RESULTS SUMMARY

INCREASING RESILIENCE THROUGH EDUCATION IN BAIDOA, SOMALIA

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PROJECT

Title:	DANIDA Strategic Partnership Agreement 2022-2025.
Partner:	Gargaar Relief Development Organisation (GREDO) and Somali Children Welfare and Rights Watch (SCWRW)
Country:	Somalia
Period:	January 2022 – December 2025

CHANGE

Programme implemented in Baidoa showed significant increase in school enrollment. This is an accomplishment attributed to the program's efforts to expand access to inclusive education in emergencies directed at vulnerable children. Due to hunger crisis and conflict, an increase in internally displaced people (IDPs) migrating and settling in the community camp lead to more vulnerable children being enrolled in school, increasing the number of students per teacher. This resulted in a decline in reading comprehension and learning in schools.

CONTEXT

Baidoa is facing ongoing conflict, displacement and security threats. This is worsened by multi-seasonal drought and hunger/nutrition crisis. Between January and August 2022 more than 200,000 people arrived in Baidoa, resulting in Baidoa hosting the second-largest number of displaced people in Somalia. Political instability is affecting the economy, resulting in a suffering education sector and decline in learning outcomes, especially for marginalized children. Arrival of displaced individuals and hunger crisis calls for immediate intervention.

CONTRIBUTION

The program achieved significant increase in school enrolment for girls and boys. Save the Cildren (SC) rehabilitated unsafe learning spaces ensuring safe facilities for children, especially those from IDP camps. SC worked with key stakeholders: State Ministry of Education, Community Education Committees, Child Welfare Committies and IDP camp leaders on participatory enrolment campaigns. To improve learning outcomes, with increased enrolment, SC enhanced the capacity of schools and teachers through training.

IMAGES

Baidoa displacement camp, Somalia

Sokorey with her children outside their tent in IDP camp in Baidoa, Somalia.

ADDITIONAL INFORMATION

ACTIVITIES

The program activities supported 13 schools, out of which 9 are IDP schools. SC trained 64 teachers on gender inclusion, pedagogy sessions, code of conduct and psychosocial support to strengthen the teachers' capacity in applying child centered teaching methods, managing classrooms in more child friendly ways and increased abilities to help/refer vulnerable children with psychosocial challenges. To foster continued learning and capacity amongst the teachers, learning circles were established following the training sessions. In addition to enrolment campaigns, the Ministry of Education with support from SC, conducted follow-up visits to schools, providing teachers with feedback on areas of improvements such as referral pathways, updating school records regularly, closely monitoring attendance from the learners and specialized support for children with disabilities or in need of psychosocial support. To combat overcrowded classrooms and the decreasing learning outcomes, infrastructure and rehabilitation were done to create a more conducive and safe learning environment.

LESSONS

These lessons have emerged from implementation in 2022: Firstly, it is evident that a significant gap remains in terms of the education system and schools being adequately equipped to respond to hunger/nutririton crisis and security risks. The lacking resources and preparedness have particularly adversed effects on girls, especially those at the stage of puberty, as they are exposed to a higher risk of early childhood marriage or being taking out of school to work in the home. These factors together with several others emphasize the critical need to prioritize and strengthen the capacity of schools, safe learning spaces and staff and teachers's capacity to teach children in a child friendly manner, providing the needed psychsocial support for vulnerable children. Secondly, extra support is needed in order to retain/recruit teachers at the schools to combat the significant challenge of overcrowded classrooms leading to deacline in learning outcomes.

EVIDENCE

The learner-teacher ratio in 2022 was 1:53, while pubil classrooms was 1:77, both significantly higher than the standard of 1:40. Schools in host town and IDP camps had infrastructure and teacher workload due to dramatic influx in people. Available data from Education Cluster Assessment (July 2022) on drought crisis impact on education indicate that teachers are leaving their job in search of other livelihood options to navigate the drought, worsening the quality of the education. Monitoring reports from SC country office show that collaborative efforts with key stakeholders resulted in enrolment of 150 new learners, making the total number 8,150 learners with 49% (3,993) being girls. End-line evaluation for Danida Lot Hum 2021 showed a decrease in learning outcomes from 2021 data to Baseline in 2022. This is assessed to be an affect of the many new and more vulnerable learners enrolled in school and the increased learner-teacher ratio in classrooms.

DOMAINS

Development strategy priorities:	Click or tap here to enter text.
Changes in the lives of people facing poverty, marginalisation or vulnerability	x
Changes in laws, policies and practices that affect people's rights	-
Changes in the capacity of organisations and communities to support rights	-
Changes in partnerships and collaborations that support people's rights	x
Changes in participation of groups facing poverty, marginalisation or vulnerability	-

GUIDANCE NOTE

This format consists of two overall sections: on page one, the results summary communicates results to an external audience using a brief summary of what has been achieved; while page two provides an opportunity to explain the background and evidence behind the claims made as part of the summary.
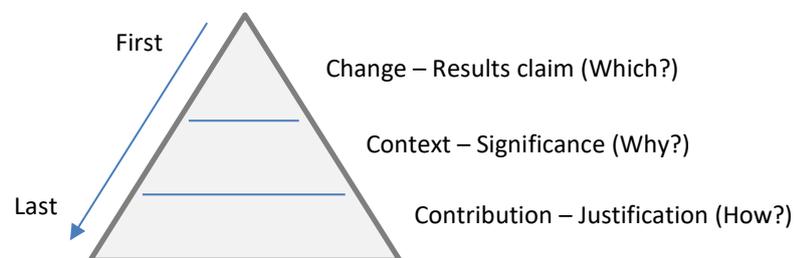
Page 1: Results summary
The results summary should outline of the overall change. This should be phrased in a clear and concise manner, focusing on the benefits for target groups or communities, and preferably start out by stating the overall key message as a one-line statement. It is thus important to prioritise what the key message should be and not attempt to describe every possible change that may have occurred.

Note that case studies should not describe all of the activities carried out during the implementation. Instead, it should focus on one or two key messages to be highlighted – which may also span several projects – and only outline activities to backup contributions to the highlighted change.

This can be illustrated as a "reverse funnel." First, the "change" section introduces the overall results claim, which answers the "which." Note that this is done before any details have been provided. Second, the "context" section outlines the problem being addressed by the project and the significance of the change. For example, by explaining "why" it benefits target groups or communities.

Finally, and lastly, the "contribution" section should provide examples to justify for "how" the intervention contributed to realising change. Note that this should focus on the plausible linkage between the change and intervention rather than describing details from activities. It is often useful to think of this as a reverse theory-of-change, i.e. "After we did X, then Y occurred, because of Z."

Figure 1:
Reverse funnel for communication

First

Change – Results claim (Which?)

Context – Significance (Why?)

Last

Contribution – Justification (How?)

Page 2: Additional information
The second page should provide background and evidence for project's contribution to change. It can also address technical issues that do not fit in the results summary. The section consists of the following sections:

- *Activities:* Whereas the "contribution" section on page one provides a brief summary of the project contributions to change, the "activities" section allows for more detail on the project design, organisation and underlying activities in support of the contributions made.

- *Lessons:* Describes lessons learned through the implementation. These should relate to the results claim or alternatively the project(s) as a whole. Please consider (1) novelty – i.e. whether the change represents something new – and (2) the potential to scale and/or build on lessons going ahead.

- *Evidence:* A narrative comparison between results claims and the underlying evidence. It should answer "X led to Y, because of Z," although it does not need to be phrased this way. It is useful to include references to a few selected documents for further details. Please see guidelines for more.

- *Domains and development strategy:* Describes contributions to defined domains and the Danish development strategy. Please consider limiting the number of domains to a few selected ones.