

# USAID Somalia, Somali Youth Leaders Initiative Annual Progress Report FY 2013 (Oct 2012-Sept 2013)



October 29, 2013

This publication was prepared for review by the United States Agency for International Development. It was prepared by (Mercy Corps and Consortium Partners).



**Save the Children**

## **Somali Youth Leaders Initiative (SYLI)**

FY 2013 ANNUAL REPORT

October 1, 2012–September 30, 2013

Report Type: Annual Program Report

Award No: AID-623-A-11-00034

Period Ending: September 30, 2013

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		Start Date	<b>September 30, 2011</b>
		End Date	<b>September 29, 2016</b>
		Report Date	<b>October 29, 2013</b>
		<b>Total Award</b>	<b>USD 18,000,000</b>

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

**Table of Contents**

**ACRONYMS AND ABBREVIATIONS..... III**

**I. EXECUTIVE SUMMARY .....1**

**PROJECT ADMINISTRATION .....2**

**NEXT QUARTER’S WORK PLAN .....3**

**II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT).....4**

**III. PROGRAM PROGRESS (QUANTITATIVE IMPACT) .....6**

**IV. MONITORING.....38**

**V. PROJECT ADMINISTRATION.....38**

## **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. SYLI EXECUTIVE SUMMARY**

This report describes the implementation and achievements made by the SYLI Consortium partners during the second year of implementation.

Education in Somalia has been impacted by SYLI in 19 secondary schools with the completion of construction and rehabilitation of 101 classrooms and 143 other structures in Somalia. The schools that were previously on a two shift system have adjusted to an one shift system, which has in turn increased teacher-student contact hours and encouraged enrollment and attendance (afternoon temperatures for most areas of Somalia is extremely hot and unfavorable for teaching and learning).

The infrastructure development has also greatly improved the learning environment for 14,922 (10,572 male, 4,350 female) students currently enrolled in the 19 secondary schools. The enhancements have led to the decongestion of classrooms, access to better hygiene and sanitation facilities resulting from the 83 latrines and 14 water facilities constructed or repaired, and the distribution of 1176 desks.

For the FY13 academic year, the completion rate for the SYLI supported secondary schools in Somaliland was 99% for boys and 98% for girls and 97% for boys and 87% for girls in Puntland. The data shows still that a significant number of girls (13%) in the SYLI supported secondary schools in Puntland dropped out of school and the program.

The community and the government have taken the lead in championing girl's education campaigns focused on enrolment and retention through awareness creation in and out of schools. The Women Councils for Girl Child Education established by the MOE Puntland has begun community sanitization and advocacy campaigns to improve girl's enrolment and retention. The MOE in partnership with the SYLI Consortium has facilitated the establishment of Girl Empowerment Forums (GEFs) in ten secondary schools which has improved the participation of girls in school activities and given them the voice to advocate for their needs.

Life skills trainings for students improved the hygiene and sanitation practices in their respective schools. In the five secondary schools in Puntland where the sanitation clubs have been established and trained, the clubs have on regular basis conducted several awareness campaigns targeting the entire school population on personal and community hygiene practices as well as the proper use and maintenance of the school WASH facilities.

Capacity building of the Community Education Committees (CECs) improved school development planning in target schools. 13 out of the targeted 50 secondary schools have prepared 3-year school improvement plans (SIP) and have begun mobilizing resources for implementation. The CECs of four secondary schools have on their own mobilized resources locally and implemented some of the activities in the SIP, which include additional construction and rehabilitation work and employment of teachers, planting of trees, electrification of the schools, and successful negotiation for contributions from the local government administration (see success stories below).

Improvement of education quality through teacher training is on course with 465 teachers currently enrolled in different training programs. 50 female teacher trainees are currently pursuing two-year diploma pre-service training at Amoud University in Somaliland and have completed the first semester examinations. 75 (74 male, one female) teachers from Puntland have been enrolled for a two-year in-service training in three different teacher training institutions while 198 (184 male, 14 female) from Somaliland have been enrolled for a three month intensive in-service teacher training in four teacher training institutions. 142 head teachers and deputy head teachers have also been enrolled in a five-module in-service school administration training and have completed the first two modules.

The Ministry of Education (MoE) capacity building plan is on course. 30 (27 male, 3 female) MoE staff from Puntland have been trained on school quality assurance which is expected to improve

school supervision and support. The Education Management Information System (EMIS) Unit has also been supported with computer equipment in a bid to improve MoE's capacity to collect, process and share key education information with the stakeholders, as well as use the data for planning. Three Technical Advisors (TAs) have been recruited and deployed to provide technical support to the review of curriculum in Somaliland and the development of teaching learning guides and registration guidelines for schools and NFE/TVET centers in Puntland.

The literacy and numeracy skills training for youth without basic education has been improved through the non-formal education program. A total of 2,464 (616 male and 1848 female) youth have completed a six-month literacy and numeracy training, while another 785 youth (164 male, 621 female) are currently enrolled.

Youth employability has been improved through vocational skills trainings and apprenticeship program in Somaliland, Puntland, and Mogadishu. 603 (344 male, 259 female) youth have completed a six-month vocational skills (TVET) training, while another 282 (128 male, 154 female) are currently enrolled. An additional 150 (83 male, 67 female) youth have also completed a three-month apprenticeship/internship while the same number is currently on attachment.

Youth participation in community activities was enhanced through community service action events organized by the trained youth leaders in different regions. About 10,000 youth participated in twelve community service action activities implemented across Somalia. The activities included community sensitization and campaign on key issues that affect the youth and the general community. In addition, 1600 youth participated in three sports for change activities organized to mobilize and sensitize the youth on issues that affect their lives.

### **Project Administration**

FY13 has been rife with many challenges that impacted the scope, cost, and schedule of the SYLI program.

First, identification and selection of target schools in Mogadishu was problematic, which led to a change in the earlier allocated schools as well as a double allocation of the schools to development partners by the ministry. In addition, construction and rehabilitation of target schools in Mogadishu was delayed by the occupation of some target schools by IDPs and the government's interest in controlling and management of the contracting process. Some schools are still occupied by IDPs to date.

Second, government staff expectation for personal allowances while participating in the joint SYLI activities has also become an issue as many of these staff are not willing to participate in activities when allowances are not paid. The ministry is not helping the situation as they don't recognize the SYLI activities when their officers have not participated.

Third, due to intermittent improvements in the security situation in Galmudug region, Mercy Corps launched the program implementation during the 4<sup>th</sup> quarter. The initial assessments have been conducted and the program intervention sites identified. However, starting of activities has been problematic due to insecurity.

Fourth, the program budget has been affected by changes in the scope of teacher trainings that emphasize systems development, provision of desks to target schools, the high cost of interventions in Mogadishu schools, as well as escalating operation costs in Somalia. The SYLI budget is envisaged to be expended by end of FY14. A pipeline analysis will be provided to the AOR for discussions in the course of the quarter.

Fifth, during the set-up of the program in FY12, extensive discussions focused on how target communities could contribute match-funds for program activities. However, even after signed promises and commitments of communities and institutions, these contributions have not been

forthcoming as committed. This has led to low reports on match funding for the program and affected program targets and implementation.

#### **FY14 and Next Quarter Work Plan**

The FY14 and next quarter implementation plan focuses on the intensification of implementation in Mogadishu and Galmudug and the monitoring of the completed and ongoing activities in Somaliland and Puntland. The capacity building plan for the government and community structures will be given more attention to ensure sustainability of the program activities that have been completed and handed over.

The school based supervision and support to the in-service teachers will be implemented to enable the teachers in applying the skills learned during the first sessions of the training. New enrolments will also be done in Galmudug and Mogadishu.

New enrolment of youth in Technical Vocational Education and Training (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.

The youth advocacy initiatives will be initiated through the formation of the youth advocacy task forces and the facilitation of the task forces to implement their action plans. Mercy Corps, SONYO and MUDAN will continue to facilitate youth leaders to implement the community service action projects that provide youth with civic participation opportunities. The SYLI collaboration with the line Government Ministries and the private sector in the implementation of sports for change activities will be enhanced.

## Students fundraise for schools fees

Two Global Citizen Corps (GCC) youth living in Gardho, Puntland are working to get primary school-aged children back into school.

“Parents told us they really want their children to be in school, but they cannot afford the school fees,” explained 20-year-old Maryam Abdi Mohamed and 23-year-old Hassan Isse Mohamed.

As GCC youth, Hassan and Maryam have undergone trainings on advocacy related to some of the most pressing challenges affecting Puntland communities today. And one of those challenges is proper access to schooling. In September, Hassan and Maryam used these new skills to organize a daylong meeting with parents and children to learn more about why they had dropped out of primary school. They invited elders, returned diaspora, local Puntland Ministry of Education officials and business officials.

“Even the mayor attended,” Hassan recalled.

The result was a groundswell of community support. First one returned diaspora woman stood up among the audience.

“She volunteered to pay for the school fees of one boy and one girl,” Maryam explained.

More volunteers followed. The Ministry of Education offered to sponsor four children. Two elders said they would pay the fees for another four disadvantaged children. And then the mayor volunteered to pay the fees for the remaining group of children in the audience.

Through the GCC youth’s advocacy efforts, a total of 13 children, eight of whom are orphans, began the new school year in September without having to worry whether or not they would be able to finish it.

## II. KEY ACHIEVEMENTS (Qualitative Impact)

### Decongestion of secondary schools and improved physical learning environment

The construction and rehabilitation that has been completed across 19 schools has positively impacted the learning systems in the schools. The schools that were previously on a two shift system have adjusted their shifts to have most of the leaners attend the regular/morning sessions. The change in the shift system has improved the teaching and learning process by allowing far more contact time between the students and the teachers. Also the afternoon temperatures for most areas of Somalia is very hot and unfavorable for the teaching and learning process hence the change to have most students in the morning sessions is by itself an indirect improvement in the teaching and learning process.

These constructions and rehabilitations have also greatly improved the general learning conditions for 14,922 (10,572 male, 4,350 female) who are currently enrolled in the 19 secondary schools. This improvement includes the decongestion of classrooms, access to better hygiene and sanitation facilities resulting from the 83 latrines and 14 water facilities constructed or repaired, and the distribution of 1176 desks.

### Improved Central and Regional Education Office Capacities on Education Management

The support given to the EMIS unit at the Central MoE in both Somaliland and Puntland has enabled the two ministries to collect data on secondary schools. As a result, they are currently in the process of analyzing and producing the EMIS secondary report which will guide the planning and support for secondary education.

The trainings conducted for the Head Teachers and REOs on development and management of school improvement plans (SIP) has improved the MoE’s capacity in planning and supervision of school development. Both the Somaliland and Puntland MoE have adopted the SIP as a tool for planning and managing the school development process with Puntland already making it a mandatory tool for all secondary schools.

### Improved teaching and learning process

The teaching and learning materials distribution have helped improve the teaching and learning processes in the target schools. Interviews with the students and the teachers show that the improved student access to science text books has encouraged the students to promptly and effectively work on their home assignments and improved the culture of further reading among students.

## Carmo School Community Contribution

When SYLI first came to the small community of Arma in Puntland, the locals were excited at the prospect of a new secondary school to be built.

“The community and students are really happy. The construction is being talked about everywhere. In the tea shops. In homes. In schools. And in mosques.” Arma District Mayor Ibrahim Shire Mohamed said.

Today, there is only one primary school in Arma and no secondary school. Primary and secondary school students take their courses in the same classrooms.

“You can imagine how it is to enter or study from the same compound, sometimes the same classroom, as a very small primary child,” said Mohamed Gelle Saed, a 20-year-old in his final year of secondary.

The mayor saw the impact classroom overcrowding had on the quality of education for both groups of students and decided he wanted to make a contribution to support the school improvement SYLI had planned for the community. The mayor began meeting with CECs and local stakeholders. With the support of the CEC, the community contributed the land where the new school will be built. The mayor contributed \$1,700 to build a block of four administration rooms at the new site where Mercy Corps plans to build the secondary school compound.

“All of the community support and the building of the new school really shows us that we have a bright future,” CEC chairman Abdirhaman Saed Botan said.

### **Improved Quality of Teacher Training**

Through the program’s support, the MoE Somaliland has streamlined the in-service teacher training for the secondary school science and English language subjects. Training modules have been developed and the trainers drawn from the staff of MoE and local universities trained on the use of modules. With the training modules in place and the MoE staff trained on the use of the modules, the MoE has the necessary capacity to manage and enforce quality of the in-service teacher training. The MoE successfully demonstrated this capacity by successfully supervising and providing technical support to the teacher training institutes during the first phase of the in-service training that that was implemented in quarter four.

### **Girls Empowerment Forums (GEF)**

The establishment of the girl empowerment forums (GEF) has improved the participation of girls in the school activities and has also given them the voice to advocate for their needs in the school. During the year, the GEFs of two schools planned and carried out various activities in their respective schools. Some of the activities carried out include student poetry competitions on issues affecting the girl education, discussion forums for girls, and school hygiene campaigns. These forums have also provided the girls with advocacy platforms to advocate for the improvement of school environments so as to encourage the enrolment and retention of girls. For example, the GEF from Gandi Secondary School has petitioned the Ministry of Education for the deployment of female teachers to their schools.

### **School Based Student Clubs**

The life skills trainings for the students have improved the hygiene and sanitation practices in their respective schools. In the five secondary schools in Puntland where the sanitation clubs have been established and trained, the clubs have on a regular basis conducted regular awareness campaigns with the entire school population on personal and community hygiene practices as well as the proper use and maintenance of the school WASH facilities.

### **Improved community school ownership and management**

The community education committees (CECs) of the target schools have shown considerable improvement in the management of their schools. The CECs of four secondary schools have on their own mobilized resources locally and implemented projects that complement the SYLI interventions. The complimentary projects implemented include additional construction and rehabilitation work and employment of teachers. Besides the mobilization of resources and implementation of complimentary projects, some CECs have successfully negotiated for contributions from the local

government administration. An outstanding case is the CEC for Carmo Secondary School in Puntland

whose negotiation with the local government administration has earned the school a piece of land and four structures/buildings as a donation from the local administration. The Local Administration has also pledged to provide 10% of the administrative costs of the school. There has also been an improvement in the development planning by the community as trained CECs from 13 schools have prepared three-year school improvement plans (SIP) to guide their school development.

### **Women Councils for Girl Child Education (WCGCE)**

The establishment of the WCGCEs has raised the profile of girl's education within the MOE and the community. The Puntland WCGCE has embarked on community sensitization and advocacy events to promote girl's education. Such events dubbed "Educate Girls, Educate Society" were organized in Garowe, Puntland by WCGCE during the third quarter of implementation. Having realized their importance, the Puntland MOE has linked WCGCE with the other agencies for support in the implementation of their work plan and ADDRA has offered to provide some support.

## **III. PROGRAM PROGRESS (Quantitative Impact)**

**IR1: Fair and equitable secondary education services improved for at least 25,000 Somali Youth**

### **SOMALILAND**

#### **Outcome 1: Increased access to secondary education**

##### **a) Construction and Rehabilitation of Schools**

###### **i. Technical Infrastructure Assessment of New Schools**

During the year, a team comprised of the MoE and consortium engineers conducted assessments and identified priority needs for 16 secondary schools and prepared the bills of quantities and technical drawings for the work to be undertaken in these schools. These assessments are participatory and in addition to the technical (engineers) staff brings on board the CEC of the school, Regional Education Officer, and Mayor and Governor of the respective region. Three of these schools (Muse Yussuf in Sool, Armale in Sanaag, and Gacan Libaax in Hargeisa) were assessed in the 4<sup>th</sup> quarter while the rest were assessed during the first three quarters of the year.

###### **ii. Tendering for the Construction and Rehabilitation Work**

The Consortium partners (Mercy Corps and CARE) conducted the tendering process for the construction and rehabilitation of six schools during the year. These include Sheikh Ali Jowhar, Aden Isaac, Gabiley and Gacan Libaax managed by Mercy Corps and Jirdale and Yufle managed by CARE. A two stage public tendering process that gives equal opportunity to all qualified contractors from a given region is used. The first stage is the prequalification process in which all interested and qualified contractors from the region where the school is situated are asked through media adverts to submit their expression of interest. A joint team of MoE and the Consortium prequalifies at least three competent contractors who are later invited to bid for the work. The participation of the MOE/Government in the tendering process is a capacity building strategy to enable government learning and to have them adopt the same process in their own programs. The public and transparent tendering process is also a stabilization strategy designed to enhance public confidence and ownership of the government led program.

###### **iii. Launch of School Construction**

The MOE and the Consortium Partners launched the construction and rehabilitation work in six secondary schools during the year. Mercy Corps launched the construction and rehabilitation work in four schools in Marodijeex and Awdal regions while CARE did the launching in two schools in Sanaag region. In order to improve the public confidence in the government, which is one of the key stability factors, the Ministry of Education and local government administration took the lead in the

construction launches in all schools. In one of the schools (New Burco Secondary School), the Somaliland President presided over the event and in his speech informed the community that this is a government project being supported by development partners.

**iv. Supervision of construction and hand-over of completed work**

The CECs and the Consortium partners conducted joint supervision for the construction and rehabilitation work of 14 secondary schools. These include seven schools that were launched during the year and seven schools where construction and rehabilitation work began during the first (previous) year of implementation. Each of the construction sites had a mandatory four supervision visits that are tied to the critical stages of the construction work. Besides the four mandatory supervision visits, the site supervisors and the CECs conducted day to day monitoring and supervision of the work to ensure quality. The participation of the CECs in the supervision is a strategy designed to build the capacity of the CECs in monitoring of school development work.

During the year, construction and rehabilitation work was completed in ten schools while the work is in progress in four schools. The completed constructions and rehabilitations were handed over to the respective schools through a government led ceremony similar to that of the launch described above.



*Construction of four classrooms at Gabiley Secondary School – 80% level of completion*

Table 1 below shows a summary of completed and ongoing construction and rehabilitation work in Somaliland during the 2<sup>nd</sup> year of implementation.

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

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
<b>A) Construction completed this quarter (Quarter 4 FY13)</b>						
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
3	Yufle	4	0	4	0	Construction of water tank and office space
<b>Total for this quarter</b>		<b>12</b>	<b>0</b>	<b>10</b>	<b>4</b>	
<b>B) Constructions completed in the previous quarters</b>						
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	

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
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
<b>Total for previous quarters</b>		<b>18</b>	<b>30</b>	<b>29</b>	<b>8</b>	
<b>C) Ongoing construction</b>						
1	Jirdale	4	0	4	0	Construction of water tank and office space
2	New Burco	4	0	4	0	Construction of water tank and office space
3	Gabiley	4	0	8	0	Construction of water tank, office space and store
4	Gacan Libaax	4	0	6	0	Installation of 17 hand wash basins and construction of water tank
<b>Total for ongoing construction</b>		<b>16</b>	<b>0</b>	<b>22</b>	<b>0</b>	

#### v. Enrolment in Supported Schools

The current school academic year (September 2013/June 2014) began in August/September 2014 and form ones had not reported in most schools by the end of SYLI's 2nd year of implementation. The new enrolment levels are currently being collected and this will be reported in the next quarterly report. However, 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 previous (September 2012/June 2013) school calendar year. A comparison between the current and previous years' enrolments will show the level of increase in secondary school enrolments in the supported schools that may be considered to be as a result of the SYLI interventions.

#### vi. Completion Rates

An analysis of the previous (September 2012/June 2013) school academic year's enrolment revealed 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 six out of the ten schools. The Regional Women Councils for Girl Child Education (WCGCE) that are currently being established and the Girl Empowerment Forums (GEF) will in collaboration with other stakeholders plan and implement community awareness and advocacy campaigns with the communities of the affected schools.

**Table 2: 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%
	<b>Total</b>		<b>6487</b>	<b>2656</b>	<b>6448</b>	<b>2604</b>	<b>-1%</b>	<b>-2%</b>	<b>-1%</b>

## **b) Promoting Girls' Access to Secondary Education**

The SYLI Consortium and MOE have designed a community driven awareness raising and advocacy strategy to promote the secondary school enrolment of girls. The strategy includes the establishment of regional Women Councils for Girl Child Education (WCGCE) and secondary school based Girl Empowerment Forums (GEFs).

During the year, a WCGCE was established in Marodijeex region and an orientation workshop held focusing on the roles held for the WCGCE members. The WCGCE is currently preparing an action plan that includes community sensitization and awareness raising on the importance of girl education and advocacy sessions with the MOE, CECs, and other stakeholders for development and implementation of strategies that promote enrolment and retention of girls. These action plans will be implemented during the second quarter of the 3<sup>rd</sup> year implementation.

GEFs were established in eight secondary schools during the year and five-day trainings focusing on their roles held for each of the GEFs. The schools include Ardale, Aden Isaaq and Sheikh Ali Jowhar in Awdal region and 26 June, Gandi, Farah Omar, Mohamud Ahmed Ali and Warancade in Marodijeex region. The GEFs are designed to provide participation opportunities for girls in schools as well as advocacy platforms where the girls can channel their concerns to the school administration and other stakeholders. Two of the GEFs already began the implementation of their action plans. In Awdal, the GEF members of Aden Isaac raised funds for painting the 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 rubbish. The GEF for Warancade organized two different events in the school. The first event was a poetry competition in which students composed and recited poems on promoting girl education. The second event was a hygiene and sanitation campaign similar to the ones organized by the schools from Awdal region. In addition to the events, the Warancade GEF has successfully petitioned the school administration for the waiver of school fees for five girls from very poor families.

## **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 their community. The life skills are to be imparted through various school based student clubs. During the year, Mercy Corps in collaboration with MOE facilitated the formation of five different clubs in eight secondary schools (Gandi, 26 June, Mohamoud Ahmed Ali, Warancade, Farah Omar, Adan Isaaq, Sheikh Ali Jowhar and Ardale). The established clubs include: Hygiene & Sanitation, Environment, Poetry, Drama, Sports, and Culture.

Five-day leadership management training was held for 68 student club leaders (46 male, 22 female) from the eight secondary schools. In attendance were also eight teachers who acted as patrons for each of the clubs, eight parent representatives, and MoE representatives. The training was designed to induct the club leaders on their roles and responsibilities and the use of clubs in promoting the student participation in school activities.

## **Outcome 2: Enhanced quality of secondary education**

### **a) Teacher Trainings**

#### **i. In-service Teacher Training**

The in-service teacher training targets both trained and untrained teachers who are currently teaching in secondary schools. There are two types of in-service teacher training facilitated by the program; short in-service teacher training that does not lead to certification and the two-year in-service teacher training that leads to professional diploma certification.

The short course in-service teacher training program is a three month training program designed to be taken in three sessions of one month each during the school holiday period. During the year, SYLI in collaboration with MOE developed training modules for the core subject areas – English, Math, and

Sciences, and trained selected staff of MOE and the Teacher Training Institutes on the use of the modules. 198 (184 male, 14 female) teachers from Somaliland have been enrolled and completed the first session of the training. The training is institute based and the 200 teachers were enrolled in four different teacher training institutes/universities. The remaining two sessions will be covered during the December 2013 and July/August 2014 school holiday break.

## **ii. Pre-service Teacher Training**

During the second quarter of implementation, the SYLI team together with MOE enrolled 50 female trainees for a two year pre-service training in Armoud University in Somaliland. The selection of the trainees was competitive and based on a regional quota system that ensured proportionate distribution of the trainees from all regions of Somaliland. The training opportunities were advertised through the media and the interested female candidates submitted their application. A selection committee composed of MOE and SYLI representatives reviewed the applications and selected the 50 trainees based on the set selection criteria.

Joint (MOE and SYLI) supervision visits to the University were conducted on quarterly basis to ensure that the training was meeting the set standards. In a bid to promote a conducive school learning environment, MOE has committed through a signed MOU to employ all the female teachers upon completion of the training.



*Pre-service female Teacher trainees at Armoud University taking the end of 1<sup>st</sup> semester exams*

## **iii. Head Teachers Training**

This is an in-service training designed to build the capacity of the secondary school head teachers and their deputies on school administration. The training is designed to cover six key areas that include preparation and implementation of school improvement plans (SIP), financial management, instructional leadership, student discipline and guidance, & counseling. In FY13, the SYLI team in collaboration with the MOE prepared the training modules for each of the six areas. 69 (all male) head and deputy head teachers from Somaliland were enrolled for the training and have already covered the first two modules on SIP preparation and financial management. The training is non-institute based and is being facilitated by trainers jointly identified by MOE and SYLI consortium. Mercy Corps is managing the trainings in Marodijeex, Awdal and Sahil regions while CARE is managing Togdheer, Sool and Sanaag regions. The remaining four modules will be covered during the next year of implementation.

## b) Furniture for Schools

As part of the general improvement of the physical learning environment, student desks are provided to the target schools. During the year, Mercy Corps and CARE distributed 810 desks to 12 secondary schools in Somaliland. The distribution was preceded by an assessment of each of the schools to determine the school's furniture requirements. The target is to have a student to desk ratio of 3:1 for each of the target schools. The desks provided conformed with the approved MOE design requirements.

Two (Sheikh Bashir in Togdheer and Haji Aden in Sanaag) of the target schools with laboratories were provided with laboratory furniture (stools) and laboratory tables to allow performance of practicals and experiments. Table 3 below shows the distribution of desks.

**Table 3: Provision of desks and laboratory furniture to Schools in Somaliland**

	School	Enrolment	# of desks distributed
	<b>CARE</b>		
	<b>Sanaag region</b>		
1	Elbuh Secondary	57	60
2	Haji Aden Secondary	714	45
	<b>Toghdeer region</b>		
3	Sheikh Bashir Secondary	1036	45
	<b>Mercy Corps</b>		
	<b>Awdal region</b>		
4	Aden Isaac Secondary	638	72
5	Sheikh Ali Jowhar Secondary School	910	72
	<b>Marodijeex region</b>		
6	26 JUNE Secondary School	1418	72
7	Farah Omar Secondary School	1318	72
8	Gandi Secondary School	678	72
9	Mohmud Ahmed Ali Secondary School	1981	144
10	Warancadde Secondary School	393	54
11	Gabiley Secondary School	0	72
	<b>Total</b>	<b>9143</b>	<b>780</b>

## c) Distribution of Solar Lamps

In a bid to improve the out of school studying environment for secondary students, Mercy Corps, in partnership with Living Social/DLight are distributing solar lamps to selected secondary school students in remote areas without electricity. The lamps are meant to help the target children study at home and complete their assignments. During the year, Mercy Corps, in collaboration with the Ministry of Education distributed 376 solar lamps to 225 boys and 141 girls from 21 selected secondary schools from MaroodiJeex, Awdal, and Sahil regions. 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.

*“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.”* Hodan, a beneficiary from Aden Isaaq secondary, said upon receiving the lantern.

## Outcome 3: Strengthening the Capacity of Ministry of Education

### a) Construction of MoE Office Building

The construction of the MOE Somaliland Office building was launched in the 4<sup>th</sup> quarter of the year and the work is currently at 25% level of completion. This is one story block building consists of 24

offices, wash rooms, and a conference hall facility. Mercy Corps Program Engineer and the MOE Engineer jointly prepared the site lay out plan, the building design and the BoQs. The contractor was identified through a public tendering process handled by the Somaliland National Tender Board with technical support from Mercy Corps. The completion of the building will greatly improve the working condition for the Ministry staff as most of them will have access to a better working space.

**b) Support to Regional Education Offices**

The SYLI Consortium in collaboration with MOE has designed a three pronged approach to building the capacity of Regional Education Offices. This includes provision of assortment of stationery to enhance the generation, storing and sharing of education information with the stakeholders; provision of office furniture and computers; and training of REO and DEO staff on key education management areas.

During the third quarter, Mercy Corps distributed an assortment of stationery including copy paper, staplers, pens, files and cartridges to four regional education offices (Marodijeex, Sahil, Awdal and Gabiley). This was based on an initial rapid assessment that showed the lack of these items had hindered the operations of the education office. 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

The SYLI Consortium led by Save the Children in collaboration with MOE and other agencies conducted a capacity and training needs assessment for the Regional and District Education Offices across Somaliland and the consultant is currently preparing the report. The report will identify the key capacity gaps and the training needs for these offices upon which the training and other support interventions will be based.

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

In a bid to improve MOE capacity in collection, processing and sharing the required information with the agencies and other stakeholders, the SYLI consortium has designed a support intervention for the MOE EMIS unit. The support includes material support in the form of computers and capacity building of the unit staff, REOs, and the secondary school heads on regular collection of key school data, data analysis, and the generation of reports.

During the second quarter of the year, Mercy Corps supported the EMIS unit with two desktop computers and one laptop. This was meant to improve the capacity of the EMIS to manage school and other education data.

In the third quarter of the year, Mercy Corps, Save the Children, and CARE in collaboration with UNICEF and MOE developed the standard collection tools for the key school data and facilitated a four-day training for 119 secondary school (70 Public and 49 private) head teachers on the use of the tools. 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 successfully used the forms to collect the data on enrolments, school infrastructure/facilities, and teaching and non-teaching staff, and submit the data to the Regional Offices and EMIS unit. The EMIS unit with the SYLI support is currently doing the data analysis and report writing. This report will be a key reference document that will help the Ministry and other stakeholders to make informed decisions on secondary education.

#### **Outcome 4: Somali Ownership of Secondary Education Strengthened**

The community ownership of Secondary Education is being enhanced through a two pronged approach: training of the school management committees/community education committees; and limited financial support to the committees to implement their school improvement plans.

##### **a) Training of Community Education Committees**

The SYLI Consortium in collaboration with MOE conducted school management trainings for the CECs of eight secondary schools in Somaliland during the year. This constituted 69 (47 male, 22 female) committee members from the eight schools. The schools include Gacan Libaax and Gabiley from Maroodi Jeex region, Bursade from Sahil region, Ardaale, Adan

*"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 building more classrooms for a school so school now work 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 school too. If we educate girls, that is the foundation. The whole community will be better." Maryam Xadi Ahmed, CEC member from Gabiley*

Isaq and Sheikh Ali Jawhar from Awdal region and Yufle and Jidale from Sanaag regions. CARE managed the trainings in Sanaag region while Mercy Corps managed the rest. Two of these schools were trained during the fourth quarter while the rest were trained during the first and third quarters. The trainings, which were facilitated by trainers identified jointly by the SYLI Consortium and MOE, covered topics on 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.

##### **b) Preparation of the School Improvement Plans**

In addition to training the CECs, the SYLI Consortium in collaboration with MOE conducted post training coaching and supported ten CECs to develop their school improvement plan (SIP). The Schools include Sheikh Ali jowhar, Ardaale and Aden Isaq from Awdal region, 26th June, Warancade, Farax Omar and Gandi from Marodijeex region, Haji Aden and Elbuh from Sanaag region and Sheikh Bashir from Togdheer region. CARE supported the three schools from Sanaag and Togdheer regions while Mercy Corps supported the rest. The SIP spells out the development plan for the school for the next three years and the strategies of achieving their plans. The SIP will not only guide the CECs' interventions but will also guide the MoE and other agencies support for the schools.

*"This process of developing three year 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." Head Teacher of 26th June Secondary*

##### **c) School Improvement Grants**

The school improvement grants are meant to support the CECs in implementing certain components of their three year school improvement plans. During the third quarter of the year, the SYLI Consortium disbursed grants (of about \$1500 per school) to the ten schools (listed above) that had successfully prepared their school improvement plans. The trained CECs prepared proposals based on specific items in their school improvement plan and a joint team of SYLI and MoE reviewed the proposals and recommend them for funding. SYLI and MOE conducted joint monitoring visits to the funded schools and noted proper utilization of the funds. Some of the activities being implemented by the grants include provision of water, connection of schools to the electricity mains, production and administration of exams, and out of class activities such as student 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 year, the SYLI consortium in collaboration with MoE conducted technical infrastructure assessment and identified priority needs for 11 secondary schools in Puntland. These include Kalabeyr and Buran in Sanaag region, Jerin in Sool region, Sheikh Osman and Nawawi in Karkaar region, Ufeyn, White Tower and Carmo in Bari region, Kalabayr and Gambool in Nugal region and Omar Samatar in Mudug region. Seven of these schools were assessed in quarter three while four were assessed in quarter four. The assessment process and product is similar to that described under Somaliland.

##### ii. Tendering and the Construction of Schools

Mercy Corps tendered and awarded contracts for the construction and rehabilitation of five schools during the second year. These include White Tower, Gambool, Sheikh Osman, Omar Samatar, Kalabayr, Carmo, Ufeyn and Nawawi Secondary Schools. This followed the similar process described under Somaliland. The launch of the construction, the supervision, and the hand-over of the completed work is similar to that described under the Somaliland section. Table 4 below shows the summary of the school construction work in Puntland.



Newly enrolled girls in a newly constructed classroom in Yasin Nur Secondary School

**Table 4: School construction and rehabilitation progress in Puntland**

S/N	School	# Classrooms		# Latrines		Others
		New	Repair	New	Repair	
<b>a) Completed schools during quarter 4 - FY13</b>						
1	Gambool	4	0	0	0	
2	Omar Samatar	2	0	0	0	
<b>Total</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>b) Completed schools during previous quarters of FY13</b>						
1	Sheikh Osman	2	0	0	0	1 water pump

2	Hingalool	4	0	4	0	260 meters perimeter fence, and water kiosk
3	Burtinle	-	8	-	16	Rehabilitation of one water facility, four science laboratories, one library, and one administration block of six rooms
4	Bosaso Public	4	5	-	10	Construction of 30m of wall/fence, six hand wash facilities
5	White Tower	-	8	-	6	A water facility, 2 hand wash facilities, office block and library.
6	Yassin Nur	4	-	-	-	One water facility and one girl friendly space
<b>Total</b>		<b>14</b>	<b>21</b>	<b>0</b>	<b>32</b>	
<b>c) Ongoing constructions</b>						
1	Kalabayr	3	0	0	0	
2	Ufeyn	2	0	3	0	1 water tank, 1hand wash facility, 1 store and a perimeter wall fence
3	Carmo	3	0	6	0	2 water tanks, 1office block, 1 store and a perimeter wall fence
4	Nawawi	3	0	0	0	
<b>Total</b>		<b>11</b>	<b>0</b>	<b>9</b>	<b>0</b>	

### iii. Enrolments

As mentioned under the Somaliland section, the current schools' academic year (September 2013/June 2014) began in August/September 2013 and form ones had not reported in most schools by the end of SYLI's 2nd year of implementation. The new enrolments are currently being collected and this will be reported in the next quarterly report. However, the total enrollment in the eight schools currently supported in Puntland stood at 5,848 (4,124 boys, 1,724 girls) at the end of the previous (September 2012/June 2013) school calendar year.

### iv. Completion Rates

An analysis of the previous (September 2012/June 2013) school academic year enrolment revealed an overall decrease of enrolment by 3% and 13% respectively for boys and girls in the SYLI supported schools. Just like in Somaliland, the Women Councils for Girl Child Education (WCGCE) and the Girl Empowerment Forums (GEF) will in collaboration with other stakeholders plan and implement community awareness and advocacy campaigns in the communities whose schools have registered high dropout rates. Table 5 below shows the Puntland completion rates.

**Table 5: 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%
	<b>Total</b>	<b>4,085</b>	<b>1,694</b>	<b>4,008</b>	<b>1,494</b>	<b>-2%</b>	<b>-12%</b>

### b) Promoting Girls Access to Secondary Education

As mentioned under the Somaliland section, the SYLI Consortium and MOE have designed a community driven awareness raising and advocacy strategy to promote the secondary enrolment of girls. The strategy includes the establishments of Women Councils for Girl Child Education (WCGCE) and secondary school based Girl Empowerment Forums (GEFs).

During the Year, WCGCEs were established and orientation workshops conducted focusing on roles held by its members. The (WCGCE) in collaboration with the MOE Gender unit organized an one-day sensitization and advocacy event to promote girls education in Puntland during the third quarter. 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.

GEFs were established in ten secondary schools during the year and a 5-day training focusing on their roles held for each of the GEFs. The schools include White Tower, Bosasso Public in Bari region, Sheikh Osman and Nawawi in Karkaar region, Gambool, Nawawi and Alwaha in Nugaal region and Haji Ali Bihi, Galkayo and Omar Samatar in Mudug region. 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 aspects of the school. The activities included in the action plans included peer to peer counseling, academic competition, and hygiene campaigns.

#### **b) School Sanitation and Hygiene Education Training**

The school Sanitation and Hygiene Education Training is designed to improve the school communities' hygiene and sanitation practices through promoting proper use and maintenance of WASH facilities at the schools. Selected group of students are trained on sanitation and hygiene through the PHAST methodology with the intention of them training the entire school population through peer to peer trainings. During the third quarter of the year, Mercy Corps in collaboration with the respective regional education offices, conducted the school sanitation and hygiene education trainings for 150 students (75 male, 75 female), ten teachers, and ten CEC representatives from five secondary schools: Burtinle and Gambool in Nugal region, Omar Samatar in Mudug region and Sheikh Osman and Nawawi in Karkaar region.



Students of Nawawi Secondary School – Qardho preparing the school sanitation plan

#### **c) Provision of School Furniture**

During the year, Mercy Corps distributed 378 desks to seven secondary schools in Puntland. The distribution was preceded by an assessment of each of the schools to determine the school's furniture requirements. The schools include Bosaso Public (72), Sheikh Osman (36), White Tower (36), Yasin Nur (72), Burtile (54), Omar Samatar (36), and Gambool (72).

### **Outcome 2: Enhanced Quality of Secondary Education**

#### **a) Teacher Training**

##### **i. In-Service Teacher Training**

As opposed to Somaliland that implements a non-certification in-service teacher training, Puntland implements a two year in-service teacher training that leads to professional diploma certification.

During the year, SYLI in collaboration with MOE enrolled 75 (74 male, 1 female) for the training in three different Teacher Training Institutes across Puntland. The trainees successfully completed the first two months of sessions in the TTIs and then went back to their schools. The training will resume again during the next school holidays in December.

**ii. Head Teachers Training**

This follows the same design and training modules described under Somaliland. During the year, the SYLI Consortium in collaboration with MoE enrolled 73 (all male) head and deputy head teachers for the training and have already covered the first three modules; preparation of school improvement plans, financial management, and school instructional leadership. The remaining three modules will be covered during the next year of implementation.

**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) Deployment of Technical Advisors**

In order to improve the capacity of the MoE to deliver education services, Mercy Corps and MoE recruited and deployed two Technical Advisors (TAs) to the NFE/TVET and Formal Education departments. MOE and Mercy Corps jointly interviewed and selected the candidates for these positions. The two TAs are currently supporting the MOE to develop TLM guides for schools, review/develop procedures and criteria for the registration of schools, and develop guidelines for approving and registration of NFE/TVET centers.

**b) Support for Secondary School Education Management Information Systems (EMIS)**

In the third quarter of the year, Mercy Corps, Save the Children and CARE in collaboration with UNICEF and MOE developed the standard data collection tools for the key school data and facilitated four-day training for 28 Public secondary schools' head teachers on the use of the tools. The training was facilitated by MoE ToTs who had earlier been trained by UNICEF. The trained head teachers successfully used the forms to collect the data on enrolments, school infrastructure/facilities, and teaching and non-teaching staff, and submitted the data to the Regional Offices and EMIS unit. The EMIS unit with the SYLI support is currently doing the data analysis and report writing. This report will be a key reference document that will help the Ministry and other stakeholders to make informed decisions on secondary education.

**c) Training of Ministry of Education Staff**

During the first quarter of the year, Mercy Corps in collaboration with MOE conducted a five-day training for 30 MOE staff (27 male and 3 female) in Garowe. The participants were mainly from the Inspectorate and Quality Assurance Units of the MoE as these were the areas identified by MOE that require attention. The training focused on the minimum standards for education, development and monitoring of school improvements plans, supervision framework, and school data/records management. The trained MOE staff supported the head teachers during the school data collection for the EMIS unit. These staff are also expected to plan and conduct regular school supervision and monitoring visits.

**d) Support to Regional Education Offices**

In a bid to improve the REOs ability to generate, store and share education information such as school data, circulars, policies, memos with other stakeholders, Mercy Corps distributed an assortment of stationery materials to four regional education offices (Nugal, Bari, Karkaar and Mudug)

**Outcome 4: Somali Ownership of Secondary Education Strengthened**

**a) Capacity Building of Community Education Committees (CECs)**

During the year, Mercy Corps and MOE conducted ten-day training on school management for the CECs of nine secondary schools; Omar Samatar, Yasin Noor, Harfo and Jariban in Mudug region, Nawawi and Sh. Osman in the Karkaar region, Qarxis from Nugaal region, Kalabayr and Buran from Sanaag region and Jerin from Sool region. 72 people (52 male and 20 female) consisting of 70 CEC members and two MoE officers participated. The training followed the same design described under Somaliland section.

**b) Development of school improvement plan (SIP)**

Following the trainings conducted for the CECs, the CECs of three secondary schools (Gambool, White Tower and Bosaso Public) successfully developed a three-year school improvement plan (SIP). The SIP was developed with the participation of teachers and parent representatives and approved by the regional education office.

## MOGADISHU

### Outcome 1: Increased Access to Secondary Education

**a) Construction and Rehabilitation of Schools**

**i. Identification and Assessment of Schools**

The Directorate of Education submitted to Mercy Corps a list of three existing schools for rehabilitation (Macalin 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 and based on the assessment report prepared the architectural designs, BoQs and tender documents for these schools.

**ii. Tendering and the construction of schools**

The SYLI tendered and awarded contracts for the construction and rehabilitation of four schools. These include: Macalin Jama, General Daud, Hantiwanag and Kahda Secondary Schools. Due to the security situation in Mogadishu and the non-visibility approach adopted by Mercy Corps, the Directorate of Education took the lead in the advertisement and recruitment of the contractors with Mercy Corps technical support. The rehabilitation work of Macalin Jama and General Daud kicked off and the work is in progress. In spite of some challenges, the construction and rehabilitation work has not begun in the other two schools (Hantiwanag and Kahda).



*Western Block of Moalim Jama Secondary School under rehabilitation*



*Eastern Block of Moalim Jama Secondary School that is yet to be rehabilitated*

**Table 6: School Construction and Rehabilitation Progress in Mogadishu**

S/N	RSchool	# Latrines		Other structures
		New	Repair	
1	Macalin Jama	0	50	1 water facility, 2 office block, 16 hand wash basins and 1 store
2	General Daud	0	20	1 water facility, 2 office block, 10 hand wash basins and 1 kitchen and a perimeter school fence
<b>Total</b>		<b>0</b>	<b>68</b>	
1	Hantiwanag	0	0	1 meeting hall and 1 kitchen
2	Kahda	6	0	2 offices, 1 store and 1 water tank
<b>Total</b>		<b>6</b>	<b>0</b>	

**Outcome 4: Somali Ownership of Secondary Education Strengthened****a) Establishment of CECs**

Mercy Corps in collaboration with the Department of Education (DoE) and established parents committees for four (Macalin Jama, General Daud, 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. In order to build their capacity in school management, 5-day training was provided for the four CECs. The training followed the same design described under Somaliland section. 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.

**GALMUDUG****Outcome 1: Increased Access to Secondary Education****b) Construction and Rehabilitation of Schools****i. Identification and Assessment of Schools**

Mercy Corps in collaboration with the MoE conducted infrastructure needs assessment for three (Mudug, SYL and El-Gulla) secondary schools in Galmudug region. The objective was to collect data on the immediate needs of these schools, both for expansion and rehabilitation works. Mercy Corps Infrastructure team prepared the bills of quantities and technical drawings for the work to be undertaken in the three schools. The construction work is scheduled to begin in the first quarter of year three.

**Outcome 4: Somali Ownership of Secondary Education Strengthened****c) Capacity building of Community Education Committees (CECs)**

During the 4<sup>th</sup> quarter of the year, Mercy Corps and MOE conducted 5-day training on school management for the CECs of the three secondary schools (Mudug, SYL and El-Gulla) earmarked for support. 21(16 male, 5 female) CEC members and three MOE officers participated. The training followed the same design described under Somaliland section.

**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 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

During the year, the SYLI Consortium in collaboration with MoE NFE Unit conducted a needs assessment for eight NFE centers in Hargeisa out of which six were selected for intervention and a tripartite MOU spelling out the scope of support and responsibilities signed between MoE, the Center Management Committee, and Mercy Corps. The target was to identify centers serving IDPs. The selected six include State-House IDP, Sheikh Omar IDP, Sheikh Nur IDP FLEC, Alla-Amin TC, Mutafaq TC and Guryo-Samo.

225 (37 male, 188 female) youth were enrolled and are currently pursuing a nine-month NFE program in the selected centers. The support provided to the centers by the SYLI consortium includes stipends for tutors, TLM, and small grants to offset running costs. 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.

Besides the new enrolments, Mercy Corps and CARE supported the learning and completion of 742 (146 males, 596 females) youth from 16 NFE centers in Maroodi Jeex, Awdal, Sahil, Togdheer, Sool and Sanaag regions of Somaliland. The Consortium supported the Centers in setting and administering the final exam to the learners and the youth have been issued with completion certificates. The youth who have completed the NFE program are able to read and write Somali language and also have basic knowledge of English and arithmetic.

**Table 7: New NFE Enrolments and Completions**

No	Region	# of NFE Centers	Male	Female	Total
<b>Enrolments during the year</b>					
1	Maroodi Jeex	4	37	188	225
2.	Sanaag	4	72	248	320
3.	Togdheer	2	40	120	160
4.	Sool	1	15	65	80
	<b>Total</b>	<b>11</b>	<b>164</b>	<b>621</b>	<b>785</b>
<b>Completions during the year</b>					
1	Sahil	2	35	42	77
2	Maroodi Jeex	4	11	170	181
3	Awdal	2	28	53	81
4.	Sanaag	5	44	235	279
5.	Togdheer	2	21	63	84
6.	Sool	1	7	33	40
	<b>Total</b>	<b>16</b>	<b>146</b>	<b>596</b>	<b>742</b>

##### ii. Training of NFE Center Managers and Tutors

CARE in collaboration with MoE conducted 3-day training for 21 (ten 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.

Mercy Corps also conducted 5-day training for 28 tutors and Center Managers from 14 NFE centers in Hargeisa, Borama and Berbera on life skills, financial literacy and basic teaching skills during the second quarter of the year. The objective of the training was to enhance the integration of the life skills training into the NFE program as the tutors are expected to integrate this content into the curriculum they are using.

## **b) Technical Vocational Education and Training**

### **i. Rehabilitation of TVET Centers**

The SYLI Consortium (Mercy Corps and CARE) in collaboration with MOE carried out rehabilitation work in Burco Technical Training Institute (BTI). Mercy Corps has completed the construction of a section of the perimeter fence wall while CARE is currently rehabilitating the carpentry workshop. The rehabilitation work was preceded by the technical assessments and the preparation of the technical drawings and the bill of quantities. The contracts were awarded through a competitive public tender.

Besides the rehabilitation work Mercy Corps in collaboration with MoE and UNDP supported the operationalization of Burco Technical Institute. This includes the recruitment and deployment of the key staff: Center Manager, the administration staff, and tutors. UNDP on the other hand supported the procurement of the required workshop equipment and other learning materials. The Institute resumed its operation in February 2013 for the first time since the break out of the war and the first batch of 82 (62 male, 20 female) youth have already completed the six-month training in three different skill areas: electricity (32 male), plumbing (30 male) and office management (20 female). The graduating trainees undertook a final examination administered by the Somaliland National Examinations and Certification Board (NECB).

### **ii. Operationalization of the Vocational Qualification Framework (VQF)**

*“We are a nation so young, so much in need and with so much to be done. However, from now onward building a world class TVET system will no longer be one of them. I am convinced that the presented VQF provides national directions and contains the premises, substance and schemes leading to the development of a complete and implementable TVET system for skill development and economic growth. We must now use the generosity of time and magnanimity of our development partners to realize our vision of creating skilled and regionally competitive workforce”* Hon. Aden Muhumed Hoori – a Member of Somaliland Parliament, who attended the workshop

During the Third Quarter of the year, Save the Children, in collaboration with the Ministry of Education, conducted a two-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.

### **iii. Vocational Qualification Authority (VQA) for Somaliland**

During the fourth quarter of the year, the SYLI Consortium led by Save the Children in collaboration with the MoE commenced the process of establishing the VQA for Somaliland that would implement the proposed VQF leading to a structured, cohesive and responsive TVET system. The draft Terms of Reference on the mandate, roles and responsibilities of the VQA has been developed and currently being reviewed. A lean and cost effective structure for the VQA has been agreed upon with the Ministry of Education and the stakeholders and the appointment of interim members through a presidential decree is awaited. Given that establishment of the TVET authority requires a legal framework, an act of parliament is currently being drafted. With the roll – out of VQF in full gear and the VQA establishment in process, it is expected that the TVET in Somaliland shall be henceforth be fully structured, properly managed and its delivery at all levels standardized.

#### iv. Enterprise-Based TVET Enrolment

Unlike the IBTVET that follows a structured curriculum, the EBTVET is unstructured, hands on and conducted in privately owned workshops. This type of training is meant for the youth with low level of education that cannot cope with the structured IBTVET curriculum.

During the third quarter of the year, CARE in collaboration with the MoE enrolled 207 EBTVET learners in 21 EBTVET centers in the three regions of Sool, Sanaag and Togdheer. The enrolment was preceded by a joint capacity assessment of the EBTVET centers and signing of tripartite MOUs spelling out the scope of support and responsibilities of MoE, the EBTVET Center and CARE. Besides the new enrolments, Mercy Corps supported the learning and completion of 121 (60 males, 61 females) youth from 11 EBTVET centers in Maroodi Jeex, Awdal and Sahil regions of Somaliland. The Consortium supported MOE examination unit in setting and administering the final exam to the learners and the graduates will be issued with completion certificates by MOE.



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

**Table 8: EBTVET Enrolment and Completion**

	Region	# of IBTVET Centers	Male	Female	Total
<b>Enrolments during the year</b>					
1.	Togdheer	5	19	28	47
2.	Sool	8	25	55	80
3.	Sanaag	8	40	40	80
	<b>Total</b>	<b>21</b>	<b>84</b>	<b>123</b>	<b>207</b>
<b>Completions during the year</b>					
1	Sahil	3	23	12	35
2	Maroodi Jeex	5	18	34	52
3	Awdal	3	19	15	34
	<b>Total</b>	<b>11</b>	<b>60</b>	<b>61</b>	<b>121</b>

#### c) Apprenticeship/Internship Opportunities for Youth

During the third quarter of the year, CARE supported the attachment of a second batch of 100 youth (58 male, 42 female) to 16 different business enterprises in Sanaag and Togdheer for a three-month apprenticeship program. These are youth who had previously completed vocational skills training and needed hands on experience on the skills they learned. The youth were jointly selected by CARE and the Ministry of Youth following agreed criteria. 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. Besides the enrolments, CARE also supported the completion of apprenticeship program of the first batch of 100 (58 male, 42 female) youth who were attached to the 16 business enterprises.

#### d) Private Sector Engagement

*“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”*. Abdiqadir Barkahd, co-owner of one of the biggest electricity company in Somaliland

Mercy Corps in collaboration with the two ministries, the Ministry of Youth Sports and Tourism and the Ministry of Labor and Social Affairs organized three separate networking conferences on private sector support for youth. The 1<sup>st</sup> conference was held in Hargeisa during the second quarter of the year and

attended by sixty 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. A seven member committee (including business people, government officials, youth representatives and NGO representatives) was established to follow up on the conference recommendations

The second conference was held in Burco, Togdheer region during the third quarter of the year and attended by 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 Burco Technical Institute 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 five member committee was established to follow up with the private sector to support the institute and youth in the region. The third conference was held in the fourth quarter in Borama, Awdal region with 60 (50 male, 10 female) participants

#### e) Youths’ Ability to Access Livelihood Opportunities Increased

##### i. Career Counseling for TVET Graduates

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

Mercy Corps in collaboration with the Ministry of Labor and Social Affairs (MoLSA) conducted two-day employment and career counseling workshops for 241 TVET graduates (131 male and 110 female) during the year.

Ten workshops were held: two in the first quarter for 60 (27 male, 33 female) EBTVET graduates from Marodijeex and Sahil regions; two in the 2<sup>nd</sup> quarter for 60 (29 male and 31 female) EBTVET graduates from Awdal and Marodijeex regions; two in the third quarter for 60 (38 male and 22 female) IBTVET graduates from Marodijeex and Togdheer regions; and two in the fourth quarter for 61 (37 male, 24 female) EBTVET graduates from Sahil and Marodijeex regions. The workshops focused on providing the TVET graduates with job search skills, understanding the job market, developing CVs and application letters and preparation for and attending interviews.

##### ii. Life Skills Training

Mercy Corps in collaboration with the Ministry of Youth conducted five-day life skills training for 210 (110 male and 100 female) youth during the year. Six separate trainings were held: two trainings in quarter one for 60 (22 female and 38 male) from Awdal and Sahil regions; and four trainings in quarter three for 150 (88 male, 62 female) youth from Marodijeex, Awdal, Sahil and Togdheer regions. The training was based on the curriculum developed by the Youth Development Specialist with input from the SYLI consortium partners. The curriculum focused on the life skills components

of leadership, conflict resolution, negotiation skills, problem-solving, effective communication, creativity and critical thinking, among other things.

### iii. Entrepreneurship Training

*"If thousands of students graduate from the universities, it is hard that all of them get the jobs they wish (white collar jobs), however, these kinds of trainings will surely help you be more creative and start-up your own business and be self-employed"* Mr. Awale Mohamed, Director of Planning in the Ministry of Labor, Somaliland

Mercy Corps in collaboration with the Ministry of Youth, Sports & Tourism (MoYS&T) conducted five-day training for 120 youth (75 male and 50 female) on entrepreneurship. Four separate training sessions were conducted two each in quarter 2 and 4. The trainings targeted youth who have graduated from vocational training

centers in Marodijeex, 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 opening session of one of the trainings 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.



*Participants of Financial Literacy and Entrepreneurship training in Berbera, Sahil*

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 during the third quarter of implementation. 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 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.

### iv. Business Start-up Grants

*"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 have withdrawn from that plan and decided to have my business and support myself."* Guleid Idiris, a grant beneficiary

Mercy Corps, in collaboration with the Ministry of Youth, disbursed business grants to 31 youths (12 female, 19 male) to help them start small business ventures. 21 (7 female, 14 male) youth from Hargeisia were issued with the grants during the third quarter while ten youths (5 female, 5 male) from Borama,

Awdal region were funded in the fourth quarter. Each youth received a grant of \$500 to \$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 their businesses as per the proposals.

## PUNTLAND

### 2.1 Youth Access to NFE and Vocational Education

#### a) Non-Formal Education

##### i. Assessment and Enrolment of Learners into NFE Centers

During the year, CARE in collaboration with MoE NFE Unit supported the enrolment and completion of a six-month NFE program by 1042 (130 male, 872 female) youth in 13 NFE Centers across Puntland. The Centers were selected through a joint SYLI Consortium and MOE assessments that identified strategic NFE Centers for intervention. The selection of the beneficiary youth was decentralized and done at the village level with the participation of the relevant community leaders and the Ministry of youth staff following agreed criteria.

A tripartite MOU that spells out the roles of each party was signed by the NFE Center management committee, MOE and the SYLI Consortium Partner, CARE. The support provided to the centers by the SYLI consortium includes stipends for tutors, TLM and small grants to offset running costs. The youth who have completed the NFE program are able to read and write Somali language and also have basic knowledge of English and arithmetic. Table 9 below gives the summary of Puntland NFE enrolment and completions during the year.

**Table 9: NFE Enrolments and Completions**

No	Region	# of NFE Centers	Male	Female	Total
<b>Completions in quarter 1</b>					
1	Bari	1	10	30	40
2.	Karkar	2	4	76	80
3.	Nugaal	6	32	210	242
	<b>Total</b>	<b>9</b>	<b>46</b>	<b>316</b>	<b>362</b>
<b>Completions in quarter 2</b>					
1	Mudug	3	23	97	120
2	Sanaag	1	0	40	40
3	<b>TOTAL</b>	<b>4</b>	<b>23</b>	<b>97</b>	<b>160</b>
<b>Completions in quarter 4</b>					
4.	Nugal	1	0	40	40
5.	Karkaar	1	0	80	80
6.	Mudug	2	19	141	160
	Bari	2	42	118	160
	Sanag	1	0	80	80
	<b>Total</b>	<b>7</b>	<b>61</b>	<b>459</b>	<b>520</b>
<b>Cumulative totals to-date</b>					
			<b>130</b>	<b>872</b>	<b>1042</b>

#### 2.1.1 Technical Vocational Education and Training (TVET)

##### a) Rehabilitation of TVET Centers

###### i) Completion of rehabilitation of Garowe Vocational Training Center

CARE completed the construction/rehabilitation of the Garowe Vocational Training Center (VTC) and handed it over to the institution management and the Ministry of Education during the second quarter of the year. The work included the expansion of existing workshop and rehabilitation of one office and one store. The contractor was identified through a competitive public tendering process and both CARE and MOE supervised the construction process.

ii) *Technical Assessment for Gardo Vocational Training Center*

CARE in collaboration with MOE conducted an infrastructure technical assessment for Gardo Vocational Training Center during the fourth quarter of the year. The key priority identified by the assessment and endorsed by the Institute's Management Committee was the rehabilitation of one workshop and the CARE Engineer is currently preparing the technical drawings and bill of quantities for the rehabilitation work which will be shared with MOE and then with USAID for review and approval.

**b) Training of Institute Based TVET Tutors**

*i. Competency based skills training for IBTVET tutors*

During the second quarter of the year, 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 through a 'hands on' approach. The training is meant to upgrade the competency skills of the tutors from Level 3 to Level 2 in three key areas of office management, auto mechanic, and electrical. CARE and MOE conducted joint quarterly supervision visits to the TVET Centers to assess the progress and effectiveness of the training. The Centers in which the Master Trainers have been deployed are 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

*ii. Life skills training for TVET and NFE 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 during the third quarter of the year. The objective of the training is to facilitate the integration of life skills into the TVET and NFE program as the trained tutors are expected to conduct the trainings in their respective Centers.

**c) Vocational Qualification Framework (VQF)**

*"We have inherited a completely run-down Education system; a system with no curriculum at all and we therefore toyed with the idea of providing skill trainings on ad hoc basis. Now, the PL VQF introduces a structured approach, establishing a platform for TVET reforms which will enhance social dialogue and paves the way for the establishment of a nationally understood and internationally bench-marked TVET Qualification system. I am convinced that if fully implemented this VQF would give a new lease of life to our TVET system".*  
Mr. Mohamed Ali Farah – The Director of TVET

The SYLI Consortium led by Save the Children in collaboration with the MoE conducted familiarization workshop on the Vocational Qualification Framework (VQF) for Puntland during the fourth quarter of the year. The workshop, which is one of the preliminary stages in the roll – out of the VQF, was conducted primarily to disseminate the already-developed VQF among the consortium members, Local Authority, TVET practitioners and other stakeholders with

the view to create national awareness, establish an extensive understanding among stakeholders and form a common consensus on the eventual implementation of the Framework. On the VQF implementation approach, the workshop helped outline a road – map for the roll-out strategy and the establishment of a Vocational Qualification Authority (VQA). The Garowe workshop brought together 63 participants drawn from UN Agencies, Partner Administration, INGOs, TVET service providers, Private sector representatives, Employers and Members of Parliament among others.

**d) Enrolment of Youth for Institute Based TVET**

During the third quarter of the year, CARE in collaboration with the MOE supported the enrollment of 75 (44 males and 31 females) youth in two Institute TVET Centers in Puntland. The two Centers include Galkayo VTC with 35 enrolments and Gardo VTC with 40 enrolments. The two centers

advertised the available training opportunities in the local media for two weeks for the interested youth to apply.

In addition to the enrolments, CARE also supported the completion of 250 (132 male, 118 female) youth for a nine-month vocational skills training program in four IBTVET Centers. The support provided to the Centers includes grants to cater for the teaching and learning costs. The amount of grant given is based on the number of youth enrolled by the center. CARE facilitated MOE to conduct centralized examination and certification for the learners

#### **e) Enrolment of Youth for Enterprise Based TVET**

During the third quarter, CARE in collaboration with the Ministry of Labor, Sports and Youth (MOLYS) selected seven TVET centers to undertake the EBTVET trainings for 125 trainees in Puntland.

### **2.1.2 Linkages with Private Sector and Support Networks**

#### **Internship/Apprenticeships for Youth**

During the third quarter, CARE in collaboration with the Ministry of Youth selected and attached 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. The skills for which the youth have been attached include auxiliary nurse and pharmacology, electricity, auto mechanic, journalism, tailoring, mobile phone repair, plumbing and fish processing. During the second quarter, CARE in collaboration with the Ministry of Youth supported the attachment and completion of 50 youth (of equal gender proportion) for the apprenticeship program.

### **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 three-day trade fair event in Garowe during the third quarter. The purpose of the event was twofold: to give an opportunity to the TVET centers 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 attended by government ministries, Chamber of Commerce, youth and women organizations, representatives from Save the Children and UNDP. 25 TVET centers from all regions of Puntland participated in the event through the display, marketing and advertisement of their products. The event was well covered by the Somali media including television stations.

## **MOGADISHU**

### **a) Non-Formal Education**

#### ***i) Enrolment of Learners into NFE Centers***

During the second quarter of the year, CARE in collaboration with the Directorate of Youth, Labor and Sports (DoYLS) selected seven NFE Centers and supported the enrolment of 680 youth of equal gender proportion for a six month numeracy and literacy training program. The selection of the youth was done by each of the centers based on an agreed criteria jointly developed by DoYLS and CARE. Each of the Centers restricted selection of youth to the district within which the Center is located. Just like in Somaliland and Puntland, a tripartite MOU that spells out the roles of each party was signed by the NFE Center management committee, DoYLS, and CARE and each center was supported with a grant to cater for stipends for tutors, teaching and learning materials, and operating expenses. All 680 youth completed the literacy and numeracy training from seven NFE centers during the fourth quarter

of the year and CARE is working with the DoLYS for the students to take a centralized exam and to organize a graduation ceremony.

**ii) Training of NFE Center Managers**

CARE in the third quarter conducted a 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 was to ensure the availability of accurate data for decision making.

**b) Technical Vocational Education and Training**

During the year, CARE in collaboration with DoYLS supported the enrolment and completion of a six-month enterprise based vocational skills training for 150 (90 male, 60 female) youth. The youth were enrolled in four different EBTVET Centers which were jointly selected by the DoLYS and CARE. CARE is working with the DoLYS to conduct a centralized exam and a graduation ceremony is planned for October, 2013.

**GALMUDUG**

**a) Non-Formal Education**

TVET and NFE Assessment

The SYLI team in collaboration with MOE conducted a general NFE and TVET assessment of centers in Galmudug region using the same assessment tools used in Somaliland and Puntland and identified key pertinent issues that affect the NFE and TVET programs as well as the potential centers for intervention. Some of the issues identified by the assessment include: high demand for NFE/TVET especially among women, reliance of the centers on INGOs, diaspora and private individual funds for their operation, lack of government (MoE) capacity to regularize the program, and lack of NFE/TVET transition mechanisms for the graduates.

The team shared the NFE/TVET assessment report with the Government and key stakeholders and agreed on the following key interventions: training of teachers and center managers from five NFE Centers; rehabilitation of one government TVET center; and, coordination among agencies undertaking NFE and TVET activities. Based on the NFE/TVET assessment report, Mercy Corps together with the Ministry of Education identified five NFE centers for intervention: Mudug TVEC, Women Relief and Development Forum, Women and Children's Hope Organization, Horseed Organization for Women and Education, and Al-hidaya Institute. These are the main operational NFE centers managed by local NGO/CBO's in Galmudug region.

**b) Technical Vocational Education and Training (TVET)**

Life Skills and Financial Literacy Training

Mercy Corps in collaboration with Ministry of Youth, Sports and Labor (MoYSL) conducted a five-day life skills and financial literacy training for 52 (32 male, 20 female) youth from Galmudug region. The training followed a similar process described under the Somaliland section. The youth were selected based on agreed criteria that considered age (18-24 years), unemployment, and the recent NFE and TVET graduates. Further training on entrepreneurship will be conducted for this group after which the youth will be eligible to prepare business startup proposals for funding. This will enhance the youth capacity for alternative livelihood and abate the chances of joining risky groups.

**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.

## SOMALILAND

### *i) Training of Youth Leaders on Global Citizen Corps*

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

During the year, Mercy Corps and SONYO, in collaboration with the Ministry of Youth, Sports and Culture conducted a five-day training for 81 youth leaders (52 male, 29 female) from Awdal, Sahi, Sool, Sanaag and Togdheer Regions. The training was based on the Mercy Corps Global Citizen Corps (GCC) curriculum and focused on personal/leadership development, cross-cultural and effective communication, project planning and implementation, conflict resolution, negotiation and problem-solving skills, and, creativity and critical thinking. The training for the Awdal and Sahil regions was conducted for 41 youth leaders during the first quarter and facilitated by the youth leaders who were previously trained as trainers of trainers on GCC while that for Sool, Sanaag and Togdher regions was conducted for 40 youth leaders in the fourth quarter and facilitated by SONYO. At the end of the training, youth from each region developed an action plan for providing civic engagement opportunities for the youth in their respective regions. Mercy Corps and SONYO, in collaboration with the Ministry of Youth, Sports and Culture, have begun facilitating the trained youth to implement their action plans.

### *ii) Advocacy Training for Youth*

*“This is first time I am attending training of this kind. There are more issues that need to be advocated for and brought to the attention of the decision makers such as establishment of recreational centers for youth. I know it will take time but at the end you will achieve your dreams. I would like to thank Mercy Corps and USAID for introducing this new idea to youth”.* Awdal regional representative from the Ministry of Youth Sports and Tourism

During the fourth quarter, Mercy Corps and Ministry of Youth conducted a five-day advocacy training for 55 (30 male, 25 female) youth drawn from the Global Citizens Corps of Sahil/Berbera, Marodijeex/Hargeisia, and Awdal/Borama. The training equipped the youth with policy development and an analysis, and

advocacy skills which they will apply as they engage the community through the planned civic action events and in their engagement with parliament to advocate and monitor youth policies.



*Participants of Advocacy Training in Berbera*

### *iii) Community Service Action Events*

In collaboration with the Ministry of Youth, Mercy Corps and SONYO conducted ten community service action events in the six regions of Somaliland. Four events were held in quarter one and two and focused on community sensitization and awareness raising on two issues: environmental

conservation and importance of education especially girl's education. Six events were held in quarter three and four and all focused on community mobilization and awareness raising on illegal migration of youth to the Middle East and Europe.

Two events focused on environmental conservation and were held during the first and second quarters of the year. In the first event, the youth leaders mobilized 560 university students in the planting of 100 trees in Hargeisa University. In the second event, the Borama Global Citizen Corps (GCC) youth group mobilized 800 university students in planting trees in Armoud University. These events 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

*"If you educate a girl you educate a community". Ayan Abdi, one of the female students in Dayib Guray.*

Two events focused on community awareness raising on the importance of education and were also held in the first and second quarters of the year. The first event was facilitated by the Somali

Cultural Association (SOCSA) in collaboration with Mercy Corps and the Ministry of Education for 1490 students (of which 525 were female) of 26 June Secondary School and involved the presentation of kits on the challenges facing the girl child education. Besides the students, the event was also attended by the Regional Education Officer of Marodijeex Region, the school's Principal, and the teachers. The second event was organized by the Hargeisia Global Citizen Corps (GCC) youth group for 549 youth (351 male and 198 female) Dayib Guray Secondary School community.

The six events on illegal youth migration were held with six different communities: Mohamed Moge village in Hargeisa; school communities of Berbera, Ardale, Sheikh Bashir and Haji Aden secondary schools in Sahil, Awdal, Togdheer and Sanaag regions respectively; and, the students of the Institute of Health Science in Sool region. The meeting with the Mohamed Moge community was attended by an estimated 1700 people, while the five different school communities of Berbera, Ardale, Sheikh Bashir, Haji Aden, and the Institute of Health were attended by 3,690 (2,570 boys, 1,120 girls) youth. These events were attended by students, youth, parents, community leaders, and government representatives. The events involved drama on Somali Culture and cases and key speeches delivered by youth leaders, community elders, and the school Principals all addressing the common problems that face youth immigrants and were organized in response to the worrying trend of illegal immigration of young people in Somaliland, including students in universities and schools.

#### *iv) Video conference between youth from different countries*

During Q1 of the year, Mercy Corps organized a video conference between 30 Somaliland youth (17 males and 13 females) and the youth from Portland, Oregon, USA. The conference that lasted for two hours provided the youth with the opportunity to share experience and challenges faced by youth in different cultural settings.

#### *v) World Youth Summit*

Mercy Corps facilitated the participation of four (2 M, 2 F) GCC youth from Somaliland and Puntland in the World Youth Summit held in Tunis, Tunisia. During the week-long event, the youth shared experiences with other youth from Pakistan, Jordan, Indonesia, Iraq, Lebanon, Palestine, and Kenya. The objective of the summit was to strengthen the existing national and international networks of youth leaders while building on their capacity and confidence to develop sustainable initiatives. The youth made presentations of what they are doing in Somalia to promote civic engagement among the youth and developed an action plan for their country.



*Somalia GCC Youth Table at the World Youth Summit in Tunis, Tunisia*

## **PUNTLAND**

### ***i) Training of Youth Leaders on Civic Participation***

During the first quarter of year, the SYLI Consortium (Mercy Corps and MUDAN) in collaboration with the Ministry of Youth Labor and Sports conducted a five-day ToT training on civic participation for thirty youth leaders (19 male and 11 female). The training was based on the Mercy Corps Global Citizen Corps (GCC) curriculum and the participants came from five regions (Nugaal, Karkar, Mudug, Sool, and Sanaag) of Puntland. During the training, the Puntland youth had an opportunity to interact with their counterparts in Iraq through a video conference. The Iraq Youth leaders shared with their Puntland colleagues how they have benefited from the GCC program, the community service action projects they have carried out, and the challenges experienced. The video conference gave the Puntland Youth Leaders a clear overview of the civic engagement program and what is expected of them. At the end of the training, regional action plans were prepared by the youth from each group. MUDAN, the local SYLI implementing partner in Puntland, in collaboration with Mercy Corps and Ministry of Youth, will support the trained youth leaders with the implementation of their action plans.

### ***ii) Peer to Peer Training of youth leaders on civic participation***

The youth who were trained as ToTs on civic participation organized similar trainings to select youth from their respective regions. Four trainings were organized, two in quarter three and one each in the second and fourth quarters of the year. All trainings were organized by MUDAN and facilitated by the trained ToTs from the respective regions. A total of 80 (41 male, 39 female) youth from Karkaar, Nugaal, Mudug and Sool regions participated in the trainings. The trainings were based on the Mercy Corps Global Citizen Corps (GCC) curriculum and covered GCC methodology, leadership, conflict management, advocacy and mobilizations skills. The trained youth developed a civic engagement action plan for their respective regions.

### ***iii) Training on Policy Analysis and Civic Education***

During the third quarter, Mercy Corps in collaboration with MoLYS conducted five-day training on policy analysis and civic education for 42 youth (29 male, 13 female) from all 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.

**iv) Community Service Action Events**

During the second quarter, 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.

**v) International Youth Day Event**

The Ministry of Labor, Youth and Sports (MoLYS) in collaboration with Mercy Corps and other stakeholders conducted the International Youth Day (August 12) celebrations in Garowe. The theme of the event was on mitigating and addressing the problems and risks facing youth in Puntland. The event was thus used as a platform for mobilizing the youth and reaching them with the messages on the risks and challenges on their lives and the necessary precautions they need to take. About 475 youth, key government officials, and other stakeholders participated in a public procession and a youth meeting/conference event which was graced by the Vice President of Puntland. In his speech, Dr. Abdiweli Hersi, Minister of MoLYS emphasized employment creation and skills training as some of the key means to challenges facing the youth. The afternoon sessions were marked by sports tournament involving teams (youth) from different regions.



*A public youth procession during the celebration of the International Youth Day*

**vi) Sports for Change**

The SYLI Consortium in collaboration with the Ministries of Youth and Education organized a number of sports for change events for both the out of school and the school based youth. The preparations for these tournaments involved meetings with the line government ministries and other stakeholders to identify and agree on the tournament themes and training of the sports club officials on planning and implementing the sports for change tournaments. The team identified and agreed on peaceful coexistence, illegal migration and school drop out to be the theme for both the out of school and the school based tournaments.

The first tournament which was held in Q3 was a ten-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.

The second and third tournaments were organized during the fourth quarter for the school based youth. The first tournament organized in Karkaar region was a five-day football tournament for students from four secondary schools: Sh. Osman, Nawawi, Al-azhar, and Muntada. About 300 youth from the four schools participated in the event. The second event was organized in Nugaal region for four secondary schools (Gambol, Nawawi, Al-waha and Nugal) and attended by 800 youth. The theme for the tournament focused on illegal migration and school dropouts and involved speeches, comments, and poetry by the MoLYS officials, youth leaders, and intellectuals.

#### **vii) Cultural Exchange Between Puntland and USA Youth Through Video**

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

### **MOGADISHU**

#### **i) Training of Youth Leaders on Civic Participation**

During the fourth quarter of the year, Mercy Corps in collaboration with the Directorate of Youth, Sports and Labour (DoYSL) conducted a five-day ToT training on civic participation for 40 youth leaders (24 male and 16 female). The training was based on the Mercy Corps Global Citizen Corps (GCC) curriculum described under the Somaliland section and the youth were selected from all eight districts of Banadir region.

#### **ii) Sports for Peace Tournament**

*"Sports is the tool for peace, integration and love and to prove that, you can see officials, parents, youth, and children of eight competing districts and several others gathered here today to celebrate and watch the games"* Mr. Ahmed Faal, The District Commissioner of Waberi District (hosting the tournament).

Mercy Corps in collaboration with DoYSL organized sports for change tournament in Mogadishu dubbed as the Peace and Youth Cohesion Football Tournament. The planning and implementation of the tournament followed the similar design described under the Puntland section in which the

tournament is preceded by planning meetings with the Government and other stakeholders to identify and agree on the tournament theme followed by a training of the Directorate of Youth staff and sports club officials on the planning and implementing the sports for change events. Eight teams, one from each of the eight districts of Banadir region participated in the ten day event.

### **LESSONS LEARNED**

The implementation progress in Mogadishu was delayed by the Government's request to directly control the tendering and management of the construction contracts. While this may be a genuine desire, this will be tantamount to subcontracting the government as this will mean the contracts would be issued and managed by the Government.

There is some local politics at play on the construction and rehabilitation of schools in Mogadishu as some local NGOs requested the Government to allocated schools even when they have not yet secured the funding. Once allocated, the schools become locked for any other agency. This has hindered the identification of schools for intervention.

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 logistical 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 relationships. 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 construction from the earlier approach where CECs pre-selected contractors. This new approach has made tendering more competitive and thereby attracted more qualified contractors in addition to further promoting transparency.

## INDICATOR TRACKING TABLE

Objective	Indicator	Baseline value	Program target	YR2 target	Q4Target	Quarter 4 achieved		Cumulativeachievement to-date	
						Male	Fem	Male	Female
IR1: Students have increased access to formal secondary education through construction and/or rehabilitation of 50 schools	1.1.1 Number of classrooms built or repaired with USG assistance	0	200	96	16				
	1.1.2 Number of other types of structures constructed or rehabilitated	0	250	132	20				
	1.1.3 Number of learners enrolled in USG supported secondary education or equivalent non-school based setting with USG support	0	25,000	10,000	3,000			10,611	4,350
	1.1.4 Percentage of learners who have completed their grade	n/a	85	85	n/a	99%	94%	99%	94%
	1.1.5 Percentage of female learners who have completed their grade	TBD	80	80	n/a	94%		94%	
	1.1.6 Percentage increase in secondary enrolment in USG supported secondary schools	0	5	n/a	0	0		0	
	1.1.7 Percentage of USG supported schools or learning spaces meeting criteria for safe school programs	0	60%	0	0	0		0	
IR1.2: Quality of secondary education enhanced through training of teachers	1.2.1 Number of teachers /educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	0	1900	500	100	0	0	132	0
	1.2.2 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support	0	100	0	0	0		0	
	1.2.3 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	0	15,000	7,500	1,500	2,134		3,948	
	1.2.4 Percentage of teachers who demonstrate core teaching competencies	TBD	61%	0	0	0		0	
	1.2.5 Percentage change in community perception of quality of secondary education								
	% 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%							
IR1.3: Management of secondary education improved through	1.3.1 Number of administrators and officials successfully trained with USG support	0	390	126	23	0	0	27	3
	1.3.2 Percentage of Schools visited and supported by education officials	n/a	60%	n/a	n/a	n/a		n/a	
	1.3.3 Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services	n/a	5	0	0	0		0	

Objective	Indicator	Baseline value	Program target	YR2 target	Q4Target	Quarter 4 achieved		Cumulativeachievement 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	16		50	
	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	358		608	
	2.1.2 Number of persons completing Non-Formal Education training programs	0	12,000	2000	0	284	712	498	1,643
	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	2.2.1Number 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	1100	1100	150	19	11	95	55
	2.3.2 Number of Youth supported with business startup grants	0	1102	490	60	5	5	21	10
	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	2.4.1 Number of workforce development initiatives completed as a result of USG participation in public-private partnership public-private partnership	0	800	425	100	30	20	113	87

Objective	Indicator	Baseline value	Program target	YR2 target	Q4Target	Quarter 4 achieved		Cumulativeachievement to-date	
						Male	Fem	Male	Female
private sector and support networks improved	2.4.2 Number of Youth who are benefiting from apprenticeship/internship program	0	1800	425	100	58	42	113	87
	2.4.3 Number of businesses or institutions responding to incentives for incorporating at-risk/marginalized youth	0	25	40	1	4		30	
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	2		4	
	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				
	3.1.4 Number of community mobilization and service events initiated and carried out by youth	0	50	8	3	4		21	
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) Quarterly Review and Reflection Meetings***

Mercy Corps organized a two-day review and planning meeting in Garowe for all of the SYLI Consortium partners. In addition to discussing the progress, challenges and lessons learned, the forum also reviewed the program contributions to stability and agreed to tailor the implementation strategy towards achieving the same.

### ***b) Joint Monitoring of Pre-service Teacher Training***

Mercy Corps, Save the Children, and MOE conducted a joint monitoring visit to Armoud University to assess the ongoing pre-service teacher training of 50 trainees. A few issues relating to the course outline for some of the courses were noted and discussed with the University. Two dropout cases were also noted although the University in consultation with the MOE did the replacement.

### ***c) Post Training Assessment of School Hygiene and Sanitation Trainings***

Mercy Corps conducted an assessment of the sanitation clubs at five schools in Puntland. The assessment has shown the clubs to have started implementing towards the issues they have been trained on such as conducting sensitization and awareness raising on personal and community hygiene campaigns within the school and developing the operation and maintenance plans for the school WASH facilities.

### ***d) Post training coaching and support to CECs***

The SYLI Consortium Partners continued to provide school based support to CECs in developing their school improvement plans (SIP).

## **VI. PROJECT ADMINISTRATION**

### **Constraints and Critical Issues**

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 fundraising 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 start a fresh 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 the teacher salaries as well as meeting other running costs once the schools are rehabilitated and handed over to them. This specifically concerns schools in Banadir region and the entire south Somalia, as the government tries to consolidate its service delivery to the people. Mercy Corps will initially support the schools in the south for two years with teacher incentives and then hand over the responsibility to the ministry.

In addition, particularly in Mogadishu and south Somalia, the demand for primary education/schools is high. The Directorate of Education and CECs continue to make demands for this sector assistance. Most schools in south Somalia have a secondary school and a primary school in the same compound. Rehabilitating/constructing the secondary schools alone leaves out the primary school children and causes conflict within the community. The demand by the MoE for 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.

### **Personnel**

The positions of the Communication Specialist and Infrastructure Advisor that fell vacant with the resignation of the incumbents have been filled.

### **Contract Modifications and Amendments**

There were no modifications during the quarter except for the three done during the first year of implementation.