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Acronyms and Abbreviations

AET	African Educational Trust
CEC	Community Education Committee
DG	Director General
EMIS	Education Management Information System
GEF	Girls Empowerment Forum
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
SIP	School Improvement Plans
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 second quarter of the second year of implementation. The Consortium Partners intensified the implementation of the activities that were already underway and kick-started those that had not yet begun.

Mercy Corps and CARE completed the construction and rehabilitation of 15 (7 built and 8 repaired) classrooms in four schools. The construction and rehabilitation of 14 latrines and 15 other structures (hand washing facilities, water tanks, office blocks and perimeter fence wall) have been completed in the same schools. This brings the cumulative total number of classrooms to 77 (26 built and 51 repaired) and 119 other structures completed in 12 schools to-date.

The number of students enrolled in the current 18 SYLI supported schools is 14,961 (10,611 male and 4,350 female). 8,994 (6,518 male and 2,476 female) of these are enrolled in the 12 completed schools while 5,967 (4,093 male and 1,874 female) are enrolled in six schools where the construction is in progress.

The furnishing of schools also continued with 30 desks and 50 laboratory stools procured and distributed to two schools, bringing the cumulative total desks to 165 and laboratory stools to 50 procured and distributed to secondary schools to-date. The procurement process of 234 desks for four secondary schools is also in progress.

The distribution of teaching and learning materials begun with 1814 teaching and learning materials consisting of text books and teachers guide distributed to three secondary schools in Sanaag region.

Interventions aimed at improving the after school study program were initiated through a partnership between Mercy Corps and Living Social/DLight. This partnership will facilitate the distribution of solar lamps to selected 1000 secondary school students in remote areas without electricity. The lamps are meant to help targeted children to study at home and complete their assignments/home work. Living Social/DLight has already supplied Mercy Corps with the lamps and the lamps will be distributed next quarter.

The activities aimed at enhancing the enrolment and retention of girls in secondary schools were intensified with the establishment and training of Girls Empowerment Forums (GEFs) in seven secondary schools. Some of the GEFs have begun advocating for the deployment of female teachers in a bid to make the schools a more girls friendly environments while others have initiated school based activities aimed at improving the participation of girls in and out of classrooms.

The activities aimed at equipping secondary students with the necessary life skills were launched through the establishment of two school based student clubs, each operating in five secondary schools. The clubs form the platforms for mobilizing and training the students in the key life skills that are necessary in enabling them to become responsible and positively contribute to the community.

In a bid to improve the management of schools, the training of 66 (all male) secondary school head teachers drawn from all six regions of Somaliland was conducted. The training focused on leadership and management of schools with particular focus on the preparation of their School Improvement Plans (SIP).

The pre-service training of teachers kicked off with 50 female teacher trainees enrolled for a two year pre-service diploma teacher training program in Somaliland. The selection of an additional 50 for a similar program in Puntland is in progress with their enrolment scheduled for next quarter. Necessary preparations for the in-service teachers' training are in an advanced stage. The draft training modules have been prepared and are currently under review. The SYLI Consortium and

Ministry of Education (MoE) are finalizing the selection criteria and the training is scheduled to begin next quarter.

As part of MoE capacity building, the SYLI Consortium in collaboration with CARE (through an EU grant) have developed strategies of establishing the secondary school Education Management Information System (EMIS). The plan which includes training of the secondary school head teachers on data collection and support to MoE in data entry and analysis, report preparation, and dissemination has been finalized and the actual data collection scheduled to begin next quarter.

The school based coaching carried out for the Community Education Committees (CECs) trained in the previous quarter enabled seven schools to finalize and have their School Improvement Plan approved by the MoE.

This quarter marked the enrolment of Non-formal Education (NFE) learners in Mogadishu and the completion of the first batch of SYLI supported NFE learners in Somaliland. 282 (91 male and 191 female) youth completed the literacy and numeracy programs from seven SYLI supported NFE centers in Somaliland bringing the cumulative total number of youth to 644 (137 male and 507 female) supported by the program to complete literacy and numeracy programs in both Somaliland and Puntland to-date. On the other hand, 680 youth of equal proportion by gender were enrolled in seven NFE centers in Mogadishu.

The rehabilitation of one Technical Vocational Education and Training (TVET) Center, the Garowe Vocational Training Institute, was completed and handed over to MoE while the rehabilitation of a second one (Burco Technical Institute) is in progress. 84 (20 male and 64 female) youth were enrolled for various vocational skills training in the newly restarted Burco Technical Institute. This brings the cumulative total number of youth enrolled to 332 (141 male and 191 female) for the Burco TVET. 150 (74 male and 76 female) youth were enrolled for various vocational skills in four Enterprise Based TVET Centers in Mogadishu bringing the cumulative total number of youth enrolled to 257 (male 126 female 131) in EBTVET Centers in Somaliland and Mogadishu to-date.

The quarter also saw the completion of the first group of 40 youth who were attached to various business enterprises for apprenticeship/internship opportunities in Puntland. A second group of 50 youth were attached to ten different business enterprises for a two month period.

The previously trained youth leaders continued with the implementation of civic engagement activities through peer to peer trainings and community service action events. 20 (7 male and 13 female) youth were trained on civic participation by youth leaders from Karkaar region of Puntland. Three different community service action events were held across Somaliland and Puntland. The events centered on increasing the awareness of environmental management and conservation and the events reached 800 university students and 1549 secondary school students.

Project Administration

The construction and rehabilitation of secondary schools in Mogadishu did not kick off as planned due to the re-assignment of the schools originally assessed by Mercy Corps to other local NGOs. A number of national NGOs are asking to be allocated secondary schools as a fund raising strategy. Once allocated, they use the schools to source funds from UN agencies, INGOs and other donors. This has served as a major setback for SYLI as Mercy Corps had to re-start the process of school identification.

The payment of teachers and other school running costs are not within the scope of SYLI yet the Federal Ministry Officials have indicated that they are not able to pay teachers' salary as well as meeting other running costs once the schools are rehabilitated and handed over to them.

The demand by the MoE Somaliland for direct budget support delayed the establishment of the secondary school EMIS as the MoE insisted on Mercy Corps directly funding them for the exercise.

Next Quarter's Work Plan

The next quarter's implementation plan focuses on the intensification of implementation in Mogadishu and the monitoring of the completed and ongoing implementations in Somaliland and Puntland. The selection of schools for rehabilitation in Mogadishu will be finalized and the actual construction work initiated.

Small grants will be given to the Community Education Committees (CECs) who have finalized the preparation of their School Improvement Plans (SIP). The CECs will also be encouraged to reach out to the diaspora from the area, the local business community, the Government and other agencies to support the implementation of the SIP activities.

The formation of the Girls Empowerment Forums (GEFs) in the remaining target schools will continue while facilitating the existing GEFs to implement their action plans.

The completed schools will be furnished mainly with desks and other necessary furniture for the laboratory and library.

The procurement of teaching and learning materials (TLM) for the remaining target schools will be finalized and the TLM distributed to the target schools.

The admission of the first batch of pre-service female teacher trainees in Puntland will be done while conducting monitoring and supervision of the already admitted trainees in Somaliland. The current draft modules for the in-service teacher training will be finalized and the target teachers selected in readiness for July/August when the training is scheduled to begin.

The support for NFE Centers and the monitoring of the teaching and learning process will continue in Somaliland, Puntland and Mogadishu

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.

Life skills training will be integrated into the NFE and IBTVET curriculum with separate life skills training organized for the youth who are not enrolled in the NFE/TVET Centers.

Mercy Corps will conduct the civic engagement training for the first batch of youth leaders in Mogadishu. SONYO and MUDAN on the other hand will facilitate the trained youth leaders to carry out the community service action events and peer to peer trainings in Somaliland and Puntland.

II. KEY ACHIEVEMENTS (Qualitative Impact)

a) Coordination Meetings

i) Harmonization of USAID funded and EU funded Consortium activities

Save the Children and Mercy Corps held a meeting to harmonize the activities of the USAID funded SYLI (Kalkal) and the EU funded Horumuranta Cilmiga programs in order to avoid duplication /overlapping. Possible complimentary areas on MoE capacity building, teacher training, secondary school support and NFE/TVET interventions were identified and both consortia are working towards the harmonization process.

ii) Coordination Meetings

The SYLI Consortium members; Mercy Corps, CARE and Save the Children regularly participated in the monthly Education Sector Coordination Meetings in Somaliland and Puntland. The meetings reviewed the current education interventions and identified the gaps to be filled.

b) Program implementation startup activities:

i) SYLI inception workshop in Mogadishu

Mercy Corps SYLI held a one-day inception workshop for the Directorate of Education, Culture and Higher Education of Ministry of Human Development and Public Services of the Federal Republic of Somalia. The workshop was chaired by the Director General and attended by all key departmental heads of the Directorate and SYLI Consortium members. A total of 31 officials of the Directorate attended the workshop. The SYLI CoP and DCoP made a general presentation on SYLI key result areas and the specific interventions.

The workshop discussions revealed that:

- All secondary schools currently in Banadir region are privately owned and all previous public secondary schools have either collapsed or been occupied by IDPs or used for some other purposes.
- Secondary education remains a key priority area for the Directorate and there is need to re-open public schools to increase access for the majority who cannot access the private schools.
- There is a mushrooming of local organizations with intent to rehabilitate schools but without an adequate funding base.
- Review and harmonization of the secondary curriculum is one of the major priority areas.
- Developing quality teacher training curriculum and materials for secondary school teachers is a priority.
- There is a strong need for capacity building of Directorate staff and system strengthening.

Additionally, the Directorate made a special appeal to all organizations (including SYLI Consortium) supporting secondary education to consider teacher incentives and other operational cost for schools to be rehabilitated. The Directorate indicated that during the transition period, the Directorate has no budgetary allocation for teacher salaries and school operations. In conclusion, the workshop participants agreed to develop the next six-month joint work plan, identify the first batch of five schools that will immediately be supported with infrastructure development and the deployment of the Construction Engineer Technical Advisor (from SYLI) to the Directorate to support school infrastructure development programs.

In a similar related exercise, the CoP together with USAID and CARE held a meeting with the Director of Youth and Sports to explore the new structure of the Directorate, the needs and gaps, and to introduce SYLI activities to the Director.

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

CARE completed the construction and rehabilitation work in three secondary schools in Somaliland. These schools include: Haji Aden and Saba Secondary Schools in Sanaag region and Sheikh Bashir in Togdheer region. The construction work in these schools began in the last (4th) quarter of FY2012. A total of seven new classrooms and eight latrines were constructed in these three schools as shown in Table I below. In addition to the classrooms and latrines, a girl friendly space and a water facility have been constructed in Sheikh Bashir secondary school.

A cumulative total of 18 and 30 classrooms have been respectively built and repaired in eight schools in Somaliland. Similarly, 29 and 8 latrines have been respectively built and repaired in the same schools. The distribution of the completed construction and rehabilitation by school is shown in Table I below.

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

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
A) Constructions completed in this quarter (Quarter 2 FY2013)						
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	Girl friendly space and one water facility
Total for this quarter		7	0	8	0	
B) Constructions completed in the previous quarters						
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 one 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 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 for previous quarters		11	30	21	8	
Total to-date		18	30	29	8	

Mercy Corps on the other hand is currently carrying out the construction of two Secondary Schools; Sheikh Ali Jowhar and Aden Isaq in Awdal region. A total of eight (four in each school) classrooms and six latrines are being constructed in the two schools (Table 2). The two schools are

at a 70% finishing level with the pending work being the completion of doors and windows, plastering of the walls, floor work, and painting.

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

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
1	Sheikh Ali Jowhar	4	0	6		Construction of one circular ground masonry water tank
2	Aden Isaq	4	0	0	4	Construction of one circular ground masonry water tank
Total		8	0	6	4	

In addition to the completed schools and those where construction and rehabilitation work are in progress, CARE has completed the preparations for the construction of two (Jirdale and Yufle) secondary schools in Sanaag region with the construction scheduled to begin next quarter. The preparations include the technical drawings, the bill of quantities (BoQ) and the tender documents. The approval for the same has been obtained from USAID through ECOTEC, the sub contracted engineering firm. Mercy Corps on the other hand conducted a technical infrastructure assessment for Gacan Libaax secondary school in Gabiley and identified and agreed with the CEC on the construction and rehabilitation needs of the school. The construction of these are scheduled to begin next quarter.

Tendering of the secondary school construction and rehabilitation work

Due to the quality issues that emerged from the third party verification, Mercy Corps has reviewed its community tendering approach. The prequalification of contractors that was previously handled at the school level is now being done at the regional level. This is to increase the scope of competition and reduce any potential conflict of interest that may exist at the school community level. Representatives of the CECs still participate in the regional tendering committee.

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

The number of students enrolled in the SYLI supported schools in Somaliland remained the same as reported in the last quarter as there were no new schools in which interventions started. There are 9143 students (6487 males and 2656 females) currently enrolled in the ten SYLI supported secondary schools. 7595 (5447 male and 2148 female) of these are enrolled in eight schools where the construction and rehabilitation work has been completed while 1548 (1040 male and 508 female) are enrolled in two schools in Awdal region where the construction work is ongoing. Table 3 below shows secondary school enrolment in the ten SYLI supported schools.

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

No	School	Region	Male	Female	Total
Completed schools					
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.	Haji Aden	Sanaag	476	238	714
7.	Elbu/Saba	Sanaag	33	24	57
8.	Sheikh Bashir	Togdheer	765	271	1036
	Total		5447	2148	7595

Schools with ongoing construction and rehabilitation					
9.	Aden Isaq	Awdal	444	194	638
10	Sh. Ali Jowhar	Awdal	596	314	910
Total			1040	508	1548
Cumulative Total			6487	2656	9143

iii) Improving Girls' Access to Secondary Education

Shown in Table 3 above, girls form 29% of the total enrolment in the SYLI supported secondary schools in Somaliland. One of the SYLI program objectives is to increase girls' enrolment in secondary schools and Mercy Corps and the Ministry of Education are working together in supporting the establishment of girls' empowerment forums (GEF) in SYLI supported secondary schools. During the quarter, GEFs were established in three (Sheikh Ali Jowhar, Ardale and Aden Isaaq) secondary schools in Awdal region. This brings the cumulative total number of schools to-date to eight in which the program has supported the establishment of such forums. In the previous quarter the GEFs were established in five (26 June, Farah Omar, Mohamoud Ahmed Ali, Gandhi and Warancade) secondary schools in Marodijeex region. These forums are meant to advocate for improved school environment and learning conditions favorable for girls' retention in addition to championing for and facilitating the participation of girls in and out of classroom activities. Each school forum consists of ten girls, one teacher, and one Community Education Committee (CEC) member.

The GEF members undergo a 5-day ToT training to equip them with mobilization, advocacy, and life skills that enables them to identify and advocate for the challenges facing girls in education and general life. Each of the forums develops an action plan at the end of the training. The training for the newly formed GEFs will be done in the next quarter.

A post follow up training of the GEFs has shown some remarkable start by GEFs for three (Warancade, 26 June and Gandhi) secondary schools. The Warancade GEF conducted a one day school hygiene and sanitation campaign and mobilized their fellow students in the cleaning and planting of trees in the school. To ensure continuity of the event, they have prepared a school clean up roster where each class is assigned a day for garbage collection and general cleaning of the school. In addition, they locally fundraised and organized an inter-class competition on poetry, academics, and culture. All the presentations (poetry, academic and culture) were based on inhibiting factors for the girl child education. The best performers (girls) were presented with gifts. This event has been scheduled on quarterly basis. In the previous quarter, they mobilized the school community in landscaping of the school compound and planting of trees. They have also finalized an action plan for the next three months.

The GEF for 26th June conducted an education empowerment meeting for all girls in the school and discouraged them from dropping out of school. The girls were also tasked to reach out to their colleagues who are out of school and encourage them to enroll in school.

The GEF for Gandhi secondary school has successfully negotiated for and secured a meeting room from the school administration. They have gone ahead to locally fundraise and purchased the items (carpet, curtains and flowers) necessary for the improvement of the room. In addition, they have prepared a three-month action plan.



Warancade students participating in a GEF organized inter-class contest on girl's child education

iv) Co-curricular activities

The SYLI program is designed to equip the secondary students with the necessary life skills that will enable them to become responsible and positively contribute to the community. The life skills are to be imparted through various school based student clubs. Mercy Corps together with the Curriculum Supervisor from Central Ministry of Education and the regional education team facilitated the formation of two clubs each in five (Warancade and Gandhi, 26th June, Farax Omar and Mohamud Ahmed Ali) secondary schools in Marodijeex region. The clubs formed include Hygiene & Sanitation, Environment, Poetry, Drama, Sports and Culture.

Mercy Corps in collaboration with the Ministry of Education conducted a five-day training for the student clubs' leaders, the club patrons and the CEC representatives. 35 (23 male and 12 female) people from the five schools were trained. The training focused on the management and roles of clubs in creating opportunities for co-curricular activities. Hana Khadar Hassan, one of the female participants from Mohamoud Ahmed Ali Secondary had this to say at the end of the training, *"this training has helped me realize the potential I have to be a leader in my school and community. I will use the skills I have acquired from this training to improve the school environment and to pass the same to my fellow students. We have developed an action plan which we will implement in the remaining months of the academic year"*



A female trainee presenting a group discussion during the student club leadership training

Outcome 2: Enhanced quality of secondary education

i) Teacher Trainings

a) Head Teachers Training

The Consortium partners, Mercy Corps and CARE together with MoE conducted a six day leadership and management training for 66 (all male) secondary school Head Teachers. The trainees were drawn from all six regions of Somaliland. Two separate trainings were conducted in Hargeisa by Mercy Corps targeting the Head Teachers from Marodijeex, Awdal, and Sahil regions and the other training in Burco by CARE targeting the Head Teachers from Togdheer, Sool and Sanaag regions. The trainings were in response to the needs identified during the teachers' and head teachers' training needs assessments conducted by the consortium partners in the previous quarter. The training focused on leadership and management of schools with particular focus on the developing school improvement plan. At the end of the training, one of the participants, the Head Teacher of Sa'adin Secondary School, Mr. Emli Salah, had this to say *"It was an excellent learning opportunity for all of us. The training has enhanced our skills in effective school management and opened our eyes to see the key document that we have been missing; a long term school improvement plan that is owned by the CEC and the school community"*. The MoE with the SYLI Consortium partners' support have scheduled school based follow-up mentoring/support to the Head Teachers on preparation of their School Improvement Plans.

b) In-service Teacher Training

The Consortium partners, Mercy Corps and Save the Children, in collaboration with the MoE organized a 5-day workshop for a technical working group to review the existing modules and develop five subject-based modules for short in-service teacher training and one module for Leadership and Management for Secondary School Head Teachers. The members of the technical working group were drawn from the MoE teacher training and curriculum department and lecturers from the Teacher Training Institutions. The workshop produced draft modules which will further be reviewed by a few select local experts before they are adopted for trainings that are scheduled in July 2013. The targeted subjects include Physics, Biology, Chemistry, Mathematics and English language.

c) Pre-service Teacher Training

Mercy Corps and MoE have enrolled 50 female teacher trainees to Amoud University for a two year pre-service diploma teacher training program. The trainees were selected through a competitive process that was handled by a joint committee (composed of MoE and Mercy Corps) established and tasked with the responsibility of conducting interviews and selecting the most suitable applicants. The committee interviewed and selected the best suitable candidates based on the pre-determined regional quota system that considered the number of existing secondary schools per region. The University has pledged to contribute a cost share of \$19,000 towards the teachers training to cover medical and internet related costs.

Mercy Corps, Save the Children, and the Ministry of Education conducted an opening ceremony and orientation workshop for the trainees at the University and the Director General for Higher Studies. In his opening remarks the Director had this to say *"Ministry of Education has several challenges but getting qualified female teachers is first priority. We really have a shortage of teachers both in urban and rural areas. Training this number of teachers will increase the number of female teachers in the teaching profession thus; enhance the quality of education in the schools."*



Orientation session for the teacher trainees at Armoud University

ii) Support to Regional Education Offices

Mercy Corps distributed an assortment of office stationery to Maroodi Jeex, Gabiley and Sahil regional education offices. The distributed stationery materials include duplicating paper, ink, and cartridges. This support is intended to facilitate the Regional Education Offices to produce and share education information and data with other stakeholders.

CARE on the other hand distributed office furniture and equipment to the regional and district education offices in Togdheer, Sanaag and Sarar regions. The distributed furniture and equipment included desktop computers, laserjet printers, office tables and chairs, and cupboards.

d) Furniture for schools

CARE distributed laboratory and office furniture to Haji Aden secondary school in Sanaag. The distributed items included a book shelf, 50 laboratory stools, two white boards, eight workbenches and an office table. In the previous quarter, CARE distributed 135 desks to three (Haji Aden, Saba/Elbuh and Sheikh Bashir) secondary schools. The distribution of desks to these schools has improved the teaching and learning conditions in these schools by reducing the student desk ratio. Mercy Corps on the other hand began the fabrication of desks for five secondary schools in Marodijeeh Region. The schools include Mohamoud A. Ali, Farah Omar, Gaandi, Warancade and 26 June secondary schools.

e) Distribution of Solar Lamps to secondary school students

Mercy Corps, in partnership with Living Social/DLight, plans to distribute 1000 solar lamps to selected secondary school students in remote areas without electricity. Living Social/Dlight has already supplied Mercy Corps with the lamps and Mercy Corps and the Ministry of Education have agreed on the regional distribution plan as follows: 21 schools in Maroodi Jeex, 8 schools in Awdal, 12 schools in Togdheer, 11 schools in Sanaag, 10 schools in Sool, and four schools in Sahil. The allocation for individual schools will be based on the school's enrolment. The distribution of the lamps is planned for next quarter. The lamps are meant to help the target children to study at home and complete their assignments.



A sample of solar lamp provided by Living Social/DLight for distribution to students

iii) Teaching Learning Materials (TLM)

CARE distributed 1814 teaching and learning materials consisting of text books and teacher's guide to Sheikh Bashiir in Togdheer Region and Haji Aden and Saba/Elbuh Secondary Schools in Sanaag region. The distribution was done jointly with the REOs, and secondary unit. This will reduce the student text book ratio which was identified to be high during the secondary school assessment.

Outcome 3: Somali ownership of Secondary Education strengthened

i) Establishment of Community Education Committees (CECs)

CARE in collaboration with MOE facilitated the formation of CECs for two secondary schools, Jidale and Yufle in Sanaag region. The training for these CECs has been scheduled for next quarter.

ii) Post training monitoring and support to CECs

Mercy Corps team conducted post training follow up meetings with the CECs of three (26 June, Farah Omar, and Gandhi) secondary schools in Marodijeex region. The meeting focused mainly on assessing the activities carried out by the CECs after their training. In Farah Omar, the CEC has managed to locally fund raise and repair broken chairs, doors and windows. The skilled labor was a voluntary contribution by one of the CEC member who is a Carpenter.



Gandhi secondary school CEC in a post training meeting with Mercy Corps team

The CEC for Gandhi secondary school has initiated a local fund raising mechanism to meet the cost of the school's water supply as the school does not have a piped water connection from any of the water supply distribution networks. They have also planned for a tree planting exercise in the school before the start of the rainy season.

iii) Development of School Improvement

The CECs of seven schools (Sheikh Ali jowhar, Ardaale, Aden Isaq, 26th June, Warancade, Farax Omar and Gandhi) have each prepared a three year School Improvement Plan (SIP) for their respective schools. This is as a result of the previous trainings conducted for these CECs and the post training coaching provided by Mercy Corps and MoE. The SIP spells out the development plan for the school for the next three years and the strategies of achieving their plans. Some of the activities in the SIP include recruitment of more teachers and support staff, infrastructure rehabilitation and expansion, improvement of internal examinations, teaching and learning materials and improvement of the schools' environment through tree planting. The Head Teacher of 26th June Secondary had this to say during an interview: *"This process of developing three years school improvement plan has brought a new dawn in our school. Our development activities will be more organized and meaningful. We will also use this plan to mobilize support from the community and other stakeholders."* The SIP will not only guide the CECs' interventions but will also guide the MoE and other agencies support for the schools.

Puntland

Outcome I: Increased access to secondary education

i) Construction and Rehabilitation of Secondary Schools

Mercy Corps completed the construction and rehabilitation work in one (White Tower) secondary school in Bari region. A total of eight classrooms and six latrines were repaired in the school in addition to the other structures as shown in Table 4 below. This brings the cumulative total number of secondary schools in Puntland where construction and rehabilitation works have been completed to four since the program started. The three other schools where construction and rehabilitation were completed during the previous quarter are shown in Table 4.

Table 4: Completed Constructions in Puntland

S/N	School	# Classrooms		# Latrines		Others
		New	Repair	New	Repair	
Completed schools during the reporting period (FY13 – Q2)						
1	White Tower	-	8	-	6	One library, two offices, two hand washing facilities, and one water facility
	Total	0	8	0	6	
Schools completed during the last quarter (FY13 – Q1)						
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, six hand wash facilities
3	Yasin Nur	4	-	-	-	One water facility and one girl friendly space
	Total	8	13	0	26	
Cumulative total to-date						
		8	21	0	32	

In addition to the four schools where the construction work has been completed, the construction and rehabilitation is in progress in four other secondary schools in Puntland. The work is almost completed in one of the schools, Hingalool Secondary School that is managed by CARE while Mercy Corps has just begun the work in three other secondary schools: Gambol, Omar Samatar and Sheikh Osman in Nugal, Mudug and Karkar region respectively. The launch for these construction activities was graced by the Vice-Minister for MoE Mr. Jama Yasin Jama and the Director General Mr. Mohamed Abdiwahab. These schools are the largest public schools in Puntland with a current enrollment of 4316 (2982 male and 1334 female) students and these construction projects are meant to decongest them. A total of eight classrooms are being constructed in the three schools as shown in Table 5.

Table 5: Ongoing Constructions in Puntland

S/ N	School	# Classrooms		# Latrines		Others
		New	Repair	New	Repair	
1	Hingalol	2	-	4	-	260m wall/fence and one girl friendly space
2	Gambool	4				
3	Omar Samatar	2				
4	Sheikh Osman	2				
Total		8				

Besides the completed and ongoing construction, Mercy Corps in collaboration with the MoE, conducted technical infrastructure assessments of four (Nawawi, Ufeyn, Carmo and Kalabayr) secondary schools. The assessment report has been shared and approved by the MoE and the team is currently preparing the technical plans and the bill of quantities for sharing with ECOTEC/USAID for approval before the commencement of the construction next quarter



The Vice-Minister for MOE Hon. Jama, SYLI DCoP Olad and the DG Abdiwah lay the foundation stone for Gambol Secondary School

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

There are 5,818 (4,124 male and 1,694 female) students currently enrolled in the eight secondary schools in Puntland where the construction and rehabilitation work is either ongoing or completed. 1,399 (1,071 male and 328 female) of these are enrolled in four secondary schools where the construction and rehabilitation work is completed while 4,419 (3,053 male and 1,366 female) are

enrolled in the other four schools where the construction work is in progress. Table 6 below shows the secondary school enrolment in the SYLI supported secondary schools in Puntland.

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

No	School	Region	Male	Female	Total
Schools with completed construction work					
1.	Bosaso Public	Bari	633	197	830
2.	White Tower	Bari	136	50	186
3.	Yasin Nor	Mudug	181	0	181
4.	Burtile	Nugaal	121	81	202
	Total		1071	328	1399
Schools with constructions in progress					
1	Hingalool	Sanaag	71	32	103
2	Gambool	Nugaal	1217	558	1775
3	Omar Samatar	Mudug	359	114	473
4	Sheikh Osman	Karkaar	1406	662	2068
	Total		3053	1366	4419
Cumulative total to-date			4124	1694	5818

iv) Improving girls' access to Secondary Education

Just like in Somaliland, the proportion of girls' enrolment is low (24%) compared to boys' enrolment thus the need for the interventions aimed at encouraging new enrolments and retention. SYLI is working on a four pronged approach to improve the enrolment and retention of girls. These include the establishment of Women's Council for Girl Child Education (WCGCE), girls empowerment forums (GEF), training and employment of female teachers, and the construction of girl friendly facilities like latrines and girl friendly spaces.

a) Girls Empowerment Forums (GEF)

Mercy Corps jointly with the MoE Gender Unit conducted a five-day training for Girls Empowerment Forum (GEFs) leaders of four secondary schools. The schools include Bosaso Public and White Tower from Bari region and Sheikh Osman and Nawawi from Karkaar region. The GEF leaders were trained in life skills with special focus on importance of education, barriers to the girl child education at school and family and community levels, communication skills, confidence building, Social- Cultural Issues and Leadership/management skills. 48 participants (all female) consisting of 40 secondary school students and eight female teachers/CEC members attended the training. The training was facilitated by MoE Gender Unit trainers with the support of the SYLI program team. At the end of the training the GEFs developed two-month plan of action for a community awareness raising mobilization on the importance of girl child education.

In one of the training sessions in Bosaso, Bari region, one of the prominent religious leaders, Sheikh Abdirizak, was invited in the workshop and he stressed the importance of girl child education by quoting a verse in the Quran which encourages the acquisition of knowledge by both male and female. In his closing remarks, Mr. Adar Ahmed, the Bari MoE Regional Gender Officer and one of the facilitators of the training had this to say; *"the girls who were attending the training were very good and quick in learning. In the first day of the training they were very shy and could not even speak to us and were covering their mouths and faces with their hands, but from day two, they were participative, shared lots of experiences and challenges and even did role plays to demonstrate these. They have shown confidence, interest and commitment to share the same knowledge and skills with the other school girls and to work with the teachers and head teachers. We the facilitators will also keep supporting them even after the training"*.

A similar training for the GEFs of three (Nugal, Gambol, Al-Nawawi, and AL-Waha) secondary schools is planned for next quarter.



Bosaso Public Girls' Empowerment Forum members in training session

b) Post training activities of the Girls' Empowerment Forum

The GEF for White Tower has already started implementing its action plan. The forum organized an awareness raising event on the girl child education with the school community consisting of fellow students, teachers, parents and the Regional Education Officials. The GEF members presented their messages through dramas and role plays. The school Head Teacher Mr. Abdikadir Osman in his speech thanked the GEF for organizing such an important and successful event and expressed the school community's appreciation to USAID and Mercy Corps for the formation and training of the GEF.

v) Provision of School Furniture

CARE supplied Hinglool Secondary School in Sanaag region with 30 desks. The desks were received jointly by the school administration and the District Education Officer (DEO). With the capacity of three pupils per desk, 90 students will benefit from the 30 desks supplied.

Mercy Corps began the procurement process of 234 desks for four secondary schools. The desks will be distributed to the four schools as follows: 72 for Yasin Nur Secondary School in Mudug region, 54 for Burtinle Secondary School in Nugaal region, and 72 and 36 respectively for Bosaso Public and White Tower Secondary Schools in Bari region. The fabrication and the distribution of these desks is scheduled for next quarter.

vi) Teacher Training

a) Stakeholder consultative workshop on teacher training

The SYLI Consortium in collaboration with MoE organized a two-day stakeholders' consultative workshop on teacher training. The stakeholders who participated in the meeting were from teacher training institutions, the MoE teacher training unit, and the Regional Education Office. 31 people participated in the workshop. The workshop discussed the teacher training modalities, timeframes, and training modules and came up with the recommendations and the way forward. At the end of the workshop a taskforce consisting of MoE, teacher training institutes and SYLI Consortium was formed to take the lead in reviewing the existing teacher training manuals and develop the teacher training plan.



Mr. Jamal, the Dean of Education at the University of East Africa, makes a presentation during the teacher education stakeholder consultative meeting

b) Pre-service Teacher Training

Mercy Corps and the MOE have finalized the pre-service teacher training plan for 50 female teachers. The team has identified the preferred training institutions, developed the selection criteria, equitably allocated the available vacancies to the different regions and set up a selection committee to handle the advertisement and the selection of the trainees. The regional allocation of the vacancies is as follows: Bari 13, Nugal 8, Mudug 7, Karkar 6, Sanag 5, Highland 3, Sool 4 and Cayn 4. The selection committee consists of members from the Teacher Training Unit, Gender Unit, Secondary Unit, Representatives of REOs, SYLI Consortium, and the Director of Formal Education.

The selected training institutions include Garowe Teachers Education College (GTEC) and East Africa University (EAU). The SYLI Consortium and MoE have signed tripartite MoUs with each of the two selected training institutions. The selection committee has already selected the first batch of 13 trainees who will join the training institute next quarter. These were selected from among 51 applicants who had submitted their applications for the training.

c) Head Teachers Training

Mercy Corps and MoE conducted a six-day training on school leadership and management for 66 (all male) secondary school head teachers and deputy head teachers from Bari, Sanaag, Karkaar, Mudug, Nugaal, Sool and Ayn regions. The training covered module one of the course that is centered on the development, implementation and monitoring of the School Improvement Plan (SIP). The training was jointly planned by Mercy Corps and MoE and facilitated by trainers selected by a joint committee consisting of the two (MOE and Mercy Corps). Two separate training sessions were held with the first session for 42 participants held in Bosaso, Bari region and the second training for 24 participants held in Galkayo, Mudug region.

At the end of the training, each school developed a plan of action for the development of their SIP. The head teachers will work together with the school CEC (who have also been trained on the same) in the preparation of a three year SIP for their respective schools. The SIP will enable the school to mobilize and source resources to address the needs of the schools. The document will also serve as a reference and engagement tool for other development actors that are interested in supporting the school.



MoE Chief Inspector Mr. Abdulkadir Yusuf, opening the Secondary School Head Teachers Training in Galkayo

vii) MoE Staff Capacity Building

The SYLI program has developed a number of capacity building strategies for the MoE staff. These include different trainings for staff, deployment of technical advisors and strengthening the Education Management Information System (EMIS) unit.

a) Deployment of Technical Advisors

Mercy Corps in consultation with MoE has begun the recruitment process for two Technical Advisors (TAs) who will provide technical support to the Formal Education and NFE/TVET units of the Ministry for a period of six months. The terms of reference for the positions have been developed and the two positions will be advertised in the relevant websites and local newspapers. A joint panel has been established to handle the selection process.

b) Support for secondary school Education Management Information Systems (EMIS)

The SYLI Consortium in collaboration with CARE (through the EU grant) are supporting MoE to establish the secondary school EMIS. The support includes the training of the secondary school teachers on data collection, data entry and analysis, report preparation and dissemination.

Outcome 3: Somali Ownership of Secondary Education Strengthened

i) Capacity building of Community Education Committees (CECs)

Mercy Corps and MoE conducted a ten-day training on school management for the CECs of two secondary schools (Nawawi and Sh. Osman) in the Karkaar Region. Fourteen (equal proportion by gender) CEC members participated. The training 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 to education 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 SIP. The action plan outlined the key steps/actions to be taken and time frame required for the development of the SIP.

ii) Post-training activities of CECs

White Tower Secondary School in Bosaso, Bari region has completed the preparation of a three year SIP and shared this with the MoE for approval. Bosaso Public Secondary School is currently in the process of preparing the first draft of their SIP.

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)

This quarter marked the completion of the first batch of SYLI supported NFE learners in Somaliland. 282 (91 males and 191 females) youth completed the literacy and numeracy program from seven CARE supported NFE centers in Togdheer, Sool and Sanaag regions. The centers include Burao FLEC and SOYVO in the Togdheer Region; Badhan, Hadaftimo, El-afweyn and Erigavo (HORSEED) in the Sanaag Region; and Ainabo FLEC in Sool Region.

Table 7: Number of youth who have completed literacy and numeracy NFE program in Somaliland

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
	TOTAL	7	191	91	282

CARE also supported the enrolment of a new group 80 (40 male and 40 female) of youth for the literacy and numeracy NFE program in one additional NFE center, Las Anod NFE Center in Sool Region. Mercy Corps continued supporting the eight NFE Centers in Marodijeex, Awdal and Sahil Regions where 437 (78 male and 359 female) 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. The support provided includes teaching and learning materials and monthly stipend to teachers. These youth were scheduled to complete their program by end of March 2013 but the MoE recommended the extension of their learning period to nine months (instead of the original six months) to enable them to qualify for the MoE administered final examination.

Mercy Corps in collaboration with MoE has also identified four additional NFE Centers that will be supported to enroll more youth for the literacy and numeracy program. The Centers identified include Community Development Association in Berbera and three others in Hargeisa: Sheikh Nur, Abdi Idan (Ayaha), and Guryasamo. The team is working on the MoUs and other requisite paper work with a plan to have the first batch of youth enrolled during the next quarter.

Table 8: Number of youth currently enrolled for literacy and numeracy NFE program in Somaliland

No	Region	# of NFE Centers	Female	Male	Total
1.	Sool	1	40	40	80
2.	Marodijeex	4	202	20	222
3.	Awdal	2	84	37	121
5.	Sahil	2	73	21	94
	TOTAL	9	399	118	517

2.1.2 Technical Vocational Education and Training (TVET)

i) Rehabilitation of TVET Centers

Mercy Corps continued with the rehabilitation of Burco Technical Institute (BTI). The rehabilitation which is approximately at 90% level of completion entails the construction of a section of the institute's perimeter fence wall.

In addition to the rehabilitation, Mercy Corps worked 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 have worked out a strategy to bring the Center back to operation. The SYLI program supported the recruitment and the initial payment for tutors and other recurrent expenses, such as stationery. MoE and Mercy Corps have jointly recruited the Institute's Principal, three tutors and two administrative/support staff. 84 (20 male and 64 female) youth are currently enrolled in four different vocational skills. The skills include plumbing, computer & office management and electrical installation. The REO Togdheer noted during a joint monitoring visit that the center had taken off well and thanked Mercy Corps and USAID for their role in restarting the center.

CARE plans to carry out additional rehabilitation work for the Center. One of the key prioritized rehabilitation needs which CARE is working on is the carpentry workshop. The technical drawings and the bill of quantities have been prepared and approved by ECOTEC/USAID and the commencement of the rehabilitation work planned for next quarter.

ii) Enterprise-Based TVET Enrollment

Mercy Corps continued with the monitoring and supervision of the eight EBTVET Centers where 107 (52 male and 55 female) youth were enrolled in the last quarter. This group of youth is expected to complete their training program in the course of next quarter. The learners were found to be progressing well with most of them showing interest and commitment to the training. Table 9 shows the youth currently enrolled in the EBTEVT program in Somaliland.



Trainees working on fabric preparation for tie and dye at CDO EBTVET Center, Hargeisa



Faisal, an apprentice at Abusita Furniture Workshop practicing his skills on cutting and making joints

Table 9: 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 Organisation	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	

iii) Private Sector Engagement

Mercy Corps in collaboration with two ministries, the Ministry of Youth Sports and Tourism and the Ministry of Labor and Social Affairs conducted a networking conference for the Somaliland private sector to support youth. The conference was attended by 60 participants (45M and 15F) consisting of owners/representatives of business institutions/enterprises, government officials, youth members and international and local NGOs.

The objective of the conference was to identify employment opportunities, internships, apprenticeship or work experience programs for youth in which the government and NGOs can collaborate with the private sector in Somaliland. The conference discussed the status of youth in Somaliland, the government plans to improve the youth situation and the role of the private sector in training, job creation and other economic opportunities. Abdiqadir Barkahd, co-owner of one of the biggest electricity company in Somaliland had this to say in the conference “*This is a very fruitful conference - the first of its kind. We the business community are ready to support our youth, my company has been employing youth and providing training opportunities and we will continue to open up more opportunities for the youth*”. A seven member committee (including business people, government officials, youth representatives and NGO representatives) was established to follow up on the conference recommendations.



Participants of the private sector networking conference in Hargeisia, Somaliland

CARE facilitated the attachment of 50 (34 male and 16 female) youth to ten different private business enterprises through an internship program. These youth are from Togdheer and Sanaag regions with 25 from each region. Each of the business enterprise has admitted five youth for a two month period. The participating youth are those previously trained through the EU funded VETAPE program and the internship is intended to give them hands on experience.

Table 10: Number of youth enrolled for apprenticeship/internship in Somaliland

Region	Name of host trainer/Business Enterprise	Type of skill	No. of trainers		
			Male	Female	Total
Sanaag	Alla Amin	Auto mechanic	5		5
	Mawel	Barber	5		5
	Dalmar	Laboratory skills	5		5
	Harshin	Beauty Salan		5	5
	Golis	Computer	2	3	5
Toghdeer	Tawfiq Barbershop	Barber	5		5
	Kaaliye Furniture shop	Furniture making	5		5
	Waaberi Auto Garage	Auto-electrical	5		5
	Africa Coiffure	Coiffure/Heena making		5	5
	SIITCO College	Database management	2	3	5
	Total		34	16	50

2.1.3 Youths' ability to access livelihood opportunities increased

i) Career counseling for TVET graduates

Mercy Corps conducted a 2-day Employment and Career Counseling workshop for 60 (31 female and 29 male) TVET graduates. Two separate counseling sessions each targeting thirty participants were conducted in Borama, Awdal region and Hargeisia, Marodijeex region. The Hargeisia session targeted the graduates from Hargeisia Technical Institute while the Borama session targeted graduates from HAVAYOCO and AYODA Vocational Training Centers. The workshops focused at providing the TVET graduates with job search skills, understanding the job market, developing CVs and application letters, preparation for and attending interviews. The cumulative number of youth who have participated in the career counseling workshop to-date is 120 (64 male and 56 female).



Hargeisia Technical Institute graduates participating in a career counseling session

ii) Entrepreneurship Training

Mercy Corps in collaboration with the Ministry of Youth, Sports & Tourism (MoYS&T) conducted a five-day training for 60 youth (37 male and 23 female) on entrepreneurship. Two separate training sessions were conducted with the first one targeting youth from Marodijeex region and the second one targeting youth from Awdal and Sahil regions. The training covered preparation of business plans, fund raising for the business start-up capital and starting a new business. The trained youth will prepare and submit business proposals for evaluation and consideration for business startup grants. The opening session was covered by two main Somali speaking TV networks (HCTV and Bulsho) as well as Geeska Africa newspaper. The private sector contribution was also realized in one of trainings as the management of Imperial Hotel (the venue of the training) contributed \$ 300 as a cost share to cover the cost for the media coverage.

The cumulative total number of youth who have participated in the entrepreneurship training to-date is 120 (75 male and 45 female)



Entrepreneurship Training Session in Hargeisa

iii) Business startup grants

The youth who were previously trained on entrepreneurship have begun submitting their business plans for funding. So far, 30 youth have prepared and submitted their business proposals for review and funding. A selection committee comprised of Mercy Corps and the Ministry of Youth has reviewed the proposals and recommended 21 (15 male and 6 female) for business startup grants. In preparations for the grant disbursement, MoUs to govern the fund disbursement have been drafted and will be signed with each of the grant recipient.

Puntland

2.1 Youth access to NFE and vocational education

i) Non-formal Education (NFE)

The second batch of 160 (23 male and 137 female) learners completed the six month literacy and numeracy training in four CARE supported NFE Centers. The Centers include Bilan-Baran in Sanaag and SYL, Axmedguray and Daarulsalaam in the Mudug Region. This brings the cumulative total number of learners who have completed the NFE literacy and numeracy program to-date to 522 (69 male and 453 female). The table below shows the number of youth who have completed the NFE program by Center/region.

Table 11: Puntland NFE program completion, by Region

No	Region	# of NFE Centers	Female	Male	Total
Completions during the reporting period (FY13 Q2)					
1	Mudug	3	97	23	120
2	Sanaag	1	40	0	40
	TOTAL	4	97	23	160
Completions during the previous quarter					
1	Bari	1	30	10	40
2	Karkar	2	76	4	80
3	Nugaal	6	210	32	242
	TOTAL	9	316	46	362
	Cumulative total	13	413	69	522

Another batch of 540 NFE youth were enrolled in seven NFE Centers during the reporting period with each center enrolling 80 youth (Table 12).

Table 12: Puntland NFE Enrolment

S/No	Name of NFE center	Region	Female	Male	Total
1	Keenadiid NFE Center, Garowe	Karkar	40	0	40
2	Hodman NFE Center, Gardo	Nugal	80	0	80
3	SYL NFE Center, Galkayo	Mudug	61	19	80
4	Sareedo NFE Center, Godobjiran	Mudug	80	0	80
5	Iftin NFE Center, Bososo	Bari	76	4	80
6	Badbaado NFE Center, Jalam	Bari	42	38	80
7	Bilan NFE Center, Baran	Sanag	80	0	80
Total			459	61	520

CARE continued to provide support and monitoring to the four NFE Centers where 160 youth graduated this quarter and the seven Centers with new enrolments. The support provided includes provision of teaching and learning materials and allowances to the tutors.

The monitoring visits conducted by CARE and the MoE noted the teaching and learning to be progressing well, with learners attending regularly.

2.1.1 Technical Vocational Education and Training (TVET)

i) Rehabilitation of TVET Centers

CARE completed the construction/rehabilitation of the Garowe Vocational Training Center (VTC) and handed it over to the institution's management and the Ministry of Education. The work included the expansion of existing workshop and rehabilitation of one office and one store.

ii) Training of Institute Based TVET Tutors

During the last quarter, CARE hired and deployed six Master Trainers to four IBTVET Centers in Puntland. The master trainers are transferring their knowledge and expertise to the tutors of the TVET Centers and the students through a 'hands on' approach. The skills of the TVET tutors are also being upgraded from Level 3 to Level 2 competency in three key areas of office management, auto mechanic, and electrical. The Master Trainers are on three-month renewable contracts based on their performance. During the quarter the Director of TVET, MoE and CARE conducted routine monitoring visit and was satisfied with the performance of the Master Trainers and it was recommended that their contracts be renewed for a further three months. The Master Trainers have been deployed as follows:

- Garowe VTC : One Master Trainer - Auto-mechanic
- Gardo VTC: One Master Trainer - Electric
- Galkayo VTC: Two Master Trainers - Office Management and Electric
- Bosasso VTC: Two Master Trainers - Office Management and Electric

iii) Enrolment of Youth for Institute Based TVET

The IBTVET trainings in Puntland started in September 2012 in Bosaso VTC and in October 2012 in Garowe, Gardo and Galkayo VTCs. The trainings will end in June 2013 in all four TVET Centers. There are currently 248 youth who are enrolled in the four TVETs. CARE continued with the routine monitoring of the trainings and the training program is on schedule as per the curriculum. The table below gives the current enrolment in the four TVET Centers in Puntland.

Table 13: 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

The youth enrolled in the IBTVET Centers are:

- from poor families, IDPs, orphans;
- within the age range of 14 – 24 years of age; and
- school dropouts 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.

In the last (FY13 Q1) quarter, CARE together with the Ministry of Labor, Youth and Sports (MOLYS) selected and attached 50 youth to ten different private business enterprises for a four month apprenticeship program. During the quarter, all 50 apprentices completed the apprenticeship program. The table below gives the number of youth (disaggregated by gender), location, type of skill and the business where they were attached.

Table 14: Number of youth who have completed apprenticeship/internship in Puntland

No.	Name of business enterprise	Location	Type of skill	No. of Trainees	Male	Female
1	Qoslaaye Workshop	Garowe	Mechanic	5	5	0
2	Mustaqbal Beauty Salon	Garowe	Beauty salon	5	0	5
3	SBC	Garowe	Journalism	5	2	3
4	Puntland tailor	Garowe	Tailoring	5	0	5
5	Collage of Public Health and Nutrition	Bosaso	Health	5	2	3
6	Hormuud Workshop	Bosaso	Auto mechanic	5	5	0
7	PDO	Qardho	Carpentry	5	3	2
8	OTTI	Qardho	Health	5	3	2
9	Qoslaaye Workshop	Garowe	Mechanic	5	5	0
10	Mustaqbal Beauty Salon	Garowe	Beauty salon	5	0	5
	Total			25	25	50

2.1.3 Youths' ability to access livelihood opportunities increased

i) Life skills and financial literacy training

During the quarter CARE finalized the development of the three training modules for life skills, financial literacy and entrepreneurship. Each module consists of a participant's handbook and a trainer's guide in English and Somali. The modules were developed by a local consultant with wide experience in life skills training. After finalization of the modules, CARE conducted a 12-day Training of Trainers (ToT) in Life Skills, Financial Literacy and Entrepreneurship for 40 participants (16 female and 24 male). The participants were comprised of NFE and TVET tutors, MoE and MoLYS staff, and Save the Children and CARE staff. The training focused on building the capacity of SYLI partners in delivering organized, coordinated and quality trainings on Life Skills, Financial Literacy, and Entrepreneurship. The training was conducted by local consultants. The trained NFE tutors will integrate the modules into the NFE curriculum and pass the skills over to the learners during the 6-9 month training period.

Mogadishu

2.1.1 Non-formal Education (NFE)

CARE, in collaboration with the Directorate of Youth, Labor and Sports (DoYLS), selected seven NFE Centers to offer numeracy and literacy training for youth in Mogadishu. The Centers include:

- WARDI Vocational Skills Training Center
- KAASHIF Development Initiatives
- Mogadishu Technical and Vocational Training Center (MTVTC)
- Somali Center for Women Empowerment (SOCWE)
- Support Action for Community
- Somali Youth League II (SYLII)
- Action Peace for Human Development Organization (APHDO)

After the selection of host trainers (NFE Centers), the seven Centers were given an orientation on the SYLI program goals and objectives with a specific focus on IR2. The DoYLS and CARE agreed on

the criteria to be used by the Centers in selecting the trainees. It was agreed that the Centers select the trainees from the districts where they are based and in case two Centers are based in the same district that one of them will select from a different district. The Centers are to give special consideration to the IDP youth during the selection. A total of 680 trainees were selected and enrolled into the 7 Centres as shown in the table below.

Table 15: NFE Enrolment in Mogadishu

No.	Name of Center	Location	Male	Female	Total
1.	Somali Center for Women Empowerment (SOCWE)	Hodan (Taleh)	40	40	80
2.	WARDI Vocational Skill Training Center	Dharkanley (Bulaxubey)	80	80	160
3.	KAASHIF Development Initiatives	Dharkanley (Bulaxubey)	40	40	80
4.	Mogadishu Technical and Vocational Training Center	Hodan –Taleh	20	20	40
5.	Support Action for Community	Hamar Jajab	40	40	80
6.	Somali Youth League II (SYLII)	Hodan-Taleh	60	60	120
7.	Action Peace for Human Development Organization (APHDO)	Waberi	60	60	120
	Total		340	340	680

2.1.2 Technical Vocational Education and Training (TVET)

i) Enterprise-Based TVET Enrollment

CARE in collaboration with DoYLS enrolled 150 youth for various vocational skills training in four different Enterprise Based TVET (EBTVET) Centers in Mogadishu. The selection process involved DoYLS, CARE, and the authorities in the respective districts. The selection criteria agreed upon by CARE, DoYLS and EBTVE Centers focused on the unemployed youth below 24 years of age and/or belonging to a disadvantaged group or are marginalized. The criteria also considered gender equity. The table below shows the EBTVE enrolment in Mogadishu.

Table 16: EBTVE Enrolment in Mogadishu

No	Name of Centre	Location	Type of skills offered	Male	Female	Total
1.	Somali Center for Women Empowerment (SOCWE)	Hodan (Taleh)	• Tailoring	18	19	37
2.	WARDI Vocational Skill Training Center	Dharkanley (Bulaxubey)	• Beauty salon studies for the females • Carpentry / Welding or Plumbing (depending on literacy levels) for males	18	19	37
3.	KAASHIF Development Initiatives	Dharkanley (Bulaxubey)	• Tailoring for Females • Basic Electricity for males	19	19	38
4.	Mogadishu Technical and Vocational Training Center	Hodan - Taleh	• Tailoring & handicraft	19	19	38
	Total			74	76	150

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

This result area is being implemented by two National Organizations with Mercy Corps providing technical support. The organizations are the Somaliland National Youth Organization (SONYO) in Somaliland and Mudug Development Association Network (MUDAN) in Puntland.

i) Leadership discussion sessions

Mercy Corps conducted discussion sessions on leadership for 55 (32 male and 23 female) youth from Maroodi Jeex, Togdheer and Awdal regions. The participants comprised of in and out of school youth, technical and vocational education and training learners, non formal education learners, and university students. This brought out their various views and understanding of leadership, the qualities of a good leaders, leadership skills, the role of communities in developing good leaders, and the people they look up to as role models in leadership.



Leadership Discussion Session in Hargeisa

ii) Community service action events

The Borama Global Citizen Corps (GCC) youth group (the Awdal youth leaders trained on civic engagement) carried out a community service action event in Borama, Awdal region. The event focused on environmental conservation and the youth mobilized 800 university students in planting trees in Armoud University. The event was aimed at raising awareness among the university students and the general public on the importance of trees in environmental conservation. The youth mobilized their colleagues and raised the funds which were used for the purchase of the tree seedlings. Besides the students, the Ministry of Youth, lecturers, business community and the general public attended the event.



Ahmed Abdi, a disabled member of the Borama GCC youth speaking to the audience during the tree planting event

In the second event, Hargeisa Global Citizen Corps (GCC) youth group conducted an awareness raising on girls' education at Dayib Guray Secondary School. Participants included students, teachers and parents. About 549 youth (351 male and 198 female) attended the event. There were also teachers, parents and other community members. Ayan Abdi, one of the female students in Dayib Guray presented a speech on girls' education which she summed up as *"If you educate a girl you educate a community"*. One of the GCC youth members had this to say in encouraging their fellow youth to join them *"As Hargeisa GCC youth we do volunteer activities to reach out to our fellow youth or provide services to our community. As the leaders of tomorrow, it is our responsibility to change our community perception towards girls' education."*



GCC Leaders making a presentation on girls' education at Dayib Guray Secondary

Puntland

i) Training of Youth Leaders on Civic Participation

MUDAN Youth Umbrella conducted a three-day training on civic participation for twenty (seven male and 13 female) youth from Karkaar Region. The training was based on the Mercy Corps Global Citizen Corps (GCC) curriculum and covered GCC methodology, leadership, conflict management, advocacy and mobilizations skills. The trained youth have developed a civic engagement action plan for Karkaar region.

ii) Leadership Discussion Sessions

Mercy Corps organized a young leaders listening session for 50 (31 male and 19 female) youth in Puntland. The participants were drawn from local organizations and training institutions that included Garowe Technical Vocational Center, Mudan youth umbrella, and Sheikh Osman and Nuwawi Secondary Schools. The objective of the session was to bring out the youth's views and understanding of leadership, the qualities of a good leader, leadership skills, the role of communities in developing good leaders and the people they look up to as role models in leadership.

iii) Community service action events

MUDAN facilitated the youth leaders (who were trained in the last quarter on Global Citizen Corps) in conducting two community service action events. The events were held in two schools, Gambol Secondary School in Garowe, Nugaal region and Al Noor Secondary School in Baran, Sanaag region and reached about 1000 students. These events were aimed at providing the students with an understanding of civic responsibility, and youth participation, while also including the theme of environment management, highlighting the harmful effects of plastics to the environment.



GCC ambassador making peer to peer forum at Gambol Secondary

Lessons Learned

The secondary school needs assessment report supported by this program has become a key reference document for coordination at the Ministry of Education and has enhanced evidence based decision making. MoE now insists on needs assessments before making decisions on the other components of the program as well as the programs for other agencies. For instance, MoE recently requested for an assessment on teaching and school management practices before the commencement of the teachers and Head Teachers trainings.

MoE has overhauled its in-service training program based on the teaching and school management assessment report and has also proposed a capacity assessment for the teacher's training institutions.

III. PROGRAM PROGRESS (Quantitative Impact)

Objective	Indicator	Baseline value	Program target	Year 2 target	Quarter 2 Target	Quarter 2 achieved		Cumulative achievement to-date	
						Male	Fem	Male	Fem
IR 1: 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	24	15		77	
	I.1.2 Number of other types of structures constructed or rehabilitated	0	250	132	30	29		119	
	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	3,000	2982	1334	10,611	4,350
	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	
IR 1.2: 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	120	132	0	132	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	7,500	1,500	1814		1814	
	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 2 Target	Quarter 2 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	0	0	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	2	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	0	2		28	
	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	91	191	137	507
	2.1.3 Number of Technical Vocational Education Training centers rehabilitated	0	7	3	3	1		1	
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 2 Target	Quarter 2 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	650	53	47	129	91
	2.3.2 Number of Youth supported with business startup grants	0	1102	490	185	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	425	150	25	25	25	25
	2.4.2 Number of Youth who are benefiting from apprenticeship/internship program	0	1800	425	150	25	25	25	25
	2.4.3 Number of businesses or institutions responding to incentives for incorporating at-risk/marginalized youth	0	25	40	27	10		20	
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	70	7	13	100	57
	3.1.2 Number of recreational events organized for youth	0	20	6	1	0		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	2454		5534	
	3.1.4 Number of community mobilization and service events initiated and carried out by youth	0	50	8	2	4		11	
IR3.2: Youth-	3.2.1 Number of action campaigns carried out by Youth	0	8	4	1	0		0	

Objective	Indicator	Baseline value	Program target	Year 2 target	Quarter 2 Target	Quarter 2 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

a) Joint Monitoring Visit

SYLI consortium together with the line ministries (Ministry of Education and Ministry of Youth & Sports) conducted a 12-day joint monitoring visit to all SYLI implementation sites in Somaliland. The purpose of this joint monitoring was to provide the Consortium Partners and the ministries the opportunity to review the progress of implementation and quality of SYLI interventions. During the visit the team discussed and got first-hand information/feedback from the beneficiaries regarding the level of engagement and their perception on the quality and the usefulness of the products and services. The team also assessed the branding of the activities to ensure compliance with the approved marking and branding plan. The key issues and observations from the joint monitoring exercise include:

Secondary School Construction and Rehabilitations

- Design of classrooms. The design for new classrooms is in line with the MoE standard design where the front windows are small and raised with large rear windows. Some members of the Consortium team felt that the front windows should be increased in size to allow more light and air circulation but the MoE team including the Head of Secondary Unit and the Engineer supported the design and indicated that it is only in hot areas like Berbera where the MoE classroom design provides for large/standard windows on both sides of the classroom.
- Supervision of construction by the MOE Engineers. The work of the MOE Engineers seems to be limited and does not go past the review of the design and tendering. Except for Warancade Secondary School where the MoE Engineer indicated that he had not visited any of the secondary school construction sites and was seeing them for the first time. He however confirmed reviewing the designs and taking part in the tendering process.
- Utilization of latrines. The constructed latrine facilities in some secondary schools are not in use due to the lack of adequate/regular water supply to the school. There is therefore a need to consider pit latrines for the schools that do not have an adequate water supply.

Community Education Committees

- Awareness of the intervention scope. The CECs of the respective schools are aware of the current on-going construction and rehabilitation work in their respective schools but they are not aware of the scope as the CECs of some schools had the expectation of more construction and rehabilitation after the completion of the ones currently ongoing.

b) Third Party Verifications

SYLI Consortium consisting of Mercy Corps and CARE met with IBTCI officer in Garowe and jointly developed the verification plan for Puntland. The meeting provided the opportunity for IBTCI to explain to the program staff the verification process, the raising of the issues/flags, and the necessary collaboration between the Consortium partners and HARAD, the IBTCI sub-contracted partner.

c) Joint Review Meeting with Ministry of Education

SYLI Consortium in collaboration with MoE organized a one day joint review meeting in Puntland State. Chaired by the Vice Minister, the group reviewed the activities achieved, the challenges, and plans for 2013 in Puntland. The meeting also agreed on the formation of a technical working group for teacher education in Puntland.

d) Dissemination Workshop on Labor Market Assessment

CARE conducted a one-day dissemination workshop to discuss the Labor Market Assessment report with participants from MoE, MOLYS, Ministry of Commerce, Chamber of Commerce, private

businesses, and TVET Center managers. Honorable Abdiweli, Minister of Labor, Youth and Sports opened the workshop. CARE provided a comprehensive presentation of the report.

e) Environmental Management Plan

The Initial Environmental Review identified a number of possible negative environmental impacts that SYLI needs to monitor and mitigate against during 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 should not sit idling 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) Keep land clearance to a minimum. Vegetation clearance is minimized and only done where a structure is to be erected.
 - ii) Re-vegetate areas where vegetation has been cut away. 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	Q3	April	May	June	
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	5		5		5 schools in Mogadishu
	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	5		5		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.
	e) 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
	f)Tender for the work	50	24	9		4	5	<ul style="list-style-type: none"> All the 5 schools from Mogadishu and 4 from Somaliland CECs will pre-select the Contractors. MOE must attend tender opening.
	g) Commission construction/rehabilitation for selected schools	50	24	9		4	5	Where possible involve central MOE. Media coverage critical
	h) Construction and rehabilitation of Classrooms	200	96	36		16	20	<ul style="list-style-type: none"> Somaliland – 16 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	Q3	April	May	June	
	j) Conduct construction and rehabilitation of other structures	250	120	45		20	25	<ul style="list-style-type: none"> Somaliland – 20 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.
	j) 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	300	<ul style="list-style-type: none"> This targets newly constructed classrooms
	c) Distribute furniture to target schools		878	300				Distribution will be done on 100% completion of new classrooms.
IR1.2: QUALITY OF SECONDARY EDUCATION ENHANCED THROUGH TRAINING OF 2000 TEACHERS								
1. Conduct in-service teacher training	a) Finalize review the draft training modules				√	√	√	
	b) Develop selection criteria for selecting teachers to be trained					√		The Ministry of Education to take lead based on the agreed upon selection criteria
	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 July/August
2. Pre-service teacher training for	a) Identify teachers to be trained	100	50	52		52		<ul style="list-style-type: none"> Target will be 37 females female trainees from Puntland

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q3	April	May	June	
female teachers								<ul style="list-style-type: none"> CARE to enroll 15 teachers from Somaliland
	b) Sign community service contract with selected teachers	100	50	52		52		The contract will be between the trainees and MOE and copies given to Mercy Corps.
	c) Enroll selected teachers into selected TTIs	100	50	52		52		The training will take 2 years.
3. Pilot E-learning clinics	a) Conduct e-learning assessment	1	1	1		√	√	The assessment will over both SL and PL
	b) Present the e-learning assessment to stakeholders						√	The presentation will be made in Somaliland and Puntland
4. Develop and implement secondary schools equipment scheme action plan	a) Tender for the supply of identified TLM					√	√	As per MOE request, material will be procured locally
	b) 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 practices for the district and regional education system	a) Organize a workshop with MOE and other stakeholders to identify and prioritize the policies that need to be reviewed		2	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
	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	70			70	<ul style="list-style-type: none"> 30 each for Somaliland and Puntland and 10 for Mogadishu

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q3	April	May	June	
	d) 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) 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
	b) Training of CECs on their roles	50	10	5		5		• Only Mogadishu schools targeted
	c) Sign MOUs with CECs	50	31	5			5	• 5 CECs in Mogadishu
	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	5			5	• 5 CECs in Mogadishu
	e) Facilitate the schools' community to do local and external (through diaspora network) fundraising to support the school improvement/action plan	50	33	12		2	5	• 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
IR2.1: At least 15,000 youth access non-formal and vocational education								
1. Select NFE centers	a) Select NFE centers to be supported based on the NFE assessment report	40	27	12		12		• Mercy Corps targets 12 from Galmudug • 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) Enroll students to the selected NFE centers	12000	2200	103		103		• Expected gender disaggregation ratio is 7:3 for female and male respectively.
3. Support NFE Centers with teaching	a) Conduct TLM needs assessment for selected NFE centers					√		TLM needs assessment will be conducted with each of the 12 NFE centers

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q3	April	May	June	
learning materials (TLM)	b) Procure identified TLM for centers					√		Local procurement through the respective SYLL Consortium partners
	c) Distribution of TLM					√		Distribution will be done once per NFE session
4. Enroll learners in IBTVET and EBTVEET centers	a) Enroll youth into the selected centers	3000	1350	1200		925		<ul style="list-style-type: none"> 450 youth from Mogadishu, 300 Somaliland and 175 Puntland Youth from supported schools and NFE centers will be considered as well
	b) 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
2. Train youth in employment skills, financial literacy and entrepreneurship	a) Provide youth with employment skills, financial literacy and entrepreneurship training	1100	1100	600		200	400	<ul style="list-style-type: none"> 200 and 400 from Somaliland and Puntland respectively Gender disaggregation of 50/50 targeted
3. 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								
IR3.1: Civic participation increased for 60,000 youth to network and dialogue								

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q3	April	May	June	
1) Train and mobilize youth leaders	a) Identification of youth leaders to be trained	150	180	30		30		<ul style="list-style-type: none"> 30 youth from Mogadishu Gender ratio of 6:4 male and female targeted
	b) Conduct youth leaders training	150	180	30		30		This will be based on the GCC curriculum
2. 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
	e) Disbursement of funds to the youth groups					√	√	Grants disbursed in one installment or several depending on type of activity
	f) 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.
3. 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
	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

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q3	April	May	June	
4. 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						√	