in the project's document and the reported accomplished	The evaluation has been conducted at the end of the second period (out of three) of implementation. All activities that were supposed to have been accomplished by this time have been accomplished	5
Financial Management	Analysis of the audits conducted on CISP Ethiopia, inclusive of the project, for the years 2016 and 2017	Every year in Ethiopia, to get the renewal of the registration, NGOs have to be audited by an external firm, that after reports its findings to the Federal Government. The audit covers all the projects run by the NGO in the country. For the 2 years 2016 and 2017 (when this project has been implemented) the encouraging result of the audit on CISP Ethiopia is "unqualified"	5

Table N. 6 – Effectiveness

Issue investigated	Method of analysis	Conclusion/s	Score
Increase in number of children attending the rehabilitated schools	Collection of data from the 2 district's educational offices and comparison with the baseline data	At the beginning of the project in the 4 schools now rehabilitated there were 1,120 students.	4
Increase in number of girls attending the rehabilitated schools	Collection of data from the 2 district's educational offices and comparison with the baseline data	At the beginning of the project the girls attending the 6 schools (two of them will be rehabilitated starting from the next months) were 235, for an average of 39,16 girls for school. Now in the four rehabilitated schools the girls enrolled and attending are 678, meaning an average of 169,5 per school.	4
Increase in number of children with disabilities attending the rehabilitated schools	Collection of data from the 2 district's educational offices and comparison with the baseline data	At the beginning of the project in the six target schools there were 13 children with disabilities, while now, in the 4 rehabilitated schools, the children with disabilities regularly attending the lessons are 26	4
Functionality of the schools rehabilitated and equipped	Direct Observation and interviews with teachers of 4 schools (2 per district)	As per direct observation and evaluations shared by the respondents the works undertaken by the project have significantly ameliorated the safety and functionality of the structures.	4

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Effectiveness of the established Data Base	Interviews with the Project's staff	It is an area deserving attention. Local offices do not well utilise the data base as an instrument for planning, although the capacity to collect and file data has certainly improved	3
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Table N. 7 – Sustainability

Issue investigated	Method of analysis	Conclusion/s	Score
Are the project's accomplishments generating new unexpected running costs?	Meetings with CISP and ACPA Project's staff; Analysis of the project's documentation	No, with the only possible exception of the newly established girls' hostel, that will require a support from the communities. Proper guidelines will have to be drafted and endorsed	3,5
Are all the project's activities well incorporated in defined lines of responsibility of local institutions?	Meetings with CISP and ACPA Project's staff; Analysis of the project's documentation	Yes, all activities and structures targeted by the project were existing before the beginning of the project itself. Also in this case the only exception is represented by the girls' hostel	4
Are the messages of the project compatible with the prevailing values and cultural attitudes in the target areas?	Focus Group in Hudet with religious leaders, women and elders (25 persons)	The perception gathered is very positive. The area is as known dominated by the Islamic Religion, which is not considered in any way to be contradicting gender equality in access to education	4
Is the project in line with the priorities of other international donors in Ethiopia?	Analysis of donors guidelines (DFID, EC, USAID, WORLD BANK)	Yes, education for all, inclusive education and emergency education (which means education in fragile areas) is a key priority for international donors. Its is worth to mention that ECHO (the European Commission Humanitarian Office) has recently issued new guidelines on Education in Emergency	4
Are CISP and ACPA paying enough attention to capacitate local institutions to take over the responsibilities to run activities after the end of the project?	Meetings with CISP and ACPA Project's staff; Analysis of the project's documentation	Yes, efforts are being conducted. The last period of the project will have to be mainly utilised to this end.	4

7. Recommendations for Follow Up

The overall assessment conducted leads to a positive judgement of the project's accomplishments. As a significant number of "hardware" activity has been conducted, as evidenced in chapter 5, the last period of the project can be mainly addressed to the "software" component, i.e training and capacity building. Two specific areas deserve attention:

- To better link the Data Base to the planning function of the relevant educational offices;
- To put in place an effective and sustainable mechanism to run the girls' hostel, in view of its strategic role for promoting gender equality in the area and of its innovative dimension for the area. During the evaluation it was learnt that CISP has had a similar experience in another Ethiopian pastoral locality (Borena Zone, Oromya Regional State). Capitalising from that experience could certainly facilitate the task.

It will be important, in order to capitalise from the experience of the project, to define in time a comprehensive impact evaluation, that, tentatively, could take into consideration the following areas.

- Women Empowerment through the SHG. To this regard specific proxy indicators suitable to the area can be found for women empowerment, such as, for instance: increase in monetary income; increase in access to financial services; qualitative assessment of the strength of the SHG. Women empowerment is considered to be extremely linked to education for all, as often inequalities between genders in access to education is due to a misperception of the role of the women in the society.
- Stated that the project is in line with the existing policy framework, the impact evaluation could discover how the project could contribute to improve the policy framework, suggesting priorities and methodologies potentially applicable in other similar areas.
- Opportunities for scaling up and extending the project's accomplishments in other areas. To this regard it is here suggested to CISP Ethiopia to start exploring opportunities for funding an extension – in terms of timing and localization – of this project.

ⁱ 1 = Very low; 2 = Insufficient; 3 = Sufficient; 4 = Good; 5 = Outstanding