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Somali Youth Leaders Initiative (SYLI)

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Acronyms and Abbreviations

AET	African Educational Trust
CEC	Community Education Committee
EMMP	Environmental Mitigation and Monitoring Plan
GTEC	Garowe Teachers Education College
IBTCI	International Business and Technical Consultant Inc
IDT	Infrastructure Development Taskforce
IER	Initial Environmental Review
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoU	Memorandum of Understanding
MoLYS	Ministry of Labor, Youth and Sports
MoYSC	Ministry of Youth, Sports and Culture
MUDAN	Mudug Development Association Network
PMP	Performance Monitoring Plan
SEEDS	School Environment and Education Development for Somalia
SONYO	Somaliland National Youth Organization
SYLI	Somali Youth Leaders Initiative
USG	United States Government
ToR	Terms of Reference
TVET	Technical Vocational Education and Training

I. SYLI EXECUTIVE SUMMARY

The first quarter reporting period of the SYLI Program was mainly characterized with startup activities. Grant administrative activities have been completed and submitted to USAID for approval. This includes the recruitment of key staff that began during the proposal preparation and has concluded with recent hiring of the Youth Development Specialist; development of an annual work plan; completion of the marking and branding plan and communication strategy; and the design and development of the Performance Monitoring Plan (PMP) in collaboration with IBTCI (International Business and Technical Consultant Inc).

Consultative meetings were held with key stakeholders in the education and youth sectors in both Somaliland and Puntland in order to share program plans and build synergy in implementation. Inception meetings were organized first with the consortium partner organizations and second with the line Government Ministries both in Somaliland and Puntland. The meetings with the consortium partners focused on compliance with the grant regulations as most of the partners except CARE have no prior experience with USAID grants. The meetings with the Government Ministries were introductory meetings designed to give an overview of the SYLI program to the officials and to get their buy in and support.

Project Administration

The actual implementation of program activities has been delayed due to the need to carry out the Initial Environmental Review and the approval of the Environmental Mitigation and Monitoring Plan (EMMP) by USAID before the start of any program activity.

The discussions and the signing of the MoUs with the line Government Ministries took longer than anticipated as the Ministry of Education in both Somaliland and Puntland asked to be given time to read and internally discuss the program document before SYLI conducted the inception meeting with the Ministry.

The baseline survey has not kicked off as anticipated due to budget limitations. The budget that was initially allocated for Monitoring and Evaluation has been re-allocated to conduct the IER.

Next Quarter's Work Plan

The main activities for the next quarter include: Initial Environment Review (IER) and development of the Environmental Mitigation and Monitoring Plan (EMMP); signing of the MoUs with the line Government Ministries; launching of the program with the government and other stakeholders in all three target regions; baseline survey and refining of the PMP based on the baseline survey data; selection of the target schools/communities and conducting infrastructure needs assessment for the selected schools; review and adaptation of existing training manual/guides for the planned trainings such as those for teachers, NFE tutoring, business/entrepreneurship, and MoE; and the facilitation of a labor market survey and identification of the technical vocational skills needed for the TVET Centres.

II. KEY ACHIEVEMENTS (Qualitative Impact)

Signing of sub grant agreements with the consortium partners: sub-grant agreements were signed with three of the Consortium Partners; CARE, Save the Children and SONYO. A similar agreement will be signed by the fourth implementing partner MUDAN in the second year of implementation when their activities are scheduled to begin. The sub-grant agreement states the sub-grant amount, the roles and responsibilities in relation to the implementation of SYLI, and monitoring and reporting responsibilities and deadlines.

Meeting with stakeholders: during this reporting period, Mercy Corps met with a wide range of local actors in both Somaliland and Puntland. In Puntland, Mercy Corps and the consortium partners met with Radio Daljir, Garowe Teachers Education College (GTEC), and the Africa Education Trust (AET). In Somaliland, Mercy Corps met with Somaliland Culture and Sports Association (SOCSA). These meetings have enabled Mercy Corps and the consortium partners to gain a better understanding of the local actors'/stakeholders' program focus areas and to explore possible avenues for collaboration.

Inception and planning workshop with SYLI consortium members: Mercy Corps held a three-day workshop for SYLI consortium members (CARE, Save the Children, and SONYO) to discuss grant regulation and compliance issues and to develop and review program implementation plans. In addition, a draft PMP, a Terms of Reference (TORs) for the baseline survey, and draft communication and branding strategies were reviewed.



Hargeisa SYLI Partner Meeting

Inception workshops with line government ministries: Mercy Corps and the consortium partners organized a one-day inception workshop with the Ministry of Labor Youth and Sports (MoLYS) and the Ministry of Education (MoE) in Puntland. A similar meeting was organized with the Ministry of Youth, Sports and Culture (MoYSC) in Somaliland. The Ministry of Education in Somaliland requested more time to read and internalize the program document before organizing their inception workshop so the meeting is now planned for the second quarter. All ministry directors and senior staff attended each of the meetings during which the SYLI program team presented a detailed overview of the program. The ministries also presented their strategy and work plans and discussed possible contributions of the SYLI program to the ministries' strategy. Priorities were then established. In general, the ministries expressed their satisfaction with the design of SYLI and offered to support its implementation.

Signing of Memorandum of Understanding with the line government ministries: Draft Memorandum of Understanding (MoUs) were prepared and shared with MoLYS and MoE in Puntland and MoYSC in Somaliland. The ministries reviewed and provided input and feedback on the draft MOUs. The MoUs are currently being finalized and will be signed in the first month of the second quarter.

Lessons Learned

Inception workshops with line ministries have served as a bridge for building trust and confidence between the ministry officials and SYLI consortium members. The workshops also played a critical role in the harmonization of plans and strategies with the relevant ministries in addition to clearly stating the specific roles and responsibilities of the line ministries and the consortium members.

III. PROGRAM PROGRESS (Quantitative Impact)

Objective	Indicator	Baseline value	Program target	Year 1 target	Quarter 1 Target	Quarter 1 achieved	Cumulative achievement
IR1: Students have increased access to formal secondary education through construction and/or rehabilitation of 50 schools	1.1.1 Number of classrooms built or repaired with USG assistance	0	TBD	TBD	0	0	0
	1.1.2 Number of other types of structures constructed or rehabilitated	0	TBD	TBD			
	1.1.3 Number of learners enrolled in USG supported secondary education or equivalent non-school based setting with USG support	TBD	25,000	10,000	0	0	0
	1.1.4 Percentage of learners who have completed their grade	TBD	TBD	TBD	0	0	0
	1.1.5 Percentage of female learners who have completed their grade	TBD	TBD	TBD	0	0	0
	1.1.6 Percentage increase in secondary enrolment in supported secondary schools	TBD	TBD	TBD	0	0	0
	1.1.7 Percentage of USG supported schools or learning spaces meeting criteria for safe school programs	0	100%	100%	0	0	0
IR1.2: Quality of secondary education enhanced through training of teachers	1.2.1 Number of teachers /educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	0	1900	500	0	0	0
	1.2.2 Number of teachers /educators/teaching assistants who successfully completed pre-service training with USG support	0	100	40	0	0	0
	1.2.3 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	TBD	TBD	TBD	0	0	0
	1.2.4 Percentage of teachers who demonstrate core teaching competencies	TBD	40%	40%	0	0	0
	1.2.5 Percentage change in community perception of quality of secondary education	TBD	TBD	TBD	N/A	N/A	N/A
IR1.3: Management of secondary education improved through capacity building of regional education officials	1.3.1 Number of administrators and officials successfully trained with USG support	0	390	100	0	0	0
	1.3.2 Percentage of Schools visited and supported by education officials	TBD	TBD	TBD	0	0	0
	1.3.3 Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services	N/A	5	2	0	0	0
	1.3.4 Percentage change in community perception of schools' organization and management	TBD	TBD	TBD	N/A	N/A	N/A
IR1.4: Somali ownership of education services strengthened in target schools	1.4.1 Number of Parent Teacher Association or similar school governance structures supported	0	50	20	0	0	0
	1.4.2 Percentage of schools with 'School Improvement Plans' being implemented	0	TBD	TBD	N/A	N/A	N/A
IR2.1: Youth have access to NFE and vocational education	2.1.1 Number of persons completing USG funded workforce development program	0	TBD	TBD	0	0	0
	2.1.2 Number of persons completing Non-Formal Education training programs	0	12,000	2000	0	0	0
	2.1.3 Number of Technical Vocational Education Training centers rehabilitated	0	3000	500	0	0	0
IR2.2: Standardization and certification of technical vocational education training improved	2.2.1 Percentage of Technical Vocational Education Training centers certified to provide official training and/or certification	0	100%	71%	0	0	0
IR2.3: Youth ability to access	2.3.1 Number of Youth who have completed business skills training	0	1100	150	0	0	0

Objective	Indicator	Baseline value	Program target	Year 1 target	Quarter 1 Target	Quarter 1 achieved	Cumulative achievement
livelihood opportunities increased	2.3.2 Number of Youth supported with business start up grants	0	1100	150	0	0	0
	2.3.3 Percentage of new Youth-owned businesses supported by the program which are in operation one year later	TBD	TBD	TBD	N/A	N/A	N/A
	2.3.4 Number of people gaining employment or better employment as a result of participation in USG funded workforce development program	TBD	TBD	TBD	0	0	0
IR2.4: Linkages with private sector and support networks improved	2.4.1 Number of workforce development initiatives created through USG assisted public-private partnership	TBD	TBD	0	0	0	0
	2.4.2 Number of Youth who are benefiting from apprenticeship/internship program	0	1800	100	0	0	0
	2.4.3 Number of businesses or institutions responding to incentives for incorporating at-risk/marginalized youth	0	TBD	TBD	0	0	0
IR3.1: Civic participation increased for youth to network and dialogue	3.1.1 Number of youth who have completed USG-assisted civic education training programs	0	150	0	0	0	0
	3.1.2 Number of recreational events organized for youth	0	20	0	0	0	0
	3.1.3 Number of people attending facilitated events that are geared toward strengthening understanding among conflict-affected groups that were supported with USG assistance	0	60,000	0	0	0	0
	3.1.4 Number of community mobilization and service events initiated and carried out by youth	0	120	0	0	0	0
	3.1.5 Percent of youth who have participated in civic actions	TBD	TBD	TBD	N/A	0	0
IR3.2: Youth-led-advocacy efforts strengthened to influence policy decisions	3.2.1 Number of Youth trained on advocacy	TBD	TBD	TBD	0	0	0
	3.2.2 Number of action campaigns carried out by Youth	TBD	TBD	TBD	0	0	0
	3.2.3 Percent youth who feel they have a voice in community and local government decision making	TBD	TBD	TBD	N/A	N/A	N/A

IV. MONITORING

Preparation of Performance Monitoring Plan (PMP): the M&E Specialist facilitated a two-day workshop with key program staff during which the draft PMP was developed. The draft PMP was then circulated for review by headquarter technical staff of the consortium partners and a second draft (incorporating the headquarter input) was developed. A second one-day workshop facilitated by International Business & Technical Consultants Inc. (IBTCI) was conducted during which a final PMP for USAID submission was developed.

Initial Environmental Review (IER): a draft terms of reference (ToR) was prepared and shared with the USAID Somalia Mission environmental point person for review/input. The final ToR (revised based on the input from USAID) was prepared and used for inviting bids from qualified consultants. A consultant has been identified and the exercise began in January, the first month of the second quarter.

Baseline Survey: the M&E Specialist developed a draft ToR and it was shared with the consortium partners' technical staff for review and input. The final version has been prepared and the solicitation of inviting bids from qualified consultants will take place in the second quarter.

Secondary school assessment tool: A team of SYLI staff consisting of the Deputy Chief of Party/Education Specialist, the SEEDS Education Manager, the M&E Specialist, and the Infrastructure Advisor reviewed the existing SEEDS school assessment tool and adapted it for the SYLI program. A Microsoft Access database has been developed for capturing and analyzing the data that will be collected from use of the survey.

V. 2nd QUARTER WORK PLAN

Planned Activities	Key Tasks	Implementation Timeframe			Annual output target
		Jan	Feb	Mar	
Startup Activities					
1. Signing of MoUs with the line Government Ministries					
2. Conduct the Initial Environmental Review (IER)					
3. Conduct Baseline Survey					
4. Finalize Performance Monitoring Plan (PMP)					
IR1.1: 25,000 students have increased access to formal secondary education through construction and/or rehabilitation of 50 schools					
1. Conduct secondary schools mapping and selection	a) Establish an infrastructure development taskforce (IDT) comprising of SYLI program staff, MoE staff and selected Youth Group leaders				
	b) IDT workshop/sessions in each region to map out and preselect target secondary schools based on an agreed selection criteria				50 secondary schools pre-selected for assessment
2. Conduct secondary schools construction/rehabilitation assessment	a) Develop the assessment ToR and tools				Secondary school assessment report for each of the three regions
	b) Visit each of the selected Secondary Schools and conduct the assessment				
	c) Prepare the assessment report and share it out IDT and other stakeholders				
4. Develop and implement strategies to increase girls' access, retention and learning	a) Meetings with MoE, communities and other stakeholders to identify, select and prioritize the strategies to increase girls' access and retention				20 community meetings
IR1.2: Quality of secondary education enhanced through training of 2000 teachers					
1. Conduct secondary school quality assessments	a) Conduct teacher training needs assessment				School quality assessment reports for each of the three regions
	b) Conduct Head teachers' management/administration needs assessment				
2. Develop and implement teachers' core knowledge and skills development plan	a) Identify key teacher training professionals of core disciplines within the existing teachers training colleges and the Ministry of Education				
1. Review of administrative policies, plans and practices for the district and regional education system	a) Organize a workshop with MoE and other stakeholders to identify and prioritize the policies that need to be reviewed				
2. Modernization of management and leadership practices of the Regional and District Education Offices	a) Organize a session to identify key priority management and leadership capacity building needs for the Regional and District Education Officials				3 sessions organized one for each of the three Regions
3. Review of administrative planning, budgeting and reporting tools	a) Organize a session to identify the administrative tools to be reviewed				
IR1.4: Somali Ownership of Education Services Strengthened in 50 Target Communities					
1. Community mobilization	a) Public campaign (demonstrations and role play, songs, print media and radio) to raise community awareness about the SYLI program				
2. Develop information education and communication strategy	a) Work with CECs, education officials, and other organizations to identify critical education constraints				
IR 2.1: 10,000 Youth Access Non-Formal Education (NFE) and Vocational Education					
1. Labor market survey conducted	a) Develop ToR for the labor market survey in collaboration with the respective Government Ministries in Somaliland, Puntaland and Galmudug				
	b) Competitively Identify a consultant for the labor market survey				

Planned Activities	Key Tasks	Implementation Timeframe			Annual output target
		Jan	Feb	Mar	
	c) Conduct the labor market survey in Somaliland, Puntland and Galmudug				
2. 16 NFE centers identified	Discuss with the MoE and other stakeholders and identify the type of NFE program(s) to implement				
5. Rehabilitate 4 TVET centers rehabilitated	a) Discuss with the MoE and other stakeholders and select/identify the TVET centers to be rehabilitated				
	b) Conduct rehabilitation assessment needs for the selected TVET centers				3 TVET centers assessed
	c) Develop the bill of quantities for the prioritized rehabilitation/construction work				
6. Upgrade the skills of 70 IBTVET and EBTVET teachers in five technical areas	a) Identify capacity building needs for IBTVET and EBTVET teachers on five key technical areas based on the VETAPE curriculum and on findings from initial assessment of in-demand, marketable skills				
	b) Identify Enterprise-Based TVET (EBTVET) that are less formal and linked with businesses that can provide short term apprenticeships				
IR2.2: Standardization and certification of technical and vocational education training improved					
1. Further develop Occupational Standards and Curricula	Review the existing occupational standards and curricula for the priority skill sectors including bookkeeping, engineering, and ICT				
2. Upgrade training curriculum and teaching methodologies	Review the existing training curriculum and teaching methodologies				
IR2.3: 10,000 youths' ability to access livelihood opportunities increased					
1. Review and adapt existing life skills, financial literacy and Entrepreneurship training modules	Review and adapt existing life skills training modules for the youth. Such modules include the SYLP Interactive Audio Instruction financial literacy materials for the life skills training.				
IR2.4: Linkages with private sector and support networks improved					
1. Apprenticeships for 100 youth	b) In collaboration with the Line Government Ministries, identify the local businesses that that can provide apprenticeship opportunities for youth				
2. Organize an annual Networking Forums and Trade Fairs in each region of Somaliland and Puntland	a) In collaboration with the line Government departments, youth groups and other stakeholders, identify/mobilize the private firms for participation in the trade fairs				
	b) Form a committee (involving the youth groups, line Government Ministries and the consortium members) to plan and coordinate the preparations of the trade fairs				
3. Organize career days/fairs at TVET centers to promote networking among businesses, Ministry, and TVET trainees	a) Form a committee (involving the TVET centers, youth groups, line Government Ministries and the consortium members) to plan and coordinate the preparations of the trade fairs				
4. Initiate Diaspora Volunteer program to support TVET centers	a) Identification and mapping out of the key diaspora for each of the TVET centers				
IR3.1: Civic participation increased for 10,000 youth to network and dialogue					
1. Identify, Train, and Mobilize Youth Leaders	a) Identification of youth leaders to be trained. This will be done in collaboration with the Youth groups, line Government Ministries and other youth leaders				65 youth leaders identified
	b) Adapt the GCC training curriculum to suit the local context				
	c) Conduct the youth leaders training				65 youth leaders trained

