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Somali Youth Leaders Initiative (SYLI)

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Acronyms and Abbreviations

AET	African Educational Trust
CEC	Community Education Committee
DG	Director General
EMMP	Environmental Mitigation and Monitoring Plan
EPWG	Employment Promotion Working Group
GCC	Global Citizen Corps
IBTCI	International Business and Technical Consultant Inc
IDT	Infrastructure Development Taskforce
IER	Initial Environmental Review
LMA	Labour Market Assessment
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
NFE	Non-Formal Education
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
TLM	Teaching Learning Materials
TOR	Terms of Reference
TVET	Technical Vocational Education and Training

I. SYLI EXECUTIVE SUMMARY

Quarter three was marked by the selection of secondary schools and Non-Formal Education (NFE) and Technical Vocational Education and Training (TVET) Centers for intervention. Based on the general secondary school and NFE & TVET assessment reports, the Consortium members and the Ministry of Education staff selected the priority schools for intervention. A total of 34 schools out of the 50 target Secondary Schools were selected in both Somaliland and Puntland.

The infrastructure team began the technical assessment of the selected schools and centers to determine the nature and magnitude of the rehabilitation and construction work. Technical review has been completed in seven schools and the technical plans and the bills of quantities prepared.

The intervention package which includes infrastructure development, capacity building of the Community Education Committee (CEC), teaching learning materials, extra-curricular activities in the line of sports and students' clubs, teachers' training, and school based sanitation and hygiene are scheduled to begin in quarter four in twenty selected schools

The program team continued with the youth civic engagement activities that began in the second quarter. 30 Youth Leaders were trained as ToT on Global Citizen Corps (GCC) which is the Mercy Corps youth development concept focusing on democratic participation, informal civic education, and Youth Leadership development.

Project Administration

The security situation in Galmudug State remained unpredictable thus hindering the start of program implementation in the area. A decision however has been made to assess the South Central region of Banadir/Mogadishu in order to extend the program activities to the region. In Puntland, the Ministry of Education and that of Youth Labor and Sports are both claiming responsibility for TVET. There is need to define clear roles for each Ministry in order to avoid any clash of roles as the program implementation peaks up.

Next Quarter's Work Plan

With all the preparatory activities concluded, key program implementations will begin in the next quarter. These activities include: commissioning construction work in the ten schools that have been technically assessed and assessment of ten more schools and three TVET centers; training of CECs from the twenty schools in which construction work is scheduled to begin and support to the CECs in the review or development of their school infrastructure plans; development of the five-year teacher training plan with two selected teachers training institutions; the review and harmonization of the training manuals and the training of the first batch of 200 teachers; strengthening or establishment of sports and other students' clubs in the twenty schools in which the construction work is to begin in the next quarter.

Further, these activities will include the identification and training of the clubs' patrons and the formation of and support to the clubs with the necessary materials; election of the NFE centers, review and harmonization of the NFE curriculum, and refresher training of teachers from the selected NFE centers on the delivery of the revised/harmonized curriculum; selection and enrolment of the first batch of 400 students for NFE; support to the trained GCC Youth Leaders with the civic action grants for carrying out peer to peer trainings and community service action events; and, training of selected Youth Leaders on advocacy and representation and the formation of the youth advocacy task forces.

II. KEY ACHIEVEMENTS (Qualitative Impact)

Training of Youth Leaders on Global Citizen Corps:

The second group of Youth Leaders was trained as training of trainers (ToT) on Global Citizen Corps. 30 youth comprising of 22 males and 8 females respectively participated in a 4-day training that covered the three components of the Mercy Corps' Global Citizen Corps program. The three components included: democratic participation, informal civic education, and Youth Leadership development.

The local implementing partner, Somaliland National Youth Organization (SONYO) mobilized and identified Youth Leaders from two (Marodijeex and Awdal) regions of Somaliland. These are the regions that were not adequately represented during the first training conducted in the second quarter. The Minister for Youth, Sports and Culture officially closed the training. The GCC training module is designed to give the youth the opportunity to participate and freely engage with each other sharing their experiences as well as in discussing and analyzing the local youth context in relation to the three GCC components.

One of the key training outputs was the regional work plans for peer to peer trainings and community service action events developed by the youth from each region. The peer to peer trainings give opportunity for the trained youth to reach out to more youth from their respective regions with the same training while the community service learning events will grant the youth the opportunity to participate in providing services to their communities.



Youth Leaders preparing their regional action plans for peer to peer training and community service action events during the second phase of the Global Citizen Corps Youth Leadership training in Hargesia, Somaliland

Community service action events:

Two community service action events were organized by the youth during the reporting period. The first event was conducted on 27th April 2012 in celebration of the Global Youth Service Day (GYSD). The first group of Youth Leaders trained as ToT in GCC during the second quarter of the current fiscal year organized the first community service action event in Marojeex Region of Somaliland. In coordination with the Somaliland National Youth Organization (SONYO), the Ministry of Youth Sports & Culture, and the Health Ministry, the youth who had attended the GCC ToT mobilized their colleagues and raised cash and other materials for the celebration of the GYSD which was marked by the youth visiting and distributing food and non-food items to the patients in the Hargesia Mental Hospital. 50 youth comprising of 32 males and 18 females participated in this event/ceremony that was presided over by the Minister for Youth, Sports and Culture and the Director General in the Ministry of Health.

The second event was celebrated in May 2012 by the Youth Leaders who attended the second phase of the GCC training conducted in May 2012. Again in coordination with SONYO, the Hargesia youth Global Citizen Corps mobilized their colleagues and conducted a community service action event in form of community environmental awareness campaign in Kodbour District of Hargesia. The awareness was done through a procession and clean up of the Kodbour dam area that has been turned into a dump site. 26 youth comprising of 15 males and 11 females participated in the event. These events have given youth the opportunity to engage with government leaders as well as to provide services to their community. This has the benefit of the government and the general public developing positive attitude about the youth. Such events also have the benefit of building cohesion as it allows youth from different clans and subclans to interact and diffuse any tensions.



GCC Youth members distributing donations to patients at Hargesia Mental Hospital



Minister of Youth, Sports and Culture Ali Saeed Reigal handing over the youth donations to the Hargeisa Hospital Director Ahmed Omar Askar as Mercy Corps, SONYO, and GCC Hargeisa Youth Leader look on

Peer to Peer trainings:

Besides the community service action events, the trained Youth Leaders began the peer to peer training events. The group visited Farah Omar Secondary School in Marodijeex and held a motivational talk session with 200 students. The issues discussed during the session included importance of education, the need for gender equity in access to education, dangers of drugs, importance of citizenship, and the disadvantages of illegal migration to other countries.



GCC Youth in a peer to peer training session with students of Farah Omar Secondary students



Students of Farah Omar listening to the GCC Youth during the peer to peer training

Selection of Secondary Schools, NFE, and TVET Centers:

a) Somaliland

i) Secondary Schools

Twenty four secondary schools have been selected for intervention in Somaliland. The selection was preceded by the secondary schools' needs assessment that assessed 48 out of the total 64 secondary schools in Somaliland. The assessment was jointly conducted by the Ministry of Education and the SYLI consortium partners with the M&E Specialist providing the technical leadership. The draft assessment report was presented to the MoE and the consortium staff during which priority schools were identified and the general recommendations made. The list of priority schools together with the draft assessment report was later on presented to the MoE by the Chief of Party for approval.

Marodijeex	Awdal	Sahil	Togdheer	Sanaag	Sool
7	3	1	3	8	2

The Minister granted the approval and thanked the consortium team for their professionalism and objectivity in the assessment and identification of schools for intervention. The selection process adopted by the consortium has a number of benefits:

- The process was participatory and brought on-board the participation of the MoE staff from the Central (Hargesia) and the Regional levels. This ensured some degree of fairness in the selection of the schools.
- Capacity building of both the MoE and the consortium member staff. The participation of the MoE and the consortium team in the development of the assessment tools, data collection, and the writing of the assessment report was itself a capacity building exercise for the team.
- The process served as a source of information to the Ministry of Education and other agencies. The assessment scope was broad and covered a number of education variables. In addition, the assessment covered 75% of all the existing secondary schools in Somaliland. The assessment report that has been prepared is therefore broad enough and can be used by the MoE and other agencies in making decisions for other interventions that are not linked to SYLI.
- Building of the Education Management Information System (EMIS) database. The assessment data will feed into the Ministry of Education's EMIS database.

ii) NFE and TVET Centers

CARE discussed the NFE and TVET assessment report with the MoE Somaliland and selected eight NFE Centers for year one implementations: two in Sool, four in Sanaag, and two in Togtheer Regions.

b) Puntland

i) Secondary Schools

Ten secondary schools have been selected for intervention in Puntland. Unlike Somaliland that selected all the target schools for the life of the program, Puntland chose to do the selection in bits thus the ten selected schools are the schools for the program's first year (FY2012) of implementation. A similar process described above for Somaliland was adopted in the selection of the target schools in Puntland.

Nugal	Mudug	Karkar	Bari	Sanaag
3	2	1	3	1

ii) NFE and TVET Centers

CARE discussed the NFE and TVET Center assessment report with the MoE Puntland and selected ten NFE and one TVET Centers for year one (FY2012) implementation. The selected TVET Center is in Nugal Region while the NFE Centers are distributed across three regions of Puntland as follows: eight in Mudug, one in Nugaal, and one in Karkar.

Technical Assessment of the selected schools:

The Consortium's Infrastructure advisor and team have begun the technical assessment of the schools that have been selected for intervention. The technical assessment is either focused on assessing the existing structures to determine the required repair/rehabilitation work together with the associated cost or the school's lay out plan to determine how the proposed new structures will fit or blend in with the existing structures. By the end of this reporting period, the team had completed the technical assessment of seven schools out of the selected 24 schools and prepared the technical plans and bill of quantities (BoQ) for the same. The assessed secondary schools include Gandhi, Waran Cade, Mohamud Ahmed Ali, Farah Omar, 26 June, and Sheikh Ali Jowhar which are all from the Marodijeex Region and the Baki school in Awdal Region.

Just like the general assessment that prioritized the schools for intervention, the technical assessment is also participatory and involves the participation of each school's Community Education Committee (CEC) and the Regional Education Officer (REO). The construction work in the selected schools is scheduled to begin in the fourth quarter.

Lessons Learned

The active involvement of the MoE in the general secondary school, NFE, and TVET Center assessments has enhanced the Ministry's ownership and use of the document in the selection of schools and the NFE/TVET Centers for support.

III. PROGRAM PROGRESS (Quantitative Impact)

Objective	Indicator	Baseline value	Program target	Year 1 target	Quarter 3 Target	Quarter 3 achieved	Cumulative achievement
IRI.1: 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	200	80	0	0	0
	1.1.2 Number of other types of structures constructed or rehabilitated	0	250	100	0	0	0
	1.1.3 Number of learners enrolled in USG supported secondary education or equivalent non-school based setting with USG support	0	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 USG 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	60%	0	0	0	0
IRI.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	0	0	0	0
	1.2.3 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	0	15,000	0	0	0	0
	1.2.4 Percentage of teachers who demonstrate core teaching competencies	TBD	61%	0	0	0	0
	1.2.5 Percentage change in community perception of quality of secondary education	TBD	TBD	N/A	N/A	N/A	N/A
IRI.3: Management of	1.3.1 Number of administrators and officials successfully trained with USG support	0	390	100	0	0	0

Objective	Indicator	Baseline value	Program target	Year 1 target	Quarter 3 Target	Quarter 3 achieved	Cumulative achievement
secondary education improved through capacity building of regional education officials	1.3.2 Percentage of Schools visited and supported by education officials	TBD	TBD	0	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	0	0	0	0
	1.3.4 Percentage change in community perception of schools' organization and management	TBD	TBD	N/A	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 Percent schools with School Improvement Plans being implemented	0	60%	0	N/A	N/A	N/A
IR2.1: Youth have access to NFE and vocational education	2.1.1 Person hours of training completed in workforce development supported by USG assistance	0	3000	500	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	7	3	0	0	0
IR2.2: Standardization and certification of technical vocational education training improved	2.2.1 Percent of Technical Vocational Education Training centers certified to provide official training and/or certification	0	100%	0	0	0	0
IR2.3: Youth ability to access livelihood opportunities increased	2.3.1 Number of Youth who have completed business skills training	0	1102	0	0	0	0
	2.3.2 Number of Youth supported with business start up grants	0	1102	0	0	0	0
	2.3.3 Percent of new Youth-owned businesses supported by the program which are in operation one year later	0	60%	N/A	N/A	N/A	N/A

Objective	Indicator	Baseline value	Program target	Year 1 target	Quarter 3 Target	Quarter 3 achieved	Cumulative achievement
	2.3.4 Number of people gaining employment or better employment as a result of participation in USG funded workforce development program	0	TBD	TBD	0	0	0
IR2.4: Linkages with private sector and support networks improved	2.4.1 Number of workforce development initiatives completed as a result of USG participation in public-private partnership	0	800	0	0	0	0
	2.4.2 Number of Youth who are benefiting from apprenticeship/internship program	0	1800	165	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	75	0	30	67
	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	50,000	0	0	0	0
	3.1.4 Number of community mobilization and service events initiated and carried out by youth	0	50	3	1	3	3
IR3.2: Youth-led-advocacy efforts strengthened to influence policy decisions	3.2.1 Number of action campaigns carried out by Youth	TBD	TBD	0	0	0	0
	3.2.2 Percent youth who feel they have a voice in community and local government decision making	TBD	TBD	N/A	N/A	N/A	N/A

IV. MONITORING

Baseline Survey:

The baseline survey that was started towards the end of the second quarter was finalized and the report shared with USAID, the MoE of both Somaliland and Puntland, and the consortium partners. The exercise was led by an external consultant with the participation of the consortium and the MoE staff. Both quantitative and qualitative data collection methods were employed in the baseline study. The baseline survey report has been used in refining the PMP, especially for setting of the targets for the outcome and impact indicators.

Preliminary assessment of schools, NFE and TVET Centers:

These are the initial assessments done to help the consortium team and the Ministry of Education in the prioritization of the institutions to be supported. The consortium team members led by the M&E Specialist with the participation of the MoE staff completed the preliminary assessments in both Somaliland and Puntland and prepared four different reports as follows – Secondary School general assessment reports (two separate reports for Somaliland and Puntland), and NFE and TVET general assessment reports (two separate reports for Somaliland and Puntland). The secondary school assessment reports have guided the selection of the priority schools in both Somaliland and Puntland.

CARE shared the NFE and TVET assessment report for Somaliland with the MoE and agreed with the Ministry on the NFE and TVET Centers to be supported in Sool, Sanaag, and Togdheer Regions that are targeted by CARE. The wider sharing and discussion of the report and the subsequent selection of the remaining NFE and TVET Centers is scheduled in the fourth quarter.

Labor Market Assessment:

The consortium, through CARE, advertised for the consultancy services for the labor market assessment but did not receive satisfactory bids/applications except for one who quoted far above the market price. The recruitment process for the consultant is therefore still on-going.

Quarterly programme review meeting:

The consortium members held the second quarterly program review and planning meeting with all SYLI consortium members. The team reviewed the quarter one achievements, shared challenges, and agreed on the quarter three work plan and the strategies to fast track the implementation. The team also revised the PMP and annual plan to include the quarterly targets for the activities and indicators.

V. 4TH QUARTER WORK PLAN

Planned Activities	Key Tasks	Implementation time frame			Quarter 4 output target
		July	Aug	Sept	
IR1.1: 25,000 students have increased access to formal secondary education through construction and/or rehabilitation of 50 schools					
1. Conduct technical infrastructure assessment for the selected secondary schools	a) Develop the assessment ToR and tools				
	b) Visit each of the selected Secondary Schools and conduct the technical infrastructure development needs	✓			
	c) Prepare the technical drawings and bill of quantities for the construction and rehabilitation work for each school	✓			Technical drawings and bill of quantities for 20 schools
2. Develop and implement secondary school rehabilitation action plans	a) Work with the Regional and District Education Officers and the CECs to develop the action plans for each of the selected school	✓			Action plans for 20 schools
	b) Facilitate the Schools' community to do local and external (through diaspora network) fundraising to support the school improvement/action plan	✓	✓	✓	
3. 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 meetings with CECs of the selected schools. Establish two Women Councils for Girl Child Education in PL & SL.
4. Carry out the schools' rehabilitation/construction work based on the selected schools and the action plan	a) Tender for the work	✓	✓		Tender the work for the 20 schools
	b) Supervise/monitor the rehabilitation/construction work	✓	✓	✓	5 visits per each school under constructed/rehabilitated
5. Formation of school based youth/children clubs	a) Awareness raising meetings with the schools' management about the importance of clubs and identification of the clubs' patrons		✓		10 meetings, 1 with each of the 10 schools selected for the construction/rehabilitation
	b) Formation of the clubs by the identified patrons			✓	at least 10 clubs formed, 1 in each of the 10 selected schools
IR1.2: Quality of secondary education enhanced through training of 2000 teachers					
1. Conduct secondary school quality assessments	a) Conduct teacher training needs assessment				Already done through the general school 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	✓			10 professional teachers identified
	b) In collaboration with the MoE, AET and other stakeholders, review existing teacher training modules and select and adapt the ones suitable for the different categories of teachers	✓			

Planned Activities	Key Tasks	Implementation time frame			Quarter 4 output target
		July	Aug	Sept	
	c) Develop a five year teacher training plans with the selected teachers' training institutions for the implementation of the teacher training program	✓			
	d) Facilitate the selected teachers training institutions to train the selected teachers on core disciplines		✓	✓	200 teachers trained on core disciplines
3. Develop and implement teachers' life-skills knowledge and skills development plan	a) In collaboration with MoE, AET and other stakeholders, review existing life skills education training modules and select and adapt the ones suitable for teachers	✓			
	b) Develop the teachers' life skills education training plans either with the teachers' training institutions or other Agencies experienced in this field	✓			
	c) Facilitate the selected institutions/Agencies to conduct the teachers' life skills training		✓	✓	200 teachers trained on life skills
4. Develop and implement secondary schools equipment scheme action plan	a) Organize an action planning process for 20 schools out of the target 50 to identify and prioritize the most critical teaching and learning materials	✓			This will be integrated in to the CEC training for the 20 selected schools on preparation of school improvement plan
	b) Provide CECs with small grants for the procurement of the identified and prioritised teaching and learning materials			✓	20 schools provided with grants for teaching and learning materials
IR1.3: Management of secondary education improved through capacity building of at least 390 Regional Education Officials.					
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				1 Workshop with Somaliland Central Government MoE staff
	b) Organize policy review workshops for the selected/prioritized policies			✓	1 policy reviewed in Somaliland
2. Modernization of management and leadership practices of the Regional and District Education Offices	a) Organise a session to identify key priority management and leadership capacity building needs for the Regional and District Education Officials			✓	2 sessions organised one each for Somaliland and Puntland
	b) Develop capacity building plan for the Regional and District Education Officials		✓		Capacity Building Plan Developed for Year 1
	c) Conduct the capacity building for the R&DMoE Officials		✓	✓	20 MOE officials trained under PGD programme offered in local universities
	d) Support to DEO, REO and MOE Offices with office Equipments		✓	✓	Support 7 Regional MoE offices with assorted office equipment
3. Review of administrative planning, budgeting and reporting tools	a) Organize a session to identify the administrative tools to be reviewed	✓	✓		2 sessions organized one each for Somaliland and Puntland
IR1.4: Somali Ownership of Education Services Strengthened in 50 Target Communities					
1. Community mobilization	a) Establishment of CECs where they don't exist	✓	✓	✓	CECs established or reactivated in the 20 Selected Secondary schools

Planned Activities	Key Tasks	Implementation time frame			Quarter 4 output target
		July	Aug	Sept	
	b) Training of CECs on their roles	✓	✓	✓	20 CECs trained. The first training will be synchronized with the training of CECs on the preparation of the School implementation plan
IR 2.1: 10,000 Youth Access Non-Formal Education (NFE) and Vocational Education					
1. Labor market survey conducted	a) Conduct the labor market survey in Somaliland, Puntland and Galmudug	✓			
	b) Organise a stakeholders forum and share the labor market survey report		✓		
2. 16 NFE centers identified	Discuss with the MoE and other stakeholders and identify the type of NFE program(s) to implement	✓			Organize 2 consultative meetings 1 each for Somaliland and Puntland on NFE program
	Work with local communities CECs of secondary schools, youth groups and other stakeholders to identify NFE centers	✓			16 NFE centers identified
3. Support the selected NFE centers with learning materials and incentives for tutors	a) Organize an action planning process for each of the target 16 NFE centers to identify and prioritise the most critical support required with regard to teaching and learning materials and tutors	✓			10 planning meetings, one each with the selected NFE Centers
	b) Develop MoUs with the selected NFE centers governing the support to be provided by the SYLI program	✓	✓		MoUs signed with each of the selected NFE center
	c) Provide the NFE centers with the identified/prioritised teaching learning materials as well as incentives for the tutors		✓	✓	
4. Train 20 NFE Tutors in life skills, financial literacy, and entrepreneurship	a) In collaboration with the MoE, CARE and other stakeholders, review existing life skills training modules and select and adapt the ones suitable for NFE tutors	✓	✓		
	b) Plan for the training (Identify the NFE tutors to participate in the training, the venue and organize logistics)	✓	✓		
	c) Conduct the training		✓	✓	30 NFE tutors, three from each of the selected NFE centers trained. CARE will take lead in the process
	d) Identify and register the youth to benefit from the NFE trainings in collaboration with the line Government Ministries, Youth groups and other stakeholders		✓	✓	400 youth identified and enrolled for the NFE program; 40 youth for each of the 10 centers
5. Rehabilitate 4 TVET centers rehabilitated	a) Discuss with the MoE and other stakeholders and select/identify the TVET centers to be rehabilitated	✓			Identify 3 TVET centers; 2 in Somaliland and 1 in Puntland
	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	✓			Bill of quantities developed for the 3 TVET centers assessed

Planned Activities	Key Tasks	Implementation time frame			Quarter 4 output target
		July	Aug	Sept	
	d)Tender for the work		✓		Rehabilitation work for 3 TVET centers tendered out
	e) Supervise/monitor the rehabilitation/construction work		✓	✓	3 TVET centers rehabilitated
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			✓	
7. Strengthen skills of at least 3,000 IBTVET and EBVT students; develop matching scholarship-based school voucher scheme and institutional grants to trainees	a) Identify and register youth for TVET trainings in collaboration with the line Government Ministries, Youth groups and other stakeholders	✓			500 youth identified and registered for the TVET program. 300 for Somaliland and 200 for Puntland
	b) Identify Enterprise-Based TVET (EBTVET) that are less formal and linked with businesses that can provide short term apprenticeships	✓			At least 10 EBTVET centers identified 5 in each of the two Regions
	c) Develop and sign MoUs with the the IBTVET and EBTVET centers to govern the apprenticeship program	✓			Partnership MoU signed with each of the selected 10 EBTVET centers
	e) Enroll youth/students into the selected EBTVET centers	✓			100 youth enrolled into the selected EBTVET centers with a target of 10 students per center
	f) Provide grants to the selected EBTVET centers	✓	✓	✓	
8. Conduct four joint monitoring of TVET & NFE trainings with MOE in Puntland, Somaliland & Galmudug conducted	a) Develop the ToR for the monitoring team	✓			
	b) Conduct the joint monitoring visits		✓		
	c) Prepare the monitoring report and share it out with the Consortium team and other stakeholders		✓		2 joint monitoring visits done, one for each of the 2 Regions; Somaliland and Puntland with CARE and Mercy Corps taking lead in their respective areas
IR2.2: Standardization and certification of technical and vocational education training improved					
1. Review occupational standards and Support the development of training manual for TVET administrators/instructors.	Review the existing occupational standards, training curriculum and teaching methodologies and adapt to suit and improve the SYLI Programme implementation through consolidating the existing experience.	✓	✓	✓	
2. Develop the assessment and selection criteria for IBTVET Centers	Review existing practices and develop the selection criteria with consortium members	✓	✓	✓	
3. Provide specific technical support in TVET planning, implementation, examination and certification	Support the TVET centers and the MoE to establish competency based assessment procedures for both internal and external assessments	✓	✓	✓	3 selected IBTVET Centers supported to establish competency based assessments. Save the Children will lead the process

Planned Activities	Key Tasks	Implementation time frame			Quarter 4 output target
		July	Aug	Sept	
IR2.3: 10,000 youths' ability to access livelihood opportunities increased					
1. Review and adapt existing life skills, financial literacy and Entrepreneurship training modules	a) 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.	✓			
2. Train partner staff as TOTs in life skills, entrepreneurship, and financial literacy	a) Train selected NFE tutors and identified consortium members' staff on the reviewed and adapted life skills, financial literacy and entrepreneurship	✓			10 NFE tutors and 5 Consortium partner staff trained
3. Train selected 500 Youth in life skills, financial literacy, and entrepreneurship	a) Identify and register the youth to benefit from the life skills and financial literacy training	✓	✓		250 youth identified, 100 for Puntland and 150 for Somaliland
	b) The trained NFE tutors and partner/consortium members' staff facilitate the life skills and financial literacy trainings in their respective areas of coverage	✓	✓		250 youth trained in life skills and financial literacy
	c) Conduct the entrepreneurship trainings for the interested Youth who have completed the life skills and financial literacy modules			✓	150 trained in entrepreneurship skills
4. Strengthen CARE village savings and loans groups and ensure financial literacy through all activities	a) Provide financial literacy to CARE village savings and loans groups in Sool and Sanaag regions			✓	2 village saving and loans youth groups trained in financial literacy skills
IR2.4: Linkages with private sector and support networks improved					
1. Apprenticeships for 100 youth	a) In collaboration with the Line Government Ministries, identify the local businesses that can provide Internship/apprenticeship opportunities for youth		✓	✓	
2. Organise 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		✓	✓	
3. 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. Conduct peer to peer training/community service learning events	a) Support the trained Youth Leaders above to plan for the peer to peer trainings	✓			
	b) The trained Youth Leaders mobilise the youth and conduct peer to peer training/community service action events			✓	
2. Organize for sports for change	a) Mobilize and form sports clubs in secondary schools			✓	20 clubs formed 2 in each of the 10 selected Secondary Schools

Planned Activities	Key Tasks	Implementation time frame			Quarter 4 output target
		July	Aug	Sept	
IR3.2: Youth Led-Advocacy Efforts Strengthened to Influence Policy Decisions					
1. Advocacy Training and Workshops	a) Prepare/organize advocacy training/workshop materials	/	/		
	b) Train the Youth Leaders mobilized and trained under 1R3.1 above and other interested youth in advocacy and representation			/	30 youth trained on advocacy

