



## **Evaluation Report**

### **Mid-Term Performance Evaluation of the USAID Somali Youth Leaders Initiative (SYLI)**

**September 18, 2014**

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**COVER PHOTO**

SOMALIA, 2014, BY MARTINA NICOLLS

# **MID-TERM PERFORMANCE EVALUATION OF THE USAID SOMALI YOUTH LEADERS INITIATIVE (SYLI)**

September 18, 2014

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## **DISCLAIMER**

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.

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We would also like to thank the staff of the USAID/East Africa/Somalia office, and the Monitoring and Evaluation Program for Somalia (MEPS) in Nairobi, for their logistical support and guidance.

Thanks are also due to the Somali Youth Leaders Initiative's consortium partners - Mercy Corps, CARE International, Save the Children International, Somaliland National Youth Organization, and Mudug Development Association Network.

We are grateful to all stakeholders and beneficiaries for their cooperation and input.

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# MAP OF SOMALIA



# EXECUTIVE SUMMARY

The USAID-funded Somali Youth Leaders Initiative is implemented by the consortium of Mercy Corps (prime), CARE International and Save the Children International, with local partners Somaliland National Youth Organization (SONYO) and Mudug Development Association Network (MUDAN) in Somaliland, Puntland, and Galmudug in South Central Somalia, and Mogadishu 18 months after commencement. The \$18 million five-year initiative (2012-2016) is due for its mid-term performance evaluation.

## Evaluation Questions

The evaluation team addressed six key questions, in the Scope of Work, designed to analyze SYLI's progress against its stated Intermediate Results (IRs) as well as progress against USAID's education policy results:

- Was the development hypothesis & accompanying assumptions that shaped the program design valid?
- What factors have enabled and hindered the achievements of results as stated in the program descriptions and work plans?
- How have the SYLI consortium's operational structures and implementation practices performed in Somalia's challenging programming environment?
- To what extent has SYLI modified its programming based on both its own research and learning, and findings of other relevant third party evaluations?
- What are the gaps in the current SYLI programming, related to improving the quality of learning and teaching, that SYLI should address in future programming?
- To what extent do non-formal education, vocational training, job placements, and entrepreneurial development services provided by SYLI result in targeted youth becoming economically self-reliant?

## Evaluation Methodology

Two independent consultants conducted the evaluation from May to August 2014. In addition, under the direction of the consultants, a Somaliland-based independent market research firm conducted focus group discussions. The evaluation comprised three phases: (1) a document review which provided the basis for evaluation, (2) fieldwork, and (3) data analysis and report writing. The fieldwork included 10 days in Nairobi from 16 May to 26 May, a month in Somaliland, Puntland, and South Central from 27 May to 24 June, and 15 days in Nairobi from 25 June to 10 July for analysis and presentation of findings to USAID. The scope of the evaluation included all SYLI interventions in each zone: Somaliland, Puntland, and South Central. The data collection fieldwork included key informant interviews (KII), site visits, and observations, and focus group discussions (FGD) in Somalia. In Somaliland the evaluators visited Hargeisa, Maroodijeex (urban) and two rural regions (Awdal and Togdheer). In Puntland, the evaluation teams visited Garowe (urban) and two rural regions (Nugaal and Karkaar), before travelling to Mogadishu. The evaluators conducted about 150 KIIs in Nairobi, Somaliland, Puntland, and Mogadishu. The FGD team (two local male and female moderators, employed, trained, and supervised by the market research firm) conducted 23 FGDs, of approximately 90 minutes each, with 207 participants (106 males, 101 females).

## FINDINGS

### SYLI Intermediate Results and Development Hypothesis

SYLI answers directly to the 2011 USAID Education Strategy which promotes the concept of *opportunity through learning*, and specifically to Goal 2: *improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country's development goals*; and Goal 3: *increased equitable access to education in crisis and conflict environments for 15 million learners by 2015*. SYLI's chief aim is increased education, economic and civic

participation opportunities for Somali youth to reduce instability in target areas. SYLI's Intermediate Results (IRs) in its Results Framework are as follows:

*IR1: Fair and equitable secondary education services improved for at least 50,000 Somali youth, community members, and education officials*

*IR2: At least 15,000 youth are more economically self-reliant with support systems in place*

*IR3: 100,000 Somali youth empowered to participate & contribute positively & productively to society*

The SYLI development hypothesis is: IF Somali youth are provided with increased education, economic and civic participation opportunities with the aim of increasing stability in targeted areas, THEN Somali youth will be empowered, the appeal of joining extremist groups and piracy networks will be reduced, Somali youth will be helped to contribute more positively and productively to society, and a future generation of Somali leaders will be built. The development hypothesis, supported by the consortium's Youth Transformation Framework™ and examined through their Stability Factor Assessment, is valid. However, implementing the multi-dimensional approach, dependent upon inter-connections to carry out a successive chain of outcomes has many potential flaws. Therefore the evaluators examined SYLI's progress toward its long-term goal of stabilization.

## **Basic Education Earmark Funding**

SYLI targets in-school youth (students in secondary school) and out-of-school youth (young people at-risk) through two key strategies: (1) providing training, skills, improved services, and recreational events for youth, and (2) facilitating and enabling youth-led community and service events, advocacy and campaigns.

Expenditure to mid-term was 74% for IR1, 20% for IR2, and 6% for IR3. SYLI's emphasis on in-school youth (under IR1) is due to USAID earmarking basic education (BE) funding for its interventions. The BE earmark stipulates permissible and non-permissible uses for its expenditure. However, the consortium significantly exceeded mid-term targets and budgets for construction (20% over mid-term target for construction, 73% over target for classroom rehabilitation, and 134% over target for other structures) and civic education training (217% over mid-term target). Although the move to Mogadishu was not in the initial plan, and did not have designated funding, it was nevertheless relevant and timely, albeit costly. With a direct correlation between expenditure (of funding and effort) and achievements, SYLI has been, to date, more of an education infrastructure and training initiative than a youth leaders' initiative. Furthermore, the projected budget indicates that 108% of the total 5-year budget will be spent by September 2014, after three years of implementation. In short, there is no budget left for the final two years. It is therefore appropriate to consider whether SYLI should continue its focus on basic education or align with USAID's 2012 Youth in Development Policy, launched after SYLI began, for a stronger emphasis on youth initiatives.

## **Secondary Education: Achievements and Gaps in Current Programming**

SYLI has, at mid-term, increased the role of relevant ministries and regional offices, and has made significant contributions to increase youth's access to secondary education, non-formal education, and business training. SYLI has made significant advances in infrastructure, training and capacity building, school management, community ownership, and support for women and girls. SYLI has supported 30 schools through construction and/or rehabilitation with an additional five schools in progress; 173 classrooms with an additional 24 classrooms in progress in five schools, and 292 other structures, such as latrines and water tanks. SYLI increased access to formal secondary schools for 15,989 students (28% over mid-term target).

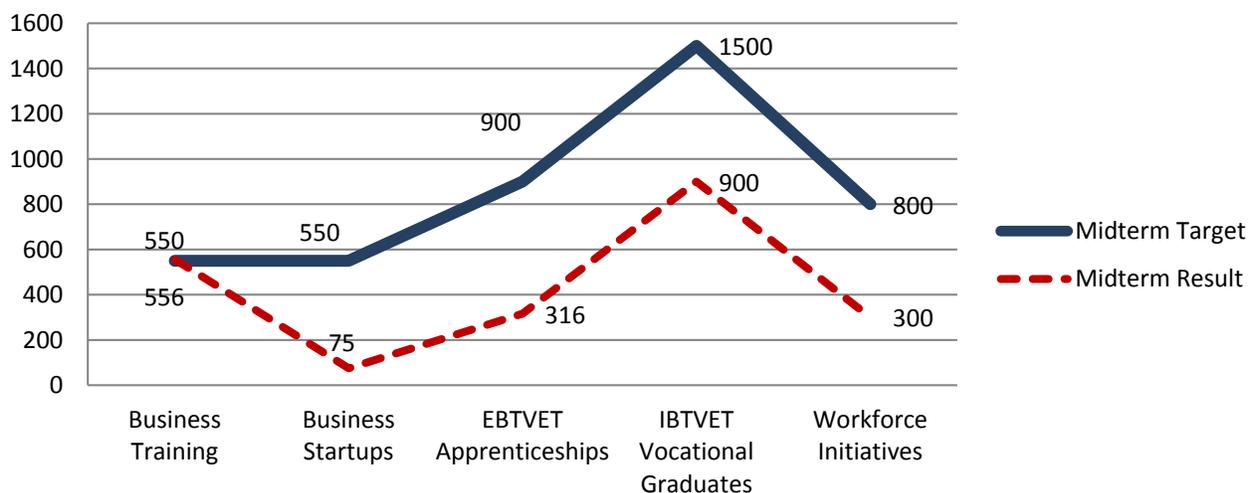
While access indicators are significantly above target, quality education indicators are below target due to ongoing trainings. There are currently 50 females in Somaliland and 36 in Puntland undergoing two-year pre-service teacher training, which is on track toward the 2016 target of 100. Pre-service teacher training has been an appropriate and relevant form of support because government teacher training and recruitment kept pace with the construction of schools and increase in student enrollments, particularly in Somaliland. Since SYLI focused on

pre-service for females, it also addressed the lack of female government teachers, as well as addressing a gap in quality teaching. Similarly, in-service teacher, head teacher, and MOE trainings are ongoing, with three of the five modules delivered. All lessons are taught in English. All teachers are expected to teach their subject matter in English to prepare students for national examinations. However, many teachers have limited English language skills and often teach in Somali. Both teachers and students expressed the need to improve their English language skills. Gaps in quality education include institutional strengthening at ministerial, regional, and school level, the provision of teaching and learning materials such as textbooks and reference materials, science laboratories and equipment, and further in-service and pre-service teacher training.

## Extent of Youth Economic Self Reliance

SYLI's achievements in IR2 are on track to reach 2016 targets for access to business training. However, vocational training, apprenticeships, and the provision of business grants are significantly below their mid-term targets. Thus, both forms of Technical Vocational Education and Training (TVET) are significantly below target: institute-based vocational training (IBTVET) and enterprise-based apprenticeships (EBTVET). Vocational training completion rates are currently 40% under target. However, there is progress in female access (42% of graduates were female). EBTVET completions are also under target by 65% although 47% of the 316 youth were female. The consortium still has to monitor and track graduates to assess the progress of their job search – their challenges, outcomes, or the impact on their lives – to determine the extent of their self-reliance. SYLI does not aim to provide employment per se, but aims to prepare youth for employment through workforce development, linking them to apprenticeships, and business training with grants attached. Business training has reached 556 and is exactly on target at mid-term. However, although 556 grants should have been awarded (pending approval of participants' business plans), only 75 grants have been awarded (13% which is 87% under mid-term target, with 37% of grants for females).

IR2 Achievements: Economic Opportunities



The consortium indicated that they delayed issuing business grants to have a critical number of graduates eligible for the grants, but business training has not commenced in Puntland because the consortium had to prepare entrepreneurship modules and train the trainers before rollout. Non-formal education (NFE), which comprises literacy, numeracy, and life skills, is currently 40% below target, but courses are still in progress. At the time of the mid-term evaluation a further 2,136 participants were enrolled in NFE classes, bringing the total to 5,765 and therefore only 4% under target.

## Factors Hindering Achievements

Three major cost-related factors hampered SYLI's work: (1) the shift to Mogadishu which had high associated costs, (2) exceeding infrastructure targets and expenditure, and (3) under-estimating training costs. Achievements under IR3 (civic participation) were hindered by three main factors: (1) lack of a significant budget, (2) under-capitalizing on the local partners' expertise, and (3) a prescriptive civic education curriculum not fully contextualized to Somalia. The consortium used Mercy Corps' international civic education curriculum, called the Global Citizen Corps (GCC), which culminates in a video conference that connects youth to other GCC-trained youth around the world. While the GCC was popular, and the number of people trained has already exceeded its 2014 mid-term and its 2016 targets, the trained youth were expected to form groups to organize community and service events. To fund these events, the youth groups had to apply to the SYLI Matching Grant Fund. However, the consortium was not able to secure matching funds, thereby limiting the extent of follow-on support, reducing the number of events funded, and limiting the budget for the two local partners in Somaliland and Puntland. GCC participants felt that training had made them more interested in contributing to their community, and that they felt more confident, more able to speak in public, and more able to resolve conflict. Youth interviewed maintained that connecting locally was more beneficial than connecting internationally, and that GCC had not provided the continued support they were expecting.

Government ministries held SONYO and MUDAN in high regard, maintaining that they were credible, knowledgeable, trusted and accepted. SONYO is a national network with 54 youth organizations in Somaliland, and MUDAN is a regional youth group that operates across several regions in Puntland. The local partners were therefore underused. They were restricted to a prescribed curriculum that was more suited to building connections internationally rather than locally, community development rather than stabilization, and short-term training rather than sustainable youth leadership opportunities.

## CONCLUSIONS

SYLI is a complex initiative working in three zones (Somaliland, Puntland, and South Central) within one post-conflict country, but within different and self-declared autonomous government systems, with multi-dimensional interventions in three discrete sectors (education, economic growth, and governance) under multiple ministries (education, labor, and youth) with three distinct influencing layers (school, community, and government) linked by one overarching beneficiary group (youth aged 15-24 years) which is further divided into two streams (in-school youth and out-of-school youth). Within each sector are output, outcome, and stability indicators, with multiple layers of participatory monitoring responsibilities. Hence, the multi-dimensional approach for youth, while valid in theory, in practice had various flaws, including its inter-connections.

## RECOMMENDATIONS

The evaluators recommend a review of SYLI's overarching goal and development hypothesis in line with USAID's Education Strategy or to align with USAID's Youth in Development Policy.

The evaluators recommend the discontinuance or reduction of infrastructure development in Somaliland and Puntland because targets have been met. The evaluators recommend the continuation of infrastructure rehabilitation in South Central. In all zones a shift in priority from access to education to the provision of quality education should be considered, which would include continued teacher training, institutional strengthening, supplying teaching and learning resources, and improved English language skills.

The evaluators recommend a review of the definition and expectation of SYLI's goal under IR2; whether the plan is to continue providing skills for preparation toward employment opportunities, or to make it easier for youth to gain employment by providing them with startup kits, more career guidance, and proactive job placements with ongoing monitoring and support. More effort on EBTVET provision should be considered because it is a

cheaper option than IBTVET. Literacy and numeracy skills under NFE should continue.

After the evaluators presented their findings to USAID, focusing on the discrepancy between the title, development hypothesis, initiative scheme, and its implementation, USAID requested two recommended options: the first option focusing on youth leadership initiatives, and the second option focusing on a continued emphasis on basic education.

For Option 1, the evaluators focus on youth strategies and therefore the title would remain unchanged. For Option 2, the evaluators retain the emphasis on education, with no role for TVET because “hard” economic growth initiatives are limited under BE earmark funding. NFE literacy and numeracy fits under both options. The evaluators recommend a change of title for Option 2, such as the Somali Youth Learning Initiative (SYLI) for limited results.

## **SUMMARY OF OPTION 1 RECOMMENDATIONS**

1. Retain title: SOMALI YOUTH LEADERS INITIATIVE (SYLI)
2. Review M&E Plan, indicators and targets
3. Develop a youth strategy
4. Develop a gender strategy
5. Continue support for non-formal education (literacy and numeracy)
6. Support access to economic opportunities and economic growth
7. Support youth participation and leadership
8. Strengthen local and national youth institutions
9. Support youth involvement at the school level

## **SUMMARY OF OPTION 2 RECOMMENDATIONS**

1. Change title: SOMALI YOUTH LEARNING INITIATIVE (SYLI)
2. Review M&E Plan, indicators and targets
3. Develop a gender strategy
4. Review access to education
5. Enhance quality education in all zones
6. Improve management of secondary schools
7. Strengthen community ownership of education services
8. Discontinue support for the pilot resource center and pilot e-learning clinics
9. Continue support for non-formal education (literacy and numeracy)
10. Discontinue vocational education and livelihoods opportunities
11. Review civic participation

# ACRONYMS

AET	Africa Education Trust
CA	Cooperative Agreement
CEC	Community Education Committee
DG	Director General
EBTVET	Enterprise-based Technical and Vocational Education and Training
EMIS	Education Management Information System
FGD	Focus Group Discussion
GCC	Global Citizen Corps
GEF	Girls Empowerment Forum
GER	Gross Enrollment Ratio
IBTVET	Institute-based Technical and Vocational Education and Training
IDP	Internally Displaced Person(s)
IR	Intermediate Result
KII	Key Informant Interviews
LMA/S	Labor Market Assessments/Surveys
M&E	Monitoring & Evaluation
MEPS	Monitoring and Evaluation Program for Somalia
MOLSA	Ministry of Labor and Social Affairs (Somaliland)
MOE	Ministry of Education (Puntland)
MOE&HS	Ministry of Education & Higher Studies (Somaliland)
MOLYS	Ministry of Labor, Youth & Sports (Puntland)
MOYS&T	Ministry of Youth, Sports & Tourism (Somaliland)
MUDAN	Mudug Development Association Network
NFE	Non-Formal Education
NGO	Non-Government Organization
PIRS	Performance Indicator Reference Sheet
PL	Puntland
PMP	Performance Management/Monitoring Plan
SC	South Central
SIP	School Improvement Plans
SL	Somaliland
SONYO	Somaliland National Youth Organization
SOW	Scope of Work
SOYVO	Somaliland Youth Voluntary Organization
SYLI	Somali Youth Leaders Initiative
TLM	Teaching & Learning Materials
TPR	Teacher Pupil Ratio
TVET	Technical Vocational Education & Training
USAID	United States Agency for International Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
USG	United States Government
VQF	Vocational Qualification Framework
VR	Verification Reports
WCGCE	Women Council for Girl Child Education
WDI	Workforce Development Initiatives
YTF	Youth Development Framework

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# I. INTRODUCTION

The USAID-funded Somali Youth Leaders Initiative (SYLI) is implemented by the consortium of Mercy Corps (prime), CARE International, and Save the Children International, with local non-government organizations (NGOs) Somaliland National Youth Organization (SONYO) and Mudug Development Association Network (MUDAN). The \$18 million five-year initiative, from 2012 to 2016, is at the midway point, and therefore the USAID/East Africa/Somalia office commissioned a mid-term performance evaluation.<sup>1</sup>

The purpose of the mid-term evaluation (MTE) is to provide findings on achievements and progress toward SYLI's stated results. The findings will assist USAID and consortium partners to refine and improve interventions for the remaining 2.5 years to September 29, 2016 through actionable recommendations for SYLI and future youth initiatives in Somalia. Hence the audience for this report is the USAID/East Africa/Somalia office, USAID and mission officials in East Africa and Washington DC, SYLI consortium partners, relevant sector partners, and Somali authorities.

## I.1 USAID STRATEGY

In 2011, when outlining its foreign assistance to address donor gaps in Somalia, USAID focused on youth. The assistance was partly influenced by the USAID Somali Youth and Livelihood Program and the UNESCO Program of Education for Emergencies and Reconstruction (PEER) *Survey of Secondary Education in Somalia* which outlined the following priority areas for change: teacher training, water and energy supplies, school infrastructure, teaching and learning materials, curriculum review, science education, cultural and sports, and staff incentives.<sup>2</sup> This direction was aligned with the stabilization strategy of the USAID/East Africa/Somalia office to provide alternatives to youth to reduce the appeal of joining extremist networks, and to help them make a positive contribution to society.<sup>3</sup>

The resulting Somali Youth Leaders Initiative answered directly to the USAID Education Strategy which promotes a vision of *opportunity through learning*.<sup>4</sup> SYLI answers most directly to Goal 2: *improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country's development goals*; and Goal 3: *increased equitable access to education in crisis and conflict environments for 15 million learners by 2015*.

*Youth are defined as*

*15-24 year olds*

The specific goal of the Somali Youth Leaders Initiative is to increase education and economic opportunities for Somali youth. Its aim is to reduce instability in its target areas. This aim supports USAID's Assistance Objective to increase

Somalia's stability through targeted interventions that foster good governance, economic recovery, and reduce the appeal of extremism.<sup>5</sup>

## I.2 SOMALI YOUTH LEADERS INITIATIVE

### Results Framework

SYLI presents its Intermediate Results (IRs) in its Results Framework:<sup>6</sup>

<sup>1</sup> The evaluation Scope of Work defines performance evaluation as: *a focus on descriptive and normative questions: what a particular program has achieved (either at an intermediate point in execution or at the conclusion of an implementation period); how it is being implemented; how it is perceived and valued; whether expected results are occurring; and other questions that are pertinent to program design, management and operational decision-making*; USAID/East Africa/Somalia office, Scope of Work, April 14, 2014, p3 (Note on terminology: performance evaluation is used interchangeably with program/activity evaluation)

<sup>2</sup> UNESCO (April 2009) *Survey of Secondary Education in Somalia 2008*, United Nations Educational, Scientific and Cultural Organization, Programme of Education for Emergencies and Reconstruction, p4 and p11

<sup>3</sup> USAID/East Africa/Somalia office, Scope of Work, April 14, 2014, p2

<sup>4</sup> [http://inside.usaid.gov/EGAT/offices/edu/education\\_toolkit/upload/USAID\\_ED\\_Strategy\\_feb2011-2.pdf](http://inside.usaid.gov/EGAT/offices/edu/education_toolkit/upload/USAID_ED_Strategy_feb2011-2.pdf)

<sup>5</sup> SYLI Cooperative Agreement # AID-623-A-11-00034, p16

<sup>6</sup> SYLI Cooperative Agreement AID-623-A-11-00034, September 30, 2011, p24 (Provisional Results Framework) & Evaluation Scope of Work, p3; an examination of the IR targets appears in Annex 15: Review of SYLI Monitoring and Evaluation Plan

IR1: Fair and equitable secondary education services improved for at least 50,000 Somali youth, community members, and education officials

IR2: At least 15,000 youth are more economically self-reliant with supportive systems

IR3: 100,000 Somali youth empowered to participate & contribute positively & productively to society

**Table 1: SYLI Results Framework<sup>7</sup>**

<b>USAID Assistance Objective: Somalia's Stability Increased Through Targeted Interventions that Foster Good Governance, Economic Recovery, and Reduce the Appeal of Extremism</b>		
<b>SYLI Goal: Increased education, economic and civic participation opportunities for Somali youth reduce instability in target areas</b>		
<b>Result 1:</b> Fair and equitable secondary education services improved for at least 50,000 Somali youth, community members, and education officials.	<b>Result 2:</b> At least 15,000 youth are more economically self-reliant with supportive systems.	<b>Result 3:</b> 100,000 Somali youth empowered to participate and contribute positively and productively to society.
<b>Outcomes</b> 1.1 25,000 students have increased access to formal secondary education through construction and/or rehabilitation of 50 schools 1.2 Quality of secondary education enhanced through training 2,000 <sup>8</sup> teachers 1.3 Secondary education systems and management improved through capacity building of 1,000 <sup>9</sup> regional education officials 1.4 Somali ownership of education services strengthened in 50 target communities	<b>Outcomes</b> 2.1 15,000 youth access to non-formal education and vocational training 2.2 Standardization and certification of technical and vocational educational training improved 2.3 Ability to access livelihood opportunities strengthened for 10,000 youth 2.4 Linkages with private sector and support networks improved	<b>Outcomes</b> 3.1 Civic participation increased for 100,000 youth through provision of safe spaces to network and dialogue 3.2 Youth-led advocacy efforts strengthened to influence policy decisions
(1) construction and/or rehabilitation of classrooms & other structures (latrines, water tanks, girl friendly spaces) (2) teacher training – in-service to existing teachers & pre-service to gain teaching qualifications (3) teaching and learning materials (TLM) (4) capacity building of regional education offices (REO) (5) involvement in curriculum reform (6) strengthening of community education committees (CEC) (7) establishment of school-based youth clubs and Girls Empowerment Forums (GEF)	(1) workforce development training (2) non-formal education (NFE) training in literacy and numeracy skills (3) rehabilitation of technical vocational and education training (TVET) & NFE centers (4) Vocational Qualification Framework (VQF) standardization, certification & implementation (5) business skills training and startup grants (6) support for youth-owned businesses (7) linkages with private sector and support networks through internship or apprenticeships	(1) civic education training through Mercy Corps' Global Citizen Corps (GCC) curriculum (2) sports for change (3) community action events (4) advocacy training (5) creating task forces among youth leaders (6) promoting youth participation in local government decision making

## Consortium

Mercy Corps is the prime partner responsible for overall SYLI management in addition to leading the implementation of IR1 and IR3, while CARE International leads IR2. Save the Children International has an advisory role across IR1 and IR2. Local partners implement IR3 under Mercy Corps' supervision (Table 2):<sup>10</sup>

**Table 2: Consortium Partner Intermediate Results (IR) Responsibilities by Location<sup>11</sup>**

	<b>Mercy Corps (prime –responsible for overall SYLI management)</b>				
	<b>Mercy Corps</b>	<b>CARE Int.</b>	<b>Save the Children</b>	<b>SONYO (local)</b>	<b>MUDAN (local)</b>
<b>IR1 Secondary Education</b>	<b>(lead in IR1)</b> Western Somaliland Puntland	Eastern Somaliland Puntland	Teacher training & TVET advice in Somaliland & Puntland*		

<sup>7</sup> SYLI Cooperative Agreement, p24

<sup>8</sup> Outcome 1.2 was initially 1,500 teachers; Changed to 2,000 teachers in CA Modification 2, December 2011, p2

<sup>9</sup> Outcome 1.3 was initially 1,000 regional education officials; Changed to 390 REO in CA Modification 2, December 2011, p2

<sup>10</sup> SYLI Cooperative Agreement # AID-623-A-11-00034, p38

<sup>11</sup> SCI contracted until June 10, 2014 (for first 2 years with an extension to the third year)

	South Central	South Central			
<b>IR2 TVET, NFE</b>	Western Somaliland South Central	<b>(lead in IR2)</b> Eastern Somaliland Puntland South Central			
<b>IR3 Civic Eng.</b>	<b>(lead in IR3)</b>			Somaliland	Puntland

## Locations

The targeted locations include Somaliland (SL), Puntland (PL), Mogadishu in South Central (SC) from January 2013 (not in the initial plan, but included 18 months after commencement), and areas under government control in Galmudug from July 2013 (in the initial plan, but had been non-permissive due to insecurity).

# 2. EVALUATION DESIGN

## 2.1 PURPOSE AND SCOPE

The SYLI performance evaluation serves two purposes: firstly to ascertain whether the expected Intermediate Results (IR1, IR2, and IR3) show that objectives and goals will be reached, and secondly to inform future youth initiatives in Somalia. The evaluation team addressed six key questions, in the Scope of Work, designed to analyze SYLI's progress against its stated IRs as well as progress against USAID's education policy results:

- Was the development hypothesis & accompanying assumptions that shaped the program design valid?
- What factors have enabled and hindered the achievements of results as stated in the program descriptions and work plans?
- How have the SYLI consortium's operational structures and implementation practices performed in Somalia's challenging programming environment?
- To what extent has SYLI modified its programming based on both its own research and learning, and findings of other relevant third party evaluations?
- What are the gaps in the current SYLI programming, related to improving the quality of learning and teaching, that SYLI should address in future programming?
- To what extent do non-formal education, vocational training, job placements, and entrepreneurial development services provided by SYLI result in targeted youth becoming economically self-reliant?

The evaluators examined SYLI's operational and implementation structures and practices, as well as mid-term achievements to assess its progress toward SYLI's overarching goal of stabilization. Furthermore, the evaluators examined SYLI's achievements from two main strategic perspectives: the USAID Education Strategy and the USAID Youth in Development Policy.

Two independent consultants conducted the evaluation, under the USAID Monitoring and Evaluation Program for Somalia (MEPS) contract, from May to August 2014. In addition, under the direction of the consultants, a Somaliland-based independent market research firm conducted focus group discussions. The evaluation comprised three phases: (1) document review that provided the basis for an evaluation plan, (2) fieldwork, and (3) data analysis and report writing. The fieldwork included 10 days in Nairobi from 16 May to 26 May, a month in Somaliland, Puntland, and South Central from 27 May to 24 June, and 15 days in Nairobi from 25 June to 10 July for analysis and presentation of findings to USAID.

## 2.2 DATA COLLECTION METHODS

The breadth of the evaluation report covered all SYLI interventions. Data collection methods included: (1) document review, (2) a review of 38 MEPS Verification Reports<sup>12</sup> and third party reports, (3) key informant interviews (KII), site visits, and observations in Nairobi and Somalia, and (4) focus group discussions (FGD) in Somalia. From the document review, KII and FGD teams formulated data collection tools that were approved by USAID before traveling to Somalia (the detailed data collection methodology is provided in Annexes 2-7).

The evaluators undertook a purposive sample for site visits according to location, beneficiary types, and reported outputs in discussion with the prime consortium partner and approved by USAID. The sample was based on respondents most likely to provide comprehensive responses to KIIs and FGDs, such as ministerial staff (ministers, director generals, technical directors, and regional education officers), school-based respondents (head teachers, teachers, community education committee representatives, students, and parents), institute-based and enterprise-based respondents (TVET managers and instructors, students, and graduates), teacher training institutional staff (faculty heads, lecturers, and teacher trainees), SYLI staff, technical advisors, and select donor representatives involved in Somalia programming. The sampling strategy aimed to be responsive to in-country situations and was therefore flexible, adjusting to itinerary changes and security conditions. Consortium partners notified site visit respondents prior to the team entering Somalia, and were coordinated on the ground by consortium M&E staff.

The evaluation team carried out about 150 KIIs in English and Somali (with translation by the local evaluator) in Nairobi, Somaliland, Puntland, and South Central, in urban and rural areas. The FGD team (two local male and female moderators, employed, trained, and supervised by the market research firm) conducted 23 FGDs, of approximately 90 minutes each, with 207 participants (106 males, 101 females) in similar locations to the KIIs. Where possible, females were interviewed separately by the female FGD moderator, or during KIIs, by the female evaluator.

In Somaliland, the evaluation teams visited Maroodijeex Region in Hargeisa (urban) and two rural regions (Awdal and Togdheer), with FGDs in the same locations and in El Afweyn (urban) in Sanaag Region (a contested zone overlapping Somaliland and Puntland), which represented 57% of SYLI's coverage. Regions excluded in Somaliland were Gebilley and Caynabo/Saraar. In Puntland, the evaluation teams visited Garowe (urban) and two rural regions (Nugaal and Karkaar), which represented 60% of SYLI's coverage. The regions of Bari and Mudug were not included. FGDs and KIIs were also conducted in Mogadishu and in South Central. The central region of Galmudug was excluded (Table 3). An evaluation itinerary is provided in Annex 8, and a list of stakeholders interviewed is included in Annex 9.

**Table 3: KII and FGD Sample Distribution by Zone and Stakeholder Type**

ZONE	LOCATION KIIs	FGD	TYPES OF FGD
Somaliland	Hargeisa & Maroodijeex Region	4	CEC = 4
Somaliland	Hargeisa Regions – Awdal & Togdheer	7	Teachers/Head Teachers = 4
Puntland	Garowe	4	TVET Students/Graduates = 4
Puntland	Garowe Regions – Karkaar & Nugaal	5	NFE Students/Graduates = 4
South Central	Mogadishu	3	GCC Youth Leaders = 6
Central	Galmudug	0	Teacher Trainees = 1
<b>TOTAL</b>		<b>23</b>	<b>(207 participants)</b>

## 2.3 DATA COLLECTION LIMITATIONS

Restrictions on data collection were largely due to the school vacation period and subsequent closures. In Somaliland, schools closed on June 1, although head teachers and some teachers were available in schools for examination supervision until June 12. The evaluation team was in Somaliland from May 27 to June 10 and therefore the limitations were mitigated. In Puntland, schools closed on May 29, and in Mogadishu schools closed

<sup>12</sup> Monitoring and Evaluation Program for Somalia (MEPS) Verification Reports are internal reports conducted by third party monitors, under MEPS supervision, that verify SYLI interventions have been completed as stated by implementing partners.

on June 1. In Puntland and Mogadishu, head teachers, community education committee (CEC) members, and key student leaders made themselves available for interviews, and therefore the evaluators were able to visit schools in Puntland and Mogadishu. Security issues prevented the KII team from traveling to Sanaag, Galkayo and Galmudug in Puntland, and outside the Mogadishu urban center. Bosaso was excluded due to high temperatures when many citizens temporarily move from the area to cooler locations.

Purposive sampling, selected with assistance from consortium staff, and in which respondents were notified ahead of time to ensure their availability and provision of suitable FGD venues, was susceptible to bias and consortium ‘coaching.’ Head teachers chose students on site or notified them beforehand to attend the school at a pre-determined time for evaluator interviews. To counteract bias, the evaluators prepared questions not disclosed to consortium partners, and interviewed a comprehensive and extensive number of SYLI stakeholders and beneficiaries to ensure an appropriate cross-section of views. Where possible, evaluators selected beneficiaries and validated all stakeholder responses with those from FGDs. To maintain independence, consortium staff accompanying evaluators during site visits did not participate in KIIs or FGDs. A detailed discussion on data analysis methodology and data limitations is provided in Annex 2.

## 3. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 3.1 WAS THE DEVELOPMENT HYPOTHESIS & ACCOMPANYING ASSUMPTIONS THAT SHAPED THE PROGRAM DESIGN VALID?

The SYLI development hypothesis is as follows: IF Somali youth are given better education, economic and civic participation opportunities with the aim of increasing stability in targeted areas, THEN Somali youth will be empowered, the appeal of joining extremist groups and piracy networks will be reduced, Somali youth will be encouraged to contribute more positively and productively to society, and therefore a future generation of Somali leaders will be built.<sup>13</sup>This sequence of propositions is the ‘theory of change’ that USAID expects to be grounded in evidence.<sup>14</sup>

#### Findings: Assumptions

The consortium’s assumptions for SYLI were grounded in the holistic approach of the Youth Transformation Framework™ (YTF),<sup>15</sup> as youth transition to adulthood, that addresses supply (education and skills training) and demand (economic opportunities, advocacy, and community development) approaches to youth empowerment. It aimed to be Somali-led (local partners), with government partnerships, to identify change agents within targeted communities who would become “vocal advocates for peaceful change.”<sup>16</sup> The YTF concept includes linking skills training to “concrete, long-term opportunities” while fostering a youth leadership focus for at-risk youth.<sup>17</sup>Hence the assumption was that this integrated, multi-dimensional approach of social (secondary education), economic (vocational and non-formal education), and political (civic engagement) interventions would support the development hypothesis. By providing multiple opportunities for youth, it was assumed that youth would be drawn away from negative influences that lead to the destabilization of society.

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<sup>13</sup> Evaluation Scope of Work (Annex 1), p3 [the development hypothesis is not explicit in the Cooperative Agreement although it is similarly expressed on page 16]

<sup>14</sup> <http://usaidprojectstarter.org/content/development-hypotheses>; accessed on July 5, 2014

<sup>15</sup> Mercy Corps (no date, accessed 12 July 2014). Youth Transformation Framework™: a holistic view of youth needs as they transition to adulthood. <http://www.mercycorps.org.uk/research-resources/youth-transformation-framework>

<sup>16</sup> SYLI Cooperative Agreement # AID-623-A-11-00034, p16

<sup>17</sup> SYLI Cooperative Agreement # AID-623-A-11-00034, p22

From the outset, the consortium conducted a Stability Factor Assessment to determine whether SYLI's goal of stabilization was feasible. The assessment determined driving factors for stability, such as high government capacity, availability of employment opportunities, government and community participation, and civic engagement opportunities for youth.<sup>18</sup>

The consortium developed a theory of change in June 2012, based on the YTF, that compartmentalized the elements: (1) functioning institutions – IF social services, such as education, are delivered in a more effective and responsive way for all, THEN government institutions will be perceived as more effective and legitimate by young people, thereby mitigating grievances and their violent consequences, (2) economic opportunities – IF young people find meaningful employment, THEN they will be less likely to participate in violent movements as a way to gain respect and self-fulfillment, and (3) civic participation – IF young people are civically engaged or feel they have the ability to access constructive avenues for participation in civic and political areas, THEN they will be less likely to support or use violence to promote political objectives.<sup>19</sup> This approach is aligned with the UNDP's Somalia Human Development Report 2012: Empowering Youth for Peace and Development which states that “under an empowerment framework, rights-based, economic and socio-political approaches can be integrated to help youth grasp all opportunities to realize their full potential, to freely express themselves and have their views respected, and to live free of poverty, discrimination and violence.”<sup>20</sup> Hence, the evaluators believe this three-pronged integrated approach makes it theoretically likely, although not certain, that the chain of factors could be coordinated, thus leading to positive outcomes when implemented to its best.

In January 2013, the consortium conducted a research study to test the theory of change by examining each of the three elements of the development hypothesis.<sup>21</sup> Their study found that “it is unclear whether expanding access to education opportunities in of itself will improve stability ... the connection between youth employment and participation in political violence is not straightforward” and in the Somalia context “there is not a clear line between peaceful and violent forms of political activism. As such, youth may resort to both forms when seeking to bring about change.”<sup>22</sup> The research indicated that individual interventions may not definitively result in stability, and an integrated approach was more likely to contribute toward stabilization.

## Findings: Education Policy vs Youth Policy

SYLI's plan deals with Goal 2 and Goal 3 of the USAID's 2011 Education Strategy: generating workforce skills and increasing access to education in conflict environments.<sup>23</sup> USAID launched their Youth in Development Policy in October 2012, a year after SYLI's commencement, and therefore the policy is not incorporated into its plan. The Youth in Development's goal aims to improve the capacities and enable the aspirations of youth so that they can contribute to, and benefit from, more stable, democratic, and prosperous communities and nations, which is a comprehensive, overarching goal for “youth programming, participation, and partnership,”<sup>24</sup> which is more closely aligned with SYLI's development hypothesis.

## Conclusions

The SYLI development hypothesis, based on the consortium's Youth Transformation Framework and examined through their Stability Factor Assessment, is valid. However, UNDP advised that “while there has been growing emphasis on ‘holistic’ and ‘integrated’ approaches to youth, there is a significant gap between rhetoric and practice. There is not yet a systematic framework for understanding and dealing with the full complexities of youth in relation to violent conflict.”<sup>25</sup> UNDP also points out the lack of regionally and socio-economically disaggregated data that has limited this understanding.<sup>26</sup>

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<sup>18</sup> Mercy Corps, SYLI Stability Factor Assessment, no date, pp1-2

<sup>19</sup> Mercy Corps, SYLI Theory of Change, June 2012, p1

<sup>20</sup> UNDP Somalia Human Development Report 2012: Empowering Youth for Peace and Development, p95

<sup>21</sup> Mercy Corps, SYLI Examining the Links between Youth Economic Opportunity, Civic Engagement, and Conflict, January 2013

<sup>22</sup> Mercy Corps, SYLI Examining the Links, pp3-6

<sup>23</sup> Referred in Section 1.1 of this report

<sup>24</sup> USAID Youth in Development Policy, pp1-2 and Annex 13

<sup>25</sup> UNDP Somalia Human Development Report 2012: Empowering Youth for Peace and Development, p10 preface

<sup>26</sup> UNDP Somalia Human Development Report 2012: Empowering Youth for Peace and Development, p27

## Recommendations

The evaluators recommend that USAID determine whether SYLI, as an intervention for youth that aims to increase stabilization in the region, continues its focus (and subsequent development hypothesis, assistance objective, IRs, and outcomes) in line with USAID's Education Strategy or modifies SYLI to align with USAID's Youth in Development Policy.

### 3.2 WHAT FACTORS HAVE ENABLED AND HINDERED THE ACHIEVEMENTS OF RESULTS AS STATED IN THE PROGRAM DESCRIPTIONS AND WORK PLAN?

#### Findings: Summary Tables of Achievements

To determine the factors enabling and hindering the achievement of results, the evaluators summarized the achievements to date by indicator, particularly focusing on access to education and the quality of education under the main objectives of each of the three Intermediate Results (Tables and Graphs below).

**Table 4: IRI Achievements by Indicator (Access Indicators)**

Objective IRI.1: 25,000 students have increased access to formal secondary education								
Indicator	Targets		Achievement					
	2016	2014	SL	PL	SC	Total	% 2016 Target	% 2014 Target
# of schools supported	50	25	19	9	2	30	60%	120% ▲
# of classrooms built or repaired	200	100	87	43	43 <sup>27</sup>	173	87%	173% ▲
# of other structures built/repaired	250	125	158	66	68 <sup>28</sup>	292	117%	234% ▲
# enrolled in supported schools	25,000	12,500	9,143	6,846	0	15,989	64%	128% ▲
% learners completing their grade	85%		99%	95%	0	97%		
% females completing their grade	85%	80%	98%	88%	0	96%		

**Table 4a: IRI Achievements by Indicator (Quality Indicators)<sup>29</sup>**

Objective IRI.2: Quality of education enhanced								
Indicator	Targets		Achievement					
	2016	2014	SL	PL	SC	Total	% 2016 Target	% 2014 Target
# of pre-service teachers trained	100	50	0	0	0	0	0	0% <sup>30</sup> ▲
# of in-service teachers trained	1900	950	440	148	0	588 <sup>31</sup>	31%	62% ▼

<sup>27</sup> This figure (current to end May 2014) for South Central includes two schools in Mogadishu that have recently been constructed but not formally handed over to the MOE. Due to the delays in the official handover, the data is excluded from SYLI's 2014 Quarter 1 report and 2014 Quarter 2 report.

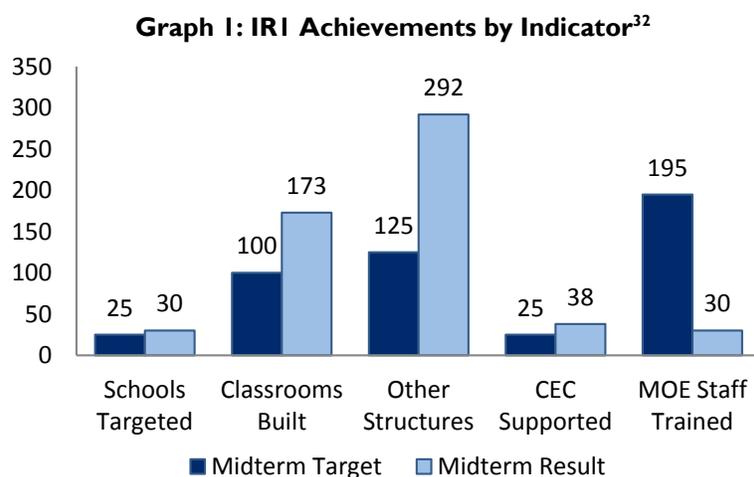
<sup>28</sup> This figure (current to end May 2014) for South Central includes two schools in Mogadishu that have recently been constructed but not formally handed over to the MOE. Due to the delays in the official handover, the data is excluded from SYLI's 2014 Quarter 1 report and 2014 Quarter 2 report.

<sup>29</sup> SYLI consortium, May 20, 2014 (Statistics to end April 2014)

<sup>30</sup> 50 and 36 female trainees have subsequently enrolled in SL and PL respectively, totaling 86

<sup>31</sup> The currently enrolled participants will complete the training in 2014

# of textbooks/material distributed	15000	7500	3967	0	0	3967	26%	53% ▼
# MOE staff trained	390	195	0	30	0	30	8%	15% ▼
# policies etc. developed/modified	5	2	1	0	0	1	20%	50% ▼
# CECs supported	50	25	20	12	6	38	76%	152% ▲

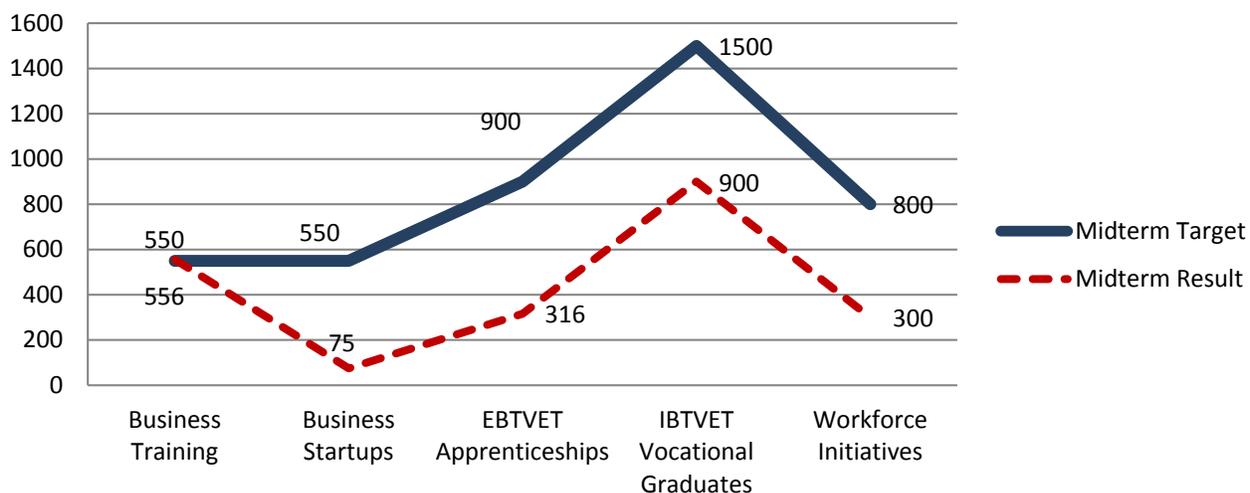


**Table 5: IR2 Achievements by Indicator**

Objective IR2.1: Youth have access to NFE and vocational education								
Indicator	Targets		Achievement					
	2016	2014	SL	PL	SC	Total	% 2016 Target	% 2014 Target
# workforce development (IBTVET)	3000	1500	425	325	150	900	30%	60% ▼
# youth completing NFE	12000	6000	1391	1562	676	3629	30%	60% ▼
# TVET Centers rehabilitated	7	3	1	1	0	2	29%	67% ▼
Objective IR2.3: Youth ability to access livelihood opportunities								
# completed business training skills	1100	550	500	0	56	556	51%	101% ■
# with business startup grants	1100	550	54	0	21	75	7%	13% ▼
Objective IR2.4: Linkages with private sector and support networks (access to apprenticeships)								
# apprenticeships/interns (EBTVET)	1800	900				316	18%	35% ▼
# workforce initiative /partnership	800	400	100	100	100	300	38%	75% ▼
# businesses with at-risk youth	25	12	16	18	6	36	144%	300% ▲

<sup>32</sup> SYLI consortium, May 20, 2014 (Statistics to end April 2014)

**Graph 2: IR2 Achievements by Indicator<sup>33</sup>**

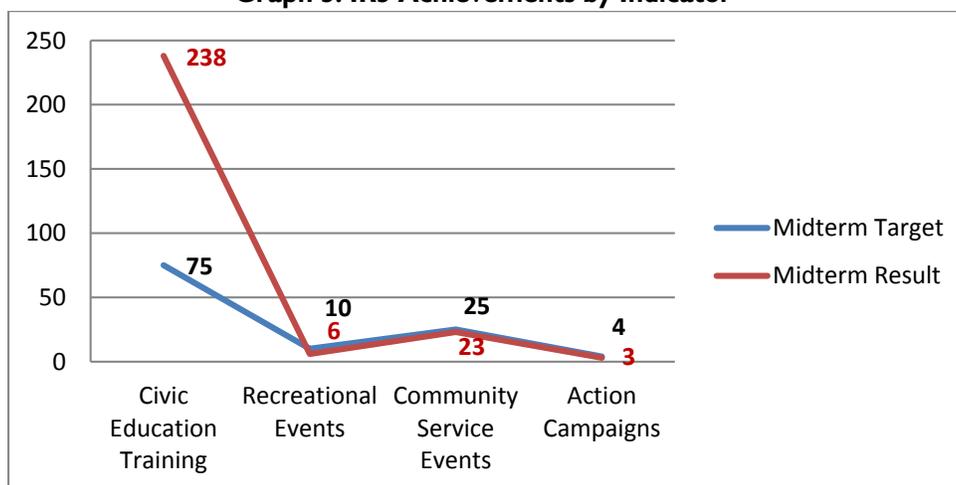


**Table 6: IR3 Achievements by Indicator**

Objective IR3.1: Civic participation increased for youth to network and dialogue								
Indicator	Targets		Achievement					
	2016	2014	SL	PL	SC	Total	% 2016 Target	% 2014 Target
# civic education training	150	75	108	90	40	238	159%	317% ▲
# recreational events for youth	20	10	2	3	1	6	30%	60% ▼
# participation at events	50,000	25,000	9580	4270	0	13,850	28%	55% ▼
# youth-led community events	50	25	7	1	0	23	46%	92% ■
Objective IR3.2: Youth-led advocacy efforts strengthened to influence policy decisions								
# youth-led advocacy campaigns	8	4	3	0	0	3	38%	75% ▼

Source: SYLI consortium, May 20, 2014 (Statistics to end April 2014)

**Graph 3: IR3 Achievements by Indicator<sup>34</sup>**



<sup>33</sup> SYLI consortium, May 20, 2014 (Statistics to end April 2014)

<sup>34</sup> SYLI consortium, May 20, 2014 (Statistics to end April 2014)

## **Findings: Achievements toward Youth Participation and Engagement**

Interventions for youth included government-led recreational Sports for Change tournaments (for in-school and out-of-school youth) that were structured, participatory, and designed to facilitate team-building, cooperation, confidence-building, inclusivity, tolerance, and coexistence. The six SYLI recreational events conducted to date (40% under mid-term target) were predominantly for boys (football tournaments) although athletics and basketball tournaments for girls were also organized (Table 6). A secondary aim was that youth and the general public participate as volunteer timekeepers, scorers, referees, and officials, but also as spectators. SYLI aims to target 50,000 youth participating at Sports for Change and community events. It is currently 45% under the mid-term target of 25,000. These events took considerable time to prepare and collaborate with ministries, within their time schedule or due to school schedules – involving up to 600 competing youth from all regions – and thus the provision of events had a slow start. However, with procedures now in place, SYLI management expect that recreational events are will gain the necessary momentum to meet 2016 targets, pending budget issues (such as transport costs incurred by schools, government, and/or the consortium to facilitate youth attendance). This view is supported by the evaluators.

Civic education training, through the consortium's Global Citizen Corps (GCC) curriculum, is significantly over target. SYLI has trained 238 youth exceeding its mid-term target of 75 youth and final target of 150 youth. GCC is a ten-day extensive curriculum on community mobilization, networking and leadership. After training, youth form groups (to promote teamwork and cooperation) and are expected to conduct community service, peer-to-peer dialogue, and advocacy campaigns. GCC-trained youth-led community and service events (23 events to date) have almost met their mid-term target (8% below target). These events included environmental protection, sanitation and hygiene awareness (garbage collection and school cleaning), and motivational talks to secondary students about the importance of education and the risks associated with joining extremist groups, drug-taking, and illegal migration. Youth-led advocacy campaigns were carried out by those who completed advocacy training connected to the GCC curriculum (under IR3.1) after forming Regional Youth Advocacy Taskforces. To put their learning into action, the taskforces engaged their peers, community, and local government to identify issues of interest and began lobbying and campaigning to positively and constructively initiate their causes (through letter writing and text message campaigns). These youth-led campaigns are currently 25% under the mid-term target due to budget constraints.<sup>35</sup>

In addition, the government in Somaliland established a Youth Development Fund in February 2014 with a capital of \$100,000 aligned to the framework for the National Youth Policy. In March, the consortium conducted a workshop to define the Youth Development Fund Act. In Puntland, the consortium worked in collaboration with the Ministry of Labor, Youth and Sports (MOLYS) in accordance with their National Youth Policy (2008-2016).

## **Findings: Gender Achievements**

SYLI's gender achievements occurred almost exclusively in basic education. Infrastructure development has included work on latrines for female teachers and girls, either in terms of construction for schools that did not have latrines, a more preferred location (away from the main road or gate), within girl friendly spaces,<sup>36</sup> supplying screens to block visibility of latrine entrances, or fencing around the school to restrict access from animals and intruders. The construction and rehabilitation of classrooms (173 in 30 schools) has contributed to decongesting classrooms and increasing enrollments, which also influenced the enrollment of girls. One example the evaluators noted was in the Gacan Libah School in Somaliland where 525 girls enrolled in 2014. This represents an increase of 110% from 250 girls in 2012<sup>37</sup> after four classrooms were built in 2013. The enrolment of boys increased from 1140 in 2012 to 1367 in 2014, representing a 20% increase.

Teacher training focused on pre-service for women to attend a two-year university course to gain qualifications in secondary teaching. This intervention addresses the issue of insufficient female teachers in secondary schools and the limited number of role models for girls (Annex 14). Of the 600 secondary teachers in Somaliland in 2014,

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<sup>35</sup> These budget constraints are discussed in the section on Hindering Factors

<sup>36</sup> Girl friendly spaces are small constructions incorporating latrines, wash basins, and a study area with tables and seating

<sup>37</sup> SYLI Somaliland Secondary School Assessment, May 2012, p28

18 (3%) are female,<sup>38</sup> a decrease from 22 (3.9%) in 2012.<sup>39</sup> Of the 525 secondary teachers in Puntland in 2012/2013, 12 (2.3%) were female,<sup>40</sup> an increase from 7 (1.5%) in 2012.<sup>41</sup> The government does not collect official figures on higher education, although in Somaliland in the Amoud University Faculty of Education there are no female lecturers, and there is just one female lecturer out of 40 staff (2.5%)<sup>42</sup> in Hargeisa University’s education faculty.

SYLI also set up the Women’s Committee for Girl Child Education in Puntland under the Gender Department of the Ministry of Education. The WCGCE collaborates with SYLI to establish school clubs, called Girl Empowerment Forums (GEF), in 10 schools with 15 girls in each school, bringing the total to 150 girls. In Somaliland the Ministry of Education and Higher Studies (MOE&HS) Gender Department has established GEFs in 6 schools with 10 girls in each school, thus 60 girls altogether, to improve their confidence and to inspire peer-to-peer support among all girls in the targeted schools, as well as conducting advocacy campaigns. Although SYLI conducted in-service teacher training for select teachers across all public schools (not solely the 50 schools targeted for SYLI support and renovation), SYLI supported only 21 females of 440 teachers in Somaliland (4.7%), and only one female out of 148 teachers in Puntland (0.7%).

## Findings: Enabling Factors

The consortium’s high visibility and government collaboration in each zone put SYLI in an excellent position to deliver on its interventions. Expectations were established from the outset with a Memorandum of Understanding, or letter of agreement, with each relevant ministry (Table 7).<sup>43</sup> In addition, with earmarked basic education funding, the entry point was the construction or rehabilitation of secondary schools – a tangible dividend for the government and communities. Hence, in the Somali context, school construction and community ownership were appropriate entry points. In addition, donors agreed that secondary education was the most appropriate and relevant sector for USAID’s foreign assistance.<sup>44</sup>

**Table 7: Ministerial Responsibility by Zones**

Sector	Somaliland	Puntland	South Central
Education	MOE&HS	MOE	MOE
TVET/NFE/Labor Market	MOE&HS (IBTVET) MOLSA (EBTVET)	MOE	MOE
Youth	MOYS&T	MOLYS	MOY (after split from MOYLSA)

The community-government approach enabled the consortium to select institutions in urban and regional locations according to needs identified by both the government and the communities. The government identified institutions, and although they were ‘on tarmac’ they were highly congested or prioritized for support. In communities, CECs played a critical role in their identification, prioritization, planning, quality assurance, and maintenance of their needs for school development. For this reason, CEC training and support to develop a three-year School Improvement Plan was undertaken immediately, which ensured their ownership of decision making and government collaboration from the outset. SYLI targeted 50 schools for support, including CEC support (there was one existing CEC in each school). SYLI has currently supported 38 CEC’s which is above the mid-term target of 25 and above the 30 schools currently supported. This is because capacity building for CECs was the first intervention for all 50 targeted schools while rehabilitation was in progress (but not yet completed),

<sup>38</sup> According to the Head of EMIS Department, Ministry of Education & Higher Studies, Somaliland, interviewed on May 31, 2014, based on the school census conducted in May/June 2014 (no written publication available at time of interview)

<sup>39</sup> Mercy Corps (May 2012) SYLI Somaliland Secondary School Assessment Report, p23; 22 females out of 565 teachers

<sup>40</sup> According to the MOE Head of the EMIS Department, Puntland, interviewed on June 11, 2014, based on 2012/2013 school census data (data entry for 2013/2014 had not been completed at time of interview)

<sup>41</sup> Mercy Corps (June 2012) SYLI Puntland Secondary School Assessment Report, p25; 7 females out of 470 teachers

<sup>42</sup> Interviews with Amoud University staff on June 1, 2014, and Hargeisa University on June 8, 2014

<sup>43</sup> MOE=Ministry of Education; MOE&HS=Ministry of Education & Higher Studies; MOLSA=Ministry of Labor and Social Affairs; MOLYS=Ministry of Labor, Youth and Sports; MOYS&T=Ministry of Youth, Sports & Tourism; MOY=Ministry of Youth

<sup>44</sup> USAID coordinated their foreign assistance in Somalia with non-USAID donors and major organizations, and the evaluators interviewed a sample as part of the KII stakeholders

and consequently SYLI begins to support CECs in preparation for school support. Infrastructure improvements were high quality because both the community and the government facilitated quality assurance mechanisms and monitoring, and the consortium was amenable to improvements recommended in MEPS Verification Reports.

The result of these enabling factors led to government and community trust and acceptance, which are critically important in conflict and post-conflict environments.

## Findings: Hindering Factors

Three major cost-related factors hampered SYLI's work: (1) the shift to Mogadishu which had high associated costs, (2) exceeding infrastructure targets and expenditure, and (3) under-estimating training costs. Furthermore, the projected budget shows that 108% of the total 5-year budget will be spent by September 2014 (at the end of year three). In short, there is no budget remaining for the final two years.

The move to Mogadishu in South Central from January 2013 (a year after commencement) was costly. Mogadishu was not directly mentioned in the original Cooperative Agreement (CA), and hence not budgeted for. The CA merely stated: "SYLI is designed specifically for implementation in Somaliland, Puntland, and Galmudug, and possibly in other areas of south central Somalia. Mercy Corps and consortium partners implement activities throughout Somalia and can scale-up and expand into other geographic areas."<sup>45</sup> There is no contract modification to confirm the scale-up to Mogadishu, nor an indication of additional funding for office set-up, security, and the implementation of all components under each Intermediate Result.<sup>46</sup> Accordingly, the consortium moved funding from other budget lines to support Mogadishu.

SYLI's emphasis on IRI is due to USAID earmarking basic education (BE) funding for SYLI, which stipulates specific permissible uses, such as pre-primary, primary, secondary, non-formal, literacy, numeracy, basic skills, and adult learning, as well as capacity building for education administrators and youth workers.<sup>47</sup> BE is not generally intended for civic education, construction, and "hard skills in vocational education."<sup>48</sup> With BE earmarked funding, the budget allocation for Somalia was highest for IRI, especially infrastructure and training (Table 8). However, the consortium significantly exceeded their mid-term targets and budgets for construction (20% over mid-term target for construction, 73% over target for classroom rehabilitation, and 134% over target for other structures) and GCC training (217% over mid-term target), which resulted in higher than expected expenditure. Hence, SYLI has been, to date, an education infrastructure and training initiative, rather than a youth leaders' initiative.

Budget constraints have delayed the implementation of planned interventions in 2014. SYLI has not yet implemented the following planned tasks under IRI.2 *quality of secondary education enhanced through training of 2,000 teachers*: the measurement of secondary student competencies in English language, the pilot of one resource center, the pilot of e-learning clinics in two schools, and the development and rollout of a secondary school equipment scheme action plan.<sup>49</sup>

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<sup>45</sup> Cooperative Agreement, September 2011, p19

<sup>46</sup> Consortium partners indicated that they expected an additional \$8m for the move to Mogadishu

<sup>47</sup> USAID, 2009, Clarification of Basic Education Earmark

<sup>48</sup> USAID, 2009, Clarification of Basic Education Earmark, p2 [on page 3, No 8 "Can BE funds be used to fund construction and rehabilitation of education facilities?" the answer given is "BE funds can be used to fund construction and/or rehabilitation of education facilities where there are strong justifications but generally this should not be a significant portion of any USAID Basic Education Projects?"

<sup>49</sup> Year 3 Work Plan for 2014, Oct 2013

**Table 8: SYLI Expenditure to March 2014 (2.5 years) by Intermediate Results<sup>50</sup>**

	%	%
<b>IR1 – Secondary Education</b>	<b>74%</b>	
Classroom construction & rehabilitation of secondary schools		41%
Training of secondary teachers (pre-service and in-service)		22%
Capacity building of Regional Education Offices		5%
CEC (Community) ownership		6%
<b>IR2 – TVET/NFE</b>	<b>20%</b>	
Non-Formal Education (NFE) & TVET support (infrastructure and training)		7%
Standardization and certification of TVET		5%
Youth access to livelihood opportunities		4%
Linkages with private sector & support networks (apprenticeships)		4%
<b>IR3 – Youth Civic Engagement</b>	<b>6%</b>	
Civic participation for youth to network (GCC and advocacy training)		3%
Youth-led advocacy efforts strengthened		3%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

Achievements under IR2 (economic self-reliance) were hampered by ambiguous terminology in the wording of their TVET indicators, especially regarding ‘increased economic opportunities’ and employment. The consortium and USAID’s response was that SYLI does not aim to provide employment per se, but that the aim is to prepare youth for employment through workforce development (vocational training), linking them to businesses (apprenticeships), and business training with grants attached. The wording of SYLI’s goal is “increased ... economic opportunities” which the consortium interprets as:

*At least 15,000 youth are more economically self-reliant with supportive systems through improved access to and quality of technical and vocational education and training (TVET) services, improved TVET standards, support for business startups and improved linkages to the private sector.<sup>51</sup>*

The evaluators found the labor market assessments (LMA)<sup>52</sup> for both Somaliland and Puntland that guided SYLI’s choice of vocational subjects to be limited in its scope and inadequate in projecting future labor trends in a post-conflict developing country. While business sector growth was identified, the assessments noted only the major current industry sectors, limiting its focus on emerging industries and opportunities. Risks to self-employment were identified in the assessments, although not followed through into implementation (such as capital costs and start-up incentives). Given the limited capacity of the formal labor market (especially in 2011 when SYLI commenced) the consortium focused more on preparing TVET graduates for employment opportunities in government or private firms, rather than self-employment and cooperatives.<sup>53</sup>

Achievements under IR3 (civic participation) focused largely on the implementation and delivery of the consortium’s pre-existing Global Citizen Corps (GCC) curriculum.<sup>54</sup> While the GCC was popular and the number of people trained has already exceeded its 2014 mid-term and its 2016 targets, the trained youth were expected to form groups to organize community and service events. To fund these events, youth groups were expected to apply to the SYLI Matching Grant Fund. However, the consortium was not able to obtain matching funds, thereby limiting the extent of follow-on support, reducing the number of events funded, and limiting the budget for the two local partners to implement IR3.<sup>55</sup>

Government ministries held the local partners, SONYO in Somaliland and MUDAN in Puntland, in high regard, maintaining that they were credible, knowledgeable, trusted and accepted, with years of experience and expertise. SONYO is a national network with 54 youth organizations, and MUDAN is a regional youth group that operates across several regions. There is no national youth network in Puntland. Of the nine regions, only four have a

<sup>50</sup> SYLI Financial Navigator, provided by consortium partners, June 17, 2014

<sup>51</sup> Year 3 Annual Work Plan (2014), October 27, 2013, p4

<sup>52</sup> Labor Market Assessment in Somaliland (2012) and Labor Market Assessment in Puntland (2012)

<sup>53</sup> UNDP Somalia Human Development Report 2012, p102

<sup>54</sup> Global Citizen Corps training established and documented by Mercy Corps and used in the past across a range of countries

<sup>55</sup> SONYO and MUDAN funding together was a total of \$575,000 for five years

regional youth umbrella network with links to MOLYS. As part of the consortium both local partners were contracted to implement the Global Citizen Corps training, an existing international curriculum, with minimal contextualization for SYLI. The year-long curriculum, “through training, dialogue and action-taking, youth gain the skills to become active global citizens. They apply their ... skills to work on concrete issues at the local level ... sharing their projects and action planning online.”<sup>56</sup> Conducted in two phases (five days and four days), the training culminated in a video conference connecting Somali youth to youth in locations such as Tunisia, Indonesia, and America. Due to the lack of funds, its support was not ‘year-long.’

GCC participants felt that training had made them more interested in contributing to their community, and that they felt more confident, more able to speak in public, and more able to resolve conflict. They indicated that a significant benefit of the training was meeting other youth in Somalia.<sup>57</sup> Youth interviewed maintained that connecting locally was more beneficial than connecting internationally, and that GCC had not provided the continued support they were expecting: “although we have done some activities in town voluntarily with the help of the government, we still can’t do many things due to the lack of funds and resources.”<sup>58</sup> Speaking to the evaluators, youth said it was “really a one-off training with limited support,” “good for teamwork, but we might not do the activities on our own” and “our parents found it confusing when we said we were training to become global citizens and not citizens of Somalia.”

Although a behavioral and attitudinal study has not yet been carried out to determine the outcome of indicator IR3.2.2 *% of youth who feel they have a voice in community and local government decision making*, the consortium conducted a research study in January 2013 to examine the links between economic opportunity, civic engagement, and conflict,<sup>59</sup> and concluded that youth may resort to peaceful and violent forms of political activism when seeking to bring about changes in their societies. The evaluators found that youth interviewed in both FGDs and individually indicated that they were more confident in thinking of positive strategies to address their concerns about community, parental, and government factors after SYLI’s trainings instead of resorting to negative or destructive solutions, but they said they were not yet completely free of anxiety. The evaluators noted that youth were forming ideas to highlight community issues, and form small networks, but were yet to ‘find their voice.’

The local partners were funded to provide GCC training, using the pre-existing course. Therefore the partners were bounded by its content, despite having extensive and respected experience in a range of methods and approaches for youth interventions in conjunction with government ministerial departments and regional government offices. For example, despite their networking, there were limited opportunity to capitalize on the regional networks to bring youth of Somalia together for information sharing, exposure visits, and activities or events that could strengthen youth’s understanding of tolerance, coexistence, and psychosocial strategies for coping with stressors. Hence, the partners, government officials, some training participants, and the evaluators found that the implementation of the GCC curriculum under-capitalized on the resourcefulness and innovations of the partners’ previous expertise.

## Conclusions

Basic education earmark funding, primarily for IRI, and the costs incurred in significantly exceeding targets, resulted in 81% of the budget spent on infrastructure and training (63% for IRI construction).<sup>60</sup> Although the shift to Mogadishu was not initially planned, and did not have designated funding, it was nevertheless relevant and timely, albeit costly. Therefore by the end of the third year, the consortium projected that all funds will be committed, with no funds available for the remaining two years. It is therefore appropriate to consider whether

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<sup>56</sup> Mercy Corps, GCC Training Module for Somalia, no date, p1

<sup>57</sup> Focus Group Report, Mid-Term Performance Evaluation of SYLI, p34

<sup>58</sup> MEPS Verification Report SL-074, MC-SYLI Youth Leaders Training on Global Citizen Corps, Berbera, February 9, 2013

<sup>59</sup> Mercy Corps, Examining the Links between Youth Economic Opportunities, Civic Engagement, and Conflict: evidence from Mercy Corps’ Somalia Youth Leaders Initiative, p3

<sup>60</sup> 41% on infrastructure, 22% on in-service & pre-service training, 7% on NFE, 4% on livelihood training, 4% on apprenticeships, and 3% on civic education = 81%

SYLI should continue its focus on basic education or align with the Youth in Development Policy for a higher emphasis on youth.

The evaluators conclude that the GCC curriculum, without modification and extensive contextualization, is unlikely to result in sustainable leadership skills, or result in a generation of youth leaders, which is SYLI's goal. In addition, the methodology is more suited to a social mobilization and community development model, rather than a sustainable youth leaders' initiative. Matching funding, intended to be dedicated to assisting youth groups to conduct community events, did not materialize, and thus IR3 was under-funded and under-emphasized. The local partners were also under-utilized, with the consortium not capitalizing on their extensive youth network in urban and remote locations. Instead, they were restricted to a prescribed curriculum that, while popular with participants who viewed it as useful, interesting, and effective for confidence-building and teamwork, was more suited to forming connections internationally rather than locally, short-term training, and community development, rather than sustainable leadership opportunities and stabilization.

The enabling factors focus on IR1 achievements in terms of both access to and quality of secondary education. The hindering factors focus on IR3 with only 6% of expenditure at mid-term, therefore under-utilizing the expertise and networking of the local partners designated to implement civic education.

## **Recommendations**

After considering the responses under Section 3.5 (quality education) and Section 3.6 (the extent of economic self-reliance), the evaluators recommend more emphasis, effort, and budget allocation for youth-led interventions for at-risk youth, and specific attention in South Central.

### **3.3 HOW HAVE THE SYLI CONSORTIUM'S OPERATIONAL STRUCTURES AND IMPLEMENTATION PRACTICES PERFORMED IN SOMALIA'S CHALLENGING PROGRAMMING ENVIRONMENT?**

#### **Findings: Consortium Strengths**

Based on the evaluator's KIs and observations, the consortium's strengths include its active, constructive and continuous relationship with each of the relevant governments in each zone, at the ministerial level as well as regionally. This cooperation and collaboration are particularly evident in South Central, possibly due to the compact geographical area, clear roles and responsibilities between partners, and the willingness of the relevant ministries to receive support in the form of infrastructure development. Also, the challenging environment in Galmudug and South Central, which is more insecure than Somaliland and Puntland, necessitates clear lines of effective communication and mutual management.

Another operational strength identified by government officials and the evaluators is the consortium's local partners that have relevant and extensive knowledge of the issues and challenges affecting urban and rural youth, with wide-reaching networks that extend from grassroots to ministerial level.

#### **Findings: Consortium Weaknesses**

In Somaliland, the level of consortium interaction and collaboration is more passive, mainly due to the split in geographical coverage whereby one partner covers three western regions for educational support while the other covers three eastern regions. One partner takes the lead for education, while the other takes the lead for TVET and NFE, and one works primarily at the ministerial level while the other works primarily with regional government. This resulted in gaps in information delivery to the relevant governments working with youth implementation in Somaliland (MOE&HS and MOLSA). Despite the overall positive working relationship, the ministries expressed frustration with delays, such as the hiring of technical advisors (Annex 12).

The main implementation weakness was the monitoring and evaluation processes that did not readily and rapidly enable SYLI to address operational or intervention vulnerabilities. The evaluators had concerns regarding the

limited budget for formal monitoring and evaluation (M&E) conducted by the consortium over five years (\$57,600 for the baseline survey and \$28,124 for joint monitoring, totalling \$85,724), which makes understanding actual implementation successes, such as economic self-reliance, student performance, teacher competency levels, and youth perceptions particularly difficult to assess. The consortium has developed assessment tools, but for outcome level indicators, these are yet to be implemented due to budgeting, scheduling, and confusion regarding the role of USAID's Monitoring and Evaluation Program in Somalia (MEPS) with regard to ongoing monitoring of indicators. The consortium expects the government to carry out student completion data collection. These have already been conducted annually. Head teachers collect grade completion data and the Education Specialist collates the figures as part of SYLI's annual reports. However, SYLI expect that the government will conduct an assessment of core teaching competencies and have a training plan for the MOE under IR1.3 in place. Currently 30 MOE officials in Puntland have received training on how to conduct outcome and impact assessments on core teaching competencies. Despite the planned training, the MOEs in Puntland and Somaliland commented to the evaluators that without an adequate budget they may find it difficult to conduct the assessment.

Gender outputs and outcomes are often difficult to assess as consortium staff implement implicitly on a 50/50 target, yet their M&E Plan or Performance Indicator Reference Sheets (PIRS) have differing targets, such as 70/30 for IR3.1.1 # youth who have completed USG-assisted civic education training programs and 75/25 for IR3.1.3 # people attending facilitated events that are geared toward strengthening understanding among conflict-affected groups. Therefore gender targets are inconsistent and not explicit.

The terminology 'workforce development' and 'apprenticeship/internship' and their implementation (IBTVET or EBTVET) are not clearly outlined in the consortium's reporting narrative and tables. The PIRS defines IR2.4.1 as "number of work learning initiatives created that target individuals such as internships, short-term trainings, and mentorships ... created by stakeholders to facilitate improved workforce opportunities for populations such as seminars, roundtables, job fairs, etc." The PIRS adds that "the number of initiatives should be counted not the number of individuals." Yet SYLI reports on '300 youth' – i.e. counting individuals rather than the number of initiatives.

IR2 indicators fail to continuously monitor training outcomes (this is due to the implication of the development hypothesis that SYLI was designed to prepare youth for jobs, rather than to directly initiate job creation). The two indicators that measure youth-led interventions have low targets for a five-year initiative, and they report on the number of events and/or campaigns, rather than on individuals that might be agents for change. There is no target for the number of GCC-trained individuals expected to be involved in follow-on actions because the events are designed as team events. The evaluators conducted a detailed review of SYLI's indicators, targets, and the M&E Plan that appears in Annex 15.

## **Conclusions**

SYLI has a limited budget for ongoing joint performance monitoring, which jeopardizes effective decision making for implementation and measuring progress over time. Limited monitoring makes it difficult to objectively assess outcomes and impact. In addition, their M&E Plan is not explicit in meeting its gender targets, has either unrealistically high or low targets, and the terminology of indicators is susceptible to misunderstandings and confusion. The inclusion of two stability indicators is appropriate and relevant for inclusion in SYLI's M&E Plan. The evaluators found that IR1 indicators are appropriate indicators to measure outputs and outcomes, with realistic targets, whereas IR2 and IR3 lack clearly defined terminology.

## **Recommendations**

The evaluators recommend a review of SYLI's M&E Plan, and specifically the indicators (number, type, and terminology), targets, gender information, the realistic frequency of data collection, and responsibilities. The M&E Plan should be designed to assist the consortium to collect and analyze performance and outcome, impact and stability indicator data that supports decision making on the initiative's effectiveness and measures progress toward successful results. The evaluators recommend assigning an adequate budget for continuous monitoring against all indicators.

### 3.4 TO WHAT EXTENT HAS SYLI MODIFIED ITS PROGRAMMING BASED ON BOTH ITS OWN RESEARCH AND LEARNING AND FINDINGS OF OTHER RELEVANT THIRD PARTY EVALUATIONS?

The consortium conducted several research papers and assessments within the first two years of implementation. These included secondary school assessments (May-August 2012), TVET/NFE assessments (June-August 2012), a baseline survey (July 2012), a labor market assessment (2012), and a research study called *Examining the Links between Youth Economic Opportunity, Civic Engagement, and Conflict* (January 2013).

In addition, the consortium had access to USAID third party reports such as the Somali Youth Livelihood Program Final Evaluation (February 2012), EQUIP3 Lessons Learned (April 2012), and the mid-term evaluation of the Three Countering Violent Extremism Project (February 2013), as well as the 38 MEPS verifications of SYLI's interventions on a regular basis.<sup>61</sup>

#### Findings: Modifications

The baseline survey and institutional assessments were comprehensive, providing SYLI with an evidence-based situational analysis for IR1 and IR2 of the numbers, facilities, and conditions of infrastructure, teacher/instructor numbers and qualifications, student numbers and teacher pupil ratios, and immediate education needs. These assessments provided the supporting documentation for MOE to discuss school selection (for construction and rehabilitation), professional training, and community support, as well as the magnitude of support. Modifications as a result of the assessments included: distribution of resources in collaboration with ministries and regional education offices, a regional and geographical balance, and zonal considerations based on need. Hence, for IR1, access interventions were narrowed down to decongestion of urban classrooms, and quality interventions were focused more specifically on the training of CECs and the introduction of School Improvement Plans for school-based community development. The baseline also recommended improvements to quality education through establishing science laboratories with equipment for practical science teaching. SYLI renovated laboratories, and some schools had some equipment, but science equipment was not in the initial budget. The baseline also provided evidence for IR2 in terms of an emphasis on the need for the development of a Vocational Qualification Framework, and for IR3 in terms of peer-to-peer training that encouraged mutual support between secondary students, especially school-based groups and gender empowerment forums.

The recent USAID third party evaluations and the consortium's own research study, *Examining the Links between Youth Economic Opportunity, Civic Engagement, and Conflict*, referencing the UNDP 2012 Human Development Report for Somalia, guided the development hypothesis (theory of change). For example, SYLI's research led to counter-intuitive findings such as: youth involved in civic engagement are less likely to endorse political violence, but they are more likely to have engaged in violence, and although there were no direct correlations between employment status and violence, youth felt that if they had more employment opportunities they were more at-risk of engaging in and supporting political violence.<sup>62</sup> However, they also found that discriminated youth were more likely to engage in political violence. Therefore SYLI focused more on life skills (as part of the NFE literacy courses under IR2) to train youth on productive coping and self-control behaviors in conflict and post-conflict environments.

SYLI also capitalized on the third party monitoring MEPS verification reports. Some reports highlighted construction quality issues, which led to improvements in contractor selection and site supervision. For example, as a result of MEPS Verification Report recommendations, the consortium recruited and deployed a site supervisor for each site and introduced a supervision log for CECs to assist in quality assurance checks (with government staff) by recording day-to-day observations and suggestions for action and improvement. The evaluators witnessed the logs and both the CECs and REOs confirmed their involvement in quality assurance.

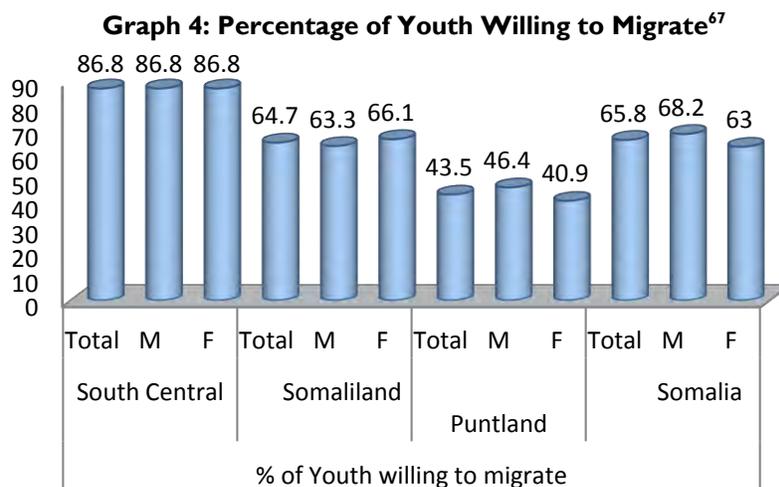
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<sup>61</sup> USAID Monitoring and Evaluation Program for Somalia, based in Nairobi, which conducted 38 Verification Reports on SYLI interventions to June 2014; these are ongoing and will continue to 2016

<sup>62</sup> Mercy Corps, *Examining the Links between Youth Economic Opportunity, Civic Engagement, and Conflict*, January 2013, p1

Also, student desks were re-designed to accommodate three students per bench, and latrines were improved to counteract water issues.

In the consortium’s *Examining the Links between Youth Economic Opportunity, Civic Engagement, and Conflict* study referenced UNDP’s youth in Somalia research. However, other factors affecting youth do not appear to be explicitly addressed in SYLI’s implementation. For example, UNDP indicated that youth are a significant proportion of the Somali population, with 42% between 15-24 years.<sup>63</sup> The unemployment rate is 61%, which is one of the highest rates in the world.<sup>64</sup> Youth who are neither working, nor in school, comprise 21% of the population, with 27% of young women and 15% of young men.<sup>65</sup> UNDP also documented that 66% of youth across Somalia, males and females equally, were willing to migrate illegally – known as *tahrib* (Graph 4).<sup>66</sup>



The highest proportion of *tahrib* youth (87%) were in South Central. In June 2013 the President of Somaliland, H.E. Ahmed Mahmud Silanyo, announced the appointment of a seven-member committee to address *tahrib* and job creation to take effect immediately to mitigate deaths during migration, the exorbitant payments to traffickers, and ransom payments to armed groups who abduct youth during their escape.<sup>68</sup> Despite government attempts to curb the problem over 150 youths attempt *tahrib* each month from Somaliland alone.<sup>69</sup> From January to April 2014 UNHCR reported 121 male Somali deaths during illegal migration.<sup>70</sup>

Furthermore, UNDP conducted a Youth Frustration Index that observed underlying factors from lack of job opportunities, lack of employable skills, drug abuse, inadequate recreation facilities, poor governance and justice systems, and lack of family support. On a scale from 1-5, with 5 the maximum score, youth of Somalia registered 3.96. South Central youth scored the highest frustration level across Somalia<sup>71</sup> with a score of 4.3.

## Conclusions

The consortium conducted a range of research and assessments covering each IR (secondary, self-reliance, and civic engagement), as well as a research study on the links between them. The UNDP research and SYLI’s own research on youth, particularly in relation to high unemployment and high frustration from lack of jobs opportunities, were not directly translated into programming modifications, such as more effective civic

<sup>63</sup> UNDP Somalia Human Development Report 2012, pxix

<sup>64</sup> World Bank Indicator for Somalia 2012 (<http://web.worldbank.org>)

<sup>65</sup> UNDP Somalia Human Development Report 2012, pxix

<sup>66</sup> UNDP Somalia Human Development Report, 2012, p66; *tahrib* is Somali for escape

<sup>67</sup> UNDP Human Development Report in Somalia, 2012, p66

<sup>68</sup> Yusuf Hasan (25 June 2013) Somaliland: President Silanyo Appoints Committee on Illegal Immigration and Unemployment, Somaliland Sun. The committee includes the Minister of Labor & Social Welfare; Youth, Sports and Tourism; Interior; Religion; Information, Culture & National Guidance; Planning; and Justice

<sup>69</sup> Yusuf Hassan (13 June 2013) Somaliland: Stakeholders Worried by Upsurge of Illegal Migration, Somaliland Sun.

<sup>70</sup> Geeska Africa (7 June 2014)

<sup>71</sup> UNDP Somalia Human Development Report, 2012, p75

engagement and workforce development interventions. The Labor Market Assessment was limited in its scope, focusing predominantly on a situational analysis rather than a forward projection, and this undermined its usefulness in guiding vocational courses. While SYLI's *Examining the Links between Youth Economic Opportunity, Civic Engagement, and Conflict*, appropriately identified the need for role models and change agents, its implementation was not endemic or systematic.

## Recommendations

An updated labor market assessment, conducted in each zone, is required to guide vocational apprenticeships in a rapidly changing development society. Areas in which research and learning could have been more effectively introduced to modify interventions include: (1) provision of science equipment in select secondary schools, (2) labor market considerations for vocational training, (3) vocational support through startup capital, (4) gender mainstreaming and role modelling, and (5) effective use of change agents. Additionally the USAID's 2014 Gender Assessment, focusing on females and males equally, and USAID's 2012 Youth in Development Policy should be consulted to influence future initiatives to more effectively streamline gender and youth issues in Somalia.

### 3.5 WHAT ARE THE GAPS IN THE CURRENT SYLI PROGRAMMING RELATED TO IMPROVING THE QUALITY OF LEARNING AND TEACHING THAT SYLI SHOULD ADDRESS IN FUTURE PROGRAMMING?

#### Findings: Achievements to Address the Quality of Learning and Teaching

SYLI has made significant advances toward their targets and goals in basic education under IRI, in infrastructure, training and capacity building, school management, community ownership, and support for women and girls (Table 4). SYLI has supported 30 schools through construction and/or rehabilitation (over the mid-term target of 25) with five additional schools in progress; 173 classrooms (over the mid-term target of 100) with 24 additional classrooms in progress in five schools, and 292 other structures, such as latrines and water tanks (over the mid-term target of 125) with 26 structures in progress in five schools.<sup>72</sup> Therefore at mid-term, SYLI is significantly above its mid-term infrastructure targets (by 20%, 73%, and 134% respectively). The IRI.I indicator, *increased access to formal secondary schools for 25,000 students*, is 28% over its mid-term target. However, out of 15,989 students, SYLI reported that 4,808 (30%) were female, despite a target of 50%.

SYLI aims to increase secondary enrollments in supported schools by 5% by 2016. The evaluators conducted a comparative analysis of nine<sup>73</sup> schools against SYLI's 2012 baseline, and found that SYLI's infrastructure intervention is likely to contribute toward increased enrollments across supported schools to reach its 5% growth target (Table 9). However, external factors could affect the 2016 result. For example, the head teacher of a school close to the Ethiopian border noted the high drop-out rate of 220 students in 2013, mainly due to youth's desire to migrate, legally or illegally, as well as early marriages,<sup>74</sup> which resulted in a 20% decrease in enrollments from 2013 to 2014. Rural schools also skewed the overall results, particularly in Kalabeer where there were no classrooms for secondary students before SYLI's construction. Building classrooms drew students to the school, resulting in an increase in enrollments from 33 to 100 students.

**Table 9: Comparison of Enrollments in Supported Secondary Schools (2012-2014)<sup>75</sup>**

School	Before Rehab (2012 Baseline)	After Rehab (2014)*	Variance
Waran-Cade, Somaliland	328 (27% Female)	457 (24% Female)	39% increase
Aden Isaaq, Somaliland	635 (29% Female)	634	0.2% decrease

<sup>72</sup> Statistics provided by SYLI M&E Specialist on 20 May 2014, for results to end March 2014.

<sup>73</sup> The evaluators visited 12 supported secondary schools; the 2 Mogadishu schools had yet to be enroll students & the Head Teacher was not present at one Somaliland school to confirm enrollment figures

<sup>74</sup> Girls who marry early drop out of school because of expectations from her husband, parents, and/or community

<sup>75</sup> Interviews with Head Teachers; \*Verified by evaluators during site visit; \*\*Drop-outs in 2013 were 220 (25%) mainly due to migration "tahrib" [Borama is close to the Ethiopian border]

26 June, Somaliland	1,451 (34% Female)	1,435 (34% Female)	1% decrease
Sheikh Ali Jawhar, Somaliland	1,015 (34% Female)	813** (30% Female)	20% decrease
Sheikh Bashir, Somaliland	947 (23% Female)	1,077 (32% Female)	14% increase
Gambool, Puntland	1,483 (32% Female)	1,700 (29% Female)	15% increase
Sheikh Osman (rural), Puntland	458 (27% Female)	558 (33% Female)	22% increase
Burtinle PL (rural), Puntland	170 (33% Female)	247 (40% Female)	45% increase
Kalabeer PL (rural), Puntland	33 (no secondary classrooms)	100 (42% Female)	203% increase
<b>TOTAL</b>	<b>6,520</b>	<b>7,021</b>	<b>7.7% increase</b>

More noticeable was the achievement in decongesting classrooms in urban schools, which was the intent and recommendation of the education ministries in Somaliland and Puntland that were instrumental in the selection of the schools to be supported by SYLI.

**Table 10: Teacher Pupil Ratios (TPR) in Supported Secondary Schools (2012-2014)<sup>76</sup>**

School	Before Rehab (2012 Baseline)	After Rehab (2014)*	Variance
Waran-Cade SL	66	45	32% reduced
Gacan Libah SL	99	47	53% reduced
Aden Isaaq SL	79	63	20% reduced
26 June SL	97	48	51% reduced
Sheikh Ali Jawhar SL	51	38**	25% reduced
Sheikh Bashir SL	47	40	15% reduced
Gambool PL	48	46	4% reduced
Sheikh Osman PL (rural)	31	33	6% increased
Burtinle PL (rural)	21	22	5% increased
Kalabeer PL (rural)	7 (no secondary classrooms)	17	143% increased
Hantiwadaag Mogadishu	60***	45	25% reduced
<b>AVERAGE</b>	<b>55</b>	<b>49</b>	<b>11% reduced</b>

While access indicators are significantly above target, quality education indicators are below target due to the trainings still in progress. Currently there are 50 women in Somaliland and 36 in Puntland undergoing two-year pre-service teacher training (total 86), which is on track toward the 2016 target of 100. Similarly, in-service teacher, head teacher, and MOE trainings are ongoing, with three of the five modules delivered. In-service teacher training is conducted only during school vacation, and there is only one long vacation per school calendar year. There are no common curricula in any of the three zones, and ministerial approval of in-service training content was required in each zone which resulted in delays during the first year.<sup>77</sup>

SYLI's contribution to education policies and the distribution of textbooks are also below target. Textbook distribution was delayed due to three main reasons: (1) the identification of appropriate textbooks because there were different curricula across the three zones, (2) school and subject prioritization was hampered because the MOEs did not have textbooks and thus needed to approve a list of suitable textbooks for the consortium's procurement, and (3) textbooks could not be sourced locally; they needed to be ordered from East Africa and Europe, taking up to four months to arrive in Somalia.

One of SYLI's goals is "increased education ... opportunities"<sup>78</sup> which the consortium interprets as infrastructure development that contributed to the governments' goals of increased schools, increased enrollments, and reduced teacher-pupil ratios (Government EMIS data on number of schools, teachers, and enrollments appears in Annex 14).<sup>79</sup> A major achievement toward this goal was the rehabilitation of 43 additional classrooms in three government schools in South Central. Previously two supported government schools in Mogadishu were joint primary-secondary, which the MOE confirmed would become secondary schools only from September 2014 – the first secondary government schools since government elections in 2011. The MOE is currently recruiting 30 teachers for the three schools, and they will become the first government secondary teachers since 2011.

<sup>76</sup> According to interviews with Head Teachers \*Verified by evaluators during site visit \*\*Drop-out figure in 2013 was 220 (25%)

\*\*\*Figures provided by Head Teacher

<sup>77</sup> Year 2 Work Plan for 2013, Oct 2012, p27

<sup>78</sup> Goal: Increased education, economic & civic participation opportunities for Somali youth reduce instability in target areas

<sup>79</sup> This is reflected in MOE EMIS data, using 2012 as a national baseline for each zone (Annex 14)

Apart from grade completions that are measured annually in collaboration with head teachers, outcome indicators are measured during the baseline (2012) and on completion (2016). These include IRI.2.4 % of teachers who demonstrate core teaching competencies (with a target of 61%), which SYLI has signed a Memorandum of Understanding with the MOE in each zone to measure its progress, and the stability indicator, IRI.2.5 % change in community perception of quality of secondary education, which is expected to be surveyed in 2012, 2014, and 2016 according to the SYLI's work plan.<sup>80</sup>

## Findings: Gaps in Quality

Secondary education data is not currently collected by the government's MOE EMIS Departments because the departments are under-staffed, under-resourced, and require capacity building. SYLI has trained head teachers to collect school data to provide to the EMIS Departments. However, this data is quantitative data on information such as student performance, teachers, enrollments, facilities, and equipment. There is currently limited capacity to collect data on the quality of teaching. Generally, institutional capacity remains vulnerable in Somaliland and Puntland despite the consortium's efforts to strengthen their management ability. This is because SYLI's focus has been on access in the first three years, and quality requires long-term efforts. SYLI is currently providing in-service teacher training with an emphasis on practical teaching to support the teachers' existing theoretical approaches. Practical teaching has been hampered in the past by the lack of resources, such as textbooks, science and mathematics equipment, laboratories and libraries. All government regional education offices have yet to achieve full capacity to facilitate quality teaching due to lack of funds and qualified staff.

All lessons are in English. All teachers are expected to teach their subject matter in English to prepare students for national examinations. However, many teachers have limited English language skills and often teach in Somali. The evaluators also noted that head teachers were not always proficient in English, which negatively influences the language of instruction at their schools. Both teachers and students expressed the need to improve their English language skills.

During the FGDs teachers indicated that the positive change in their classroom management was due to SYLI training, and expressed a desire for more, especially training leading to formal qualifications. However, one teacher in Puntland noted that the current pre-service training was inadequate in terms of quality.<sup>81</sup> Nevertheless, a specific university in Somaliland was a source of teachers for Puntland, and therefore graduates were in demand. Issues related to quality education outside SYLI's control include teacher salaries and recruitment.<sup>82</sup>

Gaps include institutional strengthening at ministerial, regional, and school level, the provision of teaching and learning materials such as textbooks and reference materials/libraries for teachers, science laboratories and equipment, further in-service and pre-service teacher training (especially for women), gender mainstreaming and advocacy to support the recruitment of female teachers. Supplying technical advisors was not a preferred method of addressing teaching quality, unless in specific cases in which roles, expectations, and deliverables were contractually defined.

## Conclusions

Pre-service teacher training has been an appropriate and relevant form of support because government teacher training and recruitment has not kept up with the construction of schools and increase in student enrollments, particularly in Somaliland (Table 11). The focus on pre-service for females addressed the lack of female government teachers, as well as addressing a gap in quality teaching. However, further gaps remain, particularly since SYLI mainly addressed access to secondary education first.

## Recommendations

The evaluators recommend the discontinuance or reduction of infrastructure development in Somaliland and

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<sup>80</sup> This indicator was measured during the baseline in 2012, but will be measured in 2014 pending funding

<sup>81</sup> Focus Group Report, Mid-Term Performance Evaluation of SYLI, p17 and 34

<sup>82</sup> Focus Group Report, Mid-Term Performance Evaluation of SYLI, p17

Puntland because targets have been attained. The evaluators recommend the continuation of construction or rehabilitation of secondary schools and TVET/NFE centers in South Central. In all zones a shift in priority from access to education to the provision of quality education should be considered, which would include continued teacher training, institutional strengthening, EMIS support, the provision of teaching and learning resources, and improved English language skills.

### **3.6 TO WHAT EXTENT DO SYLI NON-FORMAL EDUCATION, VOCATIONAL TRAINING, JOB PLACEMENTS, AND ENTREPRENEURIAL DEVELOPMENT SERVICES RESULT IN TARGETED YOUTH BECOMING ECONOMIC SELF-RELIANT?**

#### **Findings: Achievements**

SYLI's achievements in IR2 are on track to reach 2016 targets for access to business training. However, vocational training, apprenticeships (connections with private businesses), and the provision of business grants are significantly below their mid-term targets. Hence, both forms of TVET are significantly under target: institute-based vocational training (IBTVET) and enterprise-based apprenticeships (EBTVET). Workforce development is the provision of vocational skills taught in government IBTVET courses, mainly in six-month courses. Completion rates are currently 40% under target (900 trained instead of a mid-term target of 1,500). However, there is progress toward female access (42% of graduates were female), predominantly in office management, tailoring, and baking, and some in non-traditional courses, such as electrical. EBTVET completions are also under target by 65% (316 trained instead of a mid-term target of 900) although 47% were female.

#### **Findings: Self-Reliance**

Business training has reached 556 youth and is exactly on target at mid-term (Table 5). During the entrepreneurship module youth were trained on how to conduct business operations, and sales plans. In life skills youth were trained in personal leadership development, problem solving, communication, career planning, self-awareness, and emotional intelligence.

Graduates from business training are expected to write a business startup proposal, based on predetermined criteria, to be reviewed by a panel comprising government, and chamber of commerce representatives. On approval of the business plans, each of the 556 youth to date should have been awarded a business grant of \$500-\$800. Some cooperatives have been formed, enabling youth to pool their funding. However, only 75 grants have been awarded (13% which is 87% under mid-term target of 556, with 37% awarded to females). The consortium indicated that they delayed issuing the business grants to have a critical number of graduates eligible for the grants. MOLSA officials indicated that the entrepreneurial ideas did not often fall within the funding budget. Also, business training had not begun in Puntland because the consortium had to prepare the modules for entrepreneurship training and train the trainers (TOT) in all the regions before rollout. Since all SYLI funding will be committed by September 2014, there is no further grant funding. However, the business proposal can also be submitted to other agencies for potential funding. The outcome indicator IR2.3.3 *% of youth-owned businesses still in operation one year later* (target 60%) will be measured in 2014 and 2016.

Unemployment was a concern for 43% of FGD respondents in Somaliland, 46% in Puntland, and 39% in South Central. Hence they viewed vocational skills as a critical path toward employment. The consortium did not budget for startup kits for vocational graduates and this reduced the capacity of students to establish their own businesses after training. Five of the 11 focus groups in Somaliland cited opportunities for entrepreneurship as an asset for youth, and added that the lack of startup support was a "considerable obstacle" for self-reliance.<sup>83</sup>In the TVET FGD in Puntland 40% of participants, and 20% in South Central, requested financial support or equipment after graduation for business startup.<sup>84</sup>The delays in receiving government completion certificates also hindered the

<sup>83</sup> Focus Group Report, Mid-Term Performance Evaluation of SYLI, p11

<sup>84</sup> Focus Group Report, Mid-Term Performance Evaluation of SYLI, p26 and 29

IBTVET and EBTVET graduates' ability to gain employment.

The consortium has not yet informally or formally tracked graduates to determine their progress toward employment, especially vocational graduates under IR2.3.4 # of persons receiving new or better employment. The target of 900 over five years is based on 30% of the youth who will be trained in the workforce development intervention (IBTVET vocational courses). To assess the likelihood of employment after TVET training the evaluators conducted a rapid assessment of outcomes (Table 11). IBTVET courses averaged 55% employment rate, whereas EBTVET averaged 43%, although the figures are a guide only and do not explain variances.

**Table 11: IR2 Achievements by Employment Resulting from EBTVET and IBTVET Training<sup>85</sup>**

Institution	Enrolled	Employed	%
<b>EBTVET</b>			
Daldhis Aluminum Somaliland	33 (2 cohorts male metal fabrication)	20	61%
Borama Beauty Salon Somaliland	30 (2 cohorts females)	10	30%
SOYVO Computing Somaliland	10 (6F)	6 (1F)	60%
Hundub Electronics Somaliland	10 (4F)	2 (M)	20%
<b>AVERAGE (EBTVET)</b>		<b>10</b>	<b>43%</b>
<b>IBTVET</b>			
Burco Technical Institute Somaliland	40 (male electricians)	20	50%
Burco Technical Institute Somaliland	20 (male plumbing)	8	40%
Burco Technical Institute Somaliland	20 (office management) (12F)	16	80%
Garowe TVET Puntland	22 (male auto mechanics)	12	55%
Garowe TVET Puntland	23 (female office mgmt.)	Firm doesn't know	
Qardho TVET Puntland	30 (office management) (23F)	1	3%
Qardho TVET Puntland	15 (male electricians)	15	100%
<b>AVERAGE (IBTVET)</b>		<b>12</b>	<b>55%</b>
<b>MOGADISHU (TVET Centers operate like NGOs)</b>			
SOCWE Mogadishu	19 (male electricians)	2	11%
SOCWE Mogadishu	20 (female tie & dye)	2	10%
MTVT Mogadishu	18 (male electricians)	13	72%
MTVT Mogadishu	21 (female tailoring)	9	43%
<b>AVERAGE (MOGADISHU)</b>		<b>7</b>	<b>34%</b>
<b>AVERAGE RESULTS (TOTAL)</b>		<b>10</b>	<b>45%</b>

## Findings: Vocational Framework

The consortium also facilitated the development of the Vocational Qualification Framework (VQF) in Somaliland in November 2012 to standardize and certify TVET centers with the Ministry of Labor and Social Affairs, and aim to rollout the framework after mid-term. The consortium has also finalized the Technical Vocational Qualification Act (TVQA) in Somaliland to submit to Parliament in 2014. In preparation for rollout, the consortium has supported the government to commence establishment of a TVET Authority, and Secretariat members have already been identified. The framework is important because it will standardize the levels of vocational training from Level 1 to Level 3. Currently in Somaliland, students can access Level 1 (entry level) and Level 2, but Level 3 requires the identification of quality instructors which is in progress. Discussions have commenced in Puntland and South Central for the development of a relevant VQF. In Puntland, Level 3 is entry level (6 month courses), with Level 2 (9 month courses) and Level 1 (18 month courses). In South Central, the TVET/NFE Centers are combined and are mainly managed by NGOs. In addition, the consortium works with ministries to rehabilitate TVET centers and train instructors in all zones.

## Findings: Non-Formal Education

Non-formal education (NFE), which comprises literacy, numeracy, and life skills, is currently 40% below target. Courses are in progress, but participants are not reported statistically until they complete the training. For

<sup>85</sup> The evaluator's rapid assessment is a guide only

example, at the time of the mid-term evaluation a further 2,136 participants were enrolled in NFE classes, taking the total to 5,765 and therefore only 4% under the mid-term target of 6,000.

NFE Center managers and instructors admitted that they have low capacity to provide simultaneous courses, which means that only 40 learners can enroll at a time. With courses taking 6-9 months, enrollment frequency is reduced to a maximum of two per year. SYLI does conduct instructor training, but it is not an indicator for reporting purposes, although it is included in the consortium's annual work plans. The evaluators witnessed the training of NFE instructors in Puntland, in conjunction with ministerial and regional government officials, in order to increase the number of instructors, and the quality of instruction. NFE instruction in Somaliland uses the UNICEF/MOE&HS curriculum. In Puntland, the consortium supported the development of an NFE curriculum in collaboration with the Ministry of Labor, Youth and Sports, completing the first two modules of an 8-module curriculum. The consortium planned to measure the outcome indicator IR2.1.2 % of NFE learners that achieve mastery in literacy and numeracy (target 80%) quarterly, but no results have yet been collected due to the low capacity of NFE Centers to assist in this measurement.<sup>86</sup>

## Conclusions

Under IR2 the goal is economic opportunities for Somali youth to reduce instability.<sup>87</sup> The consortium interprets this goal as providing skills for the preparation of economic opportunities, rather than directly initiating job creation. These skills are delivered through vocational training (IBTVET), apprenticeships (EBTVET), and business training (with business grants). In addition, NFE courses provide literacy and numeracy skills. The only training currently on track is business training; the rest are below their mid-term targets. The lack of startup kits for IBTVET and EBTVET graduates, and the delay with the issuance of government Certificates of Completion have made it difficult for youth to gain employment or start their own businesses. Business training is intended to culminate with a business grant, but only 75 grants have been awarded to the 556 business graduates to date. The consortium has yet to monitor and track graduates to determine the status of their job search – their challenges, progress, outcomes, or the impact on their lives – to determine the extent of their self-reliance.

## Recommendations

The evaluators recommend a review of the definition and expectation of SYLI's goal under IR2; whether the intent is to continue the provision of skills for preparation toward employment opportunities, or to make it easier for youth to gain employment by providing them with startup kits, more career guidance, and proactive job placements with ongoing monitoring and support. More effort on EBTVET provision should be considered. If artisans and business owners are difficult to source, SYLI should actively promote and support youth to establish cooperatives and enterprises for self-employment. Literacy and numeracy skills under NFE should continue with expansion beyond urban locations.

# 4. SUMMARY OF CONCLUSIONS

The overarching goal of the Somali Youth Leaders Initiative is that “increased education, economic and civic participation opportunities for Somali youth will reduce instability in target areas.”<sup>88</sup> SYLI targets in-school youth (students in secondary school) and out-of-school youth (young people at-risk) through two key strategies: (1) providing training, skills, improved services, and recreational events for youth, and (2) facilitating and enabling youth-led community and service events, advocacy and campaigns.

For a ‘youth leaders’ and ‘instability reduction’ initiative, the emphasis at mid-term is weighted on providing services for youth, and achieving specified outputs, rather than on youth-led, enabling initiatives, and intended outcomes. In providing services, mainly education and skills so that youth can gain qualifications to improve their economic opportunities, SYLI's interventions are weighted toward infrastructure development (constructing or

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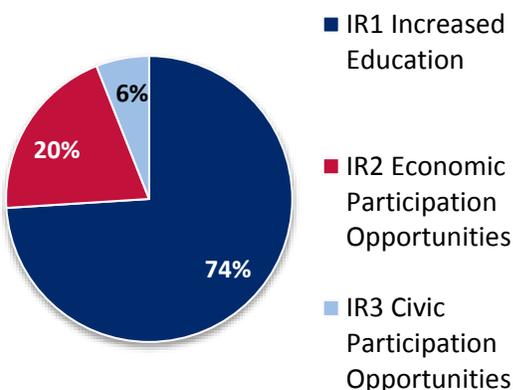
<sup>86</sup> PIRS and FY2012 Annual Work Plan, p15

<sup>87</sup> Goal: Increased education, economic & civic participation opportunities for Somali youth reduce instability in target areas

<sup>88</sup> Results Framework, Section 1.2

rehabilitating institutions), capacity development for professional adults (head teachers, teachers/instructors, ministerial staff, and CEC members), and administrative procedures (standardization and certification of workforce development initiatives). SYLI also mainly targets in-school youth, rather than out-of-school at-risk youth.

## SYLI EXPENDITURE (%)



SYLI's emphasis on in-school youth (under IR1) is due to USAID earmarking basic education (BE) funding for this intervention.<sup>89</sup> Hence, the expenditure to mid-term was 74% for IR1, 20% for IR2, and 6% for IR3.

As a basic education earmarked initiative, SYLI has, at mid-term, increased the capacity of relevant government officials, and significantly contributed to youth's access to secondary education, non-formal education, and business training. However, both internal impediments (under the consortium's control) and external impediments (outside their control) hindered SYLI's achievements. Nevertheless, there was a direct correlation between expenditure (of funding and effort) and achievements.

## 5. LESSONS LEARNED

### Integrated Multi-dimensional Approach

SYLI is a complex initiative working in three zones (Somaliland, Puntland, and South Central) within one post-conflict country, but within different and self-declared autonomous government systems, with multi-dimensional interventions in three discrete sectors (education, economic growth, and governance) under multiple ministries (education, labor, and youth) with three distinct influencing layers (school, community, and government) linked by one overarching beneficiary group (youth aged 15-24 years) which is further divided into two streams (in-school youth and out-of-school youth). Within each sector are output, outcome, and stability indicators, with multiple layers of participatory monitoring responsibilities.<sup>90</sup> Hence, as UNDP advised, the holistic and integrated approach for youth, while valid in theory, in practice has various flaws.<sup>91</sup>

### Technical Vocational Education and Training: IBTVET vs EBTVET

TVET has been structurally, physically, and socially compromised in Somalia due to the civil conflict, thus requiring extensive funding and capacity building to reinvigorate the systems in each zone. Governments in each zone do not have the capacity to support and sustain the TVET system, and therefore it is project-based (with donor funding). In addition, the governments have different strengths in this sector. For example, in Somaliland, MOEH&S is responsible for IBTVET and MOLSA is responsible for EBTVET. The government's strength is short-term EBTVET, but MOE&HS would prefer institutional strengthening and capacity building for IBTVET. In Puntland, the MOE is responsible for IBTVET and MOLYS is responsible for EBTVET, with the government's focus on IBTVET. In South Central, the TVET/NFE Centers are combined and NGO-operated. Balancing government needs and wants with strengths, and with supply and demand, has funding implications.

EBTVET courses are cheaper at about \$360 per student (excluding startup kits or capital), compared to the additional infrastructure and equipment costs for IBTVET, especially in Somalia where institutions have been

<sup>89</sup> USAID, 2009, Clarification of Basic Education Earmark, p1

<sup>90</sup> Reviewed in detail in Annex 15: Review of SYLI Monitoring & Evaluation Plan

<sup>91</sup> UNDP Somalia Human Development Report 2012: Empowering Youth for Peace and Development, p10 preface

severely neglected. Ministry staff indicated that IBTVET costs could be reduced with economies of scale, such as concurrent courses to increase the number of participants, longer courses, and operational efficiencies. The difference in challenges, and cost implications between IBTVET and EBTVET in Somalia are listed below:

**Table 12: IBTVET and EBTVET Differences<sup>92</sup>**

ISSUE	IBTVET	EBTVET
<b>Course work</b>	The courses are structured for youth who have undergone some formal education and includes class teaching and theory coupled with practical. Due to the high rate of illiteracy in Somalia there are a limited number of youth who can undertake this type of training.	The course work is apprenticeship-based where youth are attached to businesses to gain hands-on experience for a particular trade. The business owners are entrepreneurs or artisans in a particular trade. Due to the high number of youth who have no formal education the number who are willing and able to undertake this type of training is high.
<b>Availability</b>	The number of institutions offering this type of training is limited and mainly in the major urban centers. A limited number of youth can be absorbed into this type of training.	There are many businesses willing to train or provide apprenticeships to youth. They are many and are located in various urban and rural centers. It also has the potential to absorb the large number of unemployed youth in Somalia to provide a livelihood option.
<b>Type of courses offered</b>	There is a limited range of courses offered and the training is more complex.	Courses offered are diverse and simple and will suit the particular need of each community and youth entrepreneurs.
<b>Duration</b>	The courses are usually for a period of 9 months to 1 year.	Depending on the complexity of the trade, the training could be 3 weeks to 6 months.
<b>Availability of trainers and quality control</b>	There are a limited number of trainers for this type of training. Due to it being institute-based, quality is easier to control as the training content is more defined.	There is a large pool of entrepreneurs who can offer apprenticeships to a large number of youth. Quality control is difficult due to the diverse nature of the course and training content is not well defined.
<b>Cost</b>	It is more expensive to train students.	It is much cheaper to train students.

## 6. RECOMMENDATIONS

### Note on Recommendations for Option 1 and Option 2

The evaluators presented their preliminary findings to USAID on July 7, 2014, focusing on the discrepancy between the title, development hypothesis, contents of the Somali Youth Leaders Initiative, and its implementation. The evaluators recommended a youth leadership re-alignment, given that the launch of USAID’s Youth in Development Policy in October 2012 was not available to USAID during the design of SYLI, and due to the potential for change at mid-term with a possible injection of funding. However, the evaluators and USAID were open to discussion regarding the future of SYLI for the remaining 2.5 years. Consequently, on July 9, 2014, USAID officially requested the evaluation team to provide two recommended options. “The first option should focus on youth leadership activities and the second should focus on basic education activities.”<sup>93</sup>

### Strategic Direction and Change of Title

The USAID earmark for basic education and the USAID Education Strategy have provided both the funding and direction for the Somali Youth Leaders Initiative. For this reason, SYLI is an education initiative, and specifically at present an infrastructure and training initiative. For Option 1, the evaluators focus on youth strategies and therefore the title would remain unchanged. For Option 2, the evaluators retain the emphasis on education, with no role for TVET because this is predominantly an economic growth strategy not generally supported with BE funds. NFE literacy and numeracy fits under both options. The evaluators recommend a change of title for Option

<sup>92</sup> CARE International, July 24, 2014

<sup>93</sup> Email, Comments on the SYLI Evaluation Presentation, from USAID to the evaluators, Wednesday July 9, 2014

2, such as the Somali Youth Learning Initiative (SYLI). The subtle change would have limited ramifications. However, for both options, all relevant ministries may require an updated or modification to their existing MOUs to ensure expectations remain realistic for the remainder of SYLI's implementation. However, the ministries of youth in each zone may welcome the changed direction, under both options, to ensure youth have a more active role in development, and to support USAID's attempt to address critical youth issues, such as illegal migration and early marriages which affect school retention and completion, as well as the contribution of youth to society.

## **6.1 RECOMMENDED OPTION 1: YOUTH LEADERSHIP**

### **1. Retain Title: SOMALI YOUTH LEADERS INITIATIVE (SYLI)**

### **2. Review M&E Plan, indicators and targets**

### **3. Develop a youth strategy**

**3.1** Align SYLI with USAID's 2012 Youth in Development Policy (Annex 13)

**3.2** Address specific youth issues

**3.3** Review SYLI indicators to include clearly specified youth targets for relevant indicators

### **4. Develop a gender strategy**

**4.1** Address specific male and female issues, for example, migration issues, limited role models for females, and school drop-outs due to illegal migration and early marriage

**4.2** Review SYLI indicators to include clearly specified gender targets for relevant indicators

### **5. Continue support for non-formal education (literacy and numeracy)**

### **6. Support access to economic opportunities and economic growth**

**6.1** Continue business skills training

**6.2** Continue one-for-one business grants

**6.3** Provide ongoing business mentoring and tracking

**6.4** Document business skills training implementation, success stories, and lessons learned

**6.5** Conduct labor market assessments in each zone

**6.6** Link youth to enterprises for EBTVET

**6.7** Ensure EBTVET graduates secure job placement, employment, self-employment, or access to further training

**6.8** Provide access & support for career events – fairs, exposure visits, seminars etc.

**6.9** Support temporary work experience interventions where youth gain experience in a range of businesses, government departments, or private firms or other graduates' cooperatives/enterprises

### **7. Support youth participation and leadership**

**7.1** Discontinue current interventions under IR3 (GCC training, recreational events organized for youth, and advocacy campaigns as currently implemented)

**7.2** Re-focus support for in-school youth through the existing prefect system (through civic education and related interventions)

**7.3** Support strategies for out-of-school youth through national youth networks

**7.4** Support SONYO in Somaliland with direct funds to conduct youth interventions in conjunction with the MOYS&T, by:

- Assisting the establishment of a national youth network in Puntland, modelling SONYO, and establishing links/exposure visits between Somaliland and Puntland youth networks
- Developing a youth strategy that works in conjunction with the prefect (governance) system in secondary schools for in-school youth
- Incorporating a youth strategy for out-of-school at-risk youth (that may, for the both groups, include campaigns, events, sports, youth parliament etc.)

- 7.5 Support MUDAN in Puntland to develop a youth strategy to conduct youth interventions in conjunction with the MOYST, by:
  - Establishing a national youth network in Puntland following the SONYO model, with assistance from SONYO in Somaliland
  - Working with the MOE and prefect system for in-school youth and developing a plan for interventions for out-of-school at-risk youth
- 7.6 Identify youth change agents and youth talent, mentor their leadership skills or talents, and support their businesses, entrepreneurships, humanitarian aspirations, or environmental, sports or cultural goals

## 8. Strengthen local and national youth institutions

- 8.1 Strengthen the Ministry of Youth and/or NGOs in South Central to support youth through appropriate interventions
- 8.2 Strengthen the Ministries of Youth in all zones, by:
  - Building capacity of ministries and regional offices
  - Constructing or rehabilitating regional youth offices
  - Constructing at least 9 multipurpose youth centers for recreational and other purposes (3 in Somaliland, 3 in Puntland, and 3 in South Central, that may include 2 regional and 1 urban center)
- 8.3 Contribute toward the development or modification of youth policies

## 9. Support youth involvement at the school level

- 9.1 Explore the provision of grants to CECs to support payment of fees for girls from vulnerable groups to overcome hidden costs of education that inhibit access and retention
- 9.2 Explore mentorships for female secondary students to enhance access and retention
- 9.3 Explore mentorships for students needing additional academic or social support (such as a ‘big brother’ or ‘big sister’ program, or remedial classes)
- 9.4 Enhance student participation in school governance through the school prefect system
- 9.5 Explore a student media intervention, such as student magazine, student radio, etc. with links to community (such as community interviews)
- 9.6 Establish a mobile drama group/ensemble that provides interventions for schools on advocacy and awareness of issues affecting youth.

## 6.2 RECOMMENDED OPTION 2: BASIC EDUCATION

1. **Change Title: SOMALI YOUTH LEARNING INITIATIVE (SYLI)**
2. **Review M&E Plan, indicators and targets**
3. **Develop a gender strategy**
  - 3.1 Address specific male and female issues, for example, migration issues, limited role models for females, and school drop-outs due to illegal migration and early marriage
  - 3.2 Review SYLI indicators to include clearly specified gender targets for relevant indicators
4. **Review access to education**
  - 4.1 Conclude infrastructure development in Somaliland and Puntland, allowing for flexibility to respond to extenuating circumstances, where relevant
  - 4.2 Continue infrastructure development in South Central (including combined primary/secondary schools in same compound or village, where relevant)

- 5. Enhance quality education in all zones**
  - 5.1 Continue in-service head teacher and teacher training
  - 5.2 Continue 2-year pre-service teacher training for females
  - 5.3 Fund a Technical Advisor for the improvement of English language skills in at least 4 supported university Education Faculties
  - 5.4 Continue the distribution of teaching and learning materials (TLM) in schools in conjunction with curriculum reform, and TLM guidelines
  - 5.5 Continue to provide science equipment and visual aids in schools
  - 5.6 Continue a mentorship intervention for female secondary students to enhance access and retention
  - 5.7 Continue the provision of grants to CECs to support payment of fees for girls from vulnerable groups to overcome hidden costs of education that inhibit access and retention
  
- 6. Improve management of secondary schools**
  - 6.1 Continue training for Ministry of Education staff
  - 6.2 Continue support to MOE to monitor and supervise schools through REOs
  - 6.3 Continue to contribute toward the development or modification of education policies
  - 6.4 Continue MOE EMIS capacity to report on basic education
  - 6.5 Continue support to the MOE Gender Unit for interventions for girls and female teachers
  - 6.6 Conduct a measurement of English language competencies of students in targeted secondary schools as a baseline for the MOE in all zones
  - 6.7 Conduct a measurement of English language competencies of teachers in targeted secondary schools as a baseline for the MOE in all zones
  - 6.8 Link MOE with functional institutions and government in an appropriate country for a twinning intervention
  
- 7. Strengthen community ownership of education services**
  - 7.1 Continue support to Community Education Committees to develop and implement School Improvement Plans
  - 7.2 Provide teacher incentives in South Central Somalia as CEC grants
  - 7.3 Enhance student participation in school governance through the school prefect system in addition to CEC involvement
  
- 8. Discontinue support for the pilot resource center and pilot e-learning clinics**
- 9. Continue support for non-formal education (literacy and numeracy)**
- 10. Discontinue vocational education and livelihood opportunities**
  - 10.1 Discontinue interventions under IR2, except NFE (workforce development, vocational training, internships/apprenticeships, business skills, rehabilitation of TVET centers, & VQF)
  - 10.2 USAID to consider a separate initiative/project/activity in the future that focuses on economic growth including vocational and skills training, workforce initiatives, job creation, mentoring, and job placements
  
- 11. Review civic participation**
  - 11.1 Discontinue current interventions under IR3 (GCC training, recreational events organized for youth, and advocacy campaigns as currently implemented)
  - 11.2 Re-focus support with direct links between basic education support and civic participation opportunities for in-school youth through the existing prefect system
  - 11.3 Support strategies for out-of-school youth through national youth networks
  - 11.4 Support SONYO in Somaliland with increased and direct funding from USAID to conduct youth interventions in conjunction with the MOYS&T, by:

- Assisting the establishment of a national youth network in Puntland, modelling SONYO, and establishing links/exposure visits between Somaliland and Puntland youth networks
  - Developing a youth strategy that works in conjunction with the prefect (governance) system in secondary schools for in-school youth
  - Incorporating a youth strategy for out-of-school at-risk youth (that may, for the both groups, include campaigns, events, sports, identification of change agents; identification of talent in sports, literature, science, music, etc.)
- 11.5** Support MUDAN in Puntland to develop a youth strategy to conduct youth interventions in conjunction with the MOYST, by:
- Establishing a national youth network in Puntland following the SONYO model, with assistance from SONYO in Somaliland
  - Working with the MOE and prefect system for in-school youth and developing a plan for interventions for out-of-school at-risk youth
- 11.6** Strengthen the Ministry of Youth and/or NGOs in South Central to support youth through appropriate interventions
- 11.7** Identify other youth organization in the South Central regions for support and funding (including capacity building) to provide interventions in their localities
- 11.8** Strengthen the Ministries of Youth in all zones, by:
- Building capacity of ministries and regional offices
  - Constructing or rehabilitating regional youth offices
  - Constructing at least 9 multipurpose youth centers (3 in Somaliland, 3 in Puntland, and 3 in South Central, that may include 2 regional and 1 urban center)

# ANNEX I: SCOPE OF WORK

USAID signed Cooperative Agreement No. AID-623-A-11-00034 (SYLI) with Mercy Corps on September 30, 2011. The objective of the \$18,000,000 program is to empower Somali youth by providing access to basic education, livelihood opportunities and means for civic participation. The program is scheduled to end on September 29, 2016. SYLI is implemented by a consortium of international and local partners; Mercy Corps (prime), CARE International, and Save the Children as international organizations, and Somaliland National Youth Organization and Mudug Development Association Network as local partners. The program is currently implemented in Somaliland, Puntland, and Mogadishu, and is planning to expand to additional areas under government control in south central Somalia.

The goal of this program is to provide Somali youth with increased education and economic and civic participation opportunities, with the aim of increasing stability in targeted areas, particularly Somaliland, Puntland and Galmudug, and possibly in other south and central regions. Doing so will empower Somali youth, reduce the appeal of joining extremist groups and piracy networks, help them contribute more positively and productively to society and build a future generation of Somali leaders.

## 1.1 Development Context

Youth<sup>94</sup> are the future leaders, workers and citizens of their nation. Yet in Somalia, youth lack basic education, employment opportunities and connectedness to civil society. This fuels the common perception that an increasing youth population is a potentially destabilizing force. This is manifest in the recruitment of boys and men by extremist organizations and piracy networks. Girls and women may also be recruited, but they also face social barriers, such as forced early marriage, which prohibit them from participating in education and civic activities. In order for youth to transition to adults, and to have a positive alternative to negative groups, they need education, employment, and social support.

In 2011, based on discussions with stakeholders and analytical evidence, USAID shifted its focus from primary education to secondary education, workforce development for youth and civic participation to address some of the current gaps and to have a greater impact on stability. This direction was in line with the USAID Somalia stabilization strategy which underlines the need to provide alternatives to young people to reduce the appeal of joining extremist or piracy networks, and to help them to make a positive contribution to society that is recognized by the community. The new direction was also clearly grounded in the new global USAID education strategy, finalized in February 2011, which promotes a vision of “opportunity through learning”.

In June 2013, the Somalia Project Appraisal Document (PAD) was approved. The PAD maintained the same overarching goal, but refined the objective to: “improved social services delivery and economic growth’ and its intermediate result: ‘access to quality basic social services increased”.

## 1.2 Program Purpose

The Somali Youth Leadership Initiative (SYLI) program directly responds to the USAID Education Strategy, finalized in February 2011, which promotes a vision of “opportunity through learning”.<sup>95</sup> The Somalia program most directly responds to Goals 2 and 3:

**Goal 2:** Improved ability of *tertiary and workforce development* programs to generate workforce skills relevant to a country’s development goals; and

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<sup>94</sup> USAID generally considers youth as the populace between the ages of 15 to 24, and considers them to be an important and highly vulnerable part of the human resource base in developing countries. The same age bracket is applied by the United Nations and World Bank.

<sup>95</sup> [http://inside.usaid.gov/EGAT/offices/edu/education\\_toolkit/upload/USAID\\_ED\\_Strategy\\_feb2011-2.pdf](http://inside.usaid.gov/EGAT/offices/edu/education_toolkit/upload/USAID_ED_Strategy_feb2011-2.pdf)

Goal 3: *Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.*

The specific goal of the Somali Youth Leadership Initiative<sup>96</sup> is to increase education and economic opportunities for Somali youth to reduce instability in the target areas. This feeds into and supports USAID's Assistance Objective to increase Somalia's stability through targeted interventions that foster good governance, economic recovery, and reduce the appeal of extremism. The development hypothesis for SYLI activity is IF Somali youth are provided increased education, economic and civic participation opportunities with the aim of increasing stability in targeted areas, THEN Somali youth will be empowered, the appeal of joining extremist groups and piracy networks will be reduced, Somali youth will be helped to contribute more positively and productively to society and a future generation of Somali leaders will be built.

By design, SYLI's work supports the achievement of Intermediate Results (IRs) in the USAID Somalia Results Framework:

IR1: Fair and equitable secondary education services improved for at least 50,000 Somali youth, community members, and education officials.

IR2: At least 15,000 youth are more economically self-reliant with supportive systems.

IR3: 100,000 Somali youth empowered to participate & contribute positively and productively to society.

## 2. Evaluation Purpose and Use

USAID/Somalia is commissioning a mid-term evaluation of the SYLI program. The purpose of the performance evaluation is to provide information and recommendations to USAID East Africa on program achievements, and progress towards stated results. The evaluation product will be used to assist USAID to shape SYLI's remaining program portfolio.

The SYLI evaluation will adhere to the USAID Evaluation Policy, and guidance in ADS 203. The 2011 USAID Evaluation Policy emphasizes consistency in the use of key concepts, terms and classifications and prescribes structures to ensure that evaluators and the USAID/Somalia mission are in compliance with that mandate. This Scope of Work uses the definition and guidelines for a "performance evaluation"<sup>97</sup> interchangeably with a program evaluation. Specifically:

Performance evaluations focus on descriptive and normative questions: what a particular project or program has achieved (either at an intermediate point in execution or at the conclusion of an implementation period); how it is being implemented; how it is perceived and valued; whether expected results are occurring; and other questions that are pertinent to program design, management and operational decision-making. Performance evaluations often incorporate before-after comparisons, but generally lack a rigorously defined counterfactual.

The final report will include actionable findings, conclusions and recommendations to help inform future USAID education and youth implementation in Somalia and Somaliland. The primary audience for this evaluation is the USAID/East Africa mission and officials who will manage SYLI through its completion. Additionally, evaluation findings will be shared with USAID (East Africa and Washington) and relevant sector partners, including the implementing partner, NGOs, donors, and Somali authorities.

### 2.1. Evaluation Questions

During the course of the evaluation, the evaluation team will address the following key questions to analyze and assess the SYLI program to date. These questions are designed to both analyze SYLI's progress against its stated IRs as well as progress against USAID's education policy results.

- Was the development hypothesis & accompanying assumptions that shaped the program design valid?

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<sup>96</sup> Cooperative Agreement # AID-623-A-11-00034

<sup>97</sup> Other terms such as "assessment" or "review" are also used, but in contexts with less rigorous meaning.

- What factors have enabled and hindered the achievements of results as stated in the program descriptions and work plans?
- How have the SYLI consortium's operational structures and implementation practices performed in Somalia's challenging programming environment?
- To what extent has SYLI modified its programming based on both its own research and learning, and findings of other relevant third party evaluations<sup>98</sup>?
- What are the gaps in the current SYLI programming, related to improving the quality of learning and teaching, that SYLI should address in future programming?
- To what extent do non-formal education, vocational training, job placements, and entrepreneurial development services provided by SYLI result in targeted youth becoming economically self-reliant?

### 3. Evaluation Design and Data Collection Methods

This evaluation will be conducted in accordance with the 2011 USAID Evaluation Policy<sup>99</sup> so that reliable data will be produced to support evidence based findings, and be a sound basis for analysis that will lead to conclusions and recommendations that are both useful for assessing the progress to date and capable of providing actionable recommendations relevant to USAID future programming. The resultant report will adhere closely to the Policy's Criteria to Ensure the Quality of the Evaluation Report.<sup>100</sup>

In line with the policy and the methodologies noted above, the evaluation combines qualitative methods and instruments, including key informant interviews (KIIs), focus group discussions (FGDs), an extensive document review, and a review of the SYLI verifications reports. This approach allows for the corroboration of the findings through triangulation. The team understands triangulation as a method used during the evaluation process to check and establish validity of conclusions by analyzing the responses to evaluation questions from multiple perspectives, such as when conducting the desk review, interviews, surveys, and focus groups. Triangulation of data enables evaluators to ensure validity of conclusions, i.e. that the findings of assessment are true (accurately reflecting the situation) and certain (supported by the evidence). Additional information on the team's triangulation approach can be found below. It should be noted that the evaluation team will both prepare instruments and analyze data with a particular emphasis on gender disaggregation and gender in the context of education in Somalia.

It is important that due to the operating context, this evaluation will necessarily be flexible and adaptive in nature, evolving as opportunities arise and managing risks and constraints in a pragmatic and sensible manner. The evaluation team will work together to maximize the collection of data and understanding of the project and its impacts through a collaborative and synergistic approach that may entail 'tag-teaming', i.e., taking on and sharing multiple roles throughout the assignment. During a short inception phase, the evaluation team will develop a detailed evaluation design and implementation plan, to be approved by the USAID/Somalia prior to mobilization. This design will include a methodology that emphasizes "how" the evaluation key questions will be addressed; proposed data collection methods/techniques; an analysis plan; and proposed work plan and schedule of deliverables approach it will utilize to investigate the above questions. The evaluation will use a non-experimental design – since the choice of target sites will not be random and there are no comparison sites. Therefore, the evaluation team will essentially be assessing SYLI against its own baseline.

During an in-brief in Nairobi, the evaluation team and relevant staff from USAID/Somalia, including the SYLI COR, will jointly review the evaluation design and implementation plan, clarify questions related to the evaluation process, review and finalize the evaluation design and methodology, and refine the roles and

<sup>98</sup> These include, but are not limited to, the 2012 Somali Youth Livelihood Program Final Evaluation, 2013 Mid-Term Evaluation of Three Countering Violent Extremism Projects, and 2012 EQUIP3 Lessons Learned; all available at [dec.usaid.gov](http://dec.usaid.gov)

<sup>99</sup> The evaluation will meet or exceed the USAID 2011 Evaluation Policy, USAID's Performance Monitoring & Evaluation TIPS: Data Quality Standards, relevant chapters of the USAID Automated Directive System (ADS), the performance standards outlined in the RFTOP Task Order SOV, as well as with the Federal Policy for the Protection of Human Subjects or "Common Rule" [ADS Chapter 200 - <http://www.usaid.gov/policy/ads/200/200mbe.pdf>]. The IBTCI team is also apprised of the July, 2012 supplement to ADS 203 on current good practice in preparing evaluation reports and the main deliverables expected in evaluation reports.

<sup>100</sup> <http://www.usaid.gov/sites/default/files/documents/1868/USAIDEvaluationPolicy.pdf>

responsibilities of individual team members. Final travel schedules will be discussed and agreed upon with USAID/Somalia before the team departs for the field.

The evaluation will use the following data collection methods to answer the Evaluation Questions. Please see Annex I for an illustrative evaluation matrix linking the Evaluation Questions to the proposed data collection methods, and to proposed analysis techniques:

**Document Review:** USAID/Somalia's Social Service Advisor will provide the evaluation team with a package of electronic briefing materials related to the SYLI program prior to the start of in-country work for their review. This documentation will include, but not be limited to: performance management plan (PMP), work plans, M&E databases and performance reports, success stories, and field visit reports. Review of these materials will provide the evaluators with background information needed for this evaluation and an overview of progress, achievements, and changes reported by the IP.

**Key Informant Interviews (KIIs):** KIIs will enable a more in-depth process of inquiry among select beneficiaries of the program. Purposive KII candidates selected by the team will include USAID staff, educators, students, Government of Somalia stakeholders, among others. The team will develop KII guides with specific questions aligned to the Evaluation Questions.

**Focus Group Discussions (FGDs):** FGDs will be a key source of primary qualitative data for the evaluation, and the team will employ various Participatory Rapid Appraisal (PRA) techniques to enable the project beneficiaries, and the teachers, to give their assessments and perspectives on the various evaluation questions. After an initial review of the SYLI documentation, twenty FGDs will be conducted: in Hargeisa (4), Somaliland outside Hargeisa (3), Garowe (4), Puntland outside Garowe (3), Galmudug (2), and in Mogadishu (4).

Among the FGD techniques that we will utilize will be:

Analytical games, such as priority listing, preference score and ranking, mapping and modeling of outcomes and impacts;

Observation

Exit interviews to allow for specific and directed interviews with participants of interest. These participants may be those who through the course of the FGD appear to have particularly emotional or active perceptions or those who appear not to have been permitted to speak freely in the FGDs, or who *perceived themselves* not to have been permitted to speak freely in the FGDs.

In order to best capture the views of the beneficiaries more effectively, and ensure that the gender lens is made more objective, the team will attempt to undertake where feasible separate FGDs with female and male participants respectively. The FGDs will be facilitated by RSA's senior field supervisors/facilitators, assisted by our experienced note takers. Data capture will be by note taking, observation, tape recording and camera-capture, wherever possible.

Based on the evaluation questions, the team will develop interview guides and focus group discussion protocols that will be used in all data collection situations to ensure consistency and comparability of data. The evaluation team will conduct qualitative, in-depth interviews with key stakeholders, beneficiaries, partners, and institutions both in Nairobi and in Somalia. Purposive sampling methods will be utilized in making decisions on which partners and institutions to contact, while key program beneficiaries and partners will be prioritized in collaboration with USAID/Somalia.

**Verifications Reports Review:** Through MEPS verifications, USAID has gathered significant tangible and observational data on SYLI activities, infrastructure projects and results. These data may provide a critical data corollary to the qualitative data received from the KIIs and FGDs and can act as a form of counterfactual, supporting, clarifying, qualifying or refuting the responses received from these qualitative methods.

It should be noted that designing and implementing a survey for this mid-term evaluation would yield less than rigorous data, and less than actionable findings. This is due to there being small levels of beneficiary program or activity completion to date, and on there being limited access to these beneficiaries. On beneficiary completion, for example, 1200 of 3000 people have received vocational training and 3500 of 12000 people have received, or are in the process of receiving, non-formal education training, and so the sample here is not only small, it is immature. This is also less than perfect sample, in part because of the numbers, but also in part because those who have been trained are/were the "early graduates" and thus are not fully representative, or reflective, of the program, or of evidence of the achievement of program objectives and ToCs. In addition, the SYLI baseline survey was not a beneficiary or purposive one; it used a cluster sampling approach, generating data from small groups of people. This is a superior method for a baseline assessment, but it is also one that cannot be repeated the mid-term evaluation as, presumably, USAID is interested in the beneficiaries' perceptions of change rather than those of a random sample. A beneficiary survey for the final – summative - evaluation is however recommended.

**Cross-correlation with verifications and direct observation:** To inform the data analysis, and the triangulation of findings from the document review, the KIIs, and the FGDs, the team will then compare and contrast these findings with data derived from direct observation and/or verification reports. This data collection method will allow the team to corroborate and/or refute program outcomes and purported impacts against the other data collection methods.

#### Data Analysis Plan

Once field visits are completed, the team will identify, compile, and triangulate all data and findings to provide actionable and clear conclusions and recommendations. Gender considerations shall be taken into account during sample selection, data collection and data analysis. This will include but not be limited to the disaggregation of data by gender. The team will triangulate data findings to determine program outcomes and cumulative impact. While not a data collection method, analytical triangulation approaches will be employed to verify and validate the findings from different methods, data sources and/or team members, and to identify correlations between findings to determine programmatic impact. These triangulation approaches will likely include:

*Methodological triangulation* – At least two methods for data collection will be used for the set, or a sub-set of comparable evaluation questions.

*Data source triangulation* – The team will collect data about the SYLI program through its own methods, but also from Mission-recommended and other relevant sources (see 'Desk Study' above).

*Investigator triangulation* – The team will include several members from RSA as field-based members, which will allow analysis of the data from different perspectives. IBTCI and RSA will recruit field team members locally, wherever possible. Our field teams will attempt to the degree possible to be gender balanced (close to 50/50), unless dictated otherwise by the project objective. We also have an active policy of impact recruiting and capacity building for our employees and ad-hoc field staff.

The Team will employ data analysis methods to identify key findings from the collected data, as well as to draw conclusions and make recommendations on maintaining the positive results of USAID's programming, and potentially leveraging these positive results within future programming. The type of analysis will depend on the specific data being assessed (e.g., content analysis for qualitative KII and FGD data, etc.), although several methods may be used for both quantitative and qualitative data.

These methods may include the following, for example:

**Content Analysis** – Content analysis will entail the Team's intensive review of collected KII and FGD data to identify and highlight notable examples of program successes (or failures) that contributed to (or inhibited) USAID's contributions to Goals 2 and 3, as well as the IRs.

**Contribution Analysis** – Contribution Analysis is an approach for assessing and inferring causality in program evaluations. It provides evidence and a line of reasoning for drawing conclusions that the SYLI program has

contributed to positive, documented results identified by the Team. Such analysis will be most useful in confirming programs' development hypotheses. Many of the key strategic documents for SYLI exist and will help to validate the development hypothesis. Given the complexity of the program, however, the Team will only employ contribution analysis where specific references to the development hypothesis are made by the IPs in their CoAgs, Quarterly Reports, etc., or if the Team decides, in consultation with the COR, to retroactively create the development hypothesis in order to strengthen its ability to assess the degree to which program results have been achieved.

**Time Series Analysis** – Time-series analysis enables the examination of data measured in regular periods and over fixed intervals. The Team will examine specific indicators (if reported) that were reported on a regular basis since the inception of the SYLI program, through project materials (e.g., quarterly, monthly or annual reports) or other sources.

**Trend Analysis** – Trend analysis will enable the Team to examine SYLI indicators over time to identify patterns of convergence [or divergence] of outcomes toward the project's objectives.

**Gap Analysis** – Gap analyses will examine which aspects of USAID's programs, if any, fell short during the time period between anticipated and actual performance, and the likely factors behind these gaps.

#### Evaluation Limitations and Mitigation Steps

Below are potential limitations of the evaluation's methodology and how IBTCI will manage them.

##### *Document Review:*

**Limitation/Weakness:** Information resources may not be optimally organized, applicable, available or up-to-date; they may be biased because of selective emphasis or survival of information; incomplete or inaccurate; and/or, time consuming to collect and review.

**How it will be managed:** USAID/Somalia and the IPs will provide the evaluation team with a comprehensive list of the relevant types of documents required to conduct the desk review. As the material is received, the team will review the documentation to ensure that it is organized, current, and complete. If any gaps are found, the team will communicate this to USAID/Somalia to determine how to fill the gaps and/or alternatives to collecting the necessary information. To ensure that all files are managed and available at all times to the team, a Google Docs folder will be created and will be accessible to the team and to USAID/Somalia.

##### *Key Informant Interviews (KIs):*

**Limitation/Weakness:** Findings can be biased if the informants are not carefully, or purposively, selected. When only a few people are interviewed, it may be difficult to demonstrate any general, significant, validity of the findings. It may be difficult to prove that the interviewees are, in fact, knowledgeable and informed and that they are representative of their peers in their information and recommendations. Findings may be susceptible to interviewer bias.

**How it will be managed:** The team will manage the potential limitations and weaknesses of the KIs by working with USAID/Somalia and IPs to confirm that all key informants selected are relevant to the project. The team will develop a purposive sample, i.e., a qualitative sample based on those respondents most likely to provide rich, comprehensive responses to questions and therefore contribute significantly to findings. The team will interview as many relevant key informants as necessary within the allotted evaluation period to increase confidence in the validity of the evaluation findings. Furthermore, all data received will be triangulated through ongoing desk review and situational analysis, while findings will be validated through interviews, focus groups and the behavior change survey; additionally, analysis of project reports and meetings with the team will be conducted. The team will provide an objective, rigorous, set of interview guides and findings to prevent interviewer bias.

##### *Focus Group Discussions (FGDs):*

**Limitation/Weakness:** The moderator has less control over the data produced than through quantitative data collection methods. The nature of the participatory methodology means that the moderator has to allow participants to talk to each other, ask questions and express doubts and opinions while having very little control over the interaction other than generally keeping participants focused on the topic. By its very nature, focus group research is open-ended and cannot be entirely predetermined.

How it will be managed: The focus group moderator(s) will come from professional survey firm RSA and will be guided by the team leader. This will increase the level of confidence in ensuring that the focus groups stay on topic without dictating the direction of the conversation or jeopardizing the organized nature of the focus group.

*Expectations Regarding the Program's Development Hypothesis:*

Limitation/Weakness: The team's approach reflects its awareness that the SYLI program's development hypothesis may not have had (and was not intended to have) a significant impact on the overall state of education in Somalia or indeed on Goal 3, and that this hypothesis cannot be invalidated because they have not influenced issues at that macro level.

How it will be managed: The team recognizes that changes in attitudes, perceptions and/or behavior from SYLI activities will occur incrementally and at varying levels in specific communities. It will therefore design "scaled" questions that will allow investigators to ask program participants about the level and degree of program impact. It will track incremental progress at the individual, group and community levels, although it will of course also design its questions to allow for reporting of examples in which communities supported by SYLI projects have responded to or curbed the expansion of Al Shabaab, or have mitigated the violence associated with extremism.

*Expectations Regarding Proof of Causality:*

Limitation/Weakness: It may prove challenging to establish attribution between the changing perceptions of project beneficiaries and the SYLI activities themselves, as beneficiaries may credit positive changes in perception to events or conditions outside of the focus of SYLI. This may also prove to be the case for KII or FGD participants within sites in which activities from other entities (e.g., U.K. Department for International Development (DFID), are also being implemented, as they may attribute any positive changes to a blend of activities or infrastructure projects.

How it will be managed: To mitigate this challenge, IBTCI will utilize pragmatic techniques for assessing the degree of contribution or correlation rather than causality between SYLI activities and positive impact. A qualitative "counterfactual" will be established in consultation with USAID/Somalia to determine what other factors, events, or activities besides SYLI could have led to diminished violence.

There are also potential operational limitations and challenges.

*Operational Challenge – Security:*

The proposed approach assumes that the level of security in the SYLI collection areas will be sufficient to allow the team's senior-level investigators and FGD provider to conduct data collection activities. If security does not allow the investigators to choose the most desirable sites from a methodological perspective, it will prioritize from among the available locations and choose the best sites from which it will be able to obtain the widest and deepest range of data on the effectiveness of the program. If the team's local investigator(s) and/or FGD provider are able to visit sites that the senior-level investigators cannot, and such sites are determined in consultation with USAID/Somalia to be key program locations, they will travel to and collect data in a select number of these areas.

#### 4. Evaluation Team Management Structure and Composition

A core evaluation team of two independent evaluators, and support from a local investigator will carry out the evaluation, with a local FGD provider – Research Solutions Africa (RSA). The evaluation report may be shared with the USAID Office of Policy, Planning, and Learning, and several Education Officers in Washington.

Descriptions of the core evaluation team members are as follows:

**Team Leader:** The Team Leader will have at least 15 years of USAID, USG, international development, assessment and/or evaluation experience, preferably with an understanding of youth, education and/or youth programs, CVE, and proven experience in leading evaluation teams in post-conflict environments.

**Senior Investigator (Education and Youth Expert):** The Senior Investigator will provide specific technical expertise, research and evaluation skills. Qualifications include: at minimum a Master's Degree, or work experience equivalence, in youth, education, international development or a related field; at least ten years' experience in developing, managing, and/or evaluating education programs; including secondary education. At

least two years' experience in a post-conflict context is required. Prior experience on USAID activities or evaluations strongly preferred.

**Local Investigator:** At least one Local Investigator, with Somalia experience and Somali language skills, will provide support for the fieldwork component of the evaluation, and will also provide insight into the Somalia context. Qualifications include: a minimum of a Bachelor's Degree in education, social sciences, statistics, or a related field; demonstrated experience in conducting field research, preferably on prior USAID or other donor activities.

**Team Management Structure:** The proposed management structure consists of the IBTCI and a local subcontractor, RSA. IBTCI will serve as the sole contractual and technical point of contact to USAID/Somalia, responsible for overall management, oversight and technical leadership of the evaluation, and will be able to work from its permanent office in Nairobi. IBTCI's proposed staff includes a core evaluation team of a Team Leader, a Senior Investigator, and a Local Investigator. The field team will be led by a Team Leader, and will be provided with consistent technical guidance and oversight by an Evaluation Director, one who also serves as IBTCI's Principal for Monitoring & Evaluation (M&E). This role will ensure seamless integration of fieldwork with home office oversight. The Senior Investigator and RSA both report to the Team Leader on technical issues, while the Home Office will provide home office-based administrative and contractual quality control for the evaluation team, ensuring that deliverables are of high quality and directly address evaluation Key Questions. The local investigator will support will be a Somali-speaker and will support the team in conducting all KIIs, and in reviewing and conducting the FGDs with RSA. S/he will also act as an administrative and logistics support staff. Under the guidance of IBTCI's expert team, RSA will perform FGD data collection fieldwork. IBTCI is also responsible for providing technical oversight to RSA on development of the initial findings, the data analysis for the final report, and the final report itself.

**Specific Team Member Responsibilities:** The Team Leader, Dr. Martina Nicolls, will serve as the primary technical liaison with USAID/Somalia, and provide overall technical and managerial leadership to RSA, including oversight of the evaluation implementation. The Senior Investigator, Mr. Jeffrey Tines, will support the Team Leader in developing the evaluation design, conducting the desk review of relevant materials, performing interviews in Nairobi and Somalia, drafting the evaluation report, developing the evaluation plan and methodology, and performing other key evaluation activities. IBTCI/MEPS will provide support to the evaluation team for financial and administrative management, logistics, and review of deliverables, and also oversee RSA on administrative and contractual matters. RSA will serve as the key local partner responsible for the execution of the fieldwork FGDs and participatory rapid appraisal techniques. RSA will field team members locally, and ensure that teams are gender balanced. RSA will also provide a local logistics coordinator who will be responsible for scheduling meetings with key informants and survey respondents, and coordinating travel plans for the IBTCI evaluation team and RSA local professionals. For fieldwork in Somalia, RSA will utilize their Somalia-based resource group, which possesses local expertise and a deep roster of qualified data collectors. The Evaluation Director, Mr. Robert Grossman-Vermaas, will provide technical and quality oversight throughout the evaluation.

## 5. Deliverables

Deliverables for this evaluation will include, at a minimum:

Detailed written evaluation design, including tools and sampling framework, and work plan. The evaluation team will provide the written proposed evaluation design and work plan to USAID prior to fieldwork and the in-brief with USAID.

The Evaluation Team will be required to provide an in-brief and out-brief to USAID. The in-brief will include discussion over the design, and issues related to conducting the evaluation. The out-brief will include the team's preliminary findings and possible recommendations. Both meetings will be held at the USAID Mission building and may include members from the Program Office, and MD's Office.

A draft report will be required no later than two weeks after the evaluation team completes the fieldwork. The final report is required two weeks after the draft report is returned to the evaluation team from USAID and its implementing partners with comments, corrections, or needs for clarification.  
Report submission on the DEC once final approval received from USAID

The evaluation team will submit a report that shall be succinct, pertinent, and readable at a maximum of 30 pages not including annexes. The report format should be restricted to Microsoft products and 12-point font should be used throughout the body of the report, with 1” page margins. The evaluation team shall submit an electronic copy of the report in MS Word to USAID/Somalia. The format for the evaluation report should include the following:

- Executive Summary: concisely state the most salient findings, conclusions, & recommendations (2-3 pgs);
- List of Acronyms (1-2 pgs);
- Table of Contents (1 pgs);
- Introduction: purpose, audience, and synopsis of task (1 pgs.);
- Background: brief overview of the program, USAID program strategy and activities implemented in response to the problem, brief description of program, purpose of the evaluation (2–3 pgs);
- Evaluation Design and Data Collection Methods: describes evaluation design and data collection methods, including constraints and gaps (1 pgs);
- Findings/Conclusions/Recommendations: for each key question (15–20 pgs);
- Lessons Learned (1-2 pgs);
- References (including bibliographical documentation, meetings, interviews and focus group discussions);
- Annexes: annexes that document the evaluation methods, schedules, interview lists and tables—should be succinct, pertinent and readable.

In addition, all data collected by the evaluation will be provided to USAID in an electronic file in an easily readable format, organized and fully documented for use by those not fully familiar with the project or the evaluation.

#### Annex I – Evaluation Matrix

Evaluation Questions	Data Source/ Collection Method	Sampling or Selection Criteria	Data Analysis Method
Was the development hypothesis and accompanying assumptions that shaped the program design valid?	Desk review, including review of USAID PMPs and PIRS, project PMPs and datasets, project reports, evaluation reports, baseline and follow-on surveys, and other research studies “Desk Review” Key Informant Interviews, be it with USAID staff, GOS and local authorities, or stakeholders, IPs (“KIs”) Focus Group Discussions with sample of programs’ beneficiaries (“FGDs”) Complete, master inventory of full range of USAID interventions under SYLI (i.e., services, benefits, assistance) and estimation of current conditions	All activities within SYLI program Purposive sample for KIs & FGDs Verifications Reports	Content analysis Contribution Analysis Trend Analysis Gap Analysis  Also included will be Case studies/ success stories
What factors have enabled and hindered the achievements of results as stated in the program descriptions and work plans?	Desk review, including review of USAID PMPs and PIRS, project PMPs and datasets, project reports, evaluation reports, baseline and follow-on surveys, and other research studies “Desk Review”	All activities within SYLI program Purposive sample for KIs & FGDs Verifications Reports	Content Analysis Gap Analysis Time Series

Evaluation Questions	Data Source/ Collection Method	Sampling or Selection Criteria	Data Analysis Method
	Key Informant Interviews, be it with USAID staff, GOS and local authorities, or stakeholders, IPs (“KIIs”) Focus Group Discussions with sample of programs’ beneficiaries (“FGDs”) Complete, master inventory of full range of USAID interventions under SYLI (i.e., services, benefits, assistance, etc.).		
How have the SYLI consortium’s operational structures and implementation practices performed in Somalia’s challenging programming environment?	Desk review, including review of USAID PMPs and PIRS, project PMPs and datasets, project reports, evaluation reports, baseline and follow-on surveys, and other research studies KIIs	All activities within the SYLI program Purposive sample for KIIs & FGDs Verifications Reports	Content Analysis Gap Analysis Contribution Analysis
To what extent has SYLI modified its programming based on both its own research and learning, and findings of other relevant third-party evaluations?	Desk review, including review of USAID PMPs and PIRS, project PMPs and datasets, project reports, evaluation reports, baseline and follow-on surveys, and other research studies KIIs	All activities within the SYLI program Purposive sample for KIIs & FGDs	Content analysis Trend Analysis  We will also include Case studies/ success stories
What are the gaps in the current SYLI programming, related to improving the quality of learning and teaching, that SYLI should address in future programming?	Desk review, including review of USAID PMPs and PIRS, project PMPs and datasets, project reports, evaluation reports, baseline and follow-on surveys, and other research studies KIIs & FGDs	Purposive sample for KIIs & FGDs	Content analysis Trend Analysis Time Series Analysis  We will also include Case studies/ success stories
To what extent do non-formal education, vocational training, job placements, and entrepreneurial development services provided by SYLI result in targeted youth becoming economically self-reliant?	Desk review, including review of USAID PMPs and PIRS, project PMPs and datasets, project reports, evaluation reports, baseline and follow-on surveys, and other research studies KIIs & FGDs	Purposive sample for KIIs & FGDs Verifications Reports	Content analysis Trend Analysis  We will also include Case studies/ success stories

# ANNEX 2: METHODOLOGY

## Purpose of Evaluation

The purpose of the mid-term performance evaluation is to provide information and recommendations to USAID East Africa on SYLI's achievements to date and progress towards stated results in accordance with the Cooperative Agreement. The evaluation report will be used to assist USAID to inform future USAID education and youth initiatives in Somalia. The primary audience for this evaluation is the USAID/East Africa mission and officials who will manage SYLI through its completion.

## Evaluation Team

The team of evaluation consultants includes an international Team Leader (TL) and a local Investigator (LI). IBTCI has hired a professional data collection agency, Forcier Consulting, to conduct focus group discussions in Somalia. IBTCI/MEPS in Nairobi and headquarters in Washington DC will provide logistical, administrative support, quality assurance, and editorial services. The original SOW factored in an international senior investigator. However, given the high degree of analytical cross-correlation and triangulation, a Principal Manager from IBTCI headquarters provided technical analysis support after the fieldwork (data collection) in preparation for the USAID Out-Brief.

## Evaluation Team

Consultant	Position	Level of Effort
Ms. Martina Nicolls	International Team Leader (TL)	80 days
Mr. Ahmed Hassan	Local Investigator (LI)	55 days
Mr. Rob Grossman-Vermaas	Principal IBTCI & Quality Assurer	12 days
Forcier Consulting	Research/FGD Firm	112 days

## Time Period

The evaluation commenced from 5 May and concluded by the end of August 2014. This included a field phase of a week in Nairobi, Kenya, for planning and key informant interviews (May 19 to May 26) with a USAID In-Brief on May 19 and presentation of the final evaluation to USAID on 23 May; four weeks in Somalia (May 27 to June 24); and a week in Nairobi for data analysis, preliminary findings, and Out-Brief to USAID (June 25 to July 8).

## Geographical Coverage

The evaluation team assessed all SYLI components. SYLI was implemented in Somaliland and Puntland (extensively), and Mogadishu and Galmudug (to a lesser extent). The evaluation team covered Somaliland – Hargeisa (urban) and two rural regions (Awdal and Togdheer); Puntland – Garowe (urban) and two rural regions (Karkaar and Nugaal); and Mogadishu (city only). Key informant interviews (KII) also occurred in Nairobi. The research firm, Forcier Consulting, conducted 23 focus group discussions (FGD) in all regions mentioned including in El Afweyn in Sanaag region, a disputed border region between Somaliland and Puntland.

## DATA COLLECTION METHODS

The evaluation was conducted in accordance with the 2011 USAID Evaluation Policy<sup>101</sup> so that reliable data was collected to support evidence-based findings, and provided a sound basis for analysis leading to conclusions and recommendations. In order to answer the key evaluation questions, data and information was collected from various perspectives and/or sources to gain independent evidence for analysis and presentation of findings:

## Document Review

USAID provided the evaluators with electronic briefing materials related to the SYLI program prior to the start of in-country fieldwork for review. The documentation provided the evaluators with background information to inform the types of questions for interviews and FGDs, and to conduct data checking.

<sup>101</sup> <http://www.usaid.gov/sites/default/files/documents/1868/USAIDEvaluationPolicy.pdf>

### **Key Informant Interviews (KIIs)**

KIIs enabled an in-depth process of inquiry among select beneficiaries. Purposive KII sampling chosen by the team included USAID staff, SYLI staff, local NGOs, educators, education officials, students (current and graduate), Government of Somalia stakeholders, Community Education Committee (CEC) members, and youth trained in the program's Global Citizen Corps (GCC) curriculum. The team developed KII interview questions aligned to the SOW's 6 Evaluation Questions. These were undertaken in Nairobi and Somalia and included a broad a cross-section of stakeholders as possible. The evaluation team was responsible for KII data collection.

### **Focus Group Discussions (FGDs)**

The team contracted a Hargeisa-based firm to conduct 24 focus group discussions: in Hargeisa, Somaliland outside Hargeisa, Garowe, Puntland outside Garowe, Galmudug, and Mogadishu. Galmudug was not possible due to plane scheduling, and therefore an FGD was conducted in El Afweyn in Sanaag region instead. An FGD with teachers was planned in Mogadishu. However, teachers had not yet been allocated to the new schools constructed under SYLI, so there were no teachers to interview. Therefore the final number of FGDs was 23. FGDs comprised 8-12 participants to enable adequate, pertinent, and relevant discussions that specifically focus on a topic, theme, or a key question. Forcier Consulting prepared an FGD Plan before commencement and collaborated with consortium partners to finalize the schedule, location, and venues.

Based on the evaluation questions, Forcier prepared the assessment tools (FGD guides) in conjunction with the evaluation team and consortium partners. Discussions with Forcier during the first week in Kenya, before fieldwork in Somalia, served to clarify requirements and expectations for data collection, such as: SYLI background; objectives of the evaluation; understanding of the information most critical for the SYLI evaluation; adjustments to the scope; roles and responsibilities; protocols and data collection tools; timing and deliverables; and data collection milestones.

Forcier trained local FGD data collectors (moderators) which comprised a male and female. The team remained the same in Somaliland and Puntland. In South Central, two Mogadishu moderators were trained (a male and a female). The moderators were trained on the aims of SYLI and interview techniques - a non-structured and natural approach using a predetermined discussion guide. The length of the FGDs did not exceed two hours and were moderated using the local language. Care was taken when identifying the ideal venue to address issues of insecurity, noise, inaccessibility and other distractions. The FGD techniques used included analytical games, such as priority listing, preference score and ranking, mapping and modeling of outcomes and impacts, as well as observation. The moderators were assisted by an experienced note taker, who took photographs, observed the FGD, and prepared the tape recording. The evaluation team and the FGD team tried, where possible and appropriate, to be in similar locations so that the evaluation team could attend FGD sessions (two were attended). The FGD report included verbatim comments, statistics, and an analysis of key findings for inclusion into the evaluation report.

## KII and FGD Sampling

For KIIs and FGDs, the evaluators took a purposive sample according to activities, location, gender, beneficiaries, government officials, and community service action events. These were responsive and flexible, adjusting to itinerary changes, security, and stakeholder availability. During an In-Brief in Nairobi, the evaluation team and USAID reviewed the evaluation design, clarified questions related to the evaluation process, and finalized the design and methodology.

The KIIs and FGDs were informal and semi-structured. The methodological approach to designing the evaluation questions were based around four main inputs in adherence with the 2011 USAID Evaluation Policy: (1) 6 key evaluation questions in the evaluator’s Scope of Work; (2) the 3 Intermediate Results (IR) and the Results Framework and M&E Plan, July 2012; (3) a review of documents; and (4) questions typical of a mid-term performance evaluation – i.e. descriptive and normative.

### FGD Sample Distribution by Region

ZONE	LOCATION	PLANNED NO. OF FGD	ACTUAL NO. OF FGD
Somaliland	Hargeisa	4	4
Somaliland	Outside Hargeisa	5	7
South Central	Galmudug	2	0
South Central	Mogadishu	4	3
Puntland	Garowe	4	4
Puntland	Outside Garowe	5	5
<b>TOTAL</b>		<b>24</b>	<b>23</b>

### Six Key Evaluation Questions

The SOW listed the following six key questions to analyze and assess during the SYLI initiative.

1. Was the development hypothesis and accompanying assumptions that shaped the design valid?
2. What factors have enabled and hindered the achievements of results as stated in SYLI’s descriptions and work plans?
3. How have the SYLI consortium’s operational structures and implementation practices performed in Somalia’s challenging programming environment?
4. To what extent has SYLI modified its programming based on both its own research and learning, and findings of other relevant third party evaluations?<sup>102</sup>
5. What are the gaps in the current SYLI programming, related to improving the quality of learning and teaching, that SYLI should address in future programming?
6. To what extent do non-formal education, vocational training, job placements, and entrepreneurial development services provided by SYLI result in targeted youth becoming economically self-reliant?

### Before-After Comparisons and Counterfactual

Performance evaluations focus on descriptive and normative questions: what a particular initiative has achieved; how it is being implemented; how it is perceived and valued; whether expected results are occurring; and other questions pertinent to the design, management and operational decision-making. Performance evaluations often incorporate before-after comparisons, but generally lack a rigorously defined counterfactual.<sup>103</sup> This mid-term performance evaluation asked questions pertaining to before-after comparisons, and presented the counterfactual:

***If SYLI was not available to beneficiaries what would be the likely future of Somali youth given labor market and societal conditions over the normal course of time?***

### Key Evaluation Questions

<sup>102</sup> Such as the 2012 Somali Youth Livelihood Program Final Evaluation; the 2013 Mid-Term Evaluation of Three Countering Violent Extremism Projects; and 2012 EQUIP3 Lessons Learned (available at [www.dec.usaid.gov](http://www.dec.usaid.gov))

<sup>103</sup> USAID SOMALIA SYLI Performance Evaluation Scope of Work (final), April 14, 2014

Question 1	Methodological Approaches
<p>Was the development hypothesis and accompanying assumptions that shaped the design valid?</p>	<p>Key Data Sources: Document review, KII, FGD, Verification Reports; Consortium staff; key stakeholders</p> <p>Key Analysis: Content Analysis, Contribution Analysis, Trend Analysis, Gap Analysis</p> <ul style="list-style-type: none"> <li>• Review Theory of Change/Development Hypothesis &amp; design</li> <li>• Identify and examine assumptions</li> <li>• Before-after comparisons</li> </ul>
<ul style="list-style-type: none"> <li>• How have lessons learned and earlier experiences shaped the design of SYLI?</li> <li>• What were the assumptions in the design? How would you describe the design assumptions (realistic/poor/achievable/ambitious/narrow etc.) and why?</li> <li>• How were government and consortium partnerships built upon to address the interventions in the design?</li> </ul>	

Question 2	Methodological Approaches
<p>What factors have enabled and hindered the achievements of results as stated in the descriptions and work plans?</p>	<p>Key Data Sources: Document review, M&amp;E Plan/PIRS/Work Plans, Cooperative Agreement, Baseline, Quarterly &amp; Annual Reports, KII, FGD, Labor Market Surveys, Verification Reports; Consortium staff; key stakeholders</p> <p>Key Analysis: Content Analysis, Gap Analysis, Time Series, Case Study</p> <ul style="list-style-type: none"> <li>• Review M&amp;E statistics, reports, Verification Reports &amp; cross-check with KII, FGDs and other data sources</li> <li>• Assess engagement with stakeholders &amp; beneficiaries &amp; relevance to their needs</li> <li>• Review what has been achieved</li> <li>• Assess whether intended results are occurring &amp; moving toward goals &amp; performance targets</li> </ul>
<ul style="list-style-type: none"> <li>• To what extent were SYLI targets appropriate and achievable – and achieved?</li> <li>• How are the interventions suitable for the local context? Explain if and how the interventions changed with political and security contexts?</li> <li>• To what extent have needs been met across targeted populations/areas? Are there geographic locations remaining without adequate interventions at mid-term?</li> <li>• How has SYLI take advantage of critical opportunities? To what outcome?</li> <li>• How timely were resources mobilized?</li> <li>• How well were interventions integrated and coordinated with the national and regional level government? To what extent was SYLI in line with the government needs, priorities and policies, including local priorities? Has government been a hindrance or a help?</li> <li>• What are some emerging examples of foundations being established or maintained for durable economic self-reliance? (effective models/factors?)</li> <li>• What are the hindering factors to durable economic self-reliance?</li> <li>• What are some emerging examples of foundations being established or maintained for sustained leadership (effective models/factors)?</li> <li>• What are the hindering factors to sustained leadership skills?</li> </ul>	

<b>Question 3</b>	<b>Methodological Approaches</b>
How have the SYLI consortium's operational structures and implementation practices performed in Somalia's challenging environment?	<p>Key Data Sources: Document review, M&amp;E Plan/PIRS/Work Plans, Quarterly &amp; Annual Reports, KII, Verification Reports, Consortium staff, key stakeholders</p> <p>Key Analysis: Content Analysis, Gap Analysis, Time Series</p> <ul style="list-style-type: none"> <li>Identify SYLI operational &amp; management challenges</li> <li>Assess positive, negative, or neutral effects of challenges and practices on implementation</li> <li>Assess effectiveness &amp; efficiency of SYLI to adapt to, resolve, &amp; mitigate challenges</li> <li>Assess adjustments based on shifting priorities &amp; constraints</li> </ul>
<ul style="list-style-type: none"> <li>What were the major challenges to implementation and how did we resolve them?</li> <li>How has uncertainty and need for flexibility been handled in planning and implementation?</li> <li>How are the interventions suitable for the local context? Explain if and how the interventions changed with political and security contexts?</li> <li>How has SYLI taken advantage of critical opportunities? To what outcome?</li> <li>How well were interventions integrated and coordinated with the national and regional level government? To what extent was SYLI in line with the government needs, priorities and policies, including local priorities? Has government been a hindrance or a help?</li> <li>What measures have been put in place to enhance national ownership of some interventions, both at the government and the local level?</li> </ul>	

<b>Question 4</b>	<b>Methodological Approaches</b>
To what extent has SYLI modified its programming based on both its own research and learning, and findings of other relevant third party evaluations?	<p>Key Data Sources: Consortium staff, trainers, government counterparts/partners, document review, verification reports</p> <p>Key Analysis: Time Series, Trend Analysis, Content Analysis</p> <ul style="list-style-type: none"> <li>Review key research and learnings</li> <li>Identify modifications to implementation</li> <li>Assess relevance, effectiveness, &amp; efficiency (including timeliness) of SYLI adaptations</li> <li>Before-after comparisons</li> </ul>
<ul style="list-style-type: none"> <li>How have lessons learned from research, current and past, been considered in implementation?</li> <li>How consistent was the planning and implementation? What modifications to implementation were made?</li> <li>What have SYLI interventions done to contribute to government policy for youth interventions? What still needs to be done?</li> </ul>	

<b>Question 5</b>	<b>Methodological Approaches</b>
What are the gaps in the current programming, related to improving the quality of teaching that SYLI should address in future programming?	<ul style="list-style-type: none"> <li>Key Data Sources: Consortium staff, trainers, government counterparts/partners, document review, verification reports</li> <li>Key Analysis: Gap Analysis, Trend Analysis, Content Analysis, Case Study</li> <li>Identify gaps or barriers to improving quality of learning &amp; teaching</li> </ul>
<ul style="list-style-type: none"> <li>How well, and in what way, do you feel that the needs of all groups are being addressed?</li> <li>Describe the levels to which implementation addressed gender equity and gender sensitivities for youth?</li> <li>How has the issue of role models been addressed for youth (and women)?</li> <li>Describe the levels to which implementation addressed social inclusivity?</li> <li>Has the gender dynamics and status changed and evolved, and how?</li> <li>What measures have been put in place to enhance national ownership of some interventions, both at the government and the local level?</li> </ul>	

<b>Question 6</b>	<b>Methodological Approaches</b>
To what extent do non-formal education, vocational training, job placements, and entrepreneurial	<p>Key Data Sources: Document review, verification reports, KII, FGD, &amp; interventions</p> <p>Key Analysis: Trend Analysis; Content Analysis, Case Study, Contribution Analysis</p> <ul style="list-style-type: none"> <li>Identify examples of economic self-reliance &amp; effect on reduction toward extremism</li> </ul>

Question 6	Methodological Approaches
development services provided by SYLI result in targeted youth becoming economically self-reliant?	<ul style="list-style-type: none"> <li>• Assess beneficiary expectations, how they perceive SYLI, and how they are valued</li> <li>• Before-after comparisons &amp; Counterfactual</li> <li>• Assess interventions for models of sustainability – i.e. long term economic self-reliance</li> </ul>
<ul style="list-style-type: none"> <li>• What degree can early signs of change be identified as social and economic development?</li> <li>• What have been the unintended positive impacts/outcomes of the interventions?</li> <li>• How has SYLI improved access to and quality of education and entrepreneurial development services? What are the linkages with existing government services – are they sustainable linkages?</li> <li>• What are your expectations of SYLI? Are your expectations being met/realized?</li> <li>• What is your perception of the advantages/disadvantages of SYLI?</li> <li>• What would not have happened if SYLI was not in place?</li> <li>• Is SYLI effective and efficient in making changes to youth economic self-reliance?</li> <li>• What factors/interventions would you change to improve SYLI over the next two years?</li> </ul>	

### Verifications Reports Review

The evaluation team were also provided with IBTCI’s Monitoring and Evaluation Program for Somalia (MEPS) verifications reports. These 38 Verification Reports (VR) provided data that supported, clarified, qualified, or refuted the responses received from other data collection methods. MEPS conducted regular VRs as part of their independent monitoring service to USAID.

### Third Party Evaluations

In line with Key Question 4 the evaluation team reviewed other evaluation reports, such as the 2012 Somali Youth Livelihood Program Final Evaluation, the 2013 Mid-Term Evaluation of Three Countering Violent Extremism Projects, and the 2012 EQUIP3 Lessons Learned report.<sup>104</sup>

### Non-experimental Design and Non-survey Design – Baseline Data

The evaluation used a non-experimental design since the choice of target sites was not random and there are no comparison sites. Therefore, the evaluation team assessed SYLI against its own baseline data. It was felt that implementing a survey for this mid-term evaluation would yield less than rigorous data, and less than actionable findings. This is due to the small levels of interventions in some areas, and ongoing trainings. In addition, the SYLI baseline survey was not a beneficiary or purposive one; it used a cluster sampling approach, generating data from small groups of people. This is a superior method for a baseline assessment, but it is also one that cannot be repeated during the mid-term evaluation as USAID was interested in the beneficiaries’ perceptions of change rather than those of a random sample.

### Gender Disaggregation

The evaluation team prepared data collection instruments and methods sensitive to the context of each area and community. Additionally data analysis disaggregated the evidence (qualitative and quantitative information and data) by gender in the Somalia context.

<sup>104</sup> All reports mentioned are available at [www.dec.usaid.gov](http://www.dec.usaid.gov)

## DATA TRIANGULATION

The evaluators identified, compiled, and triangulated all data and findings to provide actionable and clear conclusions and recommendations. Analytical triangulation approaches were employed to determine SYLI's outcomes and cumulative results to mid-term point (rather than impact, which is largely dependent upon a longer period of time to achieve intended outcomes).

The evaluation combined key informant interviews (KIIs), focus group discussions (FGDs), an extensive document review, and a review of the SYLI verifications reports. This approach enabled the corroboration of findings through triangulation, a method used to check and establish validity of conclusions by analyzing the responses to evaluation questions from multiple perspectives, such as multiple sources of data. Triangulation of data enabled the evaluators to ensure validity of conclusions, i.e. that the findings of assessment accurately reflected the situation and were supported by evidence. Triangulation approaches included:

**Methodological triangulation** – At least two methods for data collection were used for the set of comparable evaluation questions.

**Data source triangulation** – The team collected data about SYLI through its own methods, but also from Mission-recommended and other relevant sources (see References).

**Investigator (FGD) triangulation** – The team included the firm Forcier Consulting as independent field-based assessors to enable analysis of the data from different perspectives, as they provided an initial, but comprehensive, analysis of focus group discussions.

## DATA ANALYSIS METHODS

Data analysis methods included the following:

**A. Content Analysis** – Content analysis entailed the team's intensive review of collected KII and FGD data to identify and highlight notable examples of successes (or failures).

**B. Contribution Analysis** – The attribution of outputs and outcomes in SYLI to USG support was likely to be complex and complicated. Therefore the team used a contribution analysis to assess and infer causality. CA provided evidence and a line of reasoning for drawing conclusions that SYLI contributed to positive, documented results identified through a range of data collection approaches, especially in confirming SYLI's development hypothesis. The evaluation team employed CA where specific references to the development hypothesis were made by consortium partners in their key documents, and were directly referenced by KII and FGD respondents collectively and/or cumulatively, e.g. through questions of contribution, specifically to what extent observed results (whether positive or negative) were the consequence of SYLI).

**C. Time Series Analysis** – Time series analysis enabled the examination of data measured in regular periods and over fixed intervals. The evaluators examined specific indicators that were reported on a regular basis since the inception of the SYLI's implementation through documents such as Quarterly and Annual Reports or other major sources.

**D. Trend Analysis** – Trend analysis enabled the evaluators to examine SYLI indicators over time to identify patterns of convergence or divergence of outcomes toward SYLI's objectives. Given that the evaluation is mid-term, this approach was limited, although it assisted in determining whether SYLI was on track to achieve its intended outcomes.

**E. Gap Analysis** – Gap analysis examined which of SYLI's strategies or approaches fell short during the time period between anticipated and actual performance, and the likely factors behind these gaps.

## DELIVERABLES

### Deliverables & Due Dates

#	Task/Deliverable	Due Date to USAID
A.	Draft Evaluation Design	Thursday May 15, 2014

<b>B.</b>	In-Brief with USAID	Monday May 19, 2014
<b>C.</b>	Final Evaluation Design	Friday May 23, 2014
<b>D.</b>	Field Work (Nairobi)	May 19 – May 26, 2014
<b>E.</b>	Field Work (Somalia)	May 27 – June 25, 2014
<b>F.</b>	Field Work (Nairobi)	June 26 – July 7, 2014
<b>G.</b>	Out-Brief with USAID	Monday July 7, 2014
<b>H.</b>	Draft Report	Thursday July 24, 2014
<b>I.</b>	Final Report	Tuesday August 26, 2014

After the Out-Brief on July 7, in which options for strengthening SYLI were discussed, the evaluators requested an extension of time for the submission of the draft report. USAID granted an extension to August 4, with the final report due on September 4.

## **DATA LIMITATIONS**

### **School Closure Dates**

The main data collection limitation was due to the school vacation period and subsequent closures. In Somaliland schools closed on June 1, although head teachers and some teachers were available in schools to June 12 due to examination supervision. The evaluation team was in Somaliland from May 27 to June 10 and hence the limitations were mitigated. In Puntland schools closed on May 29, and in Mogadishu schools closed on June 1. In Puntland and Mogadishu, head teachers and Community Education Committee (CEC) members were available during school vacation for interviews.

### **Itinerary and Field Visits**

The SYLI evaluation within three distinct zones, and thus three distinct government structures, over considerable distances (requiring flights) necessitated the exclusion of some regions within Somaliland and Puntland. The concentration of implementation interventions determined the evaluators' focus on visits in Somaliland over a period of two weeks (double the time spent in Puntland and South Central). Nevertheless, the evaluators ensured that, in Somaliland and Puntland, they visited both the urban center (Hargeisa in Somaliland and Garowe in Puntland) and two regional centers. The two regional centers were accessible by vehicle. The rationale to include two regions within each zone enabled a sound cross-section of interventions. The evaluators appreciated the duration of 29 days, which enhanced their ability to visit the regions.

Security issues prevented the KII team from traveling to Sanaag (bordering Somaliland and Puntland), Galkayo and Galmudug in Puntland, and outside the Mogadishu urban center. Bosaso was excluded due to high temperatures whereby the majority of citizens temporarily move from the area to cooler locations.

**Purposive Sampling**

The purposive sample, selected with assistance from consortium staff, and in which respondents were notified ahead of time to ensure their availability and suitable venue for KIIs or FGDs, was susceptible to bias and 'coaching' by consortium staff. School and vocational students were selected on site by head teachers or, in situations in which the school was closed for vacation, specifically notified to attend the school at the time of the evaluators' visit. To counteract bias, the evaluators prepared indicative questions not disclosed to consortium partners, and interviewed a comprehensive and extensive number of SYLI participants and beneficiaries to ensure an adequate cross-section of views. Where possible, evaluators selected students, and teachers, and validated all stakeholder responses with those from the FGDs. To preserve independence, consortium staff accompanying evaluators during site visits did not participate in KIIs or FGDs.

**Data Analysis**

While comparisons were made between urban and rural areas, and between zones and regions, it was not possible to uncover all disparities, factors, and influences on SYLI's implementation and outcomes. For proof of causality, to overcome the challenge of establishing attribution between the changing perception of beneficiaries and the SYLI interventions themselves, the evaluators used pragmatic techniques for assessing the degree of contribution or correlation, rather than causality, between SYLI interventions and positive impact. A qualitative counterfactual was established in consultation to determine what other factors or events, besides SYLI, could have led to IR results at mid-term.

# ANNEX 3: FOCUS GROUP DISCUSSION (FGD) METHODOLOGY

## Evaluation Purpose

The purpose of the study was to conduct focus group discussions of issues vital to SYLI, in support of a broader mid-term evaluation. The evaluation contributed to evidence of SYLI achievements, perceived value, and progress toward stated results.

## Aim

The evaluation assessed the performance of SYLI with the following three questions:

- What factors have enabled and hindered the achievements of results as stated in SYLI's descriptions and work plans?
- How is SYLI addressing the challenges related to improving the quality of learning, and in particular teacher recruitment, training, and remuneration, especially for women?
- To what extent does non-formal education, vocational training, job placements, and entrepreneurship for youth support the achievement of the SYLI planned intermediate results (IRs)?

The findings of the evaluation included actionable findings, conclusions and recommendations to help inform future USAID education and youth implementation in Somalia and Somaliland to be used to assist in shaping SYLI's remaining portfolio.

## Evaluation Indicators

The evaluation sought to measure the following indicators in each result:

1. Fair and equitable secondary education services improved for Somali youth, community members, and education officials through classroom construction and rehabilitation, teacher training, capacity building of education officials and improved community engagement in education issues
  - 1.1 How do the beneficiary communities perceive implementation and what do they see as the effects?
  - 1.2 What challenges have the beneficiary communities faced and what do they feel they have achieved?
  - 1.3 What additional gaps in education service would they like SYLI to address?
2. Youth are more economically self-reliant with supportive systems
  - 2.1 What have been the changes experienced in the beneficiary communities in terms of economic self-reliance?
  - 2.2 How do the beneficiary communities perceive the economic interventions?
  - 2.3 What challenges have they faced in terms of establishing economic self-reliance among youth?
3. Youth empowered to contribute positively and productively to society
  - 3.1 What has changed in beneficiary communities in terms of youth empowerment?
  - 3.2 How do beneficiary communities perceive youth leadership?
  - 3.3 What challenges do youth face in establishing leadership and what additional resources would they like?

## Methodological Framework

In order to effectively assess SYLI's performance against the stated criteria, Forcier Consulting used qualitative methodologies for data collection. The evaluation included 23 Focus Group Discussions (FGDs) with beneficiaries, including youth leaders, students and graduates of non-formal education, students and graduates of IBTVET, and students and graduates of EBTVET, teachers, and members of Community Education Committees. Each focus group included 8-10 individuals. All Somaliland and Puntland FGDs were conducted by the same team of two individuals, and in South Central by two Mogadishu individuals. The team consisted of one man and one woman; the female moderator led focus groups of females and the male moderator led focus groups of males. The FGDs were tape-recorded and transcribed; in addition a team member took notes of his impressions of the group and identified important themes that arose during the discussion.

Transcription, translation, and data analysis were conducted on an ongoing basis throughout the data collection

period. This allowed revisions to the process throughout and faster turnaround for preliminary results.

The following moderator guides provided an outline of the types of questions to be asked in the FGDs to address the intermediate results, depending on the character of the group: (1) youth trained in leadership, (2) teachers, (3) community education committee (CEC) members at the school level – who comprised parents and interested community individuals, and (4) TVET/NFE students and graduates.

# ANNEX 4: FGD MODERATOR GUIDE: GCC TRAINED YOUTH

Questions	Indicators
<p><i>Introduction</i> Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking an evaluation to inform USAID of their Somali Youth Leaders Initiative (SYLI) program in [Somaliland, Puntland, Somalia]. The purpose of this evaluation is to investigate how the program worked and what should be done differently in the future. I am going to ask you some questions and your participation is voluntary and completely confidential, you do not have to answer any questions that you do not want to answer. There are no incorrect answers and we are interested in any thoughts you want to share. You may leave the discussion at any time you want. Your honest answers to these questions will help us make sure the SYLI program benefits the community. We would greatly appreciate your help in this focus group discussion and look forward to hearing about your experiences and ideas. We will be recording the conversation in order to make sure we accurately represent what you say. These recordings will only be used for this evaluation and will not be shared with anyone else.</p>	
<p>Participants will sign in with name (optional), age, role (student, teacher, administrator, etc), sex</p>	
<p>What do you think that a leader is in your community? What causes a person to become a leader? Probe Questions – If people are born leaders – what might be done to assist people in becoming leaders who otherwise might not be? If people are made leaders – what is the project doing that is helping people become leaders? What else could be done to further develop leaders? What do youth leaders contribute to the community? What challenges have you encountered with leadership activities in your community? What do you think that the major successes have been?</p>	3.2, 3.3
<p>Before the project began, what were the main obstacles that you faced in coming to school? Have those obstacles changed? What are the major obstacles now? Probe Questions – If there has been infrastructure improvement to the school – Has the changes in your school buildings or the buildings around it changed your experience in school? How have your teachers changed the way they teach you? What else could your teachers do to improve your learning experience?</p>	1.1, 1.2, 1.3
<p>Before the project began, how did you view economic opportunities for youth in your community? What were the major obstacles for youth in the economy? How have SYLI activities helped you to overcome these obstacles? Probe Questions – Do you think that job fairs or internships are useful in connecting youth to local businesses?</p>	2.1, 2.2, 2.3
<p>How do you feel the civic engagement activities (such as GCC or Sports for Peace) have changed the way you think or behave? What is your perception of youth engagement in the community? Do you have contact with youth leaders in other communities?</p>	3.1, 3.2
<p>In your view, what is the long-term effect of this type of program? Do you think that youth who participate in the program will continue these types of activities?</p>	3.2, 3.3
<p>What are the major obstacles that you see for youth leadership in your community? List these What steps have you taken to address these obstacles? List mitigation strategies next to obstacles (prompt to address specific obstacles if necessary) What can SYLI do in the future to support you in addressing these obstacles? List suggestions with obstacles Which of these obstacles is the highest priority for your community right now? Attempt to come to some consensus about a ranking</p>	
<p>Is there anything we have missed? Would you like us to know anything else?</p>	
<p>Thank you for your time! Your thoughts have been very helpful.</p>	

# ANNEX 5: FGD MODERATOR GUIDE: TEACHERS

Questions	Indicators
<p><i>Introduction</i> Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking an evaluation to inform USAID of their Somali Youth Leaders Initiative (SYLI) program in [Somaliland, Puntland, Somalia]. The purpose of this evaluation is to investigate how the program worked and what should be done differently in the future. I am going to ask you some questions and your participation is voluntary and completely confidential, you do not have to answer any questions that you do not want to answer. There are no incorrect answers and we are interested in any thoughts you want to share. You may leave the discussion at any time you want. Your honest answers to these questions will help us make sure the SYLI program benefits the community. We would greatly appreciate your help in this focus group discussion and look forward to hearing about your experiences and ideas. We will be recording the conversation in order to make sure we accurately represent what you say. These recordings will only be used for this evaluation and will not be shared with anyone else.</p>	
Participants will sign in with name (optional), age, role (student, teacher, administrator, etc), sex	
<p>What do you think that a youth leader is in your community? What causes a person to become a leader?  <i>Probe Questions – If people are born leaders – what might be done to assist people in becoming leaders who otherwise might not be?</i>  <i>If people are made leaders – what is the project doing that is helping people become leaders? What else could be done to further develop leaders?</i>            What do youth leaders contribute to the community? What challenges do you perceive that youth leaders face in your community? What do you think have been main successes for youth leaders in your community?</p>	
<p>Before the project began, what were the main obstacles that you faced in coming to school? Have those obstacles changed? What are the major obstacles now?  <i>Probe Questions – If there has been infrastructure improvement to the school – Have the changes in your school buildings or the buildings around it changed your experience in school?</i></p>	
How do you feel about the training you have received? What training has been the most useful for you? What have you been able to use in your classroom? What have you not been able to use? What challenges have you encountered in making changes to the way that you teach? What additional training would you like to receive?	1.1, 1.2, 1.3
Do you think that the training you have received has contributed to making the school more accessible to students? Have the administrators in your school changed and are they more helpful to you or to students? Have the additional materials you have received changed how you teach? Do you think there is a better learning environment for students?	1.1, 1.2
<p>Before the project began, how did you view economic opportunities for youth in your community? What were the major obstacles for youth in the economy? In your opinion, how have SYLI activities helped you to overcome these obstacles?  <i>Probe Questions – Do you think that job fairs or internships are useful in connecting youth to local businesses?</i></p>	2.1, 2.2, 2.3
How do you think the civic engagement activities (such as GCC or Sports for Peace) have changed the way youth in your community think or behave? What is your perception of youth engagement in the community?	3.1, 3.2
In your view, what is the long-term effect of this type of program? Will you continue to use strategies that you have learned as part of SYLI?	3.1, 3.2
<p>What are the major obstacles that you see for youth leadership in your community?  <i>List these</i>            What steps have you taken to address these obstacles?  <i>List mitigation strategies next to obstacles (prompt to address specific obstacles if necessary)</i>            What can SYLI do in the future to support you in addressing these obstacles?  <i>List suggestions with obstacles</i>            Which of these obstacles is the highest priority for your community right now?  <i>Attempt to come to some consensus about a ranking</i></p>	
Is there anything we have missed? Would you like us to know anything else?	
Thank you for your time! Your thoughts have been very helpful.	

# ANNEX 6: FGD MODERATOR GUIDE: COMMUNITY EDUCATION COMMITTEE (CEC)

Questions	Indicators
<p><i>Introduction</i> Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking an evaluation to inform USAID of their Somali Youth Leaders Initiative (SYLI) program in [Somaliland, Puntland, Somalia]. The purpose of this evaluation is to investigate how the program worked and what should be done differently in the future. I am going to ask you some questions and your participation is voluntary and completely confidential, you do not have to answer any questions that you do not want to answer. There are no incorrect answers and we are interested in any thoughts you want to share. You may leave the discussion at any time you want. Your honest answers to these questions will help us make sure the SYLI program benefits the community. We would greatly appreciate your help in this focus group discussion and look forward to hearing about your experiences and ideas. We will be recording the conversation in order to make sure we accurately represent what you say. These recordings will only be used for this evaluation and will not be shared with anyone else.</p>	
<p>Participants will sign in with name (optional), age, role (student, teacher, administrator, etc), sex</p>	
<p>What do you think that a youth leader is in your community? What causes a person to become a leader? <i>Probe Questions – If people are born leaders – what might be done to assist people in becoming leaders who otherwise might not be?</i> <i>If people are made leaders – what is the project doing that is helping people become leaders? What else could be done to further develop leaders?</i> What do youth leaders contribute to the community? What challenges do you perceive that youth leaders face in your community? What do you think have been main successes for youth leaders in your community?</p>	
<p>What made you decide to join the CEC? How has participating in the CEC changed your view of the school and of education? What have been the major accomplishments of the CEC? What have your greatest obstacles been? What additional changes do you hope to see?</p>	1.1, 1.2
<p>What do you believe is the community's perception of the school? What change have you seen in the way that the community interacts with the school?</p>	1.1, 1.2, 1.3
<p>Before the project began, how did you view economic opportunities for youth in your community? What were the major obstacles for youth in the economy? In your opinion, how have SYLI activities helped you to overcome these obstacles? <i>Probe Questions – What is your perception of job fairs and internships in connecting youth to the local economy? What about TVET and NFE?</i></p>	2.1, 2.2
<p>What do you think is the value of young people engaging in civic action? Have you noticed any changes in civic engagement or conflict resolution among young people in your community? What more would you like to see the project do to encourage civic engagement?</p>	3.1, 3.2
<p>If this program weren't available, how would future leaders develop? Who would become leaders and how would they do it? After the end of the project, do you plan to continue to encourage civic education and action in your community?</p>	3.1, 3.2
<p>What are the major obstacles that you see for youth leadership in your community? <i>List these</i> What steps have you taken to address these obstacles? <i>List mitigation strategies next to obstacles (prompt to address specific obstacles if necessary)</i> What can SYLI do in the future to support you in addressing these obstacles? <i>List suggestions with obstacles</i> Which of these obstacles is the highest priority for your community right now? <i>Attempt to come to some consensus about a ranking</i></p>	
<p>Is there anything we have missed? Would you like us to know anything else?</p>	
<p>Thank you for your time! Your thoughts have been very helpful.</p>	

# ANNEX 7: FGD MODERATOR GUIDE: TVET/NFE STUDENTS AND GRADUATES

Questions	Indicators
<p><i>Introduction</i> Hello, my name is _____ and I am working with Forcier Consulting. We're undertaking an evaluation to inform USAID of their Somali Youth Leaders Initiative (SYLI) program in [Somaliland, Puntland, Somalia]. The purpose of this evaluation is to investigate how the program worked and what should be done differently in the future. I am going to ask you some questions and your participation is voluntary and completely confidential, you do not have to answer any questions that you do not want to answer. There are no incorrect answers and we are interested in any thoughts you want to share. You may leave the discussion at any time you want. Your honest answers to these questions will help us make sure the SYLI program benefits the community. We would greatly appreciate your help in this focus group discussion and look forward to hearing about your experiences and ideas. We will be recording the conversation in order to make sure we accurately represent what you say. These recordings will only be used for this evaluation and will not be shared with anyone else.</p>	
<p>Participants will sign in with name (optional), age, role (student, teacher, administrator, etc), sex</p>	
<p>What do you think that a youth leader is in your community? What causes a person to become a leader? <i>Probe Questions – If people are born leaders – what might be done to assist people in becoming leaders who otherwise might not be?</i> <i>If people are made leaders – what is the project doing that is helping people become leaders? What else could be done to further develop leaders?</i> What do youth leaders contribute to the community? What challenges do you perceive that youth leaders face in your community? What do you think have been main successes for youth leaders in your community?</p>	
<p>What made you decide to participate in the program? What did/do you hope to accomplish? Have you achieved what you hoped to? What do you think has been valuable about the program? What has not been useful? How would you improve or change the program to make it more useful?</p>	1.1, 1.3
<p>What do you think of the program? Please describe your life before the program and after it. What changes have you seen as a result of participating in the program? Has the way that you think or behave or interact with others changed?</p>	2.1, 2.2
<p>What obstacles have you encountered with getting a job or starting a business? How have you overcome these obstacles? Has the program been useful to you in solving these challenges?</p>	2.3
<p>What do you think is the value of young people participating in civic action? What type of changes have you noticed in civic engagement or conflict resolution among young people in your community? What civic activities would you like to see students engage in in the future? What is the reaction of the community toward youth engaging in civic action?</p>	3.1, 3.2
<p>What are the major obstacles that you see for youth leadership in your community? <i>List these</i> What steps have you taken to address these obstacles? <i>List mitigation strategies next to obstacles (prompt to address specific obstacles if necessary)</i> What can SYLI do in the future to support you in addressing these obstacles? <i>List suggestions with obstacles</i> Which of these obstacles is the highest priority for your community right now? <i>Attempt to come to some consensus about a ranking</i></p>	
<p>Is there anything we have missed? Would you like us to know anything else?</p>	
<p>Thank you for your time! Your thoughts have been very helpful.</p>	

# ANNEX 8: FIELD ITINERARY

DATE	KII TEAM	FGD TEAM
<b>SOMALILAND</b>		
Tuesday May 27– HARGEISA	<b>Travel to Hargeisa, Somaliland</b> <ul style="list-style-type: none"> <li>• Mercy Corps Staff</li> <li>• Ministry of Education (DG)</li> </ul>	<b>HARGEISA</b> <ul style="list-style-type: none"> <li>• TEACHER TRAINEES – 3F, 6M</li> <li>• GCC YOUTH LEADERS – 4F, 1M</li> </ul>
Wednesday May 28 – HARGEISA	Consortium Partners <ul style="list-style-type: none"> <li>• Save the Children International</li> <li>• SONYO</li> <li>• CARE International</li> </ul>	
Thursday May 29 – MAROODIJEEX REGION	<ul style="list-style-type: none"> <li>• Waran-Cade Secondary School</li> <li>• Gacan Libah Secondary School to observe CEC FGD</li> <li>• 26 June Secondary School</li> <li>• Education Sector Coordinator</li> </ul>	<b>HARGEISA</b> <ul style="list-style-type: none"> <li>• CEC – 4F, 3M</li> </ul>
Friday May 30 – HARGEISA – Rest Day		
<ul style="list-style-type: none"> <li>• CARE International former Youth Development Specialist</li> </ul>		
Saturday May 31 - HARGEISA	MOE Directors: <ul style="list-style-type: none"> <li>• Secondary Education Director</li> <li>• Secondary Education Head</li> <li>• NFE/TVET Director</li> <li>• Teacher Education Head</li> <li>• EMIS Unit Head</li> <li>• Gender Department Director</li> </ul>	<b>HARGEISA</b> <ul style="list-style-type: none"> <li>• HEAD TEACHERS – 5M</li> </ul>
Sunday June 1 – AWDAL REGION	<ul style="list-style-type: none"> <li>• Regional Education Officer</li> <li>• Amoud University, Education Faculty</li> <li>• Teacher Education Students</li> <li>• Consortium Partners/Mercy Corps</li> <li>• Daldhis Aluminum EBTVET Center, Graduates &amp; Current Students</li> </ul>	<b>AWDAL REGION, Borama</b> <ul style="list-style-type: none"> <li>• TEACHERS – 1F, 8M</li> <li>• CEC – 3F, 2M</li> <li>• GCC YOUTH LEADERS – 7F, 8M</li> <li>• HEAD TEACHERS – 1F, 8M</li> </ul>
<b>OVERNIGHT in Borama, AWDAL REGION</b>		
Monday June 2 – AWDAL REGION	<ul style="list-style-type: none"> <li>• Aden Isaaq Secondary School</li> <li>• Dheeman Supermarket - TVET Graduates' Cooperative (Business Training)</li> <li>• Sheikh Ali Jawhar Secondary School</li> <li>• Borama Beauty Salon EBTVET Center, Graduates</li> </ul>	
<b>OVERNIGHT in Borama, AWDAL REGION</b>		
Tuesday June 3 – Travel from AWDAL REGION to Burco in TOGDHEER REGION		<b>TOGDHEER REGION, Burco</b> <ul style="list-style-type: none"> <li>• TVET – 8F, 9M</li> <li>• NFE – 7F</li> <li>• GCC YOUTH LEADERS – 3F, 2M</li> </ul>
<b>OVERNIGHT STAY IN Burco in TOGDHEER REGION</b>		
Wednesday June 4 – TOGDHEER REGION	<ul style="list-style-type: none"> <li>• Consortium Partners/CARE</li> <li>• SOS Hermannegmeiner Secondary School, Sheikh</li> <li>• Regional Education Officer</li> <li>• Sheikh Bashir Secondary School</li> <li>• Burao University, Education Faculty</li> </ul>	<b>**Travel Burco to El Afweyn</b>
<b>OVERNIGHT in Burco in TOGDHEER REGION</b>		
Thursday June 5 – TOGDHEER REGION	<ul style="list-style-type: none"> <li>• Burao Technical Institute (IBTVET)</li> </ul>	<b>SANAAG REGION, El Afweyn</b> <ul style="list-style-type: none"> <li>• NFE – 10F</li> </ul>

	<ul style="list-style-type: none"> <li>• SOYVO (EBTVET)</li> <li>• Welding Students</li> <li>• Computing Graduates</li> <li>• SOYVO NFE Center</li> <li>• Hundub Electronic &amp; Mobile Center</li> <li>• Electronic Graduates</li> <li>• Burao FLEC NFE Center</li> </ul>	
<b>OVERNIGHT in Burco in TOGDHEER REGION</b>		
Friday June 6 – Travel from TOGDHEER REGION to HARGEISA		**Travel El Afweyn to Hargeisa
Saturday June 7 – HARGEISA	<ul style="list-style-type: none"> <li>• Ministry of Youth Sports &amp; Tourism</li> </ul>	
Sunday June 8 – HARGEISA	<ul style="list-style-type: none"> <li>• Hargeisa University, Education Faculty</li> </ul>	**Fly to Garowe
Monday June 9 – HARGEISA	<ul style="list-style-type: none"> <li>• Consortium Partners Meeting</li> </ul>	
<b>PUNTLAND</b>		
Tuesday June 10 – GAROWE	<ul style="list-style-type: none"> <li>• Consortium Partners</li> <li>• Mercy Corps</li> <li>• MUDAN</li> </ul>	<b>GAROWE</b> <ul style="list-style-type: none"> <li>• CEC – 3F, 6M</li> <li>• HEAD TEACHERS – 7M</li> </ul>
Wednesday June 11 – GAROWE	<ul style="list-style-type: none"> <li>• Ministry of Education (DG)</li> <li>• MOE Directors:</li> <li>• TVET Director/&amp; TVET Teacher Training</li> <li>• Head, Gender Unit</li> <li>• Head, EMIS</li> <li>• Secondary Education Director</li> <li>• NFE Director</li> </ul>	<b>OUTER GAROWE (Qardho)</b> <ul style="list-style-type: none"> <li>• TVET – 4F, 6M</li> <li>• GCC YOUTH LEADERS – 4F, 5M</li> <li>• NFE – 10F</li> </ul>
Thursday June 12 – KARKAR REGION	<ul style="list-style-type: none"> <li>• Regional Education Office (N/A)</li> <li>• Sheikh Osman Secondary School (&amp; FGD)</li> <li>• Qardho Technical and Vocational Center (IBTVET)</li> <li>• Hodman Multipurpose NFE Center</li> </ul>	<b>OUTER GAROWE (Qardho)</b> <ul style="list-style-type: none"> <li>• HEAD TEACHERS – 6M</li> <li>• CEC – 3F, 3M</li> </ul>
Friday June 13–GAROWE – Rest Day		
Saturday June 14 – GAROWE	<ul style="list-style-type: none"> <li>• Ministry of Labor Youth &amp; Sports</li> <li>• MOLYS Directors</li> </ul>	<b>GAROWE</b> <ul style="list-style-type: none"> <li>• GCC YOUTH LEADERS – 2F, 4M</li> <li>• NFE – 4F, 4M</li> </ul>
Sunday June 15 – NUGAAL REGION	<ul style="list-style-type: none"> <li>• Regional Education Office</li> <li>• REO Training of NFE Instructors (observation)</li> <li>• Gambool Secondary School</li> <li>• Darwish NFE Center</li> </ul>	**Return to Hargeisa
Monday June 16 – NUGAAL REGION	<ul style="list-style-type: none"> <li>• Kalabeer Secondary School</li> <li>• Burtinle Secondary School</li> </ul>	
Tuesday June 17 – GAROWE	<ul style="list-style-type: none"> <li>• Women’s Council for Girl Child Education</li> <li>• Consortium Partners Meeting</li> </ul>	
<b>SOUTH CENTRAL / CENTRAL</b>		
Wednesday June 18 – MOGADISHU	<ul style="list-style-type: none"> <li>• Consortium Partners/Mercy Corps/CARE/</li> </ul>	**Fly to Mogadishu
Thursday June 19 – MOGADISHU	<ul style="list-style-type: none"> <li>• Ministry of Education (DG)</li> <li>• MOE Directors/Technical Advisors</li> </ul>	<b>MOGADISHU</b> <ul style="list-style-type: none"> <li>• GCC YOUTH LEADERS – 3F, 7M</li> </ul>
Friday June 20–MOGADISHU – Rest Day		
Saturday June 21 – MOGADISHU	<ul style="list-style-type: none"> <li>• Ministry of Labor (former DG)</li> <li>• MOLSA Directors</li> <li>• CANCELLED DUE TO SECURITY</li> </ul>	<b>MOGADISHU</b> <ul style="list-style-type: none"> <li>• TVET – 5F, 5M</li> </ul>
Sunday June 22 – MOGADISHU	<ul style="list-style-type: none"> <li>• Moalim Jamaac Secondary School</li> </ul>	<b>MOGADISHU</b> <ul style="list-style-type: none"> <li>• NFE – 6F, 7M</li> </ul>

Monday June 23 – MOGADISHU	<ul style="list-style-type: none"> <li>• Hantiwadaag Secondary School</li> <li>• SOCWE TVET/NFE Center</li> <li>• MTVT TVET/NFE Center</li> <li>• Ministry of Labor &amp; Social Affairs</li> <li>• MOLSA Directors</li> <li>• Consortium Partners Meeting</li> </ul>	**Return to Hargeisa
Tuesday June 24 – Travel from MOGADISHU to NAIROBI, KENYA		

LOCATION	TYPE OF FGD
<b>Hargeisa</b>	1 CEC 1 Teachers/Head Teachers 1 Teacher Training Institute 1 GCC Youth Leaders
<b>Outer Hargeisa</b>	1 CEC 1 Teachers/Head Teachers 2GCC Youth Leaders 2 NFE students and graduates 1 IBTVET/EBTVET students and graduates
<b>Garowe</b>	1 CEC 1 Teachers/Head Teachers 1 GCC Youth Leaders 1 NFE students and graduates
<b>Outer Garowe</b>	1 CEC 1 Teachers/Head Teachers 1 GCC Youth Leaders 1 NFE students and graduates 1 IBTVET/EBTVET students and graduates
<b>Mogadishu</b>	2 IBTVET/NFE students and graduates 1 GCC Youth Leaders
<b>TOTAL</b>	4 Teachers/Head Teachers 6 Youth Leaders 4 CEC 1 Teacher Trainees & Lecturers 4 NFE Students and Graduates 4 TVET Students and Graduates <b>23</b>

# ANNEX 9: KEY INFORMANT INTERVIEW LIST

INFORMANTS	POSITION	ORGANIZATION
<b>NAIROBI</b>		
Ms. Marybeth McKeever	Program Development Specialist	USAID/East Africa/Somalia
Ms. Leyla Jeyte	Senior M&E Officer (Verification Reporting)	Monitoring & Evaluation Program in Somalia (MEPS)
Mr. Josphat	Area Manager	Mercy Corps Somalia
Mr. Francis Butichi	Chief of Party	Mercy Corps Somalia
Mr. Paul Odhiambo	M&E Specialist	Mercy Corps Somalia
Ms. Linda Jones	Chief Education	UNICEF Somalia Support Center
Mr. Mohamed Sabul	Education and Health	European Union Delegation to Kenya, Somalia Mission
<b>SOMALILAND - HARGEISA</b>		
Mr. Paul Odhiambo	M&E Specialist	Mercy Corps Somalia, Hargeisa Office
Mr. Abdirisak Hassan	Senior M&E Officer, Somaliland	Mercy Corps Somalia, Hargeisa Office
Ms. Shukri Ali	Senior Program Officer	Mercy Corps Somalia, Hargeisa Office
Mr. Ali Mohamed	Senior Program Officer	Mercy Corps Somalia, Hargeisa Office
Mr. Tamal Farah	Program Officer	Mercy Corps Somalia, Hargeisa Office
Mr. Abdifatah Egeh	Project Engineer	Mercy Corps Somalia, Hargeisa Office
Mr. Mohammed Hassan	Director General	Ministry of Education & Higher Studies, SL
Mr. Mustapha Ismail	Area Representative Somaliland	Save the Children International
Mr. Gabriel Waithaka	Teacher Education Specialist	Save the Children International
Mr. James Wamwamgi	TVET Specialist	Save the Children International
Mr. Saeed Ahmed	Executive Director	SONYO
Mr. Ibrahim Nur	Program Coordinator	CARE International
Ms. Khadra Yusef Jama	Area Manager Somaliland	CARE International
Mr. Omar Abdullahi Hassan	Head Teacher	Waran-Cade Secondary, Maroodijeex
Mr. Mohamed Ahmed	CEC Chairperson	Waran-Cade Secondary, Maroodijeex
Male	Head Teacher	Gacan Libah Secondary, Maroodijeex
Mr. Ali Ahmed Hussein	Head Teacher	26 June Secondary School, Maroodijeex
Mr. Ali Mohamed Abdi	Senior Teacher – Arabic Language	26 June Secondary School, Maroodijeex
Mrs. Amina Ahmed Jamac	CEC Member & Mother	26 June Secondary School, Maroodijeex
Asma (Female, 18 years)	Form 4 Student	26 June Secondary School, Maroodijeex
Naja (Female, 18 years)	Form 4 Student	26 June Secondary School, Maroodijeex
Dr. Khadar Bashir Ali	Education Sector Coordinator	USAID-funded Technical Assistant, Multi-Donor Funding, Somalia
Mr. Ibrahim Hussein	Former Youth Development Specialist	CARE International
Mr. Mohamed Salah Dalmar	Director, Teacher Education Unit	Ministry of Education & Higher Studies, SL
Mr. Md. Hussein Omeiy	Head, Teacher Education Unit	MOE & HS, Somaliland
Mr. Hussein Dahir	Director, NFE & TVET Unit	MOE & HS, Somaliland
Mr. Mohamed Abdi Hajd	Head, Secondary Education Unit	MOE & HS, Somaliland
Ms. Ayan Haaji Yousef	Director, Gender Department	MOE & HS, Somaliland
Ms. Ubah Mohamed Duaale	Head, EMIS Unit	MOE & HS, Somaliland
H.E. Ali Said Raygal	Minister	Ministry of Youth, Sports & Tourism, SL
Mr. Mohamed Hussein	Director General	MOYS&T, Somaliland
Male	Director, Youth	MOYS&T, Somaliland
Mr. Osman Essa	Dean, Education	Hargeisa University, Hargeisa
<b>SOMALILAND - REGIONS</b>		
Mr. Abdirisak Hassan	Senior M&E Officer, Somaliland	Mercy Corps Somalia, traveling to regions
Prof. Suleiman A. Gulaid	President	Amoud University, Borama, Awdal Region
Mr. Abdirahman Ahmed Md.	Dean, Teacher Education	Amoud University, Borama, Awdal
27 Females	Pre-service Teacher Education, Year I	Amoud University, Borama, Awdal
Mr. Omar Sultan	Regional Education Officer & Senior Lecturer, Mathematics Education	Amoud University, Borama/Regional Education Office, Awdal Region
Mr. Ismael Yasin Ahmed	TVET Manager (Apprenticeships)	Daldhis Aluminum EBTVET Center, Borama, Awdal Region
Liban (Male, 20 years)	Graduate, Aluminum Fabrication, Level I	Daldhis Aluminum EBTVET Center, Borama, Awdal

	Certificate (employed)	Region
7 Males	Graduates & Employees, Aluminum Fabrication, Level I Certificate	Daldhis Aluminum EBTVET Center, Borama, Awdal Region
Mr. Ahmed Jama Barre	Head Teacher	Aden Isaq Secondary School, Borama, Awdal
Mr. Mohamed Dahir Oofle	Teacher – Biology & Chemistry, Sanitation Group Supervisor	Aden Isaq Secondary School, Borama, Awdal Region
Mr. Mousa Said Usman	Teacher – History & English	Aden Isaq Secondary School, Borama, Awdal
Mr. Mahmoud Cigeh	CEC Chairperson	Aden Isaq Secondary School, Borama, Awdal
Koos (Female)	Form 2 Student	Aden Isaq Secondary School, Borama, Awdal
Shadi (Female)	Form 2 Student	Aden Isaq Secondary School, Borama, Awdal
Female	Co-owner Cooperative (Business Training Graduate)	Dheeman Supermarket, Borama, Awdal Region
Mr. Nuh Farah	Head Teacher	Sheikh Ali Jawhar Secondary, Borama, Awdal
Mr. Diriye Dahir	CEC Chairperson	Sheikh Ali Jawhar Secondary, Borama, Awdal
Mrs. Sarah Hussein	TVET Manager & Trainer	Borama Beauty Salon EBTVET Center, Borama, Awdal Region
Hodo (Female)	Graduates & Employee, Beauty, Level I Certificate	Borama Beauty Salon EBTVET Center, Borama, Awdal Region
Filson (Female)	Graduates & Employee, Beauty, Level I Certificate	Borama Beauty Salon EBTVET Center, Borama, Awdal Region
Ms. Khadra Yusef Jama	Area Manager Somaliland	CARE International, Burco Office
Mr. Ibrahim Nur	Program Coordinator	CARE International, Burco Office
Ms. Nimo Abdilani	Education Advisor/Acting Youth Development Specialist	CARE International, Burco Office
Mr. Haybe Abdi Haybe	Engineer Manager	CARE International, Burco Office
Mr. Ismail Mohamoodin	Senior Program Officer	CARE International, Burco Office
Mr. Hassan	Acting Regional Education Officer	Regional Education Office, Togdheer
Mr. Mahmoud Saney	Head, English Department	SOS Hermannegmeiner Secondary School, Sheik, Togdheer
Mr. Mohammed	Head Teacher	Sheikh Bashir Secondary, Burco, Togdheer
1 Female, 2 Males	CEC Chairperson & Committee Members	Sheikh Bashir Secondary, Burco, Togdheer
1 Female, 3 Males	Parents	Sheikh Bashir Secondary, Burco, Togdheer
4 Males	Teachers	Sheikh Bashir Secondary, Burco, Togdheer
6 Females	Form 3 Students & trained Girls Empowerment Forum members	Sheikh Bashir Secondary School, Burco, Togdheer Region
Mr. Mohamed Hersi	Director, B.I.T.	Burao Technical Institute, Burco, Togdheer
Mr. Mohamed Adan	Dean of Education	University of Burao, Togdheer Region
Mr. Abdul Rahman	TVET Instructor, Business Management	Burao Technical Institute, Burco,
Mr. Abdirisak Salad	Executive Director	SOYVO EBTVET & NFE Center, Burao, Togdheer Region
Mr. Liban Ahmed	NFE Teacher	SOYVO EBTVET & NFE Center
Mr. Adam Gedi	Chairperson	SOYVO EBTVET & NFE Center
2 Male	Welding Students	SOYVO EBTVET, Burao, Togdheer Region
Mohamed (18 years)	Computing Graduate	SOYVO EBTVET, Burao
Absalom (25 years)	Computing Graduate	SOYVO EBTVET, Burao
Male	EBTVET Manager	Hundub Electronic & Mobile Center, Burao, Togdheer Region
Hassan (Male, 20 years)	Electronics Graduate (employed)	Hundub Electronic & Mobile Center
Mrs. Qatra	NFE Center Manager	Family Life Education Center (FLEC), Burao, Togdheer Region
<b>PUNTLAND</b>		
Mr. Mahmud	Senior M&E Officer, Puntland	Mercy Corps Somalia, Garowe Office
Mr. Mohamed Mousa	Chairperson	MUDAN, Garowe
Mr. Ahmed Abdul Ahmed	SYLI Project Coordinator	MUDAN, Garowe
Mr. Ahmed Said	Director General	Ministry of Education, Puntland
Mr. Mohamed Ali Fatah	Director of Projects, Director TVET & TVET Teacher Training, SYLI Focal Person	Ministry of Education, Puntland
Ms. Fatma Abdi Hirsi	Head, Gender Unit	Ministry of Education, Puntland
Mr. Abdullah Nur Salad	Head, Secondary Education	Ministry of Education, Puntland
Mr. Mahmoud	Head, EMIS Unit	Ministry of Education, Puntland
Ms. Mama Safiya	Head, NFE	Ministry of Education, Puntland
Engineer Mohamed Dirie Laala	School Manager/Chairperson	Garowe Technical & Vocational Center (IBTVET), Puntland

Mr. Bashir Mohamed Samatar	Administration & Finance Manager	Garowe Technical & Vocational Center (IBTVET), Puntland
Bisharo (Female, 25 years)	Computing Graduate (employed)	Garowe TV Center (IBTVET), Puntland
Shukri (Female, 15 years)	Graduate Beauty (self-employed)	Garowe TV Center (IBTVET), Puntland
Mr. Mohamed Yusef Md.	Area Manager	CARE International, Garowe
Mr. Abdullah	Director General of Youth	Ministry of Labor, Youth & Sports, Department of Youth, Puntland
Ms. Deka Jama Issa	Director of Youth	Ministry of Labor, Youth & Sports, Department of Youth, Puntland
Mr. Abdi Mousa Mohamed	SYLI Focal Point, Youth	Ministry of Labor, Youth & Sports, Department of Youth, Puntland
H.E. Abdirahman Sh. Ahmed	Minister	Ministry of Labor, Youth & Sports, Puntland
Male	Deputy Minister	Ministry of Labor, Youth & Sports, Puntland
Mr. Barni Issa	General Director of Labor	Ministry of Labor, Youth & Sports, Department of Labor, Puntland
Ms. Barama	Secretary to the Minister	Ministry of Labor, Youth & Sports, Department of Labor, Puntland
Mr. Ali Ibrahim Hussein	Head Teacher	Gambol Secondary School, Garowe
Mrs. Fatima	CEC Member	Gambol Secondary School, Garowe
Mr. Mohamed Issa Yusef	NFE Contact Person	Darwiish NFE Center, Garowe
Mrs. Kos	Head Teacher NFE	Darwiish NFE Center, Garowe
Mrs. Deka Jama	Member, Women's Council for Girl Child Education (voluntary position)	Ministry of Education, Puntland
Mrs. Faiza Salat	Member, Women's Council for Girl Child Education (voluntary position)	Ministry of Education, Puntland
Mr. Francis Butichi	Chief of Party	Mercy Corps Somalia, Garowe Office
Mr. Paul Odhiambo	M&E Specialist	Mercy Corps Somalia, Garowe Office
<b>PUNTLAND – REGIONS</b>		
Mr. Said Ahmed	Head Teacher	Sheikh Osman Secondary, Qardho, Karkaar
Mr. Issa Mohamed Mamoud	CEC Chairperson	Sheikh Osman Secondary, Qardho, Karkaar
Abdullah (Male, 18 years)	Graduate Secondary School, Leader of Sanitation Club	Sheikh Osman Secondary, Qardho, Karkaar Region
Marian (Female)	Form 4, GEF Trainee	Imamu Nawai Secondary, Qardho, Karkaar
Qatra (Female)	Form 4, GEF Trainee	Imamu Nawai Secondary, Qardho, Karkaar
Mr. Jamali Issa	Center Manager	Qardho Technical & Vocational Training Center, Qardho, Karkaar
Mr. Abdi Hakim Mohamed Osman	Chairperson	Qardho Technical & Vocational Training Center, Qardho, Karkaar
Mrs. Sahara Said	NFE Center Manager	Hodman Multipurpose NFE Center, Qardho, Karkaar Region
Female	Instructor	Hodman Multipurpose NFE Center, Qardho
Male	Chairperson	Hodman Multipurpose NFE Center, Qardho
Mr. Hanshi Hussein Farah	Regional Education Officer	Ministry of Education, Puntland, Nugaal
Mr. Ahmed Mohamed Yusef	Head Teacher	Kalabeer Secondary School, Kalabeer, Nugaal
Mr. Habshi Hassan	CEC Chairperson	Kalabeer Secondary School, Kalabeer
Ahmed (Male, 19 years)	Form 3 Student	Kalabeer Secondary School, Kalabeer
Mr. Ahmed Abdi Faisal	Head Teacher	Burtinle Secondary School, Burtinle, Nugaal
Mr. Aden Mohamed	CEC Chairperson	Burtinle Secondary School, Burtinle
Mrs. Ambara Farah Jibril	CEC Treasurer	Burtinle Secondary School, Burtinle
Abdulahatif (Male, 20 years)	Form 4 Graduate Student (June 2014)	Burtinle Secondary School, Burtinle
<b>SOUTH CENTRAL</b>		
Mr. Olad Farah	Deputy Chief of Party/Education Specialist	Mercy Corps, Somalia, Mogadishu Office
Mr. Ahmed Madey	Deputy Program Manager	Mercy Corps, Somalia, Mogadishu Office
Mr. Yassin Aden Mohed	Global Citizen Corps Senior Program Officer	Mercy Corps, Somalia, Mogadishu Office
Mr. Mohamed Ali	Area Manager	CARE International, Mogadishu Office
Ms. Farhia Salat Mohamud	Senior M&E Officer	CARE International, Mogadishu Office
Mr. Mohamed	Director General	Ministry of Education, Somalia
Mr. Ahmed	Assistant Director General	Ministry of Education, Somalia
Ms. Zahra Mustaf	Technical Advisor (TA) to the Ministry, Construction/Infrastructure	Ministry of Education, Somalia
Ms. Asha Jeyte	TA to the Ministry, Private Schools Umbrella, Go to School Initiative, & Literacy	Ministry of Education, Somalia

Mr. Ali Yusef	Director, Quality Assurance & Curriculum Department	Ministry of Education, Somalia
Mr. Said Yusef Mohamed	EMIS Coordinator	Ministry of Education, Somalia
Mr. Ahmed Hussein	Technical Advisor to the Ministry, Human Resources (Teacher Recruitment)	Ministry of Education, Somalia
Mr. Mohamed Sh Ali	Former District Commissioner, Benadir	CEC, Moalim Jama Secondary School
Mr. Yahya Jamac Farah	Head Teacher	Hantiwadaag Primary & Secondary School, Mogadishu, Benadir Region
Mr. Yusef	CEC Chairperson	Hantiwadaag Primary & Secondary School
Mrs. Rama Bura Ali	CEC Member	Hantiwadaag Primary & Secondary School
Mr. Ahmed Yusef Kahir	CEC Member	Hantiwadaag Primary & Secondary School
Mr. Ahmed Mohamed	TVET Manager	SOCWE TVET/NFE Center, Mogadishu
Mr. Shafi	TVET Director	MTVT TVET/NFE Center, Mogadishu
Mr. Abdul	Head Teacher	MTVT TVET/NFE Center, Mogadishu
Mohamed (Male, 20 years)	Electrical Studies Graduate	MTVT TVET/NFE Center, Mogadishu
Abdirahman (Male, 19 years)	Electrical Studies Graduate	MTVT TVET/NFE Center, Mogadishu
Mr. Aweis Haddad	Director General	Ministry of Labor & Social Affairs, Somalia
Mr. Sharif Adan Mohamed	Director of Disable people	Ministry of Labor & Social Affairs, Somalia
Ms. Qatra Ismail Abdullahi	Assistant to the Director General	Ministry of Labor & Social Affairs, Somalia
Mr. Haidar	Director of Communications	Ministry of Labor & Social Affairs, Somalia

# ANNEX 10: REFERENCES

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# ANNEX II: DISCLOSURES OF CONFLICT OF INTEREST

Name	Martina Nicolls
Title	Ms.
Organization	IBTCI
Evaluation Position?	Team Leader
Evaluation Award Number (or RFTOP or other appropriate instrument number)	623-AID-A-11-00034
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Somali Youth Leaders Initiative implemented by Mercy Corps, CARE International, and Save the Children International
I have real or potential conflict of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes answered above, I disclose the following facts: Real or potential conflicts of interest may include, but are not limited to: 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though Indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an Industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	10 July 2014

Name	Ahmed Hassan
------	--------------

Title	Mr.
Organization	IBTCI
Evaluation Position?	Team Member
Evaluation Award Number (or RFTOP or other appropriate instrument number)	623-AID-A-11-00034
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Somali Youth Leaders Initiative implemented by Mercy Corps, CARE International, and Save the Children International
I have real or potential conflict of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes answered above, I disclose the following facts: Real or potential conflicts of interest may include, but are not limited to: 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though Indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an Industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	10 July 2014

# ANNEX 12: SYLITECHNICAL ADVISORS

Type of TA <sup>105</sup>	Ministry	Main Roles and Responsibilities
TA - Curriculum Development	MoE Somaliland (Was briefly filled for 4 months from October 2013 –January 2014 by Adan Saman Sheikh but is currently vacant after the resignation of Adan in January 2014)	<p><b>Roles/responsibilities</b></p> <ul style="list-style-type: none"> <li>• Provide technical assistance in the development of the National Curriculum Framework for Basic Education (NCFBE) while building capacity on curriculum development</li> <li>• Set objectives, outcomes &amp; standards for NCFBE</li> <li>• Supervise development of NCFBE to ensure standards are met</li> <li>• Ensure the integration of equity of gender transformative dynamics in education, social cohesion, conflict resolution and peace consolidation issues and child-centered pedagogy issues into the curriculum framework.</li> <li>• Draft the harmonized Basic Education Curriculum Framework by integrating TVET/NFE components in the framework</li> </ul> <p><b>Deliverables</b></p> <ul style="list-style-type: none"> <li>• Integrated Harmonized Basic Education Curriculum Framework</li> <li>• MoE capacity on curriculum development</li> </ul>
TA – Somaliland Youth Development Fund/Somaliland Development Fund	Ministry of Youth Somaliland (Vacant – recruitment in progress as at June 2014)	<p><b>Roles/responsibilities</b></p> <ul style="list-style-type: none"> <li>• Provide technical support in research and development of employment and skill development for youth</li> <li>• Provide TA in administration of youth development</li> </ul> <p><b>Deliverables</b></p> <ul style="list-style-type: none"> <li>• Youth development strategy for Somaliland and other policies and strategies e.g. communication strategy, sports &amp; recreation</li> <li>• Proposals &amp; concept notes for funding &amp; development</li> </ul>
TA - NFE and TVET	MoE Puntland (was filled in July 2013 by Faysal Abdi Mumin for an initial period of one year)	<p><b>Roles/responsibilities</b></p> <ul style="list-style-type: none"> <li>• Conduct Government, Donor &amp; IP resource mapping for NFE/TVET to ensure coordination &amp; complementarity</li> <li>• Assist the MoE in developing appropriate guidelines for approving and registration of NFE/TVET Centers</li> <li>• Prepare a strategic plan for MoE medium &amp; long term quality NFE/TVET teacher training to match the market demands</li> </ul> <p><b>Desired Outputs:</b></p> <ul style="list-style-type: none"> <li>• Operational guidelines for NFE/TVET Centers</li> <li>• Comprehensive accreditation policy framework for Centers</li> <li>• Strategic plan detailing sustainability measures for NFE/TVET</li> </ul>
TA - Formal Education	MoE Puntland (was filled in July 2013 by Muna Hassan Mohamed for an initial period of one year)	<ul style="list-style-type: none"> <li>• Review and update requirements, procedures and criteria for the registration of schools in Puntland</li> <li>• Develop guidelines for appropriate and relevant text books and other materials for primary &amp; secondary education</li> <li>• Develop and guide the implementation of policies that enhance the deployment, retention and promotion of teachers in schools</li> </ul> <p><b>Expected Outputs</b></p> <ul style="list-style-type: none"> <li>• Revised requirements, criteria and procedures for registration</li> <li>• Teacher recruitment and deployment guidelines</li> <li>• TLM guidelines to ensure use of approved textbooks, supplementary reading materials and teachers guides</li> </ul>

<sup>105</sup> SYLI, June 17, 2014

# ANNEX 13: USAID YOUTH IN DEVELOPMENT POLICY

*The goal of the Youth in Development policy is to improve the capacities and enable the aspirations of young people so that they contribute to and benefit from more stable, democratic, and prosperous communities and nations.* In support of this goal, USAID will work towards two objectives:

**1: Strengthen youth programming, participation, and partnership in support of Agency development objectives.**

USAID will implement programming designed specifically to *support, protect, prepare and engage* young people to access quality education, health and nutrition, jobs and livelihoods and to live free of violence and abuse, particularly in conflict and crisis situations in order to harness the demographic opportunity and achieve broader development outcomes. Scaling up our investment in youth programs will sustain and amplify important health and social gains from childhood interventions, and enable them to bear fruit. Increasing youth participation in the development of policies, programs and services should inevitably lead to better results.

As youth initiatives are tested, evaluated and proven effective, USAID should explore scaling up through creative partnerships with public and private institutions and communities at large, including country level ministries and the private sector.

**2: Mainstream and integrate youth issues and engage young people across Agency initiatives and operations.**

Many areas of development work can be significantly strengthened by considering the age demographics and life conditions of young people, and incorporating their perspectives, aspirations and ideas. USAID will strive to mainstream and integrate youth into program planning across sectors, increase their meaningful participation, and incorporate youth development practices across systems and into areas of escalating investment such as food security, global health, child protection, and climate change, while promoting gender equality and embracing science and technology by and for youth.

USAID will seek to identify and strengthen youth-led and youth-serving organizations and networks. USAID will further seek to identify, support, and promote research and innovation by, with, and for youth. It is expected that Agency policies, country strategies, and partnerships will be inclusive of youth and will actively leverage the assets, priorities, and ideas of young people.

USAID efforts towards these objectives are designed to achieve three critical outcomes across multiple programs and sectors:

- Youth are better able to access economic and social opportunities, share in economic growth, live healthy lives, and contribute to household, community, and national wellbeing.
- Youth are empowered to participate in building peaceful and democratic societies and are less involved in youth gangs, criminal networks, and insurgent organizations.
- Youth have a stronger voice in, and are better served by, local and national institutions, with more robust and youth-friendly policies.

Source: USAID Youth in Development Policy: Realizing the Demographic Opportunity (October 2012), p9

# ANNEX 14: MINISTRY OF EDUCATION EMIS DATA

	<b>SOMALILAND</b>	<b>PUNTLAND</b>	<b>SOUTH CENTRAL</b>
Secondary Schools	2012 Baseline: 64 2013 EMIS: 87 (36% growth)	2012 Baseline: 53 2013 EMIS: 60 (13% growth)	2012 Baseline: 6 private & 2 public 2014: 3 (50% growth)
Secondary Teachers	2012 Baseline: 565 22 Female (4%) 2013 EMIS: 600 (6% growth) 18 Female (3%)	2012 Baseline: 470 7 Female (1%) 2013 EMIS: 525 (12% growth) 12 Female (2%)	2012 Baseline: 59 (all 8 schools) 15 Female (25%) 2014: Recruiting 30 teachers in July
Students	2012 Baseline: 17,142 Female 27% 2013 EMIS: 20,695 (21% growth) Females N/A	2012 Baseline: 11,940 Female 30% 2013 EMIS: 12,810 (7% growth) Female 38%	2012 Baseline: 2,544 (all 8 schools) 1,018 Female (40%) 2014: N/A
Teacher Pupil Ratio	2012 Baseline: 1:21 2013 EMIS: 1:34	2012 Baseline: 1:20 2013 EMIS: 1:24	2012 Baseline: 1:43 2014: N/A
Teacher Qualifications	2012 Baseline: 85% Diploma: 42.1% Degree: 42.4% 2013 EMIS: N/A	2012 Baseline: 91% Diploma: 39.4% Degree: 51.3% 2013 EMIS: N/A	2012 Baseline: N/A 2014: N/A

Source: EMIS Departments of relevant Ministries of Education, June 2014, against SYLI Baseline Study, May 2012. Note: There were 8 secondary schools in Mogadishu in 2012 (2 were government joint primary-secondary schools)

	<b>SOMALILAND</b>	<b>PUNTLAND</b>	<b>SOUTH CENTRAL</b>
IBTVET Centers	49 (2 Government)	15 (4 Government)	9 (all NGO operated)
IBTVET Trainers	2012 Baseline: 244 (all) Female 32% 2013 EMIS: N/A	2012 Baseline: 105 (all) Female 23% 2013 EMIS: N/A	2012 Baseline: N/A 2014: N/A
Trainer Qualifications	2012 Baseline: 58% (all) Diploma 21% Degree 24% 2013 EMIS: N/A	2012 Baseline: 62% (all) Diploma 35% Degree 25% 2013 EMIS: N/A	2012 Baseline: N/A 2014: N/A
IBTVET Students	2012 Baseline: 4,518 (all) Female 62% 2013 EMIS: N/A	2012 Baseline: 2,634 (all) Female 49% 2013 EMIS: N/A	2012 Baseline: 1,950 Female 34% 2014: 150 (Public) Female 39%

Source: EMIS Departments of relevant Ministries of Education, June 2014, against SYLI Baseline Study, May 2012, or against Ministry of Labor statistics

	<b>SOMALILAND</b>	<b>PUNTLAND</b>	<b>SOUTH CENTRAL</b>
NFE Centers	2012 Baseline: 39 (13 govt.) 2013 EMIS: 33 (13 govt.)	2012 Baseline: 7 (5 govt.) 2013 EMIS: 48 (5 govt.)	2012 Baseline: 3 (NGOs) 2014: 3 (NGOs)
NFE Staff	2012 Baseline: 220 (all) Female 55% 2013 EMIS: 66 govt.	2012 Baseline: 50 (all) Female 32% 2013 EMIS: N/A	2012 Baseline: N/A 2013: N/A
NFE Students	2012 Baseline: 5,965 (all) Female 79% 2013 EMIS: N/A	2012 Baseline: 2,291 (all) Female 85% 2013 EMIS: N/A	2012 Baseline: 300 Female N/A 2013: 680 Female 52%

Source: EMIS Departments of relevant Ministries of Education, June 2014, against SYLI Baseline Study, May 2012, or against Ministry of Labor statistics

# ANNEX 15: REVIEW OF SYLI MONITORING & EVALUATION PLAN

The SYLI Results Framework in the consortium's Cooperative Agreement (CA) with USAID in September 2011 presented the following Intermediate Results:<sup>106</sup>

- IR1: Fair and equitable secondary education services improved for at least 50,000 Somali youth, community members, and education officials*
- IR2: At least 15,000 youth are more economically self-reliant with supportive systems*
- IR3: 100,000 Somali youth empowered to participate & contribute positively & productively to society*

## I. Reporting Discrepancies and Confusion

In December 2011, Modification 2 to the CA documented the following changes to the Results Framework: *Outcome 1.2 Quality of secondary education enhanced through training of 1,500 teachers* increased to target 2,000 teachers and *Outcome 1.3 Secondary education systems and management improved through capacity building of 1000 regional education officials* reduced to target 390 REOs.<sup>107</sup>

The initial SYLI Monitoring & Evaluation (M&E) Plan, based on the CA, was prepared for the first quarterly report to USAID in January 2012.<sup>108</sup> The target for Outcome 1.2 is composed of two indicators: (a) in-service teacher training that targets 1,900 teachers, and (b) pre-service teacher training that targets 100 female trainees. The sum of the two indicator components is 2,000 under Outcome 1.2, as per CA Modification 2. SYLI reports and work plans (which include the updated M&E Plan) may need to further clarify the references to 1,900 and 100 (indicator level) or 2,000 (outcome level).<sup>109</sup>

In addition, there is a discrepancy in the IR targets. Consortium managers emailed the evaluators to indicate that the IR1 target had reduced from 50,000 Somali youth, community members, and education officials to 25,000.<sup>110</sup> The change to 25,000 is noted in the first annual report in October 2012<sup>111</sup> and appears in subsequent annual work plans and annual reports to April 2014.<sup>112</sup> However, there is no CA Modification to indicate an official reduction from 50,000 to 25,000.

IR3 target of 100,000 empowered youth changed to 60,000 in the 2013 annual work plan in November 2012 which indicates IR3 100,000 youth empowered ... and proceeds to IR3.1 civic participation increased for 60,000 youth to network and dialogue,<sup>113</sup> which is repeated in the 2014 annual work plan.<sup>114</sup> Annual and quarterly reports provide no target for the higher level result for IR3 (it is only documented as Result 3 Youth Empowered to Contribute Positively and Productively to Society). There is no CA Modification to indicate an official reduction from 100,000 to 60,000.

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<sup>106</sup> SYLI Cooperative Agreement 623-AID-A-11-00034, September 30, 2011, p24 (Provisional Results Framework)

<sup>107</sup> Cooperative Agreement Modification 2, December 2011, p2

<sup>108</sup> The M&E Plan was titled Somali Youth Leaders Initiative (SYLI) Performance Monitoring Plan (PMP)

<sup>109</sup> The M&E Plan in January 2012 documented the target for Outcome 1.2 as 1900, which also appeared in the annual reports 2012 and 2013, and the summary of statistical results provided to evaluators on May 20, 2014. The annual work plans for 2013 and 2014 indicate 2000. Also, the 2013 annual work plan (Dec. 2012) targets 200 REOs instead of 390.

<sup>110</sup> Mercy Corps, email to evaluators May 13, 2014

<sup>111</sup> Year 2012 Annual Report, October 31, 2012, p5

<sup>112</sup> The 2013 Annual Work Plan (Nov. 2012) and 2014 annual work plan (Oct. 2013) have 25,000 on page 3 and 50,000 on page 5

<sup>113</sup> Year 2 Annual Work Plan (2013), November 9, 2012, p17

<sup>114</sup> Year 3 Annual Work Plan (2014), October 27, 2013, p14

However, the Year 3 Work Plan for 2014 clearly states the following, even though elsewhere in the same document the figures 50,000 and 100,000 are also clearly stated:<sup>115</sup>

*The SYLI consortium consists of integrated activities that work toward three Intermediate Results:*

- 1) Fair and equitable secondary education services improved for at least 25,000 Somali youth, community members, and education officials through classroom construction and rehabilitation, teacher training, capacity building of education officials and improved community engagement in education issues.*
- 2) At least 15,000 youth are more economically self-reliant with supportive systems through improved access to and quality of technical and vocational education and training (TVET) services, improved TVET standards, support for business startups and improved linkages to the private sector.*
- 3) 60,000 youth empowered to participate and contribute positively and productively to society through strengthening youth groups and safe spaces for youth to dialogue and support for youth-led advocacy efforts and community improvement projects.*

The IR targets for IR1 (50,000 and 25,000) and IR3 (100,000 and 60,000) are used indiscriminately in the SYLI annual reports and annual work plans. Management, nevertheless, are implementing SYLI based on the lower targets. Their justification appears below:<sup>116</sup>

*Annex 1: Technical Issues Response*

*RFA-623-11-000008 Somali Youth Leaders Initiative (SYLI)*

*Responses to Questions/Clarifications on Technical Application, August 26, 2011*

*Technical Proposal*

*1. The projected results are ambitious. Could Mercy Corps please explain how the targets were determined? Could you please indicate how many youth in total will be reached, and provide a breakdown of how many 'in school youth' versus 'out of school youth' will be reached for results 1, 2 and 3? Please provide justifications for these targets.*

**Response:** *Mercy Corps anticipates directly reaching 100,000 youth through SYLI activities. This includes up to 25,000 youth 'in school' and up to 75,000 'out of school' youth.*

- Result 1 will reach 25,000 youth in the 50 secondary schools directly involved in SYLI activities. Though schools will vary in size, each of the 50 schools will have an average of 500 students (500 students/school x 50 schools = 25,000 students).*
- Result 2 will reach an estimated 15,000 youth. This includes 13,000 'out of school' youth (including those enrolled in the NFE and TVET courses) and 2,000 'in school' youth that will be participating in activities under IR 2.3 and IR 2.4.*
- Result 3 will directly reach 60,000 youth and indirectly reach 40,000. These youth, which include the 40,000 direct youth beneficiaries under Result 1 and Result 2 will be those participating in the Sports for Change teams events, those reached by the media/advocacy campaign activities, and the youth involved in the community mobilization and service events involving at least 2,000 participants in each of the 50 communities.*

However, the Cooperative Agreement states 50,000 for IR1 and 100,000 for IR3, and there is no CA Modification to indicate an official reduction of these targets.

## **2. Gender Targets**

In the Performance Indicator Reference Sheets (PIRS), there are annual targets for some indicators, and the data is transferred to each annual report in the 'indicator tracking tables' for that year only. They are not visible in a summary table or cumulative table. There are no mid-term targets or documented geographic targets. For geographic targets, the consortium partners indicated that they "divide the target roughly by 40% for Somaliland, 40% for Puntland, and 20% for South Central" but these are not explicitly documented. The consortium indicated that gender targets are split 50/50<sup>117</sup> although they are not explicitly documented in reports. However, according to the PIRS, IR3.1.1 # youth who have completed USG-assisted civic education training programs has a 70/30 target male/female target, and IR3.1.3 # people attending facilitated events that are geared toward strengthening understanding

<sup>115</sup> Year 3 Annual Work Plan (2014), October 27, 2013, p4; Note that the underlining is the evaluators' emphasis

<sup>116</sup> Email to evaluators from SYLI management, July 16, 2014; Mercy Corps SYLI Technical Proposal Document, Annex 1: Technical Issues Response, p26

<sup>117</sup> Evaluation interview with consortium partners on May 20, 2014

among conflict-affected groups has a 75/25 male/female target. Therefore gender targets are inconsistent and not explicit.

### 3. Mid-term Results

Consortium partners provided the evaluators with a SYLI Summary Results document which listed indicators, targets, and cumulative achievements by geographic regions.<sup>118</sup> No other breakdown of achievements was provided, and therefore the evaluators checked achievements and annual targets by referring to quarterly and annual reports and each associated PIRS. In addition, the SYLI Summary Results document was incomplete, with the following indicators omitted: IR2.4.2 # youth who are benefiting from apprenticeship/internship programs and two stability indicators (IR1.2.5 % change in community perception of quality of secondary education and IR1.3.4 % change in community perception of school's organization and management). Evaluators acquired the results through SYLI reports.

### 4. M&E Budget and the Capacity to Monitor Indicators

Year 2 Annual Work Plan indicated that the budget for M&E for five years was “\$19,000 for the baseline survey and an additional \$28,144 for the joint monitoring activities” totalling \$47,144 (less than 1% of funding).<sup>119</sup> In response to the evaluators' query, management indicated that “\$57,600 was for the baseline survey (under Save the Children) and \$28,124 was for joint monitoring activities (under Mercy Corps),”<sup>120</sup> totalling \$85,724.

However, it was mandatory for SYLI to conduct an Initial Environment Review (IER) and an Environmental Mitigation and Monitoring Plan (EMMP). Hence the M&E budget was spent on the IER and EMMP, as well as a series of pre-implementation assessments, such as secondary school assessments, TVET/NFE assessments, teaching and school management quality assessments, and labor market assessments – none of which were budgeted for.<sup>121</sup> The M&E budget was also spent on the baseline survey. Management confirmed that the “budget was exhausted during the first year as the consortium was asked to conduct an IER which was not initially budgeted for and had to be charged on the M&E budget line. In addition, the donor limited the M&E budget ... with the argument that MEPS would carry out most of the M&E work, especially studies, evaluations, etc.”<sup>122</sup>

Therefore there are no M&E funds for ongoing joint monitoring (by consortium partners) which involves the majority of planned indicators in the M&E Plan: “the overall M&E budget is insufficient and cannot adequately support the continuous monitoring processes and the planned assessments: baseline survey, mid-term review, and the final evaluation, as well as special studies that test the stability hypotheses.”<sup>123</sup> Despite this notification in their first quarterly report, no additional funds were allocated to M&E, and funding was re-allocated from other budget lines.<sup>124</sup>

On June 17, 2014, the evaluators discussed expectations for planned M&E actions for the next 2.5 years with consortium partners, as per the Year 3, 2014 annual work plan (Table I).

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<sup>118</sup> SYLI Summary Results was provided to the evaluators on May 20, 2014 (with results to April 2014)

<sup>119</sup> Year 2 Annual Work Plan (2013), November 9, 2012, p22; this is 0.3% of \$18m and 0.6% of \$8.5m of contractual allocation for interventions and sub-grants

<sup>120</sup> Email to evaluators from SYLI management, July 16, 2014; Mercy Corps SYLI Technical Proposal Document, Annex I: Technical Issues Response, p26

<sup>121</sup> Year 2 Annual Work Plan (2013), November 9, 2012, p20

<sup>122</sup> Email to evaluators from SYLI management, July 16, 2014;

<sup>123</sup> Quarterly Progress Report, Quarter 1, FY2012 (Oct.-Dec. 2011), January 25, 2012, p10

<sup>124</sup> The re-allocated budget lines are not known as a forensic financial audit was not conducted as part of this evaluation

**Table 1: Consortium Response to Monitoring Indicators to 2016**

INDICATORS	2016 TARGET	CONSORTIUM RESPONSE
<b>Objective IRI:1: 25,000 students have increased access to formal secondary education</b>		
% of learners having completed their grade	85%	Govt. (MOE) will do – head teachers are already doing this (Evaluation interview June 17)
% of female learners completed their grade	80%	Govt. (MOE) will do – head teachers are already doing this (Evaluation interview June 17)
% increase in secondary enrollment	5%	2016 survey to be conducted during the external USAID-mandated evaluation (Evaluation interview June 17)
<b>Objective IRI:2: Quality of secondary education enhanced</b>		
% of teachers demonstrating core teaching competencies	61%	Government (MOE) will do “The Ministry will sample 20% of supported teachers.” (Evaluation interview June 17)
% change in community perception of quality of secondary education	-	2016 survey to be conducted during the external USAID-mandated evaluation (Evaluation interview June 17)
<b>Objective IRI:3: Management of secondary education improved through capacity building of REOs</b>		
% change in community perception of school’s organization and management	-	2016 survey to be conducted during the external USAID-mandated evaluation (Evaluation interview June 17)
<b>Objective IR2:1: Youth have access to NFE and vocational education</b>		
% of NFE learners that achieve mastery on literacy & numeracy	80%	“We anticipate the National Examination Boards will conduct a standardized test.” (Evaluation interview June 17)
<b>Objective IR2:3: Youth ability to access livelihood opportunities increased</b>		
% of supported youth-owned business still in operation one year later	60%	“A formal assessment has not yet been done on youth who have been supported with the business startup grants. This will however be done in the course of this year.” (Written statement on SYLI Summary Results provided to evaluators on May 20) – First grants were issued only 6 months ago
# of persons receiving new or better employment	900	“The formal assessment/study has not been done to determine the youth who have gotten employment after the training.” (Written statement on SYLI Summary Results provided to evaluators on May 20); 2016 survey to be conducted during external USAID-mandated evaluation
<b>Objective IR3:1: Civic participation increased for youth to network and dialogue</b>		
% youth who have participated in civic actions	60%	2016 survey to be conducted during the external USAID-mandated evaluation – sample from each location (Evaluation interview June 17)
<b>Objective IR3:2: Youth-led advocacy efforts strengthened to influence policy decisions</b>		
% youth who feel they have a voice in community & local govt. decision making	-	2016 survey to be conducted during the external USAID-mandated evaluation (Evaluation interview June 17)

The conclusion is that the “insufficient” M&E budget indicates a limited understanding of costs associated with ongoing monitoring and evaluation, and/or the monitoring requirements of a long term development initiative. Although SYLI personnel have developed assessment tools for the measurement of indicators, budget implications may affect their capacity to conduct timely assessments for continuous monitoring to keep SYLI on track towards its higher development goals.

## 5. Review of Indicators

The SYLI M&E Plan contains 37 indicators: 18 indicators for IRI, 12 indicators for IR2, and 7 indicators for IR3.<sup>125</sup> It is expected that the measurement and monitoring of indicators assists programming implementation decisions and budget planning. The evaluators’ rapid assessment of indicators, as documented in the SYLI PIRS is presented below:<sup>126</sup>

### IRI Indicators

The IRI indicators are generally sound, with realistic targets, and a combination of output, outcome, and impact (stability) indicators.

<sup>125</sup> The M&E Plan was titled Somali Youth Leaders Initiative (SYLI) Performance Monitoring Plan (PMP)

<sup>126</sup> SYLI Performance Indicator Reference Sheets are in the SYLI Performance Monitoring Plan (M&E Plan), July 31, 2012, pp20-57

Indicator IR1.2.5 *% change in community perception of quality of secondary education* and IR1.3.4 *% change in community perception of school's organization and management* are stability indicators. To measure these indicators, the M&E Plan documented that a baseline, mid-term survey, and final survey will be conducted. These indicators are at risk of not being monitored and measured, given the lack of M&E funding. The internal mid-term survey has not been conducted, and the consortium expects that the external evaluators for the final USAID-mandated evaluation will conduct the 2016 survey.

Indicator IR1.1.6 *% increase in the enrollment of the 50 target schools (with a target of 5%)* is an outcome indicator with the data planned to be collected annually by the Education Specialist in conjunction with head teachers. No annual data collection has been conducted. It should be noted that during the external mid-term evaluation, the evaluators collected enrollment statistics in 12 of the secondary schools visited to compare against baseline data. However, a survey of all 30 schools in which SYLI currently supports was not a requirement of the external mid-term evaluation. The consortium expects that the external evaluators for the final USAID-mandated evaluation will conduct the 2016 survey to determine the achievement of enrollments.

The consortium has an expectation that the government (Ministries of Education in each zone) will conduct student completion data collection. These have already been conducted annually. Head teachers collect grade completion data and the Education Specialist collates the figures as part of SYLI's annual reports. However, there is also the expectation that the government will conduct an assessment of "teachers demonstrating core teaching competencies." Without an adequate and dedicated budget for the relevant government staff, as well as capacity building and support, it is doubtful whether the government in each of the three zones will conduct an appropriate and effective assessment.

## **IR2 Indicators**

IR2 has a combination of output and outcome indicators, but no impact (or stability) indicators. The targets appear realistic for a five-year initiative, although consortium partners considered some to be too high, maintaining that they should be reduced. For example, IR2.1.2 *# of youth completing NFE* has a 2016 target of 12,000, which averages 2,400 per year. The demand for literacy and numeracy skills is extremely high and therefore this target appears appropriate.

The NFE data is reported effectively against output indicators, except for the training of NFE instructors (there is no required indicator, but there should be tables within the narrative to indicate geographic, gender, and cumulative outputs). Reporting against outcome indicators has not been effective as no data has been collected to date. For example, IR2.1.3 *% of NFE learners that achieve mastery on literacy and numeracy based on a reliable criterion-referenced test* is an outcome indicator with data collection planned to be conducted quarterly, yet this has not occurred.

TVET and apprenticeship information and reporting is confusing. For example, IR2.1.1 *person hours of training completed in workforce development supported by USG assistance* is an output indicator with a target of 3,000. The PIRS documents that the indicator measures "the number of persons completing workforce development programs, such as TVET courses and workforce readiness programs." SYLI personnel accurately collect data on individuals, but the indicator has been written incorrectly. This indicator is associated with IBTVET courses – institute-based TVET. IR2.4.2 *# youth who are benefitting from apprenticeship/internship programs* with a target of 1,800 is different from workforce development, and is precisely defined in the PIRS as "the number of youth placed in private business institutions for internship or apprenticeship programs." This indicator is associated with EBTVET courses – enterprise-based TVET. Therefore the data tables in the SYLI reports do not make it clear to readers that workforce development is vocational training (IBTVET) and apprenticeships are specific enterprise-based TVET (EBTVET).

The terminology 'workforce development' and 'apprenticeship/internship' and their implementation (into IBTVET or EBTVET) are not clearly differentiated in the reporting narrative and tables. For example, to further complicate the terminology and data collected under 'workforce development' the consortium's explanation (which may be

a mistake or a misunderstanding) for IR2.4.1 # of workforce development initiatives created through public private partnerships is:

*SYLI in collaboration with the Ministry of Youth supported the attachment and completion of 300 youth for apprenticeship program. These youth were attached to the 39 business enterprises in Somaliland, Puntland and Mogadishu.*

The PIRS defines IR2.4.1 as follows: “includes number of work learning initiatives created that target individuals such as internships, short term trainings, and mentorships as well as created by stakeholders to facilitate improved workforce opportunities for populations such as seminars, roundtables, job fairs, etc.” The PIRS adds that “the number of initiatives should be counted not the number of individuals.” Yet ‘300 youth’ documented by SYLI staff shows that the consortium is counting individuals not the number of initiatives.

IR2.3.4 # of persons receiving new or better employment tracks job creation outcomes (the target is based on 30% of the youth who participated in the workforce development initiatives), but the consortium has not commenced tracking or reporting against this indicator.

Like NFE, the support and training for TVET tutors/instructors is not a required indicator, but there should be tables within the report narrative to indicate geographic, gender, and cumulative outputs.

In conclusion, the M&E planning and reporting for TVET and job opportunities toward ‘self-reliance’ is confusing and misleading, not clearly articulated, and lacks ongoing tracking of outcome indicators.

### **IR3 Indicators**

IR3 aims to empower youth “to participate and contribute positively and productively to society” through civic participation (the provision of safe spaces to network and dialogue) and youth-led advocacy efforts.<sup>127</sup> IR3 has a combination of output indicators and two impact indicators (one of which is a stability indicator). Two of the seven indicators are attendance output indicators (IR3.1.2 # of recreational events organized for youth, and IR3.1.3 # of people attending facilitated events ...) two are active involvement output indicators (IR3.1.4 # of community mobilization and service events initiated and carried out by youth, and IR3.2.1 # of action/advocacy campaigns carried out by youth), and one is an impact participation indicator (IR3.1.5 % of youth who have participated in civic actions). The stability indicator, which is expected to be conducted at the end of 5 years, is IR3.2.2 % of youth who feel they have a voice in community and local government decision making.

Two indicators show potential confusion due to the definition of ‘participation’: participation meaning ‘attendance’ versus ‘involvement’ in an event. For example, IR3.1.3 # of people attending facilitated events geared toward strengthening understanding among conflict-affected groups is an output indicator with a target of 50,000. This is an attendance indicator as the consortium explains, “these are the participants of the sports for change events and the community service action events organized by the youth leaders who have been trained on civic engagement through the Global Citizen Corps (GCC) curriculum.”<sup>128</sup> Yet the associated PIRS states: “the program had a deliverable output of training youth leaders on Global Citizen Corps as well as peer to peer community service learning events. This indicator will track the number of youth participating in these trainings.” In this situation, the consortium’s understanding of the indicator is the most appropriate one, and the PIRS definition is inaccurate because it assumes participation in training, rather than attending events. IR3.1.1 # of youth who have completed civic education training programs is the indicator that tracks ‘participation in these trainings.’

IR3.1.5 % of youth who have participated in civic actions is an impact indicator with a target of 60%. In this indicator ‘participation’ is less clear. The PIRS states “youth who have participated in any CSO/CBO organized or political event in the last 12 months. The civic or political events may include peer to peer training/service learning events, civic education, political rallies, peaceful demonstrations, sports for change etc.” It is unclear because it could

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<sup>127</sup> Results Framework discussed in Section 1.2 of this report

<sup>128</sup> Comment inserted in SYLI Summary Results provided to evaluators on May 20, 2014, p5

mean ‘attendance’ at rallies or ‘watching’ sports tournaments or it could mean ‘active involvement’ (organizing, planning, advocacy, and promoting events).

Currently nothing is reported against this indicator because it is used to measure the 2016 result with the aim of a 10% increase from baseline to completion. This is problematic in two ways: (1) the confusion between attendance (attendance *per se* is not an impact indicator) versus active involvement, and (2) participation is defined as ‘in the last 12 months.’ Therefore the 2016 data collection for this indicator will measure youth ‘participation’ in civic actions undertaken in Year 4, which is only useful if the baseline measured this indicator in the same manner (i.e. civic actions undertaken in the 12 months before the baseline). The baseline does measure active involvement (for participation) and participation in the last 12 months.<sup>129</sup> Therefore the 2016 data collection must conduct the survey in exactly the same manner as the baseline, using the same questions.

The two indicators that measure youth-led interventions as a result of their previous attendance in civic education have low targets for a five-year initiative, and target events and/or campaigns, rather than individuals that might be agents for change (that may contribute toward the development goal of “a future generation of Somali leaders will be built”).<sup>130</sup>

For example, IR3.1.4 *# of community mobilization and service events initiated and carried out by youth* targets 50 events throughout SYLI’s implementation. The overall target of 50 events is about 17 events in each zone, which represents 3 events per zone per year over five years, which appears to be a low target for a youth leaders’ initiative. As the consortium stated: “the activities carried out by youth under Community Service Action events include: community awareness raising on environmental conservation/protection through tree planting, hygiene and sanitation awareness raising through public garbage collection and disposal, motivational talks with secondary students on the importance of education and the risks associated with drugs and participation in other illegal activities.” These are community service events conducted by GCC-trained youth, which are essentially community mobilization, with no attempt to measure continued individual leadership actions. For example, the individuals within a group conducting a community service event may only be actively involved in one event in five years. There is no target for the number of GCC-trained individuals who are expected to be involved. This is because the events are group/team events.

IR3.2.1 *# of action/advocacy campaigns carried out by youth* targets 8 campaigns over five years, starting from year 2. This represents two campaigns per year, presumably one in Somaliland and one in Puntland (as South Central wasn’t a focus when the M&E Plan was established in 2011). This target appears to be low for a youth leaders’ initiative. These are primarily joint campaigns between youth organizations and governance agencies organized by the Regional Youth Advocacy task forces formed after SYLI advocacy training workshops (some of the individual in the task forces may be GCC-trained as well as other interested youth). Again, these may only be conducted by individuals within a group on a once-only basis. There is no target for the number of advocacy-trained individuals who are expected to be involved.

In summary, the SYLI M&E Plan contains discrepancies, inattention to detail, limited explicit annual, mid-term, gender, or geographic targets, with no guidelines on terminology and definitions. In addition, gender targets in the PIRS are not consistent with the targets stated by SYLI staff, and are not explicit in their reporting. There are 37 indicators, which appears to be a high number. The inclusion of two stability indicators is appropriate and relevant for inclusion in the M&E Plan. IR1 indicators are the most appropriately designed indicators to measure outputs and outcomes, with realistic targets, whereas IR2 and IR3 have terminology which is not clearly defined. IR2 indicators lack the intent to continuously monitor training outcomes (this is due to the implication of the development hypothesis that SYLI was designed to prepare youth for jobs, rather than to directly initiate job creation). NFE data is reported effectively against output indicators, although the number and type of training for NFE and TVET instructors should be monitored and presented in tabular form in reports, even if not required to report against a specific indicator. The two indicators that measure youth-led interventions have low targets

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<sup>129</sup> Center for Social Sector, Education and Policy Analysis (July 2012), SYLI Baseline Study, Annex 4: SYLI Baseline Survey School and Household Questionnaire, Section 400: Civic Engagement and Participation, Question 405, p65

<sup>130</sup> Development Hypothesis discussed in Section 3.1 of this report

for a five-year initiative, and they report on the number of events and/or campaigns, rather than on individuals that might be agents for change. There is no target for the number of GCC-trained individuals who are expected to be involved in follow-on actions because the events are designed as team events.

In addition the M&E budget was significantly insufficient to conduct pre-implementation assessment, a baseline, measurement, monitoring, tracking, and evaluations across the life of SYLI in order to facilitate implementation and budget decisions.

# ANNEX 16: CASE STUDIES

## CASE STUDY I: YOUTH NETWORKING

### ***Empowering young people to be their own agents of change and claim their rights develops a feeling of citizenship and contributes to their society's well-being***

(UNFPA Framework for Action on Adolescents and Youth: Opening Doors with Young People, 2007, p12)

Youth networking enables youth not only to connect to each other, but also to opportunities – opportunities to access information, participate in recreational events, and engage in civic activities. One of the consortium partners had an extensive youth networking system in place across their zone. SONYO (Somaliland National Youth Organization) comprises 51 youth organizations and 3 university Student Unions, and was part of the consortium tasked to implement the Civic Engagement component of the USAID-funded Somali Youth Leaders Initiative (SYLI). As a youth organization, formed in 2003, with a grassroots network for “enabling a youth to live to his/her full potential ... and creating a society that gives considerable thought and resources to the development of youth regardless of gender so as to make them educated, skilled, and responsible citizens,”<sup>131</sup> SONYO won the trust of communities and recognition of relevant government departments in Somaliland.

UNFPA defines youth participation as “a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses broader youth developmental needs, in contrast to deficit-based models that focus solely on youth problems.”<sup>132</sup> Thus SONYO with a network of youth organizations across the six regions of Somaliland (Sahil, Awdal, Hargeisa, Togdheer, Sool and Sanaag) was strategically identified as the best placed SYLI partner to enhance youth participation through Sports for Change and community action events.

As an example of its universal acceptance, ministerial officials reported that over 8,000 youths converged as spectators in Borama, Awdal Region, to support their various teams in a SONYO-organized sporting tournament, in collaboration with the government. The Director General of the Ministry of Youth, Sports and Tourism confirmed that youth participation in a sporting event to that degree, over a competition period of a week, drastically reduced the consumption of khat – a stimulant causing euphoria and categorized by WHO as a drug of abuse.<sup>133</sup> Government officials added that, in the Hargeisa region, SONYO was able to identify two gangs that engaged in petty crimes, talked to them, mixed them with other sports teams, and trained them in life skills. Additionally, SONYO was able to link the gang members with local authorities and Members of Parliament from Hargeisa so that the identified youth could access resources.

At a policy level, SONYO was instrumental in engaging with the Government of Somaliland on the formulation of a National Youth Policy and subsequently with Cabinet and politicians on the development of a Youth Development Fund (YDF). The YDF is a donor-supported pool of funds for youth development activities which the President launched in February 2014 with initial funding of US\$100,000. This is an example of the influence of a strong national youth network, such as SONYO. This was not a SYLI intervention, although SYLI funded a workshop to establish the Youth Development Act which the Minister of Youth validated in March 2014. The next step is the formation of a 15-member Board to administer the YDF.

SONYO is successful in implementing interventions among young people and for young people because, as a youth-led network of organizations, they identified easily with youth and won the trust of both political leaders in Somaliland in particular and local communities.

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<sup>131</sup> <http://www.insightonconflict.org/conflicts/somalia/peacebuilding-organisations/sonyo>

<sup>132</sup> Definitions of Youth Development and Youth Leadership, September 18, 2011 <http://unfpayouthadvisorypanel.com>

<sup>133</sup> Al-Mugahed, Leen (2008). Khat Chewing Is on the Rise in Yemen, Raising Concerns about the Health and Social Consequences. *Bulletin of the World Health Organization* 86 (10): 741–2. doi:10.2471/BLT.08.011008. PMC 2649518. PMID 18949206

## CASE STUDY 2: EBTVET – ENTERPRISE APPRENTICESHIPS

### *Providing connections with business communities*

With about 70 percent of the population below 30 years of age in Somalia, and against a backdrop of the long-running conflict, development partners are spotlighting the need to invest in youth. According to the UNFPA, priorities for youth are premised on three differing perspectives:

- a threat to civil order
- a vulnerable or alienated group to be protected and supported
- an asset to be fostered.<sup>134</sup>

The consortium recognized that the provision of vocational skills training for out-of-school youth was critical in empowering youth in Somalia. To achieve this, SYLI implemented two models: institute-based vocational education and training (IBTVET) in which youth attend a government or private institution, and enterprise-based training (EBTVET) in which youth train directly in local businesses.

The logic behind using business enterprises to train youth on marketable skills was the realization that enterprises are based on profit, therefore producing goods or services that the local community demands. This implies that youth are trained in skills driven by the labor market. During on-the-job-training youth are paid a small stipend. Additionally, it was hoped that the enterprises would not only train youth on relevant and market-driven skills, but would also provide employment opportunities for a select number of graduates. It is the classic ‘supply and demand’ model coupled with the incentive model that provides practical, market-driven on-the-job training.

For example, Dadhis Furniture and Aluminum Fabrication Center, situated in Borama, 120 kilometers west of Hargeisa, the capital of Somaliland, is owned and managed by Ismail Yasin Ahmed. He established the business in 1995 to serve the building construction needs of the town. According to Ismail, there is a building construction boom in the area attributed to investments by the Somalia diaspora community, thereby creating a great demand for relevant, practical skills.

Ismail Yasin Ahmed was happy to collaborate with SYLI, because he viewed it as an opportunity to improve his business, support community development, and provide important mentoring and skills opportunities for local youth to help prevent the loss of young people tempted by migration to neighboring countries and Europe. His center provided six-month skills training for 33 youth on metal fabrication, specifically aluminum.

SYLI’s outlay for the six-month course was \$360 per youth. After graduation, the center permanently employed more than 50% of the youth initially attached to the on-the-job skills training. The newly-employed youth told the SYLI evaluators that about 11% of their training colleagues are now self-employed. Additionally, according to Ismail Yasin Ahmed, his other graduates are occasionally hired on a needs basis when work demand is high.

Although conventional thinking is that TVET skills training is expensive, enterprise-based connections and attachments to provide training for youth on market-driven skills can be provided at minimal cost for maximum and immediate impact.

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<sup>134</sup> UNFPA (no date) Putting Young People into National Poverty Reduction Strategies: a guide to statistics on young people in poverty

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