



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



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Cover Photo: Female Pre-Service teacher trainees in lecture at Garowe Teacher Education College (GTEC) Garowe, Puntland. Photo/Mercy Corps, Somalia

Somali Youth Leaders 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 quarter, the security situation in Somaliland remained calm with no significant incidents reported. There was a significant decrease in crimes related to semi-organized youth groups in the main cities. However, election related disputes between the ruling and opposition parties continued. The Somaliland Upper House of Parliament extended the presidential election until March 2017 while Somaliland national political parties agreed on a different date of December 2016; this resulted in political confusion and disagreement between the three parties, the President, as well as the Upper House of Parliament. There is ongoing dialogue to bring the issue to an end.

Puntland

On 17 June 2015, Puntland President Abdiwali Gaas reshuffled his cabinet. Eight ministers, including the Education, Health, Finance and Security Ministers have lost their positions and were replaced by new ones. Professor Abshir Yusuf Isse was appointed to replace the former Education Minister Mr. Ali Haji Warsame.

Also during the quarter, the influx of Somali returnees and Yemeni refugees escaping from the ongoing conflict in Yemen has significantly increased. According to the Ministry of the Interior, approximately 21,600 individuals have arrived at the port city of Bossaso during April-June 2015. The local community and some international partners have provided support to help the Somali returnees reach their final destinations in Somalia and resettle the Yemeni refugees into temporary camps. The continuation of the conflict has had a ripple effect on the prices of basic commodities from the gulf countries due to the restricted movement of boats and ships moving along the Red Sea to Somalia.

Another major highlight during the quarter was the explosion that targeted a UN vehicle and staff outside the FAO office in Garowe on April 20, 2015 where four UNICEF staff and three local security personnel were killed and an additional four UNICEF staff were injured. Al-Shabab (AS), through its military spokesman, claimed responsibility for the attack. In June, hundreds of rebellious soldiers, led by the former deputy police chief Gen. Muhyadin Ahmed, defected over what they described as missing basic rights, including lack of salary and welfare. The General vowed his troops would launch an offensive aimed at reclaiming the rights for the army from the government. The revolt started after the Puntland President Abdiweli Mohamed Ali fired Mr. Ahmed along with other commanders, though Gen. Ahmed denied allegations of links between his sacking and the mutiny staged by regiments within Puntland Defense Forces.

South Central

The FGS successfully established the Galmudug Regional Administration following months of deliberations by the clan elders and politicians in that region in a conference in Adado, Galgaduud region. Clan delegates agreed on a constitution for the national assembly and the executive branch. A total of 89 MPs were selected by clan elders to represent the maiden Parliament for the region. Mr. Ali Ga'al Aser was elected as the Speaker of the National Assembly. A fiercely contested presidential contest between Mr. Abdikarim Hussein Gulled, former Interior Minister, and a close ally of President Hassan Sheikh Mohamud and Mr. Ahmed Moalim Fiqi, former chief of Somalia's Intelligence Agency, has followed. Mr. Abdikarim defeated Mr. Fiqi 49 to 40 votes following three rounds of voting by 89 MPs. Mr. Mohamed Hashi was elected Vice President. The exercise was lauded as being unprecedentedly fair, transparent, and democratic.

However, there were a number of challenges during the process as AS launched a complex attack on the venue of the conference in Adado. The attack was anticipated and did not cause major

casualties. ASWJ—a strong militia group that controls Dhusamareeb and Guricel districts and its environs -- distanced themselves from the new regime and went ahead to elect their own independent government headed by Sheikh Mohamed Sheikh Shakir. The Puntland government also raised concerns after the new state defined its territorial boundary as Galgadud and Mudug region: the latter is partially under the control of the Puntland Administration.

In May 5, 2015 the US Secretary of State John Kerry made an unannounced historic visit to Somalia, becoming the first top US diplomat to visit Somalia in over two decades. Mr. Kerry met with President Hassan Sheikh Mohamud and Prime Minister Omar Abdirashid as well as the heads of regional administrations and civil society organizations. Spokeswoman Marie Harf described the visit as "...to reinforce the United States' commitment to supporting Somalia's ongoing transition to a peaceful democracy."

During the quarter, Al-Shabaab intensified attacks on government institutions and officials and the state security apparatus, including AMISOM forces. There was a surge in targeted assassinations during the month of Ramadan in Mogadishu and face-to-face attacks in other parts of South Central Somalia. On April 14, AS conducted a complex attack on the Ministry of Education Culture, & Higher Education where two SYLI staff were attending a meeting. AS previously condemned the education sector as posing a threat to morality to the Somali children and threatened to target it with attacks. In addition several restaurants frequented by government officials were also attacked in Mogadishu. On June 24, a VBIED attack targeted a convoy carrying a UAE Ambassador to Somalia near Tarabunka junction in Mogadishu. The Ambassador survived the attack. On June 26, AS fighters through the little known "Abu Zubayr Battalion" named after its former Amir, Ahmed Godane, carried out a complex attack on an AMISOM base in Lego village of Lower Shabelle, killing between 50 to 70 Burundi soldiers. Following the incident, AMISOM troops and the local SNG forces vacated some positions in Lower Shabelle, leading AS to take over. An AU spokesperson explained the move as a reorganization for a possible military offensive in the region.

These incidents have had some effects on SYLI consortium operations and are likely to have potential impact in those areas as the withdrawal of security forces from these regions may lead to expansion of AS control and influence in the region with restricted movement and access to the new territories. Further, the incidents suggest AS ability and intent to carry out more attacks in the region, targeting institutions that are traditionally well protected. Previously liberated areas are still accessible for interventions.

II. SYLI EXECUTIVE SUMMARY

This quarter, April – June 2015, marked the end of the school calendar year 2014/2015 and data on completion rates was collected. In addition, the quarter marked an expansion of SYLI activities, particularly the teacher training into South Somalia, in Baidoa and Beledwayne, Banaadir and Kismayu. The end of the quarter also marked the start of the holy month of Ramadan, which meant a somewhat slow implementation of activities for the month, particularly in south central Somalia where insurgent violence often disrupts security.

Overall student completion rates for the 2014/2015 academic year for Somaliland were 98%; (98% and 96% for boys and girls respectively) while for Puntland it was 95%; (97% and 91% for boys and girls respectively). Over the 3 years, SYLI has decongested classrooms in urban areas of Somaliland and Puntland 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 or rural areas. 20,275 students (13,298M, 6,837F) enrolled in 45 schools (22 in Somaliland, 17 in Puntland and 6 in South Central), supported with infrastructure, teaching and learning materials, mentoring of their teachers, and a variety of extra-curricular activities. The learning environment was further improved through the distribution of desks, construction of girl-friendly spaces, and provision of teaching and learning materials to the schools.

The enrollment of female pre-service teacher trainees in the two-year diploma program in South Central Somalia continued for the second semester of education. Moreover, the program enrolled 896 (862M: 34F) in-service teacher trainees from Puntland and South Central Somalia for a one month intensive training. The training is intended to address gaps in both pedagogical and subject mastery of secondary school teachers and is offered by local teacher training institutes. The supported teachers included teachers from SYLI schools as well as teachers from other secondary schools across the regions. A similar training is planned to be launched jointly with the Ministry of Education (MoE) in Somaliland in late July 2015.

CECs of supported secondary schools progressively demonstrated support from the community in implementing their respective school improvement plans. For instance, Gambol CECs constructed one additional classroom to decongest the student population in the school using the SIP grant with 61% community contribution. Similarly, other schools are aiming to raise funds from the community to support the implementation of the key priority activities of their School Improvement Plans.

Lastly, civic engagement activities for in-school and out-of-school youth continued in Somaliland, Puntland and in South Central Somalia. Major activities accomplished during the quarter include: conducting in-school civic engagement trainings and advocacy forums for out of school youth, establishing/strengthening zonal Youth Sector Development Coordination bodies, providing capacity building trainings for Ministry of Youth officials, and solidifying existing relationships and forging new partnerships with line ministries and other youth stakeholders. Additionally, progress has been made on the discussions with the Puntland Ministry of Youth on the launch of Puntland State Youth Umbrella, and the Somaliland and Federal Government on the rehabilitation of youth centers.

Quantitative Highlights

Key deliverables during the quarter included:

- Two schools were constructed; bringing the total schools so far completed and handed over to 39 out of the 83 targeted.
- 290 (123M: 167F) literacy and numeracy learners have completed a six month course in Galmudug, bringing the cumulative of NFE learners completed to 6,273 against the target of 12,700.
- Training sessions were facilitated for 66 (33M, 33F) student leaders on civic engagement.
- Training sessions were facilitated for 896 (862M: 34F) in-service teacher trainees.

A. Activity Administration

Key challenges experienced during the quarter include: the prevailing security situation which hampered program implementation in some target regions and districts. For instance, in Galmudug insecurity hampered program access to all target areas such as the Guricel and Dhusamareeb districts of Galgaduud region. Also, the 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, increased the burden. This is further complicated by the thin line that exists between the community owned and privately owned schools. The formation or existence of regional state administration such as Jubaland, South West and the Galmudug State has created multiple layers of administration that require independent recognition and engagement from the central government. In particular, Galmudug faced this problem after its local Minister for Education was elected as a Member of Parliament, thus creating voids while other critical staffs of the Ministry also absconded their duties to pursue other roles. However, if all goes well, the situation will improve for the better. In the same vein, the morale of the current MoE staff in some regional states has been affected by the fear of being replaced by the new administration. Furthermore, the general lack of local skilled and competent personnel in South Central Somalia delays 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 assessment and BoQs for the planned construction work in SCS
- Operationalize Kahda and Hantiwadag Secondary Schools in Mogadishu
- Supervision of ongoing pre-service female trainees across all three zones
- Supervision of ongoing in-service teacher training across all three zones
- Establish and train Girls' Empowerment Forums (GEFs) in supported schools, in South Central
- Procurement for the science laboratory equipment and materials for selected schools
- Procurement of teaching learning materials for seven schools (Khalid, Rugta, Ganane, DHAF, Moalim Jama, SYL and Mudug Secondary Schools)
- Conducting training of Ministry of Education staff on education management
- Conducting 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
- Select and enroll youth into literacy, numeracy and life skills training courses
- Conducting civic engagement trainings and advocacy campaigns for in-school youth and out-of-school youth respectively
- Training of Ministry of Youth staff in Puntland and South Central Somalia
- Technical Assessment and selection of youth centers 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

Meeting with Ministry of Education

On March 2015, the President of Somaliland appointed a new Minister for Education and MoE requested SYLI to have a one day introductory meeting with new Minister Mr. Farah Elmi Geedole and his team. The objective of the meeting was to update the Minister on the status of SYLI achievements, plans and challenges. SYLI presented achievements, challenges, and planned activities for the remaining period of the program. The Minister expressed his appreciation to SYLI for the great investments in Somaliland education and assured he would work closely with the implementation of the program. The Minister emphasized the significance of having comprehensive preparations for the upcoming teacher training to ensure delivery of high quality and relevant in service training to teachers, and consequently, he established a taskforce to lead the process.

In-service teacher training

The SYLI partners of CARE and Mercy Corps participated in several preparatory meetings for the in-service teacher training led by the MoE (central and regional staff). During the meeting, the team resolved the duration of the training; which is one month from July 25–August 25, 2015, and developed the selection criteria and the selected the training institute: Somaliland National Teacher Training Institute (NTTI). As per the criteria, current teachers in all public secondary school that are teaching core science, language and mathematic subjects were to be selected. Teachers from SYLI supported schools were to be a given special priority. Untrained teachers who require improvement in their teaching methodologies and subject content were to be considered as well. Based on lessons learnt from the in-service training conducted in June–August 2014, SYLI pushed for school based selection to get the right teachers who meet the selection criteria. A team comprised of SYLI and three MoE officers visited 78 public secondary schools in all of the regions: Marodijeex, Sahil, Awdal, Sool, Sanaag and Togdheer. The objective of the exercise was to identify and select untrained teachers for the core subjects of biology, chemistry, physics, mathematics and English for the in-service teacher’s training. Finally, the SYLI consortium received an endorsed list of 325 (297M: 28F) teachers based on the agreed selection criteria from the Ministry of Education. The training is expected to commence on July 25, 2015 with the aim of equipping new and existing teachers to meet the new demands of education.

Education Sector Steering Committee

SYLI participated in a 2-day Education Sector Steering Committee meeting held on 16-17 June, 2015. The meeting was chaired by the Director General of the MoE, HE Mohamed Hassan, who emphasized the importance of this meeting to maximize the impact and address the most imperative issues jointly. SYLI was among the program who presented their achievements at this meeting.

SOMALILAND

Outcome I: Increased Access to Secondary Education

a) Construction and Rehabilitation of Schools

Supervision of Construction

During the quarter, Mercy Corps, together with the Ministry of Education, Ministry of Public Works and the school community, jointly conducted supervision on the construction of Bursade Secondary School in Berbera, Sahil Region. The team, jointly with Sahil Regional Administration, visited the construction site

twice. This construction includes 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 continues to engage the Somaliland Road Authority to test and approve the quality of the concrete at the critical stages of building. The overall construction of the schools currently stands at 45% level of completion.

Handover of Completed Structures

The construction and rehabilitation of Muse Yusuf Secondary school has been completed and the school was handed over to the community and Ministry of Education. During the handover event, the school community and the REO thanked SYLI and USAID for constructing school structures which will improve the education facilities in the region. They have also pledged to take full responsibility for the sustainability and maintenance of the school. The school CECs started activities on the school compound and have completed furnishing and plumbing work for the laboratory as well as providing shelves for both laboratory equipment and library books. The handed over structure consisted of three classrooms, one Girl Friendly Space (GFS), an extension of the school boundary wall, and the repairing of an old classrooms' sixty windows. The GFS package consisted of four latrines, two hand washing facilities, and metallic water tanks aimed at improving girls' enrollment/retention at the school. A number of monitoring visits were conducted during construction to ensure quality of the construction, which reported that the construction was completed successfully according to the design and within the timeframe.

The table below illustrates details of the SYLI supported construction work to date.

Table 1: School Construction; (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 FY2015) | | | | | | |
| 1 | Muse Yusuf Secondary | 3 | - | - | - | Girl Friendly Space, rehabilitation of fence and windows |
| Total for this quarter | | 3 | 0 | 0 | 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 |
| 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 |
| 21 | Gacan-Libah Secondary | 4 | 0 | 6 | 0 | 2 water tanks and rehabilitation of the fence |
| Total for previous quarters | | 61 | 30 | 75 | 12 | |
| Completion to Date | | 64 | 30 | 75 | 12 | |
| Classrooms and other structures under construction/rehabilitation | | | | | | |
| 22 | Bursade Secondary | 8 | 0 | 12 | 0 | Administration block and water point |

| S/N | School | # classrooms | | # Latrines | | Other Structures |
|------------------------|--------|--------------|----------|------------|----------|------------------|
| | | New | Repair | New | Repair | |
| Ongoing to Date | | 8 | 0 | 12 | 0 | |

b) Enrollment in Supported Schools

The current School Academic Year (2014/2015) ended June 2015 and SYLI consortium members, in collaboration with the MoE and the respective school administrations, collected the end of year school enrollment data for 22 supported schools to determine the retention/completion rate in the respective schools during the 2014/2015 academic year. Results showed 98% and 96% completion rates for boys and girls respectively; with an overall completion of 98% when compared to the number students enrolled at the beginning of the school year. Much of the deviation has been attributed to the migration of students from private schools to the secondary schools throughout the year however; rural based schools like Yufle, Armale and Muse Yusuf (urban) registered a decrease for both boys and girls over the same period. SYLI, jointly with the MoE will investigate the causes of the decrease and address where possible. Table 2 below shows the details of the completion statistics.

Table 2: End of Academic Year (2014/2015) of Supported School Completion

| No | Name of School | Region | # Start of Year | | # End of Year | | Percentage Deviation | | |
|-------------------------|--------------------------|------------|-----------------|--------------|---------------|--------------|----------------------|------------|------------|
| | | | Male | Female | Male | Female | Male | Female | Overall |
| 1. | Mohamud Ahmed Ali | Marodijeex | 1,042 | 491 | 1,023 | 470 | -2% | -4% | -3% |
| 2. | 26 JUNE Secondary School | Marodijeex | 847 | 526 | 822 | 511 | -3% | -3% | -3% |
| 3. | Farah Omar Secondary | Marodijeex | 664 | 281 | 681 | 286 | 3% | 2% | 2% |
| 4. | Gandi Secondary School | Marodijeex | 291 | 157 | 283 | 159 | -3% | 1% | -1% |
| 5. | Waran-Cadde Secondary | Marodijeex | 359 | 156 | 386 | 151 | 8% | -3% | 4% |
| 6. | Aden Isaac Secondary | Awdal | 397 | 244 | 409 | 219 | 3% | -10% | -2% |
| 7. | Sheikh Ali Jowhar School | Awdal | 450 | 243 | 448 | 232 | 0% | -5% | -2% |
| 8. | Ardaale Secondary School | Awdal | 231 | 111 | 217 | 108 | -6% | -3% | -5% |
| 9. | GacanLibah Secondary | Marodijeex | 956 | 554 | 1,007 | 576 | 5% | 4% | 5% |
| 10. | Gabiley secondary school | Gabiley | 116 | 49 | 116 | 49 | 0% | 0% | 0% |
| 11. | Elbuh Secondary | Sanaag | 84 | 40 | 73 | 41 | -13% | 3% | -8% |
| 12. | Haji Aden Secondary | Sanaag | 414 | 224 | 423 | 219 | 2% | -2% | 1% |
| 13. | Sheikh Bashir Secondary | Togdheer | 795 | 289 | 743 | 292 | -7% | 1% | -5% |
| 14. | Yufle Secondary | Sanaag | 16 | 13 | 6 | 13 | -63% | 0% | -34% |
| 15. | Jiidali Secondary | Sanaag | 6 | 1 | 6 | 1 | 0% | 0% | 0% |
| 16. | Garadag Secondary | Sanaag | 94 | 42 | 101 | 38 | 7% | -10% | 2% |
| 17. | Guutaale Secondary | Sool | 136 | 80 | 136 | 74 | 0% | -8% | -3% |
| 18. | Koryaale Secondary | Togdheer | 66 | 6 | 68 | 4 | 3% | -33% | 0% |
| 19. | Armale secondary | Sanaag | 47 | 27 | 22 | 12 | -53% | -56% | -54% |
| 20. | Burao New Secondary | Togdheer | 37 | 37 | 36 | 38 | -3% | 3% | 0% |
| 21. | New Erigavo secondary | Sanaag | 26 | 26 | 29 | 26 | 12% | 0% | 6% |
| 22. | Muse Yusuf secondary | Sool | 698 | 268 | 618 | 202 | -11% | -25% | -15% |
| Cumulative Total | | | 7,772 | 3,865 | 7,653 | 3,721 | -2% | -4% | -2% |

c) Promoting Girls' Access to Secondary Education

Girls Empowerment Forum Training

During the quarter, the SYLI team in collaboration with the MoE Gender Department, commenced a 2-day training for Girls Empowerment Forum (GEFs) for six secondary schools namely; Gandi, 26-June, Mohamoud Ahmed Ali, Warancade, Farah Omar, and Gacan-libaah Secondary Schools in Marodijeex region. The objective of the training was to improve the capacity of the GEF members for supported schools by strengthening their mobilization and advocacy skills on the importance of girl child education and other challenges girls face in the schools. The training was attended by 102 students including 90 female students, six CEC members, and six teachers. The training was officially opened and closed by the head of the MOE Gender Department, Ayan Yusuf, who encouraged the students to conduct school and community level events to advocate for girls education.

Advocacy events on importance of Girl Child Education

The Girls Empowerment Forums (GEF) of four SYLI supported secondary schools in the Marodijeex region (Mohamud Ahmed Ali, 26 June, Farah Omar, and Gandhi) have each organized a one-day community mobilization and advocacy event to promote girls' education and address some of the traditional challenges girls face during their school-age years. The Women Council for Girl Child Education (WCGCE) members in the region, MoE Gender Unit, and SYLI supported the GEF in organizing these events. The events were all part of the GEF's work-plans; however, other students have participated and contributed to the events by developing ideas, themes, dramas, and poetry on girl-child education.

The events, held separately in the schools, started with presentations and role plays at the schools' morning students assemblies by the GEF members, followed by awareness-raising sessions attended by MoE officials, head teachers, teachers, students, religious leaders, women groups, the schools CECs and SYLI representatives, focusing on the importance of educating girls and lifting the barriers facing them. The GEF at 26 June chose the slogan [Hablaha Maanta Wax Bartay waa Hogaanka Berrito] meaning "Today's Female Learners are Tomorrow's Leaders" while Gandhi School GEF chose [Gabadh wax BaratayWaa QoysWax Bartay] meaning "An Educated Girl Means an Educated Family." GEF members had the courage to present their messages through dramas, role plays, and poems, focusing on the problems girls encounter when studying. The GEFs demonstrated their commitment to schooling and education and becoming role models for other girls. During the event, the GEF members and MoE officials appreciated USAID's and Mercy Corps' effort of improving girl's leadership in the schools. Compared to boys, girl's enrolment numbers are low at all schools. GEF uses these types of events to educate and advocate for girls education and eradicate all forms of barriers to their education. Additionally, GEF provides peer to peer support to school girls in order to try to prevent the few girls from dropping. GEFs are initiated by SYLI and are intended to empower girls to seek local solutions to the challenges they face at schools and in the course of their secondary education. A total of 500 have attended both events.

Outcome 2: Enhanced Quality of Secondary Education

a) In-service Teacher Training

During the quarter, SYLI held a series of planning meetings with the MoE in preparation teacher training courses. The meetings were chaired by the DG MoE and were attended by key Departmental Heads of Secondary and Teacher Training Units. The teams agreed to conduct a one month training course immediately after Ramadan. The meeting tasked a joint committee to work on the list of trainees and kick-off preparations for the trainings.

Somaliland has, over the years, emphasized increasing access to basic education through the declaration of Free Primary Education which created a huge demand for secondary education. While access remains the focus, recent trends have shown more need to improve the quality of secondary education. Thus, teacher training is very critical to quality of learning and teaching in schools.

SYLI, in collaboration with the MoE, conducted a selection exercise for the upcoming in-service teacher trainees, which is planned to be conducted in July-August 2015. A team comprised of SYLI and three MoE officers visited 78 public secondary schools in the regions of Marodijeex, Sahil, Awdal, Sool, Sanaag and Togdheer. The objective of the exercise was to identify and select untrained teachers for the core subjects of biology, chemistry, physics, math and English for the upcoming in-service teachers training. Based on lessons learnt from the in-service training conducted in June- August 2014, SYLI had pushed for school-based selection to get the right teachers who meet the selection criteria. The MoE has proposed to host the training at Somaliland National Teacher Training Institute (STTI) in Hargeisa instead of the regional based universities and this might have budget implications since cost per trainee would go up due to logistical requirements. SYLI received an endorsed list of 325 (297M: 28F) teachers based on the agreed selection criteria from the Ministry of Education. The training is expected to commence on July 25, 2015 with the aim of equipping the new and existing teachers to meet the new demands of education.

Pre-service Teacher Training

The SYLI Consortium, in collaboration with the MoE, continues to supervise the ongoing pre-service teacher training for the remaining nine female teacher trainees enrolled at Amoud University who could not finish the course last quarter. The trainees are expected to graduate after completing all the required courses for the diploma in August 2015. Last quarter, 30 of the female candidates fulfilled the requirement and have graduated. The graduates are already deployed to teach in the 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)

Mercy Corps, jointly with MoE, concluded a three-day laboratory science equipment needs assessment in four secondary schools, namely Bursade in the Sahil region, 26 June and Gacan Libaah in the Marodijeex region and Sh. Ali Jawhar in the Awdal region. The assessment is intended to determine the equipment and supplies (chemicals) needed by the school, status of the school laboratories and the capacity of their science teachers and come up with workable list of equipment, re-agents and other key materials per school. The MoE recommended four schools for the provision of science equipment based on agreed criteria. Tendering for the provision of science equipment for the four schools is planned for next quarter.

The teaching and learning materials (textbooks and charts) distributed to date in Somaliland remains as reported in Quarter II:

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

| No | School | Region | Enrollment | Textbooks |
|-----|-----------------------------------|------------|----------------|--------------|
| 1. | Garadag Secondary | Sanaag | 136 | 265 |
| 2. | Erigavo New Secondary | Sanaag | 52 | 238 |
| 3. | Armale Secondary | Sanaag | 74 | 225 |
| 4. | Jiidali Secondary | Sanaag | 7 | 52 |
| 5. | Burao New Secondary | Togdheer | 74 | 273 |
| 6. | Qoryaale Secondary | Togdheer | 74 | 269 |
| 7. | Gutaale Secondary | Sool | 216 | 275 |
| 8. | Yufle Secondary | Sanaag | 29 | 226 |
| 9. | Yubbe Secondary | Sanaag | NA | 81 |
| 10. | Elbuh Secondary | Sanaag | 124 | 196 |
| 11. | Haji Aden Secondary | Sanaag | 638 | 873 |
| 12. | Sheikh Bashir Secondary | Togdheer | 1084 | 1,315 |
| 13. | 26 JUNE Secondary School | Marodijeex | 1,373 | 144 |
| 14. | Bursade Secondary School | Sahil | NA | 150 |
| 15. | Farah Omar Secondary School | Marodijeex | 945 | 190 |
| 16. | GacanLibaax Secondary | Marodijeex | 1,510 | 160 |
| 17. | Gandi Secondary School | Marodijeex | 448 | 147 |
| 18. | Mohmud Ahmed Ali Secondary | Marodijeex | 1,533 | 205 |
| 19. | Warancadde Secondary School | Marodijeex | 515 | 170 |
| 20. | Aden Isaac Secondary | Awdal | 641 | 141 |
| 21. | Ardaale Secondary School | Awdal | 342 | 184 |
| 22. | Sheikh Ali Jowhar Secondary | Awdal | 693 | 120 |
| 23. | Muse Yusuf Secondary School | Sool | 966 | 101 |
| | Total distribution to date | | 11, 474 | 6,000 |

Outcome 3: Management of secondary education improved

a) Curriculum Technical Advisor

During the quarter, SYLI program recruited a Technical Advisor who will support Somaliland curriculum review which is currently under review. The TA will lead teams who will develop curriculum for secondary and primary schools.

b) Somaliland National Examinations

On June 7, 2015, the Minister of Education HE Farah Elmi Geedole launched the national examinations for the academic year 2014/2015 at Farah Omar Secondary school in Hargeisa, Marodijeex region. The national

examination was for the 8th grade for primary and 12th grade for secondary schools. A total of 23,066 students sat for the national examination, out of which 9,812 (43%) were secondary-leaving students. This reveals the increasing completion rates of students in both primary and secondary schools across the regions of Somaliland. The examination results will be released in the next quarter.



Minister of Education HE Farah Geedole (front-left) distributing first examination papers to Farah Omar Secondary School candidates, Hargeisa

c) Somaliland National Education Policy

During the quarter, SYLI hired a national consultant for the finalization of the Somaliland National Education Policy. The consultant has conducted several important steps, including review of previous relevant documents, review of the Constitution, national strategic plan, and draft of Education Policy (2013), as well as conducted meeting with the DG and Department of Planning and Policy and its Technical Advisor. The consultant reviewed the gaps and completed a first draft of the National Education Policy, which was submitted to the Ministry of Education for review. The Ministry of Education has also circulated this draft to the Education Sector Coordination (ESC) partners and other stakeholders for input. The document will be finalized and validated in the next quarter.

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) School Improvement Grants

SYLI received three School Improvement Plan (SIP) grant proposals from three secondary schools namely: Mohamoud Ahmed Ali, Warancade and Gacanlibah Secondary Schools in the Marodijeex region. The proposals were developed jointly by the community education committees (CECs) and teachers and was reviewed and approved by the MoE. Also, five other schools (Adan Isaq, Sh. Ali Jawhar in the Awdal region and 26 June, Gacanlibah and Gandhi Secondary Schools in the Marodijeex region) have submitted their approved proposals during Quarter II. In June, SYLI released the first installment of the eight schools to start implementation of the key prioritized activities stipulated in their respective school plans. This budget per school is \$8000 as a community education committee is contributing 30% as a community match. The SIP grants are a CECs capacity building strategy as it provides the opportunity for the CECs to successfully plan school priorities, mobilize funds, and implement them in an effective and transparent manner using clear implementation plans. The MoE and SYLI team provided technical support to the schools during the implementation of the grants.

b) Follow up with trained Community Education Committees

CARE conducted supervision visits to CECs in seven SYLI supported schools namely: Armale, Yufle, Burao New, Garadag, Jiidale in Sanaag region, Koryale in Togdheer region, and Gutaale in Sool region. The objective was to check on the progress of school improvement plans. Various schools demonstrated tremendous achievements on resource mobilization from various private and government institutions to improve school compounds, plant trees and conduct community awareness on education. This reflects that the majority of the CECs trained on the School Improvement Plan (SIP) were positively embracing it in their schools. During monitoring visits, the following was occurring in five out of the seven schools visited (Yufle, Koryale, Armale, Burao New & Garadag): rehabilitation of school facilities, tree planting, mobilization of student enrollment, payment of security guards, and improvement of school water and sanitation facilities. However, the two other schools, Gutaale & Jiidale Secondary Schools, were found to be behind in their progress. Both CECs seemed to be lacking proper coordination and planning that enable them to fulfill their SIP priorities. CARE staff met with the CEC members to explain their roles and responsibilities and shared the positive progress from other schools visited. The CECs made a commitment to improve and their progress will be closely monitored.

PUNTLAND

Outcome I: Increased Access to Secondary Education

a) Construction and Rehabilitation of Schools

Supervision of Construction

The construction of three new classrooms, Girls Friendly Space (GFS), as well as rehabilitation of existing latrine blocks and water tanks continued at Suldan Hurre (Harfo) Secondary School in Harfo, Mudug region. The SYLI Infrastructure team, with the MoE, supervised the school construction and rehabilitation works during the quarter and confirmed that 80% of the work has been completed so far. Harfo district has experienced heavy rains during mid May 2015 which disrupted construction and rehabilitation activities for almost three weeks, but the construction resumed and is going well now. The remaining work includes completing the painting of the new construction as well the completion of rehabilitation work. The school Head Teacher and CEC conduct daily joint supervision and expressed their excitement and satisfaction of how the school construction is going on.

Handover of Completed Structures

Mercy Corps, in collaboration with the Ministry of Education, handed over the completed construction of Dangorayo Secondary School in Nugaal Region to the ministry and the school community. The handed over structure consisted of two new classrooms, Girls Friendly Space (GFS), store, an office and water tank. The school has also received 36 desks intended for two new classrooms. The school handover event was attended by Nugaal REO, Dangorayo DEO, the school CEC and SYLI team. The ministry officials and the school community thanked Mercy Corps and USAID for the valuable support to Dangorayo Secondary School, which is the only secondary school in the district. This is in addition to three primary schools in the district that Mercy Corps through School Environment and Education Development for Somalia (SEEDS) supported five years ago. The school CECs stated they will ensure proper maintenance, management and sustainability of the facilities constructed for the school. The constructed facilities in the school will improve access to secondary education and will provide space for new learners.



Completed construction of two blocks of classrooms, office and store at Dangorayo Secondary School, Mudug Region

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 3 FY 2015) | | | | | | |
| 1. | Dangorayo Secondary | 2 | - | - | - | Girl Friendly Space, store, office, and water tank |
| Total for this quarter | | 2 | - | - | - | |
| 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. | Gambol Secondary | 4 | 0 | 0 | 0 | |
| 10. | Omar Samatar | 2 | 0 | 0 | 0 | |
| 11. | Burtinle Secondary | - | 8 | - | 16 | water facility, 4 labs, library, and admin block |
| 12. | Bossaso Public | 4 | 5 | - | 10 | construction perimeter wall |
| 13. | White Tower | - | 8 | - | 6 | Water facility, 2 office blocks, 2 hand wash facilities and library |
| 14. | Yasin Nur Secondary | 4 | - | - | - | one water facility and one Girl Friendly Space |
| 15. | Hingalool Secondary | 2 | - | 4 | - | perimeter wall |
| 16. | Kalabayr (Sool) | 2 | - | 4 | - | Girl Friendly Space |
| Total for previous quarters | | 36 | 21 | 25 | 32 | |
| Total to Date | | 38 | 21 | 25 | 32 | |
| Classrooms and other structures under construction/rehabilitation | | | | | | |
| 17. | Harfo (Sultan Hurre) | 3 | - | - | 6 | Water tank and a Girl Friendly Space |
| Ongoing to Date | | 3 | 0 | 0 | 6 | |

b) Enrollment in Supported Schools

Similarly, as mentioned earlier under the Somaliland section, the end of year data of the supported schools in the current academic year (September 2014/June 2015) has been collected from the supported schools. Results showed 97% and 91% completion rates for boys and girls respectively; with an overall completion of 95% when compared to the number students enrolled at the beginning of the school year. In addition to the migration of students between schools throughout the year, a number of schools registered a significant

decrease, particularly girls. In Bossaso Public, for instance, girls have decreased by 24%. One reason for this is that the MoE and the school management disqualified some students who were enrolled in Form One with fake grade 8th certificates. SYLI and the MoE will visit affected schools after opening in August/September 2015 to explore the causes. The table below shows the end of school year data:

Table 5: End of Academic Year (2014/2015) Supported School Completion

| No | Name of School | Region | # Start of Year | | # End of Year | | Percentage Deviation | | |
|-------------------------|---------------------------|--------|-----------------|--------------|---------------|--------------|----------------------|------------|------------|
| | | | Male | Female | Male | Female | Male | Female | Overall |
| 1. | Gambol Secondary | Nugaal | 1252 | 600 | 1,194 | 562 | -5% | -6% | -5% |
| 2. | Sheikh Osman Secondary | Bari | 338 | 253 | 372 | 198 | 10% | -22% | -4% |
| 3. | Omar Samatar Secondary | Mudug | 1482 | 838 | 1,383 | 794 | -7% | -5% | -6% |
| 4. | Nawawi Secondary School | Bari | 156 | 113 | 169 | 98 | 8% | -13% | -1% |
| 5. | Bossaso Public Secondary | Bari | 600 | 284 | 600 | 217 | 0% | -24% | -8% |
| 6. | White Tower Secondary | Bari | 122 | 58 | 121 | 58 | -1% | 0% | -1% |
| 7. | Yasin Nur Secondary | Mudug | 271 | 79 | 252 | 78 | -7% | -1% | -6% |
| 8. | Burtinle Secondary | Nugaal | 185 | 111 | 180 | 107 | -3% | -4% | -3% |
| 9. | Abdalla Ibrahim Secondary | Bari | 114 | 29 | 114 | 30 | 0% | 3% | 1% |
| 10. | Haji Salaad secondary | Bari | 78 | 26 | 85 | 26 | 9% | 0% | 7% |
| 11. | Kalabayr Secondary | Nugaal | 59 | 42 | 60 | 41 | 2% | -2% | 0% |
| 12. | Dangorayo Secondary | Nugaal | 68 | 31 | 63 | 25 | -7% | -19% | -11% |
| 13. | Sultan Hurre (Harfo) | Mudug | 48 | 66 | 47 | 64 | -2% | -3% | -3% |
| 14. | Buraan Secondary | Sanaag | 73 | 23 | 77 | 23 | 5% | 0% | 4% |
| 15. | Kalabayr (Sool) secondary | Sool | 54 | 18 | 47 | 19 | -13% | 6% | -8% |
| 16. | Jeerin Secondary | Sool | 55 | 18 | 53 | 18 | -4% | 0% | -3% |
| 17. | Hingalool Secondary | Sanaag | 140 | 62 | 138 | 62 | -1% | 0% | -1% |
| Cumulative Total | | | 5,095 | 2,651 | 4,955 | 2,420 | -3% | -9% | -5% |

a) Furniture to Schools

During the quarter, furniture, including 30 classroom desks and 15 desks per classroom were procured and handed over to the CECs of Dangorayo Secondary School. Moreover, Mercy Corps tendered the procurement of 54 sets of desks for Sultan Hurre Secondary School. The MoE and Mercy Corps team supervised the fabrication desks for the three new classrooms of the school. A vendor in Galkayo is making the desks. The desks will be delivered to the school site once completed and branded. 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 date to 16 schools in Puntland to 750.

c) Promoting Girl Child Education

Construction of Girl Friendly Spaces

During the quarter, SYLI completed the construction of a girl-friendly space for Dangorayo Secondary School in Dangorayo District, Nugaal Region and a similar facility is currently under construction in Harfo Secondary School. Girl Friendly Spaces (GFS) are sanitation facilities for girls equipped with latrines, hand washing facilities and benches which girls culturally feel free to use, they are aimed at improving girl's school enrollment and retention in schools. Schools with such facilities retain more girls than those without gender latrines. So far, SYLI has supported five schools with such facilities in Puntland.

Advocacy events on importance of Girl Child Education

The Girls Empowerment Forums (GEF) of two SYLI supported Secondary Schools in Qardho (Nawawi and Sheikh Osman) have each organized one day community mobilization and advocacy events for promoting girls education and addressing some traditional challenges girls face during the their school age in their respective secondary schools during the quarter. The Women Council for Girl Child Education (WCGCE) members in the region, local education officials and SYLI team has supported the GEF in organizing the events.

The events held separately in the two schools started with presentations and role plays at the schools, and morning students assemblies by the GEF members followed by an awareness raising session attended by MoE officials, head teachers, teachers, students, religious leaders, women groups, the school CECs and

parents that focused on importance of educating girls and the challenges they face during their school age. GEF members presented their messages through dramas, role plays, and poems focusing on the problems that encounter girl's education. GEF have demonstrated their commitment in schooling and education as well as empowering of other girls. During the event the GEF members and MoE officials expressed their appreciation to USAID's and Mercy Corps' effort towards empowering girls at school. A total of 500 participants have attended both of the events.

Outcome 2: Enhanced quality of secondary education

a) Teacher Training

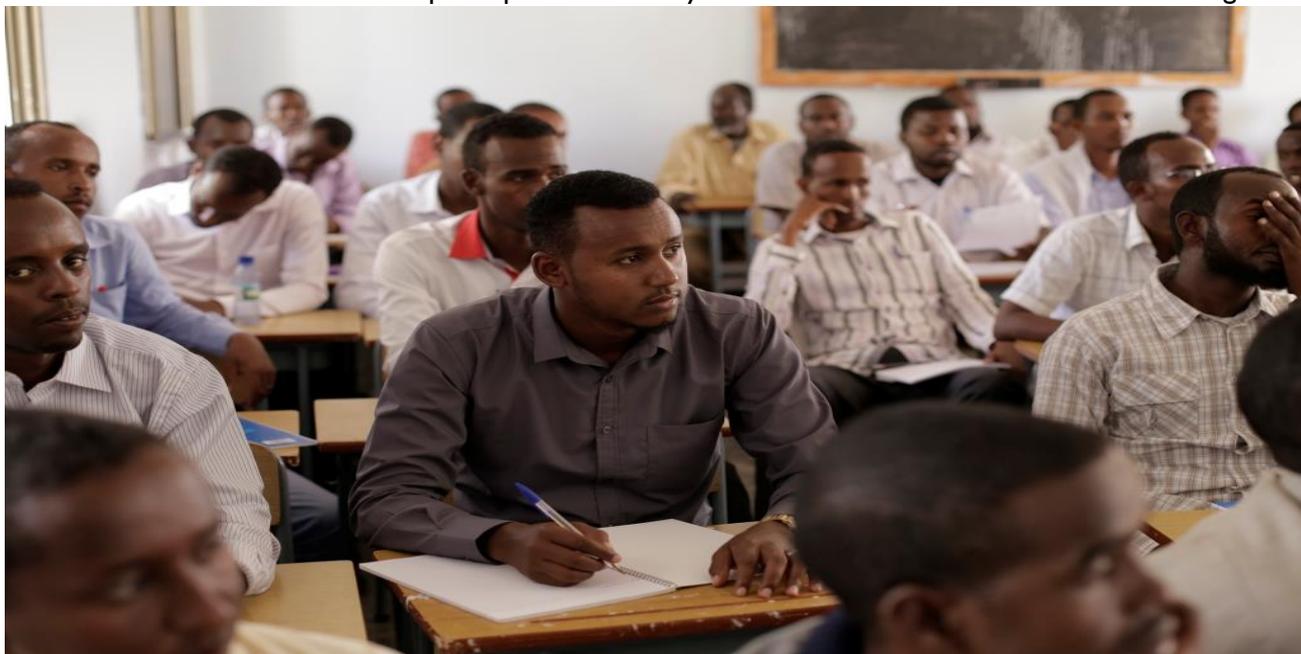
i. In-service teacher training

Review of modules for in service teacher

The SYLI consortium of Mercy Corps and CARE, in collaboration with the MoE, conducted a 5-day (May 14 - 18, 2015) in-service teacher training modules review workshop in Garowe. 18 subject specialists from the MoE and the Teacher Training Institutes (TTIs) reviewed the training modules for eight subjects (Biology, Chemistry, Physics, Mathematics, English, Geography, History and Somali language), filling missing gaps and ensuring modules are in-line with the syllabus and are addressing prevailing training needs of the teachers. The modules for the social science and Somali subjects were developed by GTEC, the training institute. The subject specialists produced revised training modules with clear delivery schedules and schemes of work for each subject. Five of the subject modules were earlier developed by Mercy Corps (2013) while the other three were developed by GTEC. The workshop was opened and closed by the MoE Vice Minister, Hon. Dr. Mohamed Ali Farah, who emphasized the importance of the workshop and thanked the SYLI consortium, USAID and MoE directorate of teacher education for taking all the necessary steps to maximize the impact of the planned in-service training for 270 teachers under SYLI.

Launch of the in-service training

On June 6, 2015, the SYLI Consortium of CARE and Mercy Corps, in collaboration with the Ministry of Education and Higher Education (MoE), launched a one month training for 270 in-service secondary school teachers (263M:7F) selected from all the regions of Puntland at Garowe Teachers Education College (GTEC) in Garowe. The training was intended to address gaps in both pedagogical and subject mastery of secondary school teachers that is offered by GTEC in Puntland. The supported teachers included teachers from SYLI schools as well as teachers from other secondary schools in Puntland. The priority was given to untrained teachers and teachers who did not participate in the last year's short course in-service teacher training



In-service teacher trainees in their first class at Garowe Teacher Education College (GTEC), Garowe

The training was officially launched by the Vice Minister of Education, Hon. Mohamed Ali, and representatives from SYLI consortium members. The Vice Minister thanked the SYLI consortium and USAID for supporting the education sector of Puntland. He stated that the Ministry is committed to improve and provide continuous professional development support to the teachers in the region so as to achieve the desired competences for teachers, stating the Ministry will soon start issuing teacher licenses and only those who have proper certifications and qualifications will be given such licenses. He concluded that this training and other trainings will help Puntland teachers get the professional teacher licenses. The trained teachers were identified based upon agreed criteria. This training target was to teach core subjects such as English, Science, Mathematics, Social Studies and Somali.

The SYLI consortium, jointly with the MoE, has conducted regular supervision and monitoring on the training proceedings to assess progress and ensure the quality of the training offered to the teachers. Among key items the supervision team checked included: daily attendance, provision of training materials (stationeries and copies of training modules), conduciveness of the learning environment, teaching approaches/methodologies as well as ensuring how the institution is delivering the course modules as per the agreed course structure and schedules. During supervision visits, it was confirmed that all 270 teachers selected for the course have reported and been admitted to the college and the trainers rigorously impressed the training schedules and plans. The training will be concluded July 5, 2015.

Moreover, SYLI, jointly with Ministry of Education, discussed mentors who will support the trained teachers after completion of the training. It was agreed to train more mentors who will guide the in-service teacher's supervision. The Ministry agreed to activate the available mentors both at central and at regional levels and provide them with refresher trainings. The training is planned for the next quarter.

ii. Pre-service Teacher Training

Mercy Corps and the MoE team supervised the ongoing pre-service teacher 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 on July 2016. The supervision team checked on attendance and observed lessons delivery and syllabus coverage. During the supervision, the team found all 36 pre-service female trainees present and in their respective subject classes. The SYLI Teacher Training Specialist also visited the college and provided his observation reports with the college as well. The training is on course and the students are expected to sit for their second semester examinations in July 2015.

b) Provision of Teaching and Learning Materials (TLM)

Mercy Corps, jointly with the MoE, concluded a laboratory science equipment needs assessment in four secondary schools of Gambol, Omar Samatar, Bossaso Public and Sh. Osman Secondary Schools. The assessment was intended to determine the type of equipment and supplies (chemicals) needed by the school, status of the school's laboratories, and the capacity of their science teachers. All the assessed secondary schools have functioning laboratories and trained science teachers but are short of supplies. The MoE recommended four schools for the provision of science equipment based on the agreed criteria. Tendering for the provision of science equipment for the four schools is planned for next quarter. The provision of science laboratory equipment is central to the teaching of science in secondary schools. Laboratories are where practical activities are conducted to enhance a meaningful learning of science concepts and theories. They have also been found to be a primary means for promoting formal reasoning skills and students' understanding to enhance desired learning outcomes in students.

Also, CARE has procured teaching and learning materials for three secondary schools: Kalabayr, Jeerin and Buraan secondary schools. The TLMs included the core as well as supplementary text books. The text books will be handed over to the schools after they resume from the break. Also, CARE has procured sports materials for the four (Kalabayr, Jeerin, Buraan & Hingalool) SYLI supported secondary schools in Sool and Sanaag regions. The sports materials are aimed at encouraging students to take part in the extra curricula activities at the schools. The schools lacked the sports materials and equipment to participate and organize sports and other extra-curricular activities for the students.

The teaching and learning materials distributed to date in Puntland remains as reported in Quarter II:

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

| No | School | Region | Enrollment | Textbooks |
|---|------------------------------|------------------|--------------|--------------|
| TLM distributed in FY15 Q2 | | | | |
| 1. | Burtinle Secondary School | Nugaal | 296 | 261 |
| 2. | Harfo (SuldanHure) Secondary | Mudug | 114 | 188 |
| 3. | Nwawi Secondary School | Karkaar | 269 | 199 |
| 4. | Dangorayo Secondary | Nugaal | 99 | 209 |
| 5. | ShAbdall Ibrahim | Bari | 143 | 180 |
| Total | | | 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 |

Outcome 3: Management of secondary education improved

a) Development of Teaching and Learning Materials Guideline

Mercy Corps recruited a consultant to support the MoE and develop teaching and learning materials policy/guideline. The objective of this assignment is to develop a TLM guideline that ensures students in secondary schools in Puntland have access to appropriate textbooks and supplementary reading materials that enrich their learning experiences. The Puntland Ministry of Education requested the support from the SYLI consortium in the development of a policy guideline that will guide the course books and/or supplementary reading materials in-line with the Puntland Secondary Education curriculum. The consultant started a one month assignment on June 28, 2015. Dr. Adan Saman met with Ministry officials and specifically directorate of quality assurance. He will work with the Ministry, review some key documents including secondary education curriculum, visit schools to meet with Head Teachers, subject teachers, CECs and students, observe the school libraries and TLM availability and usage. He will also meet subject specialists before sharing the final draft guideline. The TLM guideline will help the provision of adequate materials (course books and supplementary materials) for secondary schools that correspond to the curriculum. This deliverable will also guide TLM procurement, distribution and management at Ministry and school levels.

b) Puntland National Examinations

SYLI has supported the Ministry of Education in the administration of final secondary school examinations for the 2014/2015 academic year. From May 23-28, 2015, 2,821 (32% girls) from 52 secondary schools (both public and private) sat for the final secondary school examinations throughout Puntland. Puntland President HE Abdiwali Gaas has launched the examinations at the Bossaso Public Secondary School in Bossaso, Bari region. Following the Ministry's appeal, SYLI supported the MoE in the facilitation of examination supervision by sponsoring 100 exam supervisors and invigilators during the examination period. The Form Four examinations is the final and objective evaluation for students completing secondary education. It shows the performance of students and the quality of the secondary education offered in respective schools. The results will be announced on July 4, 2015. The Ministry is expecting improved performance of the students this year especially in the core subjects due to the many teachers and head teachers trained and TLMs supplied to the schools and the joint supportive school supervisions conducted by the MOE and its education partners, including SYLI during the academic year.

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) Disbursement of School Improvement Grants

During the quarter, four secondary schools (Bossaso Public, White Tower, Gambol and Sh. Osman) that have successfully submitted their approved SIPs with agreed priorities in the previous quarter have received a first installment grant to support the implementation of prioritized activities. White Tower and Sheikh Osman secondary schools grants are \$8,000 each with a 30% community contribution while Gambol and Bossaso public grants are \$14,250 with a 61% community contribution and \$9,845 with 43% community contribution respectively. Both schools were able to raise more funds than what was expected (30% required cost share). The MoE and SYLI team will supervise the implementation of installment one activities to ensure proper utilization of funds and accountability before releasing the second installment.

In addition, three other schools (Yasin Nor, Nawawi, and Omar Samatar), have submitted revised SIPs with the activities they prioritized for the SYLI phase II SIP grants provision to the MoE for approval and the SIP grants will be given to the school in the next quarter. The SIP grants are a CEC capacity building strategy as it provides the opportunity for the CECs to successfully plan school priorities, mobilize funds and implement them in an effective and transparent manner using clear implementation plan. The MoE and SYLI team provides technical support to the schools during the implementation of the grants.

b) Follow up with trained Community Education Committees

SYLI with the MoE supervised the implementation of SIP grants at Abdalla Ibrahim, Bossaso Public in Bari region, Sh Osman in Karkaar region and Gambol in Nugal region. Sh Abdalla Ibrahim CECs purchased school equipment including: photocopiers, projectors, laptops, printers, and a camera as well the extension of the school fencing wall. Also, the Sh. Osman school community has connected public water to the school compound and latrines, planted trees in the school compound, and conducted awareness raising events on drugs and illegal immigration. Bossaso Public CECs have distempered the school compound, establishing a students' stage and cultivating the school garden, and in Gambol, they constructed one additional classroom to decongest the student population in the school. The construction is currently at a 70% level of completion and will be concluded in the next quarter.

SOUTH CENTRA SOMALIA

Outcome I: Increased access to secondary education

a) Construction and Rehabilitation of Schools

Technical Assessment of Secondary Schools

During Quarter III, Mercy Corps, jointly with the MoE conducted a technical assessment of target schools in Galgadud region including Galgadud Secondary (Dhusamareeb), Bahdo Secondary (Adado), Shire Jama Secondary (Abudwak) and Balanballe Secondary (Balanballe). The aim of the technical assessment was to come up with key priority areas that SYLI can support in these communities. This was preceded by a similar joint general needs assessment of 14 schools in both Mudug (2) and Galgadud (12) regions. The construction will decongest student populations in some schools while it will create access in areas where there is no existing secondary school. For instance, in Balanballe, the school has recently been established by DAI-TIS and SYLI is planning to complement this by constructing two classrooms, a perimeter wall and sanitation facilities (latrine and water supply). The school has about 55% female enrollment, this alone shows the need for sanitation facilities for improved girls' enrollment and retention. Once the designs/BoQs approval and review is secured, contractors will be identified jointly with the MoE through a public tendering process which will soon follow.

Also, the CARE team conducted technical assessments for selected planned secondary school construction in the Beletwien and Mataban districts of Hiiraan region. The assessment was intended to identify key infrastructure needs and priorities for the selected schools, agree on the scope of work, and prepare technical drawings/designs and BoQs. The team met with the Deputy Mayor of Hiiraan to discuss the technical assessment of secondary schools. The Deputy Mayor welcomed the team and gave a brief background on the region before he signaled to carry out the assessment. The team visited Hawo-Tako Public Primary School, Bundo Wein Public Primary School and land donated by the community in the Howl-wadaag section of Beledwayne District. Based on findings, the team will jointly select schools to be supported under SYLI.

Besides, SYLI team members attended a one-day meeting between the MoE FGS and the Regional Administrations to discuss the selection of the public secondary school for infrastructure development by SYLI in South Central on May 28, 2015. The meeting was chaired by the DG of MoE, Regional State Ministers of Education (Juba Interim Administration and North West State, REOs of Hiiraan, Bay and Bakool, Lower Shabele and Middle Shabele) and SYLI among other partners. The MoE suggested that SYLI consider increasing the number of classrooms in each school from four to eight. At the end of the meeting, the REOs revised the MoE FGS list of schools and shared with SYLI team.

Supervision of Construction

The construction and rehabilitation of five secondary schools, including three in Kismayu (Khalid binu Walid, Ganane and Rugta), one in Galkacayo (Mudug secondary) and one in Afgoye (DHAF School) continued during the quarter. The scope of work consists of the rehabilitation of 15 classrooms and eight other structures of Khalid binu Walid and Rugta and new construction of 18 classrooms and 23 other structures for Ganane, Mudug and DHAF schools.

SYLI, jointly with the MoE, conducted joint supervision of ongoing construction of the five secondary schools. In Mudug, the construction work is at a 90% level of completion with the perimeter wall and classrooms been completed and the construction of the latrine reached roofing level. Rugta, Khalid and Ganane secondary schools have also reached 70% level of completion awaiting technical verification while DHAF secondary school in Afgoye is at 55% level of completion. Site supervisors have been deployed to each construction site and SYLI engineers, together with the MoE and CECs, continue to routinely supervise the progress of the construction to ensure that standards are met.

Kahda and Hantiwadag Schools were completed and will be handed over to the Ministry of Education and school communities. The MoE assured the operationalization of both schools in the coming academic year which will start in August/September 2015.

In addition, the UNHCR Reintegration Program in Kismayu supported three SYLI secondary schools including Rugta Secondary, Khalid Bin Walid Secondary, and Ganane Secondary School with the rehabilitation of the primary section of the schools to increase access to primary education for children from the refugee returnees program and IDPs settled in the outskirts of Kismayu. The UNHCR Reintegration program supported each of the schools with the following:

1. Rugta Secondary school- Rehabilitation of six classrooms, four toilets and provided 138 desks for learners
2. Khalid Bin Walid Secondary school- Rehabilitation of three classrooms, two toilets and provided 138 desks
3. Ganane Secondary School- Rehabilitation of three classrooms, two toilets and provided 138 desks

UNHCR Reintegration Program support to the above schools will serve as SYLI cost share and is critical to increasing the transition from primary to secondary education for children from poor and marginalized communities in line with SYLI objectives.

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 | Kahda Secondary | 10 | - | 6 | - | 2 offices, store, one water tank and fence |
| 4 | Hantiwadag Secondary | - | 10 | - | - | Kitchen |
| Completion to Date | | 13 | 43 | 23 | 36 | |
| 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

As mentioned earlier under the Somaliland and Puntland section, the end of year data collection of the supported schools in the current academic year (September 2014/June 2015) has been collected. The team was able to collect verified data in three of the six functional schools. This translates into a 4% and 6% decrease in SYL Secondary School and Mudug Secondary School which is largely attributed to transfers and relocation of families back to Mogadishu. Moreover, the completion of Moalim Jama has increased by 20% (20 students). Kahda and Hantiwadag schools are also planned to be operationalized in the next academic year, Sept 2015.

Table 8: End of Academic Year (2014/2015) Supported School Enrollment/Completions

| No | Name of School | Region | # Start of Year | | # End of Year | | % Deviation | | |
|--------------|------------------------|------------|-----------------|------------|---------------|--------|-------------|--------|---------|
| | | | Male | Female | Male | Female | Male | Female | Overall |
| 1. | SYL Secondary School | Mudug | 191 | 114 | 191 | 103 | 0% | -10% | -4% |
| 2. | Moalim Jama Secondary | Banaadir | 53 | 47 | 68 | 52 | 28% | 11% | 20% |
| 3 | Mudug Secondary School | Mudug | 152 | 77 | 134 | 82 | -12% | 6% | -6% |
| 4 | Ganane Secondary | Lower Juba | 113 | 48 | n/a | n/a | n/a | n/a | n/a |
| 5 | Rugta Secondary | Lower Juba | 22 | 8 | n/a | n/a | n/a | n/a | n/a |
| 6 | Khalid Secondary | Lower Juba | 40 | 27 | n/a | n/a | n/a | n/a | n/a |
| Total | | | 571 | 321 | n/a | n/a | n/a | n/a | n/a |

c) Furniture for Schools

During the quarter, SYLI tendered for the supply of school furniture for Mudug Secondary School in Galkacayo, Galmudug State. A total of 108 will be procured, with the CEC contributing 25 desks as a match. The desks will be delivered on time to ensure the new facility will be operational at the beginning of the new 2015/2016 school calendar scheduled to start August 1 2015. The procurement of the desks was preceded by review of the design conducted jointly by SYLI and MoE. This is expected to boost the student desk ratio to the minimum acceptable standards of 1:3.

Outcome 2: Enhanced quality of secondary education**a) Teachers Training****i) In-service teacher training****Review of Modules for the in-service teacher**

SYLI, in collaboration with Galmudug MoE and Galkayo University, conducted a joint curriculum review exercise for the in-service teacher training. Among the curriculums reviewed were the Galkayo University teacher training curriculum and SYLI-developed in-service teacher training modules. After careful considerations and with the technical support of the SYLI teacher training specialist, the team settled for the SYLI training modules, which were a product of SYLI phase I. This review was necessitated by a lack of

government owned TTI's and the private institution showed little or no capacity to undertake teacher training courses to the standards required. Hence, Mercy Corps, jointly with the MoE, shared training manuals and curriculum with Galkayo University with the aim of enhancing quality of the trainings offered.

Selection of Teacher Training Institutes (TTIs)

SYLI in collaboration with the MoE conducted TTIs assessment in Hiiraan, Bay, Lower Juba and Banaadir. The joint team assessed two Universities in Beledwayne, Hiiraan region, three Universities in Baidowa, Bay region, two Universities in Kismayu, Lower Juba region and two universities in Mogadishu, Banaadir region. The assessment was to screen and select competent universities that can host the planned in-service teachers training. The MoE owned Somalia National University has been selected to lead in-service teacher training in Banaadir, Middle and Lower Shabelle regions.

Launch of In-Service teacher training

On June 8 2015, SYLI jointly with Galmudug MoE, launched a one month of in-service teacher training for 34 (all male) teachers at Galkayo University, Galmudug State. The course is based on the trainee's subject of specialization with special emphasis on Science, English and social science subjects (History and Geography). In addition, several other teachers from the Mudug and Galgaduud regions were also given the option to undertake the course in Mogadishu in order to be close to their families during the school break. Mercy Corps Country Director monitored the ongoing teacher training program at Galkayo University, Mudug region. The director gave motivational talks to both the in-service and pre-service trainees and applauded the sacrifices of the trainees.

Moreover, the SYLI consortium of Mercy Corps and CARE in collaboration with MoEs of federal government and the regional administrations, successfully selected 592 (565M: 27F) in-service teacher trainees from Galgaduud, Hirran, Banaadir, Lower Shabele, Bay and Lower Juba regions of South Central Somalia. The MoE and SYLI staff jointly selected the trainees based on agreed selection criteria. In early July, the MoE launched the one-month training in four universities; Somali National University (SNU) in Mogadishu, Kismayu University in Kismayu, Hiiraan University and Beledwayne Universities both in Beledwayne. At SNU, Mohamed Salad, Director of Quality Assurance, officially opened the in-service teacher training. The Director recognized the SYLI team for not only supporting Somali Secondary Education but also working closely with MoE. The Director also underscored the significance of the trainings and appealed to the trainees to fully take advantage of the training opportunity. Unlike other trainees in Somaliland and Puntland, these trainees are taking a one-month general professional teacher training course that will focus on education psychology, classroom management, student assessment and evaluation, among other topics. The MoE FGS has expressed concern over the capacity and level of education of teachers in SCS; these trainings are expected to build the teachers professional skills more than the content knowledge.

The aim of the supervision was to check on the attendance, quality of the training, teaching methodologies and the competencies and experiences of the trainer. During the supervision, the team found that all the in-service teachers have reported to the respective universities and commenced the training with an average of four hours per day.

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

| No | University | Location | Male | Female | Total |
|----------------------|----------------------------|---------------------|------------|-----------|------------|
| 1. | Kismayu University | Kismayu, Lower Juba | 80 | 0 | 80 |
| 2. | Somali National University | Mogadishu, Banaadir | 363 | 27 | 390 |
| 3 | Galkacayo University | Galkacayo, Mudug | 34 | 0 | 34 |
| 5 | Beledwayne University | Beledwayne, Hiiraan | 40 | 0 | 40 |
| 6 | Hiiraan University | Beledwayne, Hiiraan | 82 | 0 | 82 |
| Total to date | | | 599 | 27 | 626 |

ii) Pre-service Teacher Training

During the quarter, SYLI jointly with zonal MoEs, launched a Pre-service female secondary teacher training for 40 trainees at Southern University (20) of Bay region and Beledwayne University (20) of Hiiraan region.

The trainees were selected from Hiiraan (20) and Baay (20), regions based on agreed selection criteria jointly developed with respective MoEs. In Southern University, the event was officially opened by the MoE Minister of South West State Hon. Hassan Ibrahim who thanked Mercy Corps and USAID for the provision of the scholarship and as well underscored the significance of educating girls. This two year diploma training will lead to a professional qualification in education. The aim of the female pre-service is to increase the number of female secondary school teachers in the region. For instance, the assessment revealed Galmudug, like many other regions, has no single female secondary school teacher within the program. SYLI and the MoE remain steadfast in their commitment to enhance equity through the SYLI interventions. All the graduates are expected to be employed by the Ministry to teach at public schools in their regions.

SYLI, jointly with respective MoEs, continues to conduct regular monitoring for the enrolled pre-service female teacher trainees across all universities to ensure quality and standards are maintained. The team oversees the implementation of the teacher training by undertaking regular monitoring visits and provides prompt feedback and recommendations to SYLI and MoE for any corrective measures.

Table 10: Ongoing Pre-service Teacher Trainees in South Central Regions supported by SYLI

| No | University | Location | # of Trainees |
|----------------------|-----------------------|---------------------|---------------|
| 1. | Kismayu University | Kismayu, Lower Juba | 20 |
| 2. | Mogadishu University | Mogadishu, Banaadir | 86 |
| 3 | Galkacayo University | Galkacayo, Mudug | 30 |
| 5 | Beledwayne University | Beledwayne, Hiiraan | 20 |
| 6 | Southern University | Baidao, Bay | 20 |
| Total to date | | | 176 |

iii) Assessment of Teaching and Learning Materials (TLM)

During the quarter, Mercy Corps in collaboration with Galmudug MoE, conducted a TLM assessment in Mudug and SYL secondary school in Galkacayo. The aim was to assess the teaching and learning materials that were available as well as the key priority areas for each school. Both schools have inadequate resources and rely on imported syllabuses from the Middle East, Egypt, Uganda, and Kenya. Nevertheless, there is a Federal Government curriculum but the school management found it too shallow and lacking depth compared to the foreign curriculums. Both schools are in the process of coming up with their priorities that will be reviewed jointly by the MoE and SYLI before embarking the procurement process. SYLI will provide 300 TLMs to each target school with the aim of enhancing learning outcome in the region.

Additionally, SYLI jointly with Galmudug MoE, conducted assessments of schools for the provision of science equipment in Galkacayo, Galmudug State. SYL Secondary School was selected based on the agreed selection criteria and the school management was advised to enroll their teachers on the short term in-service teacher training course to enhance the capacity of their science skills.

iv) South Central National Examinations

On 15 June 2015, MoE Minister Federal Government of Somalia Her Excellency Dr. Khadar Bashir launched centralized national examinations for academic year 2014/2015 at 15 May Secondary School in Mogadishu. The national examination was the first of its kind since the collapse of the central government in 1991 particularly in South Central Somalia. The national examination was taken by more than five thousand students of secondary level at schools allocated by the MoE in Mogadishu, Galkacayo, Adado, Abudwak, Beledwayne, Kismayu, Jawhar, Baidowa, Garbaharey and Balcad. SYLI supported the MoE in the examination after receiving a request from the Ministry. SYLI facilitated the logistics of invigilators, supervisors, assist supervisors and provided stationery during the examinations.

Outcome 4: Somali Ownership of Secondary Education Strengthened

a) Review of School Improvement Plans (SIP)

SYLI supported the CECs of SYL and Mudug secondary schools in Galkacayo on the development of School Improvement Plans (SIP) in Galmudug region. A strategic plan of 3 to 5 years was reviewed for both SYL and

Mudug Secondary schools respectively with the aim of facilitating the implementation of key activities in the school. These activities are intended to contribute to the realization of improved access to and quality of education, and improved school community ownership and participation in education. Moreover, SYLI had separate meetings with the CECs of three schools in Kismayu (Khalid, Ganane and Rugta) during the quarter. The CECs presented their strategies to increase enrollment, contribute to school furniture and sustain schools after handover. Also, the CECs assured that they have a good relationship with the business elite in the community who are already sponsoring 40 orphan students at Rugta Secondary School.

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) Monitoring of Non Formal Education (NFE)

SYLI (CARE & Mercy Corps), in collaboration with the MoE-NFE Department, continue to monitor the enrolled 1,044 (76 male and 968 female) learners in 19 NFE centers in the Marodijeex, Awdal, Sahil, Togdheer, Sool and Sanaag regions. Each center enrolled one class with the objective of providing six-months of basic literacy, numeracy, and life skills training. 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, Students' participation was remarkable, and teacher's looked motivated. The training will be concluded in July 2015. SYLI together with the MoE and Somaliland National Examination Board are now preparing the final examinations for the learners which will be conducted after Ramadan in late July/early August. Ms. Safia Jama Yasin, a mother of five children at Ayatiin NFE Center, Sahil region, acknowledged the benefit she is getting from the ongoing literacy and numeracy class and had this to say *"Before I joined the center, I used to ask my children to save new contacts into my mobile and to check my missed calls but now I can do it by myself; I can read newspapers and some TV adverts. I can also confirm examination results of my children when they are released. Now, my plan is to finish this class and continue to a next level"*.

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.

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

Table I I: Somaliland NFE program enrollment and completion, by Region and Gender

| No | Region | # of NFE Centers | Female | Male | Total |
|--|-------------------------|------------------|------------|-----------|--------------|
| Enrollment during the previous 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 | 2,668 |

PUNTLAND

Outcome I: Youth have Access to NFE Education

a) Monitoring of Non Formal Education (NFE)

During this quarter, CARE, in collaboration with the Ministry of Education completed the enrollment of 520 (72M: 448F) NFE learners in eight NFE centers for numeracy and literacy training. The NFE training will take six months starting from April and ending in September 2015. CARE staff and the MoE conducted continuous monitoring of the NFE centers to ensure that learners benefit from the ongoing training. CARE, in collaboration with the NFE department for MoE, distributed teaching and learning materials for eight SYLI supported NFE centers. These materials are comprised of assorted materials including chalkboard, marker pens, exercise books, class attendance registers, plan register, and teacher's guides. The NFE training is expected to create a strong foundation for the enrolled youth as they seek to further their education opportunities.

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

Table 12: Puntland NFE program enrollment and completion, by Region and Gender

| No | Region | # of NFE Centers | Female | Male | Total |
|--|--------------|------------------|--------------|------------|--------------|
| Enrollment during the previous reporting period (FY15-Q2) | | | | | |
| 1 | Hayland | 1 | 76 | 4 | 80 |
| 2 | Sool | 2 | 91 | 29 | 120 |
| 3 | Nugaal | 2 | 160 | 0 | 160 |
| 4 | Ayn | 3 | 121 | 39 | 160 |
| | TOTAL | 8 | 448 | 72 | 520 |
| Completions during the previous quarters | | | | | |
| 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 |

b) Conduct NFE Tutors Training

CARE will work with the eight 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) Monitoring of Non Formal Education (NFE)

SYLI, jointly with the Ministry of Social Affairs of Interim of Juba Administration, had a series of meetings with centers administrations and communities in Kismayu, Lower Juba to fast track the commencement of NFE centers in Kismayu. The joint team together with the community agreed with the administrations of the centers and community elders to mobilize the community to revive non-formal education in the region.

Also, SYLI jointly with MoE, managed to continue to support the ongoing literacy and numeracy training in Banaadir, 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 June, SYLI jointly with respective the MoEs of Galmudug and Adado administered NFE final examinations in five centers; El-Dibir, Hobyoy and Tambiih NFE Centers in Mudug as well as Adado Primary school and Ileys Commercial school in Adado, Galgadud region. These centers were engaged for a period of six months to improve youth access to literacy, numeracy and life skills. A total of 290 (123M:167F) individuals completed the certification, which is a fulfillment for majority of the youth who had never dreamt of attaining any level of certification. All five supported NFE Centers have a formal basic education department with the aim of influencing youth with the ambition of re-entering into formal education, and separate arrangement is in place to link with other partners in the sector to transition these learners to TVET program currently implemented in the region.

To date, 744 (265M:479F) individuals are enrolled for the six month literacy and numeracy training in nine centers in the districts of Banaadir region. 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.

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

Table 13: South Central NFE program enrollment and completion, by Region

| No | Region | # of NFE Centers | Female | Male | Total |
|--|--------------|------------------|------------|------------|--------------|
| Enrollment during quarter FY15-Q2 | | | | | |
| 1 | Banaadir | 9 | 479 | 265 | 744 |
| | TOTAL | 9 | 479 | 265 | 744 |
| Completions during the quarter (FY15- Q3) | | | | | |
| 1 | Mudug | 3 | 138 | 36 | 174 |
| 2 | Galgadud | 2 | 29 | 87 | 116 |
| | TOTAL | 5 | 167 | 123 | 290 |
| Completions during the previous quarters | | | | | |
| 1 | Banaadir | 5 | 494 | 462 | 956 |
| 2 | Mudug | 5 | 254 | 23 | 277 |
| | TOTAL | 10 | 748 | 485 | 1,233 |
| Cumulative completion | | 15 | 915 | 608 | 1,523 |

IR3: YOUTH EMPOWERED TO CONTRIBUTE POSITIVELY AND PRODUCTIVELY TO SOCIETY

Under this Result area, Mercy Corps provides technical support for three local youth organizations, and partners of SYLI consortium, to take the lead in the implementation of IR3 activities throughout all the zones: 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.

Highlights of major activities accomplished under this result area during the quarter include: conducting civic engagement trainings for in school youth, establishing/strengthening zonal Youth Sector Development Coordination Bodies, providing capacity building trainings for Ministry of Youth officials, solidifying existing relations and forging new partnerships with line ministries and other stakeholders, continuation of discussions with Ministries of Youth on launching of Puntland State Youth Umbrella and rehabilitation of youth centers and youth advocacy forums for out of school youth.

SOMALILAND

a) Youth Network Forums

On April 28, 2015 SONYO has facilitated a youth forum that brought together a number of youth stakeholders in Somaliland including the Ministry of Youth, Sports and Tourism (MOYS&T), Mercy Corps, Interpeace and other local and international youth stakeholders in Hargeisa. 500 participants including regional youth network representatives from all the regions, government officials, community leaders,

student unions from local universities, and civil society organizations have attended the meeting to discuss critical issues facing Somaliland youth and ways to tackle those problems. Among the key issues discussed in this meeting were unemployment, preventing illegal migration, human-trafficking and addressing youth violence through increased youth civic awareness and participation, creation of employment and education opportunities.

Moreover, a baseline survey conducted by SONYO in partnership with other donors was presented and discussed in the meeting with the stakeholders. The aim was to validate the findings of the baseline survey which will be launched and officially published and shared with the government and all youth stakeholders in Somaliland. The conference underscored the importance of increasing civic engagement and participation of youth to positively contribute to the community and societal development. Among the key expected output of the forum is National awareness on youth issues and concerns, finalization of national youth empowerment roadmap, validation of youth baseline survey findings, and establishment of national youth empowerment steering committee.

b) Training of Ministry of Youth Staff

On April 5, 2015 SONYO, and SYLI partner had a one day consultative meeting with the Ministry of Youth Sports and Tourisms (MoYS&T) to jointly identify key capacity needs that the program may support. SONYO briefed the ministry officials about the status of the ongoing SYLI activities and emphasized the significance of ministry participation in terms of planning and implementation. In response, the Director General Mr. Mohamed Hussein thanked the SYLI team and USAID for their support and assured that the Ministry will collaborate with SYLI consortium SONYO in sustaining the program. He also confirmed that the Ministry will launch the Youth Sector Coordination Forum on April 2015 in partnership with Mercy Corps, SONYO and other youth stakeholders.

On April 15, 2015, SONYO organized and conducted a five-day capacity building training for 57 (12F,45M) MoYS&T staff selected from all regions and district offices of Somaliland. The main objective of the training was to improve the capacity gaps for the Ministry of Youth staff with the skills and knowledge within the Ministry's employees. During the 5-day training, the officials were trained on leadership, management, youth advocacy and coordination, communication skills and monitoring of youth development interventions etc. The specific training needs and training modules were produced after a needs assessment exercise of Ministry staff. In the opening remarks the Deputy Minister Mr. Yusuf Osman articulated the importance of the training and mentioned that the training has come at the right time for the Ministry staff, since a new Minister was appointed.

c) Youth Development Sector Coordination (YDSC)

On May 28, 2015 the Ministry of Youth, Sports and Tourism in collaboration with SONYO, the SYLI consortium member, organized the launch of Somaliland Youth Development Sector Coordination (YDSC) Meeting at Maansoor Hotel, Hargeisa. It was the first forum of its kind to be established in Somaliland and drew participation from government ministries (Youth, Planning, Finance, Education and Social Development), UN, INGOs, LNGOs and private sector. The YDSC aims at providing a full-fledged platform through which youth development stakeholders can build fruitful partnerships, synergy and collaborate to harness resources for triggering youth development effective programs. The YDSC will foster effective coordination and development interventions in consistent with the Somaliland National Development Framework.

The Director General of Ministry of Youth Sports and Tourism Mr. Mohamud Hussein had this to say during his opening remarks *“This is a great moment for youth development in Somaliland. The YDSC will be critical to the realization of concerted efforts to address some of the challenges facing youths. This is a platform to harness resources and build synergy among the partners active in the sector. As the Ministry of Youth, Sports and Tourism we are committed to continue and sustain the Somaliland Youth Sector Coordination Meeting to realize its objectives and we are expecting support from all stakeholders. On behalf of the government of Somaliland, I wish to express our sincere gratitude to USAID and Mercy Corps for the support accorded to MOYS and the Somaliland youth”*.

Finally the forum approved the proposed Terms of Reference of the Youth Development Sector Coordination (YDSC) and also agreed to meet last Wednesday of every quarter.

PUNTLAND

a) Civic Engagement Training

In collaboration with the Puntland Ministry of Education, SYLI Partner MUDAN conducted a school-based civic engagement training for student leaders at one of the SYLI supported schools: Bossaso Public School in Bari Region with 22 (11M,11F) students. The objective of the training was to support in-school youth with essential life-skills, civic engagement, and career counseling to help them make informed and meaningful civic actions on local issues affecting them. The Regional Education Officer of Bari Ms. Shamis Muse opened the trainings and emphasized the importance of civic engagement as an essential element in preparing young people for lives of meaningful purpose and encouraged the participants to fully apply the knowledge and skills they gained from the training to improve their school and community. Ms Shamis also thanked USAID and the SYLI consortium and assured support of SYLI activities in the region. Among the key outputs of the training was the students developed civic action plans aimed at increasing civic engagement activities at school level.

b) Follow up on Trained Student Leaders

During the quarter, the MUDAN team conducted a follow up exercise on trained student club leaders on civic engagement at Sheikh Osman Secondary School in Qardho and Dangorayo Secondary School in Dangorayo district. The objective of the visits was to find out and assist the students in their post-training plans and guide them in the upcoming civic action events planned for when the schools open. Since the schools were on break, the team contacted with the school head teachers and were able to locate ten (5 female, 5 male) trained student club members in each of the schools visited. The team found out that the trained students have made progress with their plans. They have planted 30 trees on their school compounds, organized a clean-up day at the school and its surroundings and plan to build students assembly stage. The goal of the exercise is to enhance students' capacity of civic engagement, volunteerism, and resource mobilization activities which can lead to youth-led civic action events.

c) Commemoration of Somali Youth Day

The SYLI Consortium of Mercy Corps and MUDAN participated in the commemoration of Somali Youth day on May15, 2015 at Puntland State University in Garowe, which is annually commemorated in Somalia. The commemoration dates back the establishment of Somali Youth League on 15th May in 1943. The agenda of the event was mainly to bring to light the critical youth-related issues affecting Somali youth today including; illegal immigration, human trafficking, drugs addiction and youth capacity and potentials. The national event was attended by teams drawn from regional youth networks women groups, religious and political leaders, INGOs, the UN, and key relevant ministries that work on youth development. During the event, a documentary was shown and youth groups delivered a play focusing on illegal immigration. Additionally, youth leaders highlighted the achievement of the Somali Youth and called upon stakeholders for concerted efforts to address the challenges facing youth today such as illegal immigration, unemployment, and lack of education. The event was celebrated across all the regions of Somalia and was a great opportunity for all stakeholders to draw attention to youth issues. An estimated 250 of mainly youth leaders and youth stakeholders attended the event and several thousand youth were reached through television coverage.

d) Youth Center Rehabilitation

During this quarter, the MUDAN team has initiated initial discussions with Puntland Ministry Labor Youth and Sports (MOLYS) on the identification and selection of a youth center to be rehabilitated in Puntland. MOLYS have proposed five potential centers for consideration. A joint technical team of MOLYS, MUDAN and Mercy Corps are set to finalize selection criteria and conduct a general assessment on the proposed centers. Both the general and technical assessment of the youth center are scheduled to continue to the next quarter.

Overall, the goal of the youth center is to provide a safe and healthy environment for Somali youth, where they can interact and network to become productive members of society while building social, intellectual, and life skills to build a foundation for future success. Young people are clearly an important part of the Somali society – they have gifts and abilities that they can utilize to enhance their community. They are also the future of their country and therefore, their personal and social development is important. Thus, the expected programming of the youth center will help these youth develop strong character, values and citizenship through encouraging networking and advocacy, volunteerism, performance and talent competitions, athletics and civic action events.

e) Training of Ministry of Youth Staff

MUDAN-SYLI team in collaboration with the Ministry of Labor Youth and Sports (MOLYS) conducted a 5-day capacity building training for 17 (14M:3F) MOLYS officials at the Ministry boardroom in Garowe in June 2015. The training was officially opened by the Vice Minister of Labor, Youth and Sports (MoLYS) Mr. Abdirizak Shire who thanked SYLI and USAID for the capacity building program for the Ministry Staff. He also encouraged the participants to apply the knowledge to their respective departments and train other MOLYS staff at the regional levels. Before the training, a capacity need assessment was conducted to identify the existing gaps which founded inadequate skills of the staff in terms of management, planning, coordination and monitoring of youth activities. Following the assessment findings, a local consultant hired by MUDAN has developed training modules to address the gaps identified by the assessment report. During the 5-day training, the officials were trained on leadership, management, youth advocacy and coordination, communication skills and monitoring of youth development interventions etc. The objective of the training included: to strengthen MOLYS' leadership and ownership of the coordination of youth interventions in Puntland to avoid duplication of effort; to guide MOLYS in the development of a Youth Sector Development Body in Puntland; and to encourage MOLYS staff to in review and develop youth-related policies that will address some of the key issues affecting Puntland youth.

f) Formation of Puntland State Youth Umbrella

With technical support from SYLI's Civic Engagement Specialist, MUDAN SYLI partner in Puntland and MOLYS have laid the groundwork for the launch of Puntland State Youth Umbrella. Several consultative meetings held at ministry offices in Garowe were discussed and agreed on a strategy for the umbrella formation which included hiring a local consultant who will assist the regional networks and MUDAN and MOLYS in the development of the new umbrella bylaws and procedures. The local expert is expected to develop the policies, procedures and bylaws of the coming Puntland National Youth Umbrella and making sure that they are contextually appropriate, comprehensive and in line with the country's rules and laws. The teams developed a TOR for the consultant and finalized the selection of the consultant. The consultant has started already started preparing the initial draft of the bylaws for the umbrella with reference to existing regional youth networks constitutions to avoid confusion. Facilitating the establishment of a unified Puntland Youth Umbrella is one of the key activities of SYLI Result 3 activities in Puntland and is on course. The umbrella is expected to launch next quarter.

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

a) Meeting with Ministry of Education, Galmudug

The Galmudug MoE and SYLF team met in the third week of May 2015 on the civic engagement activities planned for the region. A one-day meeting served to refresh the Ministry staff including the Director General on the objectives and expectations of SYLI Result 3 activities in South Central Somalia and Galmudug in particular. With the help of Mercy Corps staff in Galkayo, the SYLF team successfully established the necessary coordination to engage the target schools in the region. The school management, CECs, and the Galmudug MOE and SYLF have all agreed to launch SYLI's civic engagement activities in the region.

b) Selection of Schools for Civic Engagement

SYLF received a list of two schools in Galkacayo that were supported by SYLI for conducting civic engagement activities. In collaboration with Galmudug MoE, SYLF mobilized for the civic engagement training for the two available schools, namely SYL and Mudug Secondary School; both in Galkayo city.

c) Civic Engagement Training

In collaboration with the Galmudug MoE, SYLF concluded two school-based civic engagement trainings for 44 (22M:22F) student leaders from Mudug and SYL Secondary Schools in Galkayo, Mudug Region. 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 Director General of Galmudug MoE opened the trainings and 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 the conditions of their school and community. Among the key outputs of the training was that students developed civic action plans that will be reviewed by SYLF, CECs, and school management for implementation.



Student leaders follow civic engagement training proceedings at SYL Secondary School in Galkayo

d) Rehabilitation of Youth Centers

Communication with Ministry of Youth and Sports Federal Government of Somalia in Mogadishu continued on the identification and selection of youth centers planned for rehabilitation. This process has stalled due to the inability of the Ministry to provide the minimum three possible sites from which the technical teams could choose from one center that is most suitable and feasible. The officials have only one site in mind that is adjacent to the MoY&S building. This is a huge center and its rehabilitation may not be feasible budget wise and the Ministry seems to be adamant about the center. This and the subsequent delays by the Ministry have forced the SYLF team to engage the Banaadir Regional Administration (BRA) / Mogadishu Municipality to convince the MoY&S and jointly come up with an expanded potential list of centers for consideration. This was thought to be a good approach due the fact the city/municipal council could have more resources than the Ministry in terms of centers and cost share and also to prevent any future deadlock since the BRA is also an authority that exerts more control in the area. The rehabilitation and operationalization of the center is expected to be fully operationally by the end of September, 2015.

e) Advocacy trainings and Youth Network Forums

Planned advocacy trainings and subsequent youth network forums for the reporting period failed to materialize. This was partly due to the onset of holy month of Ramadan which is unfortunately a period of apprehension in South Central due scale up of violence against all kinds of targets by AS. However plans are in place to carry out trainings in July 2015 in Galkayo and Kismayu of Galmudug and Juba Regions respectively.

f) Proposal by the Ministry of Education

On 26 May 2015, the SYLI team led by the Civic Engagement Specialist met with MOE Minister FGS Dr. Khadar Bashir at her office in Mogadishu. The meeting was attended by State Minister and Directors of other

MOE Departments. Dr. Khadar proposed the integration of SYLI's Civic Engagement program into a Service Learning initiative with the aim of reviving a popular youth volunteer program locally known as Iska Wax u Qabso (Self-Help Initiative) before the collapse of the Somali government in 1991. The SYLI team and the Minister have thoroughly discussed advantages of the program and agreed on the modalities for engagement. In order to test the effectiveness of the initiative and its impact on the community, the Minister proposed four schools (2 Mogadishu and 2 Kismayu) as pilot schools to launch the program. Two of these schools will be SYLI supported schools including Moalim Jama and Ganane in Mogadishu and Kismayu respectively.

The goal of the consultative meeting was to lay the ground for the "Iska Wax u Qabso" integration into SYLI's civic engagement program. Mercy Corps and SYLF teams agreed to consider the request once schools reopen, by first developing a concept note detailing the scope, objectives, modalities of integration and implementation of the "Iska Wax u Qabso" program into SYLI IR3 component. The MOE together with MC and SYLF are aiming to maximize the impact of SYLI's civic engagement program in South Central Somalia.

IV. PROGRESS AGAINST TARGETS

| Objective | Indicator | Baseline | Program Target | FY15-Q3 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 | 5 | | 189 | | | | | | | | | | | | | |
| | 1.1.2 Number of other types of structures constructed or rehabilitated with USG assistance | 0 | 576 | 7 | | 286 | | | | | | | | | | | | | |
| | 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 | - | - | 13,438 | 6,837 | | | | | | | | | | | | |
| | 1.1.4 Percentage of learners having completed their grade | n/a | 85 | - | - | 97% | 94% | | | | | | | | | | | | |
| | 1.1.5 Percentage of female learners having completed their grade | 0 | 80 | - | | 94% | | | | | | | | | | | | | |
| | 1.1.6 Percentage increase in secondary enrolment in supported secondary schools | 0 | 5% | - | | -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 | 0 | | 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 | 0 | | 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 colspan="2" rowspan="3">-</td> <td colspan="2" rowspan="3">-</td> </tr> <tr> <td>% satisfied with positive perception on teaching and learning materials</td> <td>9%</td> <td>29%</td> </tr> <tr> <td>% satisfied with positive perception on school infrastructure</td> <td>13%</td> <td>33%</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 | - | - | 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-Q3 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 | 0 | | 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 | 123 | 167 | 1,393 | 4,880 |
| | 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 | 33 | 33 | 254 | 179 |
| | 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 | - | | 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 | - | | 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-Q3 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 | 59 | 15 | 59 | 15 |

V. PERFORMANCE MONITORING

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 team conducted the field study and currently in the process of writing the report.

VI. LESSONS LEARNED

Community Contribution

During the reporting, the community, as usual, played a key role in contributing towards in kind or cash for the development of their respective schools enhancing community ownership, thus reinforcing sustainability of program activities beyond the life of the program. All SYLI supported schools have long term School Improvement Plans. In this second phase of the program implementation, supported schools were required to raise 30 per cent of the school grant as a community match. So far, schools that have successfully submitted their revised SIP were all able to match the 30% contribution; in fact most of them were able to raise more than the required quota. This indicates the schools have improved their fund-raising strategies and will be able to implement the SIP priorities for the schools.

Joint Planning and Implementation

SYLI consortium continues to plan and implement with the relevant ministries of education and youth across all the regions with the objective of restoring community confidence in local administrations. SYLI fully involves the respective ministries and other relevant government administrations in all stages and processes of SYLI planning and implementation to strengthen ownership as well as improve the capacity of ministry officials.

Nurturing accountability

SYLI approach nurtured local champions who are fruitfully engaging development partners to account for their commitments. This was manifested by Galmudug MoE's development of procurement policy that was guided by SYLI open, fair and competitive public tendering process. The Ministry directed all other development partners in the region to follow SYLI approach to enhance accountability.

VII. ENVIRONMENTAL MONITORING

An initial environmental review (IER) aimed at identifying critical environmental issues in the program's target areas and activities was conducted in the Somaliland and Puntland during phase I of the program and the environmental mitigation and monitoring plan (EMMP) of the report guided the SYLI construction activities. The same EMMP will be applied in phase II.

The following measures have been undertaken in phase I and the same will continue in phase II:

- Taking the contractor through the relevant EMMP actions or measures to be observed during the construction process
- An assessment of the contractor's adherence to the EMMP recommendations during the site supervision visits
- Inclusion of a section in the quarterly progress report on the EMMP implementation progress

VIII. PROGRESS ON LINKS TO OTHER ACTIVITIES

During the quarter, SYLI linked both ADRA and CISP who are development partners in the education sector with the aim of developing synergies in areas of our operations. In that regard, we agreed in principle that the NFE learners who graduated from two out of three SYLI supported NFE Centers in Galmudug be transitioned to TVET program currently implemented in the region by ADRA and CISP. SYLI also had meetings with Interpeace and PDRC who are implementing youth programs in Puntland. These initial relations are expected to grow and build more synergy and collaborative partnership among stakeholders.

IX. 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 is contributing 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. Also, prioritized outputs for the Puntland ESSP which SYLI is contributing 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 supported 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. As usual, in this quarter, several meetings were convened with respective ministries and departments to review and discuss with joint implementation strategies and outcomes. Also, SYLI actively participates in the education sector coordination meetings in all zones. This serves the collaboration and communication platform that partners use to avoid duplication of work as well as build on synergies in their delivery of services in the respective regions.

X. PROGRESS ON GENDER STRATEGY

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 focuses more attention on how this work can be adjusted and modified for sustained impact. Some examples of changes that is 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 program side to 30% by 2016, and has sought and secured internal funding to establish an internship program for young female graduates, with one intern who will specifically work on the SYLI team. 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. In Central Somalia, SYLI has responded to the finding of the gender audit by deploying a female Program Officer. The staff will be a point of contact to our female program beneficiaries in a region where girl's investment is viewed as a non-starter. Key activities the staff currently are taking include: the supervision of the ongoing pre-service female teacher training, NFE activities, and the establishment of girl's empowerment

forums and mentors to improve girls education in the region. Staff will undergo gender training at zonal level to maximize their input.

In order to attain the above targets, SYLI will hire a gender expert to lead the mainstreaming of gender into SYLI program in the next quarter.

XI. 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 strategies and approaches of SYLI program. During the reporting period, Community Education Committees of twelve (12) schools in addition to the school grants provided by SYLI mobilized funds (cost share/match funds) from the communities to implement the prioritized activities of their school improvement plan. The cost share element within the program plays a pivotal role and is geared towards augmenting sustainability of the program after phase out. A very key element is the community contribution of land for the construction/expansion of schools. In this quarter, communities in Bahdho, Abudwak and Balanballe have all contributed land during the recent infrastructure assessments.

Also, SYLI has been working for the preparation of teacher training to be implemented during the June-August school summer break. SYLI spearheaded and closely worked with the Ministry and other education partners in the zones targeting teachers training to harmonize teachers training approaches, incentive system and curriculum. SYLI organized training modules and review workshops to refine the content to address respective current prevailing needs and gaps of the teachers. SYLI plans to support improving the capacity of teacher training institutes to provide quality training programs for the teachers in Puntland.

XII. ACTIVITY ADMINISTRATION

a) Constraints and Critical Issues

Frequent changes in the Ministry (Education and Youth) staff in all zones 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.

Moreover, security has been a challenge, particularly in South Central Somalia, as some of the target regions continue to be inaccessible. There have been delays in achieving planned activities, particularly the launch of the infrastructure component/construction of secondary schools of the program. The MoE of FGS has presented to the SYLI consortium a list of public schools to be supported. However, the approved schools are either occupied by private institutions; completely destroyed or are new schools and need further scrutiny in collaboration with the federal ministry, regional state administration and the community. All these layers of consultation will further delay the implementation of the planned activities.

Also, the establishment of Galmudug Administration is expected to change the dynamic particularly with the change in leadership within the education sector, which might slow down implementation of program activities. However, in the longer run it might be a better option unlike the three different administrations the program works with in the region.

b) Personnel

There has been change in key personnel during the reporting period with the finalization of the recruitment of Sadia Aden, SYLI Deputy Chief of Party which was brought on board during the quarter.

c) Contract, Award or Cooperative Agreement Modifications and Amendments

There were no modifications during the quarter.