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Save the Children

Somali Youth Leaders Initiative (SYLI)

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Acronyms and Abbreviations

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 third quarter of the second year of implementation.

Mercy Corps and CARE completed the construction of 12 new classrooms and 10 latrines in four schools in Somaliland and Puntland. The construction and rehabilitation of 16 new classrooms and eight latrines was also launched during the quarter.

The number of students enrolled in the 18 schools currently being supported by SYLI stood at 15,061 (10,061 boys, 4,350 girls). 12,713 (9,035 boys, 3,678 girls) of these are enrolled in the 16 completed schools while 2,248 (1,576 boys, 672 girls) are enrolled in two schools where construction is in progress.

The completion rate for the SYLI supported secondary schools in Somaliland stands at 99% for boys and 98% for girls. In Puntland, the completion rates are 97% for boys and 87% for girls. The data shows that a significant amount of girls (13%) in the SYLI supported secondary schools in Puntland dropped out of school and the program; the respective schools and the Ministry of Education will identify major causes and develop preventive strategies.

Activities aimed at enhancing the enrolment and retention of girls in secondary schools were carried out during the quarter. These includes the establishment and training of Girls Empowerment Forums in three schools and the mobilization and sensitization events on girls education carried out by the Women Council members in Puntland.

Activities aimed at equipping secondary students with the necessary life skills were launched through the establishment of school-based student clubs in three 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 management committees for five schools was done. The training focused on leadership and management of schools with particular focus on the preparation of School Improvement Plans (SIP).

Fifty female teacher trainees enrolled at Amoud University in Somaliland and completed the first semester examinations, while the selection of an equal number for a similar program was initiated in Puntland. However, the planned in-service teacher training in Somaliland could not commence after advertisement for consultancy to finalize the development of training material for the same failed to yield suitable candidates.

As part of MoE capacity building, the SYLI Consortium in collaboration with CARE (through an EU grant) supported both the MoE in Somaliland and Puntland to establish the secondary school Education Management Information System (EMIS) through the training of head teachers on data collection and the actual collection of key data on schools.

During the reporting period, seven schools were supported with small grants to implement priority items in their SIPs. Among the activities supported include establishing rain water harvesting system, connection of schools to electricity mains and administration of end year exams.

A total of 339 (73 male and 266 female) NFE learners completed their six month course in literacy and numeracy, while another 250 completed the six month TVET courses in both Institute- and Enterprise- based TVET modules. 560 new NFE learners were enrolled in seven centers, while 389 others were enrolled for TVET.

This quarter also saw the completion of the first group of 150 youth who were attached to various business enterprises for apprenticeship/internship opportunities. A second group of 50 youth were attached to ten different business enterprises for a two month period.

Several activities, including the training of 50 youth through the peer to peer approach, three community service events and a football tournament that brought together over 660 youth as participants and spectators were implemented to promote civic participation among youth.

Project Administration

The planned roll out of teacher training fell behind schedule in all the zones. In Puntland, only 22 candidates (out of a target of 50) met the criteria for admission into the 20-month pre-service diploma course, requiring re-advertisement. In Somaliland, the review of the in-service teacher training modules was delayed as the advertisement for the same failed to attract suitable candidates.

Construction and rehabilitation of secondary schools in Mogadishu did not kick off as planned due to the occupation of target schools by IDPs and the inability of the Ministry to identify priority schools in timely manner.

On the other hand, the government, through line ministries, continues to make requests that are not within the scope of the program. Such requests range from provision of incentives to government staff, office supplies and equipment, transport and construction and/or rehabilitation of government office buildings.

Following the approval to sub-grant, Mercy Corps completed the documentation and signing of the Sub-grant Agreement with Juba Foundation who will be supporting the construction/rehabilitation of two secondary schools in Mogadishu. This was followed by a one-day inception workshop for the key staff from the organization. The aim of the workshop was to educate the organization on the scope of the program, quality and other compliance issues.

Next Quarter's Work Plan

The next quarter's implementation plan focuses on the intensification of implementation in Mogadishu and Galmudug and the monitoring of the completed and ongoing implementations in Somaliland and Puntland. Construction and rehabilitation of schools, especially in Mogadishu and Galmudug State, will be fast tracked so as to remain on schedule. Provision of desks and other teaching and learning materials has also been planned as part of the comprehensive package.

The admission of the pre-service female teacher trainees in Puntland will be done while conducting monitoring and supervision of the already admitted trainees in Somaliland. In addition, about 80 untrained teachers in Puntland will be enrolled for 20 months in-service diploma course to be offered by local TTIs while another 80 will receive short term training in English, math and sciences in Somaliland once the training materials are finalized and TOTs completed.

New enrolment of youth for IBTVET and EBTVET and the support for the IB/EBTVET Centers will continue with new enrolments targeting centers where the first batches of youth have graduated, as well as new centers. The engagements with the private sector will be scaled up to provide internship and apprenticeship opportunities to the graduating TVET students.

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) Key results

i) Community Ownership of Secondary Education

A number of schools have shown improved community ownership in their management. The schools whose CECs have participated in the school management trainings have prepared school improvement plans (SIP) to guide the development of the schools for the next three years. Some of the schools have gone ahead and started the actual implementation of the SIPs. A number of schools have on their own mobilized resources and complimented the ongoing construction and rehabilitations being carried out by SYLI. Other CECs have organized several community mobilization and sensitization meetings on the importance of education. One CEC (Elbuh Secondary School) has successfully mobilized resources from the community and are currently employing all the teachers and support staff for the school, a task that they had considered as impossible before the training.

The Women Council for Girl Child Education (WCGCE) that was formed and trained has begun conducting community mobilization and sensitization on the importance of girls' education. Since WCGCE members are all respected women from the community and given their understanding of the cultural issues affecting girls, they are likely to have significant impact in influencing the attitude of the community towards girls' education.

ii) Improved Regional Education Office Capacities on Education Management

The Regional Education Offices have started to demonstrate signs of improved understanding of their roles in education management. The Togdheer and Sanaag Regional Education Officers who have been trained and supported with the office equipment have gone ahead in developing the strategies of establishing the Regional Education Management Information System (EMIS) that will generate regional education reports on a regular basis to guide the stakeholders' support to the education sector.

Both regions have planned to have their EMIS established by August 2013 with the first regional report generated in September 2013. They have also scheduled the stakeholders' conference in September 2013 to discuss the regional reports.

At the Central Ministry of Education level, the MoE Director General (DG) put all in-service (short course) teacher trainings on hold across Somaliland until comprehensive training modules are developed and approved by the MoE. The DG has charged the SYLI Consortium with the task of module development. This is a clear sign that the MoE is out to improve on the systems and is at the same time adopting evidence-based decision making.

b) Coordination Meetings

The consortium members continued attend sector coordination meetings in Somaliland, Puntland and Mogadishu. The meetings continued to review sector-wide interventions and coordinated the interventions of NGOs and UN agencies.

In Mogadishu, Mercy Corps represented the Consortium in a 3-day National Education Conference. Speaking at the Conference, both the Prime Minister and the President emphasized the need for free basic education that is accessible to all children as key to the stability of the country and the government's commitment to providing resources to support the vision.

c) Progress by Result Areas:

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

Somaliland

Outcome I: Increased access to secondary education

a) Construction and Rehabilitation of Schools

i. Identification and Assessment of New Schools

During this quarter, the MoE, jointly with the Consortium, identified and recommended three secondary schools for the infrastructure development support. These include Muse Yussuf in Sool, Armale in Sanaag and Gacan Libaax in Hargeisa. A team comprising of the MoE and program engineers conducted assessments and identified priority needs. The bills of quantities and technical drawings for the works to be undertaken in these schools were also developed and tendering processes initiated.

ii. Launch of Construction of Schools

Mercy Corps and CARE launched the construction and rehabilitation work in three different secondary schools this quarter. Mercy Corps conducted a technical infrastructure assessment for the construction of a new school in Gabiley. The Regional Education Officer, Mayor and Governor of Gabiley region, and the CEC participated in an exercise in which the needs of the school were prioritized. Tendering for the school was successfully completed and construction work started in a ceremony presided over by the Minister for Education. The work which includes construction of four new classrooms, 1 office with a store, one water tank and two blocks of latrines each with three doors is currently at the foundation slab level.

CARE finalized the tendering process and launched the construction and rehabilitation of Jidale and Yuffle secondary schools in Sanaag region. The construction involves the building of four classrooms, 1 administration office, 1 store, 1 water tank and two block latrines for each school. The ground breaking ceremony was attended by the Regional Education Officer, CECs and local community. Construction work has reached the wall level.



Foundation work for 4 classrooms at Yuffle Secondary School

Table 1: Ongoing Construction

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
1.	Yuffle Secondary school	4	0	4	0	Admin block, office and water kiosk
2.	Jidale secondary School	4	0	0	0	Admin block office and water kiosk
3.	New Gabiley	4	0	8	0	Admin block, store and water tank
Total		12	0	12	0	

iii. Completion of Construction and Rehabilitation of Schools

Mercy Corps completed the construction and rehabilitation work in two schools (Adan Isaaq and Sheikh Ali Jowhar) in Awdal Region. The completed works in the two schools include the construction of eight classrooms, two water tanks and ten latrines. This brings the total to ten schools in Somaliland where the construction and rehabilitation work have been completed to-date. A total of 56 (26 built and 30 repaired) classrooms and have been completed to-date in the ten schools.

Table 2: 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	Adan Isaaq	4	0	0	4	Construction of one circular ground masonry water tank
2	Sheikh Ali Jowhar	4	0	6	0	Construction of one circular ground masonry water tank
Total for this quarter		8	0	6	4	
B) Constructions completed in the previous quarters						
1	Haji Aden	3	0	0	0	Girl friendly space and one water facility
2	Saba	4	0	4	0	Installation of four hand wash and construction of one water facility
3	Sheikh Bashir	0	0	4	0	
4	Gandi	0	15	3	8	Three offices, two stores, four hand wash facilities and one water point
5	Farah Omar	0	15	6	0	Two science laboratories, one library, two hand wash facilities and one water tank
6	Waran Cade	3	0	6	0	255m fence/wall, two hand wash facilities and one water facility
7	Mohamud Ali	4	0	0	0	63m fence/wall and rehabilitation of 138m of fence and construction of one water facility
8	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		18	30	29	8	
Total to-date		26	30	35	12	

iv. Enrollment in Supported Schools

The total enrollment in the 13 schools currently supported in Somaliland stood at 9,143 (6,487 boys, 2,656 girls) at the end of the quarter.

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

No	School	Region	Male	Female	Total
Completed schools					
1.	Farah Omar	Maroodi Jeex	990	328	1318
2.	Warancade	Maroodi Jeex	289	104	393
3.	Gandi	Maroodi Jeex	527	151	678
4.	26 June	Maroodi Jeex	922	496	1418
5.	Mohamed Ahmed Ali	Maroodi Jeex	1445	536	1981
6.	Haji Aden	Sanaag	476	238	714
7.	Elbuh/Saba	Sanaag	33	24	57
8.	Sheikh Bashir	Togdheer	765	271	1036
9.	Aden Isaaq	Awdal	444	194	638
10	Sh. Ali Jowhar	Awdal	596	314	910
	Total		6487	2656	9143
Schools with ongoing construction and rehabilitation					
1.	New Gabiley	Gabiley	0	0	0
2.	Jidale	Sanaag	0	0	0
3.	Yuffle	Sanaag	0	0	0
	Total		0	0	0
Cumulative Total			6487	2656	9143

v. Completion Rates

Both Mercy Corps and CARE, in collaboration with the MoE and respective school administrations, collected the end of year school enrollment for the three SYLI supported schools. The main purpose of the exercise was to ascertain the status of student retention in the school during the 2012/2013 academic year (2012-2013).

In general, there was an overall 1% decrease in enrolment in the ten supported secondary schools in Somaliland. When disaggregated by gender, boys experienced an overall 1% decrease in enrolment while girls experienced an overall 2% decrease in enrolment.

When looked at by school, there were increased enrolments in 6 out of the 10 schools. The team will discuss with the respective schools, the stakeholders and the Ministry of Education on the possible causes of the drop out and come up with prevention strategies. The following table gives the summarized end of year school enrolment.

Table 4: End Year Enrollments for SYLI-supported Schools in Somaliland

No	School	Region	# Start of Year		# End of Year		Percentage Deviation		
			Male	Female	Male	Female	Male	Female	Overall
1.	Farah Omar	Maroodi Jeex	990	328	1020	329	3%	0%	2%
2.	Warancade	Maroodi Jeex	289	104	283	105	-2%	1%	-1%
3.	Gandi	Maroodi Jeex	527	151	539	151	2%	0%	2%
4.	26 June	Maroodi Jeex	922	496	937	482	2%	-3%	0%
5.	Mohamed Ahmed Ali	Maroodi Jeex	1445	536	1285	490	-11%	-9%	-10%
6.	Haji Aden	Sanaag	476	238	484	247	2%	4%	2%
7.	Elbuh/Saba	Sanaag	33	24	33	25	0%	4%	2%
8.	Sheikh Bashir	Togdheer	765	271	830	257	8%	-5%	5%
9.	Aden Isaaq	Awdal	444	194	416	190	-6%	-2%	-5%
10	Sh. Ali Jowhar	Awdal	596	314	621	328	4%	4%	4%
	Total		6487	2656	6448	2604	-1%	-2%	-1%

b) Promoting Girls' Access to Secondary Education

As shown in Table 3 above, girls experienced a higher dropout rate than boys. At the same time, girls constitute only 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 to support the establishment of girls' empowerment forums (GEF) in SYLI supported secondary schools and the Regional based Women Council for Girl Child Education (WCGCE).

i. Girls Empowerment Forum Training in Borama

This quarter, Mercy Corps collaborated with the Ministry of Education to conduct a 5-day training for the Girls' Empowerment Forum (GEF) established in three schools in Awdal (Ardale, Aden Isaaq and Sheikh Ali Jowhar). The aim of the training is to empower girls to be able to participate more actively in school and education. The training also provided girls with essential life skills to help them overcome the challenges they are confronted with in and outside the schools. The regional education officer who conducted the opening and closing ceremonies expressed his appreciation to Mercy Corps for supporting and empowering the female students with skills of self-motivation and confidence in pursuing their education. He requested that the students act as role models, and share their skills and experience with their peers to make positive changes in their respective schools be it hygiene/sanitation, awareness raising or even counseling their fellow students to perform well in class. At the end of the training, each school prepared an action plan of school-based activities to be undertaken.

Saeeda Jama, from Ardale secondary school, said during the training, *"I am very excited and happy to have the chance to participate in this training which I think it's a god gifted opportunity. To me the name training is a miracle and I thank Mercy Corps and MOE for their collaboration in supporting our schools in Borama. After this training I hope I will contribute better to my school management."*

Following this training, the GEF members of the three schools raised funds to paint the walls of classrooms to make the school better. They also conducted a hygiene campaign which involved cleaning the latrines, classrooms and the entire compound by collecting and disposing off the rubbish.

ii. Establishment of Women Committee for Girl Child Education (WCGCE)

Mercy Corps discussed with the MoE the concept of establishing a voluntary women's committee to promote girls' education. Rather than a national group which would not easily reach the target schools and other institutions, it was agreed the committee be formed at the regional level. This was followed by sensitization and mobilization which saw the selection and approval of 15 prominent women to spearhead the agenda for girls' education in Marodijeex Region. The committee members will receive orientation and training on their roles.

The overall objective of establishing the WCGCE is to increase community awareness on the importance of girls' education, enhance public-private partnership support for girls' education, improve secondary education enrolment and completion rate for girls and increase the number of girls taking up teaching/education careers and other key professions.

c) Co-curricular Activities

The SYLI program is designed to equip 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. The Awdal regional education office, with the support from Mercy Corps, facilitated the establishment of five different student clubs in each of the three secondary schools (Adan Isaaq, Sheikh Ali Jowhar and Ardale). The established clubs include: Hygiene & Sanitation, Environment, Poetry, Drama, Sports, and Culture.

Mercy Corps, in collaboration with the respective regional education offices, conducted 5-day leadership management training for 68 student club leaders (46 male, 22 female) from eight secondary schools (Gandi, 26 June, Mohamoud Ahmed Ali, Warancade, Farah Omar, Adan Isaaq, Sheikh Ali Jowhar and Ardale). In attendance were also eight teachers who will act as patrons for each of the clubs formed in their schools, eight parent representatives and MoE representatives. The aim of the training was to empower students in target schools to participate more actively in school management through clubs thus enriching their experiences in school.

Outcome 2: Enhanced quality of secondary education

a) Teacher Trainings

i. In-service Teacher Training

Mercy Corps, Save the Children, CARE and the MoE have agreed on the in-service secondary teachers' training program. The selection criteria, the number of teachers to be targeted for the first round, and the training modules have been discussed and agreed upon. The MoE, with the support from the SYLI Consortium Partners, has collected data on teachers in all the public secondary schools. Based on this data, teachers will be categorized on the basis of their training needs. The trainings will mainly target English, Math and Sciences, and professional training and will be provided by selected TTIs using the modules being developed by MoE and the SYLI consortium.

Mercy Corps and the MoE have finalized the recruitment of consultants for the review of the modules for the in-service teacher training program and the review is scheduled to kick off in the beginning of the 4th quarter.

ii. Pre-service Teacher Training

Mercy Corps, in collaboration with the MoE and Save the Children, conducted continuous monitoring of the progress of training 50 female teacher trainees enrolled at Amoud University. The University records endorsed by the MoE indicate that all the trainees sat the final semester examinations.

b) Furniture for Schools

Mercy Corps completed the procurement, branding and distribution of 558 student desks to seven secondary schools in Marodijeex and Awdal regions (Mohamoud Ahmed Ali, Farah Omar, Gandi, Warancade, 26 June Adan Isaaq and Sheikh Ali Jowhar). The desks will improve the learning environment for 1638 learners who are using them.

c) Distribution of Solar Lamps

Mercy Corps, in collaboration with the Ministry of Education distributed 527 solar lights donated by Living Social to 313 boys and 214 girls from 25 selected secondary schools from Maroodijeex, Awdal, and Sahil. The distribution targeted students from remote areas without access to electricity and other safe sources of power/lighting. The distribution was preceded by a launch conducted at Gandi Secondary School in Hargeisa where a representative of DLight, the company that manufactures the lamps, demonstrated to the students, parents, teachers and MoE staff how to use and maintain the lamps.

Hodan, a beneficiary of the lights from Aden Isaaq, said upon receiving the light, *“My family cannot afford kerosene on a daily basis and cannot access electricity, so it is really difficult for me to do my studies and homework while at home. This lantern will be very useful to me.”*



Students at Arabsiyo Secondary showing off their DLIGHT solar lanterns

Outcome 3: Strengthening the Capacity of Ministry of Education

a) Construction of MoE Office Building

Following the request and approval for construction of the MoE office building, Mercy Corps and the MoE held discussions on the detailed implementation plan and the roles of the parties and signed an Agreement for the same. A tender team comprising of the National Board, Mercy Corps and MoE was set up to lead in the tendering process. The site plan, design, and BoQs were finalized. The Expression of Interest for identifying and pre-qualifying construction firms to be invited attracted 22 firms out of which seven were selected after a detailed evaluation and subsequently invited to submit their bids. The National Tender Board has already finalized the process and awarded the tender to the winning contractor and the construction is scheduled to kick off at the beginning of next quarter.

b) Support to Regional Education Offices

Mercy Corps distributed an assortment of stationery including copy paper, staplers, pens, files and cartridges to three regional education offices (Awdal, Gabiley and Salal). This was based on an initial rapid assessment that showed the lack of these items had hindered the operations of the education office. These items will support the offices in generating, storing and sharing of education communications including school data, circulars, policies, memos, etc., to other stakeholders including schools, district education offices and the central MoE.

c) Establishment of Education Management Information System (EMIS) for Secondary Education

Mercy Corps in collaboration with the MoE conducted a four-day training for 119 secondary schools (70 Public and 49 private) head teachers on collecting data for the Secondary School EMIS. The training was facilitated by MoE ToTs who had earlier been trained by UNICEF. The training was officially opened by the Director General for MoE who emphasized the importance of EMIS and urged the head teachers to strive to collect and submit accurate data which will guide the decision making.

The trained head teachers have completed the data on enrollments, school infrastructure and other facilities, and teaching and non-teaching staff, and submitted the data to the Regional Offices. The data is being analyzed and will help the Ministry and other stakeholders to make informed decisions on secondary education.

Outcome 4: Somali ownership of Secondary Education strengthened

a) Training of Community Education Committees

Mercy Corps, together with the Ministry of Education, conducted a 10-day training for 30 (20 male, 10 female) community education committee members from three schools, Gacan Libaax from Maroodi Jeex, New Gebilley from Gabiley and Bursade from Sahil regions. The training which was held in Hargeisa was meant to equip the participants with knowledge and skills to better manage education in their schools. Topics covered included community mobilization, community participation and empowerment, school development/improvement planning, school resource mobilization and management, conflict management, monitoring of school programs, gender equity in education, school monitoring and other components aimed to enhance community school ownership. At the closing of the training the attendees were spoken to by the MOE Director General and the SYLI Chief of Party.

Maryam Xadi Ahmed, a CEC member from Gabiley School said at the end of the training, *"I was re-elected for another 5-year term to serve on the school committee. I have seen and know what CECs can achieve - we have advocated successfully to build a bridge in a community that allows students to use during rainy season and not miss class, we have gotten community members to contribute to build more classrooms for a school so school now works on one shift. This is my first training and so far learned how to deliver my point better and about gender balance. There are now more girls than boys in primary, I hope to see that change in the secondary schools, too. If we educate girls, that is the foundation. The whole community will be better."*

CARE in collaboration with MOE&HS also conducted a similar training for 14 CEC members (10 male, 4 female) from two secondary schools (Jidale and Yuffle) in the Sanaag region.

b) School Improvement Grants

Mercy Corps disbursed school improvement grants to four Schools in Maroodi Jeex (26 June, Farah Omar, Gandhi and Waran Cade) and three schools in Awdal (Ali Jawhar, Ardale and Adan Isaaq). The grants of up to \$1500 per school will be used to implement projects aimed at improving the school environment as prioritized in the school improvement plans developed by the respective schools in the previous quarter. Some of the activities to be implemented under this arrangement include provision of water, connection of schools to the electricity mains, production and administration of exams and out of class activities such as student's clubs and sports activities.

Puntland

Outcome 1: Increased access to secondary education

a) Construction and Rehabilitation of Schools

i. Identification and Assessment of New Schools

During the quarter, the MoE identified Kalabeyr, Taleh and Buran secondary schools for interventions. A team comprising of CARE and MoE officials visited the schools and held discussions with the respective regional and district education officers, and school communities to identify and agree upon the priority needs of the 3 schools.

Mercy Corps on the other hand initiated the tendering of the construction and rehabilitation of Haji Salad and Sheikh Abdalla secondary schools in the Bari region, Nawawi in the Karkaar region and Kalabeyr in the Nugal region. The tendering will be finalized at the beginning of next quarter.

ii. Completed Construction/Rehabilitation

CARE completed the construction work in Hingalool secondary school where two classrooms, four latrines, 260 meters of perimeter fence, and a water kiosk were constructed. Mercy Corps completed the construction of Sheikh Osman Secondary School in Karkar where two classrooms were constructed and a water pump installed.

Table 5: Completed Schools in Puntland

S/N	School	# Classrooms		# Latrines		Others
		New	Repair	New	Repair	
Completed schools during the reporting period (FY13 – Q3)						
1	Sheikh Osman	2	0	0	0	1 water pump
2	Hingalool	2	0	4	0	260 meters perimeter fence, and water kiosk
	Total	4	0	4	0	
Schools completed during the last quarter (FY13 – Q2)						
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	White Tower	-	8	-	6	A water facility, 2 hand wash facilities, office block and library.
4	Yassin Nur	4	-	-	-	One water facility and one girl friendly space
	Total	8	21	0	32	
Cumulative total to-date		12	21	4	32	

iii. Ongoing Construction of Schools

The construction of two classrooms each in Gambool and Omar Samatar are in progress. At the end of the quarter the work was at 75% and 85% levels of completion, respectively. The classrooms and the water facilities will improve the learning conditions of the target schools while at the same time increasing their capacity to enroll more students.

vi. Enrollments

The total enrollment in the eight supported schools stood at 5,848 (4,124 boys, 1,724 girls) at the end of the quarter.

Table 7: Enrolment in SYLI Supported Schools in Puntland

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
5.	Hingalool	Sanaag	71	32	103
6.	Sheikh Osman	Karkaar	1406	662	2068
	Total		2548	1022	3570
Schools with constructions in progress					
1.	Gambool	Nugaal	1217	558	1775
2.	Omar Samatar	Mudug	359	144	503
	Total		1576	702	2278
Cumulative total to-date			4124	1724	5848

vii. Completion Rates

Both Mercy Corps and CARE, in collaboration with the MoE and respective school administrations, collected the end of year school enrollment for the three SYLI supported schools in Puntland. The main purpose of the exercise was to ascertain the status of student retention in the school during the 2012/2013 school calendar year. The end of year enrolment shows an overall decrease of boys' enrolment by 3% in the SYLI supported schools while that of girls is 13% decrease. The SYLI Consortium, the MoE and the respective schools will discuss and identify the possible reasons for

drop outs and develop strategies that will prevent such drop outs in the coming years. The following table gives the summarized end of year school enrolment and drop outs by school

Table 8: End Year Enrolments for SYLI Supported Schools in Puntland

No	School	# Start of Year		# End of Year		% Deviation	
		Male	Female	Male	Female	Male	Female
1.	Gambool Secondary	1,217	558	1171	531	-4%	-5%
2.	Sheikh Osman Secondary	320	114	284	111	-11%	-3%
3.	Omar Samatar Secondary	1,406	662	1444	501	3%	-24%
4.	Xin-galol Secondary School	71	32	71	32	0%	0%
5	Bosaso Public	633	197	618	192	-2%	-3%
6	White Tower	136	50	127	48	-7%	-4%
7	Yasin Nur Secondary	181	0	163	0	-10%	0%
8	Burtile Secondary	121	81	130	79	7%	-2%
	Total	4,085	1,694	4,008	1,494	-2%	-12%

b) Promoting Girls' Access to Secondary Education

Just like in Somaliland, the proportion of girls' enrolment is low (29%), especially when compared to boys' enrolment, thus the need for interventions aimed at encouraging new enrolment and retention. At the same time, the drop out cases for girls in Puntland is significantly higher than boys. Omar Samatar experienced the highest (24%) dropout rate for girls. The school is situated at the border of two (Puntland and Galmudug) States of Somalia that have had tension and frequent conflict. Discussions with the school management indicated that the girls did not drop out but transferred to others schools in the Galmudug State due to the tension and conflict between the two states.

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.

i. Women Council for Girl Child Education

The Women Council for Girl Child Education (WCGCE) established in Nugal in the last quarter organized an one-day sensitization and advocacy event to promote girls' education in Puntland. 95 people (85 female, 10 male) consisting of parents, students, teachers, MoE officials and religious leaders attended the gathering in Garowe. The theme of the event was "Educate Girls, Educate Society". The importance of education for all and specifically for girls was talked about with the participants discussing the challenges facing girls and the best ways to overcome them. The event was aired through the local radios in Garowe in order to reach more people with the message, with the objective of improving community awareness and changing attitudes towards girls' education thus promoting enrolment and retention.

ii. Girls Empowerment Forums

Mercy Corps, jointly with the MoE Gender Unit, conducted a five-day training for 38 women and girls (36 students and two members of women council for girls' education) from three schools in Nugal (Gambool, Burtinle and Kalabeyr) and another 38 women and girls (30 students, three female teachers, three female CEC members and two women council members) from three schools in Mudug (Omar Samatar, Yassin Nuur). The GEF leaders were trained in life skills with a special focus on the importance of education, barriers to girls' education at the school, family, and community levels, communication skills, confidence building, Social-Cultural Issues and Leadership/management skills. At the end of the training the GEFs developed action plans aimed at improving participation of girls in both academic and social aspect of the school. The activities included in the action plans include; peer to peer counseling, academic competition and hygiene campaigns.

iii. School Sanitation and Hygiene Education Training

Mercy Corps, in collaboration with the respective regional education offices, conducted 5-day school sanitation and hygiene education trainings for 90 students (45 male, 45 female) six teachers and six CEC representatives from Burtinle secondary school in Nugal, Omar Samatar school in Mudug and Sheikh Osman school in Karkaar. The trainings, facilitated by the WASH Officer, were intended to increase awareness and knowledge of hygiene and sanitation and better practices as well as promoting proper use and maintenance of WASH facilities at the schools.

iv. Provision of School Furniture

Mercy Corps distributed 36 desks to White Tower and another 72 to Bosaso Public in the Bari region. The desks have improved learning environment for the 324 learners who are using them. Tendering was also finalized for the fabrication of 72 desks for Gambool in Nugal and 36 desks each for Sheikh Osman in Karkaar and Omar Samatar in Mudug.

Outcome 2: Enhanced Quality of Secondary Education

a) Teacher Training

i. In-Service Teacher Training

Following extensive consultations with the MoE, TTIs and other stakeholders, the SYLI consortium conducted the selection of teachers to undergo a 20-month diploma training to be offered by selected local TTIs. This will be based on existing curriculum developed by the MoE and other stakeholders and being used by all TTIs in the country. About 80 teachers were identified to be enrolled to pursue the training in different subjects based on the approved secondary education curriculum.

ii. Pre-service Teacher Training

Mercy Corps and MoE jointly advertised for 50 scholarships for female candidates to undertake a 20-month pre-service teacher training. 51 applications were received out of which 13 met the requirements of the selection criteria jointly developed by the consortium and MoE. This will be re-advertised next quarter to target 2013 secondary school graduates.

Outcome 3: Strengthening the Capacity of Ministry of Education

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) Construction of Office Building for the MoE

Mercy Corps and the MoE discussed a concept note shared by the MoE with Mercy Corps and USAID to support the construction of an office building with offices and conference rooms and a cultural/heritage center. Mercy Corps will visit the site and develop the design and costing for review and endorsement.

b) Deployment of Technical Advisors

In order to improve the capacity of the MoE to deliver education services, Mercy Corps and the MoE advertised for two Technical Advisors (TAs) to the NFE/TVET and Formal Education departments. The recruitment process will be finalized and the TAs deployed next quarter.

c) Support for Secondary School Education Management Information Systems (EMIS)

Mercy Corps, in collaboration with the MoE, conducted a four-day training for 28 public secondary schools head teachers from Bari, Sanag, Karkaar and Highland regions on collecting data for the secondary school education management information system (EMIS). The training was taught by MoE ToTs who had earlier been trained by UNICEF. The establishment of the EMIS for secondary education will enable the Ministry to process and share on time the key data/information with the

various education stakeholders. The training was officially opened by the Director General for MoE who emphasized the importance of EMIS and urged the head teachers to strive to collect and submit accurate data which will guide the decision making.

After the training, the head teachers collected key data on enrolments, school infrastructure and other facilities, and teaching and non-teaching staff. The data is being analyzed and will help the Ministry and other stakeholders to make informed decisions on secondary education. The census took place alongside a similar exercise for primary schools supported by UNICEF.

d) Support to Regional Education Offices

Mercy Corps distributed an assortment of stationery including copy paper, staplers, pens, files, and cartridges to four regional education offices (Nugal, Bari, Karkaar and Mudug). This was based on an initial rapid assessment that showed the lack of these items had hindered the operations of the education office. These items will support the offices in generating, storage and sharing of education communications including school data, circulars, policies, memos etc. to other stakeholders that include schools, district education offices and the central MoE.

Outcome 4: Somali Ownership of Secondary Education Strengthened

a) Post-Training Activities of CECs

Following the trainings conducted last quarter, Gambol secondary school completed the development of the school improvement plan (SIP). The SIP was developed with the participation of teachers and parent representatives on the CEC and approved by the regional education office. Other schools like Sheikh Osman, Gambol, Carmo, and White Tower actively took part in mobilizing communities to improve enrolment and supervision of school programs and projects.

Mogadishu

Outcome 1: Increased Access to Secondary Education

a) Construction and Rehabilitation of Schools

i. Identification and Assessment of Schools

The Directorate of Education, Culture and Higher Education submitted to Mercy Corps a list of three existing schools for rehabilitation (Moalin Jama, General Daud, and Hantiwanag) and one new school for construction in Kahda village. Consequently, Mercy Corps jointly with the Directorate conducted technical assessments to determine the scope of construction and/rehabilitation work to be undertaken. Architectural designs, BoQs and tender documents for these schools were finalized. Construction and rehabilitation work could not begin as scheduled as the schools earmarked for rehabilitation are occupied by IDPs while the new school lacks proper ownership of the proposed land.

Outcome 4: Somali Ownership of Secondary Education Strengthened

a) Establishment of CECs

Mercy Corps in collaboration with the Department of Education (DoE) established parents committees for two (Hantiwadaag and Kahda) secondary schools in Mogadishu that are earmarked for rehabilitation and construction. The committees for each of the schools are composed of seven males and three females. The committees were involved in the prioritization of school needs and will continue to supervise and manage all works in the schools during and after construction and rehabilitation.

In order to build their capacity in school management, a 5-day training was provided for these two committees. The training, facilitated by a ToT from the DoE, covered the following topics: community mobilization, community participation and empowerment, school

development/improvement planning, school resource mobilization and management, conflict management, monitoring of school programs and gender equity in education. The training was officially closed by the Director General for the DoE who thanked Mercy Corps and USAID for extending the education projects into the South and particularly to the Mogadishu area.

IR 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

a) Non-formal Education

i. Assessment and Enrolment of Learners into NFE Centers

Mercy Corps in collaboration with the MoE NFE Department conducted a needs assessment for NFE centers in Hargeisa. The target was to reach centers serving IDPs. A total of eight centers were reached during the assessment, out of which six (State-House IDP, Sheikh Omar IDP, Sheikh Nur IDP FLEC, Alla-Amin TC, Mutafaq TC and Guryo-Samo) were selected for intervention. By the end of the quarter, MOUs spelling out the scope of support and responsibilities for center management committees, between the MoE and Mercy Corps were signed. The support, which will run for nine months, will include stipends for tutors, TLM and offset running costs. Enrolment of new learners is in progress, with each center expected to enroll at least 40 youth.

CARE and MoE also finalized the selection and enrolment of the second cohort of 560 NFE learners (127 male, 433 female) into seven NFE Centers in Sool, Sanaag, and Togdheer regions. The NFE training will take six months up to October 2013. The target beneficiaries are youth who did not get the opportunity to attend formal education.

Table 9: New NFE Enrolments

S/No	Name of NFE Center	Male	Female	Total # of trainees
1.	Elafwein FLEC	80	-	80
2.	Elsan (Hadaftimo)	77	3	80
3.	Badhan (SETCO)	51	29	80
4.	SOYVO(Burao)	40	40	80
5.	Ainabo FLEC	65	15	80
6.	HORSEED (Erigavo)	40	40	80
7.	Burao FLEC	80	-	80
Total		433	127	560

ii. Training of NFE Center Managers and Tutors

CARE in collaboration with MoE conducted 3-day training for 21 (10 male, 11 female) NFE center managers and tutors. This was informed by the findings of a joint assessment with MoE that revealed center managers lacked basic management knowledge and skills. The training was held in Burco and focused on building the capacity of the participants in record keeping, reporting, and general management of NFE centers.

iii. NFE Completion

Mercy Corps in collaboration with MoE conducted final exams for 339 (265 females, 74 males) from eight NFE centers in Maroodi Jeex, Awdal and Sahil regions. 181 (170 females, 11 males) of these sat for the exam in four centers in Hargeisa (Haji Haweya, Moge, Siinay, and AW Aden), another 81 (28 males, 53 females) in two centers in Borama, while 77 (35 males, 42 female) sat for the same exam in two centers in Sahil (Olympic NFE and Berbera NFE). The learners will be issued with completion

certificates by the MoE. The youth who have completed the NFE program are able to read and write Somali language and also have basic knowledge of English and basic arithmetic.

Table 10: NFE Completion

No	Region	# of NFE Centers	Female	Male	Total
Completions during the reporting period (FY13 Q3)					
1	Sahil	2	42	35	77
2	Maroodi Jeex	4	170	11	181
3	Awdal	2	53	28	81
	Total	8	265	74	339
Completions during the previous quarter					
1.	Sanaag	4	102	58	160
2.	Togdheer	2	57	25	82
3.	Sool	1	32	8	40
	Total	7	191	91	282
Cumulative total		15	456	165	621

iv. Teaching and Learning Material for NFE Centers

CARE and MoE distributed an assortment of TLM comprising of exercise books, pencils, pens, A4 paper, erasers, dusters, rulers (both blackboard and student rulers), flip charts, markers, chalks, and blackboards to 8 NFE centers in Sool, Sanaag, and Togdheer.

b) Technical Vocational Education and Training

i. Rehabilitation of TVET Centers

Following the MoE's request to rehabilitate Burao Technical Institute in Togdheer and USAID's approval of the same, CARE conducted assessment to identify the priorities. It was agreed that a carpentry workshop be rehabilitated based on the market needs for related skills. Subsequently, technical plans and designs were developed and approved. Tendering was done and rehabilitation work which is scheduled to run for 3 months started in mid-June.

Mercy Corps continued its collaboration with MoE and UNDP in supporting the operationalization of Burco Technical Institute. Currently, there are 82 (62 male, 20 female) trainees in three different courses: electricity (32 male), plumbing (30 male) and office management (20 female). NRC has also sponsored an additional 80 new trainees (60 male, 20 female) in undertaking courses in Electricity, Plumbing, Carpentry and Office Management).

ii. TVET Final Examinations

Mercy Corps in collaboration with MoE and Somaliland National Examinations and Certification Board (NECB), started the preparations for final exams for 200 students supported under SYLI in various Institute and Enterprise based TVET centers in Maroodi Jeex, Awdal, Sahil and Togdheer regions. SLNECB will set, administer and mark the exams and will at the same time issue certificates to the successful learners. The practical will constitute 70% and will be administered by the centers while 30% will be theory and will be administered by SLNECB. The exams will be conducted next quarter.

iii. Operationalization of the Vocational Qualification Framework (VQF)

Save the Children, in collaboration with the Ministry of Education, conducted a 2-day Vocational Qualification Framework (VQF) familiarization workshop at Hargeisa. A total of 71 participants from government line ministries, UN/INGOs, LNGOs, TVET Institutions and the private sector participated in the workshop that indicated possible commitments from all sectors in the way forward.

The workshop laid the foundation in understanding and developing a cohesive and market-responsive TVET Sector. It aimed at enabling stakeholders to understand framework which is a key

entry point in guiding future actions and steps towards increased access for quality and relevant TVET through institutional capacity building and the establishment of regulatory frameworks and progressive implementation of the vocational qualification framework (VQF).

At the end of the workshop, a clear action plan was developed on the implementation of the VQF, the development of Vocational Qualification Act and establishment of vocational qualification authority (VQA). A taskforce was established to roll out the VQF through the VQA.

iv. Enterprise-Based TVET Enrollment

CARE in collaboration with the MoE enrolled 207 EBTVET learners in 21 EBTVET centers in the three regions of Sool, Sanaag and Togdheer. Before the enrolment CARE, in collaboration with the Director of NFE/TVET, undertook a capacity assessment of the EBTVET centers and selected 21 centers.



A female student demonstrating electrical installation in an EBTVET Center in Burco

Table II: EBTVET Enrollments

Region	# of NFE Centers	Male	Female	Total
Togdheer	5	19	28	47
Sool	8	25	55	80
Sanaag	8	40	40	80
Total	21	84	123	207

c) Apprenticeship/Internship Opportunities for Youth

During the quarter 100 youth (58 male, 42 female) were attached by CARE to different enterprises in Sanaag and Togdheer to complete their apprenticeship program. The businesses that provided apprenticeship positions were supported with one-time subsidy of US \$100 per apprentice to cover the costs related to the apprenticeship.

Table 12: Apprenticeship Completion

Region	# of business enterprises	Male	Female	Total
Sanaag	9	20	30	50
Togdheer	7	38	12	50
Total		58	42	100

d) Private Sector Engagement

In collaboration with the Togdheer regional education office, and the Regional Chamber of Commerce, Mercy Corps conducted an one-day networking conference which brought together 65 representatives from the local businesses, government officials, civil society, NGOs, and TVET trainees. Participants discussed ways in which the private sector can support youth in general and those in BTI in particular, as well as helping the graduates find jobs after the completion of their courses.

The business community, represented by Dahabshil, Indho Deero, Telesom and others, promised to support the institute and its graduates. A 5-member committee was established to follow up with the private sector to support the institute and youth in the region.

e) Youths' Ability to Access Livelihood Opportunities Increased

i. Career Counseling for TVET Graduates

Mercy Corps in collaboration with the Ministry of Labor and Social Affairs conducted a 2-day career and employment counseling workshop at Hargeisa Technical Institute for 30 graduates (13 male, 17 female). The aim of the career counseling workshop was to enhance the graduates' planning skills and strengthening their job search capacity. A similar workshop was conducted for 30 students (25 male, five female) at BTI in Togdheer. The workshop focused on writing CVs and how to prepare for and take job interviews. These initiatives are aimed at equipping the youth with skills that will help them get jobs after the training.

ii. Life Skills Training

Mercy Corps, in collaboration with the Ministry of Youth conducted life skills training for 150 (88 male, 62 female) youth in different cities. 60 youth (34 male, 26 female) were trained in Hargeisa; 30 (16 male, 14 female) in Burao town; 30 (20 male, 10 female) in Sheikh town in Togdheer, and 30 (19 male 11 female) in Borama. The trainings focused on key life skills including leadership, conflict resolution, negotiation skills, problem-solving, effective communication, creativity and critical thinking.

Speaking at the closing ceremony of the life skills training at Sheikh in Togdheer, the Deputy Mayor thanked Mercy Corps and USAID for extending the SYLI program to the district. He said of the training, "We are grateful for this opportunity. We are optimistic that our young boys and girls will utilize the knowledge and skills learned in these sessions to their benefit."

CARE conducted a 12-day ToT on life skills, financial literacy and entrepreneurship for 37 (24 male, 13 female) NFE and TVET tutors as well as Ministry of Youth and SYLI program staff. The training which was offered by the Center for Research and Training, aimed to equip the participants with knowledge and skills on effective design, delivery and selection of appropriate methods on adult learning methodologies. In the Financial Literacy modules the trainees were taken through basic concepts of savings, goal setting, group and case study on traditional Somali saving system, budgeting, small business, and literacy. In the Entrepreneurship module the trainees were taken trained on the essence of entrepreneurship, introduced to an enterprise, setting up of an enterprise, business operation, sales and cost plan and investment and capital. In the Life Skills module the participants were trained on personal leadership development, choosing to be pro-active, problem solving, interpersonal communication, conflict and cooperative, career planning, self- awareness, and emotional intelligence.

iii. Business Start-up Grants

Mercy Corps, in collaboration with the Ministry of Youth, disbursed business grants to 21 youths (7 female, 14 male) to help them start off small business ventures. 30 (21 male, 9 female) youth who had been trained on business management skills prepared business proposals which were vetted and selected by Mercy Corps and the Ministry of Youth based on agreed criteria; each youth received

an initial installment of \$500 out of the targeted \$800. The purpose of the business grants is to promote the entrepreneurship skills and create self-employment opportunities for the youth. Follow up and monitoring visits by the program team indicated that all the youth have established the businesses as per the proposals.

Guleid Idris, a beneficiary of the grant, said, “Before Mercy Corps provided this grant I was planning to migrate to Europe because I realized that my family could no longer support me. But now I withdrew from that plan and decided to have my business and support myself.”



Saed Abdi in his shop, he is one of 21 youth that have been supported with a business start-up grant

Puntland

2.1 Youth Access to NFE and Vocational Education

a) Non-Formal Education

i. Provision of Teaching and Learning Materials to NFE Centers

CARE distributed TLM comprising of exercise books, hand bags, white boards, markers, shelves; mathematical set campus, marker pens, white board dusters, A4 papers, staplers, dust bins, and pin removers to 13 NFE centers.

2.1.1 Technical Vocational Education and Training (TVET)

a) Training of Institute Based TVET Tutors

CARE conducted a 10-day TOT training in life skills, financial literacy and entrepreneurship for 40 participants (24 male, 16 female) participants comprising of NFE and TVET tutors, MoE and MoLYS staff, and SYLI program staff. The Deputy Minister of MoLYS who was the Guest of Honor during the closing ceremony encouraged the participants to share what they were trained on.

b) Launch of Vocational Qualification Framework (VQF)

The roll out of Vocational Qualification Framework (VQF) in Puntland was initiated during the quarter. The Terms of Reference for the start-up awareness and sensitization workshop were developed, shared with the MoE and the plans for the workshop approved the Ministry. SYLI partners, MoE and all TVET stakeholders across Puntland will participate in the workshop. This will be an important milestone in the development of a structured and cohesive and coordinated TVET system in the country.



Stakeholders participating in the VQF roll out workshop at Mansoor Hotel

c) Enrolment of Youth for Institute Based TVET

CARE, in coordination with the the MoE, finalized the enrollment 75 (44 males and 31 females) in two Institute TVET Centres in Puntland. The two Centers include Galkayo VTC with 35 enrolment and Gardo VTC with 40 enrolments. The two centers advertised the available training opportunities in the local media for two weeks before the enrollment process began.

d) IBTVET Completion

250 trainees (136 male, 114 female) in four IBTVET centers in Puntland completed the nine month vocational skills training program in different trades. This cohort started their classes in the previous year. CARE is currently working with the MoE to conduct centralized examination and certification for the learners.

Table 14: IBTVET completion in Puntland

Name of EBTVET	Region	Skill	Female	Male	Total
Garowe VTC	Nugaal	Auto Mechanic and Office Management	23	22	45
Gardo VTC	Karkar	Electrical installation and Office Management	21	24	45
Galkayo VTC	Mudug	Accounting, Electrical Installation and Office Management	27	53	80
Bosaso VTC	Bari	Tailoring, Beauty Saloon, Office Management, Electrical installation and Auto Mechanic	47	33	80
Total			118	132	250

e) Selection of EBTVET Centers

CARE in collaboration with the Ministry of Labor, Sports and Youth (MOLYS) finalized the selection of seven TVET centers to undertake the EBTVET trainings for 125 trainees in Puntland. Below are the approved TVET centers and the type of skill each center will provide.

Table 16: EBTVETs Selected and Enrolment Target

S/No	IBTVET Center Name	Location	Skill	Allocated # of Trainees
1	Youth Development Center	Galkayo	Auto mechanic	30
2	Mubarak Institute	Garowe	Office Management	17
3	Bosaso Health Collage	Bosaso	Office Management	15
4	Somali Body Disable Organization	Gardo	Tailoring	15
5	Halgan Institute	Garowe	Office Management	20
6	Samawade Center	Garowe	Tie and Dye	13
7	Mustaqbal Beauty Saloon	Garowe	Beautification	15
Total				125

2.1.2 Linkages with Private Sector and Support Networks Internship/Apprenticeships for Youth

CARE in collaboration with the Ministry of Youth finalized the selection and attachment of 50 youth (25 male, 25 female) to different business enterprises for a three-month apprenticeship program. The objective of the apprenticeship/internship program is to strengthen the public-private partnership role in improving the employability of youth, providing training and creation of employment opportunities for the youth.

Table 17: Number of Youth in Internship/Apprenticeship

No	Center	Region	Skill	Male	Female	Total
1	Hayat Hospital	Galkayo	Auxiliary Nurse and Pharmacology	3	4	7
2	Youth Center	Galkayo	Electricity and Auto mechanic	4	3	7
3	SWA	Garowe	Journalism	5	5	10
4	Gahayr Women	Garowe	Tailoring	0	5	5
5	PDO	Gardo	Mobile Repairing, Electricity and Plumbing	2	3	5
6	RAFCO	Bosaso	Fish processing	3	4	7
7	Taraag Tailor	Garowe	Tailoring	2	2	4
8	SBC	Garowe	Journalism	3	2	5
	Total			25	25	50

2.1.3 Youths' Ability to Access Livelihood Opportunities Increased

Trade Fair for TVET Centers

CARE in collaboration with Ministry of Labor, Youth and Sports conducted a 3-day trade fair event in Garowe. The event was attended by government ministries, Chamber of Commerce, youth and women organizations. Representatives from Save the Children and UNDP also attended the event. 25 TVET centers from all regions of the country participated in the event through the display, marketing and advertisement of their products. The event gave the TVET centers an opportunity to display and showcase their products and for potential employers to get to know the work of the TVET trainees, thus increasing their prospect in getting employment and also giving the TVET trainees an opportunity to link with the labor market. The event was well covered by the Somali media including television stations.

Mogadishu

a) Non-Formal Education

Training of NFE Center Managers

CARE conducted an one-day general center management training for seven supported NFE Centers (Somali Center for Women Empowerment, WARDI Vocational Skill Training Center, KAASHIF Development Initiatives, Mogadishu Technical and Vocational Training Center, Support Action for Community, Action Peace for Human Development Organization and Somali Youth League II). The Managers were taken through the key data/information that they need to collect and how to organize and write reports for sharing with CARE and other stakeholders. This will ensure the availability of accurate data that for decision making.

b) Technical Vocational Education and Training

Enterprise-Based TVET Enrollment

CARE conducted routine monitoring of the progress of the 150 people (74 male, 76 female) enrolled in four EBTNET centers in the last quarter. No drop outs have been registered so far. The trainees' levels on various skills such as tailoring, plumbing are now at the intermediate level.

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.

a) Production of Copies of GCC Training Manual

Mercy Corps produced 200 copies of the 'contextualized' version of the Global Citizen Corps (GCC) training manual earlier reviewed by the Ministry of Youth and local partner SONYO. Sixty copies were distributed to 60 (32 male and 28 female) youth in Maroodi Jeex, Awdal and Sahil. The manuals cover key skills needed in peer to peer training including leadership, team work, conflict management, messaging, advocacy, communication and public speaking and action planning and action taking. The manuals will be used by the youth, who are peer trainers, to roll out the GCC program to more youth in their catchment areas.

b) Discussion Forum

GCC youth leaders participated in a discussion forum on youth employment and the role of the youth, the government, the business community, and NGOs in addressing this issue. The forum was attended by the Minister for Youth Sports and Tourism and 100 students (61 male and 39 female) from four universities in Hargeisa. In his speech, the Minister highlighted the government's commitment and strategies to create employment, observing that the country had a lot of untapped natural resources which can be utilized to improve livelihood opportunities for the youth and the general public. He urged the youth to trust their country and think about ways to exploit the available opportunities.

c) Peer to Peer Trainings

A group of youth earlier trained as trainers in life skills conducted one-day training for ten youth (eight boys, two girls) from 26-June and 17-May secondary schools in Hargeisa. Hibo Abdikarim, one of the female trainers said after the training, *"I was bit afraid at first to facilitate as this was my first time to train youth. I have discovered it is all about self-confidence which was one of the lessons provided in the previous life skills training I attended and I feel we can do more. We are planning to reach 30 more youth by the end of the month."*

d) Community Service Action Events

In collaboration with the Ministry of Youth, SONYO conducted a community service action event to educate the community about illegal migration in Mohamed Moge village in Hargeisa. An estimated 1700 people, including students from a neighboring secondary school, parents, community leaders and government representatives attended the event. The event was in response to the worrying trend of illegal emigration that many young people in Hargeisa, including students in universities and schools, will do in search of employment. The event involved drama, circus and songs.

Similarly, the Global Citizen Corps (GCC) youth groups in Sahil and Awdal regions organized community service events with the students of Berbera and Ardale secondary schools respectively. The objective of these events was to raise the awareness of the students with regard to the importance of education and the dangers of illegal immigration. The messages were passed through drama and speeches presented by the youth group members. The deputy head teacher of Bursade School appreciated the youth group leaders in their creative way of creating awareness and thanked Mercy Corps and USAID for supporting such initiative. 1480 youth (1041 boys, 439 girls) participated in the two events.

e) Provision of Civic Action Grants to Youth Groups

Mercy Corps conducted training for 51 GCC youth leaders (33 male, 18 female) from Maroodi Jeex, Awdal and Sahil on preparation for civic action grant proposals/concept notes. The objective of the training was to increase the capacity of the youth leaders in proposal and community action planning skills and also introduce basic concepts of proposals writing and community action planning.

After the training, the youth (as regional groups) submitted proposals for community service events which were vetted jointly by Mercy Corps and the Ministry of Youth. Each group will be supported with up to \$1000 to implement the activities.



Youth participating in a civic action grants training

f) Training on Policy Analysis and Civic Education

Mercy Corps conducted a five-day training on policy analysis and civic education for 40 youth (25 male, 15 female) in Hargeisa. Topics covered: citizenship, rights and duties of citizens, the bill of rights as enshrined in Somaliland constitution, collective responsibilities and policy analysis and advocacy.

Puntland

a) Peer to Peer Trainings

Mudan in collaboration with the Ministry of Labor, Youth and Sports conducted a five-day training for 40 youth (23 male, 17 female) in Garowe and Galkayo. The trainings focused on introduction of the GCC curriculum and action event planning and were facilitated by trained youth leaders. At the end of the training, participants developed action plans to implement in their respective regions.

b) Training on Policy Analysis and Civic Education

Mercy Corps in collaboration with MoLYS conducted a five-day training on policy analysis and civic education for 42 youth (29 male, 13 female) from all the regions in Puntland. Topics covered included citizenship, rights and duties of citizens, the bill of rights as enshrined in Puntland constitution, collective responsibilities and policy analysis and advocacy. The objective of the training was to help youth understand advocacy and highlight and increase knowledge and skills on advocacy and lobbying. During the training, youth were taken through the previous advocacy campaigns that have contributed to some positive changes in the community. The participants discussed how to create networks and coalitions, and developed detailed action plans based on community service action projects. The youth were also introduced to policy documents from MoLYS to give them an understanding of policy development.

c) Sports for Change

Mercy Corps, together with MoLYS, conducted a 10-day football tournament for eight teams in Garowe. The tournament was intended to promote integration and promote productive utilization of leisure time by the youth and to sensitize them against deviant and dangerous acts like, extremism, illegal migration and drug abuse. The tournament captured the interest and attention of many youth in Garowe as participating teams were from all the locations in the region. About 500 youth participated as players and spectators.

d) Video Conference for Youth

Mudan conducted a video conference for 15 (ten male, five female) youth with Tunisia counterparts. The youth used the opportunity to discuss the culture and political developments in their countries and how they were influencing their role in society, particularly as GCC leaders.

Lessons Learned

The program has put the government and community in the driving seat. All needs assessments are led by line ministry and community representatives, with the program providing logistic support. Identification and prioritization of needs is also community-led. This has ensured that only felt needs are implemented, and has ensured quick buy-in and community ownership of all interventions.

Regular planning and review meetings with the Consortium members that are held every quarter have ensured a healthy working relationship and kept each member committed and accountable. Similarly, regular information sharing with government ministries through reports and meetings has contributed to healthy working relationship. Lastly, coordination with other agencies and consortia in the sectors has significantly reduced chances of duplication and competition.

Following on the recommendations of third party verifiers, Mercy Corps adopted the advertisement and pre-qualification approach for tendering of all constructions from the earlier approach where CECs pre-selected contractors. This new approach has made tendering more competitive and thereby attracting more qualified contractors in addition to promoting transparency.

III. PROGRAM PROGRESS (Quantitative Impact)

Objective	Indicator	Baseline value	Program target	YR2 target	Q3Target	Quarter 3 achieved		Cumulative achievement to-date	
						Male	Fem	Male	Female
IRI: 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	10		87	
	I.1.2 Number of other types of structures constructed or rehabilitated	0	250	132	30	17		129	
	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			10,611	4,350
	I.1.4 Percentage of learners who have completed their grade	n/a	85	85	n/a	99%	94%	99%	94%
	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	
IRI.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	0	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	3,000	0		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								
		% satisfied with positive perception on teacher performance	58%	68%	n/a	n/a	n/a		n/a
	% satisfied with positive perception on teaching and learning materials	9%	29%						
	% satisfied with positive perception on school infrastructure	13%	33%						
IRI.3: Management of secondary education improved through	I.3.1 Number of administrators and officials successfully trained with USG support	0	390	126	23	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	0	0		0	

Objective	Indicator	Baseline value	Program target	YR2 target	Q3Target	Quarter 3 achieved		Cumulative achievement to-date	
						Male	Fem	Male	Female
capacity building of regional education officials	1.3.4 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	1.4.1 Number of Parent Teacher Association or similar school governance structures supported	0	50	10	0	7		34	
	1.4.2 Percent schools with School Improvement Plans being implemented	0	60%	0	n/a	n/a		n/a	
IR2.1: Youth have access to NFE and vocational education	2.1.1 Person hours of training completed in workforce development supported by USG assistance	0	3000	500	0	250		250	
	2.1.2 Number of persons completing Non-Formal Education training programs	0	12,000	2000	0	73	266	214	931
	2.1.3 Number of Technical Vocational Education Training centers rehabilitated	0	7	3	0	0		1	
IR2.2: Standardization and certification of technical vocational education training improved	2.2.1 Number of Technical Vocational Education Training centers certified to provide official training and/or certification	0	100%	0	0	0		0	
IR2.3: Youth ability to access livelihood opportunities increased	2.3.1 Number of Youth who have completed business skills training	0	1102	1100	150	0	0	76	44
	2.3.2 Number of Youth supported with business startup grants	0	1102	490	185	16	5	16	5
	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	2.4.1 Number of workforce development initiatives completed as a result of USG participation in public-private partnership	0	800	425	100	58	42	83	67

Objective	Indicator	Baseline value	Program target	YR2 target	Q3Target	Quarter 3 achieved		Cumulative achievement to-date	
						Male	Fem	Male	Female
sector and support networks improved	2.4.2 Number of Youth who are benefiting from apprenticeship/internship program	0	1800	425	100	58	42	83	67
	2.4.3 Number of businesses or institutions responding to incentives for incorporating at-risk/marginalized youth	0	25	40	2	16		26	
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	0	23	17	123	75
	3.1.2 Number of recreational events organized for youth	0	20	6	0	1		2	
	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	4375		10,375	
	3.1.4 Number of community mobilization and service events initiated and carried out by youth	0	50	8	2	6		17	
IR3.2: Youth-led-advocacy efforts strengthened to influence policy decisions	3.2.1 Number of action campaigns carried out by Youth	0	8	4	1	0		0	
	3.2.2 Percent youth who feel they have a voice in community and local government decision making								
	% with influence at family	92%	92%	n/a	n/a	n/a		n/a	
	% with influence on community leaders	68%	73%						
	% with influence on Local Government leaders	50%	60%						

IV. MONITORING

a) Joint Monitoring Visit

Mercy Corps and CARE conducted a one week joint monitoring visit to the CARE implementation sites in Somaliland. The purpose of this joint monitoring was to provide the two implementing partners 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 activities to ensure compliance with the approved marking and branding plan. The key issues and observations from the joint monitoring exercise include:

Capacity building of Regional Education Office

The trainings provided to the REOs and the equipment support provided by CARE through the SYLI program is bearing some fruit. In the Togdheer Region, the REO has seen the importance of EMIS and has recruited skilled personnel to initiate the process. The region has developed a plan to enter, analyze the school census data and prepare reports that will guide the key stakeholders in their support to the Education sector.

Community Education Committees (CEC)

Except for one school, all the CECs for four schools supported by CARE through the SYLI program have made significant progress with regard to school management. They have prepared school improvement plans and are currently working on fundraising strategies for implementing the plans. The CEC of one School (Elbuh Secondary) has for example managed to locally fund raise and foot the wage bill for all the teachers and other support staff for the last five months.

Branding of the Activities

A few cases of non-compliance to the marking and branding plan were noted and CARE has been advised to make the necessary corrections and develop strategies to improve on the same in future.

b) Quarterly Review and Reflection Meetings

Led by the CoP, the consortium held a review and planning meeting in Hargeisa bringing together all SYLI Consortium partners (SONYO, MUDAN, CARE, Save the Children and Mercy Corps). During the meetings, progress, challenges and lessons learned from the previous quarter were reviewed and plans for quarter 3 developed. Emphasis was put on fast-tracking implementation, especially in Mogadishu and increasing the burn rate.

V. FY2013 ANNUAL WORK PLAN

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q4	July	Aug	Sept	
IRI.1: 25,000 STUDENTS HAVE INCREASED ACCESS TO FORMAL SECONDARY EDUCATION THROUGH CONSTRUCTION AND/OR REHABILITATION OF 50 SCHOOLS								
1. Develop and implement secondary school rehabilitation action plans	a) Visit each of the selected secondary schools and conduct the technical infrastructure development needs assessment (for classrooms and other structure to be constructed or rehabilitated	50	14	6	3	3	0	2 schools each in Somaliland, Puntland and Central
	b) Hold 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
	c) launch construction and rehabilitation of classrooms	200	96	24	12	12	0	<ul style="list-style-type: none"> • Somaliland – 16 and Mogadishu - 18 • An average of 4 classrooms will be constructed or rehabilitated per selected school
	d) Commence construction and rehabilitation of other structures	250	120	54	27	27	0	<ul style="list-style-type: none"> • Somaliland – 20, Mogadishu - 24 and 10 for Puntland • 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.
2. Provision of schools furniture	Tender for supply of school furniture		878	600	300	150	150	This targets newly constructed classrooms
IRI.2: QUALITY OF SECONDARY EDUCATION ENHANCED THROUGH TRAINING OF 2000 TEACHERS								
1. Conduct in-service teacher	a) Finalize review the draft training modules				√	√		

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q4	July	Aug	Sept	
training	b) Select/identify the teachers to be trained	1800	300	430		430		<ul style="list-style-type: none"> • 50 pre-service for females in Puntland • 80 for 20 month in-service diploma in Puntland • 300 for short in-service in Somaliland
	c) Facilitate the selected teachers training institutions to train the selected teachers on core disciplines	1800	300	430		430		Trainings will be done during the school holiday in July/August
2. Pre-service teacher training for female teachers	a) Identify and enroll teachers to be trained	100	50	50		50		20 month diploma for 50 women in Puntland
3. Pilot E-learning clinics	a) Conduct e-learning assessment and share findings and develop action plan with MoE	1	1	1			√	The assessment will over both SL and PL
4. Develop and implement secondary schools equipment scheme action plan	a) Tender for the supply of identified TLM	15000	7500	7500	3900		1200	
	b) Distribute TLM to target schools	15000	7,500	2000		2000		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
IRI.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) Hold discussions with MoE and other stakeholders to identify and prioritize the policies that need to be reviewed		2	2		1		This will be a forum to identify key policies that need to be reviewed. Senior MOE staff (including REOs) will be involved
	a) 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
	b) Organize a forum to validate the reviewed polices/guidelines		2	1			1	1 for Somaliland
2. Modernization of management and leadership practices of the Regional and District Education	a) Conduct training and equipment needs assessment for Regional and District Education Officials		2	2		2		Incorporate this into planned assessment by save the Children under EU project
	b) Develop training modules for MoEs at central, regional and district levels		2	1		2		

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q4	July	Aug	Sept	
Offices	c) Build retrievable EMIS at School, District and Regional Levels						√	This will be based on the secondary school census supported by SYLI program in last quarter
3. Provide technical assistance to MOE	a) Recruit and deploy TAs	4	4	3			√	1 TA each for Somaliland and 2 Puntland
IRI.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	9		6	3	This will majorly be implemented in Mogadishu where new schools will be targeted
	b) Training of CECs on their roles	50	10	9		6	3	• 2 schools in Somaliland, 2 in Puntland, 3 in Mogadishu and 2 in central
	c) 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	12	1	6	5	• 4 schools in Somaliland, 7 in Puntland and 1 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	6		6		• 3 each in Somaliland and Puntland
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	35	10	25		10 each for Somaliland, Puntland and Mogadishu and 5 for Central
	b) Sign MOUs with selected NFE centers				10	10	15	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	500	300	100	100	Expected gender disaggregation ratio is 7:3 for female and male respectively.
3. Support NFE Centers with teaching learning materials (TLM)	a) Conduct TLM needs assessment for selected NFE centers				10	10	35	TLM needs assessment will be conducted with each of the 12 NFE centers
	b) Procure identified TLM for centers			TBD	√	√	√	Local procurement through the respective SYLI Consortium partners
	a) Distribution of TLM					√	√	Distribution will be done once per NFE session

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q4	July	Aug	Sept	
4. Enroll learners in IBTVET and EBTET centers	a) Enroll youth into the selected centers	3000	1350	1500		750	750	• 500 each from Somaliland and Puntland and 250 each from Mogadishu and central
	b) Provide institutional grants to centers					√	√	This will be based on the # of youth enrolled
IR2.2: Standardization and certification of TVET improved								
Train youth in employment skills, financial literacy and entrepreneurship	a) Establish vocational qualifications authority			2		1	1	1 each in Somaliland and Puntland
	b) Provide youth with employment skills, financial literacy and entrepreneurship training	1100	1100	300		150	150	100 each from Somaliland and Puntland and 50 each from Mogadishu and central. Gender disaggregation of 50/50 targeted
	c) Provide youth with business start-up grants	1102	490	90	30	30	30	30 grants for each region in Somaliland (Awdal, Sahil and Togdheer)
	d) Provide grants to the Youth	1102	490	240			240	120 each from Somaliland and Puntland
IR3.1: Civic participation increased for 60,000 youth to network and dialogue								
1) Train and mobilize youth leaders	a) Conduct youth leaders training	150	180	30		30		This will be based on the 'contextualized' GCC curriculum
2. Organize community service action events	a) Train youth groups on writing community service event concept notes			1		1		1 youth group from 1 region in Puntland
	b) Provide grants for community service events	25	8	3		3	1	3 youth groups already trained in Somaliland and 1 more from Puntland
3. Sports for change for school based youth	a) Identify sports patrons (teachers) MOE officers and train them on sports as a peace building tool	100	20	14			1	2 patrons in Mogadishu and 10 each from Somaliland and Puntland. 2 per school.
	a) Establish sports teams in target secondary schools	100	20	20			20	At least 2 sports clubs per school, one for boys and another for boys
4. Sports for change for out of school youth	a) Mobilize and identify the sports clubs to participate 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.

Planned Activities	Sub activities/Key Tasks	Targets			time frame			Guidance notes
		LOP	FY13	Q4	July	Aug	Sept	
	b) Train the club officials and the Ministry of youth staff in sports as a peace building tool					√		Training will focus on importance of sports as a tool for peace or for awareness raising or advocacy on certain issues.
	e) Conduct the tournament	16	2	3		3		1 each in Somaliland, Puntland and Mogadishu to coincide with Eid celebrations