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Save the Children

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Acronyms and Abbreviations

CEC	Community Education Committee
DG	Director General
EMIS	Education Management Information System
GEF	Girls Empowerment Forum
LMA	Labor Market Assessment
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MOU	Memorandum of Understanding
MOLYS	Ministry of Labor, Youth and Sports
MoYSC	Ministry of Youth, Sports and Culture
MUDAN	Mudug Development Association Network
NFE	Non-formal Education
PMP	Performance Management Plan
SIP	School Improvement Plans
SONYO	Somaliland National Youth Organization
SYLI	Somali Youth Leaders Initiative
USG	United States Government
TLM	Teaching and Learning Materials
TOR	Terms of Reference
TVET	Technical Vocational Education and Training
WCGCE	Women's Council for Girl Child Education

I. SYLI EXECUTIVE SUMMARY

This quarter, April – June 2014, marked the end of the school calendar year 2013/2014 and data on completion rates was collected. In addition, the quarter marked the expansion of SYLI activities into central and south Somalia, in Galmudug and Afgoe, Baidoa and Kismayo. The end of the quarter also marked the start of the holy month of Ramadan, which meant a somewhat slow implementation of activities for the month.

Qualitative Impact

The main result of IR1 was that 15,035 students (10,456M, 4,579F) enrolled in 29 (18 in Somaliland, 11 in Puntland) schools were supported with teaching and learning materials, mentoring of their teachers, and a variety of extra-curricular activities. The overall completion rates for the 2013/2014 academic year for SYLI supported schools was 99.5% and 96% for boys and girls respectively. The school based mentoring of the in-service teacher trainees was carried out by the MoE subject specialists who visited 11 schools in the Hargeisa/Marodijeex region and conducted one on one mentoring session with 53 teachers.

The key impact of IR2 was 743 (347M, 396F) youth completed and 310 (190M, 120F) enrolled in the six month vocational skills training (IBTVET and EBTVET) respectively. In addition, 612 (174M, 438F) youth completed the 6-9 months NFE (numeracy and literacy) training program during the reporting period. The cumulative completion of this program to-date is 4,112 (979M, 3133F) individuals across Somalia. 1,790 (321M, 1,469F) youth were enrolled in the NFE program and are being supported with teaching and learning materials, mentoring, and registration for examinations.

The highlight of IR3 was the impact of the youth leadership trainings that have challenged the Somali youth leaders to think globally and compete for international training opportunities. During the quarter, a female youth (Rahma Elmi Du'ale) who had gone through the SYLI supported youth leadership and civic engagement training, competed for and won the 2014 MILEAD (Moremi Initiative Leadership Empowerment and Development) fellowship, which awarded her an 85% scholarship for a three week (July 12-August 2) training at MILEAD Fellows Leadership Institute in Accra, Ghana.

Quantitative Impact

Key deliverables during the quarter included:

- Two schools were constructed, bringing the total schools so far completed and handed over to 30 out of the 50 targeted.
- 2,029 assorted teaching and learning materials were distributed bringing the cumulative TLMs distribution to 6,719 against the target of 15,000.
- Training sessions were facilitated for 68 (67M, 1F) in-service trainees and 45 female pre-service trainees.
- Youth leadership training was organized for 40 (28M, 12F) youth leaders.
- Two Sports for Change tournaments were organized to discourage the illegal immigration of youth out of Somalia.

Project Administration

The key challenge to the implementation of the SYLI program is the demand for education and civic engagement activities in central and south Somalia, mainly in recently recovered districts that exceed the ability of SYLI to deliver services due to the sheer volume. In addition, the SYLI budget is nearly expended half way into the program. This means year 4 and 5 of the program will not have funding – the budget will be expended by September 2014. This has multiple impacts, ranging from staff to government anxiety over the future of the program.

Next Quarter's Work Plan

The key activity for the next quarter will be re-designing the program based on mid-term review findings and recommendations. This will include redesigning the scope of the program, geographical regions, as well as the management, approach, and focus of the program for the remaining 2 years. The preparation of the FY15 annual work plan will also be completed during the quarter. In addition, the program will launch construction and rehabilitation work in Baidoa, Afgoye and Kismayu as well as continue its supervision of ongoing work across the four different zones of Somalia.

II. KEY ACHIEVEMENTS (Qualitative Impact)

IR1: FAIR AND EQUITABLE SECONDARY EDUCATION SERVICES IMPROVED FOR AT LEAST 25,000 SOMALI YOUTH

Mercy Corps is the technical lead for this intermediate result area. Overall, during the quarter under review, there have been remarkable results in this intervention area, and the highlights include:

Improved community school ownership and management: Community Education Committees (CECs) are steadily showing improved capacity in the ownership and management of schools. The CECs of two schools in Puntland mobilized funds on their own and each implemented some of the prioritized activities of their School Improvement Plans (SIP) or carried out the routine maintenance of school structures. For instance, the CEC of Omar Samatar Secondary School rehabilitated a block of five latrines, the septic tank, and connected the rehabilitated latrines to the water supply system. The school also established a girls' library to ensure that girls have better access to the limited available TMLs and a comfortable culturally sensitive reading/studying space after the school realized that the boys were borrowing most of the books and leaving none or very few for the girls. The CEC of Kalabayr Secondary School in Nugal region, on the other hand, repaired a section of the school's perimeter wall fence that was damaged by rains during the previous rainy season. This controlled the movement of students in and out of the school, as well as keeping away errant community members that could damage school facilities.

Improved enrollments in supported secondary schools: SYLI interventions have had a positive impact on the enrollment and retention levels in the supported schools. 15,035 (10,456M, 4,579F) students enrolled in 29 (18 in Somaliland, 11 in Puntland) schools were supported with teaching and learning materials, mentoring of their teachers, and a variety of extra-curricular activities. The enrollment analysis for the recently concluded school calendar/academic year has shown a significant (84%) increase in girls' enrollment in Warancadde Secondary School, which has had one of the most active Girls' Empowerment Forums (GEF). Rural based schools like Yufle and Jiidali that have been supported with infrastructure development also registered significant increases for both boys and girls over the same period. The average completion rate for most of the schools was stable at 99.5% and 95.7% for boys and girls respectively.

Community led awareness on girl child education (GCE) improved: CECs of supported secondary schools progressively demonstrated support for the girl child education. Omar Samatar, for example, has, from their own initiative, established a separate library for girls after realizing that the existing one was mainly benefiting the boys. The rest of the CECs have identified increased female enrollment and retention and included this as a priority activity in their School Improvement Plans. The CECs for two schools (Warancadde and Burtile) organized awareness raising and sensitization sessions with parents and the general school community on the GCE and agreed on the actions that the community and the school management need to undertake to improve the enrollment and retention of girls.

Decentralization of EMIS to the regions: Heeding advice from the SYLI/Mercy Corps program team, the MoE Somaliland has embraced the idea of decentralized EMIS at the

regional levels and has developed a plan of rolling out this function to the regions. Based on their quarterly plan (July-September 2014), the MoE plans to conduct a capacity assessment of the regional offices, develop and implement a capacity building plan for the regional units, and then establish EMIS units in all the regions by end of September 2014. SYLI will support this plan.

Galmudug MoE capacity built on public tendering process: During the quarter, the Galmudug Ministry of Education, with technical guidance from Mercy Corps, conducted its first public/competitive tendering process for a school construction contract. Potential contractors were publically invited to bid for the contract and were assessed based on pre-determined criteria in a blind review session. Ten contractors submitted bids for the work and a committee comprised of MoE and Mercy Corps staff reviewed and awarded the contract to the most technically qualified and competitive bidder. Based on the general public satisfaction from the process, the Galmudug Ministry of Education has resolved to adopt the process moving forward, not only for the SYLI funded projects but for its own and other donor funded projects in the state.

SOMALILAND

Outcome 1: Increased access to secondary education

a) Construction and Rehabilitation of Schools

Mercy Corps completed the construction of one school: Gacan Libah secondary school in the Marodijeex region where four classrooms, two blocks of latrines, and one water tank were constructed and are awaiting the final technical assessment before being handed over to the Ministry of Education and the school community. When completed, the new structures will improve the physical learning environment for 1,433 (1,009 boys, 424 girls) students who are currently enrolled in the school and even encourage the enrollment of more students.

CARE, on the other hand, conducted the final technical assessment of the six schools completed during the last quarter in order to ascertain absence of defects before the release of the last milestone (10%) of the contract amount that is normally retained for any potential post completion defects. The schools include: New Burao Secondary School in the Togdheer region and Gutale, Koryale, Garadag, New Erigavo and Armale Secondary Schools in the Sanaag region. No significant defects were noticed, paving the way for the release of the retention costs. *Table 1* shows a summary of completed and ongoing construction and rehabilitation work in Somaliland during the reporting period.

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

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
A) Constructions completed in the previous quarters						
1	Koryale	3	0	4	0	Water tank and pipe installation
2	Burao New	4	0	4	0	Admin block office and water tank
3	Guutaale	2	0	4	0	Fencing wall
4	Aramale	4	0	4	0	Admin block and water tank
5	Garadag	2	0	4	0	Fencing wall
6	New Erigavo	4	0	4	0	Admin block and water tank
7	Adan Isaaq	4	0	0	4	Construction of one circular ground masonry water tank
8	Sheikh Ali Jowhar	4	0	6	0	Construction of one circular ground masonry water tank
9	Yufle	4	0	4	0	Construction of water tank and office space
10	Haji Aden	3	0	0	0	Girl friendly space and one water facility
11	Saba	4	0	4	0	Installation of four hand wash and construction of one water facility
12	Sheikh Bashir	0	0	4	0	
13	Gandi	0	15	3	8	Three offices, two stores, four hand wash facilities and one water point

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
14	Farah Omar	0	15	6	0	Two science laboratories, one library, two hand wash facilities and one water tank
15	Waran Cade	3	0	6	0	255m fence/wall, two hand wash facilities and one water facility
16	Mohamud Ali	4	0	0	0	63m fence/wall and rehabilitation of 138m of fence and construction of one water facility
17	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
18	Gabiley	4	0	8	0	Construction of water tank, office space and store
19	Jirdale	4	0	4	0	Construction of water tank and office space
Total for previous Quarters		67	30	89	12	
B) Ongoing construction						
1	Gacan Libaax	4	0	6	0	Installation of 17 hand wash basins and construction of water tank
Total for ongoing construction		4	0	6	0	
Total for ongoing & completed construction		71	30	95	12	

b) Completion Rates

SYLI consortium members, in collaboration with the MoE and the respective school administrations, collected end year school enrollment for 18 target schools to determine the retention/completion rate in the respective schools during the 2013/2014 academic year. Results showed 102% and 97% completion rates for boys and girls respectively when compared to the number students enrolled at the beginning of the school year. Warancadde Secondary school which has had the most active girl empowerment forum (GEF) has registered a significant (84%) increase in girls' enrollment during the year which has actually led to completion rates over 100%. This has been attributed to the migration of students from private schools to the secondary schools throughout the year. The rural based schools like Yufle and Jiidali, which have been supported with infrastructure development, have also registered a significant increase for both boys and girls over the same period.

Table 2: End Year Enrollments for SYLI-supported Schools in Somaliland

No	School	# Start of Year		# End of Year		Percentage Deviation		
		Male	Female	Male	Female	Male	Female	Overall
1.	Aden Isaak	454	220	399	185	-12%	-16%	-13.4%
2.	Ardaale	358	167	350	149	-2%	-11%	-5.0%
3.	Sh Ali Jowhar	524	259	477	232	-9%	-10%	-9.5%
4.	Gacan Libah	833	501	1009	424	21%	-15%	7.4%
5.	Gandi	391	164	312	169	-20%	3%	-13.3%
6.	Farah Omaar	706	342	782	300	11%	-12%	3.2%
7.	Warancadde	361	114	343	210	-5%	84%	16.4%
8.	Sh Bashiir	784	283	808	299	3%	6%	3.7%
9.	Haji Aden secondary	419	221	450	216	7%	-2%	4.1%
10.	Elbuh	54	42	53	43	-2%	2%	0.0%
11.	Yufle	10	11	15	15	50%	36%	42.9%
12.	Jiidali	24	13	26	17	8%	31%	16.2%
13.	Xingalool	102	43	101	40	-1%	-7%	-2.8%
14.	Muse Yuusuf	630	236	648	229	3%	-3%	1.3%
15.	Garadag	78	42	80	32	3%	-24%	-6.7%
16.	Guutaale	115	65	120	67	4%	3%	3.9%
17.	Koryaale	32	2	25	2	-22%	0%	-20.6%
18.	Armale secondary	39	18	39	18	0%	0%	0.0%
	Total	5,914	2,743	6,037	2,647	2%	-3%	0.3%

c) Promoting Girls' Access to Secondary Education

i) Girls Empowerment (Education) Forums

Mercy Corps distributed kits to Girls Empowerment Forums for 3 schools (Gandi, Warancade and 26 June) in Hargeisa/Maroodijeex region. The kits contained assorted items such as female sanitary towels, soap, and hand washing gel. The kits are meant to prevent the interruption of learning by girls, many of whom miss classes during their

monthly periods. The CEC and head teachers of the schools were happy and expressed their appreciation to USAID and Mercy Corps for these supplies. Orientation training on the use and disposal of the sanitary towels is scheduled in the next quarter when the schools reopen. A sustainability strategy will also be discussed with the respective CECs.

CARE, in collaboration with the gender unit of MoE, conducted training to 90 GEF members from three secondary schools (Muse Yusuf, Haji Aden, and Sh.Bashir) in Sool, Sanaag, and Togdher respectively. The objective of the training is to equip girls with the leadership and other life skills such as confidence, communication, and mobilization that are necessary in empowering girls to actively participate in schooling and education. The GEF members are expected to reach out to their fellow colleagues in their respective schools by holding motivation talk forums focused on encouraging girls to complete secondary education and proceed on to pursue careers of their choice.

ii) Joint review meeting for GEFs and the Women Committee for Girl Child Education (WCGCE)

Mercy Corps, together with the MoE Gender Department, GEFs from 5 schools, and the Women Committee for Girl Child Education (WCGCE) in Hargeisa, conducted a 2 day review and planning meeting aimed at sharing achievements, challenges, and lessons learned in the effort to promote girls' education in respective schools. They also prepared a joint work plan to be implemented in the next three months. The challenges highlighted by the GEFs and WCGCE include a shortage/lack of female teachers in schools to act as role models and give guidance, and a lack of resources and gender bias from male teachers. At the end of the last day of the review meeting, each school, with guidance from the women committee members, developed a 3-month plan which will be implemented in collaboration with the CECs of the respective schools. They also agreed to jointly organize one radio or TV discussion session to raise awareness on girls' education during the next quarter.

d) Co-curricular Activities

In the previous quarters, Mercy Corps, in collaboration with MoE, facilitated the establishment of clubs in supported schools. These clubs are meant to equip the students with the necessary life skills that will enable them to become responsible and positively contribute to the community. During the reporting period, Mercy Corps conducted a one-day review meeting with students' clubs of 26 June Secondary School in Hargeisa and two (Sh.Ali Jawhar and Adan Isaaq) other schools in Boram, Awdal region. The purpose of the meeting was to review the achievements, challenges faced, and review action plans. The activities that have been implemented by the clubs include awareness raising on girls' education and the establishment of girls' basketball team by the GEFs, planting of trees by the environmental club, hygiene and sanitation education by the sanitation and hygiene club, and the establishment of different sports teams by the sports club. The major challenge identified by the sports and sanitation clubs is the lack of equipment and tools that are necessary for their activities.

Outcome 2: Enhanced quality of secondary education

a) Teacher Trainings

There are three types of teacher training programs that have been rolled out by the SYLI program. These include the pre-service teacher trainings for female teacher trainees, the in-

service (short and long term) training for the teachers currently in the service, and the Head Teachers training targeting all the head teachers in the target program areas.

i. In-service Teacher Training

The SYLI consortium facilitated the school-based mentoring of teachers under the in-service training program. This exercise was carried out by the MoE subject specialists who visited 11 schools in the Hargeisa/Marodijeex region and conducted a one on one mentoring session with 53 teachers (8 Biology, 12 Chemistry, 11 Math's, 9 English and 12 Physics). The main objective of this session was to assess the extent to which the teachers apply the skills covered during the first two training sessions, identify the challenges faced by the teachers and provide feedback on areas to maintain and or improve upon.

Besides the mentoring sessions, The SYLI Consortium members, in collaboration with the MoE and the Teacher Training Institutes (TTI), held a meeting to review the first two sessions of the in-service teacher trainings that were held during the previous quarters and also plan for the third and last training session scheduled for next quarter. The key issues that came out during the review include the need for the training institutes to put more emphasis on the practical sessions during the next training session. The team also agreed on conducting at least two joint monitoring and supervision sessions during the training that will focus on the quality of the training and trainees' attendance.

ii. Pre-service teacher training

The SYLI Consortium, in collaboration with the MoE, continued to provide support to the ongoing pre-service training for the 50 female teacher trainees enrolled at Armoud University. The support provided includes monthly monitoring and supervision visits to ensure the quality of training and student welfare and to confirm the regular trainees' attendance. The two year program that began in March 2013 is scheduled to end early 2015 and all the graduates are expected to be employed by MoE and deployed to teach in the Public Secondary Schools across Somaliland. Their deployment is expected to improve the social learning environment for girls and thus encourage their retention and completion, as lack of female teachers has been cited as one of the impediment factors to the girl child education.

b) Teaching and Learning Materials

Mercy Corps, in collaboration with the MoE, distributed 756 teaching and learning materials (TLMs) to five secondary schools in three regions. These include Gacan Libah in the Maroodijeex region, Sheikh Ali Ibrahim, Adan Isaaq and Ardaale in the Awdal region and Bursaide Secondary in the Sahil region. The TLMs distributed were textbooks for biology, chemistry, physics, math, English and agriculture. The materials are expected to reduce the current textbook to student ratio and result in better teaching and learning resources. The TLMs were collaboratively identified by the teachers and the CECs of the respective schools in collaboration with the MoE. To-date, 4,722 TLMs have been distributed to 14 schools in Somaliland. The head teachers of the schools expressed their gratitude to USAID and Mercy Corps and committed to take good care of the materials and use them to improve the quality of teaching and learning.

c) e-Learning and Education Resource Centre Assessment

The SYLI consortium, led by Save the Children, carried out a feasibility study to assess the possibility of introducing e-learning in secondary schools. A representative sample of schools and respondents were drawn from the regions in both Somaliland and Puntland. The report indicated varying levels of readiness for e-learning across the regions and schools. Among the recommendations of the report were:

- Training teachers and head teachers on the use of ICT for education
- Development and dissemination of ICT for education policy
- Provision/upgrading ICT infrastructure for target schools
- Development of training curriculum on ICT for teaching and learning

The report has also highlighted various models of ICT for teaching and learning based on the availability of resources including power, computers, and an internet connection. A committee to be led by the Director of Secondary Schools has been set up to review the options and create an implementation plan for the piloting of e-learning and educational resource centers.

Outcome 3: Management of secondary education improved

a) Construction of MoE Office Building

Mercy Corps continued with the supervision of the ongoing construction of the Ministry of Education offices in Somaliland. The objective is to contribute to the effective service delivery in the Ministry by providing a safe and efficient working environment for the MoE staff, some of whom are currently housed in an old structure that is not adequate. The office under construction is a one story block consisting of 24 offices, wash rooms and a conference hall facility. The work is currently at the final finishing stage and is expected to be completed and handed over in the next quarter.



Somaliland MoE Office building under construction

Outcome 4: Somali ownership of secondary education strengthened

b) CEC grants for the implementation of the school improvement plans (SIP)

The Mercy Corps program team conducted monitoring and supervision visits to five schools that benefited from SIP grants. The schools include Sh.Ali Jawhar and Adan Isaaq schools in the Awdal region and Gandhi, Farah Omar and Waran Cade in the Maroodijeex region. The main purpose of the monitoring was to assess the effective utilization of the grant for the

planned school improvement projects. The team found that all the schools effectively utilized the grant for the planned/intended activities that included organizing inter-class completions, internal assessment tests/end of year examinations, school hygiene and sanitation campaigns, awareness and sensitization meetings with parents on increasing school enrollment, and connecting the school to the public water supply. So far, eight schools in Somaliland have benefited from the school improvement grants.

PUNTLAND

Outcome 1: Increased access to secondary education

a) Construction and Rehabilitation of Schools

i) Technical infrastructure assessment and tendering of the school construction work.

Mercy Corps, in collaboration with MoE assessed the infrastructure needs for one school, Harfo Secondary School in Mudug region and prepared the assessment report which has been approved by the Ministry. The key priority needs of the school identified by the assessment and which the program will support include construction of three new classrooms and a girl friendly space, rehabilitation of two existing classrooms and provision of furniture and teaching learning materials. The SYLI infrastructure team is working on the designs, BoQs and tender documents for this school and another school, Dangorayo secondary that was assessed in the previous quarter and these will be submitted to USAID in the beginning of next quarter for review/approval.

CARE on the other hand finalized the tendering process and launched the construction and rehabilitation of three schools; Buraan, Kalabayar and Jeerin secondary schools in Sool and Sanaag regions. Each launch was officiated by the respective REO and attended by local community leaders, the CEC members and the general school community. The community members of each of the school expressed their appreciation to USAID and the SYLI consortium and promised cooperation and support to the construction work and other program interventions. In each of the school, the work consists of construction of two new classrooms and two twin toilets. In addition to the classrooms and latrines, the work in Jererin and Kalabayar Secondary Schools also includes a construction of a girl friendly space.

The work in each of the three schools is currently at the foundation level as per the supervision and monitoring exercise conducted in the last week of June.

ii) Handing over of completed construction work

Mercy Corps completed and handed over two secondary schools: Nawawi and Kalabayr Secondary schools in Karkar and Nugal regions respectively. The completed work includes 6 new classrooms (three each for both schools). The handing over ceremony was attended by the respective REOs on behalf of the Ministry, the CECs, and local community leaders who thanked USAID and Mercy Corps for their support and promised to take care of the maintenance of the structures. These additional structures will improve the learning environment for the 353 (211 boys and 142 girls) students currently enrolled in the two schools and in addition encourage the enrollment of more students.

In addition to the completion and handing over of the two schools, Mercy Corps, in collaboration with the MoE, continued with the supervision of the construction of Haji Salad (Armo) Secondary School that began in the previous quarter. Table 3 below shows the school construction progress in Puntland.

Table 3: Completed & ongoing (built or repaired) classrooms and other structures in Puntland

S / N	School	# Classrooms		# Latrines		Others
		New	Repair	New	Repair	
a) Completed schools during this quarter – FY14 Q3						
1	Kalabayr	3	0	0	0	
2	Nawawi	3	0	0	0	
Total		6	0	0	0	
b) Completed schools during the previous quarters						
1	Sheikh Osman	2	0	0	0	1 water pump
2	Gambool	4	0	0	0	
3	Omar Samatar	2	0	0	0	
4	Burtile	-	8	-	16	Rehabilitation of one water facility, four science laboratories, one library, and one administration block of six rooms
5	Bosaso Public	4	5	-	10	Construction of 30m of wall/fence, six hand wash facilities
6	White Tower	-	8	-	6	A water facility, 2 hand wash facilities, office block and library.
7	Yassin Nur	4	-	-	-	One water facility and one girl friendly space
8	Xin-Galool	4	-	4	-	One hand wash facility and a perimeter wall fence
9	Sh. Abdalla Ibrahim	2	0	3	0	1 water tank, 1 hand wash facility, 1 store and a perimeter wall fence
Total		22	21	7	32	
c) Ongoing construction						
1	Haji Salad	3	0	6	0	2 water tanks, 1 office block, 1 store and a perimeter wall fence
2	Jeerin	2	-	4	-	Girl friendly space
3	Buraan	2	-	4	-	
4	Kalabayr	2	-	4	-	Girl friendly space
Total		9	0	18	0	



L – Completed 3 classroom block at Kalabayr Secondary School in Nugaal Region. R – The handing over of the classrooms to the MoE and the CEC

b) Completion rates

To ascertain the status of student retention in the school during the 2013/2014 school calendar year, Mercy Corps and CARE, in collaboration with the MoE and respective school administrations, collected the end of year school enrollment data for the three SYLI supported schools in Puntland. The end of year enrollment shows a completion rate of 96% and 95% respectively for boys and girls. There is a significant decrease (44%) in girls' enrolment in Haji Salad Secondary School and the program team and MoE will follow up with the CEC of the school for the possible causes of this and an action plan to address the problem.

Table 4: 2013/2014 Secondary School Completion Rates

No	School	# Start of Year		# End of Year		Percentage Deviation		Overall
		Male	Female	Male	Female	Male	Female	
1.	Gambool Secondary	1,234	532	1164	508	-6%	-5%	-5.3%
2.	Sheikh Osman Secondary	367	180	338	166	-8%	-8%	-7.9%
3.	Omar Samatar Secondary	1,439	726	1409	685	-2%	-6%	-3.3%
4.	Nawawi Secondary School	170	103	163	105	-4%	2%	-1.8%
5.	Bosaso Public	629	202	600	190	-5%	-6%	-4.9%
6.	White Tower	128	54	122	55	-5%	2%	-2.7%
7.	Yasin Nur Secondary	246	51	226	47	-8%	-8%	-8.1%
8.	Burtinle	145	94	164	92	13%	-2%	7.1%
9.	Abdalla Ibrahim SS	94	25	93	22	-1%	-12%	-3.4%
10.	Haji Salaad secondary school	86	45	92	25	7%	-44%	-10.7%
11.	Kalabayr Secondary school	53	30	48	37	-9%	23%	2.4%
	Total for Puntland	4,591	2,042	4,419	1,932	-4%	-5%	-4.3%

c) Promoting Girls' Access to Secondary Education

The Women's Council for Girl Child Education (WCGCE), in collaboration with MoE and the Ministry of Women's Development and Family Affairs, and with the support of the education partners including Mercy Corps, organized a one day event on 16th June 2014 for the commemoration of the Day of the African Child. The event was held at Darwish Primary School in Garowe. Senior dignitaries including the Puntland Vice President, Ministers, Members of Parliament, elders, parents, teachers, and UN/INGO representatives attended the event. This year's theme of the event was *"a child friendly, quality, free, and compulsory education for all children in Africa"*. In line with the theme of the event, the representative of WCGCE in her speech urged MoE and the Education Partners to invest in interventions that will make the schools girl friendly and improve their enrollment and completion. The Vice-President in his speech stated that the government has plans to introduce free primary education in Puntland and asked Puntland partners to support the Government to realize this import goal.

The Girls Empowerment Forums (GEFs) from the SYLI supported schools performed drama and role plays demonstrating the challenges facing the education of female children that the Government and its development partners need to focus on. Later in the day, a sports tournament in support of girl's education was organized for the school children/students.

d) Co-curricular Activities

Mercy Corps, in collaboration with MoE at the regional level, conducted School Sanitation and Hygiene Education (SSHE) training for selected students, teachers and CEC members of Sheikh Abdalla Ibrahim Secondary School in Bari Region. The training was attended by 34 people (of equal gender proportion), comprising of 30 students, 2 teachers, and 2 CEC representatives. SSHE training is designed to improve the school communities' hygiene and sanitation practices through promoting proper use and maintenance of WASH facilities at the schools. The participants are trained through the PHAST methodology with the intention of having them train the entire school population through peer to peer trainings. The participants at the end of the training developed an action plan for improving the school sanitation and hygiene practices in their school.

Mercy Corps also distributed sanitation and hygiene tools to five schools that had been trained in SSHE in the last quarter. The schools include Yasin Nur, Kalabayr, Nawawi, Bosaso Public, and White Tower Secondary schools. The tools include rakes, wheel barrows, shovels, hoes, hand gloves, detergents and soap. The tools are meant to assist the schools in

implementing their hygiene and sanitation improvement plan developed during the SSHE training.

Outcome 2: Enhanced quality of secondary education

a) Teacher Training

The three teacher training institutions (GTEC in Garowe, EAU in Bosaso and PUST in Galkayo) resumed campus based sessions for 68 teachers for the two year in-service teacher training that leads to professional diploma certification. This is the third out of the four sessions scheduled for the full course. A team of MoE and Mercy Corps staff conducted supervision and monitoring visits to the three institutes and confirmed regular trainees' attendance and the quality of the general teaching and learning process. Since this was the penultimate face-to-face session for the course, the supervision team also checked the course content coverage in relation to the timeline and found this to be on track. All the institutes were asked to submit their schedules for the school based teacher support (mentoring) activities that are expected to be done in the course of the next quarter. The course is expected to end in June 2015.

b) Provision of Teaching and Learning Materials (TLM)

Mercy Corps, in collaboration with MoE (Regional Officers), distributed TLM to 8 schools in the Bari, Nugaal, Mudug and Karkar regions. The TLM include 1,169 textbooks for science subjects, math and English language and 104 educational charts. Prior to the procurement of the TLMs, Mercy Corps, in collaboration with the respective REOs, assisted each school in identifying and prioritizing their TLM needs which were later submitted to, and approved by, the Central MoE.

The distributed TLMs will improve the student to text book ratio and improve the quality of teaching and learning in the respective schools. The MoE, during the distribution, emphasized the need for proper use and management of the TLMs by the administration of each school. The REOs have kept a copy of the inventory of the distributed TLM for future monitoring and tracking. To-date, 1,997 TLMs have been distributed to nine schools in Puntland. In addition, Mercy Corps and the MoE help five schools conduct a TLM needs assessment. The tendering process for their approved TLM lists already began during the quarter. The schools include Burtinle, Nawawi, Sh. Abdalla Ibrahim, Dangoroyo and Harfo Secondary Schools.

Table 5: Distribution of TLMs to Secondary Schools

No	School	Text books	Charts	Total
1.	Gambool Secondary	110	16	126
2.	Sheikh Osman Secondary	155	10	165
3.	Omar Samatar Secondary	169	17	186
4.	Bosaso Public	187	20	207
5.	White Tower	137	10	147
6.	Yasin Nur Secondary	139	10	149
7.	Kalabayr – Nugaal	147	11	158
8.	Haji Salad	125	10	135
	Total	1,169	104	1,273



Bosaso Public SS Head Teacher Said Osman receiving TLM from MC SPO Adifatah Hussein

c) Furniture to Schools

Mercy Corps distributed 108 desks to two secondary schools, 54 each to Nawawi and Kalabayr Secondary Schools. The desks are meant for the three new classrooms that have been constructed in each of the schools. This brings the cumulative total number of desks distributed to 12 schools in Puntland to 624.

Outcome 4: Somali Ownership of Secondary Education Strengthened

a) Development School Improvement Plans (SIP)

The CECs of two secondary schools (Yasin Nor and Bossaso Public) prepared three-year school improvement plans (SIP) and successfully obtained MoE approval for the documents. The SIPs were developed with the participation of teachers and parent representatives. The SIP will not only guide the CECs' interventions but will also guide the MoE and other agencies' support for the schools.

Mercy Corps disbursed grants to the CECs of three secondary schools: Yasin Nur and Omar Samatar in the Mudug region and Burtile Secondary School in the Nugaal region. The grants were meant to support the CECs in implementing some of the immediate priority needs of the schools in line with their school improvement plans. The SIP grant is a CEC capacity building grant that gives the SYLI consortium partners and the MoE the opportunity to provide practical support to CECs in the planning and management of school related projects.

All the CECs successfully utilized the grants for the intended purpose. Yasin Nor purchased the furniture (table, chairs and one cupboard) for the Girls Friendly Space and staff room whereas Omar Samatar rehabilitated a block of five latrines and connected it to the water supply system with the CEC, contributing to 61% of the total cost of the project. The CEC for Omar Samatar Secondary School have also on their own established a library for girls. This is to ensure that girls have good access to the limited available TMLs and comfortable reading/studying space. This was based on the school's realization that the boys were borrowing most of the books and leaving none or very few for the girls. In Burtinel, the grant was used to purchase an LCD projector and camera for the school and organizing an

awareness and sensitization event to promote education for girls. The event was also used to launch the Girls Empowerment Forum for the school. The CECs of three other schools were also supported in preparing the SIP project proposals and will be funded next quarter. These include Gambol, Sheikh Osman, and Nawawi Secondary Schools.

MOGADISHU

Outcome 1: Increased access to secondary education

a) Construction and Rehabilitation of Schools

i) Identification and Assessment of New Schools

Mercy Corps Infrastructure team prepared the designs and bill of quantities for the construction and rehabilitation work for three schools in the southern part of Somalia. The schools include Rugta, Khalid Bin Walid and Ganane in Kismayu. The scope of work for these projects include the rehabilitation of five classes and construction eight toilets in Rugta Secondary School, the construction of three classrooms in Khalid Secondary School, and the rehabilitation of eight classrooms and four toilets in Ganane Secondary School. The tendering processes for the works will be undertaken next quarter.

ii) Supervision of construction

The supervision of the ongoing construction and rehabilitation work in two (Hantiwadag and Kahda) secondary schools in Mogadishu continued. This entailed day to day quality control completed by the site supervisors deployed in each of the construction sites to ensure that the contractors adhere to the designs and the BoQs, and regular technical supervision and monitoring done by the program engineers together with the MoE Engineer and CECs (and sometimes with the local government officials like Governors and Mayors).

The rehabilitation work at Hantiwadag is complete and awaiting handing over while Kahda progressed to a 90% level of completion.

The handing over of one school, Moalim Jama, that was to be completed during the previous quarter has been delayed pending the Ministry's plan to relocate the primary school students currently in the school to another school.

Table 6: Ongoing Construction and Renovation Work in Mogadishu

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
a) Completed schools during current quarter						
1.	Hantiwadag	0	10	0	0	Kitchen
b) Completed schools during previous quarters						
1.	Moalim Jama	0	33	0	50	Two offices, one water tank
c) Ongoing construction during the quarter						
2.	Kahda	10	0	6	0	Two offices, one store and one water tank
Total		10	43	6	50	

Outcome 2: Enhanced quality of secondary education

a) Teachers Training

Mercy Corps, in collaboration with the MoE, finalized the preparations for the in-service teacher training in Mogadishu. The training plan and modules have been agreed upon with

Mogadishu University, which has been selected to facilitate the training. Thirty (27 male and 3 female) trainees have been competitively selected by a panel composed of MoE and Mercy Corps representatives. The draft tripartite MoU that specifies the roles and responsibilities of the MoE, Mercy Corps, and the University has been prepared and is currently under review.

b) Furniture for Schools

Mercy Corps completed the procurement and distribution of 300 desks (150 each) to Kahda and Hantiwadag Secondary Schools. The desks will benefit 900 learners who are expected to be enrolled in the two schools once completed and operationalized.

GALMUDUG

Outcome 1: Increased access to secondary education

a) Construction and Rehabilitation of Schools

i. Technical assessment and tendering for the construction work

During this quarter, SYLI, in collaboration with the MoE, successfully conducted a public tendering process and launched the construction and rehabilitation work of SYL secondary school in Galmudug. The work entails the construction of three classrooms, one three-stance latrine for girls, an elevated water tank and a perimeter fence. In his speech while launching the construction, the Galmudug president expressed his gratitude to USAID and the American people for this and other projects that are being implemented in Galmudug State with USAID support.

In addition, BoQs and designs for the rehabilitation and construction of two other secondary schools (Mudug and El-Gulla) were shared with USAID for approval and the work is scheduled to begin next quarter.



Galmudug President H.E. Qaybdiid laying the foundation of SYL secondary school, Galkacayo

IR 2: AT LEAST 15,000 YOUTH ARE MORE ECONOMICALLY SELF-RELIANT WITH SUPPORTIVE SYSTEMS

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

SOMALILAND

2.1: Youth Access to NFE and Vocational Education

a) Non-formal Education

i. Enrollment of and completion of learners in NFE Centers

Mercy Corps supported 332 (33 male, 299 female) youth in completing a nine month basic numeracy and literacy NFE program in six learning centers in the Hargeisia/Marodijexx region and the Berbera/Sahil region. Some bits of the life skills training, especially financial literacy, were integrated into the NFE training. The learners sat for a final qualification examination which was administered by the NFE unit of the Ministry of Education. The marking of the final exams is under way and the MoE will issue a certificate to those who have passed.

CARE, on the other hand, continued to provide support to eight NFE centers where 640 (223 male and 417 female) learners are currently enrolled. The support includes a provision for teaching and learning materials and a monthly institutional grant that supplies the tutors’ allowance and a portion of the centers’ administration costs.

Table 7: New NFE Enrolment and Completion

No	Region	# of NFE Centers	Male	Female	Total
Current enrollments by the end of reporting period - FY14Q3					
1	Sool	2	62	98	160
2	Sanaag	4	106	214	320
3	Togdheer	2	55	105	160
4	MaroodiJeex	8	29	293	322
	Total	16	252	710	962
Completions during the quarter Q2 FY14					
1	MaroodiJeex	4	2	180	182
2	Sahil	2	31	119	150
	Total	6	33	299	332
Completions during the Previous Quarters					
	Awdal	2	28	53	81
	Sahil	2	35	42	77
	MaroodiJeex	8	11	170	181
	Sool	2	62	138	200
	Sanaag	4	112	367	479
	Togdheer	2	72	172	244
	Total	20	320	942	1262
Cumulative total completions to-date			353	1241	1594

b) Technical Vocational Education and Training

i. Institute-Based TVET

Mercy Corps supported 90 (70 male, 20 female) youth in completing a six-month vocational skills training (in office management, electricity and plumbing) in Burao

Technical Institute. The trainees at the end of the training undertook a final qualification examination that consisted of two parts: the practical section that is administered by the institute and the theoretical section that is set and administered by the Somaliland National Examination and Certification Board (SLNECB). All the trainees passed both the examinations and received the certificates issued by SLNECB. The cumulative total youth who have completed the IBTVET skills training in Somaliland is 177 (137 male, 40 female)

ii. Enterprise-Based TVET Enrollment and Completion

195 (96M, 9F) trainees with Mercy Corps' support successfully completed the enterprise based trainings on different vocational skills that include: beauty salon, tie & die, auto-mechanics, fishing, cooking, aluminum, and tailoring. The trainees at the end of the training sat for a final examination similar to the one described above under the IBTVET. The cumulative total youth who have completed the EBTVET skills training in Somaliland is 533 (291M, 242F).

Additionally, CARE continued to provide support to 265 (157 male, 108 female) trainees who were enrolled in the previous quarters. These youth are pursuing different vocational skills that include: dish installations, computer skills, carpentry and confectionary. In addition to the vocational skills for which the trainees are enrolled, they are also being trained on business transaction related skills such as customer service, customer satisfaction, cost, and pricing.

2.2 Youths' Ability to Access Livelihood Opportunities Increased

a) Village Saving and Loan Association Trainings (VSLA)

The Village Savings and Loan Association (VSLA - *Hagbad*) is a group of 15-25 people who save together and take small loans from those savings. The activities of the VSLA run in cycles for a period of one year, after which the accumulated savings and the loan profits are shared out among the members according to the amount they have saved. During the quarter, CARE, in collaboration with the local administration, mobilized and introduced the VSLA concept to the Koryale and Ainabo communities after which seven groups (3 in Koryale and 4 in Ainabo) were selected for training on VSLA. All seven groups have undergone the first and second preliminary phases of training and the third training focusing on loan disbursement will be held next quarter. Each of the groups has formed a management committee composed of five members: a chairperson, secretary, treasurer and two money counters.

b) Business Start-up Grants

A team composed of Mercy Corps, the Ministry of Labor and Social Affairs, and the Ministry of Youth and Sports conducted follow-up monitoring visits to 23 (13M, 10F) youth who were issued with business grants during the last quarter to assess the effective utilization of the grants, the status of the businesses, and the challenges being faced. All the youth were found to have used the funds in starting or strengthening their existing businesses as per their business plans/proposals. The team also took the opportunity to advise the youth on some of the gaps observed, such as proper record keeping, profit calculation, and the differentiation of business cash from personal cash.

c) Internship for IBTVET graduates

16 female TVET graduates successfully completed a two-month job experience training. This has enhanced the employability of these graduates and equipped them with the job experience and practical skills required by many organizations. The youth were issued with recommendations and testimonials that will assist them in their job search.

PUNTLAND

2.1 Youth Access to NFE and Vocational Education

a) Non-Formal Education

i) Enrollment and Completion of NFE Training

CARE, in collaboration with the NFE/TVET Department of MoE, supported the enrollment of 520 (39 male and 481 female) youth for a six month basic literacy and numeracy NFE training in seven NFE centers across five regions (Nugaal, Sanaag, Bari, Karkaar and Mudug) of Puntland. The training will run between April and September 2014. CARE provided the support required by the NFE centers to effectively deliver the desired quality of training that includes a provision of teaching and learning materials and monthly institutional grants to cater for the tutors' allowances. Table 8 below shows the NFE status in Puntland disaggregated by region and gender.

Table 8: NFE Enrolment and Completion

No	Region	# of NFE Centers	Male	Female	Total
Current enrollments - FY14Q3					
1	Nugaal	3	19	181	200
2	Bari	1	0	80	80
3	Karkaar	1	0	80	80
4	Mudug	1	20	60	80
5	Sanaag	1	0	80	80
	Total	7	39	481	520
Completions during the previous quarters					
	Nugaal	7	93	549	642
	Bari	1	13	187	200
	Karkaar	2	4	236	240
	Mudug	3	50	230	280
	Sanaag	1	1	199	200
	Total		161	1401	1562
Cumulative total completions to-date			161	1401	1562

b) Technical Vocational Education and Training (TVET)

75 female youth successfully completed a nine month institute-based vocational skills training in Qardho Technical Vocational Institute in Karkaar region. These youth were enrolled in two vocational skills areas that include computer & office management and tailoring. The institute organized and conducted a one day career counseling for the these graduates in order to equip them with the key job hunting skills that are necessary as they join the labor market. The cumulative total number of youth who have to-date completed institute-based vocational skills training in Puntland is 400 (173M, 227F).

i) Enrollment of Youth for Enterprise Based TVET

CARE, in collaboration with the Ministry of Labour Youth and Sports, supported the successful completion of the six months enterprise based vocational skills training by 119 (52 male and 67 female) youth in seven EBTVEET centers in four regions (Nugaal, Bari,

Karkaar and Mudug) of Puntland. This represents a completion rate of 94% as eight out of the 127 youth initially enrolled dropped out of the training. The skills in which the youth have been trained include computer and office management, computer maintenance (hardware and software), beauty salon, tailoring, and auto mechanic. This is the first group of youth to complete the enterprise based vocational skills training in Puntland. Regular routine monitoring visits were conducted to the training sites to oversee the on-going trainings and to provide technical support to the training centers.

ii) Establishment of Cisco Networking Academy in Puntland

In the last quarter, CARE, in partnership with the Ministry of Labour, Youth and Sports Puntland finalized the establishment of the Cisco Networking Academy Center (CAN) and handed the facility to Somali Family Services that is responsible for running and managing the local Cisco Networking Academy Center. The Center has been furnished and equipped with the computers and other necessary accessories/items and two youth have been trained to manage the Center as CNA facilitators at the African Advanced Level Telecommunication Institute (Afralti) in Nairobi.

During the hand-over event, both the Ministry of Education and that of Youth highlighted the importance of the Center to the Puntland youth and appreciated USAID's assistance that has facilitated the establishment of the center.

The Cisco classes began during the quarter with an enrollment/registration of 30 (20 male and 10 female) trainees for a one month course in IT Essentials after which they will proceed to the next two levels: CCNA 1 & CCNA 2 before sitting for the final examination.

2.2 Youths' Ability to Access Livelihood Opportunities Increased

a) Business Start-up Grants

CARE began the process of providing the TVET graduates with start-up grants to enable them to begin their own business through the skills in which they have been trained. The SYLI supported TVET centers were visited and the process and the requirements of these grants were explained to the trainees. One of the required conditions is for the trainees to form groups to qualify for participating in the competition.

29 groups (with each group consisting of five youth) prepared and submitted their business proposals for review and consideration, out of which 14 were recommended for funding by the review committee composed of representatives from CARE and the Ministries of Education and Youth. Both the IBTVET and EBTVET graduates are targeted for business grants and the business proposals have been received from both groups.

The funds will be disbursed to the 14 successful youth groups next quarter and they will be followed up with and mentored in groups throughout the business development process to allow them to share ideas and collaborate, thus increasing business linkages and creating a supportive network. The funds disbursement process will be gradual based on plans jointly agreed upon by the groups and CARE. The selected business proposals are focused on auto-mechanics, electricity, tailoring, beautification and welding.

MOGADISHU

2.1 Youth Access to NFE and Vocational Education

a) Non-Formal Education

280 learners (141 male and 139 female) successfully completed the six month basic literacy and numeracy non-formal education training in seven CARE supported learning centers distributed within four (Hodan, Wadajir, Xamar and Waberi) districts of Mogadishu. The centers were supported during the training period through regular monitoring visits to ensure the quality of teaching and learning, the provision of teaching and learning materials, and the grants to the centers for the tutor allowances and other administrative costs. This brings to 956 (465 male, 491 female) the cumulative total number of youth who have completed the NFE training in Mogadishu through the SYLI support.

b) Technical Vocational Education and Training

CARE, in collaboration with the Directorate of Labor, Youth and Sports (DoLYS) supported the completion of a six month enterprise based vocational skills training by 264 (129 male and 135 female) youth from the same learning centers that supported the NFE training described above. The vocational skills pursued by these youth include: electricity, auto-mechanic, tailoring, beauty salon, and tie & dye. Regular monitoring visits to the centers were conducted during the training period to ensure the quality of training. To-date, 414 (219 male, 195 female) youth have completed the vocational skills training in Mogadishu.



TVET learners in a tailoring session in Mogadishu

GALMUDUG

2.1 Youth Access to NFE and Vocational Education

a) Non-formal Education

Mercy Corps, in collaboration with the NFE unit of the MoE, continued to provide support to the training centers that are providing a nine month basic literacy and numeracy non-formal

education training to 308 (30 male, 278 female) youth. The centers received support similar to that described under Puntland and other regions.

b) Technical Vocational Education and Training.

Mercy Corps, in collaboration with the MoE, supported the enrollment of the first batch of 30 (18 male, 12 female) youth for the six-month institute-based vocational training in business management level I at the MoE run Galmudug Technical Vocational Institute (GTVI). The training is meant to improve the employability of youth in Galmudug State. The trainees were competitively selected based on a selection criteria that targeted secondary school graduates aged 17-24 years, with preference given to youth from vulnerable households (IDPs, returnees and orphans), minority groups, or ex-militia groups.

Similarly, 15 (all male) youth were enrolled for enterprise-based vocational skills training in a basic electrical course at Dini Enterprise vocational training center (DEVTC) in Galkayo. Life skills and financial literacy will be integrated into the training to improve the interpersonal skills of the trainees and enhance their employability. The EBTVET course targeted primary school dropouts with similar preference to those described under the IBTVET above. The center has also made a commitment to provide post training internships and placements to committed and hardworking trainees in their main power supply station in Galkayo, upon successful completion of the training.

2.2 Youths' Ability to Access Livelihood Opportunities Increased

a) Entrepreneurship Training

Mercy Corps conducted entrepreneurship skills training to 26 (of equal gender proportion) youth drawn from the NFE and TVET trainees. The training was aimed at equipping the graduates with skills that will help them conceive business ideas and develop business proposals. This brings to 82 (40 male, 42 female) the cumulative total number of youth trained in entrepreneurship skills in Galmudug State.

b) Business Start-up Grants

This activity is linked to the entrepreneurship training described above. The youth who have undertaken the entrepreneurship training are eligible for business startup grants on a competitive basis through the preparation and submission of business proposals/plans. During the quarter, four youth groups from Galkacyo, Docol, Dagari and Laasacadale districts prepared and submitted their business plans. The membership of each of the youth groups ranges from 5-6.

A committee composed of Mercy Corps and the Ministry of Labor, Youth, and Sports reviewed and recommended three of the proposals for funding. The necessary documents have been prepared and signed by the groups, Mercy Corps, and the Ministry and the funds will be disbursed next quarter. This will bring to eight the cumulative total number of youth groups issued with the business startup grants in Galmudug State to-date.

IR3: 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

a) Celebration of the day of the African child

Mercy Corps, in collaboration with the MoE and other stakeholders, organized celebrations to commemorate the Day of the African Child in Hargeisa. The event, with the theme '*access to quality education for all the children of Somaliland*,' was used to advocate for the stakeholders' support for the enrollment of more children, especially girls and other vulnerable children (such as children with special needs), to the school. Participants in the event included the First Lady, the Ministers for Education, Finance, Youth and other government representatives, representatives from UN agencies and NGOs, children, and parents. Later in the day, Mercy Corps, in collaboration with two private companies (Al Hayad and Al Fadhi Supermarket) and the Ministries of Education and Youth, organized a sports tournament in support of girl child education for two secondary schools.

The students from different schools performed drama and songs and poems advocating for the removal of barriers to education for girls, and the keynote speeches delivered by dignitaries and the event banners rallied the stakeholders to support the education of girls and vulnerable children. In order to reach a wider audience with these messages, the event was covered and aired through TV and radio.

b) Youth Leadership Development

A female youth (Rahma Elmi Du'ale) who had gone through the SYLI supported youth leadership and civic engagement training competed and won the 2014 MILEAD (Moremi Initiative Leadership Empowerment and Development) fellowship whose benefits are outlined below:

- 85% scholarship for a three weeks (July 12- August 2, 2014) training at MILEAD Fellows Leadership Institute in Accra- Ghana.
- Joining a prestigious community of extra-ordinary young leaders for ongoing solidarity and collaboration.
- International recognition as an emerging leader on the continent combined with increased visibility for her accomplishments and causes.
- Gain excellent skills in leadership, activism, mentoring, public speaking, and advocacy among others.
- Access to opportunities and resources for educational, professional, leadership, and personal development. Fellows are supported to get into top Universities for further education.
- Knowledge of critical cutting-edge issues such as human rights concepts, women's human rights, leadership concepts, gender equity and social justice.
- Automatic membership of the Moremi's MILEAD Fellow's Network upon successful completion of the program.

- Support to implement individual community projects on issues of importance to their peers, school, community or country.

Rahma Elmi Du'ale was among the 25 fellows selected from the 1260 applicants from 42 countries.

c) Sports for Change Tournament

In collaboration with MOYS&T, SONYO conducted a Sports for Change tournament for out of school youth in the Berbera, Sahil region. The tournament that lasted for 17 days involved 12 football clubs from all the districts of the Sahil region. The tournament involved football, swimming and a half marathon. The objective of the tournament was to mobilize youth and the community and campaign against the illegal migration of youth to the Middle East and Europe. The event was attended by key regional government officials including the Mayor and key local council members as well as the Sahil Regional Governor. The event banners and the keynote speeches discouraged youth from the illegal migration and the need for their active participation in local peace building initiatives. About 2000 youth attended the event over a 17 day period and were thus reached with these messages. The audience coverage was expanded to the entire Somaliland as the event was covered and aired through the Somali National Television and Horn Cable TV.

d) Planning workshop for the Regional Youth Parliament

SONYO organized a one week taskforce planning meeting for the Youth Regional Parliament which was attended by 40 (11 females and 29 males) youth members from four different regions: Marodi-Jeh, Togdher, Sool and Sanag, who were previously trained on advocacy planning. The objective of the workshop was to refresh the regional youth parliamentarians on basic concepts of advocacy and how to develop advocacy work plans and each of the teams developed their regional advocacy work plan at the end of the workshop.

PUNTLAND

a) Celebration of Somali Youth Day

The Puntland Ministry of Youth, Labor, and Sports (MoLYS) and Mercy Corps, together with other partners, organized The Somali Youth Day event on 15th May. This is an annual event commemorated every year for the establishment of The Somali Youth League in 1943, a youth movement that led the country's independence. The theme of this year's event was centred on *the importance of skills in employment creation and entrepreneurship opportunities for youths in Puntland*. About 550 people participated in the event, including youth groups and women groups, religious and political leaders, INGOs, UN, key ministries and the president of Puntland: Hon. Abdiweli Mohamed Ali Gas.

The event was characterized by a kilometer procession by the youth, government officials, and civil society members with banners and t-shirts bearing messages advocating for skill development and the creation of employment opportunities for youth. The role plays performed by the youth and the keynote speeches delivered by the government officials all focused on the theme of the event. In his closing remarks, the Puntland president Hon. Abdiweli Mohamed Ali Gas encouraged the youth to take advantage of their numerical strength and take initiatives to acquire skills and participate in the social and economic development of the state.

b) Sports for Change Tournament

MUDAN in collaboration with the MoLYS organized a Sports for Change Tournament for the out of school youths in the Bosasso, Bari region. The event, whose theme was centered on discouraging the youth from illegal migration, brought together eight teams of Division One with an estimated participation of 1500 youth. The participants were reached with the anti-migratory messages through banners and the opening and closing ceremony speeches. The event was covered and aired through local radio stations and TV thus reaching a wider group.



Participants of the sports for change tournament in Bosaso

MOGADISHU

a) Training of Youth Leaders on Civic Participation

Mercy Corps, in collaboration with the MoYSL conducted a five-day training for 40 (28 male, 12 female) youth leaders from eight districts of Mogadishu. The training was based on the Global Citizen Corps' (GCC) curriculum that is designed to equip youth leaders with the skills to mobilize youth and to engage with stakeholders including local government, community leaders and other agencies. In addition, the training was meant to inspire, equip and expand the network of young leaders, and create a platform where peers share and learn important skills. At the end of the training, participants developed action plans to be implemented in their respective districts.

b) Community Service Action Events

The youth leaders previously trained on civic participation (through the Global Citizen Corps' curriculum) in collaboration with the MoYSL and the administration of Waberi District of Mogadishu conducted an environmental sensitization and clean up campaign in Horseed Village through the general collection and disposal of garbage. The event was launched by the District Chairperson, Mr. Ahmed Faal, who thanked USAID and Mercy Corps for developing youth leadership and creating opportunities for them to positively contribute to their communities. The exercise opened up a section of the road linking Horseed Village to another village.



Waberi District Commissioner leading the cleaning up campaign in Horseed Village, Mogadishu

LESSONS LEARNED

Capacity of line ministry staff: Most of the line ministries are understaffed, with at times only one staff in each of the units/departments. This has led to the inability of the line ministries to effectively play their roles. A number of MoE-led processes, such as the enactment of the Vocational Qualification Framework/Vocational Qualification Authority Education Act in Somaliland has taken longer than anticipated.

Quality of education: There have been a lot of investments in classrooms and WASH related facilities and less effort has been directed towards other facilities like laboratories, libraries, and teachers' quarters. Most of the rural schools hire teachers from outside their region and improving the quality of the teachers quarters would be a motivating factor in attracting and retaining qualified teachers. The quality of education in these schools will therefore be improved by investments in these other support facilities.

Teacher training and deployment: Lack of clarity on government guidelines on teacher training, recruitment and deployment still exist. The Head Teachers of the respective schools are responsible for the hiring of teachers and with no clear guidelines on equal opportunity, the female teachers and individuals from minority groups are likely be disadvantaged.

Community Ownership/operationalization of schools: It has been a bit challenging to restart operations in newly constructed schools where learning had not begun yet for the school year or for the rehabilitated schools that were totally closed down during construction. The MoE and the CECs have been unable to hire and deploy teachers and other support staff to these schools. On the other hand, the operationalization has been much faster in situations where the secondary school had already begun (prior to SYLI intervention) using either existing primary school infrastructure or makeshift/temporary structures.

III. PROGRAM PROGRESS (Quantitative Impact)

Objective	Indicator	Baseline value	Program target	Current Quarter achievement		Cumulative achievement 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	6		136		
	1.1.2 Number of other types of structures constructed or rehabilitated	0	250	0		224		
	1.1.3 Number of learners enrolled in USG supported secondary education or equivalent non-school based settings with USG support	0	25,000	-	-	10,611	4,350	
	1.1.4 Percentage of learners who have completed their grade	n/a	85	99.5%	95.7%	99.5%	95.7%	
	1.1.5 Percentage of female learners who have completed their grade	0	80	95.7%		95.7%		
	1.1.6 Percentage increase in secondary enrollment in USG supported secondary schools	0	5%	-		-		
	1.1.7 Percentage of USG supported schools or learning spaces meeting criteria for safe school programs	0	60%	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	0	0	0	0	
	1.2.2 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support	0	100	0		0		
	1.2.3 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	0	15,000	2,029		6,719		
	1.2.4 Percentage of teachers who demonstrate core teaching competencies	0	61%	0		0		
	1.2.5 Percentage change in community perception of quality of secondary education	% satisfied with positive perception on teacher performance						
		% satisfied with positive perception on teaching and learning materials	58%	68%				
% satisfied with positive perception on school infrastructure		9%	29%					
IR1.3: Management of secondary education improved through capacity building	1.3.1 Number of administrators and officials successfully trained with USG support	0	390	0	0	27	3	
	1.3.2 Percentage of schools visited and supported by education officials	n/a	60%	-		-		
	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		1		

Objective	Indicator	Baseline value	Program target	Current Quarter achievement		Cumulative achievement to-date	
				Male	Fem	Male	Female
of regional education officials	1.3.4 Percentage change in community perception of schools' organization and management	77%	85%	-	-	-	-
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	0	0	50	0
	1.4.2 Percent schools with School Improvement Plans being implemented	0	60%	-	-	-	-
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	3,000	347	396	872	771
	2.1.2 Number of persons completing Non-Formal Education training programs	0	12,000	174	438	979	3,133
	2.1.3 Number of Technical Vocational Education Training centers rehabilitated	0	7	0	0	2	0
IR2.2: Standardization and certification of technical vocational education training improved	2.2.1 Number of Technical Vocational Education Training centers certified to provide official training and/or certification	0	100%	0	0	0	0
IR2.3: Youth ability to access livelihood opportunities increased	2.3.1 Number of Youth who have completed business skills training	0	1100	13	13	275	191
	2.3.2 Number of Youth supported with business startup grants	0	1102	-	-	34	20
	2.3.3 Percent of new Youth-owned businesses supported by the program which are in operation one year later	0	60%	-	-	-	-
	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
IR2.4: Linkages with private sector and support networks improved	2.4.1 Number of workforce development initiatives completed as a result of USG participation in public-private partnership	0	800	0	0	168	132
	2.4.2 Number of Youth who are benefiting from apprenticeship/internship program	0	1800	148	166	537	464
	2.4.3 Number of businesses or institutions responding to incentives for incorporating at-risk/marginalized youth	0	25	-	-	49	0
IR3.1: Civic participation	3.1.1 Number of youth who have completed USG-assisted civic education training programs	0	150	28	12	151	87

Objective	Indicator	Baseline value	Program target	Current Quarter achievement		Cumulative achievement to-date	
				Male	Fem	Male	Female
increased for youth to network and dialogue	3.1.2 Number of recreational events organized for youth	0	20	4		9	
	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	3,500		16,370	
	3.1.4 Number of community mobilization and service events initiated and carried out by youth	0	50	1		24	
IR3.2: Youth-led-advocacy efforts strengthened to influence policy decisions	3.2.1 Number of action campaigns carried out by Youth	0	8	-		3	
	3.2.2 Percent youth who feel they have a voice in community and local government decision making						
	% with influence at family	92%	92%				
	% with influence on community leaders	68%	73%				
	% with influence on Local Government leaders	50%	60%	-		-	

IV. MONITORING

- a) **Mid-Term Review:** The consortium members jointly coordinated the data collection process for the SYLI midterm review. The process was externally managed by the Monitoring & Evaluation Program for Somalia (MEPS) that developed the SoW and identified the consultant. The data analysis and report writing is in progress and the report expected next quarter. The recommendations of the report will be used to redesign the program for the remaining two years.
- b) **EBTVET graduates tracer study:** CARE, in collaboration with the respective Regional Education Officers, conducted a tracer study for EBTVET graduates to establish employment rates of the graduates both in formal and self-employment, determine the challenges facing the unemployed graduates, and establish the views of the current employers. A total of 137 (female 72 and male 65) graduates were interviewed and the data is currently being analyzed. The report will be shared next quarter.
- c) **Assessment and identification of NFE Centers:** Mercy Corps in collaboration with the Awdal Regional Education Office conducted an assessment to identify NFE centers in the region with the capacity to deliver the NFE program that SYLI can partner with. Seven centers were assessed, out of which two (Bilkhair and Borama Family Life Education) centers were identified and recommended and will be partnered with next quarter.
- d) **Review of the NFE syllabus:** Based on the feedback from the learners and tutors about the difficulty of the Caritas syllabus that is currently being used, the MoE, with the support of Mercy Corps, held a two day meeting to review the other available syllabuses and the team settled for the one developed by the African Education Trust (AET).

V. PROJECT ADMINISTRATION

Constraints and Critical Issues

The frequent changes in the Ministry staff in Mogadishu without proper handover has become a challenge to the program as the new team usually disowns the plans agreed upon between the program and the previous team, thus creating a problem in the collaboration between the program and the respective Ministries.

The handing over of the one of the schools (Moalim Jama) in Mogadishu that was due to be completed in the last quarter has been delayed by the continued use of the school by primary students. The Ministry did not fulfill its promise of relocating the students to other schools.

Five female pre-service teacher trainees were expelled from the university due to disciplinary issues. This is a set back to the program, as the students had only one semester to complete it and the program's objective of increasing the number of female teachers will be to some extent affected.

Personnel

There were no staff changes during the quarter. The position of the Youth Development Specialist that fell vacant in the previous quarter has still not been filled and the education advisor from CARE is still the acting Youth Development Specialist. In addition, due to the uncertainty of the anticipated cost modification and reduced activities in Puntland and Somaliland, Mercy Corps will issue separation notices to some staff to reduce the burden of staff salaries to the program.

Contract Modifications and Amendments

There were no modifications during the quarter except for the three done during the first year of implementation. However, the program has expended 91% of its budget, and it is expected that all the obligated funds will be spent by the end of September 2014. The AOR has been informed about this issue, and there are assurances that there will be a cost modification, but funds will be available later in September 2014 or early October 2014. Mercy Corps will have a chance to redesign the program based on the findings and recommendations of the midterm review that has been completed in June 2014.