Ministries of Education and Other Authorities

Implementing NGOs

AN EVALUATION REPORT
THE INTEGRATED QURANIC SCHOOLS PILOT PROJECT: THE STRATEGIC PARTNERSHIP FOR RECOVERY AND DEVELOPMENT OF EDUCATION IN SOMALIA

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EXECUTIVE SUMMARY

This report on the Integrated Quranic Schools (IQS) Pilot Project was commissioned by UNICEF Somalia as part of an evaluation of the Strategic Partnership (SP) Initiative between UNICEF, UNESCO, and DFID for the Recovery and Development of education in Somalia.

The report provides a coherent and valid evaluation research design appropriate for the context of Somalia, which is characterized by an oral culture, in the midst of an emergency/post-conflict situation, and a Muslim majority context. A mixed-methods approach has been developed focused on case study methodology. Quantitative measure and data are presented; however, as numbers are quite limited, statistical analyses are not presented but trends that are evident are reported as they relate to the aims of the Strategic Partnership initiative.

The overarching aim of the SP is to enable Somalia to progress towards achieving the Millennium Development Goals (especially MDGs 2 and 3 for Universal Basic Education and Gender Equality) through a specific focus on supporting access to quality basic education for all Somalis.

The findings of this study indicate that the IQS model supported by UNICEF (i) builds on a widespread move towards integrating Quranic education along delivery of basic education in Somalia; (ii) is highly welcome and supported by local communities; (iii) has initiated a dialogue in the context of relevancy and quality of education; and (iv) has the ability to develop into a coherent model of schooling that is in keeping with the aspirations of a vast majority of the population.

The findings also indicate that the full potential of the pilot to impact on (i) access by a larger number of students and (ii) develop a robust policy framework have been mitigated by the perceived sensitivities of intervening in indigenous education and lack of understanding of what is transacted in Quran schools.

The report concludes with seven recommendations:

The first recommendation is for the international community to continue its engagement to develop the IQS model of schooling more cogently. If UNICEF withdraws from IQS, an element of trust will be forfeited.

The second recommendation is that international agency staff involved directly with IQS should have deeper understanding of education in Muslim communities and particularly to understand what is transacted in Quran schools, which is very different from their characterisation and perception in the documentation.

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The third recommendation is that a dialogue be established, under the auspices of the Ministry of Religious Affairs and Endowments (MORE) and the Ministry of Education (MOE), with the many providers of integrated schooling. This dialogue should build on a thorough school mapping and updated survey of QS in the region. The dialogue should aim at developing a coherent understanding of the rights of all children to access schooling and developing an inclusive model to engage the stakeholders.

The fourth recommendation is to seek ways to involve the student voice in further enhancement of the IQS, particularly with the aim to create school development plans.

The fifth recommendation is, with the aid of all stakeholders including the children, to move IQS curricular provision beyond the parallel provision of Quran and basic education. This requires study and engagement of local (and international) scholars of education in Muslim communities, the religious leadership, and the MORE and MOE leadership.

The sixth recommendation is that classroom observation schedules be developed in line with teacher training programmes to determine (i) the efficacy of the training to impact positively on classroom teaching-learning approaches and (ii) to develop follow-up training programmes for teachers to support their efforts to improve pedagogy and to determine areas of actual need in the schools.

The seventh recommendation is to undertake a school and village mapping to determine the numbers of out of school children in the catchment area of the IQS to promote greater and more equitable access to schooling. That is, UNICEF support to be a catalytic function to encourage greater community and stakeholder responsibility and to enhance sustainability of the IQS model.

INTEGRATED QURANIC SCHOOLS – A PILOT PROJECT OF THE UNICEF-UNESCO-DFID STRATEGIC PARTNERSHIP INITIATIVE FOR THE RECOVERY AND DEVELOPMENT IN EDUCATION IN SOMALIA – AN EVALUATION

BACKGROUND AND INTRODUCTION

Quran Schools (QS), which are the subject of this report, are relatively self-sufficient, in demand, and enjoy high parental support. They were the original vehicle that led to the introduction of education systematically in the context of Somalia some 800 years ago (Ibn Battuta, Kenyan 1993). This education was based on a value system in the milieu of the nascent and developing Somali Islam and delivered in the Arabic medium.

Early formal literacy and reading and writing concepts are still today first mediated in Arabic. A 2004 study showed that 75% of Somali children aged 6 years can read Arabic (NOVIB et al 2004).
The post-independence history of QS has been a mixture of neglect and attempted control. During the 1960s, attempts were made to make QS Education a prerequisite to further education at government secondary schools, the 1970s period of Socialism under Siad Barre witnessed a marginalisation of QS, the 1980s saw the engagement of the Arab League to rationalise QS provision and align it to a wider planning regime for the education sector as a whole. Post civil-war, with the collapse of the central government and social services infrastructure, the QS have shown to be resilient and emerged as an educational force.

History of IQS in Puntland and Somaliland

QS have existed for a long time. Their resilience and ability to respond flexibly to changes in society, to emerging educational needs, (new) knowledge requirements, and external environments, have attracted the interests of the international community. This interest centres on this responsive nature of QS (ongoing 'integration' of Quranic and formal education) to promote the Millennium Development Goals (particularly MDG 2 and 3, related to the Education for All (EFA) Goals related to access to education and gender parity).

In 1991, after the collapse of the central authority in Mogadishu, government schools fell into disuse, were looted, and disfigured. At this time, particularly in the provinces and areas of marginalisation, the long-established dugsi al-Quran (literally places where Quran is taught) was the only educational facility to survive. A particular awareness of the communities who patronised dugsis was that they continue to provide education regardless of the circumstances they find themselves in: drought, civil war, societal strife, and times of security and stability.

A number of private schools offering basic formal education were established in Bossaso and Hargeisa, (who had their family roots in Puntland and Somaliland) in 1993 by those who had fled from Mogadishu.

By the mid-1990s, formal schools were encouraged by the World Food Programme's 'Food for Work' scheme for teachers. However, when the programme ended, these schools faltered whilst dugsis continued.

With the more stable conditions prevailing pre-2000, communities began to support basic education teachers for the first time; that is, we see the introduction of school fees in this context that had hitherto either had education provided by the state or on a non-monetary agreement between the dugsi providers and the community. The teachers would be recompensed in kind, services, and being hosted in the community with parcels of land for farming and the like.

In this developing socio-economic milieu, a number of integrated schools were formed characterised by: provision of educational content based on Quran and formal subject teaching; employment of qualified teachers; and introduction of school fees, uniforms, and other aspects of institutionalisation. As more people sought refuge in the region with instability in the south demand for this type of integrated schooling escalated. With increased demand, school fees also started to be raised. From a token or minimum amount, the high-end integrated schools charge up to USD15-20 per month now. As fees increased, more disadvantaged sections of the community once again turned to dugsis for education and urged them to integrate basic education in their provision.

The first Primary Education Survey (2004/5) was conducted by UNICEF and other bodies to undertake a sector-wide assessment. The survey, in Puntland, recorded that there had been an increase in the number of students in dugsis. In the light of the commitments to EFA targets, such schools became a focus of a possible intervention by the international community to increase access.

In 2004, UNICEF and the Ministry of Education (MoE) reached an agreement to survey and assess the condition of Quran Schools. These schools, although related to dugsis, are qualitatively different. The focus of the survey was on those schools that had been established in communities, with a relatively larger cohort of students, who pursued an institutionalised approach to schooling. Dugsis, on the other hand, respond to smaller groups of children with more marginalised, rural and nomadic communities as well as in villages where there has not been access to government schools in the past. Although, dugsis exist in larger towns, they are localised neighbourhood based facilities that at best supplement some other education that children access.

The QS survey was felt to be a highly sensitive matter as it was considered that such as an assessment had an ulterior motive to challenge the allegiance of children to Islam via interference in their education.

From 2007 onwards there has been a significant expansion of the populations in Hargeisa and Bossaso and consequently a physical enlargement of these towns with poorer peri-urban areas that accommodate the influx. This period also witnessed a concurrent expansion of educational facilities with many new integrated private schools established.

In was in this context, with the support of the MoE and Save the Children, in Somaliland, that a first donor attempt was made at Integrated Quran Schools (IQS) and in 2006/7 an experimental pilot project established with UNICEF and MoE.

It was evident to policy makers responsible for education provision that QS exhibit both longevity and resilience regardless of the socio-political and economic conditions. The other salient point was that QS demonstrate curricular expansion and contraction articulating with: the external milieu; parental expectations and aspirations; and complementary education facilities and furthermore were open to greater experimentation[2]. Thus prima facie it was accepted that QS are a responsive, flexible and long-standing elemental aspect of Somali society which should be the focus of international agencies interested in education in this context.

Additionally, due to its current situation, in the context of an overwhelming rural and large nomadic population, the QS/dugsis afford access to virtually 100% of the Somali population. This is particularly apt given that estimates of several studies and reports suggest that government supported basic education reaches only some 20-30% of the population who are largely based in urban centres. Such schools, supported by the Ministries of Education in the three zones, are characterised by majority private ownership in Puntland and a significant percentage of private ownership in Somaliland significant international NGO support; many community owned formal schools established with international support also exist. Such schools, over the last decade, indicate a change in the provision and understanding of schools that raises important contextual shifts with international ramifications. Particularly, post-Jomtien with the World Declaration on Education for All (EFA) in 1990, the context has witnessed entry of different providers in the educational arena in Somalia. The EFA movement has driven local actors and international agencies to promote education which has led to a wide spectrum of provision. This provision today is characterised by variance in terms of school ownership, curriculum delivery, and teachers' certification and qualifications.

From the perspective of the impact on children as this system of education is emerging, they are subjected to competing educational demands with their needs (unequally) met in relation to their families' socio-economic condition. However, virtually all children regardless of economic background access some form of Quran education as a foundational requirement.

The UNICEF Supported Integrated Quranic Schools

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[2] CISP in SCZ and NRC in NEZ, responding to nomadic and IDP populations, have received UNICEF and UNESCO support to encourage formal subject teaching in dugsis; however, these are not part of the IQS pilot project.

In the light of the EFA movement and its target to universalise basic education and enrol all children in school, particularly with a lull in the civil war after 1993, UNICEF considered that engagement with QS provided a 'window of opportunity'. It commissioned a survey report in 1997 to understand the potential role of QS to meet EFA goals[3]. The report's findings led to a pilot project to support QS in Somaliland. An assessment of the pilot project in 1999 showed that whilst there was great potential to meet basic education goals, the administration of the pilot project and the management capacity of the partners, particularly international and governmental authorities, created inertia[4]. Additionally, a lack of contextual awareness and the actual parameters of the authority of the various agencies limited the full engagement of participants to contribute effectively to the pilot. For example, the Ministry of Religion and Endowments (MORE) was assumed to have the both authority as well as capability to influence educational provision in the QS. This was a misconception and thus technical inputs, such as teacher training and curriculum development, were thwarted and limited the outputs designed for this initial pilot phase.

The Current IQS Pilot Project

Based on its earlier experience with QS engagement, its mandate to meet EFA goals, and the additional security agenda post 9/11 that gave renewed impetus to international community efforts centred on education, UNICEF with its partners UNESCO and the British Aid Agency DfID developed a Strategic Partnership (SP) for the Recovery and Development of Education in Somalia.

One vehicle to support the SP initiative was the development of IQS that would learn lessons from the earlier pilot phase to contribute to meeting the Millennium Development and associated Education for All Goals, particularly universalising access to quality basic education and meeting the goals of gender equality.

The SP initiative identified QS as a potential arena for engagement with the overarching goal 'to enhance the effectiveness of inputs in strengthening access to basic education with the overall framework of supporting recovery and development initiatives in Somalia'. Further, the SP is aimed at 'developing systems to support and expand both access and quality basic education whether formal or alternative'.

The SP envisaged four outputs for the IQS project, as one distinct intervention, playing a positive catalytic role to:
Output 1: Increase enrolment and completion of basic education, with a particular emphasis on girls education

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[3] Morah and Rashid (1997), Old Institutions, New Opportunities: The Emerging Nature of Koranic Schools in Somaliland in the 1990s, UNICEF Somalia cited in Warsame (have been unable to access this report; Warsame, A A (2007), Qur'anic Schools to Boost Delivery of Basic Education in Somalia, UNICEF-Somalia)
[4] Nturibi, F. (1999), A report of an assessment of a pilot project on integration of basic education in Koranic Schools in Somaliland, UNICEF Somalia cited in Warsame (have been unable to access this report)
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<u>Output 2</u>: Systems Development, including infrastructure and management capacity of Somali authorities

<u>Output 3</u>: Increase capacity of Community Education Committees to manage and deliver education; fiduciary oversight

<u>Output 4</u>: Build capacity of regional administrations for service delivery and effective monitoring and evaluation

An analysis of the SP documentation, policy and conceptual design as well as the annual reports, reveals that IQS are treated as a separate and discreet project to the rest of the programme. It is considered that the political will exists to modernise and reform the education system; the IQS are felt to be of a highly sensitive nature and should be approached via intermediaries. Although it is noted that the Somali transitional institutions require technical and financial support to function, the IQS are effectively relegated to an 'alternate' system of education, with formal schools being considered normative, and not the basis of a provision that is based on integration. The outcome is that the IQS remain unsupported by the full range of technical expertise available for the SP and the monitoring and evaluation functions are dissipated by the various agencies that do not focus on the provision, which seems not be have been perceived as central to their mandated role.

The SP is also cognisant that a number of external players in addition to the international community have an interest in Somali education. Official aid is estimated to be one-tenth of the monies remitted by the diaspora, which exceed USD 1 billion, with additional unspecified aid funding from the Arab world. The SP also holds that external (international agencies) support is necessary to drive and effectively manage the education sector. However, the priorities and direction for the sector have not been agreed by all the development partners and it is hoped that the SP can encourage a (Five-Year) Reconstruction and Development Plan for Somalia.

<u>Role of IQS in The Strategic Partnership Initiative</u>
The role envisaged for, and the nature of, the IQS in the SP documentation is important to consider at the outset for understanding the rationale to engage with the QS system.

<u>One</u>: QS would enable greater access to basic education as the existing (formal) schools have limited capacity to increase enrolment.

<u>Two</u>: QS have wide coverage and could thus substantially increase access to basic education in areas of marginalisation or difficult to reach areas.

<u>Three</u>: Evidence that some QS already offer other (secular) subjects; development and support of IQS builds systemic capacity.

<u>Four</u>: QS themselves are in need of upgrading and modernisation, with poor physical infrastructure.

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<u>Five</u>: The international community itself knows little about the QS system and this pilot affords the opportunity to learn more about the system.

An analysis of the justification provided in the documentation reveals that whilst the clear potential of QS to support basic education is the primary motive to engage with the system, there are other ideas underlying this justification. Whilst there may be an instrumental rationale to engage with QS as venues to promote basic education, it is considered that engagement with QS to 'integrate' or provide basic education would be relatively straightforward with inputs of teacher training, materials provision, physical infrastructure development, and engaging the community via the education committees.

Experiences and lessons from other contexts, such as Pakistan that engaged with QS in the 1980s (Warwick and Reimers 1995; Khamis 2005), the East African Coast with the Madrassah Resource Centre (MRC) funded by USAID (Mwuara 2005), and UNESCO's work in south Sudan with similar communities, seem not to have been taken into account in the IQS project design and development. Finally, the changes taking place in the field in the late 1990s and early 2000s do not feature in the conceptualisation of the project.

The analysis indicates that there was a limited role assigned to IQS, with insufficient understanding of the nature of this provision as an indigenous system of education, such that the development partners' responsibilities did not fully articulate with project objectives and desired outcomes. This led to a faltered start to the project, a reiteration and rethinking of the roles of the ministries, and half-way through the pilot to the engagement of local implementing NGOs. Consequently, quantitative targets were missed, costs escalated, and the catalytic role and the potential contribution of the IQS to support basic education systems development remained unrealised[5]. However, as a long-term intervention or strategic initiative of the international community, IQS also clearly demonstrate that they are a fundamental platform for dialogue and provide one of the pivotal levers to reform the education system.

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[5] See Owani (2011), A Technical Report on Cost Benefit Appraisal of Strategic Partnership Educational Initiative in Somalia , UNICEF

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METHODOLOGY

The Evaluation Terms of Reference
An impact evaluation of the IQS project was undertaken in May and June 2011. The project evaluation was to be conducted with a goal to assess *efficiency, effectiveness, impact, relevance, sustainability, coverage and coherence* of the project for the purpose of accountability as well as to extract lessons for possible scaling up of the project or the design of future interventions.

Study Design
This study was to determine the impact of the IQS intervention over the past three years of the SP Initiative. The design developed, relying on the use of both quantitative and qualitative data collection and analysis, was mindful of limitations of working in a complex emergency situation.

Besides documentary analysis, field studies were undertaken to Puntland and Somaliland, agency, governmental and non-governmental partners were interviewed, and schools visited. School visits depended on security measures in force at the time; however, as wide a sample of schools as possible was selected to determine the differential impact in a host of contexts in the two regions.

Study Tools
Data collection tools were specifically designed and developed for this study, which are appended to the report.

Documentary analysis preceded along the pre-determined research questions:

The main research question posed for this study is whether there has been an impact as a result of the DFID-UNESCO-UNICEF support for IQS that positively links to access to quality basic education for Somali children in Puntland and Somaliland. This research question gives rise, in turn, to the following subsidiary questions:
- What is the nature of the IQS project? How does it articulate with the Strategic Partnership initiated under the Recovery and Development of Education in Somalia?
- How is basic education conceptualised by the IQS, and by other stakeholders involved with the SP initiative?
- What do IQS personnel, as well as other stakeholders, think about the SP initiative?
- How have IQS trained teachers applied their learning in schools?
- How have teachers worked with untrained colleagues in the school?

These research questions when considered together illuminate the various impacts of the IQS pilot project.

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Many other questions related to the SP initiative can also be asked such as:

- What is the nature of training provided to teachers, community education committee members, and head teachers?
- How were schools identified to become IQS? How were limits determined to the number of schools selected to become IQS and in which locations beyond cost effectiveness?
- What are the contextual/cultural aspects of the IQS?
- What follow-up or ongoing training do teachers access upon initial training offerings? For what purposes?
- What have been the changes in the schools after becoming IQS?

These are all aspects that are related to the SP initiative and it is through such enquiries that the impact of the programme can be judged.

In addition, interview and classroom observation schedules were created to determine the impact of the IQS project along indicators that measure the effectiveness and efficiency of the project design and its execution in the field.

<u>Sampling Procedures</u>
Three main data sources were identified: staff supporting the project in Nairobi, Puntland and Somaliland; project schools and their staff; and local informants knowledgeable about the context and who have a vested interest in the project.

All agency staff in Nairobi and in the field were contacted well in advance to schedule interviews. Of the 23 people contacted, interviews were arranged with 12. Nairobi-based agency staff and those who held leadership positions in the field who have oversight of the project were the most difficult to arrange interviews. This was due partly to their heavy travel and work schedules. However, middle-level staff in both Nairobi and the field, along with government education officers and NGO staff, were interviewed.

Of the total of 19 project schools, a selection representing both rural and peri-urban contexts were identified to be visited. Of these, it was possible to visit a total of 8 schools: four in Puntland and four in Somaliland. In Puntland, one school was considered to be too dangerous to visit as the previous day had witnessed an incursion in the district. The other three schools were in the process of administering examinations and were unavailable to host visitors. In Somaliland, the visit coincided with the Somaliland Declaration of Independence which was held just after schools close for the summer term and school children were in the process of preparing for the festivities, which included a grand parade, resulting in extended school holiday for three days that coincided with the field visit.

The field study time available was spent with the partner NGOs in the two regions and informants to conduct in-depth interviews.

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Data Collection and Analysis

Data were collected using a systematic approach using interview and observation schedules specifically designed for the study. Data analysis was based on two principle approaches:

- Triangulation: multiple data sources were used to verify and make judgements on the indicators identified and presented in Appendix 5.

- Measurement and Coding of pre-selected indicators, particularly for classroom observations and follow-up visits to children's homes.

Challenges

A study such as this must be cognisant of a number of factors that affect data collection and analysis. Meetings and school visits were often rearranged and sometimes cancelled due to security, logistical oversight, or lack of availability of staff. However, the biggest challenge was the short notice to undertake the study – three days after the contract was received – and the onset of school holidays within a week of the visits scheduled.

Additionally, a challenge faced in the study is with regard to the perceptions of the system of IQS that is not well articulated or understood differently by the implementing partners. Thus, whereas reports often describe Quranic[6] education as based on rote learning and memorisation and those who advocate it relate it to a fundamental moral education, there is little evidence marshalled for the opinions cited in the reports and no common discourse exists on the nature of such schools. This report makes a contribution to enabling greater understanding of this indigenous system of education as it articulated with meeting the Education for All and Millennium Development Goals that guide the work of the international agencies.

Understanding the IQS Model and its Evaluation

Given the Terms of Reference for this evaluation study, a considered understanding had to be reached regarding the nature of the IQS and conceptual frameworks that have been employed in its design to enable a robust impact evaluation to be undertaken. The framework has been employed to apprehend aspects of the project beyond the immediately observable – processes which are difficult to interpret unequivocally as they rely upon the study participants' perspectives. The methodology has considered requirements for a robust quantitative and qualitative study such that both observable phenomena and the complex social phenomena that bring together Quranic and Formal Schooling are understood in some reasonable relationship that gives meaning to the study. This section also provides a comment on the study instruments and tools, including analysis, which illuminate the questions posed in the Terms of Reference.

The conceptual framework brought to bear in this study which also informs the SP initiative more generally, relies on the disciplines of school improvement, educational change, and teacher

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[6] The use of the term 'Quranic' as an adjective itself is problematic as it does not convey a clear meaning and translates poorly from the Arabic.

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development and teacher education with regards to capacity development, child rights, and gender equity.

The SP initiative, as noted in the introduction section, firmly rests on lessons learnt from earlier interventions that link to increasing access to education. The initiative is cognisant of cultural factors and the milieu that have not been studied thoroughly. Indeed the institutional development and programmatic provision itself are in the mode of a 'pilot'.

This study identifies and describes the practical issues/concerns associated with the SP initiative to determine the impact of the IQS project. It focuses on teachers and how they resolve and negotiate their role in their daily school routine.

Case Study Research
This study provides case studies of the IQS in the context of education provision in Puntland and Somaliland, with a sample of intervention or pilot and non-intervention (control) schools visited to represent the IQS project as a distinct project within the SP initiative. The individual schools provide the evidence, observation of classroom practices and interviews with school personnel, to make judgements on the research questions posed. These judgements in turn allow an evaluation judgement to be made on the outcomes of the SP support provided to schools: teacher training and its effectiveness; provision of teaching-learning materials and their relevance to the context and alignment to meeting pupils' basic education needs; school construction: buildings, classrooms and latrines and provision of furniture to enhance the learning environment and promote sustainability of the SP initiative; and the empowerment and training of the Community Education Committee to oversee progression of children and mitigate factors that lead to school drop-out.

Through this evaluation, recommendations are made to further inform programme development.

Conducting Programme Evaluation
After deliberating on the various questions that could be asked to investigate the IQS project, a convergence of focus was generated dependent upon what was possible in the time, resources, logistics and security climate delimiting the study. The list of possible questions was generated and questions grouped together and formed the basis of the 'Case-Study Questionnaire' (CSQ) and the 'Teacher Questionnaire' devised for the study (see Appendix 3A and 3B). The questions plus the programme aims further formed the focus for the 'Classroom Observation Schedule' (COS) shared with the UNICEF Somalia Education Programme Team based in Nairobi and the semi-structured interview schedules with the various stakeholders (see Appendix 3C and 3D).

This study building on the programme documentation, triangulated with field level data from stakeholders, comes to a judgement or programme evaluation. The judgements revolve around the valued aspects or usefulness of the programme for the intended beneficiaries, such that the impact

has been determined *vis a vis* access to basic education with additional evidence presented by counterfactual cases.

SUMMARY

Using a mixed methods approach, this study brings evidence to bear on further policy development and practice with regard to IQS in Somalia.

The Table below summarises the research questions posed and links the data collection strategy for each question to the methods described above.

Table 1 Link between Research Questions and Data Collection Methods

Subsidiary Research Questions	Data Collection Methods
What is the nature of the IQS programme? How does it articulate with the Strategic Partnership initiated under the Recovery and Development of Education in Somalia?	Documentation/Annual Reports Interviews with stakeholders Expert Testimony
How is basic education conceptualised by the IQS, and by other stakeholders involved with the SP initiative?	Survey Interviews
What do IQS personnel, as well as other stakeholders, think about the SP initiative?	Observations and field notes Reflections
How have IQS trained teachers applied their learning in schools? How have teachers worked with untrained colleagues in the school?	Questionnaire (CSQ and teacher) Classroom Observations – quantitative data Field notes Interviews/Focus-Group Discussions

Table 2 Overview of data collection tools and analysis strategy

TOOLS	DEVELOPMENT	RECORDING	ANALYSIS	OUTCOME
1) CSQ	Baseline considerations IQS Project Design	Researcher and Head Researcher Administered / translator	Predetermined categories To get a school picture on paper with educational development profile	Focus on School Context Influence on teacher development and learning processes. Context Identification: What attempts of teachers are acceptable and how efforts received; possible explanations why some attempts successful and others not. Challenges, issues, considerations for SP initiative to improve its work.
2) OBSERVATION a) Classroom	IQS project outcomes re: evidence of lesson planning; use of co-operative learning; and reduced teacher talking time – indicators of active learning as promoted in training delivered	Observation schedule Field notes	Qualitative number analysis Coding and identification description of salient emerging points and themes	Measurements of teacher talking time; prevalence of lesson planning; and use of co-operative learning. Application of training with respect to: context sensitivity, skill in implementation, application, and adaptation of training. Note: What is appropriate in classroom practice is not so much the point as the move towards use of the training received by teachers and spread of training to non-trained (Quran) teachers
b) School	Identify emphasis from CSQ.	Field notes Reflections	Coding and Themes	
3) INTERVIEW a) Individual	Follow-up CSQ issues identified Pre- and Post-Observation conference.	Semi-structured interview schedule Researcher's notes	Coding and Themes	Self-perceived change in knowledge, skills, and attitudes with regard to categories identified for the teacher questionnaire. Perception of change brought about by trained teachers
b) Focus Groups	School Interaction analysis follow-up from CSQ	Semi-structured interview schedule	Coding and Themes	Teachers' commitment to change in the classroom. Attitude to change as a group/school.

	and researcher's observations. Follow-up of Classroom Observation analysis.	Notes		Confidence to bring about changes discussed and understanding of professional development attempts at the school.
4) DOCUMENTS a) School	Through interview, identify and locate. Seek personal (e.g. reflective journals) and official records.	Xerography Note: Only possible if records exist i.e. very little documentation available.	Content analysis regarding intervention and provision of materials, resources and training	What is reported about UNICEF influence. What is planned for school development.
b) UNICEF-UNESCO-DfID	Programme development Monitoring Reflections of UNICEF Staff and partner organisations.	Copies where available of reports	Content analysis regarding emergent themes with regard to research questions.	UNICEF self-monitoring regarding its intervention. Critique of UNICEF's approaches to data.

FINDINGS 1 - AN ANALYSIS OF THE IQS BASED ON CLASSROOM OBSERVATION; SCHOOL, HEAD AND TEACHER QUESTIONNAIRE; AND PARENT AND CHILD OBSERVATIONS/INTERVIEWS IN THE HOME

OVERVIEW

The findings below present IQS project intervention outputs/outcomes based on classroom and school observation. The findings from the quantitative data analyses add to the case study findings of the impact of the UNICEF intervention as reported in the next section.

Teachers Experience (in years)

The formal subject teachers recorded a range of between 1-6 years teaching experience whereas Quranic teachers report a range of between 6-19 years. This reveals a very significant difference which was noted by both the heads and the teachers themselves.

Academic Qualifications

The formal subject teachers reported that most (n=20 out of 30) are secondary school graduates a few who had a bachelor's degree; virtually all the formal subject teachers aspired to or were in the process of obtaining bachelor's degrees from the local college. Quranic teachers were graduates of a QS locally. Heads of the IQS, bar one, had an indigenous local education and further education in Mogadishu or in some cases in Sudan. This reveals a very significant difference which bifurcate teachers and the curricular provision along Quranic and formal subject lines.

Professional Qualifications

Only one teacher, who was a head teacher, had a professional qualification (BEd). All other teachers had had some training by UNICEF and/or other agency sponsored programmes. Repeated mention was made of a three-week offering (SCOTT) two years ago with no other follow-up training.

It is evident that the school teachers, Quran and formal subject teachers, form distinct cadres within the IQS in terms of teaching experience, academic and professional qualifications. The Quran teachers hold a measure of authority within the school and the basis of the Quran study and approaches adopted by the Quran teacher form the given milieu or parameter within which formal school subjects are accommodated. An interesting finding, during focused group discussions and observations, is that formal subject teachers defer, due to the years of experience, to their Quran teacher colleagues with respect to approaches to teaching, discipline, and student learning expectations.

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The teacher data also show that there are differing proportions of Quran and formal subject teachers in the IQS, with at least a 2:1 ratio in favour of formal subject teacher.

CLASSROOM OBSERVATION SCHEDULE (COS)
The COS was the research tool used to record the classroom observations in the study schools along three (3) specific indicators:

- evidence of lesson planning;
- use of co-operative learning; and
- amount of teacher talking time.

A total of 10 classes were observed in the 8 schools visited. In all except one case, the classroom session observed was a Quran class. One class was a Somali language class and one teacher attempted when the observer entered the class to teach a 'demonstration' mathematics lesson. It was clear from the children's notebooks and open textbooks, Arabic, on their desks and their instantaneous responses that this was often a model lesson for the purposes of the numerous visitors who come to the school (School 'F').

Thus no actual observations of any formal classes took place during the course of the field work.

The following table lists the absolute numbers recorded for each of the categories for all the classrooms observed.

Table 3: Recording of COS Indicators for all Observations

	Lesson Planning	Objective Achieved	Co-operative Learning
Yes	1	9	9
No	9	1	1

In what may be a counterintuitive finding, all the Quran classes observed demonstrated the use of cooperative learning and peer (student to student) support, with the teacher focusing attention in turn on small groups or particular student from time to time. The Quran teacher in most cases placed the text in preparation for the class on the blackboard much before children arrived. The text was either a passage from the Quran to be learnt, or a 'thematic' lesson with practical application to daily life. None of the Quran teaching sessions had a written lesson plan; however, teachers were clear about

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the objectives of the specific lesson observed and the differential needs of the children present.

The Somali language class and the model mathematics lesson were characterised by didactic, teacher-centric or textbook dependent lessons with a dominance of individual question-answer approaches. Periodically, the teacher elicited responses which were offered as whole class chorus answers. In both cases, the time to complete the lesson objectives was limited and there was no written lesson plan.

Teacher talking time (TTT) was recorded in each class observed. More than half of all teachers recorded TTT in excess of 50% with the Quran teachers with younger children using more chorus approaches and older children placed in small groups to support their memorisation. Interesting, although no record was made of this at the time, during the teaching of the Quran use of the Somali language is prevalent for the purposes of teaching, promoting understanding, and giving instructions.

The lessons observed, based on the teaching of the Quran, reveal a pedagogy that is at variance with what is routinely reported in IQS documentation.

The majority of classes observed, supplemented by post-observation teacher interviews, demonstrate the effectiveness or impact of the training at the whole school level. Teachers, who held a twig/cane as a pointer or a symbol of authority, reported that they knew that corporal punishment is wrong and noted how their pedagogy was influenced by better relations between themselves and the children. Heads were quite explicit in their recognition of the improved pedagogical practices of their teachers and influence on non-trained teachers.

It appears that only formal subject teachers have been offered IQS project teacher training opportunities; not Quran teachers. It appears that Quran teachers either were ineligible or the training was deemed to be more targeted to formal subject teachers. Although, other subjects particularly mathematics and Somali, were not observed during school visits, evidence of the existence of these subjects in the curriculum offering to some degree was available from home visits. The researcher visited homes in the IQS catchment area. In these visits children and parents were interviewed and children's notebooks and textbooks were inspected. Although, very irregularly noted and sporadically available, children's notebooks record basic arithmetic (addition/subtraction sums of units and tens and in one case hundreds) and Somali language dictation that

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were on occasion checked by teachers. This provides evidence of episodic teaching of mathematics and Somali language in IQS; however, it is not possible to conclude the regularity of this provision, the pedagogy in use, or the impact of the training on formal subject teachers.

FINDINGS 2 – IQS CASE STUDIES

This section presents findings of the IQS school case studies

Box 1 CASE STUDY SCHOOL 'B'

This IQS school, proximate to an IDP camp, was established in 2006. It has 200 children of whom 20% are IDPs. The school charges fees of USD 10 per month. The head is a graduate of the Quranic education system and obtained his higher degree from an Islamic college in Sudan. On the day of the observation site visit, there were many more boys than girls present at school.

The school has provision up to Standard 6, with plans to increase one grade next year, plus pre-schoolers. Presently, there are 15 students in the top class, which will be the first graduating class. Not all children are able to pay fees; oftentimes, bridge funding is sought from philanthropists who are local businessmen.

The school and the land, which was contributed by the community, is apparently legally owned by a small group of people, which includes the head. It is not a waqf (endowment). There are twelve (12) teachers who either one shift (paid $100/month) or two shifts ($200/month) at the school.

The school has been working with UNICEF for the past three years; it was approached by UNICEF with the following conditions/reasons: (i) it serves a poor catchment area and (ii) UNICEF and its local implementing partner, PEN, were aware of the people who established this school.

The school personnel record positive benefits from the support received from UNICEF to date:
School/classroom construction
- Teachers' improved knowledge of subject area and child development
- Increased capacity of Community Education Committee to oversee and monitor the school
- Provision of furniture
- Provision of guidance, advice and monitoring
- Teachers better trained and better able to teach children, with the evidence that: they speak to children differently, with more understanding and compassion; have improved lesson planning skills; the exam results are better which indicates better teaching-learning processes.

The school curriculum is officially Arabic medium and the formal subject provision is overseen by PEN (Puntland Education Network, NGO implementing the project in Puntland) whose role is:
- Implementing, monitoring, liaising and advising between school and UNICEF
- Visit once or twice a month
- Meet CEC
- Visit teachers in the classrooms
- Collect data from the head

The Quranic education component has no oversight of any external body

An important issue facing the school is teacher morale, linked to their status and remuneration, which remains quite low. The school community feels that teachers need to take more pride in their work; opportunities need to be created to celebrate their work and to be more widely recognised; and conscious efforts should be made to develop a career path. Finally, it has been found that since its inception, the school children do not go to local

dugsis prior to the start of school.

To further improve the quality of education in the school, the Head feels that collaboration should be strengthen amongst all the stakeholders so as to (i) build a relationship and common understanding and direction for the school and (ii) hold an annual forum of IQS and its stakeholders to share lessons and build a supportive environment for the growing number of integrated schools.

Box 2 CASE STUDY SCHOOL 'D'

This school is situated some 35 km inland from the state capital, approximately one hour drive. The village, which is reputed to be hundreds of years old, is located in an oasis which has fruit bearing trees, where the vast majority of inhabitants are farmers including the teachers. The head is a secondary school graduate and the school has a sheikh who teaches Quran.

The school was founded in 1978 but fell into disuse with the onset of the civil war. It was re-established in 1998. It runs in two shifts with the morning devoted to Quran studies, which attracts other children from the far-side of the village near the main road, and formal education in the afternoon that caters to children within the oasis village.

The school has 129 pupils registered of whom 44 are girls and 85 are boys. There are some 60 boys and many more girls who are out of school in the village. The fees are $5 per month, of which $4 are for the formal education component and $1 for Quran studies. The school has five teachers: 4 male and 1 female who teaches Somali. Teachers earn $100 per month. The school offers education up to Standard 7 in five classrooms. Standard 6 and 7 classes are taught in a multigrade setting.

The head feels that the school could cater to more children if it was expanded; that is, more classrooms constructed.

The school receives advice and feedback from the CEC, which is made up of five members. The head is the chair with one other female teacher as a member and parents who are elected to represent the community. The CEC members felt that they have achieved some important milestones with UNICEF support that has been forthcoming over the past 3 years:
• Raising the awareness of the importance of education in the community
• Creating a sense of competition and merit via the examination process
• Improved learning
• Supporting those children who cannot pay fees and with fundraising

The CEC feels that a major issue is the lack of water in the school. Although two latrines have been constructed, these are not in use as they do not have piped water.

Further benefits that have accrued as a result of UNICEF support are:
• The school compound and classroom construction
• Provision of teaching materials
• Provision of equipment: blackboards and furniture.

There is a large quantity of new (UNICEF developed) teaching materials provided by the local NGO

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implementing partner strewn across the head's office. The material is stacked or still in boxes. It remains uncategorised and not used by the children who have notebooks and only a few very old and tattered textbooks in their homes.

The school seems to cater to and attract mid-income families; lower income groups do not seem to have access. The out of school children are said to belong to poorer families and those who are required to assist with duties in the home or at the farm. Nevertheless these children do access Quranic education early in the morning.

A number of findings emerge from the two illustrative case studies presented in Box 1 and Box 2.

The primary finding is that the idea and provision of 'integrated' schools is particularly apt to the context, meets the needs of marginalised populations, for example IDPs, and has high demand. It is relatively affordable and is beginning to displace the more local provision of dugsis that focus only on Quran teaching/memorisation. The idea of a 'school' as a venue for the more holistic provision is evident: it encompasses parental aspirations for their children's education along with the government/authorities' requirement that children attend school, and that the schooling or education has a wide connotation. The complementarities and need for both formal subject learning and Quranic education are demonstrated with importance accorded to both.

Another finding is that IQS are competing effectively with local dugsi where parental choices are driving the change in favour of integration. Reasons forwarded have to do with (i) the need for duplication of fees is reduced and (ii) the Quran is taught (equally well) in the IQS.

The IQS and its historical access figures demonstrate that there is both increased access and a move towards gender parity (See Appendix 4D, 4E, 4K, and 4L). Approximately, although absolute numbers are small, there is a near 20% per annum increase in enrolment amongst those who do not have or would not have had accessed basic education. This increase is primarily due to the location and catchment area of the schools.

There is a year on year rise in the numbers of girls accessing schooling and an increase in the proportion of girls compared to boys in IQS. Although the absolute numbers are too small to present statistical analyses, there is a positive trend for more inclusion of girls in IQS.

A facet of School 'B' which is more broadly demonstrated in IQS generally is the provision up to Standard 5 and Standard 6 and up to Stand 7 in School 'D'. This extra provision of grades beyond the early years' provision, up to Standard 3 and Standard 4, has been self-financed by the schools or financed outside of the UNICEF programme. Other interested parties, whether nation states, individual philanthropists or investors, or a growing cadre of school owner-head teachers are involved with schooling and support IQS beyond the lower primary grades.

The UNICEF intervention, seeking to work with IQS and approaching them to initiate collaboration, has played a catalytic role and demonstrates a distinct contribution of the project. This role has been to bolster the idea and status of IQS with material support that has given schools the look and feel of a 'modern' school. The provision of buildings, classroom, and furniture has initiated a fundamental change in how schooling was done in Quran Schools or dugsis. This is very much appreciated in equal measure by the school staff, CEC members, and parents in the community. UNICEF's material contribution is acknowledged to be of such worth that it could not have been possible from locally available resources, particularly for the very marginalised communities. Finally, the medium of instruction in School 'B' (Arabic) and implementing partner's umbrella role with Arabic medium schools in Puntland (PEN), in contrast to Somaliland, indicate an important policy level finding. A recently completed study undertaken by NRC shows that in Arabic medium schools, the Somali language is used 46% of the time for instructional and explanation purposes[7].

Other IQS schools visited confirm and validate the main case study findings presented here that relate to the study objectives:
- IQS increase the potential for marginalised and disadvantaged populations to access basic education.
- IQS provide girls a greater opportunity to access basic education.

The school visits indicate IQS schools' receptivity and preference to employ secondary school graduates who are either university graduates or are pursuing their higher studies. Such schools happen to be newly established and the teachers themselves have had basic Quran education and serve as Quran teachers in the schools. It is too early to say whether this trend is as a result of the increased funding available to IQS recently or a preference for such teachers as opposed to QS graduates.

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[7] Khamis and Busana (2011), 'Increasing Access to Quality Education in Puntland: Case Studies of Formal, Non-formal (ABE), Integrated Quranic Schools and Traditional dugsi in Bosaso', An Action Research Study, NRC

Many IQS schools are waqfs (see Appendix 4F and 4N re school ownership). With UNICEF support, IQS are demonstrating a deep alignment of traditional or indigenous modes of expressing piety, in this case the establishment of waqfs particularly for integrated schooling purposes, with contemporary processes of ownership, transparency and accountability vested in the CEC. Whilst waqfs are officially overseen by MORE, there is no current apparent conflict in CECs overseeing the school.

Another significant finding from the school case studies is that children who access IQS represent a diverse range of socio-economic groups. Whilst the majority, approximately 70% are able to afford fees, a minority are very poor and an equal percentage quite well-off. This demonstrates both the ability of IQS to attract different socio-economic groups for the purposes of the mixed provision, but also that there are now IQS that target different socio-economic groups. The fee range in UNICEF supported IQS is from USD 5-15; however, other IQS charge as much as USD 20-30 in urban areas with established populations or those who have support from the diaspora.

FINDINGS 3 - IQS NGO IMPLEMENTING PARTNERS PUNTLAND AND SOMALILAND

After the first year of the pilot initiative beginning in 2007 UNICEF resolved that it would be more effective and beneficial to work with non-governmental implementing partners.

The Puntland Education Network (PEN) and Candlelight in Somaliland were chosen for three overarching reasons:

- The government bodies, MoE and MORA, either did not have full engagement or capacity to work directly with QS
- Both PEN and Candlelight had initiated work with QS and had begun to institutionalise their efforts in the education (and allied) sectors
- PEN particularly in Puntland had a faith-based link to many (religious) communities and Candlelight similarly demonstrated authority and leadership in Somaliland due to the founders' past engagement with the community, political positions held, and social status.

Box 3 Overview of PEN

An umbrella body, established in 2003, to protect the interests of Arabic Medium schools. Presently, a network of 74 schools across Puntland with some 23,000 children (i.e. approximately one-quarter of all students accessing formal education).

Headquartered in Bossaso, with offices in Garowe and Galkayo. Support UNICEF IQS, in addition to many other projects. With regard to education, employ mentors and school facilitators.

Outsource training using expertise at East African University and other consultants.

The local implementing partner in Somaliland is Candlelight, which approaches the idea of IQS very differently from PEN in Puntland.

Box 4 Overview of Candlelight

Candlelight work in three sectors: education, environment, and health with its main partners being UNICEF, African Education Trust, and Save the Children.

History of the founding Candlelight linked to the immediate post civil war period; felt responsibility of those who were educated elite and part of the diaspora; newly available funding modalities of support, mechanisms, and governance structures being established in Somaliland with the encouragement of international bodies and agencies.

Established programmes focussed on formal and non-formal education by working with communities, conscious of their religious outlooks, sensibilities, and aspirations, by introduction of mathematics and Somali language instruction in the extant dugis al-Quran. Also, established Youth Training Centres in Buroa and Erigabo in east

Somaliland focused on vocational training opportunities, particularly girls (sewing).

Prior to its formation as an NGO in 1995, the founding member(s) who represented the humanitarian interests of a number of concerned expatriates/Somali dispora (women and entrepreneurs) in the United States, Europe, and the Middle East.

Both PEN and Candlelight have a core interest in the education of children and their particular needs. However, the two organisations reflect the diverse and varied socio-political and religious sensibilities of their contexts. PEN was started by sheikhs and ulama (religious scholars) who were concerned about the state of education in Puntland and the effects of this depleted education on children. These scholars are distinct from teachers in Quranic Schools or dugi Quran who have a much lower level of education. Because of the scholars' education, pursued both in Somalia and abroad, they hold positions of respect and are invested with authority exhibiting a powerful voice in society.

They have a large measure of social capital as a result of:
• Relations with institutions of higher learning (oversight of what knowledge is transacted) in Somalia and outside, particularly in the Gulf and the Sudan.
• Academic positions as lecturers in higher education institutions in Somalia. Whilst most hold positions in religious subject areas, sharia and fiqh, some are involved with management, education, and development studies.
• Are ulama and imams who both (i) deliver Friday sermons and (ii) have oversight of the pastoral care of communities, which includes their educational formation (talim wa tarbiyyah). That is, they are the overseers of community governance.
• Ability to advocate on a host of matters (i) when community members consult them and (ii) use the media, radio, masjid khutbas, to promote their messages
• Ability to be heard by external (Arab) governments, (Muslim) funding agencies, and Ministry personnel.

The table below provides a summary of consonant and complementary processes of educational change and management at work involving the domains of: (i) responding to evolving educational needs; (ii) the concerns of education stakeholders inside (particularly the religious scholars) Somalia; and (iii) the concerns and efforts of agencies outside Somalia.

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UNICEF INTERVENTION – ESTABLISHING THE PARAMETERS FOR IQS

It was evident to both implementing partners, PEN and Candlelight, from the outset that UNICEF's intervention was highly sensitive. The perception of UNICEF was that as a non-Muslim (or secular) international agency, it had ulterior purposes to engage with education in Somalia.

However, it was equally evident that UNICEF support was not conditional and there was no affront or challenge to the philosophy of education in Arabic medium schools. Also, UNICEF had worked in Somalia since 1991, not with Arabic or Quranic schools, and their support was seen to be beneficial.

PEN took a strategic decision in 2004 to both work with UNICEF and the MoE on data collection for the Primary Education Survey in Arabic Medium Schools and to advocate with the community on the potential role that international agencies such as UNICEF have to play in education.

A number of concerns were raised amongst the community that had to be ameliorated. Primarily, that UNICEF and other international agencies do not understand their faith and their requirement to learn the Quran to fulfil their religious duties and obligations. Thus, collaborating with them would displace religious and Quranic education from the schools and thereby secularise education. Such intervention would then influence their children to turn away from Islam in the final analysis.

UNICEF's role thereby delimited to be in the interest of and responsive to the community with a focus on school rehabilitation, construction of classrooms, and provision of teacher training, supplies and educational materials. That is, UNICEF's support had tangible, concrete and verifiable outcomes that the community could judge.

UNICEF's support is judged to be positive by the implementing partners and the communities they represent:
- Classroom construction and school rehabilitation, which the community feel was beyond their material ability.
- Provision of supplies, teaching-learning materials, and furniture, which has 'modernised' the school environment whereby children now sit at a table on chairs rather than sit on the floor.

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- With the training afforded to the CEC, the relationship between the community and schools has been strengthened in the best interests of the children.
- With training of teachers, teachers have a better understanding of the children they are teaching and teach better and treat them in a friendlier manner.
- With UNICEF intervention, there has been a significant increase in student enrolment in Arabic Medium School, not in the pilot IQS per se, and the 2008 survey indicates a preference for IQS rather than formal schools that do not teach the Quran.
- UNICEF has been conscious of the sensitivity of its role and has made no intervention in the philosophy of education; they have focused on tangible improvements to the school environment.

UNICEF Support has yielded the following Outputs directly focused on IQS:

     19 – Number of IQS schools formed
     85 – Number of teachers trained
     105 – Number of CEC members identified and trained

However, the training and support has indirectly affected more than 100 integrated schools and more than 500 teachers who have taken advantage of the training on offer, exposed to new teaching approaches by their peers in schools, or participated in community-based discussions about education and schooling.

THE IQS MODEL AND BENEFITS

Both PEN and Candlelight attempt to oversee the education transacted in schools. They aspire to a different model for the IQS. PEN is in the process of developing a complete and overarching system of education built on integrating the material and spiritual needs of children in the Somali context. This system is envisaged to include provision of basic, advanced and tertiary education. Candlelight, on the other hand, views IQS as a necessary foundational education for younger a child that articulates well with ideas of early childhood education. Thereafter, although children are expected to pursue their religious education, the model of schooling is formal government-supported education. In Somali society, it is a given that the learning of the Quran is primary to the education of the child; that is, to become good Muslims first and foremost. In both Puntland and Somaliland, IQS provide dedicated time for Quran study/memorisation, which is demanded by the community

According to PEN, integration means to follow the lead of the first integrated school in Puntland, the Dar al-Quran. This school was founded in early 2000s by Sheikh (Dr)

Muhammad Mualim who has postgraduate Muslim education from Saudi Arabia and the Sudan and is also one of the founding members and current Dean of Law (Sharia) at East African University in Bossaso. Dar al-Quran school is a complete primary facility with education provided up to Standard 8. It was built with the support of al-Manhal foundation, which was formed by the Somali diaspora settled in Kuwait for some time, with matched funding obtained from the community. Dar al-Quran provides support to PEN in terms of approaches, organisation, working with communities, approaching donors, and fundraising. Thus, integration is:

- A clear move in children's educational provision: previously education consisted of a primary focus on learning the Quran. Now there is exposure to other subjects as well as Quran teaching.
- Previously, 'formal schools' did not include Quran study.
- IQS provide both Quran and study of other subjects, which is a) the need and aspiration of the community and b) mitigates the need to send children to different schools thereby reducing their cost outlay with one fee regime for their children.

Such an education, it is felt confers certain benefits:
- Dedicated time devoted to Quran study, whilst also catering to other subjects.
- Expansion of the educational universe of the children and their communities
- Whilst offered as parallel provision in the schools, formal education support via use of teaching materials, teachers' training, and 'approach' (that is to sit on tables and chairs), has created a worth of the education that is offered in schools.
- Creation of parity in terms of ethos, discipline and value of the study of Quran and formal education, with the characteristics of Quran study, for example a disciplined approach, impacting on formal education subjects, and the value and worth of (new content) knowledge of formal education (as a means to improving life chances, economic empowerment potential) reinforcing the study of Quran.
- Quran study oversight provided by the school head that in most cases are religiously educated, the ideas of improving Quranic study have started to be discussed with more systematic approaches to facilitate more comprehensive understanding.
- The 'image' of quranic learning has been greatly improved by celebrating the achievements of those students who memorise the whole Quran (hafiz) with prizes, exposure in the media, and the like.
- Afforded dignity to those who access IQS who are from lower socio-economic groups.

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- Children at the schools, whether studying Quran or other subjects treated by teachers as learners who need to understand the material in their own right and not simply to perform on a given ability. That is, IQS approach all learns and their learning potential more equally which is a change from earlier thinking that some children have some arbitrary innate ability that makes them 'better' learners/people.
- Attraction of a younger and more energetic cadre of teachers and school leaders who maintain a balance between the education needs or requirements (Quran study) and aspirations (formal education subjects) to support the whole child (both to fulfil their religious obligations [din] and potential to play a productive role in society [potential employment or dunya]).
- UNICEF partnership provides assurances to the community that funding going to legitimate education activities.

The discussion and merits or otherwise of integrating schools is evident amongst all stakeholders. At a workshop held in Garowe under the auspices of NRC with educators, religious scholars, international staff and Ministry of Education and Ministry of Religious Affairs and Endowments met to discuss educational development in the region[8]. The workshop, held in October 2010 with some 70 participants, reported the following findings presented in the SWOT (strengths, weaknesses, opportunities, and threats) below.

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[8] Khamis and Busana (2011), 'Increasing Access to Quality Education in Puntland: Case Studies of Formal, Non-formal (ABE), Integrated Quranic Schools and Traditional dugsi in Bosaso', An Action Research Study, NRC

Table 7: SWOT – Integration of Education

Integration Positive	Integration Negative
Pooling of resources, which can ensure a good environment for learning. All children to be provided with a similar level/standard of education. All children to be provided with both Quranic and Formal learning opportunity in one centre. Can initiate administrative and managerial coordination and oversight of learning provision (Quranic education at present has no management and oversight/inspection structures). Alleviate pressures on overcrowding (dugsi have heavy student demand with only one teacher present per centre; are multigrade; and have no fixed class borders/structures). Children will have access to qualified teachers. School learning and quality can be better monitored. Ensure children's hygiene, cleanliness and uniformity (dugsi children are said to be unwashed and have no uniform). All schools can be registered with the MoE and can follow the National education Policy	Will lessen amount of (teaching) time available for learning Quran in terms of contact hours. Integration will negatively affect the viability of dugsis. Will disturb the (natural) process of improvement currently underway in Quran Schools/dugsis. Early childhood education will remain as a gap, which dugsis now cater to (aged three years onwards) and formal education (aged six/seven onwards). Quranic schools enhance memory capacity and skill, which helps with formal and other education. Such memory skill that is developed in early years via memorisation of the Quran would be lost. There would be a negative reaction from the community / society as integration would be perceived to devalue culture, tradition, and religion in Somalia
Separation Positive	**Separation Negative**
Ensure the maintenance, existence and sustainability of Quran Schools/dugsi. Affordable education for poor, particularly rural, children. Access to education for all children possible with dugsi provision widespread but formal education more prominent in urban areas. Both systems remain strong, if separate; sufficient demand for both systems Encourages the development of alternatives to both systems.	Time factor: too much demand of child to cope with two systems with the two systems' demands on the child's attention and allegiances. Competition between the two systems; learner pressurised to cover both educational content of Quran and formal school curriculum. Child cannot remain motivated as learning is perceived to be an unpleasant task that raises conflict in which s/he is a focus. This in turn leads to demoralisation and prompts higher dropout rates from both systems. Parents are confused as to what is best for their children and this leads to divided sympathies. Child cannot complete his/her education or reach learning outcomes in time (child development and capacity limited).

It is evident that there is an ongoing and implicit integration of the provision of offer (curriculum) in terms of outlook notwithstanding the lack of pedagogical or conceptual coherence in the schools. Also, in developmental terms, the child as a child is now respected and considered to be important per se; not as an immature or incomplete person. Apparently, this attitudinal change at the school level has resulted in children

performing better in terminal exams and there is less use of corporal punishment, which were the express aims of the training supported by UNICEF: to improve the quality of education and creation of more child-friendly learning environments.

CHALLENGES EXPERIENCED DURING THE IQS PILOT PHASE
There have been a number of challenges experienced by the implementing partners at both the school level and working with the various ministries.

The major issue that has not been resolved in the life of the project is the upgrading of teachers' content knowledge and pedagogical competence. The IQS pilot schools, serving poor and very poor communities are also where the teachers are also drawn. They are unqualified and have had only limited training. It has not been possible to date to improve education in these schools significantly. The issue of girls' access to education remains difficult to tackle. This is an issue that the community management are aware of; however, the CEC exposure and training to date has focused on improving relations between the school and the community. Much more trust needs to be built on the ground with communities to enable a dialogue to begin that can focus on the (equal) right of girls to access schools.

A number of challenges have also been experienced at the level of the various ministries. In Puntland, the MoE has been hampered by a lack of a policy instrument which exists in draft form only. Thus, it has limited decision making capacity to develop education systemically. Examples of school leaving certificates, teachers' training and recognition, remuneration and status of teachers, and expansion of schooling were particularly noted. Furthermore, the Puntland MoE does not play an implementation role in education. It limits its role to policy formation and establishing an inspectorate regime. The IQS pilot project has not been able to build significant capacity at the MoE and initiatives, responses, and innovations that take place in this arena are deemed to be outside its purview.

The Somaliland MoE plays a more direct role in schools, including the IQS, and has greater oversight of this initiative. It lacks dedicated personnel and education officers to support IQS being reliant on Candlelight for its knowledge of this initiative and developments ongoing.

The MORE in both Puntland and Somaliland was not cognisant of its potential role in the education provision in the IQS. It limited its role to an advisory body and to provide intelligence on matters of school selection, teacher engagement and advocacy. The

MORE notes that it missed an opportunity to qualitatively improve education in dugsis that are now competing with IQS, which have been successful in reducing the number of children going to dugsis.

CHALLENGES EXPERIENCED IN COLLABORATING WITH UNICEF

Both implementing partners point to the challenges experienced with regard to the UNICEF intervention. UNICEF is credited for maintaining a position of non-interference in the educational content and at the philosophical level. From the perspective of UNICEF (a secular organisation), what is of primary importance is 'children's rights' and educational provision that is mediated at an individual level. Whilst there is not an irreconcilable rift here, there are many potential arenas of conflict. The implementing partners note that if the communities they represent detect that some aspect of education is transacted or contravenes a 'Muslim' approach or manner, this is most likely to be confronted and resisted. In Puntland more so than in Somaliland there is a pressing need to be extremely vigilant, maintain a continuous dialogue, and to create forums for discussion of education including all stakeholders, particularly the religious leaders and scholars.

At present, UNICEF in its approach and manner of working with IQS has appreciated the boundaries around Quran teaching and ideas about being Muslim. Table 6 below provides the UNICEF role regarding IQS in summary.

Table 6: UNICEF Roles and Narrative

UNICEF Role	Findings	Comment
Fund project through local NGOs	Use of Candlelight in Somaliland and PEN in Puntland to deliver effectively the pilot	Potential to develop capacity of MoE and MORE with respect to IQS limited.
Monitor project in collaboration with partners	Little evidence this has been done	Very little capacity exists to monitor in a formal manner, maintaining documentary trail and associated follow-up action in what is an overwhelmingly oral environment Compliance can be increased with a more direct link to financial outlay which is presently done on a near chronic urgent basis
Facilitate training for baseline data collection and support the data collection process	Baseline undertaken by Candlelight and MORE in Somaliland and incomplete in Puntland. However, PEN has its own robust data sets as an umbrella body of Arabic	Only males involved in the data collection all participants were male No record of training available at UNICEF education programme office files

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	medium schools	
Support CEC training and mobilisation	Funding schedules show support was monitory; training undertaken by local NGO partners with external experts	Follow up visits undertaken by local NGOs and by UNICEF programme staff. More evidence of children's learning improvements required
Provide teaching and learning materials in project schools	Materials distributed and housed in school; very little evidence of new materials used by children or available in their homes	Some evidence of use of Arabic/Mathematic materials by children in the some schools during classroom time Materials in most schools unused by teachers and pupils during observations Children's home visits revealed use of much older textbooks issued by other authorities
Support and monitor teacher training and mentoring in the project schools	A number of reports available from MoE and Candlelight as well as PEN	Reports are repetitive and very similar one to the other No comment, feedback or suggestions provided from one reporting period to the next

SUSTAINABILITY

Should UNICEF funding to IQS not be forthcoming after the pilot period, the local NGOs are confident that the intervention has already played a very important and beneficial role that can be sustained by local organisations and the communities they work with.

Additionally, UNICEF support has enabled the core aspects to be strengthen. This is particularly evident in:

- Formation and training of CECs who support school management and provide a relational bridge between the school leadership and the community.
- Tangible benefits of the school building, furniture and latrines (albeit without running water at present) for which the communities are grateful and which provide a foundation or semblance of a formal schooling system that can be further modernised with sensitivity to indigenous Muslim education.
- Sustainability will come from further work, to be led by civil society groups, to continue to advocate for education development and expansion, encourage fundraising, and respond to communities needs by innovation such as the IQS.

In Puntland, it appears that PEN aspires to carry out many of the formal functions of the MoE with strong backing and authoritative leadership demonstrated at the community level engaging a quarter of school-going children in its umbrella organisation of Arabic

medium schools. This is felt by some in the Ministries as well as scholars in higher education institutions that PEN's work – which is required but in the light of weak MoE capacity – is creating fissures in the apparatus of authority and legitimacy or even curtailing the potential to respond to the needs of all children. PEN holds that it is taking an active and robust approach to guide education out of the devastation wreaked by the civil war and at the same building on indigenous education without recreating a dependency on outside agencies. Whilst this has clear concerns about educational legitimacy and social cohesion, on a positive note there is a healthy debate in the educational community about the promotion and support of Arabic medium schools.

Candlelight's experience is that IQS effectively function as ECD centres and are the beginning of a child's 'awakening'. They claim, which is not documented or studied empirically, that IQS early years' Quranic study has positive beneficial cognitive outcomes for children in later primary and secondary education:

- They perform better in primary education
- Demonstrate more motivation to learn
- Have a positive attitude and behaviour towards learning
- Know how to learn, sit and concentrate, be respectful toward teachers, and know how to approach them
- Learn concepts and new information better – greater capacity to memorise
- Seem more directed to pursue their studies; that is, demonstrate a vision or a priori 'need' to pursue all education with enthusiasm and commitment

IQS are conceived to be early childhood centres in the context of Somaliland:

- Provide a robust foundation in religion, which is considered to be the basis of a lifelong commitment to the faith, to develop as a 'good' human being, establishes learning 'parameters' based on access to information via memorisation that serves the learning-teaching approaches in later schools (primary and secondary as well as tertiary), creates a framework to pursue education that has a conceptual basis derived from both the study of the Quran as well as (acceptable) behaviour patterns in society
- Provides the elementary exposure to and practice with (Arabic) literacy skills – reading and writing, which have evidence of transfer to Somali (Wagner)
- Establishes expectations of discipline to pursue learning
- Is learner centred and open access (flexible entry and re-entry, do not speak of dropping out as this education is expected to be a lifelong pursuit

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- Respond to the actual learning needs of children in their contexts without imposing an (artificial or de-contextualised) structure in terms of timetable
- Builds robust relationships amongst children within the community that is based on principles that are considered to be important and meaningful derived from a religious outlook and sense of responsibility to learning (and of course to each other, etc)
- Supports and celebrates the efforts and/or capabilities of individual children who apply themselves or attain distinction

As a matter of Impact it is evident that the UNICEF intervention, via the IQS, has led to a change of perception. There is greater awareness in schools and within communities of the notions of child rights that includes ideas that children ought to have access to formal schooling. Furthermore, amongst the communities and particularly the local leadership, whether government or advocates of education, there is an earnest dialogue focused on what should be relevant education for Somali children that is neither exclusively Quranic or only basic (formal subject based) education . The challenge that all interviewees expressed is how to unfold such an education and to overcome the prejudices or misconceptions of the two parts of the integrated model that is successfully taking root in both Puntland and Somaliland.

SUMMARY OF CHANGES IN IQS SCHOOL
The data collected at the school reveal certain changes as a result of UNICEF support to the IQS via the agency of the implementing partner organisations:
- Greater amount of interaction between teachers and management/CEC.
- Change in the nature of interaction related to support and supervision from management to support more child-friendly approaches.
- Great teacher-teacher interaction – cross-over of training effect to non-trained teachers.

Teachers, both trained and untrained, felt that the influence of the IQS pilot project was at the school and the classroom level. Teachers stated that the training offered had influenced them in a variety of ways via demonstration lessons, awareness of child development and characteristics, and other informal ways resulting in:
- Better classroom organisation and management
- The diversity of teaching materials they use
- The increased participation level of the children
- The time children spend on task

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- A reduction in the amount of teacher directed activity
- An overall benefit to student learning as evidenced by year on year better terminal exam results.

There is observational evidence and teachers' testimony of significant differences between earlier provision in QS and in the intervention IQS with teaching practices and behaviour influenced by the training offered to them. The observed differences for Quran and formal subject teachers raises other issues and factors within schools that effect changes in teachers' practices and the efficacy of the teacher training and other inputs in the IQS: project design and development; follow-up training for teachers; and monitoring and evaluation approaches with schools.

CONCLUSIONS

The SP envisaged four outputs for the IQS project, as one distinct intervention, playing a positive catalytic role as noted in the Table below

Table 5: Outputs and Outcomes Summary

Output	Outcome/ Comment on Impact
1) Increase enrolment and completion of basic education, with a particular emphasis on girls' education	IQS have expanded and increased enrolment. IQS up to Standard 4, and girls access education as well but not at parity with boys
2) Systems Development, including infrastructure and management capacity of Somali authorities	Policy level discourse remains highly contested regarding the role of IQS; school infrastructure improved significantly (albeit contextually insensitive: type of furniture, sitting of tables for all, and very alien to home environment); management capacity of local NGO implementing bodies significantly strengthened, which heralds a privatisation of education with impetus from international community and governmental authorities' inability to engage and apprehend changes in educational context and evolution of provision
3) Increase capacity of Community Education Committees to manage and deliver education; fiduciary oversight	This area is probably the largest impact of the IQS pilot project. Although the oversight of the school and leadership, if not the chairmanship of the CSC, is de facto with the school head, there is greater engagement of the community via the CEC that articulates needs and school aspirations in a dialogical manner
4) Build capacity of regional administrations for service delivery and effective monitoring and evaluation	This is an area with the least impact: public bodies have not actively engaged and been left out of project development, a role that is taken up by local (religiously inspired) NGOs – Candlelight and PEN who regularly engage with the IQS communities. The IQS conception and provision within the SP initiative is seen as a discreet and separate project to the other initiatives taken. Although evidence that CEC training is done together, teacher training programmes are held separately by different partners (for example, no CtC in IQS)

SUMMARY OF FINDINGS

One: QS would enable greater access to basic education as the existing (formal) schools had limited capacity to increase enrolment. It is important, however, to remember that currently an instrumental function – to meet EFA goals – has been assigned to such schools and are seen as supplemental to formal schools/education. Historically QS have resisted cooption by the state.

Two: QS have wide coverage and have the potential to increase substantially access to basic education in areas of marginalisation or difficult to reach areas. Further

engagement with QS would be more effective to develop it into an integrated provision or system building on the learning of other contexts and successful models in the region (Sudan and Kenya/East Africa MRC).

Three: Many QS already offer other (secular) subjects; development and support of IQS can build systemic capacity. It is crucial to know who these other schools are run by and their ethos, management, and engagement in Somalia (1980s ALESCO study latest profile on these schools) to engage them in a dialogue to improve the chances of all children in the region.

Four: There are many QS that are in need of upgrading and modernisation, with poor physical infrastructure. There is much will in the community to contribute to this uplift and contribute to their development as the (preferred) educational provision for their children in a majority of cases.

Five: The international community itself knows little about the QS system and this pilot and evaluation has afforded the opportunity to learn more about the system.
There is a tension in the international communities' intervention is education in Somalia, which pertains to all education, between what are acceptable outcomes of an educated person, his or her behaviour, and the importance of establishing a foundation upon which more learning is based. The QS are seen to be retrogressive and indoctrinatory. However, the evidence of widespread reading of the Quran, and its centrality to community life, and the pursuit of such (intrapersonal) knowledge is important to reflect upon, particularly with regards to the dialogue that has already been established on potential arenas of knowledge and understanding development in the school system as well as application that is derived from Quranic education.

DATA AVAILABILITY
According to the original PCA commissioned in 2007/8 a number of (quantitative) indicators were to be reported upon to determine the success of the project as noted below: data to make unequivocal judgements on these indicators were unavailable in the field or not collected during the life of the pilot project:
- Percentage increase of children enrolled in target schools
- Number of dropout girls and boys reduced
- Transition rates for girls between grade 4 and 5 increased
- Number of lessons conducted as per timetable and per scheme of work

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- Number of teachers and head teachers trained and practising improved methodologies
- Number of CECs established and number of members trained
- Levels of parental / community awareness /acceptance of the importance of integrated education, particularly for girls
- Number of activity monitoring visits successfully undertaken by MoE, MORE officials, mentors and supervisors
- Number of reports / evidence based data / documentation compiled and submitted in a timely manner

According to PCA there should have been, as per the requirement of programmatic reporting, a number of narrative reports at pre-defined intervals which were also unavailable. Finally, a Steering Committee was to be established of Focal Points – no meeting dates or minutes /aide memoire available for scrutiny.

UNICEF IQS: THE WAY FORWARD BUILDING TRUST AND DIALOGUE TO MEET EFA GOALS

The IQS pilot, working with communities and efforts to involve MORE, has opened up a dialogical space to initiate critical thinking amongst authorities – governmental and religious – as well as educational providers. This thinking relates to the character and pursuit of education in the context of a Muslim society and the development of education as an 'Islamic' pursuit. This space articulates with the meaning(s) of Islam, what it means to be a Muslim, and how to meet the needs of society being mindful of the community's The reality is very much different. One, the system is highly adaptable, flexible and evolutionary. It remains in demand by virtually the whole of the Somali population and fulfils deep-seated educational needs.

Two particular aspects, evident from classroom observations, are that the system of education is staged according to the needs, aspirations and interests of the learners and allows them to opt in and take time away from studies according to their situation and conditions. Thus, quintessentially this is a learner-centred system of education whereby the child as he or she grows opts in and out of the educational provision, based on a host of factors from life circumstances to needs (learning and spiritual) to demographic changes (mobile, nomadic, and displaced persons). What appears ostensibly to be a multi-grade or mixed ability setting is actually a much more dynamic and rational grouping of learners based on experience, ability, need and aspiration. Secondly, the system aim appears to teach the children to memorise the Quran. Closer inspection of

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what is actually transacted in the sessions reveals a much more cogent and systematic approach albeit that is structured differently by different teachers and schools.

The assumptions with respect to the nature and purpose of Quran schools need to be confronted if IQS can be developed as a model to support basic education in the context of Somalia. This study demonstrates a spectrum that the assumptions in the literature and documentation reviewed consider QS as static and not dynamic; traditional (or obsolete that at best should be tolerated because of sensitivities) as opposed to meeting actual and current learning needs and aspirations; and that it is an educational arena that can opportunistically be intervened into to promote parallel educational goals centred around EFA targets. Also that the integration of Quranic and basic education or their parallel delivery in one venue can coexist cogently and cognitively coherently for children exposed to different ideological systems in terms of their processes, intents, and stated outcomes.

This study finds that although the notion of IQS has great potential to meet EFA goals in this context and do coexist harmoniously at present, the issues noted need to be scrutinised at the teaching-learning and curriculum delivery level. This is required to consider educational aspects at the level of the chalk-face beyond technical and logistical support to the school environment as an external demonstration of provision. This requires expertise in the intervening organisations to be cognisant of the effect of the provision, pedagogic and curricular, on the learners' holistic development.

FURTHER INTEGRATION POTENTIAL
This notion of integration means the provision of schooling to enable both access to Quran and basic education. Notions of integration with regard to curriculum provision and teaching-learning processes remain absent from the programme. The continuation of parallel provision in the same school leads to further bifurcation of the two systems – Quranic and basic education – throughout the programme. Thus teacher training programmes, the use of classroom constructed by UNICEF support (for basic education subjects), and provision of learning materials remain separated by this bifurcation.

It is possible to build synergies between various UNICEF programmes that relate to the MDGs, which at present do not include the IQS. For example, the UNICEF Child Protection Unit is addressing programmes directed to children using NFE, community empowerment, literacy classes for NFE and vocational education through the agency of religious leaders and the venue of the mosque to address issues that impact on

children's education (early marriages; FGM/C; gender-based violence; child labour; and child soldier recruitment). A distinct opportunity exists to work inter-sectorally to impact on (harmful) practices which have an adverse effect on children's health and social-economic development. Teachers are crucial targets of such awareness-raising for their own education and as transmitters of such information to pupils and parents with the potential to influence behaviour. A clear link in terms of health education is with the UNICEF supported Child-to-Child (CtC is part of the SP Initiative, but not with the IQS pilot) programme where children themselves advocate rights and empower communities with contextually sensitive knowledge and raise the voices of children. Children's active engagement is already seen to be acceptable via the CtC intervention and support[9].

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[9] Stone, M. (2011), Child-to-Child Programme Review undertaken for the SP Initiative Evaluation, UNICEF

RECOMMENDATIONS

The IQS pilot project has been shown to be a very complex and fraught area of engagement for the international community. However, UNICEF funding, along with other international agency support, has meant a great deal to the community and enabled trust to be formed based on a common purpose and partnership to meet educational needs.

The first recommendation thus is for continued engagement by the international community. This continued support need not necessarily be along the same model of school construction, provision of furniture and the like but at the level of curriculum development to integrate cognitively and intellectually the provision on offer at IQS. It is felt that if UNICEF withdraws from IQS, an element of trust will be forfeited.

The second recommendation is that international agency staff involved directly with IQS has a better and deeper understanding of education in Muslim communities and particularly to understand what is transacted in Quran schools, which is very different from their characterisation and perception in the documentation.

The third recommendation is that a dialogue be established, under the auspices of the MORE and MOE, with the many providers of integrated schooling. This dialogue should build on a thorough school mapping and updated survey of QS in the region. The dialogue should aim at developing a coherent understanding of the rights of all children to access schooling and developing an inclusive model to engage the stakeholders.

The fourth recommendation is to seek ways to involve the student voice in further enhancement of the IQS, particularly with the aim to create school development plans.

The fifth recommendation is, with the aid of all stakeholders including the children, to move IQS curricular provision beyond the parallel provision of Quran and basic education. This requires study and engagement of local (and international) scholars of education in Muslim communities, the religious leadership, and the MORE and MOE leadership.

The sixth recommendation is that classroom observation schedules be developed in line with teacher training programmes to determine (i) the efficacy of the training to impact positively on classroom teaching-learning approaches and (ii) to develop follow-up

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training programmes for teachers to support their efforts to improve pedagogy and to determine areas of actual need in the schools.

The seventh recommendation is to undertake a school and village mapping to determine the numbers of out of school children in the catchment area of the IQS to promote greater and more equitable access to schooling. That is, UNICEF support to be a catalytic function to encourage greater community and stakeholder responsibility and to enhance sustainability of the IQS model.

APPENDICES

Appendix 1 - LIST OF DOCUMENTS CONSULTED

Agency? (2010), Quranic School Assessment August 15-19, 2010: Criteria of Selection, Training Material Content, Training Schedule, Somaliland

Candlelight (February 2010), Integrated Quranic School Pilot Project: Baseline Assessment Report, Somaliland

Candlelight ? (May 2010), Integrated Quranic School Pilot Project: Progress Summary Report, Somaliland

CEC Training Workshop Content (n/d 2010?)

CISP (ca 2009), Comitato Internazionale per lo Sviluppo dei Popoli, Puntland

GARWO Net Summary Profile (ca 2004), GARDHO Women Organisation Network, Puntland

MoE (2010), NFE Coordinator Quarterly Report (March, April, May 2010), Somaliland

MoE (2010), Mentor's Quarterly Report (February to May 2010), Somaliland

Muse, R.A. (January 2010), UNICEF Somalia Trip Report: To supervise two newly selected pilot QS (Biyo Gure and Malowle) and the three existing QSs (Arro Madow, Arro Yambo, and Al-Najah), Somaliland

PEN (ca 2010/11), Corporal Punishment – Workshop Training Programme, Bossaso

PEN (ca 2010/11), Sanitation and Hygiene – Workshop Training Programme, Bossaso

PEN (ca 2010/11), Teacher's Scheme of Work Template, Bossaso

PEN (2011), Community Education Committee (CEC), Workshop Report, March 18-27, Bossaso

PEN (February 2011), Mentors' Monthly Report, Bossaso

PEN (March 2011), Mentors' Monthly Report, Bossaso

PEN (April 2011), Mentors' Monthly Report, Bossaso

UN (2004), Somalia 2004 Consolidated Appeals Process (CAP)

UNICEF? (2005?), Action Research Design: Introduce basic education in Koranic schools in a preschool format, develop basic education curriculum/syllabuses and a teacher guide for teachers focussing on literacy, numeracy and life skills/child care in Islam, Somaliland

UNICEF (2009), Project Cooperation Agreement between UNICEF and Candlelight (NWZ/Education/2009/011)

UNICEF (May 2010), Integrated Qur'anic Schools Pilot Project Guidelines for Writing Final Report, Candlelight for Health, Education and Environment-UNICEF Strategic Partnership (DFID)

UNICEF (May 2010), Integrated Qur'anic Schools Pilot Project Guidelines for Writing Final Report, Private Education Network-UNICEF Strategic Partnership (DFID)

UNICEF (2010), Strategic Partnership between UNICEF-UNESCO-DfID for Education Recovery and Development in Somalia 2010-11 (Proposal for Extension until October 2011), Nairobi

UNICEF Somalia (1998), Children and Women in Somalia – A Situation Analysis, Nairobi

UNICEF Somalia (1999), Users Manual for Education Kit: A – Teacher/Classroom/School Supplies for Grades 1 to 4, Nairobi

UNICEF Somalia (2002), Evaluation of UNICEF's Country Programme in Somalia

UNICEF Somalia (2003), Guide for School Mentors

UNICEF Somalia (September 2003), Survey of Primary Schools in Somalia 2002/3, Volume 1: Technical Report, Nairobi

UNICEF Somalia (September 2004), Survey of Primary Schools in Somalia 2003/4, Volume 1: Technical Report, Nairobi

UNICEF Somalia (2008), Draft Concept Note: Integrated Qur'anic Schools Pilot Initiative in Somalia, Programme Design, Supported by The Strategic Partnership for Recovery and Development in Education, DFID, UNICEF, UNESCO

UNICEF Somalia (2008), Project Cooperation Agreement between UNICEF and Ministry of Education (NWZ/Education/08/053)

UNICEF Somalia NEZ (January 2011), ACSD Report Card on Annual Work Plan 2010, Bossaso

UNICEF, UNESCO, DFID (2009), Annual Report II, October 2007-September 2008, Strategic Partnership for Recovery and Development in Education in Somalia

UNICEF, UNESCO, DFID (ca 2008/9), Strategic Partnership between UNICEF, UNESCO, DFID for Education Recovery and Development in Somalia

UNICEF, UNESCO, DFID (2010), Annual Report III, October 2008-September 2009, Strategic Partnership for Recovery and Development in Education in Somalia

UNICEF, UNESCO, DFID (2011), Annual Report IV, October 2009-September 2010, Strategic Partnership for Recovery and Development in Education in Somalia

UNICEF, UNESCO, DFID (2011), Progress Report, October 2009-March 2010, Strategic Partnership for Recovery and Development in Education in Somalia

UNICEF, UNESCO, UKaid (DFID) (2011), Progress Report, December 2010-March 2011, Strategic Partnership for Recovery and Development in Education in Somalia

Warsame, A.A. (June 2007), Qur'anic School to Boost Delivery of Basic Education in Somalia, Submitted to UNICEF-Somalia

Appendix 2A – BOSSASO VISIT SCHEDULE

Sunday 8 May 2011

11:30 Arrive; Security Briefing

Programme Briefing with Education Team, Bosaso

Monday 9 May 2011

07:00 – 10:30 Osman Bin Affan School

10:30 – 12:00 PEN

14:00 – 17:00 – Iqra School

Tuesday 10 May 2011

07:00 – 10:30 Karin School

10:30 – 12:00 Children and CEC Meetings

14:00 – 17:00 – Umm al-Dawah School

Wednesday 11 May 2011

07:00 – 10:30 Al-Furqan School

10:30 – 12:00 Children and CEC Meetings

14:00 – 15:30 – Sheikh Abd al-Razzaq at PEN

15:30 – 17:00 – Debrief with Education Team, Bosaso

Thursday 12 May 2011

08:00 – 09:30 – REO at UNICEF

10:00 – Depart for Garowe by Road

Appendix 2B – HARGEISA VISIT SCHEDULE

Sunday 15 May 2011

15:00 Arrive; Security Briefing; Programme Briefing with Education Team

Begin Compilation of School Statistics and Data

Monday 16 May 2011

07:00 – 10:30 School A Urban Visit

10:30 – 12:00 Candlelight: Founder, Executive Officers, Mentors, School Monitors/Facilitators, Trainers

14:00 – 17:00 – School B Urban Visit

Tuesday 17 May 2011

07:00 – 10:30 School C Rural Visit

10:30 – 12:00 Meet Children and CEC

14:00 – 17:00 – Continue Compilation of School Statistics and Data

Wednesday 18 May 2011

07:00 – 10:30 Ministry of Education/REO/DEO/Inspectors

10:30 – 12:00 Ministry of Religious Affairs and Endowments

14:00 – 17:00 Meet Religious Leaders/Sheikhs

Thursday 19 May 2011

08:00 – 10:30 School D Visit, if necessary

10:30 – 12:30 Follow Up Meetings with Candlelight

13:00 – 15:30 Meet Education and Academic Staff at Colleges and Universities

16:00 – 17:00 Interview with UNICEF Education Staff

Complete Compilation of School Data and Statistics

Sunday 22 May 2011

Complete Compilation of School Data and Statistics

Debrief UNICEF Education Programme Team

Depart for Nairobi

Appendix 3 – IQS EVALUATION DATA COLLECTION TOOLS

From the ToR, the following indicators have been identified to reliably measure project inputs, implementation process, outputs, outcomes, and impact and which have been commented upon by colleagues at UNICEF Somalia Office in Nairobi.

IMPACT INDICATORS to focus on outcomes of teacher training in classroom observation triangulated with interview data of the effective use of teaching and learning materials and provision of furniture such that: (i) it qualitatively improves the learning on offer and (ii) influences the improvement of the schools pedagogical offering as a whole. The following tools have been developed to obtain relevant data:

- School Questionnaire - Appendix 3A

- Head Teacher Interview Schedule – Appendix 3B

- Classroom Observation Schedule – Appendix 3C

- FGD – Teachers – Appendix 3D

- Field Observation Notes: Meetings with CEC and Community Walkabout to determine perceptions of schooling and needs to improve quality.

UNICEF supported training should relate to aspects of pedagogical improvement along three indicators, with a focus on gender sensitivity:

- Evidence of Lesson Planning

- Teacher talking time versus student talking time

- Use of cooperative/peer learning strategies (based also on the type and appropriateness of the furniture provided)

- Use of and reference to teaching and learning materials provided

- Evidence of cross-referencing between quranic education and formal education content as illustrative examples of 'integration'.

The above indicators allow judgements to be made on:

- Teachers classroom organisation skills

- The teaching materials they use

- The (active) participation level of the children, particularly girls

- The time children spend on task

- The amount of teacher directed activity

- Benefit to student learning of UNICEF intervention

Dear Sir / Madam – Salaam Alay Kum
I have been contracted by UNICEF to conduct an impact study and your school is one of the ones chosen. The information provided by you will be kept confidential and will only be used for internal UNICEF purposes.
We look forward to having your co-operation and support.
With Kind Regards,
Yours faithfully,
Anil Khamis

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1) Name of School Head : _____

2) Name of School : _____

   2(a)   Level   Primary (Boys / Girls)   (b)   Shift   Morning

   Secondary   (Boys / Girls)   Afternoon

3) What is your School Motto / Mission Statement : _____

_____

4) No. of teachers_____   # Male _____   # Female _____

5) No. of students _____   Boys _____   Girls _____

6) No. of teachers who completed training programmes
English; Social Studies; Mathematics; Science; Primary

	Teaching Staff Teaching Experience		Non Teaching Staff Work Experience	
	Male	Female	Male	Female
Less than 5 years	....	....	....	
Between 5 and 10 years	....	....	....	
Between 11 and 15 years	....	....	....	
Between 16 and 20 years	....	....	....	
Between 21 and 25 years	....	....	....	
More than 25 years	....	....	....	....

7) **Teacher Appraisal :**
   Who appraises the teachers?
DEO / Director / Headteacher / Deputy Head; Supervisors / Peers / Students /   Outside Consultants
   Procedure:
Year's work record book / Interviews / Evaluation Instrument / Self Evaluation / Any other
   Parameters for Appraisal :

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Punctuality / Attendance / Examination results / Class Supervision / Students, Parents, Peer feedback / Any other

       Reporting Format :   Confidential Report / Any other. _____

       Follow-up:

Is the appraisal followed by Appraisal interviews / Negotiated activities

       If yes, kindly give details : _____

       Reward System:

Is there a performance based reward system in the school for teachers?

       Absenteeism [staff] :

       Average daily absenteeism _____

       Teaching Staff :   .... out of ....Non-Teaching Staff   : .... out of ....

       The period when absenteeism is minimum : .... maximum : ....

       Please mention the steps taken to reduce staff absenteeism :

       8) CEC/ Non-Teaching Staff Meetings :

          Are regular meetings held?   Yes   /   No

If yes, how frequently?   Once a Year / Every term / Twice in every term / When needed

How long do the meetings last? Half Hour / One Hour / Two Hours /More then Two Hours

What are the major items on the agenda? _____

Are minutes kept of staff meetings kept? Yes   /   No

9)   What are the major benefits accrued to the participants from attending PEN Training programmes :

10)   What are the teacher's individual workloads?

       _____ No. of classes taught per week

       _____ No. of hours taught per week

       _____ No. of free periods per week

11)   What changes did you notice in teaching practice of your teachers who were trained by PEN?

12)   **STUDENT COMPOSITION**

No. of students   ☐   No. of male   ☐ No. of female   ☐

CLASSES	NO. OF MALE	NO. OF FEMALE
CLASS ONE		
CLASS TWO		
CLASS THREE		
CLASS FOUR		
CLASS FIVE		
CLASS SIX		

13)   Please mention the average number of drop outs of your school per year ? _____

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14) STUDENT ACHIEVEMENTS

a) Kindly give the following information regarding student achievements on Standard 5 results

b) Please mention the percentage of students who pursue their education further

15) PARENTS :

        a) Education background :

	Primary	Secondary	Higher Secondary	University
No. of parents				

        b) Monthly Income USD:

Monthly income above	1,000
Monthly income between	500 and 1,000
Monthly income between	300 and 500
Monthly income between	100 and 300
Monthly income between	50 and 100

        c) Parent Participation:

Does the school seek and get parental help and support for school activities and growth? [Kindly give some details]

        d) Parental concerns about the child's education: ....

16) School activities and schedule :
    a) School timings
    b) Number of working hours per week
    c) Test / Examination   : Weekly / Monthly / Quarterly / Half Yearly / Annually
    d) No. of school holiday in a year : _____
    e) Please provide us information about the extra curricular activities in your school

17) Please indicate the resources available at the school

	Area	No. of Books
	……………	………….
	…………..	………….

        a) Number of Charts :

Geography Charts	:	....
History Charts	:	....
Science Charts	:	....

18) Please give the details of the equipment that your teachers use them in their daily teaching.

19) School Building

    a)   Ownership and Nature of School Building :

    b)   Who owns the school building? The school / the trust / rented.

    c)   Origin and maintenance :

    d)   Year of construction of the school building :

    e)   Major additions / alternations

            Year   Nature of addition /alteration

    f)   Please give following information about normal maintenance and major repairs of the building.

    g**)**   Frequency of maintenance : one / twice / throughout the year.

    h)   Maintenance work is done by : employed staff / staff on daily wages / regular contractor.

    i)   Building Needs :

    j)   What are the immediate requirements regarding additions / alternations in the school building?

    k)   How does the school plan to raise the required funds for the purpose ? Please give details on a separate sheet.

20)   **Location of classes / physical facilities**

    No. of classrooms   _____

    No. of student/class   _____

    No. of desks & chairs/class   _____

    Any other _____

21)   Kindly mention the challenges which you face in your school.

22)   How do you monitor your school's progress?

            School Development Plans

            Goals and Aims

            Inspections

            Others, Specify

23)   **How many schools exist on the same campus? Please tick the appropriate box (es)**

Shifts	Primary	
	Boys	**Girls**
Morning		
Afternoon		

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24) **CURRICULUM PROVISION**

Please mention subjects taught in your school and related following information.

Subject	Medium Of Instruction	#. Of Hours Per Week

25) Please make any other comments you wish to

THANK YOU FOR YOUR COOPERATION

UNICEF IQS – Appendix 3B

SCHOOL HEADS' INTERVIEW SCHEDULE

- What have been the major changes in the school over the last few years?
- academic focus according to reports to be on integration; number of students enrolled; mission?
- comment on the structure of decision-making at the school?

- How did you become an IQS school?
- What changed as a result?
- who initiated the affiliation?
- what is the role of the CEC?
- what is the role of principal, head, teachers, students, parents?
- what has been PENs role / UNICEF role in the school?

- What has been the investment/cost of bringing about change?
- financial
- academic
- resources   :   human, material?
                  :   time/effort?

- what feedback have you received a bout trained teachers?
- how does their feedback affect your school?

- What is the Vision of the school?
- what does this vision rest upon?
- what is the educational base of the vision?
- what will be required to bring about this vision?
- what are the short-term measures you propose to take?
- what changes have you noticed in the way in which teachers work with one-another?

- In your opinion how sustainable are your efforts at improving education?
- are they replicable for other schools?
- what advice would you give other schools?

UNICEF IQS – Appendix 3C
SCHOOL CLASSROOM OBSERVATION SCHEDULE

Code	
1	1. School _____ Date: _____
2	2. Class _____ Starting Time : _____End Time
3	3. Subject English; Mathematics; Social Studies; Science; Other (specify)
4	4. Number of Students: Boys Girls
5	5. Lesson Plan _____ Yes _____ No
6	6. Objective Achieved _____ Yes _____ No
7	7. Observer's Comments : _____ _____ _____
8	8. Evidence of Co-operating Learning _____ Yes _____ No
9	9. How are Co-operative Learning Groups Formed? (Diagram at Back)
10	10. Are the Groups the Same for Each Lesson _____ Yes _____ No
11	11. Observer's Comments : _____ _____
12	12. TTT : STT (%) _____80:20 _____60:40 _____ 50:50 _____ 40:60 _____ 20:80
13	13. Observer's Comment : _____ _____
14	14. Any Other Comments : _____ _____ _____ _____

Focus Group Discussion Tool

Purpose: To determine teachers' perceptions, feelings, and manner of thinking about the changes in the school.

<u>LEAD QUESTIONS: WHAT AND HOW; GENERAL TO SPECIFIC</u>

- What are the major changes that have taken place in this school since you started working here?

- How were these changes implemented?

- What preparation did the school go through in order to help the changes be successful?

- How do teachers work with each-other in this school?

- What are the major challenges teachers face in the school?

- Has classroom practice changed while you have taught here? How?

Appendix 4A TABLE 1 UNICEF Supported Schools in Bossaso

Name of School	When Established	How long UNICEF supported	Name and Contact Details of Head Teacher	Head Teacher's Qualification
Umu Dawa	2005	Since 2009	Abdirisaq Sharif Ali 252-90-7	Degree level
Iqra	2004	Since 2009	Hassan Ahmed Sheik Abdi	Secondary
Furqan	1992	Since 2008	Siciido Mohamed faarax 252-90-	
Alhamdu Lillahi	2002	Since 2009	Abdirashid Ali Artan 252-90-716767	secondary
Af-urur	Instability over the past year			

Appendix 4B TABLE 2 UNICEF Supported Schools in Bossaso: Teacher Qualification

Name of School	Head Teacher's Experience	Number of Teachers		Teachers' Qualifications	Teachers' Experience
		Male	Female		
Umu Dawa	4 years experience	4	1	Secondary , degree	3-5
Iqra	3 years	5	0	Secondary , degree	4-7
Furqan	3 years	5	1	Secondary , degree	2-8
Alhamdu Lillahi	8 years	4	1	Secondary	3-7

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Appendix 4C TABLE 3 UNICEF Support: Bosaso Classroom Construction, Furniture, Latrines, Teaching Materials, Other Please Specify

Name of School	Number of Classroom Constructed	Amount and Type of Furniture Provided	Latrines Built		Amount and Type of Teaching Materials Provided
			Yes	No	
Umu Dawa	4	Chairs, desks and book shelves	One latrine		Chalk, blackboard, duster , text books and some animations
Iqra	4	Chairs, desks, and book shelves	One latrine		
Furqan	4	Chairs, desks and book shelves	One latrine		
Alhamdu Lillahi	5	Chairs, desks	Two latrine		

Appendix 4D TABLE 4 Bossaso School Enrolments

Name of School	2007 Enrolment		2008 Enrolment		2009 Enrolment		2010 Enrolment		2011 Enrolment	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Umu Dawa	58	19	69	24	74	26	73	31	92	45
Iqra	55	30	62	41	70	46	87	50	94	60
Furqan	67	55	76	71	80	95	84	99	86	105
Alhamdu Lillahi	58	22	81	38	85	37	85	41	93	50

Af-urur	Instability over the past year									

Appendix 4E TABLE 5 Bossaso School Enrolment

Name of School	Number of Shifts		Number of Children Per Shift		Number of Children in Quran Education		Number of Children in Formal Education		Number of girls per shift	
Umu Dawa	1	2	1 135	2 135	1 135	2 135	1 135	2 135	1 45	2 45
Iqra	1	2	154	154	154	154	154	154	60	60
Furqan	1	2	86	86	86	86	86	86	105	105
Alhamdu Lillahi	1	2	93	93	93	93	93	93	50	50
Af urur Quranic	Insecure and inaccessible for the last one year.									

Appendix 4F TABLE 6 Bossaso School Ownership

Name of School	Legal Owner	Private	Waqaf	Community Owned	Rented	Other, please specify
Umu Dawa				X		
Iqra			X			
Furqan				X		UNICEF built
Alhamdu Lillahi						Public

Appendix 4G TABLE 7 Bossaso Community Education Committee Profile

Name of School	When CEC Established	Number of Members		What Training Offered to CEC and When	CEC School Development Plan		Religious Authorities/Sheikhs involved in CEC		Main Roles CEC Play in School
		Male	Female		Yes	No	Yes	No	
Umu Dawa	2009	2	3	Roles and responsibilities of CECs in school mgt April 2011	yes		Yes involved		Creating aware among teachers, students and parents
Iqra	2009	3	2		yes		Yes involved		Creating aware among teachers, students and parents
Furqan	2008	4	2		yes		Yes involved		Creating aware among teachers, students and parents
Alhamdu Lillahi		4	1		yes		Yes involved		Creating aware among teachers, students and parents

Appendix 4H TABLE 8 Bossaso School Timetable General – Reported by PEN

Name of School _ Umu Dawa _____

Time	Syllabus / Session
From 7:00 to 11:00	children study the Holly Quran

From 1:30 to 5:30	children study formal education

Appendix 4I TABLE 1 UNICEF Supported Schools in Hargeisa

Name of School	When Established	How long UNICEF supported	Name and Contact Details of Head Teacher	Head Teacher's Qualification
Al-Najah	1991	3 Years	Mubarak Sh Mohamed	Secondary
Arro Yaambo	2009	3	Faisal Abdi Farah	Secondary
Arro Madow	2009	3	Adan Omer Husein	Primary
Berbera	2011	< 1	Ali Abdulaahi Ismail	Islamic Studies Diploma
Laan Barwaaqo	2010	2	Abokor Omer Iisa	Sheikh
Malowle	2009	2	Omer Mohamed Allaahi	BA
Horuhaadly	2008	2	Mohamed Mohamoud Mohamed	Islamic Studies Diploma Secondary
Jagac	2010	< 1	Mukhtar Abdi Ali	Islamic Studies Diploma
Maadhyaal	2010	< 1	Ahmed Ali Jamac	Secondary

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Appendix 4J TABLE 2 UNICEF Supported Schools in Hargeisa: Teacher Qualification

Name of School	Head Teacher's Experience	Number of Teachers		Teachers' Qualifications	Teachers' Experience Years
		Male	Female		
Al-Najah	10	6	3	2 Primary 4 Secondary	4-6
Arro Yaambo	11	4	1	2 Primary 2 Secondary 1 Teacher Training Diploma	3-6
Arro Madow	6	3	0	2 Primary 1 Quran School	3-6
Berbera	3	3	1	3 Primary 1 Secondary	3-5
Laan Barwaaqo	2	1	2	2 Primary 1 Quran School	2
Malowle	8	3	1	1 Primary 2 Teacher Training Diploma 1 University	2-19
Horuhaadly	5	3	1	1 Primary 3 Secondary	1-5
Jagac	1	2	0	1 Primary 1 Quran School	1-3
Maadhyaal	1	2	0	1 Primary 1 Quran School	1-2

Appendix 4K TABLE 3 UNICEF Hargeisa Support: Classroom Construction, Furniture, Latrines, Teaching Materials, Other Please Specify

Name of School	Number of Classroom Constructed	Amount and Type of Furniture Provided	Latrines Built	Amount and Type of Teaching Materials Provided
Al-Najah	4	Desks and Tables	Yes	Blackboard, Textbooks, Chalk
Arro Yaambo	2	Desks and Tables	Yes	Blackboard, Textbooks, Chalk
Arro Madow	2	Desks and Tables	Yes	Blackboard, Textbooks, Chalk
Berbera	2	Desks and Tables	Yes	Blackboard, Textbooks, Chalk
Laan Barwaaqo	2	Desks and Tables	Yes	Blackboard, Textbooks, Chalk
Malowle	2	Desks and Tables	Yes	Blackboard, Textbooks, Chalk
Horuhaadly	2	Desks and Tables	Yes	Blackboard, Textbooks, Chalk
Jagac	0	---	Yes	---
Maadhyaal	0	---	Yes	---

Appendix 4L TABLE 4 Hargeisa School Enrolment

Name of School	2008 Enrolment		2009 Enrolment		2010 Enrolment		2011 Enrolment	
	Male	Female	Male	Female	Male	Female	Male	Female
Al-Najah					239	209	260	214
Arro Yaambo					130	53	106	86
Arro Madow					47	40	67	47
Berbera					--	--	101	71
Laan Barwaaqo					24	21	23	19
Malowle					53	45	57	45
Horuhaadly					35	45	39	35
Jagac					--	--	28	15
Maadhyaal					--	--	38	17

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Appendix 4M TABLE 5 Hargeisa School Enrolment

Name of School	Number of Shifts		Number of Children Per Shift		Number of Children in Quran Education		Number of Children in Formal Education		Number of girls per shift	
	1	2	1	2	1	2	1	2	1	2
Al-Najah		*	188	286	188	286	188	286	83	139
Arro Yaambo		*	139	53	61	25	61	25	61	25
Arro Madow	*		114	---	114	---	114	---	47	---
Berbera		*	91	81	91	81	91	81	40	31
Laan Barwaaqo	*		42	---	42	---	42	---	19	---
Malowle	*		98	---	98	---	98	---	45	---
Horuhaadly		*	35	39	35	39	35	39	14	21
Jagac	*		43	---	43	---	43	---	15	---
Maadhyaal	*		55	---	55	---	55	---	17	---

Appendix 4N TABLE 6 Hargeisa School Ownership

Name of School	Legal Owner	Private	Waqf	Community Owned	Rented	Other, please specify
Al-Najah				*		
Arro Yaambo				*		
Arro Madow				*		
Berbera				*		
Laan Barwaaqo				*		
Malowle				*		
Horuhaadly				*		
Jagac				*		
Maadhyaal				*		

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Appendix 4O TABLE 7 Community Education Committee Profile Hargeisa

Name of School	When CEC Established	Number of Members		CEC School Development Plan	Religious Authorities/Sheikhs involved in CEC	What Training Offered to CEC and When	Main Roles CEC Play in School
		Male	**Female**	No	Yes	Community Mobilisation on school sustainability	Mobilise community to enrol children in school
Al-Najah	2008	**5**	**2**	No	Yes		
Arro Yaambo	2008	**5**	**2**	No	Yes	Monitoring and evaluation of school development activities	Support head in their day to day activities
Arro Madow	2008	**5**	**2**	No	Yes	Gender participation on education	
Berbera	2010	**5**	**2**	No	Yes		Supervise/monitor teachers
Laan Barwaaqo	2010	**5**	**2**	No	Yes	Supporting teachers in day to day activities	Ensure teachers are paid regularly
Malowle	2010	**5**	**2**	No	Yes		
Horuhaadly	2010	**5**	**2**	No	Yes		
Jagac	2011	**5**	**2**	No	Yes		
Maadhyaal	2011	**5**	**2**	No	Yes		

Appendix 4P TABLE 8 Hargeisa School timetable General

Time	Syllabus / Session
Start 7 to 8 am	Quran Somali Arithmetic Social Studies

Four of the nine schools have a timetable

Appendix 5 – Expert Rating Table Somalia

#		Lowest → → → → to → → → Highest				
	Name of Project: -Integrated Quran Schools					
00	Numerical Weight	1	2	3	4	Comment
01.	**Effectiveness** (Extent to which the Project is a means of delivering the SP goals)	Highly Non Effective	Non Effective	Effective X	Highly Effective	Very limited numbers; great potential to reach goals with trust built with communities
02.	**Efficiency** (Extent to which the Project is a mechanism to achieve coherent response that minimizes transactions costs	Highly Non Efficient	Non Efficient X	Efficient	Highly Efficient	Project has had sporadic changes and management oversight resulting in increased costs to non-programme elements
03.	**Progress** (Changes towards the achievement of SP's stated results)	Highly Not Noticeable	Not Noticeable	Noticeable X	Highly Noticeable	Changes evident in the project pilot schools in terms of physical infrastructure; education quality remains a concern
04.	**Relevance** (The design and focus of the SP)	Highly Not Relevant	Not Relevant	Relevant	Highly Relevant X	IQS Project has probably the greatest change of success to develop education systematically to meet educational quality and relevant to the context of Somalia
05.	**Coverage** (The extent to which each group have been covered)	Highly Not Covered	Not Covered X	Covered	Highly Covered	Data unavailable but it is probable that limited groups have been reached
06.	**Coherence** (The extent to which there is coherence across the different projects and their impact)	Highly Not Coherent X	Not Coherent	Coherent	Highly Coherent	IQS project delivered in parallel to other projects in the SP Initiative
07. 81	**Impact** (The extent to which the results of the intervention affect or has brought changes to the lives of individuals.	Highly No Impact	No Impact	Impact X	Very High Impact	The project has had a positive impact to develop trust and a robust dialogue amongst the community

EXPERT RATING KEY TABLE

To capture Progress for example, any achievement beneath or amounting to 24.5% of the indicator's requirement gets the lowest rating; between 25% and 49.5% (inclusive) gets the next level score. The third level score gets anything between 50% and 74. 5% while the highest rating is reserved for any change that meets the 75% to 100% (inclusive) threshold of the indicator's requirement.