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Acronyms and Abbreviations

AET	African Educational Trust
CEC	Community Education Committee
DG	Director General
LMA	Labor 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 Management Plan
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
WCGCE	Women Council for Girl Child Education

I. EXECUTIVE SUMMARY

This report outlines the progress made by the SYLI Consortium partners during the first quarter of the second year of implementation. This quarter marked the beginning of implementation for intermediate result 3 activities in Puntland, which also brought on board Mudug Development Association Network (MUDAN), the SYLI National Partner in Puntland. Mercy Corps and CARE also started the process of extending the SYLI activities to Mogadishu, which began with Mercy Corps conducting an initial meeting with the Federal Minister for Education, Labor, Health, and Youth Affairs to introduce them to SYLI and CARE, discuss the plan to carry out an operations assessment, and to begin developing the operations plan for Mogadishu.

The Consortium Partners intensified the implementation of the activities that were already underway, while at the same time making the necessary preparations to kick-start those that have not yet begun.

The construction and rehabilitation of secondary schools progressed well, with the completion of 62 (19 built and 43 repaired) classrooms and 90 other structures (latrines, hand washing facilities, water tanks, office blocks and perimeter fence wall) in eight schools. The construction and rehabilitation of 25 (17 new, 8 repaired) classrooms and 43 other structures is in progress in an additional six schools. The number of students enrolled in the current 14 SYLI supported schools (where construction and rehabilitation is currently ongoing or the work has been completed) is 10,645 (7,629 boys and 3,016 girls).

The SYLI team also began furnishing the schools selected for construction and rehabilitation, with CARE procuring and distributing 135 desks to three secondary schools in Somaliland and Puntland. Beside the desks, laboratory furniture (50 stools and eight work benches) were procured and distributed to one school, Haji Aden secondary school in the Sanaag Region of Somaliland.

The activities aimed at improving girls' access to education were rolled out through the establishment and orientation training of Women Council for Girl Child Education (WCGCE) in Puntland, and the formation of girls' empowerment forums in five selected secondary schools in Somaliland. The WCGCE, established by the Ministry of Education Puntland, has been charged with the responsibility of creating awareness and mobilizing community support for girls' education while the girls' empowerment forums formed in Secondary Schools are responsible for championing girls' participation in schools.

Preparations for the teacher trainings were carried out by conducting the teachers' and head teachers' training needs assessment in Somaliland, and the stakeholders workshop where participants discussed the assessment report and charted the way forward for activities scheduled early next quarter.

The capacity building of Ministry of Education (MoE) staff began with the training of 30 staff (27 male and 3 female) from the Puntland MoE Inspectorate and Quality Assurance on supervision framework and school data/records management.

The capacity building of Community Education Committees (CEC) continued with the training of CEC members for seven secondary schools from both Somaliland and Puntland on general school management. The post-training monitoring visits were conducted to the CECs trained in the previous quarter and some significant progress (including increased frequency of meetings and resource mobilization) were noted for a number of them.

Mercy Corps and CARE continued to support the 28 Non-formal Education (NFE) Centers across Somaliland and Puntland where 1,239 youth (279 males and 960 females) enrolled in six month literacy and numeracy programs during the last quarter. The support includes monitoring of the

learning progress, provision of teaching and learning materials and small grants for tutor allowance and centers' recurrent expenses.

The Technical Vocational Education and Training (TVET) enrolment was increased from 80 learners in the previous quarter to the current 362 (186 male and 176 female) learners/youth in four Industry-based TVET (IBTVET) and six Enterprise-based (EBTVET) Centers across Somaliland and Puntland. The youth enrolled at these Centers were equipped with necessary life skills through employment and career counseling workshops conducted for 60 TVET graduates (27 male and 33 female) and the life skills and business trainings conducted for another 60 youth (22 female and 38 male) in Somaliland.

The civic engagement activities were launched in Puntland by conducting an inception workshop for MUDAN, the Puntland National NGO partner and the training of 30 youth leaders (19 male and 11 female) as Training as Trainers (TOT) on Global Citizen Corps approaches, the Mercy Corps youth development concept that focuses on democratic participation, informal civic education, and youth leadership development.

The previously trained youth leaders continued with the implementation of their action plans by conducting peer to peer trainings and community service action events. The first event was based on environmental conservation and the youth leaders mobilized 560 university students in the planting of 100 trees on the campus of Hargeisa University. The second event, was based on raising awareness of civic engagement opportunities and was carried out in one of the Secondary Schools with 1490 students (of which 525 were female) in attendance.

Project Administration

The program implementation has not yet kicked off in Galmudug/Central Somalia due to the unpredictable security situation. However, the consortium partners have begun the process of extending SYLI activities to the Mogadishu area by Mercy Corps conducting initial meetings with the Federal Minister for Education, Labor, Health and Youth Affairs and introducing the Minister to the SYLI program. CARE has conducted an operation's assessment and has prepared the Mogadishu operation plan. The actual activity implementation is scheduled to kick off in the next quarter of implementation.

Next Quarter's Work Plan

The next quarter implementation plan focuses on the intensification of current activities, the start of pre-service teacher trainings and the monitoring of the completed and ongoing implementations.

Post-training and monitoring of the Community Education Committees (CECs) will continue with a focus on coaching and mentoring for the preparation and implementation of the school improvement plans (SIPs).

The completed construction and rehabilitation will be handed over to the CECs and the Ministry of Education while supervision of the ongoing construction activities will be enhanced. New construction and rehabilitation activities will begin in other schools, including those Mogadishu where the technical assessment has been completed for five secondary schools. For those schools where the construction and rehabilitation work has been completed, desks and other school furniture will be procured and distributed.

The Women Council for Girl Child Education (WCGCE) that has been established in Puntland and provided induction training so they will now carry out community mobilization and raise awareness of girls' education. Similarly, the girls' empowerment forums formed in selected secondary schools in Somaliland will be coached and mentored to champion girls' participation in schools.

The procurement of teaching and learning materials will be done according to each school's priority and the Ministry of Education approved list.

The stakeholder discussion of the teacher quality assessment report and the development of the teacher training plan will be achieved for both Somaliland and Puntland with the teacher trainings scheduled to begin late June/July during the long school vacation.

New enrolment of youth for the NFE program and the support for NFE Centers will continue. The enrolment will target the Centers where the first batch of the youth have completed trainings, as well as new Centers that are yet to be identified in Mogadishu.

Similarly, new enrolment of youth for IBTVET and EBTVET and the support for the IB/EBTVET Centers will continue with new enrolments targeting those Centers where the first batch of youth have graduated, as well as new Centers that are yet to be identified in Somaliland and Mogadishu. The engagements with the private sector will be strengthened to provide internship and apprenticeship opportunities to the graduating TVET students/youth.

The life skills training for youth that began in the previous quarter will be intensified in the coming quarter. This will target both the youth currently enrolled for the NFE/TVET programs as well as those who have already completed the programs and/or graduated.

MUDAN, with the technical support from Mercy Corps, will facilitate the trained youth leaders to carry out the community service action events and peer to peer trainings in Puntland. SONYO will continue with the sports for change activities in Somaliland while at the same time facilitating the trained youth leaders in conducting community service action events and peer to peer trainings in Somaliland.

II. KEY ACHIEVEMENTS (Qualitative Impact)

a) Grant Administrative Activities:

- i) A sub-grant agreement was prepared and signed with Mudug Development Association Network (MUDAN), the National SYLI implementing partner in Puntland. Revised sub-grant agreements (for the second year of implementation) were also prepared and shared with the other three Consortium Partners; CARE, Save the Children and Somaliland National Youth Organization (SONYO).

b) Program implementation startup activities:

- i) **Inception and Grants Compliance Workshop:** Mercy Corps organized a five-day workshop for MUDAN, which discussed grant regulation and compliance issues and reviewed program implementation plans and a Performance Monitoring Plan (PMP). This was necessary as MUDAN's implementation began in this quarter.
- ii) **Introduction of SYLI to the Federal line Government Ministry in Mogadishu:** Mercy Corps, as the lead implementing partner, met with Hon. Abdirizak Omar, the Minister for Fisheries, Agriculture and Livestock who at the time was also holding brief for the Minister for Education, Labor, Health and Youth Affairs. The Minister was briefed about the SYLI program and the plan to extend the program to Banadir Region of Mogadishu. An agreement was reached to hold an inception workshop for the relevant line ministries in early 2013 (January/February) and jointly develop work plans, MOUs and implementation framework. In addition, Mercy Corps also attended the Education Sector Coordination meeting held in Mogadishu and briefed the Sector members about the SYLI program as well as the plan to extend the program activities to Mogadishu.

c) Progress by result areas:

Intermediate result 1: Fair and equitable secondary education services improved for at least 25,000 Somali Youth

Somaliland

Outcome 1: Increased access to secondary education

i) Construction and rehabilitation of Secondary Schools

The construction and rehabilitation work was completed in five secondary schools in Somaliland. These schools include: Gandi, Farah Omar, Waran Cade, Mohamud Ali and 26 June secondary schools in Marodijeex region. Except for 26 June where the construction began in this quarter (the 1st quarter of FY2013), the construction work in the remaining four schools began in the previous (4th) quarter of FY2012.

Construction work is currently going on in five other schools: Haji Aden and Saba Secondary Schools in the Sanaag region, Sheikh Bashir in the Togdheer region and Sheikh Ali the Jowhar and Aden Isaq in the Awdal region. The completion levels of these schools are as follows: both Haji Aden and Saba secondary schools are at the roofing level; Sheikh Bashir is at the ring beam level; and the works in Sheikh Ali Jowhar and Aden Isaq have just been launched and are still at the foundation level.

The schools in Marodijeex and Awdal regions are being implemented by Mercy Corps while those in Sanaag and Togdheer regions are being implemented by CARE.

A total of 30 classrooms have been repaired in Gandi and Farah Omar secondary schools while 11 new classrooms have been built in three schools: Waran Cade, Mohamud Ali and 26 June secondary schools. In addition to the new classrooms, 21 new latrines and four hand wash facilities have been

built while eight latrines and five hand wash facilities have been repaired in the five schools where the construction work has been completed.

In the four schools where the construction work is underway, 15 new classrooms and 14 latrines are being built while four latrines are being repaired. In addition to the classrooms and latrines, four water facilities and four hand wash facilities are under construction.

Tables 1 and 2 below show the details of the completed structures as well as those structures under construction and rehabilitation in Somaliland.

Table 1 Completed (built or repaired) classrooms and other structures in Somaliland

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
1	Gandi	0	15	3	8	Three offices, two stores, four hand wash facilities and one water point
2	Farah Omar	0	15	6	0	Two science laboratories, one library, two hand wash facilities and 1 water tank
3	Waran Cade	3	0	6	0	255m fence wall, two hand wash facilities and one water facility
4	Mohamud Ali	4	0	0	0	63m fence wall construction and rehabilitation of 138m of fence and construction of one water facility
5	26 June	4	0	6	0	One ground surface masonry water reservoir to supply water to the elevated masonry water tank and two hand wash facilities
Total		11	30	21	8	

Table 2 Classrooms and other structures under construction/rehabilitation in Somaliland

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
1	Haji Aden	3	0	0	0	
2	Saba	4	0	4	0	Installation of four hand wash and construction of one water facility
3	Sheikh Bashir	0	0	4	0	One water facility, two hand wash facilities
4	Sheikh Ali Jowhar,	4	0	6		Construction of one circular ground masonry water tank
	Aden Isaq	4	0	0	4	Construction of one circular ground masonry water tank
Total		15	0	14	4	



Three completed classrooms built in Warancade Secondary School in Marodijeex Region, Somaliland

Besides the schools in which the construction/rehabilitation work has begun, Mercy Corps also conducted a technical infrastructure assessment and prepared the construction plan, the bill of quantities (BoQ) and the tender documents for one school, Ardale Secondary School in Awdal region. CARE has conducted a similar assessment (technical infrastructure assessment) for seven schools (Qoryalle in Togdheer, Guutale in Sool and Gar-adag, Yuffle, Jidale, Armalle and Erigavo in Sanaag) to identify infrastructure needs. Two of these schools, Yufle and Jidale in Sanaag Region have been prioritized and the construction work is scheduled to begin next quarter.

Tendering of the secondary school construction and rehabilitation work

Both Mercy Corps and CARE adopted a community driven local tendering approach. Mercy Corps' tendering and selection of the contractors is community led and is done at two levels:

- a) the contractor prequalification; this level is handled by the school community and the Regional Education Office; and
- b) the actual tendering and selection of the contractor; this level is handled by SYLI Consortium Partner in collaboration with the Central Ministry of Education.

At the prequalification level, the Community Education Committee (CEC), in collaboration with the Regional Education Officer (REO), requests applications from the interested local contractors. The CEC and the REO then shortlists the applicants/contractors and invites them for a pre-selection interview after which the names of at least three pre-selected contractors are submitted to the next level, tendering and contractor selection. At this level, the pre-selected contractors are provided with the tender documents and asked to submit their sealed bids to the Mercy Corps tender committee. After the tender opening (which is done in the presence of all bidders), the tender committee, with technical support from the Infrastructure team, conducts the tender analysis and awards the contract to the most capable contractor.

CARE's tendering process is also local based in which the contractor is identified from among the local contractors through a competitive process. The construction tenders are advertised on the local media or on the local notice boards. All interested potential contractors receive the tender documents from CARE's sub offices. Bid analyses are carried out and the eligible contractors are awarded the contracts in line with the compliance and procurement policy.

The community/local tendering process has the benefit of building the capacity of the CECs through a competitive tendering process and at the same time enhances the community participation and ownership of the project. With the clan based system in Somalia there is the possibility of clan-based conflict/tension that could arise from the contractors coming from outside the community, therefore the local tendering process in itself facilitates general stabilization at local level.

ii) Current Secondary School Enrolment in SYLI-Supported Schools in Somaliland

There are 9143 students (6487 males and 2656 females) currently enrolled in the ten secondary schools where the construction and rehabilitation work is either ongoing or complete. Table 3 below shows the secondary school enrolment in the SYLI-supported Secondary Schools.

Table 3 Enrolment in the SYLI-Supported Secondary Schools in Somaliland

No	School	Region	Male	Female	Total
1.	Farah Omar	Marodijeex	990	328	1318
2.	Warancade	Marodijeex	289	104	393
3.	Gandi	Marodijeex	527	151	678
4.	26 June	Marodijeex	922	496	1418
5.	Mohamed Ahmed Ali	Marodijeex	1445	536	1981
6.	Aden Isaq	Awdal	444	194	638
7.	Sh. Ali Jowhar	Awdal	596	314	910
8.	Sheikh Bashir	Togdheer	765	271	1036
9.	Haji Aden	Sanaag	476	238	714
10.	Elbu/Saba	Sanaag	33	24	57
	Total		6487	2656	9143

iii) Improving Girls' Access to Secondary Education

Girls' Empowerment Forum

Shown in Table 3 above, girls form 29% of the total enrolment in the SYLI supported secondary schools. In a bid to improving girls' enrolment and participation in secondary schools, Mercy Corps and the MoE supported the establishment of girls' forums in five secondary schools (26 June, Farah Omar, Mohamoud Ahmed Ali, Gandi and Warancade) in Marodijeex region. The objective of these forums is to empower girls in secondary schools. Each school forum consists of ten girls and one teacher.

A 5-day training was conducted for 60 members (50 students and 10 teachers) of the established girls' empowerment forums. The aim of the training was to equip the participants with skills to mitigate challenges facing girls in education and general life and was facilitated by TOTs from the Ministry of Education. Topics included: socio-cultural barriers to girls, importance of girls' education, communication skills, confidence building, leadership skills and conflict resolution.

Each of the forums has developed an action plan that they will implement with the support of the MoE gender unit and Mercy Corps.

At the end of the training, one of the female students, Nimco Hassan Ali from Gandi Secondary School said, "We don't have female teachers in our school but I saw female teachers from other schools in this workshop. When we go back to our school, we [the girls forum], will push for the recruitment of female teachers and discuss that with the Head teacher and CEC to get at least one female teacher this year."

One of the trained girls' empowerment forums from Waran Cade Secondary School successfully mobilized their colleagues (both girls and boys) in carrying out the landscaping and planting of trees in the school compound. This activity demonstrates the confidence, leadership and mobilization skills that have been acquired by the girls' forum teams.

Outcome 2: Enhanced quality of secondary education

i) Teacher Trainings

The SYLI Consortium members (Mercy Corps, Save the Children and CARE) and a team of MoE staff conducted teachers' and head teachers' training needs assessments in six sampled schools (Farah Omar and Gandhi Salahley in the Maroodi Jeex Region, Bursade in the Sahil Region, Gebilley Secondary in the Gebilley Region and Dilla in the Awdal Region) to identify the training needs that would inform the design of capacity building trainings to be offered to target teachers and head teachers. The assessment included classroom observations, Focus Group Discussions and interviews with teachers, head teachers and students in the target schools. The assessment focused on English, mathematics, and sciences. The assessment was requested by the Director General in order to ensure the capacity building program designed for teachers would address their immediate weaknesses.

The key issues that came out from the assessment include inadequate preparation, lack of prescribed textbooks, lack of syllabus, poor attendance by teachers and lack of teaching aids and laboratory equipment. Weaknesses noted on the part of the head teachers included lack of supervision of the teachers, poor school record keeping, and a lack of general leadership responsibility.

Based on the assessment report, it was agreed that a stakeholders' workshop, bringing together key MoE section heads, Regional Education Officers, NGOs supporting secondary education and Teacher Training Institutions, would be conducted to discuss the report and chart the way forward for the teachers' training.

ii) Furniture for schools

CARE procured and distributed 135 desks to three Secondary Schools: Sheikh Bashir (received 30 desks), Haji Aden (45 desks), and Saba (60 desks) and completed the distribution for Haji Aden and Sheikh Bashir. The secondary school assessment report had shown a lack of or inadequate amount of desks in these schools, with schools like Saba having no desks whatsoever. The provision of these desks will be conducive to the teaching and learning environment in the schools.

Outcome 3: Somali ownership of Secondary Education strengthened

i) Capacity building of Community Education Committees (CECs)

Mercy Corps, together with the MoE, conducted 10-day trainings for the Community Education Committees of three secondary schools (Ardaale, Adan Isaq and Sheikh Ali Jawhar Secondary schools) in the Awdal region. 25 members (17 male and 8 female) attended the training. The training focused on the roles and responsibilities of CECs, developing School Improvement Plans (SIPs), resource mobilization and management, gender equality in education, school management and administration and monitoring and conflict resolution.

At the close of the training, Cadar Mohamud, a female CEC member, said, *"for the last eight years as a member of the CEC of Sheikh Ali Jawhar Secondary school, this training has enhanced my skills in community mobilization, gender empowerment and conflict resolution. I also have a better understanding on the importance of school ownership and school improvement planning and hope to implement these in my school."*

ii) Post training monitoring of CECs

Mercy Corps and CARE, in collaboration with the MoE, conducted post training follow up visits to five CECs (Waran Cade, 26 June and Gandhi in the Marodijeex Region, Sheikh Bashir in the Togdher Region and Haji Aden and Saba in the Sanaag Region) that were trained during the previous quarter. In Waran Cade Secondary School the CEC has initiated and carried out some of the activities that they were trained on. The activities carried out include a school hygiene and sanitation campaign and conflict management as the CEC solved a land dispute that had persisted between the school administration and neighborhoods. The CEC for 26 June raised money for the construction of the

school's meeting hall and secured \$1,200, 50% of the required cost. The CEC is currently discussing support for the remaining 50% with the MoE. The CEC for Gandhi Secondary School planned and conducted a school hygiene and sanitation campaign as well as an education awareness campaign aimed at addressing the problem of student's absenteeism. Haji Aden CEC has conducted four meetings, monitored school activities, and mobilized the school community on increasing girls' enrollment. The Sheikh Bashir CEC launched a sanitation campaign in the school, and submitted proposal to the Diaspora from the area for support. Saba CEC has raised \$300 from the community to supplement teachers' salaries, mobilized surrounding communities on girls' enrollment, and is in the process of hiring a female teacher.

Puntland

Outcome I: Increased access to secondary education

i) Construction and Rehabilitation of Secondary Schools

Mercy Corps completed the construction and rehabilitation work in three out of the four Secondary Schools where the construction work began in the last quarter (Quarter 4 of FY2012). The schools include Bosaso Public, Yasin Nur and Burtile Secondary Schools in Bari, Nugaal and Mudug Regions, respectively. A total of eight new and thirteen repaired classrooms have been constructed in the three schools. Other structures completed in the three schools include: the repair of 26 latrines, one water facility, four science laboratories, one library, and one administration block. Tables 4 and 5 below show the completed and ongoing structures in Puntland.

Table 4: Completed Constructions in Puntland

S/N	School	# Classrooms		# Latrines		Others
		New	Repair	New	Repair	
1	Burtile	-	8	-	16	Rehabilitation of one water facility, four science laboratories, one library, and one administration block of six rooms
2	Bosaso Public	4	5	-	10	Construction of 30m of wall fence
3	Yasin Nur	4	-	-	-	One water facility and one girl friendly space
Total		8	13	0	26	

In addition to the three schools where the construction work has been completed, construction work is currently ongoing in two other secondary schools: Hingalool Secondary School in the Sanaag Region and White Tower Secondary School in the Bari Region. The construction work in Hingalool is implemented by CARE and includes six classrooms, one water facility and two girl friendly spaces which are at the finishing level. The work in White Tower is implemented by Mercy Corps, is 80% completed, and includes rehabilitation of eight classrooms, six latrines, one library, two offices, two hand-washing facilities, and one water facility.

Table 5: Ongoing Constructions in Puntland

S/N	School	# Classrooms		# Latrines		Others
		New	Repair	New	Repair	
1	Hingalool	2	-	4	-	260m wall fence and 1 girl friendly space
2	White Tower	-	8	-	6	One library, two offices, two hand washing facilities, and one water facility
Total		2	8	4	6	

Besides the completed and ongoing constructions, technical infrastructure assessments were carried out in three secondary schools in Puntland and the technical plans and bills of quantities were prepared. These schools include Armo and Ufeyn Eyl in Bari region and Eyl in Nugaal Region.

The technical designs and the bills of quantities for three schools assessed during the last quarter were finalized, the tendering process has begun and the construction is scheduled to begin in this quarter. The schools include Gambool, Sheikh Osman and Omar Samatar Secondary Schools in Nugal, Karkar and Mudug Regions respectively.

The tendering and selection of the contractors followed a similar process as described under the Somaliland section.



Ongoing construction work at Yasin Nur Secondary School in the Mudug Region, Puntland

ii) Current Secondary School enrolment in SYLI supported Schools in Puntland

1502 students (1142 males and 360 females) are currently enrolled in the 5 secondary schools in Puntland where the construction and rehabilitation work is either ongoing or complete. Just like in Somaliland, the proportion of girls' enrolment is low (24%) thus the need for the recently formed WCGCE to mobilize the community and campaign for the improvement of the girls' enrolment. Table 6 below shows the secondary school enrolment in the SYLI supported Secondary Schools.

Table 6 Enrolment in the SYLI-Supported Secondary Schools in Somaliland

No	School	Region	Male	Female	Total
1.	Hingalool	Sanaag	71	32	103
2.	Bosaso Public	Bari	633	197	830
3.	White Tower	Bari	136	50	186
4.	Yasin Nor	Mudug	181	0	181
5.	Burtile	Nugaal	121	81	202
	Total		1142	360	1502

iii) Improving girls' access to Secondary Education

Mercy Corps and the MoE gender unit finalized the establishment and orientation for the Women Council for Girl Child Education (WCGCE). The Council is aimed at improving the girls' education as well as female participation in the education system in Puntland. In line with the terms of reference the MOE nominated 12 female members to the WCGCE. The nominees are respected women from different backgrounds, ranging from small business to professional career women. The MoE Gender Unit and Mercy Corps conducted a 3-day orientation workshop for the WCGCE members and three MoE staff from the gender unit.

The workshop aimed at educating the Council members on their roles and duties and providing them with knowledge and skills on community mobilization and advocacy that will be useful in executing their mandate.

The MoE Director General, Mr. Mohamed Abdiwahab said in his opening remarks, *“The girl child has for years faced lots of challenges when it comes to accessing education even when we had an effective government system. We recently received a case where a head teacher dismissed a female student because she was absent and on maternity leave. The ministry fired that head teacher and allowed the girl to continue her school. I encourage the council to do effective community mobilization and awareness raising on the importance of education for children and specifically girls and also encourage girls to complete education system and take up professions including teaching. We are thankful for the Mercy Corps and USAID support in this initiative.”*

Council member Amina Abdi Hussein said, *“We have learned each other and realized and accepted the voluntary tasks ahead of us. We will do our best and talk to our communities at different levels.”*



The Council members of the Women Council for Girl Child Education (WCGCE) attending the orientation workshop in Garowe

iv) Teaching Learning Materials (TLM)

Mercy Corps conducted needs assessments for the teaching and learning materials in five secondary schools (Bosaso Public, White Tower, Kalabayr, Yasin Noor and Burtinle) in Puntland. The schools have already identified and prioritized their TLM requirements. The SYLI consortium and MoE are currently reviewing the priority list of each school before making a decision on the TLM to be procured.

The MoE of Puntland does not have an approved list of text books for Secondary Schools and the SYLI Consortium is working with the MoE to develop the recommended list of text books. The list will be used for procuring secondary school textbooks for the supported schools.

v) Teacher Training Preparations

The SYLI team discussed with the MoE the strategy for teacher trainings and explored different training approaches, modalities and methodologies. The MoE stated that pre-service training is their main priority for the upcoming years. As a way forward, it was agreed that the USAID/SYLI-Mercy Corps consortium, the EU/CARE consortium and the MoE will have a meeting and develop a joint

teacher training plan. The meeting has been scheduled for next (FY13 2nd) quarter. The MoE, however, indicated that the planned meeting should not hinder the Head and Deputy Head Teacher trainings that the SYLI Consortium has planned for early next quarter. The training will focus on strengthening the leadership and management skills of school managers.

vi) MoE Staff Capacity Building

Mercy Corps conducted a five-day training for 30 MoE staff (27 male and 3 female) in Garowe. The participants were mainly from the Inspectorate and Quality Assurance Units of the MoE as these were the areas identified by MoE that require attention. The training focused on the minimum standards for education, development and monitoring of school improvements plans, supervision framework and school data/records management. The SYLI program tools, including teacher supervision/support forms and the recently drafted School Improvement Plan, were shared and discussed. The training was opened by the MoE Director of Training Unit and closed by the Director of Quality Assurance. The trained MoE staff will support the teacher supervision and support visits and the documentation of the key data in the SYLI supported schools.

In his opening remarks, the Director of Training Unit, Mr. Mohamed Ali said, *“The Ministry of Education and Mercy Corps through SYLI jointly designed this training to meet felt needs. Quality assurance and school supervision are areas that we need to improve on as the enrollments and education facilities in Puntland are tremendously increasing and expanding. I encourage you to absorb the knowledge and use it practically.”*

Outcome 3: Somali Ownership of Secondary Education Strengthened

i) Capacity building of Community Education Committees (CECs)

Mercy Corps and the MoE conducted 10-day trainings on school management for the CECs of four secondary schools (Omar Samatar, Yasin Noor, Harfo and Jariban) in the Mudug Region. 30 people (25 male and 5 female) consisting of 28 CEC members and two MoE officers from the Mudug Regional Education Office participated. The training was based on the same module used for the trainings conducted in the previous quarter and covered school leadership, school management, roles and responsibilities of CECs, school improvement/development planning, community mobilization and participation in education, monitoring and supervision of the school improvement plan and strategies to improve access with a particular focus on girls.

By the end of the training, each of the CECs prepared an action plan for the preparation of the School Improvement Plan (SIP). The action plan outlines the key steps/actions to be taken and the time frame required for the development of the SIP.

Mogadishu

Mercy Corps conducted school infrastructure assessments for five schools in five districts of Mogadishu. The assessed schools include Mohamud Ahmed Ali in Karaan district, 11-Ka Janaayo in Abdiiaziz district, Shibis in Shibis district, 21-Ka Octoobar Sare in Waaberi district and Hamar Jadid in Hawl-wadag district. The assessments were carried out by the Mercy Corps Infrastructure Advisor together with the MoE of each district. The assessment report detailing the rehabilitation requirements of each of the school has been prepared and the infrastructure team is currently working on the bill of quantities that are necessary for the tendering process.



The Shibis Secondary School in Mogadishu demonstrates the extent to which the schools were destroyed during the war

Intermediate Result 2: At least 15,000 youth are more economically self-reliant with supportive systems

CARE is the technical lead for this intermediate result and the main objective is to improve Somali youth’s ability to access livelihood and economic opportunities through an integrated approach based on in-depth market analysis, targeted training in life skills, financial literacy, entrepreneurship, and investments in youth-led businesses.

Somaliland

Outcome 1: 15,000 Youth access NFE and vocational education

2.1.1 Non-formal Education (NFE)

Mercy Corps and CARE continued supporting the 15 NFE Centers across Somaliland where 719 (169 male and 550) youth are currently enrolled through SYLI. The Centers include Haji Haweya, Aw-adam, Mohamed Moge and Siinay in the Marodijeex Region; Badbaado and Ilays-Amoud in the Awdal Region; Berbera FLEC and Olympic in the Sahil Region; Burao FLEC and SOYVO in the Togtheer Region; Badhan, Hadaftimo, El-afweyn and Erigavo (HORSEED) in the Sanaag Region; and Ainabo FLEC in Sool Region. Mercy Corps is intervening in eight Centers in Marodijeex, Awdal and Shil Regions while CARE is supporting seven NFE Centers in Togdheer, Sanaag and Sool Regions.

Mercy Corps and Save the Children jointly distributed teaching and learning materials to eight centers (Mahamed Moge FLEC Center, Haji Haweeye FLEC Center, Sina FLEC center and Garage Aw Adan FLEC centers in the Marodijeex Region; Ileys and Badbaado in the Awdal Region, and Berbera LEC and Olympic centers in Sahil Regions). The items distributed include: exercise books, pencils/pens, erasers, sharpeners, white boards, teacher guides, student reference books, teaching aid/wall charts, radios, and entrepreneurship guides. CARE distributed learning materials (exercise books) to two NFE centers: Burco FLEC and SOVYO in the Togdheer Region.

Ileys NFE Center Head teacher said, “We are very lucky to have these materials from Mercy Corps. They will help us provide quality education provided here. We are particularly grateful to have the first Interactive Audio Instructions lessons where the students will be taught life skills, entrepreneurship and financial literacy lessons.”

Monitoring of NFE Centers

The SYLI Consortium (Mercy Corps and CARE), in collaboration with the MOE – NFE/TVET unit, conducted monitoring visits to the supported NFE Centers and noted that the interactive radio life

skills program, offered twice per week was liked by most students in both centers. In Mohamed Moge, there was a drop in enrolment from 55 to 42 students and the teachers were advised to investigate the cause and come up with ways of encouraging attendance and reducing drop out. Table 7 below shows the Somaliland NFE Centers' enrolment.

Table 7: Somaliland NFE Center enrolments

No	Region	# of NFE Centers	Female	Male	Total
1.	Sanaag	4	102	58	160
2.	Togdheer	2	57	25	82
3.	Sool	1	32	8	40
4.	Marodijeex	4	202	20	222
5.	Awdal	2	84	37	121
6.	Sahil	2	73	21	94
	TOTAL	15	550	169	719

2.1.2 Technical Vocational Education and Training (TVET)

i) Rehabilitation of TVET Centers

Mercy Corps began the rehabilitation of the Burco Technical Institute (BTI). The rehabilitation entails the construction of a section of perimeter fence wall for the institute. The contractor was jointly identified by Mercy Corps and the MoE with the MoE and the institute's management committee handling the prequalification, and Mercy Corps conducting the actual tendering and contractor selection in collaboration with the MoE.

In addition to the rehabilitation, Mercy Corps is working with the MoE and UNDP to restart the operation of the Burco Technical Institute after several years of closure following the civil war. UNDP has completed the repair of classrooms/workshops and Mercy Corps and the MoE are working on strategies to bring the Center back to operation. The SYLI program will support the recruitment and the initial payment for tutors and other recurrent expenses, such as stationery.

The MoE and the SYLI team finalized the recruitment process for the Director, three tutors and two office management staff of the BTI. The Togdheer Regional Education Office has already requested applications from the youth interested in pursuing various vocational skills that are to be offered by the BTI.



The President of Somaliland laying the block to mark the launch of the rehabilitation of Burco Technical Institute (BTI)

ii) Enterprise-Based TVET Enrollment

Mercy Corps supported the enrolment of 95 youth (55 female, 40 male) for various vocational skills in nine different Enterprise Based TVET (EBTVET) Centers. The selection of students was competitive and the interviews were done by a panel consisting of MoE (TVET unit), Mercy Corps, and the respective EBTVET centers' heads.

The selection of youth was based on the selection criteria jointly agreed upon by the SYLI and MoE TVET unit. The criteria focused on those youth that are unemployed, out of school, between 17-24 years old, are able to read and write, and/or belong to other disadvantaged/marginalized groups like the disabled, with a gender balance of 50/50. Table 8 below shows the EBTVET enrolment by region.

Table 8: Somaliland EBTVET enrolments

No	Name of EBTVET	Region	Male	Female	Total	Vocational Skill
1.	Daldhis	Awdal	10		10	Aluminum fabrication
2.	Borama Beauty Saloon)	Awdal		14	14	Beauty therapy
3.	Dubai Tailoring	Awdal	6	5	11	Tailoring
4.	Child Development Organization	Awdal		12	12	Tie & die/tailoring
5.	Panaroma Skills Training Center	Marodijeex		12	12	Beauty therapy
6.	Gerash Aw Ali	Marodijeex	12		12	Auto mechanic
7.	Biliscan Beauty Therapy	Marodijeex	15	12	27	Beauty therapy
8.	Abusita Furniture Workshop	Marodijeex	9		9	Beauty therapy
	TOTAL		52	55	107	

Mercy Corps has signed an MOU with each of the EBTVET Centers that stipulates the specific roles and responsibilities of the Center and Mercy Corps.

iii) Private Sector Engagement

The SYLI team, led by CARE, held four forums with the private sector in the four major towns of Somaliland: Hargeisa, Burao, Berbera, and Borama. This was carried out in collaboration with Ministry of Labor and Social Affairs. The objectives of the consultative meetings were:

- Identify employment opportunities, internships, apprenticeship or work experience programs for youth in which the project can collaborate with the private sector in Somaliland.
- Determine the demand for certain professions and the skills needed that will inform technical/vocational course offerings for students of the TVET institutions in Somaliland.
- Identify and compile a list of companies who have employment opportunities, internships, apprenticeships or work experience programs and skills required for youth to qualify for the positions.

2.1.3 Youths' ability to access livelihood opportunities increased

i) Career counseling for TVET graduates

The SYLI Consortium members (Mercy Corps and Save the Children), in collaboration with the Ministry of Labor and Social Affairs (MoLSA), conducted two separate 2-day employment and career counseling workshops for 60 TVET graduates (27 male and 33 female) from Hargeisa Technical Institute (HTI) and GAVO Vocational Training Center-Berebera. The workshop focused on the challenges facing youth in the labor market. A wide range of topics were covered including: CV/resume preparation, interview skills, effective communication and job search skills. The Hargeisa

workshop was opened by the Director of Employment and Promotion from MoLSA while that of Berebera was opened by the Togdheer Regional MoLSA Officer.

When asked about her feelings on the sessions, Saeedo Abdi, a 22 year old female participant from Hargeisa, said: *“I feel better prepared than I was before. I am optimistic that I can now prepare a strong CV that will be able to show my full potential in an interview.”*

ii) Life skills and business training for youth

Mercy Corps, in collaboration with Ministry of Youth, conducted a 5-day life skills training for youth in Awdal (Borama) and Sahil (Berebera) regions. A total of 60 (22 female and 38 male) participated in the training. The training was based on the curriculum developed by the Youth Development Specialist with input from the SYLI consortium partners. The curriculum focused on the life skills components of leadership, conflict resolution, negotiation skills, problem-solving, effective communication, creativity and critical thinking, among other things.



Youth attending a life skills training session in Borame, Somaliland

Puntland

2.1 Youth access to NFE and vocational education

i) Non-formal Education (NFE)

This quarter was marked by the completion of the first batch of NFE learners that were enrolled in the previous quarter. 362 (316 females, 46 males) successfully completed the six months in the NFE program in nine CARE supported NFE Centers. The nine Centers include Iftin-Bosaso in the Bari Region, Kodhan and Hodman in the Karkar Region and Keenadiid, Bendarqaasim, Daarulirshaad, Samawade, Sareedo/Godobjiran and Jalam in the Nugaal Region.

CARE continued to provide support and monitoring of the remaining four NFE centers where the 160 youth (111 females, 49 males) are currently enrolled. The Centers include Bilan-Baran in Sanaag and SYL, Axmedguray and Daarulsalaam in the Mudug Region. The support provided includes provision of teaching and learning materials and allowances to the tutors. In addition, CARE has agreed with the MoE to support seven new NFE Centers in Puntland in the next quarter.

CARE and the MoE conducted monitoring visits to six NFE Centers during the quarter and observed the teaching and learning to be progressing well, with students attending regularly. During these

visits, the teachers were coached on and supported in proper utilization and keeping/storage of teaching and learning materials. Tables 9 and 10 below show the NFE completion and current enrolment in Puntland.

Table 9: Puntland students that have completed the NFE program, by Region

No	Region	# of NFE Centers	Female	Male	Total
1	Bari	1	30	10	40
2	Karkar	2	76	4	80
3	Nugaal	6	210	32	242
	TOTAL	9	316	46	362

Table 10: Puntland NFE enrolment by Region

No	Region	# of NFE Centers	Female	Male	Total
1	Sanaag	1	23	17	40
2	Mudug	3	88	32	120
	TOTAL	4	111	49	160

2.1.1 Technical Vocational Education and Training (TVET)

i) Rehabilitation of TVET Centers

CARE finalized the tendering process and awarded the contract for the rehabilitation of Garowe Vocational Training center (VTC) to the successful bidder. The rehabilitation next quarter will involve the construction of one workshop, one office, and one store.

ii) Training of Institute Based TVET Tutors

CARE finalized the recruitment of six Master Trainers who have been deployed into four TVET Centers in Puntland. The recruited Master Trainers are from the field of electrical, auto-mechanical, carpentry, cooling system, and office management. The Master Trainers will train the tutors in the respective centers through coaching and mentoring.

iii) Enrolment of Youth for Institute Based TVET

This quarter, CARE supported the enrollment of 168 youth (84 males and 84 females) for the Institute-based vocational skills training in three different Technical Vocational Education Training (TVET) Centers in Garowe, Qardho and Galkayo. The vocational skills in which the youth have been enrolled include: auto-mechanic, computer, office management, electric installation and accounting. All the youth are enrolled in level 3 (the first level) of vocational skills training except 15 that are enrolled in level 2. This brings the total number of youth enrolled in the IBTVET program through SYLI support to 248 (117 males and 131 females).

CARE signed MOUs with each of the IBTVET Centers to govern the operations and the SYLI support to the Centers.

Table 11: Number of IBTVET Trainees

S/No	IBTVET Center	Male	Female	Total # of trainees
1	Bosaso Technical Vocational Education Center	33	47	80
2	Garowe Vocational Training Center	0	38	38
3	Gardo Technical and Vocational Center	24	21	45
4	Galkayo Vocational Training Center	60	25	85

	Total number of trainees	117	131	248
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The recruitment of youth for the TVET program was done through advertisement of the available training opportunities in the local media, and the selection of the 248 youth was based on the following criteria:

- Applicants from poor families, IDPs or an orphan, interested in undertaking the training;
- Applicants within the age range of 14 – 24 years of age; and
- Applicants who dropped out of school or are from minority groups, ex-militia and other disadvantaged groups.

2.1.2 Linkages with private sector and support networks

i) Internship/Apprenticeships for Youth

CARE, in collaboration with the Puntland Ministry of Labor Youth and Sports (MOLYS), continued to provide support to the various business enterprises in Puntland which had admitted youth for apprenticeship programs. The support provided was in the form of monitoring the progress of the trainees and limited financial support to the Business Enterprises to cover the costs related to the apprenticeship. The apprenticeship enrolment in Puntland is shown in Table 12 below.

Table 12: Connection of apprentices to various businesses in Puntland

No.	Region	# of Individually owned business enterprises in which the youth have been involved	No. of Trainees	Male	Female
1	Nugaal	4	20	7	13
2	Bari	2	10	7	3
3	Karkaar	2	10	6	4
4	Mudug	2	10	5	5
	Total	10	50	25	25

Result 3: Youth empowered to contribute positively and productively to society

This result area was only implemented in Somaliland during the first year of implementation but was introduced to Puntland at the beginning of the second year. Mudug Development Association Network (MUDAN), the Local SYLI implementing partner in Puntland is responsible, with Mercy Corps' support, for this result in Puntland.

i) Training of Youth Leaders on Global Citizen Corps

Mercy Corps, in collaboration with the Ministry of Youth, Sports and Culture conducted a 5-day training for 41 youth leaders (18 female and 23 male) from Awdal and Sahil Regions. The training was based on Mercy Corps' Global Citizen Corps (GCC) curriculum and focused on personal/leadership development; cross-cultural and effective communication; project planning and implementation; conflict resolution, negotiation and problem-solving skills; creativity and critical thinking. The training was facilitated by the youth leaders who were previously trained from the training of trainers on GCC.

At the end of the training, Ahmed Abdi Muse, a participant with a disability had this to say, "I have never attended any training before because people discriminate against youth with disabilities. This is my first time to attend training and I am very pleased to get this golden opportunity. Although I am disabled, I am sure I can create new ideas and positively change my community. I would like to give thanks to Mercy Corps."

In both cases (Awdal and Sahil Regions), the trained youth are students in the local universities: Armoud University in Borame, Awdal Region, and Gollis University and Berbera Fishing University in Berbera, Sahil Region.

Each of the groups developed an action plan for providing civic engagement opportunities for the youth in their respective regions. Mercy Corps and the Somaliland National Youth Organization (SONYO), in collaboration with the Ministry of Youth, Sports and Culture, will facilitate the trained youth in the implementation of their action plans.

ii) Community service action events

The Somaliland GCC ambassadors' team (the youth leaders previously trained on civic engagement) carried out two different community service action events in Hargeisa.

The first event focused on environmental conservation, the youth leaders mobilized 560 university students in the planting of 100 trees in Hargeisa University. On behalf of the Ministry of Youth the Director General attended the event and encouraged the GCC ambassadors to set the pace and show other youth that they can contribute to society.

In the second event, Somali Cultural Association (SOCSA), in collaboration with Mercy Corps and the Ministry of Education, organized and presented skits to the 1490 students (of which 525 were female) of 26 June Secondary School. The skits were centered on the various civic participation opportunities that are available for youth in Somaliland. Besides the students, the event was also attended by the Regional Education Officer of Marodijeex Region, the school's Principal and the teachers.

iii) Video conference between youth from different countries

Mercy Corps organized a video conference between 30 Somaliland youth (17 males and 13 females) and the youth from Portland, Oregon, USA. The conference that lasted for two hours provided the youth with the opportunity to share experience and challenges faced by youth in different cultural settings.

iv) Sports for change

The SYLI local implementing partner, SONYO, in collaboration with the Ministry of Youth, Sports and Culture, organized and facilitated the sports for change tournament in Marodijeex Region. The tournament ran for ten days and ten clubs from five districts in the Marodijeex Region participated. The tournament had three different components: football, basketball, and other athletics. Officials from the Ministry of Youth Sports and Culture officially opened the tournaments. Approximately 2500 youth were brought together by the tournament.

Besides providing recreational opportunities for the youth, the tournament brought together youth from different districts and provided an opportunity to reach them with different messages on the importance, of as well as the availability of, opportunities for education (both formal and informal), vocational skills, community service actions and the dangers of illegal immigration. The Director General for the Ministry of Sports thanked Mercy Corps and SONYO for sponsoring the event and emphasized the importance of sports in nation building.



One of the girls' basketball teams that participated in the sports for change tournament in Hargeisa

Puntland

i) Training of Youth Leaders on Civic Participation

Mercy Corps conducted a 5-day ToT training on civic participation for 30 youth leaders (19 male and 11 female). The training was based on the Mercy Corps Global Citizen Corps (GCC) curriculum and the participants came from five regions (Nugaal, Karkar, Mudug, Sool and Sanaag) of Puntland. During the training, the Puntland youth had an opportunity to interact with their counterparts in Iraq through a video conference. The Iraq Youth leaders shared with their Puntland colleagues how they have benefited from the GCC program, the community service action projects they have carried out and the challenges experienced. The video conference gave the Puntland Youth Leaders a clear overview of the civic engagement program and what is expected of them.

At the end of the training, regional action plans were prepared by the youth from each group. Mudug Development Association Network (MUDAN), the local SYLI implementing partner in Puntland, in collaboration with Mercy Corps and Ministry of Youth, will support the trained youth leaders with the implementation of their action plans.

ii) Cultural Exchange Between the Puntland and USA Youth Through Video

CARE conducted a one-day 'Student Rebuild Workshop' between Somali Youth in Garowe and their peers in the USA. The workshop was conducted through interactive face to face video conferencing in December. The workshop provided an opportunity for both sides to exchange views on the cultural divide, appreciate the rich differences and explore further the need for continued dialogue and mutual friendship. A total of twenty Puntland Youths and five USA schools were involved in the exchange. It was felt that the continued linkage of the youths will help increase information sharing, knowledge, skills and experiences and address the key challenges facing the youth in both Puntland and USA.

Lessons Learned

The community tendering approach for the construction and rehabilitation of schools has been found to have some weakness as in some cases, the contractors prequalified have been found to lack the required capacity for the work, resulting in substandard construction. The familiarity between the contractor and the CECs has also been noted to inhibit the supervision of the contractor by the CECs and this has also compromised the quality of work in some cases.

III. PROGRAM PROGRESS (Quantitative Impact)

Objective	Indicator	Baseline value	Program target	Year 2 target	Quarter I Target	Quarter I achieved		Cumulative achievement to-date	
						Male	Fem	Male	Fem
IR1: Students have increased access to formal secondary education through construction and/or rehabilitation of 50 schools	I.1.1 Number of classrooms built or repaired with USG assistance	0	200	96	32	62		62	
	I.1.2 Number of other types of structures constructed or rehabilitated	0	250	132	40	90		90	
	I.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	10,000	7629	3016	7629	3016
	I.1.4 Percentage of learners who have completed their grade	TBD	85	85	n/a	0		0	
	I.1.5 Percentage of female learners who have completed their grade	TBD	80	80	n/a	0		0	
	I.1.6 Percentage increase in secondary enrolment in USG supported secondary schools	0	5	n/a	0	0		0	
	I.1.7 Percentage of USG supported schools or learning spaces meeting criteria for safe school programs	0	60%	0	0	0		0	
IR1.2: Quality of secondary education enhanced through training of teachers	I.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	
	I.2.2 Number of teachers /educators/teaching assistants who successfully completed pre-service training with USG support	0	100	0	0	0		0	
	I.2.3 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	0	15,000	0	0	0		0	
	I.2.4 Percentage of teachers who demonstrate core teaching competencies	TBD	61%	0	0	0		0	
	I.2.5 Percentage change in community perception of quality of secondary education			n/a	n/a	n/a		n/a	
		% satisfied with positive perception on teacher performance	58%	68%					
	% satisfied with positive perception on teaching and learning materials	9%	29%						
	% satisfied with positive perception on school infrastructure	13%	33%						

Objective	Indicator	Baseline value	Program target	Year 2 target	Quarter I Target	Quarter I achieved		Cumulative achievement to-date	
						Male	Fem	Male	Fem
IR1.3: Management of secondary education improved through capacity building of regional education officials	I.3.1 Number of administrators and officials successfully trained with USG support	0	390	126	30	27	3	27	3
	I.3.2 Percentage of Schools visited and supported by education officials	n/a	60%	n/a	n/a	n/a		n/a	
	I.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	
	I.3.4 Percentage change in community perception of schools' organization and management	77%	85%	n/a	n/a	n/a		n/a	
IR1.4: Somali ownership of education services strengthened in target schools	I.4.1 Number of Parent Teacher Association or similar school governance structures supported	0	50	10	10	7		26	
	I.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	46	316	46	316
	2.1.3 Number of Technical Vocational Education Training centers rehabilitated	0	7	3	3	0		0	
IR2.2: Standardization and certification of technical	2.2.1 Number of Technical Vocational Education Training centers certified to provide official training and/or certification	0	100%	0	0	0		0	

Objective	Indicator	Baseline value	Program target	Year 2 target	Quarter I Target	Quarter I achieved		Cumulative achievement to-date	
						Male	Fem	Male	Fem
vocational education training improved									
IR2.3: Youth ability to access livelihood opportunities increased	2.3.1 Number of Youth who have completed business skills training	0	1102	1100	150	38	22	76	44
	2.3.2 Number of Youth supported with business start up grants	0	1102	490	60	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	
	2.3.4 Number of people gaining employment or better employment as a result of participation in USG funded workforce development program	0	900	0	0	0	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	0	0
	2.4.2 Number of Youth who are benefiting from apprenticeship/internship program	0	1800	425	100	0	0	0	0
	2.4.3 Number of businesses or institutions responding to incentives for incorporating at-risk/marginalized youth	0	25	40	35	0		10	
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	180	110	42	29	93	44
	3.1.2 Number of recreational events organized for youth	0	20	6	0	1		1	
	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	2050		3080	
	3.1.4 Number of community mobilization and service events initiated and carried out by youth	0	50	8	1	2		7	
IR3.2: Youth-	3.2.1 Number of action campaigns carried out by Youth	0	8	4	0	0		0	

Objective	Indicator	Baseline value	Program target	Year 2 target	Quarter I Target	Quarter I achieved		Cumulative achievement to-date	
						Male	Fem	Male	Fem
led-advocacy efforts strengthened to influence policy decisions	3.2.2 Percent youth who feel they have a voice in community and local government decision making			n/a	n/a	n/a		n/a	
	% with influence at family	92%	92%						
	% with influence on community leaders	68%	73%						
	% with influence on Local Government leaders	50%	60%						

IV. MONITORING

Post Training Monitoring of CECs

Mercy Corps and CARE, in collaboration with the MoE, did post-training follow up with five CECs that were trained during the previous quarter (Waran Cade, 26 June and Gandhi in the Marodijeex Region, Sheikh Bashir in Togdher and Haji Aden and Saba in the Sanaag Region). In Waran Cade Secondary School the CEC has initiated and carried out some of the activities that they were trained on. The activities carried out included school hygiene and sanitation campaigns and conflict management; the CEC solved a land dispute that had persisted between the school administration and neighborhoods. The CEC for 26 June held a fundraiser for the construction of the school's meeting hall and secured \$1,200 which is 50% of the required cost. The CEC is currently discussing support for the remaining 50% with the MoE. The CEC for Gandhi Secondary School planned and conducted school hygiene and sanitation campaign as well as an education awareness campaign aimed at addressing the problem of student's absenteeism. Haji Aden CEC has conducted four meetings, monitored school activities and mobilized the school community on increasing girls' enrollment. Sheikh Bashir CEC launched a sanitation campaign in the school, and submitted a proposal to the area Diaspora for support. Saba CEC has raised \$300 from the community to supplement teachers' salaries, mobilized surrounding communities on girls' enrollment, and is in the process of hiring a female teacher.

Training of schools on school data collection and storage: The M&E team visited and provided school based coaching to the class teachers on the data collection and management of class enrolment data. All the schools where the construction and rehabilitation has begun or is complete were visited and the class teachers trained on the use of the school enrolment data forms.

Preparation of the Second Year Annual Work Plan

The SYLI team held a three-day planning meeting with all consortium partners and agreed on the general plan for the second year. Based on the agreed general plan, each consortium partner prepared its 2nd year annual implementation plan and submitted to Mercy Corps. The different partners' annual implementation plans were consolidated into the overall SYLI 2nd year annual implementation plan and submitted to USAID and approval for this implementation plan has already been granted.

Environmental Management Plan

The Initial environmental Review identified a number of possible negative environmental impacts that SYLI need to monitor and mitigate against during the implementation. Mercy Corps and its Consortium partner CARE have taken a number of measures to mitigate against these negative impacts

- The SYLI Infrastructure Advisor took the selected contractors through the relevant sections of the Environmental Management Monitoring Plan (EMMP) or measures to be observed during the construction process.
- Besides the technical assessment of the construction, the contractor's adherence to the EMMP recommendations is also assessed during the site supervision visits.
- To mitigate against noise and smoke, trucks and heavy equipment are not left to idle for extended periods (e.g., longer than five minutes) adjacent to the classrooms.
- The following measures are being taken to mitigate against possible erosion in SYLI construction sites;
 - i) Keeping land clearance to a minimum. Vegetation clearance is minimized and only done where a structure is to be erected
 - ii) Re-vegetating areas where vegetation have been cut. Students have been mobilized to plant trees in their schools. This has been successfully done in Warancade Secondary school

V. FY2013 ANNUAL WORK PLAN

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
IR1.1: 25,000 STUDENTS HAVE INCREASED ACCESS TO FORMAL SECONDARY EDUCATION THROUGH CONSTRUCTION AND/OR REHABILITATION OF 50 SCHOOLS								
1. Develop and implement secondary school rehabilitation action plans	a) Visit each of the selected secondary schools and conduct the technical infrastructure development needs assessment (for classrooms and other structure to be constructed or rehabilitated	50	14	6		6		6 schools in Somaliland
	b) Work with the Regional and District Education Officers and the CECs to develop the action plans for each of the selected school	50	14	6		6		The plan will focus on both 'hardware' and 'software' components of the school and will be documented and approved by the MOE. Girls and female teachers will be considered.
	c) Meetings with MOE, communities and other stakeholders to identify, select and prioritize the strategies to increase girls' access and retention					√	√	This will be done at school level with parents, teachers and REOs/DEOs. Gender Unit will be involved. Link also to the Women Council on Girls Education
	d) Incorporate construction/rehabilitation related strategies into the schools' improvement/action plan					√	√	Construction/rehab designs will factor in girls and female teachers and children with disability.
	d) Prepare the technical drawings and BOQs for the construction and rehabilitation of classrooms and other structures for each school					√	√	There is standard BoQs and technical drawings for new structures that will be adapted to all schools
	e)Tender for the work	50	24	10	4	3	3	<ul style="list-style-type: none"> • Somaliland – 2, Puntland – 3 and Mogadishu - 5 • CECs will pre-select the Contractors. MOE must attend tender opening.
	f) Commission construction/rehabilitation for selected schools	50	24	10	4	3	3	Where possible involve central MOE. Media coverage critical
	i) Construction and rehabilitation of Classrooms	200	96	40	16	12	12	<ul style="list-style-type: none"> • Somaliland – 8, Puntland – 12 and Mogadishu - 20 • An average of 4 classrooms will be constructed or rehabilitated per selected school

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
	j) Conduct construction and rehabilitation of other structures	250	120	50	20	15	15	<ul style="list-style-type: none"> • Somaliland – 10, Puntland – 15 and Mogadishu - 25 • Other structures include latrines, hand wash facility, water facility, fence, admin block, laboratory, library, girl friendly space etc. An average of 5 other structure will be will be constructed or rehabilitated per selected school.
	k) Supervise/monitor the rehabilitation/construction work				√	√	√	At least 5 monitoring and supervision visits per school during the construction and rehabilitation period. MOE will participate in at least one of the visits.
2. Provision of schools furniture	a) Prepare tender documents				√	√	√	
	b) Tender for supply of school furniture		878	300	120	90	90	<ul style="list-style-type: none"> • This targets newly constructed classrooms
	c) Distribute furniture to target schools		878	300	120	90	90	Distribution will be done on 100% completion of new classrooms.
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	50	34	14	5	6	3	<ul style="list-style-type: none"> • 5 schools in Mogadishu, 2 in Somaliland and 3 in Puntland • This will be done at school level with parents, teachers and REOs/DEOs. Gender Unit will be involved. Link also to the Women Council on Girls Education
	b) Incorporate construction/rehabilitation related strategies into the schools' improvement/action plan				√	√	√	Construction/rehab designs will factor in girls and female teachers and children with disability. Help schools to prioritize needs
	c) Develop ToR for the women's council on girls education		1	1		1		The TOR is only for Somaliland. The Puntland TOR was prepared and approved in FY12
	d) Establish women's council for girls' education	2	2	1			1	<ul style="list-style-type: none"> • Only Somaliland targeted as the Puntland one has been formed • MOE will do the appointment of members. Regional representation will be considered

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
	e) Organize workshop for the WCGCE members	2	2	1		1		<ul style="list-style-type: none"> One for Somaliland Workshop will focus on challenges faced by girls and way forward, role of the council. Hold the meeting at national level. MOE takes the lead
	f) Implement activities (campaigns, IEC material, scholarships etc.) to promote girls education		6	√		√	√	<ul style="list-style-type: none"> 6 events targeted 3 each for Somaliland and Puntland. This will be done at school level with MOE taking the lead.
4. Formation of school based youth/children clubs	a) Conduct awareness raising meetings with the schools' management about the importance of clubs and identification of the clubs' patrons	50	18	9		5	4	<ul style="list-style-type: none"> 5 schools Mogadishu, 2 in Somaliland and 2 in Puntland CARE targets 2 schools and Mercy Corps 7 The objective is to ensure student active participation in school life. MOE to take lead in organizing the meetings.
	b) Formation of the clubs by the identified patrons	100	36	18		10	8	Target at least 2 clubs per school. Clubs include Enterprise clubs, career clubs, ICT clubs, debating clubs, sports clubs, environmental/science clubs etc. This will be linked to the sports for change and peer to peer learning in the Intermediate Result 3
	c) Train patrons and students leaders on club management/leadership	100	36	18		10	8	Target 2 patrons per school. The training materials/manuals will be developed jointly with the Ministry of Education and that of youth/sports
IR1.2: QUALITY OF SECONDARY EDUCATION ENHANCED THROUGH TRAINING OF 2000 TEACHERS								
1. Conduct in-service teacher training	a) In collaboration with the MOE and other stakeholders, review existing teacher training modules and select and adapt the ones suitable for the different categories of teachers							Review will be based on existing material used by teacher training institutes (TTIs)
	b) Develop selection criteria for selecting teachers to be trained					√		The Ministry of Education to take lead based on the agreed upon selection criteria

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
	c) Select/identify the teachers to be trained	1800	300	300		300		<ul style="list-style-type: none"> 60 teachers from Mogadishu and 120 each from Somaliland and Puntland. Mercy Corps to target 285 while CARE targets 15 teachers The criteria currently being used by other agencies will be reviewed and adapted.
	d) Facilitate the selected teachers training institutions to train the selected teachers on core disciplines	1800	300					Trainings will be done during the school holiday in June/July
2. School-based teachers coaching/mentoring support	a) Identify key teacher training professionals of core disciplines within the existing teachers training colleges and the Ministry of Education		10	10			10	<ul style="list-style-type: none"> 5 key professionals each for Somaliland and Puntland Focus will be on math, Physics, Chemistry, Biology and English. They will provide school-based support to teachers
	b) Conduct induction/orientation workshop for mentors		2	2			2	<ul style="list-style-type: none"> One workshop each for Somaliland and Puntland The workshop will be modeled on the MOE/AET approach previously used
	c) Provide school-based support to teachers	1000	150					At least 50% of the trained teachers from each zone (Somaliland, Puntland and Mogadishu) in in-service program receive at least 2 visits in the year
3. Pre-service teacher training for female teachers	a) Develop selection criteria				1			This will be based on Save the Children's' and other existing criteria
	b) Identify teachers to be trained	100	50	50		50		<ul style="list-style-type: none"> Target will be 50 females; 25 each for Somaliland and Puntland. CARE targets 15 while Mercy Corps targets 35 teachers
	c) Sign community service contract with selected teachers	100	50	50		50		The contract will be between the trainees and MOE and copies given to Mercy Corps.
	d) Enroll selected teachers into selected TTIs	100	50	50			50	The training will take 2 years.
4. Post Graduate Diploma training for	a) Develop selection criteria				√			To be done jointly with the Ministry of Education

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
Head Teachers	b) Identify teachers to be trained	50	34	34		34		<ul style="list-style-type: none"> The Head Teachers or the Deputy Head Teachers for all the 34 schools covered in FY12 and FY13 are targeted Somaliland 16, Puntland 13 and Mogadishu 5
	c) Sign community service contract with selected HTs	50	34	34		34		The contract will be between the trainees and MOE but MC will have copies
	d) enroll selected head teachers into selected TTIs	50	34	34		34		The training will take 2 years. Payment of fees will be on semester basis
5. Short courses for head teachers	a) In collaboration with the MOE and other stakeholders, review existing head teacher training modules and select and adapt the ones suitable				√			Same module will be applied to all the Zones
	b) Enroll head teachers or Deputy Head teachers from target schools into selected TTIs	50	34	34		34		<ul style="list-style-type: none"> This will target the Head Teachers, Deputy Head Teachers and Senior teachers who are not covered by the post graduate diploma training described above. The training will take utmost 2 weeks Somaliland 16, Puntland 13 and Mogadishu 5
6. Teachers' life-skills knowledge and skills development	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					√		Identify what aspects of "life skills" to cover and incorporate this into Core Discipline trainings
	b) Develop the teachers' life skills education training plans either with the teachers' training institutions or other Agencies experienced in this field					√		MOE will lead the process
	c) Facilitate the selected institutions/Agencies to conduct the teachers' life skills training	1800	300	0				
7. Establish resource centers	a) Hold meeting with MOE and stakeholders to discuss establishment of resources centers		2	2		2		1 each in SL and PL. Save the Children will provide technical support/lead
	b) Conduct assessment at district/regional offices to identify locations/facilities for resource centers							Save the Children will provide technical support/lead
	c) Select 2 locations/facilities for resource centers		2	2		2		1 each in Somaliland and Puntland. Focus on accessible sites with potential to serve more teachers. Save the Children will provide technical

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
								support/lead
	d) Sign MOU with the D/REOs/MOE for selected region on establishment of resource center		2	2			2	Central MOE to be involved
	e) Establish district/regional resource center							Save the Children will provide technical support/lead
	f) Mobilize stakeholders to support resource center with material	2	2					Support will be in the form of books and other reference material, furniture, computers, incentives for staff etc
8. Pilot E-learning clinics	a) Hold workshop with MOE on e-learning	2	2	2		2		1 each in Somaliland and Puntland. SYLI will make a presentation on e-learning (approaches and benefits). This will be guided by Save the Children
	b) Select schools to participate in e-learning clinics	2	2	2		2		2 schools, 1 each in Somaliland and Puntland
	c) Organize e-learning clinics for English, Maths and Sciences in selected schools		2					Save the Children will lead provide technical support
9. Develop and implement secondary schools equipment scheme action plan	a) Organize an action planning process for the selected schools to identify and prioritize the most critical teaching and learning materials	50	24	10		6	4	<ul style="list-style-type: none"> Somaliland – 2, Puntland – 3 and Mogadishu - 5 TLM will include textbooks, electronic and other print material including charts. Start early since they are not locally available
	b) Tender for the supply of identified TLM					√	√	As per MOE request, material will be procured locally
	c) Distribute TLM to target schools	15000	7,500	3000		1800	1200	Distribution will involve MOE for future monitoring of the use. Each school is targeted with an average of 300 assorted text books/teaching and learning materials
IR1.3: Management of education strengthened through capacity building for at least 390 regional education								
1. Upgrade administrative policies, plans and	a) Organize a workshop with MOE and other stakeholders to identify and prioritize the policies that need to be reviewed		2	2		1	1	This will be a forum to identify key policies that need to be reviewed. Senior MOE staff (including REOs) will be involved

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
practices for the district and regional education system	b) Organize policy review workshops for the selected/prioritized policies		2	1			1	The workshops will be facilitated by a hired consultant or existing Technical Assistant
	c) Organize a forum to validate the reviewed polices/guidelines		2				1	1 for Somaliland
2. Modernization of management and leadership practices of the Regional and District Education Offices	a) Conduct training and equipment needs assessment for Regional and District Education Officials		2	2		2		1 each for Puntland and Somaliland
	b) Develop capacity building plan for the Regional and District Education Officials		2	1		2		1 each for SL and PL. This will identify what trainings/support with target group and timelines
	c) Conduct the capacity building for Regional & District MOE Officials	390	126	30			30	<ul style="list-style-type: none"> 58 each for Somaliland and Puntland and 10 for Mogadishu Conduct at regional level with the Central MOE taking lead. CARE to train 23 from four different regions while Mercy Corps trains 103
	d) Provide D/REOs with office equipment and other supplies	12	9	9			9	<ul style="list-style-type: none"> 3 Regions in Puntland and 6 in Somaliland Supplies will include computers, photocopiers, scanners and stationery. This will be linked to the EMIS/ICDSEA initiatives CARE – 3 Regions (Sool, Sanaag and Togdheer while Mercy Corps 6 Regions
	e) Build retrievable EMIS at School, District and Regional Levels							Four regions are targeted all of which will be implemented by CARE.
3. Provide technical assistance to MOE	a) Develop TORs for TAs				√			Save the Children to support development of TORs
	b) Recruit and deploy TAs	4	4			√	√	2 TAs each for Somaliland and Puntland (total 4). Local experts will be targeted. Contracts will run for 1 year and renewal based on performance
IR1.4: Somali ownership of education services strengthened in 50 target communities								
1. Community mobilization	a) Establishment of CECs where they don't exist	0	5	5		5		This will be implemented in Mogadishu where new schools will be targeted. Gender balance to be effected

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
	b) Training of CECs on their roles	50	10	5		5		<ul style="list-style-type: none"> Only Mogadishu schools targeted
	c) Sign MOUs with CECs	50	31	31		26	5	<ul style="list-style-type: none"> 5 CECs in Mogadishu and 26 CECs previously trained in Somaliland and Puntland
	d) Work with the Regional and District Education Officers and the CECs to develop the action plans (SIPs) for each of the selected school	50	33	31		26	5	<ul style="list-style-type: none"> 5 CECs in Mogadishu and 26 CECs previously trained in Somaliland and Puntland
	e) organize an action planning process for the selected schools to identify and prioritize the most critical teaching and learning materials (TLM)	50	33	20		20		<ul style="list-style-type: none"> 5 CECs in Mogadishu, 10 in Somaliland and 5 in Puntland Linked to IR1.2 above. TLM will include textbooks, electronic and other print material including charts. Start early since they are not locally available
	f) Provide CECs with grants through the 'virtual budget' to purchase critical TLM	50	33	20			20	
	g) Facilitate the schools' community to do local and external (through diaspora network) fundraising to support the school improvement/action plan	50	33	12		7	5	<ul style="list-style-type: none"> 5 CECs in Mogadishu, 4 in Somaliland and 3 in Puntland This will be at school level and will seek to help schools identify and contact possible sources of support
2. Develop information education and communication strategy	a) Work with CECs, education officials, and other organizations to identify critical education constraints					√		This should feature in all discussions with schools and MOE and documented. Student participation critical
	b) Develop IEC material to address the selection criteria						√	This will depend on the constraints identified and how they can be developed
	c) Distribute the IEC material to both target and non-target schools						√	This will be distributed to both target and non-target schools
IR2.1: At least 15,000 youth access non-formal and vocational education								
1. Select NFE centers	a) Conduct needs assessment for NFE centers					√		This will target Mogadishu

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
	b) Select NFE centers to be supported based on the NFE assessment report	40	27	27		27		<ul style="list-style-type: none"> 15 NFE Centers in Mogadishu, 6 each in Somaliland and Galmudug Mercy Corps targets 12 while CARE targets 15 The MOE to lead the process with the participation of the SYLI Consortium
	b) Sign MOUs with selected NFE centres			√		√		The MoU stipulates the role of MOE, the NFE Centre and the SYLI Consortium
2. Strengthen NFE centers	a) Select tutors to be trained in life skills, financial literacy and entrepreneurship	40	15	15		15		<ul style="list-style-type: none"> All the 15 Centers from Mogadishu All the trainings to be done by CARE One tutor per NFE Centre
	b) Conduct training for selected tutors	40	15	15		15		
	c) Provide NFE tutors with stipends	40	55		√	√	√	<ul style="list-style-type: none"> 15 NFE Centers in Mogadishu, 21 in Somaliland, 13 Puntland and 6 in Galmudug 1 tutor per center receive stipends for the whole year
	c) Provide NFE centers with grants				√	√	√	To be provided to same NFE centers for whole year on monthly bases
	d) Enroll students to the selected NFE centers	12000	2200	806		806		<ul style="list-style-type: none"> 600 students in Mogadishu, 103 in Somaliland and 103 in Puntland Expected gender disaggregation ratio is 7:3 for female and male respectively.
3. Support NFE Centers with teaching learning materials (TLM)	a) Conduct TLM needs assessment for selected NFE centers					√		TLM needs assessment will be conducted with each of the 15 NFE centers to be selected in Mogadishu. MOE to lead the process
	b) Procure identified TLM for centers					√		Local procurement through the respective SYLI Consortium partners
	a) Distribution of TLM					√		Distribution will be done once per NFE session
4. Rehabilitate TVET Centers	a) Develop technical drawings for selected IBTVT centers and prepare bill of quantities	7	3	3		3		CARE 2 Centers in Puntland while Mercy Corps 1 Centre in Somaliland
	b) Invite bids/tenders for the rehabilitation work					√		Local tendering process similar to the one done for school construction will be adopted

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
	c) Commission to rehabilitation work						√	
	d) Conduct supervision of rehabilitation work						√	Each center receives at least 5 supervisory visit during the construction period
	e) Handover completed centers							
5. Upgrade skills of IBTVET instructors in 5 skill areas	a) Complete preparation of the labor market assessment report and identify 5 key skill areas				√			Two separate reports 1 each for Somaliland and Puntland
	b) Hold dissemination workshop for the labor market assessment report		2	2		2		1 each for Somaliland and Puntland
	c) Develop/identify training material based on the 5 skills areas identified through the LMA				√			This will be based on the 5 skill areas found to me most marketable
	d) Develop criteria for selection of tutors to be trained				√			
	e) Select tutors to be supported	75	75		75			25 tutors from Somaliland and 50 from Puntland
	e) Provide training for selected tutors	75	75	75		75		Target 1 tutor per center for each of the 5 skills
6. Enroll learners in IBTVET and EBTVE centers	a) Select the I/EBTVET Centers to provide apprenticeship programs					√		Number of centers will depend on the numbers each can accommodate
	b) Develop and sign MoUs with the EBTVE and IBTVET centers to govern the apprenticeship program					√		This will depend on number of selected centers
	c) Enroll youth into the selected centers	3000	1350	1075		1075		<ul style="list-style-type: none"> 600 youth from Mogadishu, 300 Somaliland and 175 Puntland Youth from supported schools and NFE centers will be considered as well
	Provide institutional grants to centers				√	√	√	This will be based on the # of youth enrolled
IR2.2: Standardization and certification of TVET improved								
1. Support standardization and certification of IBTVET building on VQF	a) Hold conference for the operationalization VQF	2	2	2		1	1	1 each for Somaliland and Puntland

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
2. Establish/strengthen National Examination Board	a) Hold workshop with MOE and National Examination Council (NEC) to identify strategies to strengthen TVET certification		2	2		2		1 each in Somaliland and Puntland. Save the Children will take lead
	b) Develop action plan for strengthening NEC		2	2		2		1 each for Somaliland and Puntland
	c) Support MOEs and exam bodies to implement aspects of the strategies identified above						√	Save the Children will lead
1. Train youth in employment skills, financial literacy and entrepreneurship	a) Review the manual for Youth Trainings							save the Children will lead
	b) Develop criteria for selection of youth to benefit from employment skills, financial literacy and entrepreneurship training				√			
	c) Provide youth with employment skills, financial literacy and entrepreneurship training	1100	1100	800		400	400	<ul style="list-style-type: none"> • 400 each from Somaliland and Puntland and • Gender disaggregation of 50/50 targeted
	d) Strengthen CARE's Village Savings and Loan Groups and ensure Financial Literacy through all activities	16	16	16		16		This will be done through training on financial literacy
2. Provide youth with business/entrepreneurship grants	a) Develop criteria for award of business/entrepreneurship grants				√			Same criteria for all the zones
	b) Advertise for entrepreneurship grants				√			Use both print and electronic media
	c) Select proposals for business/entrepreneurship grants				√			Ministry of Youth will take lead
	d) Sign MOUs with successful youth				√	√	√	This will be as individuals or groups
	e) Provide grants to the Youth	1102	490	240			240	<ul style="list-style-type: none"> • 120 each from Somaliland and Puntland and
IR2.4: Linkages with private sector and support network strengthened								
1. Establish apprenticeship program for youth	a) Identify private sector businesses to support internship/apprenticeship program	25	40	36		36		<ul style="list-style-type: none"> • 18 each for Somaliland and Puntland • The Ministry of Labor and Youth to participate in the selection process • CARE targets 26 while Mercy Corps targets 10

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
	b) Select youth to take part in the internship/apprenticeship program based on developed criteria	1800	425	425			425	<ul style="list-style-type: none"> • 175 youth from Somaliland, 50 from Puntland and 200 from Mogadishu • Gender proportion of 50/50 targeted • Target beneficiaries from schools, NFE and TVET centers supported by the program • CARE targets 300 while Mercy Corps targets 125
	c) Sign the MoU with businesses					√	√	This will be based on the number of businesses responding to internship/apprenticeship program
	d) Support youth to receive apprenticeship placement through the voucher system	1800	425	425			425	Businesses will be given grants to offset risks associated with interns
	a) Develop criteria for selection of graduates and trainees to receive counseling				√			
2. Organize employment/career counseling for TVET graduates and trainees	b) Identify graduates and trainees to participate in career/employment counseling	1200	240	60		30	30	<ul style="list-style-type: none"> • 30 each for Somaliland and Puntland • Gender disaggregation of 50/50 targeted • Open for the SYLI trained youth and other previously unemployed youth
	c) Identify career counselors to provide counseling		12	2		1	1	1 career/employment counseling experts will be targeted per session
	d) Conduct the counseling session	20	12	2		1	1	
	a) Conduct sensitization/mobilization sessions with ministries, supported TVET centers and private sector				√			Ministry of Labor to lead the process
3. Organize networking forums and trade fairs	b) Conduct the conference on supporting vocational education		5	2		1	1	These will be regional based targeting 1 region each in Somaliland and Puntland
	c) Organize trade fairs in supported TVET centers	14	2					Two supported TVET Centers will be supported to organize the trade fair one each in Somaliland and Puntland
	a) Meet with MOEs and center management committee to map out possible diaspora networks				√			This will target the 7 supported TVET centers
4. Initiate Diaspora Volunteer program to support TVET centers	b) Make contact with potential diaspora networks to support TVET centers				√	√	√	MOE and CMCs will take the lead

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
IR3.1: Civic participation increased for 60,000 youth to network and dialogue								
2) Train and mobilize youth leaders	a) Identification of youth leaders to be trained	150	180	120		120		<ul style="list-style-type: none"> 120 youth from Somaliland and 30 each from Puntland and Mogadishu Gender ratio of 6:4 male and female targeted
	b) Conduct youth leaders training	150	180	109		120		This will be based on the GCC curriculum
	c) The trained youth leaders mobilize the youth and conduct peer to peer training	25	13	3	2		1	2 in Puntland by MUDAN and 1 in Somaliland by SONYO
3. Organize community service action events	a) Develop selection criteria for grants				√			Target should be groups. Consider regional balance in the selection
	b) Preparation of the action plan/proposals for the community action events				√	√	√	The trained youth to develop the action plans/proposals for the community action events
	c) Review and select proposals to be supported					√	√	Ministry of Youth will be involved with consideration of regional balance. Five proposals will be selected
	d) Train the selected youth groups on the documentation process for the event					√	√	Training will focus on compliance and reporting
	f) Disbursement of funds to the youth groups					√	√	Grants disbursed in one installment or several depending on type of activity
	g) Implement community service events	25	8	2		1	1	<ul style="list-style-type: none"> 1 each in Somaliland and Puntland This will be implemented by the trained youth groups in collaboration with SONYO, MUDAN and the Ministry of Youth. SONYO will facilitate 1 community service action events while MUDAN will facilitate 1.
5. Sports for change for school based youth	a) Identify sports patrons (teachers) MOE officers and train them in sports as a peace building tool	100	20	20		20		8 patrons in Mogadishu, and 6 each from Somaliland and Puntland At least 2 teachers per school. Training will focus on importance of sports as a tool for peace and management of sports in schools
	b) Establish sports teams in target secondary schools	100	20	20		20		At least 2 sports clubs per school. Girls teams to be considered

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
	c) Support teams with the necessary sports equipment					√	√	This will include balls, uniforms and boots, goal posts etc.
	d) Organize (inter-school) sports tournament at district or regional level	16	6					To be done next quarter
	e) Prepare the events report							To be done next quarter
6. Sports for change for out of school youth	a) Identify themes around which to organize the tournament				√			This will be done jointly with Mercy Corps, SONYO and the Ministry of Youth
	b) Mobilize and identify the sports clubs to participate in the tournaments				√			The mobilization will be based on the target regions or districts and this will be done in collaboration with the Ministry of Youth and Sports. The target regions include; Awdal and Marodijeex
	c) Train the club officials and the Ministry of youth staff in sports as a peace building tool					√		At least 3 officials per club. Training will focus on importance of sports as a tool for peace or for awareness raising or advocacy on certain issues.
	d) Plan for the tournament and prepare appropriate visibility banners with messages related to the theme					√		
	e) Conduct the tournament	16	2	1			1	The tournament will target Awdal region
	f) Prepare the event report						√	
IR3.2: Youth-led advocacy efforts strengthened to influence policy decisions								
1. Provide advocacy training workshop for youth using the GCC curriculum	a) Identify youth to train	60	30					To be done next quarter
	b) Train identified youth	60	30					To be done next quarter
2. Establish youth taskforces to engage elders and parliament	a) organize the trained youth into advocacy taskforces		2					To be done next quarter
	b) Preparation of the action plan by the advocacy task forces	8	2					

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q2	Jan	Feb	Mar	
	c) Support the selected advocacy taskforces with matching grants to carry out advocacy action campaigns	8	4					To be done next quarter
	c) Conduct sessions for the youth to discuss youth-related issues with elders and the government	8	4					To be done next quarter

