

# USAID Somalia, Somali Youth Leaders Initiative Quarterly Progress Report Quarter 2, FY 2012



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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
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
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**

During the second quarter of the SYLI program, some of the start-up activities that were not completed in the first quarter were conducted in this quarter. Staff other than the key personnel were recruited, inducted, and started work. The initial environmental review (IER) was conducted and the draft report prepared and shared out with the consortium partners. The baseline survey data collection was completed and the data cleaning, analysis, and report writing is currently on going. USAID feedback on the draft annual work plan and performance monitoring plan (PMP) submitted in the last quarter was received and the work plan and the PMP was revised accordingly, resubmitted, and approved. Data collection tools for all the indicators in the PMP were developed in collaboration with International Business and Technical Consultant Inc. (IBTCI).

A program inception workshop was held with the Ministry of Education-Somaliland to familiarize them and help develop better knowledge and common understanding among the different line departments within the ministry on the overall program design, deliverables, implementation, and monitoring strategies.

Somali Youth Leaders Initiative (SYLI) consortium partners signed a Memorandum of Understanding (MOU) with the line government ministries (Ministry of Education and Ministry of Youth) in the two regions of Somalia: Somaliland and Puntland during this reporting period. The MOU has the dual benefit of giving a general overview of SYLI to the line Government Ministries while at the same time getting their formal commitment to support the program implementation.

Tools for the different assessments required before the actual start of activity implementation were prepared, reviewed, and approved by the Ministry of Education-Somaliland. The assessments include: secondary school infrastructure and general needs assessment; teachers' capacity/training needs assessment; Non Formal Education (NFE) Centre needs assessment; and the Technical Vocational Education Training (TVET) Centre needs assessment.

The implementation of the actual program activities began with the training of youth leaders on civic education. 37 youth leaders were trained during a training of trainers (ToT) on Global Leadership Corps (GCC) that covered democratic participation, informal civic education, and youth leadership development.

### **Project Administration**

The security situation in Galmudug State, precipitated by the ongoing power struggle, has inhibited the start of program implementation in Central Somalia. The line Government Ministries have high expectations for the SYLI program. This has become challenging as some of the expectations are beyond the scope and budget of the program.

### **Next Quarter's Work Plan**

The main activities for the next quarter include: the initial pre-implementation assessments such as the secondary infrastructure and general needs assessment; teacher capacity/training needs assessment; the NFE and TVET needs assessment; and the Labour Market Assessment (LMA). Based on the school infrastructure and general needs assessment report, the infrastructure development plans for selected schools will be developed jointly with MoE and other stakeholders.

The quarter will also mark the beginning of the program activity implementation with the training of the Community Education Committees, rehabilitation/construction of secondary schools, and the peer to peer training and community service action events implemented by the trained GCC youth at community levels in various regions of Somaliland scheduled to start in the course of the quarter.

## II. KEY ACHIEVEMENTS (Qualitative Impact)

**Training of Youth Leaders on Global Citizenship:** Mercy Corps together with the national implementing partner SONYO conducted a 5-day ToT training for Youth Leaders (29 male and 7 female) on global citizenship. The training covered all three components at the heart of Mercy Corps' Global Citizen Corps program. These include: democratic participation, informal civic education, and youth leadership development. The training design was participatory and practical oriented and the youth had an opportunity to engage live and share experiences with their counterparts in Indonesia and Tunisia through video conference facilities.

The trained youth have been inspired and equipped, and their international networks with other young leaders expanded and are now in a position to take informed actions that build secure, productive, and just communities around the world. The trained youth leaders have moved a notch higher and have planned for training for their colleagues in Awdal Region of Somaliland through community service learning events.



Youth Leaders attending the Global Citizen Corps Youth Leadership training in Hargesia, Somaliland

**Inception workshops with line government ministries:** Mercy Corps and the consortium partners organized a one-day inception workshop for Somaliland Ministry of Education (MoE). The objective of the workshop was to familiarize the MoE about the SYLI Program and help develop better knowledge and common understanding among the different line departments within the ministry on the overall program design, deliverables, implementation and monitoring strategies. Each consortium member presented its part in the program which helped the ministry to clearly understand what each and every consortium member does within the broader program. The MoE Director General (DG) led the workshop proceedings and discussions. The consortium members clarified all issues and concerns that were raised during the workshop. This improved understanding of the program among the different departments in the MoE and facilitated the signing of the MoU with the ministry. Similar workshops were held in the previous quarter with the MoE Puntland and the Ministry of Youth Sports and Culture (MoYSC) Somaliland and Puntland.

CARE also organized similar regional inception meetings with Regional Officials of the Ministry of Education in Sanaag/Sool region of Somaliland as well as in Puntland. These meetings were attended by the Regional Education Officers, mayors, teachers, and parents

**Signing of Memorandum of Understanding with the line government ministries:** The SYLI consortium partners signed an MoU with the line government ministries (MoE, MoLYS) in two regions of Somalia (Puntland & Somaliland) during this reporting period. The MoUs outlined the

roles and responsibilities of each consortium partner as well as those of the line Government Ministries in the two regions with regard to the implementation of the SYLI program activities. The MoU has the double benefit of giving a general overview of SYLI to the line Government Ministries while at the same time getting their formal commitment to support the program implementation.

**Linkages with private sector and support networks improved:** The SYLI consortium partners actively participated in various meetings that were aimed at improving private sector participation in provision/delivery of quality TVET and employment opportunities to the target beneficiaries.

Save the Children has been active in the Employment Promotion Working Group (EPWG) that is co-chaired by the directorate of labour. CARE participated in the validation workshop on the Tracer Study conducted by Save the Children and Ministry of Youth, Labour and Sports. Mercy Corps participated and provided technical support to the process of national education policy review and education sector supporting strategic plans in both Somaliland and Puntland. Mercy Corps actively participated and contributed in the following sub-sectors during the review sessions: basic education, secondary education, NFE, TVET, and capacity building of the education sector. The participation of different agencies and the government enhances effective collaboration and a common approach to addressing the challenges affecting youth.

### **Lessons Learned**

The inception workshop and the regular consultation and planning meetings held with the Ministry of Education in Somaliland have enhanced the ministry's understanding of and support for the SYLI program. This has seen the MoE take the lead in the development and review of the assessment tools for the school needs and teachers' capacity/training needs assessment. The ministry has also expressed the interest of leading the actual assessment process scheduled for the third quarter.

### III. PROGRAM PROGRESS (Quantitative Impact)

Objective	Indicator	Baseline value	Program target	Year 1 target	Quarter 2 Target	Quarter 2 achieved	Cumulative achievement
IRI: 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	0	0	0
	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 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	TBD	TBD	TBD	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	0	390	100	0	0	0

Objective	Indicator	Baseline value	Program target	Year 1 target	Quarter 2 Target	Quarter 2 achieved	Cumulative achievement
secondary education improved through capacity building of regional education officials	trained with USG support						
	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 2 Target	Quarter 2 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 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	65	37	37
	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	0	0	0	0
	3.1.5 Percent of youth who have participated in civic actions	TBD	TBD	N/A	N/A	0	0
IR3.2: Youth-led-advocacy efforts strengthened to influence policy decisions	3.2.1 Number of action campaigns carried out by Youth	TBD	TBD	TBD	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

### **Preparation of data collection tools for the Performance Monitoring Plan (PMP) indicators:**

The SYLI M&E working group comprised of the SYLI M&E Specialist and the Save the Children M&E and Learning Specialist developed the draft data collection tools for each of the PMP indicators. The draft tools were circulated for review by the technical staff of the consortium partners and the USAID third party monitoring organization: International Business & Technical Consultants Inc. (IBTCI) after which the final tools were approved. Some of the tools have been tested with the ongoing SEEDS program and the necessary adjustments made.

**Initial Environmental Review (IER):** The IER team led by an external consultant employed different methodologies in carrying out the exercise and assessed the existing alternatives for the proposed activities. The different methodologies employed by the IER team include: review of relevant literature, reconnaissance survey, in-depth interview of key informants (SYLI program staff, consortium, and line ministry key personnel), and review of graphical records of project sites. The exercise has been completed, and the draft report prepared and reviewed by the consortium partners. The consultant is currently preparing the final report to be submitted to USAID for approval. The assessment's conclusion is that with the mainstreaming, the suggested environmental mitigation measures can proceed to be used on the program's proposed infrastructure improvements.

**Baseline Survey:** The baseline survey data collection exercise has been completed and the data cleaning, analysis, and report writing is currently being carried out by a consultant. Different quantitative and qualitative data collection methods were employed by the baseline survey team. These include: semi structured questionnaires administered with both sampled youth and adults, key informant interviews with government officials and other agency staff, focus group discussions with different youth and adult groups, and review of secondary literature/desk research. The baseline survey report will be used to refine the PMP especially to set targets for the outcome and impact indicators.

**Preliminary assessment tools:** Preliminary assessments are required to identify the secondary schools, Non-formal Education Centers (NFE), and the Technical Vocational Education and Training Centers (TVET) to be supported by the program. Besides identifying the institutions to be supported, these assessments are designed to assess the capacity gaps and to help determine the level of support needed.

The draft secondary school assessment tool developed in the previous quarter was reviewed and expanded to include the NFE and TVET centers as well as the capacity/training needs of the teachers and tutors in the institutions. The review was facilitated by the M&E working group with technical support from the consortium partners, Education and TVET Specialists, and the Somaliland Ministry of Education staff. The final tools have been approved by the MoE Somaliland and the consortium partners and the assessment is scheduled in the first month of the third quarter. The M&E team under the guidance of the SYLI M&E Specialist is currently reviewing/modifying the access database to accommodate the revisions made on the tools.

**Labor Market Assessment:** CARE through the Youth Development Specialist has developed a draft ToR that has been shared and reviewed by the consortium partners' technical staff. The invitation of bids from qualified consultants and the actual assessment is scheduled for the third quarter.

**Quarterly program review meeting:** The consortium members conducted a one-day quarterly program meeting to review the progress of program implementation and to discuss issues / challenges. All consortium members presented and discussed their progress, issues, and quarterly plans. The review meeting enabled the consortium members to share experiences and lessons learnt with the aim of improving the quality of SYLI implementation. It was agreed that the startup pace of

the project was slow and that activities should be accelerated in the subsequent quarters. An action plan was drawn from the review meeting and shared among the consortium members for implementation and follow up.

## V. 3<sup>RD</sup> QUARTER WORK PLAN

Planned Activities	Key Tasks	Implementation Timeframe			Quarter 3 output targets
		April	May	June	
<b>IRI.1: 25,000 students have increased access to formal secondary education through construction and/or rehabilitation of 50 schools</b>					
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				40 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				
3. 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				
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
	b) Incorporate construction/rehabilitation related strategies into the schools' improvement/action plan				
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				
<b>IRI.2: Quality of secondary education enhanced through training of 2000 teachers</b>					
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				

Planned Activities	Key Tasks	Implementation Timeframe			Quarter 3 output targets
		April	May	June	
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				
	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				
3. Develop and implement teachers' life-skills knowledge and skills development plan	In collaboration with the MoE, AET and other stakeholders, review existing life skills education training modules and select and adapt the ones suitable for teachers				
<b>IR1.3: Management of secondary education improved through capacity building of at least 390 Regional Education Officials</b>					
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
<b>IR1.4: Somali Ownership of Education Services Strengthened in 50 Target Communities</b>					
<b>IR 2.1:10,000 Youth Access Non-Formal Education (NFE) and Vocational Education</b>					
1. Labor market survey conducted	a) Develop ToR for the labor market survey in collaboration with the respective Government Ministries in Somaliland, Puntland and Galmudug				
	b) Competitively Identify a consultant for the labor market survey				
	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	a) Discuss with the MoE and other stakeholders and select/identify the TVET centers to be rehabilitated				

Planned Activities	Key Tasks	Implementation Timeframe			Quarter 3 output targets
		April	May	June	
	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				
<b>IR2.2: Standardization and certification of technical and vocational education training improved</b>					
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 Program implementation through consolidating the existing experience				
2. Develop the assessment and selection criteria for IBTVET Centres	Review existing practices and consolidate the assessment and selection criteria with consortium members				
3. Provide specific technical support in TVET planning, implementation, examination and certification					
<b>IR2.3: 10,000 youths' ability to access livelihood opportunities increased</b>					
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				
<b>IR2.4: Linkages with private sector and support networks improved</b>					
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				

Planned Activities	Key Tasks	Implementation Timeframe			Quarter 3 output targets
		April	May	June	
<b>IR3.1: Civic participation increased for 10,000 youth to network and dialogue</b>					
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				Activity completed
	b) Adapt the GCC training curriculum to suit the local context				Activity completed
	c) Conduct the youth leaders training				30 youth leaders trained
2. Conduct peer to peer training/community service learning events	a) The trained youth leaders mobilize the youth for the peer to peer training/Community service actions				
	b) conducting peer to peer and community service activities in KODBUR district				
3. Organize for sports for change	a) Mobilize and form sports clubs in secondary schools				5 sports clubs in five Secondary Schools

