



USAID Somalia, Somali Youth Leaders Initiative (SYLI) Quarterly Progress Report Quarter II, FY 2015



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Cover Photo: Puntland MoE Minister Mr. Ali Haji Warsame handing over Teaching and Learning Material (TLM) to Ahmed Du'ale, Head Teacher of Harfo Secondary School, Mudug Region

Somali Youth Learners Initiative (SYLI)

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Acronyms and Abbreviations

BoQ	Bill of Quantity
CECs	Community Education Committees
CoP	Chief of Party
DEO	District Education Officer
DG	Director General
EMIS	Education Management Information System
GEF	Girls Empowerment Forum
GTEC	Garowe Teacher Education College
HE	Her Excellency
JIA	Juba Interim Administration
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoLY&S	Ministry of Labor, Youth and Sports
MoU	Memorandum of Understanding
MoYS&C	Ministry of Youth, Sports and Culture
MUDAN	Mudug Development Association Network
NFE	Non-formal Education
NEC	National Electoral Commission
PBIED	Person-Borne Improvised Explosive Device
QA	Quality Assurance
REO	Regional Educational Officer
SCS	South Central Somalia
SIP	School Improvement Plans
SNA	Somali National Army
SONYO	Somaliland National Youth Organization
SYLF	Somali Youth Leadership Forum
SYLI	Somali Youth Leaders Initiative
TLM	Teaching and Learning Materials
TOR	Terms of Reference
TTI	Teacher Training Institute
USG	United States Government
VBIED	Vehicle-Borne Improvised Explosive Device
WCGCE	Women's Council for Girl Child Education

I. CONTEXT UPDATE

Somaliland

During the reporting period the security situation of Somaliland remained calm with no incidents of significance reported. Among the major concerns were the forthcoming general elections of June 2015. Recently, the Somaliland National Electoral Commission (NEC) announced plans to conduct voter registration for the upcoming elections and set a timeline. In March 2015, NEC and the three political parties of WADANI, KULMIYE and UCID met in Hargeisa to discuss the dates to start the groundwork tasks related to the election process. In a press release, the NEC announced that voter registrations will begin by the end of July 2015 and the process is expected to last for five months. Furthermore, the commission plans to declare the election date after concluding the registration exercise for political parties to hold their respective nominations and campaigns. thus delaying the election by nine months. In reaction to the extension of the current term of the government by nine months, the Alliance of Somaliland opposition parties (WADANI and UCID) rejected the extension of the election period and declared the current government's term will lapse by the end of June 2015, hence the tenure of the incumbent administration is set to expire by the same date. If this is not resolved amicably, it has the potential for political tension and subsequent election violence in Somaliland.

Puntland

Puntland remained relatively stable with no significant changes in the political, security and socio-economic settings during the quarter. However, the security situation in Bossaso remains precarious with Al-shabab (AS) militancy having made a significant disruption in the region due to its proximity to the Galgala-an area, known to be an operational base for the AS militia in Puntland. Attacks targeting government security forces and officials remain a permanent threat in Bossaso and North Galkacayo. The Puntland administration has made great efforts to decimate AS strength and retain control of the area. On a different note, the ongoing conflict in Yemen has had an effect on Puntland and the general Somalia economy. The Saudi-led military intervention in Yemen restricted movement of commercial boats to and from Yemen across the Red Sea. Many business companies in Puntland who used to import basic food and other essential commodities from Yemen have experienced a decline in business activities. In addition, the influx of Somali and Yemeni refugees escaping the conflict in Yemen will further complicate the situation since there are no major on-going emergency response mechanisms to assist and re-settle the refugees. More refugees are expected to arrive at the port city of Bossaso should the Yemeni internal conflict and the Saudi-led military interventions continue to escalate.

Central (Galmudug and Galgadud regions)

During the quarter, the Federal Government of Somalia showed commitment towards the establishment of a new regional administration (Central State) for Mudug and Galgadud regions. The Somali President visited the region twice within the quarter with the objective of building consensus among the long-divided communities in central Somalia and to help them decide their future as they continue setting up a roadmap towards the attainment of a fully functioning regional administration in accordance with the country's federal constitution. The final conference that will culminate in the formation of the Central State is planned for April 2015 and may possibly run for a month.

The Galmudug regional administration operationalized Hobyo Port in the Mudug region with imports of goods already flowing in smoothly from mid-March 2015. There is also a fundraising

initiative organized by local businessmen, women, elders and professionals from Galmudug to rehabilitate the road linking Galkacayo to Hobyo to ease the flow of goods smoothly between the two cities, as the road in its current condition remains a major hindrance to transportation and business.

Security-wise, control of Guriceel town remained a source of tension between the Somali National Army (SNA) and Ahli Sunnah Wa Jimaah(ASWJ) forces in Galgadud region. In addition, scarce resources including water and pasture and long-standing grievances relating to land disputes have triggered frequent inter and intra-clan conflicts in the Galgadud and Mudug regions, claiming lives and destroying properties.

South Central

The recently appointed Prime Minister Omar Abdirashid Sharmarke appointed his cabinet ministers following weeks of internal dispute and negotiations due to competing and divergent interests among the different groups in Somalia. The 20-member cabinet appointed reflected an inclusive government with the political faces of Somalia, although several ministers were retained from the previous government. The announcement came on the heels of the Prime Minister dismissing two nominated cabinet ministers before even presenting them to the parliament for vetting due to stiff resistance within the parliament. It is the first time that three female ministers joined the cabinet, holding key ministries such as Education, Health, and Women's Affairs. Hon Dr. Khadar Bashir, former Education Sector Coordination Specialist, was nominated to the docket of the Ministry for Education and Higher Education while Hon. Hawa Mohamed, the former Gender Technical Advisor to the MOE, was appointed to the head of the Ministry of Health. Both Ministers have collaborated with MC-SYLI and are familiar with our programs.

The security situation in southern Somalia remained unpredictable. Targeted assassination, drive-by shootings and bombings increased during the quarter, indicative of the insurgent groups' capacity and inherent intent to carry out more attacks in the medium term. In February, the insurgent group carried out an attack by Vehicle-Borne Improvised Explosive Device (VBIED) followed by Person-Borne Improvised Explosive Device (PBIED) against high-value targets at Central Hotel, leaving more than 25 dead including two MPs, the deputy mayor of Mogadishu, the Prime Minister's secretary and the deputy Prime Minister's chief of staff. The Deputy Prime Minister, Mohamed Arte, was reportedly the main target of the attack as well as the ministers of Transport, Port and Marine Resources who were among dozens injured in the blasts. The attack was executed by two partners (alleged husband and wife), who both were allegedly from the Somali Diaspora. Al-shabab militants claimed responsibility for the attack.

In March, AS carried out yet another more complex attack on Maka Al-Mukarama Hotel located in central Mogadishu, targeting government officials who reside at the hotel. AS attacked the hotel with a VBIED explosion at the rear gate followed by gunfire from armed attackers. The assailants managed to breach the security and accessed the hotel, killing 14 people and injuring a dozen others. Among the dead was Somalia's Permanent Representative to the UN in Geneva. The militia controlled the hotel for over 17 hours.

Economically, Mogadishu is developing at a faster pace compared to other parts of the country. The new terminal at Aden Adde International Airport was officially opened and this will likely create more air traffic. Flights to Istanbul through Turkish airline from Mogadishu open the region to

Europe and the Middle East. This competitive airline business has had an impact on other local airlines (Juba and Daallo), forcing them to merge to compete against the regional and international airlines.

The SYLI program is among those affected by the volatile political environment and insecurity, as the long awaited Minister of Youth and Sports was among those injured by the Central Hotel explosion, and he was transferred to Turkey for specialized treatment.

II. SYLI EXECUTIVE SUMMARY

The second quarter of SYLI Phase II has marked the start of key activities in South Central Somalia. This includes conducting needs assessment in secondary schools, NFEs and Teacher Training Institutes, convening an inception and planning workshop with line ministries, recruitment of key staff, submission of the Monitoring and Evaluation Plan (M&E Plan), enrollment of teachers and NFE learners for the training course, development of a Civic engagement strategy and training module, supporting third party monitoring and verification teams, and continuation of ongoing phase I activities. In South Central, after endorsement of assessment findings, the Ministry of Education of FGS has forwarded a list of 30 secondary schools for intervention.

During the quarter, two Phase I secondary schools were completed and handed over to the Ministry of Education and respective communities. These are Gacan Libaah Secondary School in Somaliland and Kalabayr Secondary in Puntland. This brings to 184 and 279 respectively, the cumulative number of classrooms and other structures constructed/rehabilitated and handed over in 37 secondary schools in Somaliland and Puntland, and South Central. In addition, the construction and rehabilitation work of 69 and 73 classrooms and other structures respectively are in progress in 11 secondary schools across the zones. This infrastructure work has directly improved the learning environment of 20,268 (13,437M and 6,831F) learners enrolled into 45 schools (22 in Somaliland, 17 in Puntland and 6 in South Central) by improving access, reducing classroom congestion and the use of the classroom shift system with most of the students previously placed in the afternoon sessions now brought to the morning sessions. The learning environment was further improved through the distribution of desks, construction of girl friendly spaces, and provision of teaching and learning material to the schools. During the quarter, 1,138 textbooks of mainly science and languages were distributed to six secondary schools across Somalia.

Female pre-service teacher trainees enrolled in the two year diploma program for the first time in some areas of South Central Somalia. 170 female teacher trainees have started their first semester in five teacher training institutes. In Somaliland, 30 pre-service trainees completed the two year diploma in the quarter and started teaching in the different public secondary schools. Moreover, preparations are ongoing to launch the short term in-service teacher training in the upcoming school break of June-July this year across all the zones.

CECs of supported secondary schools progressively demonstrated support from the community in implementing their respective school improvement plans. For instance, one CEC approached the Samsam Foundation, a local NGO based in Mogadishu, which supported the school and provided 33 desks and office equipment (photocopier and laptop) and constructed student's assembly stage, which was in line with their SIP. Similarly, all other schools are aiming to raise funds from the community to support the implementation of the key priority activities of their plans.

Literacy and numeracy training for the youth who missed out on formal education was started during the quarter with an enrolment of 2,599 (469 male, 2,130 female) youth for the 6-9 month non-formal education program in all the three zones. A majority of these trainees are middle-aged females who, due to the household responsibilities, did not have the chance of attending formal education.

Lastly, schools for civic engagement activities were selected in Somaliland and Puntland. In-school youth leaders have been established and trained on recently developed civic engagement modules in four schools (3 in Puntland and 1 in Somaliland). Among other things, students were trained on resource mobilization and fundraising activities that can lead to student-led civic action events at the school and community levels. Additionally, SYLI facilitated a consultative meeting for youth stakeholders in Puntland (Ministry of Youth, Regional Youth networks and other stakeholders) to discuss the establishment of Puntland State Youth Umbrella structures and other key issues. The process of establishing the national umbrella body will continue into next quarter.

A. Activity Administration

As the program fully expands into South Central Somalia, key challenges experienced during the quarter include: the prevailing security situation which hampered program needs assessments in some of the target regions and districts, non-existence of public schools in the regions since public schools established by the previous regime before the collapse of the state were occupied by IDPs. This is further complicated by the thin line that exist between the community owned and privately owned schools. The formation of regional state administration such as JubaLand and South West have created multiple layers of administration that require independent recognition from the Central government. In the same vein, the morale of the current MoE staff in the regional state has been affected by the fear of being replaced by the new administration. Additionally, the general lack of local skilled and competent personnel in South Central Somalia will delay the recruitment processes of key program staff.

B. Subsequent Reporting Period Work Plan

Key activities for the next quarter include:

- Completion and handing over of the ongoing construction and rehabilitation of schools in Somaliland and Puntland and South Central
- Finalization of the technical documents and Bill of Quantities for the planned construction work in Southern Somalia
- Training of the CECs for the target schools in South Central Somalia
- Disbursement of school improvement grants to CECs in Puntland and Somaliland and support CECs in the implementation of grants
- Supervision of ongoing pre-service female trainees in South Central Somalia
- Selection and enrolling of teachers under the short in-service teacher training across all three zones
- Conducting civic engagement trainings and advocacy campaigns for in school youth and out of school youth respectively
- Training of Ministry of Youth staff in Somaliland, Puntland and Somalia
- Technical Assessment and selection of youth centres for rehabilitation
- Completion of the formation of Puntland State Youth Umbrella

III. KEY NARRATIVE ACHIEVEMENTS

IRI: FAIR AND EQUITABLE SECONDARY EDUCATION SERVICES IMPROVED FOR AT LEAST 45,489 SOMALI YOUTH COMMUNITY MEMBERS, AND EDUCATION OFFICIALS

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

Qualitative Impact

SYLI Quarterly Review Meeting

SYLI Consortium Partners had a quarterly review and planning meetings during the reporting period in Hargeisa. During the meeting all partners presented their quarterly achievements, challenges, and lessons learned and planned activities for Quarter II. Among the key challenges discussed were: delays in the selection of target schools in South Central and the slow pace of program implementation. Emphasis was put on the need for compliance and quality reporting.

Selection of Target Schools in South Central Somalia (SCS)

On 23 March 2015, the Minister of Education and Higher Education (MoE&HE) of Somalia, H.E. Dr. Khadar Bashir Ali, and SYLI consortium held a consultative meeting in Mogadishu to discuss the findings of the school needs assessment conducted in South Central Somalia. The Minister expressed appreciation of the effort SYLI put into the assessment process and the quality of report presented. This was followed by a series of meetings and discussions on the validation and finalization of the report. On 30 March, 2015 SYLI held a meeting with the MoE team led by the Minister of Education Dr. Khadar Bashir, who shared the official list of 30 public schools to be supported with rehabilitation and/or construction in South Central Somalia. The distribution of schools per region was as follows: Mudug(2), Galgadud(4), Hiiraan(3), Middle Shebelle(2), Banaadir(3), Lower Shabele(4), Bay(2), Gedo(4), Bakool(1), Middle Juba(1) and Lower Juba(4). All identified schools are either new or public facilities completely destroyed by the civil war and under the occupation of IDPs or national army. The minister demanded increasing the number of classrooms per school from the standard average projected by SYLI at minimum of 4 classrooms per school to 8 classrooms, and the increase could have budgetary effects on the number of schools targeted by SYLI. The MOE proposed a reduction of the number of schools to be supported from 50 to 30. However, the SYLI consortium appealed against the decision, underscoring the fact that SYLI is obligated to reach out to 50 schools for infrastructure development. Furthermore, the SYLI Consortium emphasized the significance of fair and equitable resource distribution to all regions of SCS.

Improve Teacher Training

SYLI attended several Teacher Training Technical Working Groups at the Puntland Ministry of Education (MoE) during the quarter. The meetings were presided over by the MoE-Teacher Training Unit and attended by all members of the Technical Working Group and highlighted the importance of having more teachers trained in order to improve the quality of education and boost the pool of qualified and trained teachers in Puntland. The meetings discussed lessons learned from the teacher trainings conducted in 2014 and emphasized the need to develop clear selection criteria in the upcoming in-service teacher trainings and for the development of comprehensive monitoring and mentoring frameworks before the commencement of the next teacher training.

Joint Review of Education Sector Meetings

The 2nd Joint Review of the Education Sector (JRES) meeting in Somaliland and Puntland organized by the Ministries of Education and facilitated by education partners were successfully conducted in March 2015. These were two days high-level meetings each and were attended by key MoE officials led by the Education Minister of Somaliland and Puntland and attended by representatives from the education development partners including donors, UN Agencies, INGOs, LNGOs, educators, universities, and opinion leaders. The aim of the meetings was to review the performance of Somaliland and the Puntland Education Sector performance against the set and agreed milestones for the year of 2014/15 and to identify key challenges facing the sector and possible solutions while developing a comprehensive action plan for the academic year

2015/16. The MoEs shared valuable presentations regarding progress made in access, quality and governance of the education sector in Somaliland and Puntland. During the meetings, valuable recommendations were made and the technical team from the ministry drafted a joint action plan for the year 2015/16.

SOMALILAND

Outcome I: Increased Access to Secondary Education

a) Construction and Rehabilitation of Schools

Commissioning of School Constructions

During the quarter, CARE, in collaboration with the REO of Sool region, launched the construction of Muse Yusuf secondary school in Lasnaod, Sool Region. The construction consisted of three classrooms, one girl friendly space (GFS), extension of the height of the boundary wall and rehabilitation of 60 windows. Muse Yusuf Secondary School was one of the target school in Phase I and it's one of the schools with the highest student population in Somaliland with a total enrollment of 970 (702 Male and 268 female) learners. The new classrooms are expected to reduce the current congestion and improve the school learning environment. Additionally, CARE has procured 45 desks (15 per classroom) for newly constructed classrooms and procurement of GFS furniture is in process.

Supervision of Construction

During the quarter, Mercy Corps, together with the Ministry of Education, Ministry of Public Works and the school community, conducted joint supervision on the construction of Bursade Secondary School in Berbera, Sahil Region. The team, jointly with Sahil Regional Administration, visited the construction site twice which includes; construction of 8 classrooms, 12 latrines, administration blocks and a water tank which has reached a 40% level of completion. In addition, MoE, CECs and Mercy Corps engineers conducted several regular technical supervisions to ensure the quality of the construction. Moreover, SYLI engaged the Somaliland Road Authority to test and approve the quality of the concrete and the soil of the site on which the school is being constructed. Similarly, the construction of Muse Yusuf is currently at an 80% level of completion.

Handover of Completed Structures

Gacan-Libah (Sh. Ibrahim Sh. Yusuf) Secondary School construction has been handed over to the community and Ministry of Education in this quarter. The construction is composed of 4 classrooms, 2 blocks of latrines and 2 water tanks. This was completed last year with the exception of fixing the gate for the school as the school community and MoE were not able to relocate the garage that operates in the section of the school where the gate was to be fixed within the proposed time. The MoE and the School CEC are currently working together to resolve the issue and will fix the gate for the school community.

The table below illustrates details of the SYLI supported construction work (both ongoing and completed) to date.

Table 1: School Constructions; (built or repaired) classrooms and other structures in Somaliland

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
A) Constructions completed in this quarter (Quarter 2 FY 2015)						
1	Gacan-Libah Secondary	4	0	6	0	2 water tanks and rehabilitation of the fence
Total for this quarter		4	0	6	0	
B) Constructions completed in the previous quarters						
2	Koryale Secondary	3	0	4	0	Water tank and pipe installation
3	Burao New Secondary	4	0	4	0	Admin block office and water tank
4	Gutaale Secondary	2	0	4	0	Fencing wall
5	Armale Secondary	4	0	4	0	Admin block and water tank

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
6	Garadag Secondary	2	0	4	0	Fencing wall
7	New-Erigavo Secondary	4	0	4	0	Admin block and water tank
8	Jidale Secondary	4	0	4	0	Construction of water tank and office space
9	Gabiley Secondary	4	0	6	0	Construction of water tank, office space and store
10	Adan Isaaq Secondary	4	0	0	4	Construction of water tank
11	Sheikh Ali Jowhar	4	0	6	0	Construction of water tank
12	Yufle Secondary	4	0	4	0	Construction of water tank and office space
13	Haji Aden Secondary	3	0	0	0	Girl friendly space (GFS) and one water facility
14	Saba (Elbuh) Secondary	4	0	4	0	Construction of one water facility
15	Sheikh Bashir	0	0	0	0	GFS, water facility and rehabilitation of fence
16	Gandi Secondary	0	15	3	8	Three offices, two stores and one water point
17	Farah Omar Secondary	0	15	6	0	Two laboratories, one library and one water tank
18	Waran Cade Secondary	3	0	6	0	255m fence/wall and one water facility
19	Mohamud Ahmed Ali	4	0	0	0	Construction of water tank and fence
20	26 June Secondary	4	0	6	0	Water reservoir, elevated masonry water tank
Total for previous quarters		57	30	69	12	
Completion to Date		61	30	75	12	
Classrooms and other structures under construction/rehabilitation						
21	Bursade Secondary	8	0	12	0	Administration block and water point
22	Muse Yusuf Secondary	3				Girl Friendly Space, rehabilitation of fence & windows
Total		11	0	12	0	

b) Enrollment in Supported Schools

The current School Academic Year (2014/2015) began in September/October 2014 and the SYLI team, in collaboration with REOs and school head teachers, collected the enrollment data from supported schools. Total enrollment of the current 22 schools stands at 11,637 (7,772 boys, 3,865 girls) in this academic year. Over the 3 years, SYLI has decongested classrooms in urban areas with the aim of improving the quality of teaching and learning while it has enhanced access by creating new classrooms and other facilities in remote/rural areas of Somaliland.

Table 2: Beginning of Academic Year (2014/2015) of Supported School's Enrollment

No	Name of School	Region	# Start of Year (Sept 2014)		
			Male	Female	Total
1.	Mohamud Ahmed Ali	Marodijeex	1,042	491	1,533
2.	26 JUNE Secondary School	Marodijeex	847	526	1,373
3.	Farah Omar Secondary School	Marodijeex	664	281	945
4.	Gandi Secondary School	Marodijeex	291	157	448
5.	Warancadde Secondary School	Marodijeex	359	156	515
6.	Aden Isaac Secondary	Awdal	397	244	641
7.	Sheikh Ali Jowhar Secondary School	Awdal	450	243	693
8.	Ardaale Secondary School	Awdal	231	111	342
9.	Gacan Libah Secondary school	Marodijeex	956	554	1,510
10.	Gabiley secondary school	Gabiley	116	49	165
11.	Elbuh Secondary	Sanaag	84	40	124
12.	Haji Aden Secondary	Sanaag	414	224	638
13.	Sheikh Bashir Secondary	Togdheer	795	289	1,084
14.	Yufle Secondary	Sanaag	16	13	29
15.	Jiidali Secondary	Sanaag	6	1	7
16.	Garadag Secondary	Sanaag	94	42	136
17.	Guutaale Secondary	Sool	136	80	216
18.	Koryaale Secondary	Togdheer	66	6	72
19.	Armale secondary	Sanaag	47	27	74
20.	Burao New Secondary	Togdheer	37	37	74
21.	New Erigavo secondary	Sanaag	26	26	52
22.	Muse Yusuf secondary	Sool	698	268	966
Cumulative Total			7,772	3,865	11,637

c) Promoting Girls' Access to Secondary Education

Review planning meeting for WCGCE

15 members of Women Council for Girl Child Education (WCGCE), along with the Ministry of Education (MoE) and USAID's Mercy Corps team, conducted a two-day review and planning meeting in the Marodijeex region on February, 2015. The objective of the meeting was to review the achievements of the WCGCE over the past 6 months which include: mobilization/awareness raising campaigns through media on increasing school enrollment and school-based visits to SYLI supported schools in Hargeisa, and plan for the upcoming activities of continuing awareness-raising campaigns, crafting advocacy and mobilization messages on promoting the importance of girl's education, and others. At the end of the meeting, the WCGCE members developed a three-month action plan for the period of March to May, 2015, with most activities focused on raising awareness and improving girl's education. The action plan targets school CECs, parents, teachers, head teachers, female teachers, REOs, community education committees, and students. SYLI works collaboratively with MoE and WCGCE at promoting enrollment, retention and performance of girls in SYLI supported secondary schools.

Outcome 2: Enhanced Quality of Secondary Education

a) Pre-service Teacher Training

The SYLI Consortium, in collaboration with the MoE, concluded the ongoing pre-service teacher training for 50 female teacher trainees enrolled at Amoud University. During the quarter, the trainees took the final examinations after completing all the required courses for the diploma. 30 of the female candidates fulfilled the requirement and are expected to graduate. The graduates are expected to be employed by the MoE and deployed to teach in the public secondary schools in their respective regions across Somaliland. Their deployment is expected to improve the social learning environment for girls and thus encourage their retention and completion, as a lack of female teachers has been cited as one of the impediments to girl's education.

b) Provision of Teaching and Learning Materials (TLM)

During the quarter, CARE, in collaboration with the MoE, has distributed 101 TLMs to Muse Yusuf Secondary School in the Sool region. The textbooks included Geography, Biology, Mathematics, History and English. The distributed student textbooks teacher's guides are expected to improve the quality of learning for students in the school. Moreover, CARE distributed sports equipment to seven secondary schools in Sool (Gutale Secondary), Sanaag (Elbuh, Armale and New Erigavo Secondary Schools) and Togdheer (New Burao, Sh. Bashir and Koryale Schools). The distributed material included goal posts for volley ball and football, nets, sportswear, sport shoes, and table tennis. These materials are aimed at improving the extracurricular activities of the learners in target schools.

Table 3: Teaching and Learning Material (TLM) distributed to supported Schools

No	School	Region	Enrollment	Textbooks
TLM distributed in this quarter (FY15 Q2)				
1.	Muse Yusuf Secondary School	Sool	966	101
Total for this quarter				101
TLM distributed in the previous quarters				
2.	Garadag Secondary	Sanaag	136	265
3.	Erigavo New Secondary	Sanaag	52	238
4.	Armale Secondary	Sanaag	74	225
5.	Jiidali Secondary	Sanaag	7	52
6.	Burao New Secondary	Togdheer	74	273
7.	Qoryaale Secondary	Togdheer	74	269
8.	Gutaale Secondary	Sool	216	275
9.	Yufle Secondary	Sanaag	29	226
10.	Yubbe Secondary	Sanaag	NA	81
11.	Elbuh Secondary	Sanaag	124	196
12.	Haji Aden Secondary	Sanaag	638	873
13.	Sheikh Bashir Secondary	Togdheer	1084	1,315
14.	26 JUNE Secondary School	Marodijeex	1,373	144

15.	Bursade Secondary School	Sahil	NA	150
16.	Farah Omar Secondary School	Marodijeex	945	190
17.	Gacan Libaax Secondary	Marodijeex	1,510	160
18.	Gandi Secondary School	Marodijeex	448	147
19.	Mohmud Ahmed Ali Secondary	Marodijeex	1,533	205
20.	Warancadde Secondary School	Marodijeex	515	170
21.	Aden Isaac Secondary	Awdal	641	141
22.	Ardaale Secondary School	Awdal	342	184
23.	Sheikh Ali Jowhar Secondary	Awdal	693	120
	Total for previous quarters			5,899
	Total distribution to date			6,000
			11, 474	6,000

Outcome 3: Management of secondary education improved

a) Joint Review of Education Sector Meeting

The 2nd Joint Review of the Education Sector (JRES) meeting in Somaliland organized by MoE and facilitated by education partners was successfully conducted in mid-March 2015. This was a two day high level meeting attended by key MoE officials led by the newly appointed Education Minister of Somaliland, Mr. Farah Elmi, and attended by representatives from the education partners including donors, UN Agencies, INGOs, LNGOs, universities, and the general public. The aim of the meeting was to review the performance of the Somaliland Education Sector against the set and agreed milestones for the year of 2014/15 of the education sector, and identifies the key challenges and possible solutions and proposes an action plan for with clear targets for the year 2015/16.

During the meeting, presentations on a 2014 action plan against achievements were made by the ministry in the same year. On the other hand, external consultants who conducted country wide visits shared recommendations and observations from site visits in schools, universities and TVET/NFE centers. At the conclusion of the meeting, valuable recommendations were made and the technical team from the ministry used these to draft action plans for the year 2015/16. The European Union (EU), on behalf of education donors, thanked the ministry for the good works and reassured their support to the Education Sector in Somaliland. Finally the MoE awarded certificates to the key donors which includes: USAID, EU, DFID, GPE and UN.

b) Education Management Training

The SYLI team, with the MoE, conducted five days education management training for regional and district education officers from all regions of Somaliland in March 2015. The training was attended by 43 (38M: 5F) regional education officers (13) and district education officers (29) across all regions of Somaliland. The training is based on capacity gaps identified by a joint assessment conducted by the MoE and education partners last year. The objective of the training was to enhance the education management and improve their skills for education management. During the five days, trainees covered topics that include: education management strengthening initiatives, school leadership, school management, team management, holding effective meetings and school development planning. The training was officially closed by the Director General of the Ministry of Education, Mr. Mohamed Hassan Ibrahim, who pointed out the objective and the importance of having skilled REOs/DEOs across the regions and districts of Somaliland and thanked USAID for the support of the Somaliland education sector.

c) Support for Education Management Information System (EMIS)

Mercy Corps conducted an EMIS preliminary assessment during the quarter. This was a key MoE priority identified and planned for in the departmental meeting which was convened mid December 2014. The assessment has revealed that the current EMIS software of MoE has limitations for scaling to the regional and district levels due to its proprietary rigidity, despite the progressive improvements that have been made to it by the developer (AusAID) and UNICEF. This inherent design drawback on scalability affects EMIS suitability for decentralization and its overall sustainability. This critical gap of the EMIS on decentralization to regional levels is primarily what SYLI seeks to strengthen. The findings from the EMIS preliminary assessment were presented to senior management at the MoE who included: the Vice-Minister, the Director General, and departmental directors. A follow up presentation by SYLI to the EMIS Technical Working Group ratified the

specific findings of the preliminary assessment and recommendations by the MoE. Overall, the EMIS in its current form cannot be scaled due to its proprietary architecture that has no support for local customizations, and has underlying vendor limitations on updates, licensing, and scaling. There is no interface that was developed to capture school census data for the year 2015 onwards, which scores against the MoE requirement for EMIS sustainability and calls for a new EMIS alternative model, to be put in place.

SYLI will support EMIS primarily on executing the EMIS implementation plan and putting in place a decentralized EMIS.

Outcome 4: Somali ownership of secondary education strengthened

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

a) Training of Community Education Committees (CECs)

CARE, in collaboration with the MoE, conducted a six days CEC training for 7 (5M: 2F) CEC members of Muse Yusuf Secondary School in the Sool region. The main objective of the training was to build the capacity of CECs on school management, administration, community mobilization and fund raising techniques and strategies. This will equip them with the necessary skills to support their school, take ownership, and to sustain all the support provided to the school including construction, teacher training and provision of teaching and learning materials. Key themes discussed include but are not limited to: developing School Improvement Plans (SIP), conflict resolution mechanisms, ownership, leadership and other cross cutting issues. SYLI will conduct follow up meetings and sessions to support and monitor the implementation of their newly acquired skills.

b) Follow up with trained Community Education Committees

Post training follow up visits have shown some positive impacts made by trained CECs. A team composed of CARE and MoE supervisors conducted monitoring visit to Yufle Secondary School in the Sanaag region. The team met with CECs with the purpose of checking on the progress of school activities and sustainability of those interventions. The CECs shared their achievements, which included SIP implementation, such as the improvement of school compounds, planting trees, resource mobilization and community mobilization aimed at increasing school enrollment. However, a major challenge facing the school now is inadequate teachers and lack of a school perimeter wall. During the visit, it was agreed that the MoE supervisor find more teachers for the school and the CEC will raise funds from the community to pay teacher incentives.

c) Review of School Improvement Plans (SIP)

Mercy Corps supported the CECs of 6 secondary schools to develop School Improvement Plan (SIP) proposals in this quarter. These are Adan Isaq, Sh. Ali Jawhar in Awdal region and 26 June, Gacanlibah and Gandhi Secondary Schools in the Marodijeex region. Three years of school improvement plans (SIP) have been reviewed by the respective schools and submitted to the MoE for endorsement. The SIPs were developed with the participation of teachers, parent representatives and regional education officers and finally approved by the Director General of the Ministry of Education. The SIP will not only guide the CECs' interventions but will also guide the MoE and other agencies to provide support for the schools. Next quarter, the SYLI program will provide small grants to the CECs under SIP Proposals for CECs to implement on priority areas as stipulated in their SIPs. The CECs are also expected to raise match funds for the small grants from the community.

PUNTLAND

Outcome I: Increased Access to Secondary Education

a) Construction and Rehabilitation of Schools

Tendering and Commissioning of School Construction

The tendering for the construction of three classrooms, girl friendly spaces and the rehabilitation of existing WASH facilities in Harfo (Suldan Hurre) Secondary School in Mudug region has been finalized during the quarter. Mercy Corps awarded the contract after undertaking competitive bidding processes for the construction and rehabilitation activities in the school with close technical supervision of the school CECs, MoE officials and SYLI engineers.

The school construction and rehabilitation work was thereafter commissioned with a ceremony attended by MoE minister Hon. Ali Haji Warsame, Vice minister Dr. Mohamed Ali, DG Ahmed Ali shire, Harfo Mayor Mr. Abdifatah, the school CECs and administrators. In their remarks, the minister, vice minister and DG all appreciated the valuable and tangible contribution of Mercy Corps SYLI program to Puntland Education. They emphasized quality supervision during the school construction and proper management and maintenance of the facilities by the school CECs. The school construction and rehabilitation work are expected to be completed by the next quarter.

Supervision of Construction

The ongoing construction work in Dangorayo secondary school in Nugal region has been completed during the quarter. Mercy Corps has constructed two classrooms, girl friendly space (GFS), staff rooms with storage and water tanks in the school. The school CEC, district education officer (DEO) and Mercy Corps Project Engineer conducted regular supervisions of the school to ensure the quality of the construction. The team jointly conducted the final supervision of the school and confirmed the 100% completion of the construction works. SYLI, together with the MoE, will hand-over the facility to the community in the following quarter.

Handover of Completed Structures

CARE, in collaboration with Puntland MoE, has handed over the completed structures of Kalabayr Secondary School in the Sool region to the school community. The handed over structure consisted of 2 new classrooms, a girl friendly space (GFS) and 2 twin latrines. The handing over event was attended by the Mayor, Deputy Mayor of Kalabayr, District Education Officer, Community Education Committees, school administrations, teachers and students. The completed structures and other activities will directly impact the teaching and learning of the community in the town and particularly the 72 students currently enrolled in the school.

Table 4: School Constructions; (built or repaired) classrooms and other structures in Puntland

S/ N	School Name	# Classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
A) Constructions completed in this quarter (Quarter 2 FY 2015)						
1.	Kalabayr (Sool)	2	-	4	-	Girl friendly Space
Total for this quarter		2	-	4	-	
B) Constructions completed in the previous quarters						
2.	Haji Salad Secondary	4	0	6	0	2 water tanks, and a perimeter wall
3.	Jeerin Secondary	2	-	4	-	Girl friendly Space (GFS)
4.	Buraan Secondary	2	-	4	-	
5.	Sh. Abdalla Ibrahim	2	0	3	0	water facility, and perimeter wall
6.	Kalabayr (Nugaal)	3	0	0	0	
7.	Nawawi Secondary	3	0	0	0	
8.	Sheikh Osman	2	0	0	0	Water dynamo
9.	Gambool Secondary	4	0	0	0	
10.	Omar Samatar	2	0	0	0	
11.	Burtile Secondary	-	8	-	16	water facility, 4 labs, library, and admin block
12.	Bosaso Public	4	5	-	10	construction perimeter wall
13.	White Tower	-	8	-	6	Water facility, 2 office blocks, 2 hand wash facility and library.
14.	Yasin Nur Secondary	4	-	-	-	one water facility and one girl friendly space
15.	Xin-Galool Secondary	2	-	4	-	perimeter wall
Total for previous quarters		34	21	21	32	
Total to Date		36	21	25	32	
Classrooms and other structures under construction/rehabilitation						

S/ N	School Name	# Classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
16.	Dangorayo Secondary	2	-	4	-	Girl friendly Space
17.	Harfo (Sultan Hure)	3	-	-	6	Water tank and a Girl friendly space
Total		5	0	4	6	

b) Enrollment in Supported Schools

Similarly, as mentioned earlier under the Somaliland section, the data collection for enrollment data of the supported schools in the current academic year (September 2014/June 2015) has been collected from the supported schools. The total enrolment in the 17 SYLI supported Schools in Puntland stands at 7,746 (5,095 boys and 2,651 girls) learners.

Table 5: Beginning of Academic Year (2014/2015) Supported School's Enrollment

No	Name of School	Region	# Start of Year (Sept 2014)		
			Male	Female	Total
1.	Gambol Secondary	Nugaal	1252	600	1852
2.	Sheikh Osman Secondary	Bari	338	253	591
3.	Omar Samatar Secondary	Mudug	1482	838	2320
4.	Nawawi Secondary School	Bari	156	113	269
5.	Bossaso Public Secondary	Bari	600	284	884
6.	White Tower Secondary	Bari	122	58	180
7.	Yasin Nur Secondary	Mudug	271	79	350
8.	Burtinle Secondary	Nugaal	185	111	296
9.	Abdalla Ibrahim Secondary	Bari	114	29	143
10.	Haji Salaad secondary	Bari	78	26	104
11.	Kalabayr Secondary	Nugaal	59	42	101
12.	Dangorayo Secondary	Nugaal	68	31	99
13.	Sultan Hurre (Harfo)	Mudug	48	66	114
14.	Buraan Secondary	Sanaag	73	23	96
15.	Kalabayr (Sool) secondary	Sool	54	18	72
16.	Jeerin Secondary	Sool	55	18	73
17.	Hingalool Secondary	Sanaag	140	62	202
Cumulative Total			5,095	2,651	7,746

c) Promoting Girl Child Education

Construction of Girl Friendly Spaces

During the quarter, SYLI completed the construction of a girl-friendly space for Kalabayr secondary school in Kalabayr district and two similar facilities being currently under construction in Dangorayo and Harfo secondary schools. Girl friendly spaces are sanitation facilities for girls equipped with latrines, hand washing facilities and benches which girls culturally feel free to use, which improves girls school participation and retention. Schools with such facilities retain more girls than those without gender latrines. So far, SYLI has supported 5 schools with such facilities in Puntland.

Outcome 2: Enhanced quality of secondary education

a) Teacher Training

i. In-service teacher training

The two years in-service teacher training that leads to professional diploma certification for 65 (63M; 2F) teachers has been completed during the quarter in the three Teacher Training Institutes of Garowe Teacher Education College (29M: 1F), East Africa University (18M: 1F) and Puntland University of Science and Technology (16 all male). Mercy Corps and the MoE jointly conducted the last supervision for in-service teacher training programs of 3 TTIs during the quarter. The aim of the supervision visit was to check attendance and general teaching and learning activities of this last face-to-face session as well as ensure the institutions have delivered all the course modules as per the agreed course structure and schedules. The team was able to supervise the final examination of the course in the 3 universities. 65 out of the 75 trainees enrolled at the beginning of the course graduated and completed the two year teacher training diploma course. During the training, all the three TTIs conducted school based mentoring support for the teacher trainees.

ii. Planning In-service Teacher Training (phase II)

SYLI has had a series of planning sessions with the MoE for the planning of upcoming in-service teacher trainings under SYLI phase II. The training needs of the current in-service school teachers, training modalities, duration and schedules were all discussed in these meetings. These planning and discussions for the training will be finalized mid-April 2015. However, it was preliminarily agreed that the training would start during the upcoming break of June-August 2015. Structured short and institution based training that will address the gaps in both teaching methodologies/practices and subject content was recommended. SYLI also shared the in-service teacher training modules that were developed and used in Somaliland with the MoE for review and contextualization. The MoE and SYLI team will develop the training program, select teachers and assess and identify the local teacher training institution(s) that can deliver such programs over the next quarter.

iii. Pre-service Teacher Training

Mercy Corps and the MoE team continued to supervise the ongoing pre-service teachers training for 36 female trainees in Garowe during the quarter. This is a two year diploma course at Garowe Teacher's Education College (GTEC) which started in December 2014 and will end in July of 2016. The supervising team checked on attendance and observed lesson delivery in the classrooms. The trainees chose different disciplines (physics, math, biology/chemistry, geography/history and languages) and are hence in different classes. So far, the teachers passed satisfactorily for semester one exams. The SYLI team also collected photos for records and checked details and ensured all are genuine as per the selection lists. The plan is to conduct more detailed supervision in the next quarter when they have covered more topics.

b) Provision of Teaching and Learning Materials (TLM)

Mercy Corps, in collaboration with Puntland MoE, distributed 1,037 Teaching Learning Materials (TLMs) to five secondary schools in three regions. These are Burtinle (261), Harfo/Suldan Hurre (188), Nawawi (199), Dangorayo (209) and SH. Abdalla Ibrahim (180) in Nugal, Mudug, Karkaar and Bari regions. The TLMs distributed were textbooks and other supplementary materials for the sciences, mathematics, english, social studies (geography and history), agriculture and business studies. The materials are intended to reduce the current textbook student ratio and improve students' learning experience and performance. The schools head teachers and CECs identified the priority list of books they need and the MoE has reviewed and approved the lists for Mercy Corps to procure them through the SYLI program. The schools' head teachers expressed their gratitude to Mercy Corps and USAID for the support and assured that they will make good use of the materials distributed.

The teaching and learning materials distributed to date in Puntland are as follows:

Table 6: Teaching and Learning Material (TLM) distributed to supported Schools

No	School	Region	Enrollment	Textbooks
TLM distributed in this quarter (FY15 Q2)				
1.	Burtinle Secondary School	Nugaal	296	261
2.	Harfo (Suldan Hurre) Secondary	Mudug	114	188
3.	Nwawi Secondary School	Karkaar	269	199
4.	Dangorayo Secondary	Nugaal	99	209
5.	Sh Abdall Ibrahim	Bari	143	180
Total for this quarter			921	1,037
TLM distributed in the previous quarters				
6	Gambol Secondary	Nugaal	1,852	126
7	Sheikh Osman Secondary	Karkaar	591	165
8	Omar Samatar Secondary	Mudug	2,320	186
9	Bossaso Public Secondary	Bari	884	204
10	White Tower Secondary	Bari	180	147
11	Yasin Nur Secondary	Mudug	350	149
12	Kalabayr-Nugaal Secondary	Nugaal	101	158
13	Haji Salad Secondary	Bari	104	135
14	Hingalool Secondary	Hayland	202	727
15	School Registers-all Schools	All regions	NA	552
Total for previous quarters				2,549
Total to date		5 Regions	7,505	3,586

c) Provision of Science Equipment for secondary schools

To improve the delivery of better science subjects in the schools, SYLI plans to support 4 secondary schools in Puntland with science laboratory equipment and materials. Mercy Corps and MoE have discussed this specific activity under SYLI phase II. The Mercy Corps team also met and had discussions with the African Educational Trust (AET) who used to provide similar supplies to the secondary schools in Puntland. Based on these discussions and review of schools needs, the MoE identified Gambol, Omar Samatar, Sh. Osman and Bossaso Public Secondary Schools in Nugaal, Mudug, Karkar and Bari regions respectively to benefit from this resource. These schools have science laboratory facilities and trained teachers. They are also located in central locations and will provide access of their science laboratory facilities to the other public secondary schools in their areas. Mercy Corps, together with the ministry, plan to conduct needs assessments in these selected schools during the next quarter.

d) Furniture to Schools

During the quarter, CARE distributed school furniture to the constructed two classrooms in Kalabayr Secondary School. The furniture consisted of 30 classroom desks and 15 desks per classroom, which were properly branded. Moreover, Mercy Corps tendered the procurement of 36 sets of desks for Dangorayo Secondary School. The MoE and Mercy Corps Project Engineer reviewed the desk designs and made improvements prior to the tendering process. The desks will be delivered to the school site once completed and branded. This brings the cumulative total number of desks distributed to 15 schools in Puntland to 714.

Outcome 3: Management of secondary education improved

a) Joint Education Sector Review Meeting in Puntland

Mercy Corps technically and financially supported the Ministry of Education Puntland to conduct the 2nd Joint Review of the Education Sector (JRES) during the quarter. This was a high level two day meeting organized by the Ministry on the 15th and 16th of March 2015 and were attended by the senior delegates, including the Minister for Education, Culture and Higher Studies of the Federal Government of Somalia with a big team from Mogadishu, and representatives from the education stakeholders including ministry officials from the regions and districts, local universities, INGOs, UN, EU, and DFID. The meeting was opened by the President of Puntland, H.E. Abdiweli Mohamed Ali. The goal of the meeting was to review the performance of Puntland Education Sector against the set and agreed milestones for 2014/15 of education sector and identify key challenges and possible solutions facing the sector and to agree on an action plan for 2015/16.

The Puntland Ministry of Education shared a valuable presentation regarding the access and quality of education in Puntland. An external consultant has also shared a presentation on the 2014 action plan against achievements made by the ministry in the same year. He also shared recommendations and observations from schools visits. In addition, the meeting discussed access and quality of education in Puntland. Key recommendations drawn from the meeting include:

- Expansion of secondary education to marginal rural districts to increase access, especially for girls who cannot transit to secondary education due to distant schooling and family concerns.
- Underscoring the significance of teacher's play in quality education and the need to enhance in-service training for teachers.
- Priority should be given to the deployment of more trained female teachers to schools supported by clear recruitment and deployment policy.
- Review of strategies to increase girls' participation in basic education through community mobilization, education and school level activities such as parent days and education improvement days.
- The government commitment to increase the annual education budget to 7% from the current 4%.

Additionally, the MOE pledged to put 200 teachers on ministry payroll in 2015.

b) Curriculum Conference

SYLI participated in a two day national consultation and validation conference for the Curriculum Framework. The meeting was attended by education partners, MoE staff, University lecturers, intellectuals,

students, youth groups and head teachers to mention a few. The conference was officially opened by the Vice President of Puntland who highlighted the importance of having a unified curriculum for the education sector. The stages and process through which a curriculum passes and general information about the education sector of Puntland, were presented at the conference. The participants provided their input and observation which was incorporated into the framework and finally led to the validation of the national curriculum framework.

a) Follow up with School Improvement Grants

During the quarter, two secondary schools (Abdalla Ibrahim-Ufeyn and Kalabayr Secondary schools) that have successfully submitted their School Improvement Plans (SIP) with agreed priorities in the previous quarter have been awarded with grants worth \$8,000 each with 30% community contribution to support the implementation of prioritized SIP activities in two phases. Mercy Corps disbursed the first installment of the grant, which totaled \$5,700 (\$2,700 for Sh Abdalla Ibrahim and \$3,000 for Kalabayr Secondary Schools) during the quarter. The MoE and SYLI team will supervise implementation of installment activities to ensure proper utilization of funds and accountability before releasing the second installment.

In addition, the Mercy Corps SYLI team, with the MoE, supervised the SIP implementation for four schools; Haji Salad and White Tower in Bari region, Sh. Osman in Karkaar region and Gambol Secondary in the Nugaal region during the quarter. The team confirmed the schools have implemented the activities outlined in the SIP document. Additionally, five schools (Gambol, Dangorayo, Nawawi, Bossaso Public and White Tower schools) have submitted revised SIPs with the activities they prioritized for the SYLI phase II SIP grant. Their application will be reviewed and approved by MOE.

SOUTH CENTRAL (Galmudug, Mogadishu, Kismayu, etc)

Outcome I: Increased access to secondary education

a) Construction and Rehabilitation of Schools

General Needs Assessment of Schools

The Minister of Education and Higher Education (MoE&HE) of Somalia, HE Drs. Khadar Bashir Ali, and the SYLI consortium held a consultative meeting on the 23rd of March 2015 at the MoE boardroom in Mogadishu. Prior to sharing the needs assessment report, the team updated the minister on the progress made by SYLI phase I and the changes made in Phase 2 following the recommendations of the MTR. This was followed by a presentation highlighting the secondary schools needs assessment findings and recommendations. The Minister appreciated the great effort SYLI put into the assessment process and the quality of report presented. The key issues raised in response to the assessment were as follows:

- The data generated from the regions requires further validation and review to ascertain its authenticity. A joint review team comprised of the MoE and SYLI Consortium was established to further review the data.
- Clear determination and definition of private and community schools in the current context of South Central Somalia. The assessment established that there exists thin line between what is often referred to as private and community schools.
- Community managed schools came under focus for the manner in which communities relate with MoE. Many school communities were observed as trying to run schools independently of MoE structures at all levels.
- INGOs engaged in Community mobilization efforts were advised to review their strategies and mobilize communities to support FGS initiatives and build community confidence and trust in government.
- Teacher incentive for the first year was cited as a key priority. Minister emphasized the need to factor into SYLI budget teacher incentive and school maintenance cost.

A series of meetings and discussions on validation and finalization of the report have followed. On March 30, 2015 SYLI held a follow-up meeting with the MoE team, led by the Minister who shared with the SYLI

consortium a list 30 public schools in the South Central regions to be supported with rehabilitation and/or construction. The distribution of schools per region was as follows: Mudug(2), Galgadud(4), Hiiraan(3), Middle Shebelle(2), Banaadir(3), Lower Shabele(4), Bay(2), Gedo(4), Bakool(1), Middle Juba(1) and Lower Juba(4).

Tendering and Commissioning of Constructions

During the quarter, Mercy Corps, jointly with MoEs, has successfully conducted the tender opening and analysis of five secondary schools namely: Mudug secondary school in Galkacayo, Rugta, Ganane and Khalid binu Waliid Secondary schools, all in Kismayu, and DHAF Secondary in Afgoye. The tenders were opened and analyzed in the presence of the MoE and the bidding companies. A joint tender committee of Mercy Corps and the Directorate of Education of the Ministry of Social Affairs of the Interim Juba Administration (in Kismayu) and MoE Galmudug (in Galkacayo) conducted rigorous tendering processes. In Galmudug, the Minister for Education, Mr. Mohamed Abdulkadir Hashi highlighted the importance of the tendering process, *“this has been a learning process for all of us as a ministry and other stakeholders involved. We are now confident to say we can manage similar processes as Galmudug MoE, which is a remarkable achievement for us as a Ministry. On behalf of the state I wish to extend our gratitude to both USAID and Mercy Corps for their continued support in education development”*. The open and transparent tendering process is a strategy designed to enhance public confidence and trust in government led programs.

This was followed by a site handover and commissioning of construction graced by the respective MoE officials in targeted areas. In Kismayu, the Deputy Minister of the Ministry of Social Affairs of the Interim Juba Administration, Mr. Ahmed Abdulkadir, together with school communities, led the ground breaking of the three schools in Kismayu in the presence CECs and other stakeholders.

Supervision of Construction

The construction and rehabilitation of five secondary schools in Kismayu (Khalid, Ganane and Rugta), Galkacayo (Mudug secondary) and Afgoye (DHAF School) has commenced. The scope of work consists of the rehabilitation of 15 classrooms and 8 other structures of Khalid and Rugta and new construction of 18 classrooms and 23 other structures for Ganane, Mudug and DHAF schools. Site supervisors have already been deployed to each construction site and SYLI engineers, together with MoE and CECs, will routinely supervise the progress of the construction to ensure that standards are met.

Also, the construction of Kahda boundary wall and latrines also started during the quarter. The District Commissioner, community elders and Mercy Corps team attended the stone laying of the construction. Kahda DC thanked USAID for the valuable contribution in the education developmental in the district.

Handover and operationalization of completed schools

The SYLI team led by the CoP Mr. Olad Farah held a consultative meeting with the DG of the MoE Mohamed Abdikadir and his team. The aim of the meeting was to follow up current status operationalization of Kahda and Hantiwadag secondary schools. The DG updated the team that the Kahda issues have been sorted out and will be operational after the completion of the ongoing wall construction; the DG also indicated that the Hantiwadag issues will be finalized in a course of the quarter as well.

Table 7: School Construction; (built or repaired) classrooms and other structures in South Central

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
a) Completed schools during previous quarters						
1	Moalim Jama	-	33	14	36	Two offices, one water tank
2	SYL School	3	-	3	-	Fence and water tank
3 ¹	Kahda Secondary	10	-	6	-	2 offices, store, one water tank and fence
4	Hantiwadag Secondary	-	10	-	-	Kitchen
Completion to Date		13	43	23	36	

¹Kahda and Hantiwadag Schools will be handed over to the Ministry of Education and School communities next quarter and will be operationalized in the coming academic year.

Classrooms and other structures under construction/rehabilitation						
5	Ganane Secondary	4	-	6	-	Water tank
6	Rugta Secondary	-	5	3	-	Fence and water tank
7	Khalid Secondary	-	10	3	-	Water tank
8	DHAF Secondary	8	-	6	-	Admin bloc, water tank
9	Mudug Secondary	6	-	6	-	Fence, water tank and water connection
Ongoing to Date		18	15	24	0	

b) Enrollment in Supported Schools

Likewise, the collection of enrollment data from supported schools in the current academic year (September 2014/June 2015) has been in progress. The total enrollment of the current 6 functional schools stands at 885 (570 boys and 315 girls) learners. Kahda and Hantiwadag are planned to be operationalized in the next academic year, Sept 2015.

Table 8: Beginning of Academic Year (2014/2015) Supported School's Enrollment

No	Name of School	Region	# Start of Year	
			Male	Female
1.	SYL Secondary School	Mudug	191	114
2.	Moalim Jama Secondary School	Banaadir	53	47
3	Mudug Secondary School	Mudug	152	77
4	Ganane Secondary	Lower Juba	111	38
5	Rugta Secondary	Lower Juba	18	9
6	Khalid Secondary	Lower Juba	45	30
Total			570	315

Outcome 2: Enhanced quality of secondary education

a) Teachers Training

i) Assessment of Teacher Training Institutes

The team MoE and SYLI assessed Galgadud and Plasma Universities in Abudwak and Dhusamareeb districts respectively. The objective was to assess the type of courses/trainings offered, teaching force, teaching/learning resources, and physical structure with the intention of identifying and selecting preferred TTI with the hope of engaging them in the program under teacher training and all related activities. However, both institutions did not offer an education program and further inquiries on their strategies and plans showed that currently course offerings did not fit the needs of the SYLI program and that they lacked the capacity to implement an education program.

ii) Pre-service Teacher Training

During the quarter, the SYLI team, jointly with MoEs launched a Pre-service female secondary teacher training for 130 trainees in Galkayo University (30) of Mudug region, Mogadishu University (80) of Banaadir region and Kismayu University (20) of Lower Juba region. This is two year diploma training which will lead to professional qualification in education. The trainees were selected from Banaadir (50), Middle Shebelle (15), Lower Shebelle (15), Mudug (30) and lower Juba (20) regions based on agreed selection criteria between Mercy Corps and respective MoEs. REOs, jointly with SYLI, have collected the applicants, shortlisted, examined and selected the best candidates for the training. The objective of the female pre-service is to increase the number of female secondary school teachers in the regions. For instance, the assessment revealed Galmudug has no single female secondary school teacher with the program. SYLI and the MoE remain steadfast in their commitment to enhance equity through the SYLI platform. All the graduates are expected to be employed by the Ministry to teach in the public schools in their regions of origin.

Also, SYLI, in collaboration with the MoE, screened and successfully enrolled 40 female pre-service teacher trainees total in the regions of Bay and Hiiraan. The enrolled female trainees will commence training at Beledwayne University of Hiiraan and Southern University of Bay next quarter. Both Universities were selected based on the recommendations of the joint assessments launched by the MoE and SYLI team on the 6 TTIs in the above two regions.

Table 9: Ongoing Pre-service Teacher Trainees in South Central Regions supported by SYLI

No	University	Location	# of Trainees	
1.	Kismayu University	Kismayo, Lower Juba	20	
2.	Mogadishu University	Mogadishu, Banaadir	80	
3	Galkacayo University	Galkacayo, Mudug	30	
4	Total		130	
Enrolled trainees that will start the course next quarter				
5	Beledwayne University	Baletwayne, Hiiran	20	
6	Southern University	Baydhabo, Bay	20	
Cumulative to date			170	

iii) In-service teacher training

A joint team consisting of the teacher administration and gender unit of the MoE and Mercy Corps had several meetings on the selection process of the in-service teacher trainees. The program targets 986 in-service teacher trainees in all regions of the southern zone. The objectives of the meetings between the MoE and Mercy Corps was to agree on the distribution of in-service teacher trainees among regions and develop a criteria for the selection of the trainees.

Outcome4: Somali Ownership of Secondary Education Strengthened**a) Follow up of trained Community Education Committees (CECs)**

The trained CECs of the three schools in Kismayu (Khalid, Ganane and Rugta Secondary Schools) are actively participating in the supervision of the ongoing school construction and other related management activities. The CECs of all the three schools were in existence, but did not have any training, so Mercy Corps trained them.

IR 2: AT LEAST 12,700 YOUTH HAVE IMPROVED LITERACY, NUMERACY AND LIFE SKILLS

CARE is the technical lead for this intermediate result and the main objective is to improve Somali youth's ability to access quality Non-Formal Education (NFE). The livelihood and economic opportunities portion of this IR was dropped in phase II.

SOMALILAND**Outcome I: Youth have Access to NFE Education****a) Enrollment of Non Formal Education (NFE)**

SYLI (CARE & Mercy Corps), in collaboration with the MoE-NFE Department, enrolled the first batch of 1,044 (76 male and 968 female) learners into 19 NFE centers in Marodijeex, Awdal, Sahil, Togdheer, Sool and Sanaag regions. Each center enrolled one class with the objective of providing six-months basic literacy, numeracy, and life skills training. The new centers were selected based on the assessment exercise undertaken during the first quarter. The support provided to the centers includes stipends for tutors, teaching and learning materials and small grants to offset running costs. This will reduce the burden for learners who would previously procure these materials at a cost, which is beyond the reach for many in these villages.

Supervision visits were conducted to all centers' administration and record keeping was checked, including attendance, lesson preparation and teacher performance. The centers showed quite an improvement relative to the previous monitoring sessions and tutors were encouraged to sustain that standard.

The table below details both the enrollment and completion of NFE learners to date.

Table 10: Puntland NFE program completion, by Region

No	Region	# of NFE Centers	Female	Male	Total
Enrollment during the reporting period (FY15-Q2)					
1	Marodijeex	5	238	3	241
2	Awdal	3	147	5	152
3	Sahil	3	151	0	151
4	Togdheer	2	115	10	125
5	Sanaag	4	203	47	250
6	Sool	2	114	11	125
	TOTAL Enrollment	19	968	76	1,044
Completions during previous quarters					
1	Marodijeex	21	744	52	796
2	Awdal	2	53	28	81
3	Sahil	3	161	66	227
4	Togdheer	2	271	133	404
5	Sanaag	7	612	188	800
6	Sool	2	235	125	360
	TOTAL Completions	37	2076	592	2668
	Cumulative Total	56	3,044	668	3,712

b) Conduct NFE Tutors Training

SYLI, in collaboration with the MoE, commenced a Non Formal Education tutors training in Hargeisa for 22 NFE tutors and managers (11M, 16F) from 11 NFE centers and representatives from regional NFE Officers of Sahil, Marodijeex and Awdal regions and from the MoE central office. The objective of the training was to enhance the knowledge and teaching skills of the tutors, promote teaching and learning, prepare center managers as TOTs in financial literacy, center management and teaching skills for literacy, numeracy and life skills. The training was officially closed by the DG of MoE who appreciated Mercy Corps and USAID for the capacity building training.

PUNTLAND**Outcome I: Youth have Access to NFE Education****a) Enrollment of Non Formal Education (NFE)**

CARE, in collaboration with the Non-Formal Education unit of the MoE has conducted an assessment on NFE centers in Puntland. The main aim of the assessment was to identify centers that have potential NFE learners and the availability of space and skilled tutors the learners can benefit from. After the assessment, the MoE has approved 8 centers for engagement. The training is planned to start on 1st April 2015 and CARE is currently working on settling the agreement with each center on the working arrangement of each party.

Table 11: Puntland NFE program completion, by Region

No	Region	# of NFE Centers	Female	Male	Total
Enrollment during the reporting period (FY15-Q2)					
1	Hayland	1	80	0	80
2	Sool	2	120	0	120
3	Nugaal	2	160	0	160
4	Ayn	3	160	0	160
	TOTAL	8	520	0	520
Completions during the previous quarter					
1	Bari	4	580	20	600
2	Nugaal	5	740	102	842
3	Mudug	4	290	70	360

4	Sanaag	1	279	1	280
	TOTAL	10	1,889	193	2,082
	Cumulative to Date	18	2,409	193	2602

b) Conduct NFE Tutors Training

CARE will work with the 8 NFE centers during SYLI Phase II and will provide all the necessary support to deliver effective courses. Pedagogical skills as well as adult methodology training are planned for NFE tutors for each center in the next quarter.

SOUTH CENTRAL (Galmudug, Mogadishu, Afgoye, Kismayu, etc)

Outcome I: Youth Access to NFE Education

a) Assessment of NFE Centers

SYLI conducted an NFE assessment in the Dhusamareeb and Abudwak districts of Galgaduud region. The team assessed the Galgaduud School of Science and Commerce and Sheikh Mohamed Daud NFE Centers in Dhusamareeb and Abudwak respectively, with the intention of expanding NFEs in these areas where access to literacy and numeracy is limited and opportunities for youths remain very low. Similarly, a Joint team of SYLI and the Ministry of Social Affairs of Interim of Juba Administration (IJA) conducted NFE assessment in Kismayu, lower Juba. 17 primary schools were assessed and 12 of them satisfied the criteria and were approved by MoE. Selection and enrollment of learners are expected to commence in the coming quarter for both regions.

b) Enrollment of Non Formal Education (NFE)

SYLI jointly with MoE managed to kick off 14 NFE centers in Mogadishu of Banaadir region, Mudug and Galgaduud regions. In Mogadishu, initially the engaged centers were seven, but three of them were able to enroll the required number of NFE students to commence the literacy and numeracy classes. In total, 1,035 (393M, 642F) are currently enrolled for the six months literacy and numeracy training in fifteen centers in the districts of Banaadir, Galgaduud and Mudug regions. The support provided to the centers includes stipends for tutors, teaching and learning materials, and a small grant to offset running costs. This will reduce the burden for learners who were previously procuring these materials at a cost, which is beyond the reach for many in these villagers.

Table 12: South Central NFE program registration and completion, by Region

No	Region	# of NFE Centers	Female	Male	Total
Enrollment during the reporting period (FY15-Q2)					
1	Banaadir	10	519	286	805
2	Mudug	3	113	57	170
3	Galgaduud	2	10	50	60
	TOTAL	15	642	393	1,035
Completions during the previous quarters					
1	Banaadir	5	494	462	956
2	Mudug	5	254	23	277
	TOTAL	10	748	485	1,233
Cumulative Total					
		25	1,390	878	2,268

c) Conduct NFE Tutor Training

The SYLI team, with the MoE of Galmudug, conducted a five days training for 15 (12M, 3F) NFE tutors and center managers of the five supported centers from Galmudug and Himin and Heeb regions in Galkacayo. The training was officially opened by the Secretary of Education of Himin and Heeb administration together with the DG of MoE Galmudug. The objective of the training was to strengthen the Non-Formal Education Sector by improving teaching methodology, life skills, communication skills, financial literacy and classroom management skills. Both officials urged the importance of training the NFE tutors to ensure that SYLI supported centers give learners a valuable literacy and numeracy training.

d) Review of Training Curriculum

Galmudug MoE, jointly with SYLI, reviewed the NFE curriculum after the Ministry failed to deliver the Federal Government curriculum promised earlier. Several curriculums by CARE, Puntland, CARITAS, and Save the Children were reviewed and finally the team endorsed the CARITAS developed-curriculum. The MoE requested SYLI to produce enough copies to ensure the centers have adequate learners and teachers' guides for both the literacy and numeracy skills.

IR3: YOUTH EMPOWERED TO CONTRIBUTE POSITIVELY AND PRODUCTIVELY TO SOCIETY

With technical support from Mercy Corps, three local national youth organizations have taken the lead in implementing the activities of this result area in SYLI Phase II; Somaliland National Youth Organization (SONYO) in Somaliland, Mudug Development Association Network (MUDAN) in Puntland and the Somali Youth Leadership Forum (SYLF) in South Central Somalia.

Major activities and achievements accomplished under this result area during the quarter include: solidifying existing relations and forging new partnerships with line ministries, development of a comprehensive civic engagement strategy for both in school and out of school youth, development of a contextualized civic engagement training manual for in-school youth, and conducting civic engagement trainings for in school youth and forums for youth networks to form a State-wide National Youth Umbrella in Puntland.

SOMALILAND

a) Meeting with Ministry of Youth, Sports and Tourism

On 18 February 2015, at the request of Somaliland Ministry of Youth Sports & Tourism (MoYS&T), the Mercy Corps team met with HE Ali Said Reygat, Minister of Youth Sport & Tourism to discuss the civic engagement component of SYLI Phase II in Somaliland. A one-day joint review meeting was held with MOYST officials led by Director General HE Mohamed Hussein. SONYO, the local implementing partner, shared with the Ministry the SYLI Phase II IR 3 annual work-plan, budget and agreed to develop a common implementation strategy and plan. Finally, the DG reiterated the full commitment of his ministry in the implementation of SYLI Result 3 throughout Somaliland.

b) Development of Civic Engagement Strategy

SYLI consortium partners of SONYO, MUDAN, SYLF and Mercy Corps, together with Ministry of Youth representatives, conducted a three-day review/development of a civic engagement strategy workshop in Hargeisa in late January. Participants of the civic engagement strategy workshop explored the full spectrum of the Intermediate Result 3 implementation strategy and developed a draft civic engagement training module/curriculum for training secondary school student leaders.

c) Selection for Schools for Civic Engagement

SYLI Consortium Partners and the Somaliland Ministry of Education have discussed the identification and selection process of target secondary schools in Somaliland for civic engagement. The team developed a selection criteria and proposed 12 SYLI supported schools to be targeted for civic engagement activities in Somaliland (Marodijeex3, Togdheer-2, Erigavo-2, Awdal-2, Sahil-1, Sool-1, and Gabiley-1). The engagement of these schools was endorsed by the Director General of the Ministry of Education.

d) Civic Engagement Training

SONYO-SYLI local partners, in collaboration with the Ministry of Education (MoE), conducted a civic engagement training for 23 (10M, 13F) students leaders at Mohamud Ahmed Ali Secondary School. The school was among those selected for civic engagement by the Ministry of Education and has since established a body of student clubs composed of 23 (10M; 13F) students across all grades. The aim of the training was to enhance student's capacity in terms of leadership and service learning, resource mobilization and fundraising activities that can lead to student-led civic action events at the school and community levels. The training

was officially opened by the DG of the MoE who encouraged the students to learn more from the training and design activities/events that address pressing issues at their school and community. At the end of the training the students came up with civic engagement action plans which they will implement at a school and community level after the activity is approved by the CEC and school management.

e) Commemoration of Somaliland National Youth Day

SONYO led the commemoration of Somaliland National Youth Day (20th February 2015) in Hargeisa. This year the event was commemorated in all the main regions of Somaliland. Taking advantage of the significance of the day, SONYO addressed the current youth violence and carried out public forums throughout the region to raise national awareness on peace and cohesion among youth to counter organized youth violence which was on the rise. In Hargeisa, youth from schools and universities, together with the Ministers of Youth and Education, SONYO National Council Members, and the Governor, marched in the city and gave speeches about youth issues and concerns.

PUNTLAND

a) Review Meeting with Ministry of Labour, Youth and Sports (MoLY&S)

Mercy Corps and MUDAN attended a two day meeting on key strategies priorities of Puntland Youth Policy. The meeting was attended by MoLY&S officials and partners. The aim of the meeting was to review key achievements, challenges, and lessons learnt for 2014 and to identify priorities for 2015 and as well come up with action points for the way forward for the Puntland youth policy. During the two day meeting, MOLYS partners presented their achievements and submitted their plans for 2015.

b) Selection of Schools for Civic Engagement

MUDAN received an approved list of 10 SYLI supported schools from MoE that will benefit from civic engagement activities. MUDAN, in collaboration with the MoE, have started mobilization of civic engagement training for the first three schools, namely: Dangorayo and Burtinle in the Nugaal region, and Sh. Osman Schools in the Karkaar region during the quarter.

c) Civic Engagement Training

In collaboration with the Puntland Ministry of Education, SYLI Partner MUDAN has concluded school-based civic engagement training for student leaders in three schools supported by SYLI: Dangorayo and Burtinle Schools in Nugaal region and Sh. Osman Secondary in Karkaar Region with 66 (35M, 31F) students. The objective of the training was to support in-school youth with essential life-skills, civic engagement, and career counseling to help them take informed and meaningful civic actions on local issues affecting them. The District Education Officers of the respective districts who opened the trainings all emphasized the importance of civic engagement as an essential element in preparing young people for lives with meaningful purpose and encouraged the participants to fully apply the knowledge and skills they gained from the training to improve their school and community. Among the key outputs of the training was the students developed civic action plans.

Consultative Meeting on the Establishment of Puntland Youth Umbrella

MUDAN, in collaboration with the Ministry of Labor Youth and Sports (MoLY&S), organized a two-day consultative meeting for youth stakeholders in Puntland to discuss the establishment of a Puntland State Youth Umbrella. The consultative meeting brought together 30 youth leaders (27M, 3F) from nine regions of Puntland and MoLY&S staff. During the meeting, youth regional representatives discussed the goals and objectives of the national youth umbrella body for Puntland, which has yet to be established.

At the end of the meeting, the youth stakeholders agreed:

- The umbrella organization should be a coordination body which has no implementing activities to avoid domination over regional youth networks.
- The goals and the objective of the umbrella organization should not overlap and oppose the goals and objectives of regional youth networks.

- Establishment of committees represented by regional networks to assist developing umbrella bylaws and policies.

And after the validation of bylaws and publications, the coming intern committee will prepare for the election in a matter of 6 months.

SOUTH CENTRAL (Galmudug, Mogadishu, Afgoye, Kismayu, etc)

a) Inception workshop for line ministry of Youth & Sports

Prior to officially launching the program in South Central, SYLF held a series of meetings with officials at the Ministry of Youth and Sports to bring them up to speed on the program as a continuation of phase I activities and communicate any new changes. High turnover of government officials and the efforts to buy support for the program therefore took a significant amount of time during the quarter, after having already lost much time waiting for the new cabinet to settle/take office. Meanwhile the team was able to receive the ministry's key priorities and work plans for 2015 in order to give the program team an understanding of the areas of complementarities. A one day inception workshop was formally held at the Ministry of Youth and Sports conference room to officially launch the phase II activities as well as inculcate ownership of the program among attendants. A good rapport was subsequently established by the SYLF team with heads of departments as well as other senior officials which led to the formation of a joint technical committee to spearhead the way forward and resolve any challenges.

IV. PROGRESS AGAINST TARGETS

Objective	Indicator	Baseline	Program Target	FY15-Q2 Achievement		Cumulative Achievement																					
				Male	Female	Male	Female																				
IRI.1: Students have increased access to formal secondary education through construction and/or rehabilitation of 93 schools	1.1.1 Number of classrooms built or repaired with USG assistance [F-Indicator IIP-3.2.1-39]	0	400	6		184																					
	1.1.2 Number of other types of structures constructed or rehabilitated with USG assistance	0	576	12		279																					
	1.1.3 Number of learners enrolled in secondary schools or equivalent non-school based settings with USG support [F-Indicator IIP-3.2.1-15]	0	45,489	-	-	13,437	6,831																				
	1.1.4 Percentage of learners having completed their grade	n/a	85	97%	94%	97%	94%																				
	1.1.5 Percentage of female learners having completed their grade	0	80	94%		94%																					
	1.1.6 Percentage increase in secondary enrolment in supported secondary schools	0	5%	-1		-1																					
	1.1.7 Number and proportion of USG supported schools or learning spaces meeting criteria for safe schools program [F-Indicator IIP-3.2.1-40]	0	47	0		0																					
IRI.2: Quality of Secondary Education enhanced through training of 2,500 teachers	1.2.1 Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support [F-Indicator IIP-3.2.1-31]	0	2200	0	0	474	20																				
	1.2.2 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support [F-Indicator IIP-3.2.1-32]	0	300	30		30																					
	1.2.3 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance [F-Indicator IIP-3.2.1-33]	0	21,719	1,138		9,586																					
	1.2.4 Percentage of teachers who were officially observed who demonstrated core teaching competencies	0	60%	0		0																					
	1.2.5 Percentage change in community perception of quality of secondary education																										
	<table border="1"> <tr> <td>% satisfied with positive perception on teacher performance</td> <td>58%</td> <td>68%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>% satisfied with positive perception on teaching and learning materials</td> <td>9%</td> <td>29%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>% satisfied with positive perception on school infrastructure</td> <td>13%</td> <td>33%</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	% satisfied with positive perception on teacher performance	58%	68%					% satisfied with positive perception on teaching and learning materials	9%	29%					% satisfied with positive perception on school infrastructure	13%	33%									
% satisfied with positive perception on teacher performance	58%	68%																									
% satisfied with positive perception on teaching and learning materials	9%	29%																									
% satisfied with positive perception on school infrastructure	13%	33%																									
IRI.3: Management of Secondary Education improved through capacity building of 200	1.3.1 Number of administrators and officials successfully trained with USG support [F-Indicator IIP-3.2.1-3]	0	200	38	5	65	8																				
	1.3.2 Percentage of schools visited and supported by education officials	n/a	40%	0		0																					

Objective	Indicator	Baseline	Program Target	FY15-Q2 Achievement		Cumulative Achievement	
				Male	Female	Male	Female
regional education officials	1.3.3 Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services [F-Indicator IIP-3.2.1-38]	n/a	4	0		1	
	1.3.4 Percentage change in community perception of schools' organization and management	77%	85%	-		-	
IR1.4: Somali ownership of education services strengthened in 93 target schools	1.4.1 Number of PTAs or similar 'school' governance structures supported [F-Indicator IIP-3.2.1-18]	0	93	1		54	
	1.4.2 Percent schools with School Improvement Plans being implemented	0	60%	-		-	
IR2.1: 12,700 youth access NFE	2.1.1 Number of persons completing Non-Formal Education training programs	0	12,700	0	0	1,270	4,713
	2.1.2 Percentage of students in USG supported NFE Centers that achieve mastery on literacy and numeracy based on a reliable criterion-referenced test	0	80%	0	0	0	0
IR3.1: Civic participation increased for 50,000 youth to network and dialogue	3.1.1 Number of youth who have completed USG-assisted civic education training programs [F-Indicator 2.4.1-6]	0	900	45	44	221	146
	3.1.2 Number of people attending facilitated events that are geared toward strengthening understanding among conflict-affected groups that were supported with USG assistance	0	50,000	14,200		30,600	
	Proportion of females who report increased self-efficacy at the conclusion of USG supported training/programming [F-Indicator GNDR-3]	0	80%				
	3.1.4 Number of community mobilization and service events initiated and carried out by youth	0	50	1		23	
	3.2.3 Number of action campaigns carried out by Youth	0	8	-		3	
IR3.2: Youth-led-advocacy efforts strengthened to influence at least 3 policy decisions	3.2.4 Percent youth who feel they have a voice in community and local government decision making						
	% with influence at family	92%	92%	-			
	% with influence on community leaders	68%	73%				
	% with influence on Local Government leaders	50%	60%				
	Number of public policies introduced, adopted, repealed, changed or implemented consistent with citizen input [F-Indicator 2.4.1-12]	0	3	-		-	
IR3.3: Management of	Number of youth centers rehabilitated with USG assistance	0	3	-		-	

Objective	Indicator	Baseline	Program Target	FY15-Q2 Achievement		Cumulative Achievement	
				Male	Female	Male	Female
youth development interventions improved through capacity building of at least 40 Ministry of Youth Officials and rehabilitation of 3 youth centers	Number of Ministry of youth staff successfully trained with USG support	0	40		-		-

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² The indicator tracking table will be fully updated after finalization and approval of the SYLI Phase II M&E Plan.

V. PERFORMANCE MONITORING

SYLI M&E Plan:

During the quarter the plan has been developed, reviewed internally and sent to USAID for input and approval.

Baseline Survey:

USAID has contracted the IBTCI-SPSS team to do the baseline study of SYLI, USAID's activity to empower Somali youth by providing access to basic education, livelihood opportunities and means for civic participation. During the quarter, the SoW of the study was developed and circulated for input.

VI. PROGRESS ON LINKS TO OTHER ACTIVITIES

As indicated in quarter one, the program is planning to share the outcome of the general needs assessment for schools, NFEs and TTIs and possible interventions in South Central regions with other USAID funded activities, with the intention of complementing each other to enhance quality service delivery. Likewise, SYLI will meet with DAI PEG and SSG and discusses common challenges, approaches, and feasible solutions in implementing the related activities.

VII. PROGRESS ON LINKS TO HOST GOVERNMENTS

The SYLI Phase II implementation work plan has considered the zonal Education Sector Strategic Plans (ESSP) for Puntland, Somaliland and South Central in an effort to support the target zones in realizing their plans. Some of the key Somaliland ESSP that the program will contribute to include: expansion of the pre-service and in-service teacher trainings, increasing the quantity of teaching and learning resources in schools, completion and approval of the curriculum framework and finalization of draft educational policies. The prioritized outputs for the Puntland ESSP targeted by the SYLI implementation plan include: strengthening MoE capacity at national, regional and district levels, teacher quality, access to and quality of education, training of NFE tutors, increasing secondary school enrolment, improving classroom practices through materials support and in-service training and increasing the percentage of girls to 45% of the secondary school population. In South Central Somalia ESSP priorities targeted by this plan include: institutional development, development of policies, strategic and implementation plans, implementation of EMIS and the use of evidence-based decision-making, improved access to relevant education, reduction in gender inequality with regards both access to education services, and improved levels of literacy and numeracy.

The SYLI consortium has established cordial relationships with respective Ministries (Education, Youth & Sports) in the zones and has increased its effort to facilitate technical support to ensure that the ownership of program activities is realized. Respective Ministries play a central role in the planning, implementation and monitoring of program activities. In this quarter, several meetings were convened with respective ministries and departments to review and discuss with joint implementation strategies and outcomes.

VIII. PROGRESS ON GENDER STRAGETY

In February 2015, the Mercy Corps regional gender advisor travelled to Somaliland to conduct a three-day capacity building training with 20 (12M, 8F) core SYLI staff from all partners. This was followed by a gender program audit and rapid gender assessment of SYLI targeted communities. Staff were involved in data collection efforts with approximately 150 staff, partners, and community members in Somaliland, Puntland and South Central. This was followed by a workshop validating initial findings with staff, partners and representatives from the Ministry of Education's gender department in Somaliland and at the Puntland Joint Education Sector Review in the third week of March. A workshop was also held to discuss recommendations following the findings in Puntland with the MoE's gender advisor and gender department staff in attendance, that are currently being captured in a final report that will be finalized by the end of April.

Overall, the gender audit and assessment activities revealed the need for a revised strategy towards gender, given the importance of women and girls in the future development and stability of Somalia. The program was not initially designed with a gender perspective, but boasts impressive gender-related achievements, like the establishment of girls' empowerment forums, women's councils for girls' education and pre-service training for female teachers, which have resulted in increased school registration rates by girls, and improvements in classroom participation.

As the program moves into phase II, however, it will focus more attention on how this work can be adjusted and modified for sustained impact. Some examples of changes that will be introduced include: increasing the number of girls participating in GEFs; building a mentorship component into forums; expanding and standardizing GEF curriculum; approaching universities about hosting career days for girls; lobbying the government to introduce an affirmative action policy that will promote the recruitment and retention of pre-service trainees and female teachers generally; strengthening gender and M&EL systems to create an evidence base on what works / what doesn't work that can be used to influence government policy on girls' education; and actively seeking to address barriers to young women's leadership through civic engagement work. These programmatic realignments will be supported by operational changes. Mercy Corps Somalia has set targets to increase its number of female staff on the programs side to 30% by 2016, and has sought and secured internal funding to establish an internship program for young female graduates. The country team is also in the process of developing a country level gender policy to guide future efforts to integrate gender across its programs and regions of operations.

IX. LESSONS LEARNED

Community Contribution:

During the reporting, the community played a key role in contributing their cost share towards enhancing community ownership, thus reinforcing sustainability of program activities beyond the life of the program. For instance, CECs for Mudug Secondary School planned to procure a school bus to minimize student's long walk to the school; Galkacayo University sponsored two extra pre-service teacher trainees as a match and White Tower Secondary CECs received 33 desks, photocopiers, and computer laptop from the Samsam Foundation, a local NGO with funds from the Islamic bank.

Joint Supervision Visits:

SYLI, with the ministry officials, regularly visited the supported schools and met with the school management, teachers and students. It was learnt that these continuous visits are not only helping to ensure activities are implemented in a manner that promotes ownership but it has also helped build the capacity of the schools management and the CECs. The school management acknowledged these routine visits as a technical guidance on the schools management and providing a forum to share ideas and initiatives that improve teaching and learning in the schools.

Joint Planning Sessions:

SYLI conducted joint planning with the relevant ministries of education and youth across the regions with the objective of restoring community confidence in local administration. SYLI involves respective ministries in all the stages/processes of program implementation to strengthen ownership as well as improve the capacity of ministry officials.

X. SUSTAINABILITY

The sustainability of SYLI is centered on the capacity of local community structures and the line Government Ministries. The capacity building and the active participation of these institutions are the key sustainability interventions and approaches of SYLI. One example of evidence of sustainability has been observed during the reporting period includes the local mobilization of resources by CECs to implement the prioritized activities of their school improvement plan. For instance, White Tower Secondary has received support from a local organization in

implementing the plans while Gambol Secondary School in Nugaal has plans to construct at least one more classroom using funds raised from the community and private sector. In addition, for the Muse Yusuf Secondary School, Sool region, the community has committed to raise funds to support ongoing school construction in the following areas: demolishing of a partitioning boundary wall that separated the main school from the newly constructed classrooms, digging of a shallow well in the school, furnishing and plumbing works for the laboratory, and procurement of laboratory equipment for the school.

XI. ACTIVITY ADMINISTRATION

a) Constraints and Critical Issues

Frequent changes in the Ministry (Education and Youth) staff in Mogadishu without proper handover continues to be a challenge to the program as the new team usually disowns the plans agreed upon between the program and the previous team, thus creating a problem in the collaboration between the program and the respective Ministries.

Furthermore, security has been a challenge, particularly in South Central Somalia, as some of the target regions were inaccessible. There have been delays in achieving planned activities, particularly the completion of the secondary school assessment. The MoE of FGS has plans to present to the consortium an approved list of public schools to be supported. However, the approved schools are not mostly those assessed and need further scrutiny in collaboration with the ministry and the community and might be occupied or utilized by private parties. All these will further delay the implementation of the planned activities.

b) Personnel

There has been change in key personnel during the reporting period with the departure of Paul Odhiambo, SYLI DCoP which is currently vacant and will be filled early next quarter. The recruitment of the Communications Specialist was finalized and the staff brought on board.

c) Contract, Award or Cooperative Agreement Modifications and Amendments

There were no modifications during the quarter.