



USAID Somalia, Somali Youth Leaders Initiative (SYLI) Quarterly Progress Report Quarter II, FY 2016



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Cover Photo: *Group discussions by Student leaders of Farjanno Secondary during the civic engagement training in Kismayu*

Somali Youth Leaders Initiative (SYLI)

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TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS.....	IV
I. CONTEXT UPDATE	5
II. SYLI EXECUTIVE SUMMARY	7
III. KEY NARRATIVE ACHIEVEMENTS.....	9
IV. PROGRESS AGAINST TARGETS	41
V. PERFORMANCE MONITORING.....	44
VI. LESSONS LEARNED	44
VII. ENVIRONMENTAL MONITORING.....	46
VIII. PROGRESS ON LINKS TO OTHER ACTIVITIES	47
IX. PROGRESS ON LINKS TO HOST GOVERNMENTS	47
X. PROGRESS ON GENDER STRATEGY	47
XI. SUSTAINABILITY	48
XII. ACTIVITY ADMINISTRATION.....	48

Acronyms and Abbreviations

BoQ	Bill of Quantity
CECs	Community Education Committees
CoP	Chief of Party
DEO	District Education Officer
DG	Director General
DFID	British Department for International Development
EU	European Union
EMIS	Education Management Information System
GEF	Girls Empowerment Forum
GTEC	Garowe Teacher Education College
HE	Her Excellency
INGO	International Non-Governmental Organization
IP	Implementing Partners
IJA	Interim of Juba Administration
ISWA	Interim of South West Administration
M&E	Monitoring and Evaluation
MoE	MoE
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
PYAN	Puntland Youth Association Network
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 Learners Initiative
TLM	Teaching and Learning Materials
TOR	Terms of Reference
TTI	Teacher Training Institute
TVET	Technical Vocational Education Training
UN	United Nation
USG	United States Government
VBIED	Vehicle-Borne Improvised Explosive Device
WCGCE	Women's Council for Girl Child Education
YDSC	Youth Development Sector Coordination

I. CONTEXT UPDATE

Somaliland

Generally, Somaliland remained relatively stable during the quarter. There were no major security incidents. On the political front, the Somaliland National Election Commission started voter registration for the March 2017 upcoming presidential and parliamentary elections. The voter registration was successfully completed in three regions namely; Togdheer, Sahil and Awdal and postponed in the remaining regions for a one month due to the severe drought prevailing in most of the regions of Somaliland.

The Somaliland government had declared a state of emergency in March 2016 in Awdal and Maroodijeex regions hard hit by the drought. The drought is also reportedly severe in the Eastern regions particularly in parts of Sanaag but far less in magnitude compared to the western regions (Awdal and Maroodijeex). For multiple seasons but mainly driven by the drought situation, sections of the population from the drought affected areas have experienced human death which included women and children, loss of livestock and scarcity of essential foods and reduced purchasing power. As the drought continuous to hit there is evidence of lost productive assets such as livestock, low capacity to recover from shocks and low resilience and coping capacity among the affected population. Consequently, there is increased demand for quick and timely humanitarian interventions. In response, there has been concerted efforts from the government, the private sector and diaspora communities to alleviate human suffering through food distribution and water tinkering in affected areas.

During the quarter, while the security situation remained relatively calm, there has been some reported incidents of targeted killings in some of the towns of Somaliland. To mention but a few, there were cases of police officers and a police commander killed in Sahil region and Lasanod of Sool. Security forces carried out operations in the affected areas to contain the situation and bring the culprits to justice.

Puntland

During the quarter, most regions in Puntland also experienced severe drought and this situation was further exacerbated by the delayed Gu' (spring rains) expected in March/April. On February 05, 2016, the President of Puntland Government Abdiweli Mohamed Ali declared a state of emergency due to the prevailing drought. The areas severely affected by the drought are Eastern Sanaag, Bari and Nugaal regions. The pastoralist communities are most affected by the drought which led to shortage of water and pastures for the livestock. The UN agencies as well as government and private sector responded with water trucking, food distribution, unconditional cash grants and repair of overused/dysfunctional water sources.

On the development side, On 9th January 2016, Bossaso International Airport was officially opened by the Somalia Federal President Hassan Sheikh Mohamed, after being modernized to international standards, paving the way for increased trade and investment in Puntland and by extension to whole of Somalia. The renovation include; improvement on the runway, parking areas for passenger and cargo planes and for cars. Basaso has both sea port and international airport that put it in a position to spur the economy of the region.

On the security front, there has been the invasion of some of the regions of Puntland by over 600 Al-Shabaab armed militants in Garacad-Mudug region and Garmaal-Nugal region, the coastal areas of Puntland via boats. These militants are believed to have come from Harardhere district in Galgaduud region, central Somalia. Puntland forces responded with a military operation dubbed

“Hawl-galkii Danab” meaning ‘operation thunder’. Armed clashes took place and Puntland Authority claimed victory with over 250 AS killed and the surrender of more than a hundred others. The remnants of AS militants believed to have fled to neighbouring Hobyo district in Galmudug however, Galmudug forces reported that they killed 115 and captured 110 others. The majority of the AS militants surrendered are children some as young as 13 years. This invasion has raised alert of the potential of security level increasing in the region. SYLI operations have not been affected by the incidents but the staff travel to affected regions have been minimized.

On the political side, there have been ongoing negotiations between the Federal government and Puntland State over the modality of 2016 elections. Puntland had earlier rejected the clan-based (4.5) electoral system proposed by the federal government and backed by the international community. A deal is expected to be signed in early April 2016 by both parties on a moderate election modality and agree on a common roadmap for the 2016 Somalia national elections.

South Central

During the quarter, the general security in South Central particularly in Mogadishu deteriorated with AS beginning to regain some of the ground lost to AMISOM in the last four years. On January 15, AS carried out a complex attack on AU base manned by KDF in El Adde, Gedo region. AS fighters claimed the lives of over 100 KDF soldiers while a significant number were reportedly taken hostage during the incident. On January 21st, AS militants conducted a similar attack on a seafood restaurant located in the capital Mogadishu's Lido Beach. The sea side attack was believed to have targeted a wedding ceremony and a graduation dinner taking place with several people in attendance including children. Twenty one people including four attackers were killed during the incident. Among the victims were children. Both incidents highlight the persistent risks posed by the militancy to both government officials and the civilian population.

Additionally, on February 2nd, an explosion was reported on a Djibouti bound plane shortly after take off from Mogadishu Airport in which was reported one fatality and two injuries. Reports indicate that the attacker had a laptop laden with explosives that detonated soon after take-off. The aircraft landed safely however, the airport remains a high target for AS. On another front, there were also clashes between ASWJ and forces loyal to former SNA for the control of Dhusamareeb town in Galgaduud region. Over ten people from both the combatant and non-combatant were killed during the conflict. ASWJ splinter group currently controls Dhusamareeb and Guriceel districts in Galgaduud region. Dhusamareeb is the designated administrative capital of Interim Regional Galmudug state. The general forecast is that with the militant group in possession of stockpiles of weapons seized during complex attacks on the AMISOM bases, the threat of standoff attacks on high value targets in Mogadishu and other parts of southern Somalia is likely to remain in the short to medium term. Additionally, ASWJ group currently controlling Dhusamareeb and Guriceel districts in Galmudug established an Aid Coordination Authority office. The Aid Coordination office has put in place a raft of measures that would jeopardize program operations. The office wishes to take control of aid from local and international organizations. SYLI fell victim to the measures of the office to control school tendering in Guriceel Districts resulting in the temporary suspension of the tender.

On the political scene, the federal government announced an electoral model for the upcoming elections. The announcement triggered protests in Garowe and other areas in Puntland. In the same vein, the state formation initiative by the federal government in Hiraan and Middle Shabelle hit a stalemate with local elders failing to agree on where the location where the reconciliation conference will be held. The elders differed over whether to go for Jowhar of Middle Shabelle or Beledwein of Hiraan. The Hiraan and Middle Shabelle regions were expected to merge and form

the fourth regional state as required by federal constitution. On a positive note, the newly created Interim South West parliament was inaugurated and while in the Jubaland State President held reconciliation conference for the Gedo clans with the aim of ending hostilities and tension. Gedo region falls under the Jubaland administration.

On the development side, in January 2016, the sea port of Hobyo was launched by HE Abdikarim Hussein Gullied president of Galmudug state and the construction of Hobyo-Wisil road begun in February 2016 under the stewardship of Gudiga Hormarinta Arimaha Bulshada (The Council for Promotion of Social Development).

II. SYLI EXECUTIVE SUMMARY

This report describes the achievements made by the SYLI Consortium partners during the second quarter of the final year of implementation (2016).

The quarter marked the continuation of the construction and rehabilitation of schools in South and Central Somalia through regular consultation with the respective ministries, communities and partners. In addition to the 11 schools whose construction and rehabilitation started in the previous quarter, the construction of 5 new schools has been commenced in Galgaduud and Hiiran regions. The construction of ongoing schools once completed and verified will be handed over to the communities.

This construction and rehabilitation has enhanced the general learning condition for 21,654 students (35% female) currently enrolled in the 52 functional secondary schools. These improvements include the decongestion of classrooms and access to better hygiene and sanitation facilities. Girls Empowerment Forums (GEFs) continued to promote the participation of girls in schools through their school based campaigns for the girl child education. One exceptional group, GEF Aden Isaq (Somaliland) Gambol and Nwawi (Puntland) Secondary Schools organized and carried out an advocacy campaign forum on girl child education and performed dramas demonstrating the barriers/challenges facing girl child education to parents, teachers and CECs.

English language competency tests for secondary school teachers in Somalia were conducted during the quarter. There has been a concern about the competency level of secondary school teachers to use English as a medium of instruction in the schools. The findings of the study revealed inadequacy of English language both in content knowledge and pedagogical competency. As a result of the assessment, a competency guide for improving English teaching in TTIs was developed. Further to the above, CARE trained 281 English teachers on core English competencies. Furthermore, there are plans to deploy a Technical Advisor (TA) Specialist in English language to three public Universities selected from the zones to support the English curriculum, methodology and train existing lecturers.

The Community Education Committees (CECs) of the supported schools have shown considerable commitment in the management and implementation of the SIP activities. The CECs have mobilized resources locally and implemented activities as per the school proposal. Among the activities supported, included the establishment of computer labs for the schools, construction of perimeter walls, and other facilities.

Literacy and numeracy trainings continued for the youth who missed out on formal education continued during the quarter with an enrolment of 2197 (303 male, 1894 female) youth for the 6 months under the Non-Formal Education (NFE) program. Additionally, 1,746 youth (448 male and

1,298 female) completed the training during the same period bringing the cumulative to 10,191 (2,246 male, 7,945 female). After the course, learners will be able to read and write in the Somali language and also have a basic knowledge of arithmetic.

School-based civic engagement trainings were conducted in Sahil, Sanaag, Mudug and Sool regions and 154 student leaders trained. Trained students conducted activities to improve the general environment of their respective schools including reforestation, culture and traditional contest. Additionally, the local partners organized forums and campaigns for out of school youth and facilitated consultative meetings with youth stakeholders in Somaliland, Puntland and South Central to identify and discuss pressing youth agenda and issues as well as agree on the appropriate advocacy measures and civic engagement activities to address the issues raised.

A. Activity Administration

Security has been difficult particularly in South Central Somalia as some of the target regions are still inaccessible resulting delays in achieving planned activities. During the quarter, the MoE Federal Government has provided some accessible new schools to the consortium where technical assessment was conducted. The existence of regional state administration created multiple layers of administration that require independent recognition and engagement. The slow pace of school construction implementation in South Central as a result of access related challenges and the conflict between federal and regional administration over decision making process on school selection and coupled with the reality that schools have to be made operational after construction, the consortium has considered requesting for a No Cost Extension of nine months from October 1, 2016 to June 29, 2017.

Another challenge experienced during the quarter includes the prolonged turn around period in the approval of designs of schools that hinder timely delivery of program activities. The fact that school construction completion is critical to the implementation of most of the software element of the program needs to be considered in fast tracking design reviews and approvals.

B. Subsequent Reporting Period Work Plan

The next quarter implementation plan will focus on the continuation of infrastructure development in South Central Somalia. These activities include; concluding technical assessment of schools, tendering of constructions, supervision of ongoing constructions, handing over and operationalization of both ongoing and newly constructed schools. The establishment and capacity building of the Community Education Committees (CECs) will also be prioritized to promote enrollment and ensure the sustainability of the school activities.

The quarter will also see the completion of the ongoing two year diploma course for 36 female teachers in Puntland while other trainees of the south will complete in August/September. The school based supervision and support of the in-service teachers will be implemented in Galmudug to assist teachers to apply the skills learnt during the last two quarters of the program. Further, head teachers and deputy head teachers will be trained on school management and leadership course, English language specialist or Technical Advisors will be deployed to the universities, and teaching and learning material/ laboratory equipment will be procured and distributed to the supported schools.

Expansion and new enrolment of youth into Non Formal Education will continue with expansion to new target areas to increase access and literacy opportunities across the accessible areas. Graduates will be attached to other skill programs by other implementing partners.

The local partners, SONYO, MUDAN and SYLF will continue to facilitate the youth leaders to implement community service action/advocacy events that provide with civic participation opportunities and platforms. The school-based club initiatives will be intensified through the review of their action plans and will be supported where necessary. SYLI will support the line Government Ministries and the private sector to continue the Youth Sector Coordination meetings to improve ownership, build synergy, and enhance effectiveness of the youth development activities.

III. KEY NARRATIVE ACHIEVEMENTS

Capacity building of MoE officials on community tendering

SYLI conducted joint community tendering processes with Galmudug and Interim of Juba Administration MoE officials and local mayors for the construction of identified schools in respective states. All the ministry officials were new and had no previous experience regarding the competitive tendering. SYLI took the officials through the process for the first two schools and the officials took the lead on the last two with the support of SYLI team. The process helped MoE two fold; built the capacity of the involved officials as well as restored public confidence in the governance structures. This is in line with SYLI overall goal of delivering long term peace and stability in Somalia.

The DG had the following remarks after the analysis of Bandiradley SS tendering process. *“[T]his exercise will have considerable impact to our governance systems. Personally I have gained the skills necessary to conduct similar ventures. I am certain this process also changed the mindset of the stakeholders involved. This is a key milestone for us as Galmudug State. Gratitude goes to the donor, implementing partner and all the other stakeholders.”*

Measurement of English Language Competency

Mercy Corps contracted a consultant to conduct English language competency testing of secondary school teachers in Somalia during the quarter. There has been a concern about the competency level of secondary school teachers to use English as a medium of instruction in the schools. Teachers continue to use their native language albeit English being the approved medium of instruction. The assessment targeted sample of English teachers teaching in secondary schools in Somaliland, Puntland and Mogadishu. Unfortunately, there were no female English teachers available in the sample. The consultant employed several methodologies to collect the information including; written test, an oral interview, oral test and classroom observation in measuring content knowledge, pedagogical and teachers linguistic competency.

In summary, English teachers have inadequate mastery of English language they were expected to teach, including content knowledge and pedagogical competency. Much of these inadequacy are basic mastery of English in grammar, vocabulary, tense, case and number and basic functional writing such as friendly letters, formal letters, reports etc. as well as approaches and methods to teach their subjects. The consultant developed a competency framework which would give guidelines on future trainings for both in-service and pre-service teachers. The assessment recommended MoE to embrace explicit reforms in policy (development of language policy) and curriculum on teacher training and language use, teachers training institutions/universities to make in depth review in

content in teaching and training of teachers and bench mark their English content with other countries in similar development paths among other recommendations.

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 year under review, there have been remarkable results in this intervention area and the highlights include:

SOMALILAND

Outcome I: Increased Access to Secondary Education

a) Construction and Rehabilitation of Schools

Supervision of Construction

During the quarter, Mercy Corps jointly with MoE and the school CECs completed the construction of Bursade Secondary School in Berbera, Sahil region. This construction composed of eight classrooms, twelve latrines (4 for boys, 4 for girls and 4 for teachers), two admin rooms, and a water tank. During construction, the CECs conducted day-to-day monitoring and supervision of the work to ensure quality in addition to the supervision visits of the engineers. The participation of the CECs in the supervision is a strategy designed to build the capacity and ownership of the community in monitoring school development work. Further, Mercy Corps Global Infrastructure Director during his recent trip, visited the school construction, observed the quality and met with the school community. The Director also met with Minister of Education, HE. Abdullahi Ibrahim Habane and Director General Mr. Abiib Ahmed Ali who highly appreciated Mercy Corps and USAID in support of education sector in Somaliland.



Front-view of the eight classrooms and administration offices constructed at Bursade Secondary School, Berbera

Further, Mercy Corps delivered 144 desks to the school community and will soon be followed by government led ceremony in April for the opening of the school. The facility will improve access for minimum of 4,000 students and MoE plans to operationalize the school within the academic year (probably mid April 2016). This brings the cumulative number of classrooms and other structures constructed and/or rehabilitated in 22 secondary schools in Somaliland to 102 and 156 respectively.

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

	School Name	Region	# Classrooms		# Latrines		Other Structures
			New	Repaired	New	Repaired	
A) Constructions completed in the previous quarters							
1	Bursade Secondary	Sahil	8	0	12	0	Administration block and water tank
Total			8	0	12	0	
B) Constructions completed in the previous quarters							
1	Muse Yusuf Secondary	Sool	3	-	-	-	Girl Friendly Space, rehabilitation of fence
2	Koryale Secondary	Togdheer	3	0	4	0	Water tank and pipe installation
3	Burao New Secondary	Togdheer	4	0	4	0	Admin block office and water tank
4	Gutaale Secondary	Sool	2	0	4	0	Fence
5	Armale Secondary	Sanaag	4	0	4	0	Admin block and water tank
6	Garadag Secondary	Sanaag	2	0	4	0	Fencing wall
7	New-Erigavo Secondary	Sanaag	4	0	4	0	Admin block and water tank
8	Jidale Secondary	Sanaag	4	0	4	0	Water tank and office space
9	Gabiley Secondary	Maroodijee	4	0	6	0	Water tank, office space and store
10	Adan Isaaq Secondary	Awdal	4	0	0	4	Construction of water tank
11	Sheikh Ali Jowhar	Awdal	4	0	6	0	Construction of water tank
12	Yufle Secondary	Sanaag	4	0	4	0	Water tank and office space
13	Haji Aden Secondary	Sanaag	3	0	0	0	Girl friendly Space and water tank
14	Saba (Elbuh) Secondary	Sanaag	4	0	4	0	Construction of one water tank

	School Name	Region	# Classrooms		# Latrines		Other Structures
			New	Repair	New	Repair	
15	Sheikh Bashir	Togdheer	0	0	0	0	GFS, water tank and rehabilitation of fence
16	Gandi Secondary	Maroodijee	0	15	3	8	Three offices, two stores and water tank
17	Farah Omar Secondary	Maroodijee	0	15	6	0	Two laboratories, a library and water tank
18	Waran Cade Secondary	Maroodijee	3	0	6	0	255m fence/wall and one water facility
19	Mohamud Ahmed Ali	Maroodijee	4	0	0	0	Construction of water tank and fence
20	26 June Secondary	Maroodijee	4	0	6	0	Water reservoir, elevated water tank
21	Gacan-Libah Secondary	Maroodijee	4	0	6	0	2 water tanks and fence rehabilitation
Completion to Date			72	30	87	12	

b) Enrollment in Supported Schools

As reported in the previous quarter, the total enrollment in the 22 supported schools in Somaliland stands at 11,633 (7,587 boys, 4,046 girls). This represents a decrease of 0.03% (-2.4% for boys and 4.7% for girls) compared to the last academic year enrolment. Most schools have experienced a decline in enrollment. Generally, a decrease in the new intake (grade nine) was experienced across the supported schools and, according to the head teachers; this was partly attributed to an increase in the number of private schools and inappropriate allocations of new students among the public/private schools. As confirmed by head teachers, MoE used to allocate form one (Grade 9) into schools in their respective region with the priority given to public schools, but that did not happen in the last academic year. Despite the general decrease of form ones, few schools also registered increase including New Burao, Mohamud Ahmed Ali, Farah Omar, Gacan Libah and Elbuh Schools.

Table 2: Increase in enrollment (2014/2015) for the supported Secondary Schools

	Name of School	Region	# Start of Year 2014/2015		# Start of Year 2015/2016		Percentage Deviation		
			Male	Female	Male	Female	Male	Female	Overall
1.	Mohamud Ahmed Ali	Maroodijee	1,042	491	1086	518	4.22%	5.50%	4.63%
2.	26 JUNE Secondary School	Maroodijee	847	526	783	536	-7.56%	1.90%	-3.93%
3.	Farah Omar	Maroodijee	664	281	627	322	-5.57%	14.59%	0.42%

	Secondary	ex						%	
4.	Gandi Secondary School	Maroodije ex	291	157	216	147	-25.77%	-6.37%	-18.97%
5.	Waran-Cadde Secondary	Maroodije ex	359	156	427	154	18.94%	-1.28%	12.82%
6.	Aden Isaac Secondary	Awdal	397	244	303	223	-23.68%	-8.61%	-17.94%
7	Sheikh Ali Jowhar School	Awdal	450	243	424	224	-5.78%	-7.82	-6.49%
8.	Ardaale Secondary School	Awdal	231	111	189	111	-18.18%	0.00%	-12.28%
9.	GacanLibah Secondary	Maroodije ex	956	554	999	611	4.50%	10.29%	6.62%
10	Gabiley secondary school	Gabiley	116	49	116	49	0.00%	0.00%	0.00%
11.	Elbuh Secondary	Sanaag	84	40	92	55	9.52%	37.50%	18.55%
12.	Haji Aden Secondary	Sanaag	414	224	395	195	-4.59%	-12.95%	-7.52%
13.	Sheikh Bashir Secondary	Togdheer	795	289	702	331	-11.70%	14.53%	-4.70%
14.	Yufle Secondary	Sanaag	16	13	10	7	-37.50%	-46.15%	-41.38%
15.	Jiidali Secondary	Sanaag	6	1	14	9	133.33%	800.00%	228.57%
16.	Garadag Secondary	Sanaag	94	42	91	45	-3.19%	7.14%	0.00%
17.	Guutaale Secondary	Sool	136	80	134	90	-1.47%	12.50%	3.70%
18	Koryaale Secondary	Togdheer	66	6	81	12	22.73%	100.00%	29.17%
19	Armale secondary	Sanaag	47	27	43	40	-8.51%	48.15%	12.16%
20	Burao New Secondary	Togdheer	37	37	115	88	210.81%	137.84%	174.32%
21	New Erigavo secondary	Sanaag	26	26	27	25	3.85%	-3.85	0.00%
22	Muse Yusuf secondary	Sool	698	268	713	254	2.15%	-5.22%	0.10%
Cumulative Total			7,772	3,865	7,587	4,046	-2.4%	4.7%	-0.03%

c) Promoting Girls' Access to Secondary Education

The SYLI Consortium and MoE designed a community driven awareness raising and advocacy strategy to promote the enrolment of girls in secondary schools. The strategy includes the establishment of regional Women Committees for Girl Child Education (WCGCE), secondary school-based Girl Empowerment Forums (GEFs), and the construction of Girl Friendly Spaces (GFS).

Promotion of Girls Education

Mercy Corps in collaboration with MoE had follow-up meetings Girls Empowerment Forums (GEF) for three schools in Awdal region, namely; Adan Isaq, Sh. Ali Jawhar and Adan Isaq secondary schools. The aim of the meetings was to review the progress of the GEF members against their plans. It was observed that the Adan Isaq GEF members were active during the quarter and conducted school competition on science and poetry, an awareness rising for girls education and to deter illegal immigration, raised fund among the students for the construction of the school fence and procured microphone for school to conduct their schools awareness raising. The objective of the events was to improve the capacity of the GEF members of the 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 GEF for the other two schools planned to conduct some activities in April, next quarter.

Solar Power Installation

CARE installed solar power to 12 SYLI schools in Sool, Sanaag, & Togdheer regions. The system consists of solar panels (3), batteries (2), inverter (1), led lamps (10), wire roll (1) for each school. The solar power was meant for lighting, security of schools and improving reading culture as well as improving the quality of education for schools in remote rural areas as most of these schools don't have access to electricity. This need was identified in discussion with CECs and was made part of the SIP priorities. Four schools (Koryaale, Armala, Jiidali & Gutaale schools) have already set up evening classes to benefit their students and teachers for revision and teacher planning purposes. Jiidali secondary schools allows grade 8 students from the primary schools to use their classrooms in the evenings as well. Regular monitoring will be conducted, which will be reported in the next quarter.

Outcome 2: Enhanced Quality of Secondary Education

a) In-service Teacher Training

During the quarter, CARE, conducted in-service teacher training for 159 (151M, 8F) secondary school teachers from Sool, Sanaag, & Togdheer regions at Burao University (125) and Nugal University (34). The training aimed to improve education quality for teachers in English language competency and in turn for the entire student population. MoE included Director of Secondary Education, Director of Training and Director for NTTI supervised visited the universities jointly with SYLI. The training was first of its kind as it was focusing on proficiency of English language. This course has been observed to be beneficial to all the trainees/teachers as it aimed to improve the English/communication skills, providing teacher with confidence to deliver quality lessons. The trainees are those who attended the previous one month training on the core science subjects.

Measurement of English Language Competency

During the quarter, a SYLI consultant recruited to conduct English competency assessments met with MoE Officials led by the Director General Mr. Abiib Ahmed Ali on which they jointly reviewed and approved the assessment tools of measurement for the language competency. The consultant visited Burao and administered assessments through interviews, oral testing and competency written tests to 21 teachers and conducted class observations for 9 teachers teaching English

language and science subjects in secondary schools in Hargeisa. This was brought about by the concern that the ability of secondary teachers in Somalia to use English language as a medium for teaching English and other subjects was unsatisfactory.

During the assessment, teachers evidently confirmed that the command of teachers of English is relatively below average both in content knowledge competency (content mastery in his/her area of specialization) and also in pedagogical competency (methodology in teaching the subject). After the assessment, the consultant presented the preliminary findings to the MoE and higher education senior management. Key findings include; limited or basic knowledge and practical skills to use English as a language of instruction, lack of uniform English textbooks across schools, and weak educational policies.

Recruitment of English Language Experts

As part of improving the quality of education for teachers and the training institutions, SYLI in collaboration with MoE has recruited 4 English Language Experts for a period of six months to support partner universities; Burao University (2) and Nugaal University (2). The experts are expected to strengthen the university's English language departments on communication skills, academic writing, curriculum, and any other relevant assistance as per universities' requirement.

The experts developed and delivered an in-service teacher training conducted in January 2016. This course focused on improving secondary school teachers English language proficiency contributing to the project's objective in improving the quality of education for Somali children particularly secondary level. Also, they have conducted several tasks including; training the lecturers and other administrative staff members in English competency and communication skills, helping teach students the use of educational resources or facilities in the library, reviewing the university's teacher training curriculum, pedagogical approaches, providing professional counseling and mentorship to university faculty, staff, and students.

b) Provision of Science Equipment for secondary schools

To improve the delivery of better science subjects in the schools, Mercy Corps, jointly with the MoE, planned to support four secondary schools with science laboratory equipment and materials. The MoE approved four schools (Sh. Ali Jawhar, Farah Omar, Mohamed Adan Sheef and Bursade) Secondary in the Maroodijeex, Sahil and Awdal regions to be assisted with the equipment after conducting a comprehensive laboratory need assessment. The equipment is currently under procurement process. The provision of science laboratory equipment is central to the practical teaching of science subjects in secondary schools.

Outcome 3: Management of secondary education improved

a) Curriculum Technical Advisor (TA)

During the quarter, the TA worked with the curriculum department-MoE and in close collaboration with other education partners. The TA provided technical input in the ongoing review of Somaliland National Education policy with major focus on the review of national policy statements, sector objectives, and strategies. Additionally, the TA worked with the curriculum department in preparing a proposal to IOM for renovating and equipping the Somaliland Curriculum Center. The TA further contributed to a MOE-led initiative to rewrite primary syllabus, primary textbooks and production works with the support of the government and other education partners.

b) Somaliland National Education Policy

Last year, SYLI hired a national consultant for the finalization of the Somaliland National Education Policy. The consultant conducted desk review of previous documents, review of the constitution,

the national strategic plan, and draft of the Education Policy (2013), and held regional consultative fora with stakeholders.

During the quarter, Mercy Corps in collaboration with Ministry of Education conducted a three-day validation workshop for Somaliland National Education Policy in March, 2016. The validation workshop was attended by all education stakeholders including; government Ministers, I/LNGOs, public/private schools, civil society representatives, parents, and teachers. The main purpose of the workshop was to give key stakeholders an opportunity to review and validate the draft of National Education Policy, before its adoption by the parliament.

The draft policy was reviewed by a consultant supported by a task force of experts appointed by the Minister of Education Hon. Abdillahi Ibrahim. This workshop was organized to ensure that the policy content is further refined and finalized for further action by MOE with the parliament committees. The meeting was officially opened by Vice President Mr. Abdirahman Abdullahi who welcomed the participants for the national education policy validation workshop and underscored the significant role education policy plays in influencing the development of sub sector policies. The consultant made an overview presentation of the draft policy highlighting key changes, omissions and additions to policy documents. This paved way for sub sector group discussions that critically looked into every clause and the overall content. Feedback from the groups was further discussed and consensus built on contentious issues. The workshop was officially closed by the Minister of Education Abdillahi Ibrahim Habane who emphasized the importance of having a revised national education policy in line with the changing national aspirations, development needs and emerging technological advancement. The Minister finally thanked USAID and Mercy Corps for their enormous support to the Education Sector. The policy will undergo further review and approval by a cabinet council a process critical for implementation of the policy.

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 (SIPs).

a) Development of School Improvement Plans (SIPs)

The Community Education Committees (CECs) of Bursade and Farah Omar secondary schools successfully completed the preparation and review of their school improvement plans (SIPs) with the support of SYLI and submitted those to MoE for endorsement. Furthermore, CARE has entered into an agreement with CECs for 12 schools to provide small school grants to implement priorities based on proposals submitted. The SIPs were developed with the participation of teachers and parent representatives and approved by the regional education officers. The SIPs will not only guide the CECs' school based interventions but will also guide the MoE and other agencies interested to support the schools. The grants serve as a CEC capacity building strategy for future sustainability of school programs and provide the opportunity for the CECs to practically guide project planning, implementation and management.

b) School Improvement Grants

CARE has disbursed second round CEC grants as part of school improvement plans to target schools in Somaliland. SYLI supported schools have previously developed and presented a five year SIP and the CECs have been asked to come up with priority needs to spend the second round grants based on that plan. The grants have been distributed to eight schools and the remaining four target schools (Jiidali, Muse Yusuf, Armale & Saba schools) are developing proposals to be reviewed followed by the provision of the grants. Furthermore, schools have identified the need of having

access to electricity. As reported earlier, SYLI provided solar systems to the 12 target schools which have already reported several benefits to the learners and the general conduct of the school from the solar systems.

Additionally, Mercy Corps continued to monitor the implementation progress of the schools that have received the second installment of the school grants, namely: Adan Isaq, Ardaalle, Sh. Ali Jawhar in Awdal region and Warancade and Gandhi Secondary Schools in Maroodijeex region. SYLI jointly with MoE conducted monitoring visits to the schools and reported proper utilization of the funds. Some of the activities include; building library (Warancade), construction of perimeter walls (Aden Isaaq), and procurement for computers to establish computer lab (Sh Ali Jowhar and Gandhi). The remaining five schools (Mohamoud Ahmed Ali, 26 June, Gacanlibah, Farah Omar, and Bursade Secondary School) will be disbursed next quarter.

The program will strengthen monitoring visits to all schools that benefited from the grants in order to assess the status and quality of interventions, address emerging challenges and document lessons learned during the implementation of the SIPs.

PUNTLAND

Outcome I: Increased Access to Secondary Education

a) Construction and Rehabilitation of Schools

There has been no construction and rehabilitation work going on in Puntland during the quarter. SYLI program supported 17 secondary schools in Puntland (13 by Mercy Corps and 4 by CARE) during the previous quarters. Currently, the Consortium and MoE engage with the schools on the non-construction related activities. This cumulative number of classrooms and other structures constructed/rehabilitated and handed over in 17 secondary schools stands at 62 and 91 respectively. The table below gives the details of the facilities constructed/rehabilitated in each school.

Table 3: School Constructions; (built or repaired) classrooms and other structures in Puntland

	School Name	Region	# Classrooms		# Latrines		Other Structures
			New	Repaired	New	Repaired	
(A) Constructions completed in the previous quarters							
1.	Harfo (Sultan Hurre)	Mudug	3	-	-	4	Water tank and a Girl Friendly Space
2.	Dangorayo Secondary	Nugaal	2	-	-	-	Girl Friendly Space, store, office, and water tank
3.	Jeerin Secondary	Sool	2	-	4	-	Girl Friendly Space (GFS)
4.	Buraan Secondary	Sanaag	2	-	4	-	
5.	Sh. Abdalla Ibrahim	Bari	2	0	3	0	water facility, and perimeter wall
6.	Kalabayr (Nugaal)	Sool	3	0	0	0	
7.	Nawawi	Bari	3	0	0	0	

	School Name	Region	# Classrooms		# Latrines		Other Structures
			New	Repair	New	Repair	
	Secondary						
8.	Sheikh Osman	Bari	2	0	0	0	Water dynamo
9.	Gambol Secondary	Nugaal	4	0	0	0	
10.	Omar Samatar	Mudug	2	0	0	0	
11.	Burtinle Secondary	Nugaal	-	8	-	16	water tank, 4 labs, library, and admin
12.	Bossaso Public	Bari	4	5	-	10	construction perimeter wall
13.	White Tower	Bari	-	8	-	6	Water facility, 2 office blocks, and library
14.	Yasin Nur Secondary	Mudug	4	-	-	-	water tank and one Girl Friendly Space
15.	Hingalool Secondary	Sanaag	2	-	4	-	perimeter wall
16.	Kalabayr (Sool)	Sool	2	-	4	-	Girl Friendly Space
17.	Haji Salad Secondary	Bari	4	0	6	0	2 water tanks, and a perimeter wall
Total to Date			41	21	25	36	

SYLI consortium with MoE plans to conduct formal joint supervision of the schools in next quarter to document how the program infrastructure interventions and other complementing activities are facilitating the desired changes to the teaching and learning aspects of the schools.

b) Enrollment in Supported Schools

As reported in the previous quarter, the total enrollment in the 17 supported schools in Puntland is 8,402 (5,471 boys, 2,931 girls). This represents an 8.5% (10.6% for girls) increase compared to the last academic year enrolment. Unlike Somaliland, most schools registered positive change in enrollment with the exception of a few schools. The end of the academic data will be collected from the schools in May and will be analyzed to calculate the completion rates of the students.

Table 4: Increase in enrollment (2014/2015) for the supported Secondary Schools

No	Name of School	Region	# Start of Year 2014/2015		# Start of Year 2015/2016		Percentage Deviation		
			Male	Female	Male	Female	Male	Female	Overall
1.	Gambol Secondary	Nugaal	1252	600	1323	728	5.67%	21.33%	10.75%
2.	Sheikh Osman Secondary	Bari	338	253	473	264	39.94%	4.35%	24.70%
3.	Omar Samatar Secondary	Mudug	1482	838	1531	971	3.31%	15.87%	7.84%
4.	Nawawi Secondary School	Bari	156	113	180	120	15.38%	6.19%	11.52%
5.	Bossaso Public	Bari	600	284	629	216	4.83%	-	-4.41%

	Secondary							23.94%	
6.	White Tower Secondary	Bari	122	58	149	83	22.13%	43.10%	28.89%
7	Yasin Nur Secondary	Mudug	271	79	227	72	-16.24%	-8.86%	-14.57%
8.	Burtinle Secondary	Nugaal	185	111	224	129	21.08%	16.22%	19.26%
9.	Abdalla Ibrahim Secondary	Bari	114	29	108	34	-5.26%	17.24%	-0.70%
10	Haji Salaad secondary	Bari	78	26	87	33	11.54%	26.92%	15.38%
11.	Kalabayr Secondary	Nugaal	59	42	53	38	-10.17%	-9.52%	-9.90%
12.	Dangorayo Secondary	Nugaal	68	31	83	37	22.06%	19.35%	21.21%
13	Sultan Hurre (Harfo)	Mudug	48	66	77	53	60.42%	19.70%	14.04%
14.	Buraan Secondary	Sanaag	73	23	82	32	12.33%	39.13%	18.75%
15.	Kalabayr (Sool) secondary	Sool	54	18	53	22	-1.85%	22.22%	4.17%
16.	Jeerin Secondary	Sool	55	18	37	18	-32.73%	0.00%	-24.66%
17.	Hingalool Secondary	Sanaag	140	62	155	81	10.71%	30.65%	16.83%
Cumulative Total			5,095	2,651	5,471	2,931	7.4%	10.6%	8.5%

c) Promoting Girl Child Education

Women Council for Girl Child Education (WCGCE)

The Women Council for Girl Child Education (WCGCE) with the support of SYLI team and the Ministry of Education-Gender Unit conducted an advocacy and awareness raising event on access to education with special emphasis for girl child in Gambol secondary school in Garowe, Nugal region on 18th February 2016. The WCGCE took the morning student assembly stage with presence of over 1,000 students on the importance and benefits of education to both girls and boys. They WCGCE members provided motivational and inspirational speeches for the students to study hard, complete the schools, join colleges and pursue careers of choice including teaching. They encouraged the girls to remain in school, compete with boys and complete school with good performance and serve as a role model for the other girls.

Mrs. Faisa Salad, a long serving teacher and member of WCGCE had this to say “My family encouraged me to join the parliament but I opted to continue teaching in the schools due to limited number of female professional teachers and produce many educated girls and boys, female teachers and have impact on girl’s retention in schools. She further said “the teaching profession has made me proud, because I always see my students who have become University lecturers, Humanitarian workers, Engineers, Doctors and Senior Government officials.”

The Puntland Ministry of Education in collaboration with SYLI established a 12 member WCGCE forum in 2012 to promote girls education through community mobilization and advocacy. The WCGCE members were identified and selected by the Gender Unit of the Ministry of Education in Puntland. The members were selected from all the regions of Puntland. They are professional and activists from the education sector, the civil society, private sector and government agencies.

Girls Empowerment Forum (GEF) Training

Girls Empowerment Forums of seven secondary schools in Puntland (Gambol, Nawawi, Al-waha in Nugal region, Bosaso public and White Tower in Bari region and Sh. Osman and Nawawi in Karkar region) have been given 3-day refresher training for new members with emphasis on prioritizing activities, developing plans and organizing events promoting girl's education. The training was provided by two MoE Gender officers with the support of the SYLI team. The trainings took in Gambol secondary for Nugal schools on 25-27 February, in Bosaso public secondary for Bari schools on 15-17 March and in Sh. Osman secondary school for Karkar schools on 19-21 March 2016. The trainings were attended by the GEFs (ten girls and two female patrons from each school) and Regional Gender Focal points and total of 87 beneficiaries - all female. Similar trainings for three GEFs in Galkayo Mudug region are planned for next quarter.

Naimo Ahmed aged 17 one of the GEF members of White Tower Secondary school in Bari region said *"the training has given us new skills and as a team, we can now change our school for the better and advocate for creating conducive and girls friendly environment. As a team, we feel the responsibility to work on retention of girls in our school and advocate for the recruitment of female teachers by the school management."*

In phase II, SYLI plans to support the GEFs as well as the WCGCE in conducting events promoting girl's education in Puntland. The trainings are intended to empower the GEFs to properly plan and organize these events and to maximize the impact of such events. SYLI and MoE Gender unit will continue to help GEFs in developing advocacy campaigns to increase access and retention for girls to secondary education.

Planning and Support for MoE Gender Unit

Mercy Corps led by the Gender Advisor had a planning session with MoE Gender Unit in February 2016. The discussion aimed to follow up on the gender unit work plans and as well as discussing on mechanisms to improve the work of the Girls Empowerment forums (GEFs) and Women Council for Girl Child Education (WCGCE). MoE expressed the impact of the GEF initiative in the schools. Mercy Corps through SYLI first established and trained GEFs in ten schools in Puntland but the initiative now exists in over 100 schools in Puntland with the support of MoE and other partners mainly funded by the EU consortium led by Care International. This is confirmed by the DG of the MoE.

SYLI team and Ministry of Education-Gender Unit agreed to support the GEFs and provide refresher training focusing on planning and organizing events. Most GEF members trained in 2012/2013 have graduated from the schools. The planning session also discussed the need for the MoE Gender officers to be able to provide regular support to the GEFs in order to initiate and sustain the program in the schools in future. In this regard, the SYLI Gender Advisor trained two MoE Gender officers as ToTs on planning and priorities activities and organizing events.

Outcome 2: Enhanced quality of secondary education

a) Teacher Training

In-service Teacher Training

In January 2016, CARE in collaboration with the MoE has conducted 15-day in-service teacher trainings on English language proficiency at Garowe Teacher Education Collage (GTEC) for 122 (119 M, 3F) both trained and untrained teachers. The Minister of Education, Deputy Minister, and the Director General have all attended the opening session and encouraged the trainees. The training aimed at improving the English language skills for the secondary school teachers since the

medium of instruction in secondary schools is to be English. The training covered seven competency areas critical to English teaching. At the end, participants were given the opportunity to openly evaluate the training sessions and they generally agreed as being relevant and useful.

Pre-service Teacher Training

36 female teachers are enrolled for the two-year pre-service teacher training diploma at Garowe Teachers Education College (GTEC) in the three disciplines-biology/chemistry, physics/math, and geography/history. The course will end in July 2016 and the teachers are currently in their last semester. During the quarter, Mercy Corps and MoE conducted two joint supervisions on 11th January and 20th March 2016 to ensure that the course is on schedule as per the training plan and to confirm the teacher's performance in all aspects of the course. It was found that all 36 female teachers have performed satisfactorily in their previous three semesters. During the supervision in January, the team found 100% attendance of the 36 pre-service trainees at GTEC and while at the second time of supervision in March, 32 trainees were present (89%), the others were absent with permission including one teacher on maternity leave who the college prepared special arrangement to ensure she completes the course on time with her colleagues. She will resume to physically attending classes in early April 2016. It was also noted the course is on schedule in terms of content delivery and other requirements.

In February to March 2016, the teachers were sent to four-week teaching practices in six schools in Nugal region, Puntland (Gambol, Nawawi, Al-waha, Dangorayo, Kalabayr and Burtinle Secondary Schools) accompanied by GTEC mentors for support and guidance. This was preceded by a planning and orientation workshop by the institute in preparation planning for the school teaching and practice. The workshop was attended by Deputy Minister of Education Dr. Mohamed Ali Farah, who encouraged pre-service teachers to show commitment, motivation and discipline as they deliver the lessons using the skills and methodologies taught during the course and use the feedback provided by the GTEC mentors at the end of each class to improve their teaching skills. SYLI and MoE team visited one of the schools (Gambol) where the pre-service teachers were attached for the teaching practice assignment. The team observed teachers shared lesson plans with the head teachers and GTEC mentors before starting the classes during the teaching practice period, and the mentors were giving feedback on areas of strength and areas that need further improvements with the teachers after the classes.

Burtinle Secondary school is one of the schools in Puntland that does not have female teachers. The school management was very impressed with the pre-service teachers deployed to the school during practice. The head teacher Ahmed Abdirizak contacted GTEC for possible recruitment of some of the teachers after course completion. Other head teachers are looking for qualified female teachers who are interested and committed in the teaching profession. Only 1.5% of the secondary schools in Puntland are female teachers as per the SYLI 2012 assessment report and this group of 36 female teachers will reduce that gap, increase the pool of qualified teachers available in the region and contribute to improved quality of education in Puntland.

b) Measurement of English Language Competency

Mercy Corps contracted a consultant to conduct English language competency testing for secondary school teachers in Somalia during the quarter. There has been a concern about the ability/competency level of secondary school teachers in Somalia to use English language as a medium of instruction in the schools. Teachers continue to use their native language to instruct learners in other subjects even when the medium of instruction is English. In Puntland, the assessment targeted a sample of 26 English teachers teaching in secondary schools. There were no female English teachers available in the sample. The consultant employed several methodologies to

collect the information including; written tests, an oral interview, oral tests and classroom observation in measuring content knowledge, pedagogical and teachers linguistic competency.

The findings of the competency written test showed that performance was relatively below average in content knowledge competency (mastery in his/her subject of specialization). The average mean score was 29.5% in the competency written test. The best performed teacher scored over 70% and the least performed below 9%. The assessment has shown there was general poor performance across all professional grades. There was no much significant difference in content knowledge competency of teachers with certificate, diploma, degree holders or Masters' qualifications. Equally evident, the number of teaching years did not translate to any significant professional growth or development.

The assessments revealed and confirmed that teacher training was inadequate, insufficient, with little content knowledge and pedagogical competency, divorced from practical learning and training of teachers. In summary, teachers of English have inadequate mastery of English language that they are expected to teach, this includes content knowledge and pedagogical competency. Much of these inadequacies are basic mastery of English - in simple grammar, vocabulary, tense and time, case and number, simple vocabulary, principal word classes, simple sentence structure and formation; and basic functional writing such as friendly letters, formal letters, reports etc. as well as approaches and methods to teach their subjects. To unpack this complexity, the assessment recommended teacher training institutions need to embrace explicit reforms, in depth content in teaching and training of teachers, and bench mark their English content with other countries in similar development paths among other recommendations.

c) Provision of Science Equipment for secondary schools

The process of procuring secondary school laboratory equipment and chemicals for the four secondary schools in Puntland is underway. A local vendor has been awarded to purchase and deliver the items requested by the schools and over 70% of the ordered lists have been delivered by end of March 2016. The school laboratory supplies will be distributed together with the MoE in the coming quarter when the supplier completes delivery. Further, CARE met with the Director General of MoE to discuss the Taleeh secondary school request to support a laboratory. The school has classrooms constructed but requires the conversion of one room into a laboratory with provision of necessary equipment and supplies. A team visited the school and carried out the assessment and identified a suitable classroom for the conversation in discussions with the CECs and the head teacher. A CARE engineer is currently working on the design.

d) Provision of Teaching and Learning Materials (TLM)

During this quarter, CARE distributed another batch of 54 textbooks to three SYLI supported secondary schools namely; Buraan (18), Jeerin (18) and Kalabyer (18) secondary schools. The TLM consisted of core textbooks as well as supplementary reading materials. In September 2015, a total of 108 text books were distributed for each school. Therefore, the total books distributed for each school is now 126 text book. The cumulative number of textbooks distributed to the 17 schools to date stands at 3,964.

e) Recruitment of English Language Experts

CARE in collaboration with MoE and GTEC have recruited two English Language instructors. The two instructors are based in GTEC and they will work for a period of six months from January - June 2016. They are expected to lead the development, monitoring and implementation of technical priorities, review technical progress and monitor technical deliverables at the assigned

institution. They will also review the current instructional materials and identify gaps in content. The instructors will also support in building the English language capacity of lecturers at the institutions. The two instructors were engaged in different tasks during this quarter including normal class teaching as well as development of training materials for English courses, such as developing of English language as a tool for teaching science and math training material. The training facilitated by the instructors during this quarter included 'communicative language teaching today' and 'teaching methods in English and content integrated learning'. The colleges are extremely appreciative in this invaluable support by the instructors and believe that this will immensely improve the quality of teaching and learning at the colleges and that of the education system in Puntland.

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 CECs to implement their school improvement plans.

a) School Improvement Grants (SIPs)

Five secondary schools that received SIP grants in the previous quarters have successfully completed the implementation of agreed SIP activities. These are Kalabayr and Dangorayo in Nugal region, Sh. Osman and Nawawi in Karkar region and Bosaso Public secondary school in Bari region. The schools utilized the funds and implemented the agreed SIP priorities as confirmed by joint supervision team of SYLI and MoE in Puntland. The other three schools are still implementing their SIP priorities and are expected to complete those by next quarter. The activities implemented by the five schools with the SIP grants include purchase of school furniture and equipment; repair of classrooms, laboratories, and latrines; and desks, installation of solar panels and construction of teacher service rooms. For instance, Kalabayr secondary in Nugal used part of the grant to purchase two solar panels. The school is located in a semi-rural area where the village gets few hours of power during the day provided by private company. The two solar panels (200 amp each) provide power for 8 bulbs throughout the night and helps students who want to come back and study in the evenings as well as teachers to plan lessons, prepare exams and mark as stated by the head teacher, Mr. Ahmed Mohamed. The solar panels also power a school computer lab and charge mobile phones however due to its capacity it cannot support the school photocopier. CARE has also released CEC grants for Kalabayr secondary school in Lasanood during the quarter.

Moreover, the schools that have not received SIP grants and have successfully submitted SIP proposals to the consortium partners include; Haji Salad in Bari, Burtinle in Nugal and Harfo in Mudug region. The provision of SIP grants has facilitated the implementation of SIP priorities of the targeted schools. The implementation with regular technical support by MoE and SYLI has also empowered the school to effectively plan, implement and monitor school programs. SYLI jointly with MoE will visit schools that benefited from the grants to assess the status, quality, challenges and document lessons learned during the implementation of the SIP by the school community.

SOUTH CENTRAL SOMALIA

Outcome I: Increased access to secondary education

a) Construction and Rehabilitation of Schools

Tendering of the Construction

During the quarter, SYLI in collaboration with the MoE and regional administrations and the school communities carried out technical assessments of schools in Middle Shabelle, Hiiran and Gedo. The assessments were to determine the infrastructure needs of the schools, the scope of work that

guides the preparation of technical designs/drawing, and the bill of quantities (BoQs). The technical designs/BoQs were developed for donor approval before commencing the public tendering process jointly with MoE. This was followed by the tendering of the constructions of Baletxawo, Dollow and Luuq, Jawhar and Matabaan schools. The tender documents for these schools were opened and analyzed in the presence of the MoE and the bidding companies. The construction bids have been awarded to vendors but waiting final approval from donor. SYLI adopted a community tendering approach with the community undertaking the pre-qualification of the bidding companies. Joint commissioning of the construction of schools will be done with the aim of improving the learning environment thus enhancing quality of education in the district/region.

Also, the design and BoQ of seven potential secondary schools namely; Huddur; Bardere, Berdale, Bulo Marer, Doble, October in Bula-burde and Hawo Tako in Afgoye have been completed and sent to donor for approval. These secondary schools were recommended by the federal MoE and regional MoEs. SYLI partners are planning to kick off the construction/rehabilitation of above mentioned schools as soon it gets green light and also plans to complete the activities before project life span.

Supervision of construction and handing over of completed work

SYLI jointly with MoE launched construction of secondary schools in Galmudug, Hiiran and Baay namely; Shire Jama in Abudwak, Balanballe, and Bahdho schools in Galgadud region; Bandiradley in Mudug region; Hawlwadaag and Hawotako schools in Hiiran region. SYLI is constructing additional/new classrooms, admin blocks, latrines, and water facilities with the aim of enhancing learning spaces in schools and improve sanitary facilities for girls. SYLI deployed a temporary site supervisor to carryout regular monitoring of construction works to ensure the technical work is undertaken as per the specification and designs. Joint monitoring with MoE will also be done to ensure ministry participation and ownership of the schools after program phase out.

The CECs, MoE and SYLI partners continue to supervise the construction and rehabilitation work of the previous ten secondary schools namely: Khalid, Farjano Ganane and Rugta schools in Kismayo, DHAF, Aw Osmaka, Imam Nawawi, Baraawe and Qoryooley in Lower Shabelle region and Burhakaba in Bay region. The participation of the CECs in the supervision is a strategy designed to build the capacity of the CECs in monitoring of school development work. The construction of Farjano, Aw Osmanka, Imam Nwawi and Barawe schools have been completed by Juba Foundation and are awaiting final inspection of Mercy Corps engineers. Also, Kismayu schools (Rugta, Khalid, and Ganaane) which have been on hold due to environmental issues of the latrines resumed this quarter. MoE has provided the furniture designs for the constructed/rehabilitated classrooms and SYLI is in the process of locally fabricating the desks. All the above construction will be handed over in the next quarter.

Table 5: School Construction; (built or repaired) classrooms and other structures in South Central

S/ N	School	# Classroom s		# Latrines		Other Structures
		New	Repa ir	New	Repai r	
a) Completed schools during the previous quarters						
1.	Mudug Secondary	6	-	6	-	Fence, water tank and water connection
2.	Kahda Secondary	10	-	6	-	Office block, water tank and fence
3.	Hantiwadag Secondary	-	10	-	-	Kitchen
4.	SYL School	3	-	3	-	Fence and water tank
5.	Moalim Jama	-	33	14	36	Two offices, one water tank
Completion to Date		19	43	29	36	
Classrooms and other structures under construction/rehabilitation						
6.	Ganane Secondary	4	-	6	-	Water tank
7.	Rugta Secondary	-	5	3	-	Fence and water tank
8.	Khalid Secondary	-	10	3	-	Water tank
9.	DHAF Secondary	8	-	6	-	Admin bloc, water tank
10.	Aw Osmanka Secondary	4	11	3	-	Water tank and Fence
11.	Farjano Secondary	4	-	4	-	Shallow well, fence, water tank
12.	Imam Nwawi Secondary	4	-	4	-	Water tank and Fence
13.	Baraawe Secondary	4	-	4	-	Admin block and water tank
14.	Qoryooley Secondary	6	-	6	-	Admin block and water tank
15.	Burhakaba Secondary	4	-	6	-	Admin block and water tank
16.	Bahdho secondary	4	-	6	-	Admin block, perimeter wall, water tank
17.	Shire Jama secondary	8	-	6	-	Admin, water tank & installation, chain link fence
18.	Balanballe secondary	2	-	6	-	Perimeter wall, and water tank & installation
19.	Bandiradley secondary	4	-	6	-	Admin, perimeter wall, water tank & installation
20.	Hawokaako secondary	4	-	4	-	Admin block
21.	Hawlwadaag secondary	4	-	4	-	Office, water tank
Ongoing to Date		64	26	77	0	

SYLI Schools Supported by UNHCR Reintegration Program

During the previous quarters, SYLI secondary schools in Kismayu benefitted from the UNHCR reintegration program focused on rehabilitating the primary school sections within the schools to

increase access of returnees and IDPs settled in the outskirts of Kismayo. This support was used as a match/cost share for SYLI and is critical to improving the transition from primary to secondary education for children from poor and marginalized communities in line with SYLI objectives. The table below summarizes the details of the infrastructure per school.

Table 6: UNHCR Reintegration Program School Construction; (built or repaired)

S/ N	School	# Classrooms		# Latrines		# Desks	Other Structures
		New	Repaired	New	Repaired		
b) Cost-share construction reported during the quarter							
1.	Rugta Primary school	-	2	-	-	63	Admin office
2.	Ganaane Primary school	-	5	-	1	133	Admin office and Gate
Total		0	7	0	1	196	
c) Cost-share construction reported during the previous quarter							
1.	Rugta Primary	-	6	-	4	136	-
2.	Khalid-bin-u-Waliid Primary	-	3	-	2	138	-
3.	Ganaane Primary	-	3	-	2	118	-
Total		-	12		8	392	
Cumulative to date		0	19	0	9	588	

b) Enrollment in Supported Schools

Similarly, as mentioned earlier under the Somaliland and Puntland section, the enrollment of the current academic year (2015/2016) of the functional 1 schools stands at 1,619 (937 boys, 682 girls) in this academic year. During the quarter, the enrollment of the Shire Jama, Bahdo, Balanbale and Bandiiradley, Hantiwadaag Farjano and Nwawi secondary schools have been collected this quarter.

Table 7: Increase in enrollment (2014/2015) for the supported Secondary Schools

No	Name of School	Region	# Start of Year 2014/2015		# Start of Year 2015/2016		% Deviation		
			Male	Female	Male	Female	Male	Female	Overall
1.	SYL Secondary School	Mudug	191	114	204	145	6.81%	27.19%	14.43%
2.	Moalim Jama Secondary	Banaadir	53	47	129	81	143.40%	72.34%	110.00%
3.	Mudug Secondary	Mudug	152	77	85	120	-44.08%	55.84%	-10.48%
4.	Ganane Secondary	Lower Juba	113	48	115	48	1.77%	0.00%	1.24%
5.	Rugta Secondary	Lower Juba	22	8	41	8	86.36%	0.00%	63.33%
6.	Khalid Secondary	Lower Juba	40	27	33	27	-17.50%	0.00%	-10.45%
7.	Farjano	Lowr Juba	n/a	n/a	78	62	n/a	n/a	n/a

	Secondary								
8	Bahdo secondary	Galgaduud	n/a	n/a	22	24	n/a	n/a	n/a
9	Shire Jama secondary	Galgaduud	n/a	n/a	120	75	n/a	n/a	n/a
10	Balanballe secondary	Galgaduud	n/a	n/a	39	34	n/a	n/a	n/a
11	Bandiradley secondary	Galgaduud	n/a	n/a	15	27	n/a	n/a	n/a
12	Hantiwadaag secondary	Banaadir	n/a	n/a	6	12	n/a	n/a	n/a
13	Nwawi Secondary	Walowayn	n/a	n/a	50	19	n/a	n/a	n/a
Total			571	321	937	682	6.3%	33.6%	16.1%

c) Promoting Girl Child Education

Girls Empowerment Forum (GEF) leaders training

SYLI team jointly with Galmudug MoE conducted five-day GEF training for 30 girl (GEF) leaders, female teachers and CEC representatives. A key objective of SYLI is to improve the capacity of communities to effectively participate in and manage education at the school level and increase access to education especially for girls. Thus, GEF leaders training is geared towards enhancing learning environment for girls as well as integrating gender into the program. At the end of the training, the GEF leaders developed an action plan at school level to improve access girl's education.

Outcome 2: Enhanced quality of secondary education

a) Teachers Training

i) In-service teacher training

SYLI, Somali National University, and MoE held a series of meetings in the quarter which mainly focused on teacher selection criteria and suitable dates for the proposed in-service training. The training had been delayed following MoE's inability to share the list of teacher trainees on time and as scheduled. Finally, MoE provided the list of trainees who fulfilled the selection criteria adopted. A Memorandum of Understanding (MoU) has been signed and the training is planned to commence in April for a period of two weeks. The training will be conducted by Somali National University at the campus in Hiiran. The course will cover pedagogical skills, core subject knowledge and English language.

ii) Pre-service Teacher Training

SYLI jointly with the respective MoEs continues to supervise and oversee the implementation of the ongoing pre-service female secondary teacher training courses in Galkayo University (30) of Mudug region, Mogadishu University (86) of Banaadir region, Kismayo University (20) of Lower Juba region, Beledwayne Univeristy (20) of Hiiran region, and Southern Univerisy (20) of Baidoa region. The aim of the pre-service training is to increase the number of female secondary school teachers in the region which in turn is expected to improve the social learning environment for female students and thus encourage their retention and completion. There has been eight drop outs in Mogadishu Univeristy and Baledwayn Univeristy due to domestic related challenges such as marriage, taking care of sick parents, and family chores.

During the quarter, SYLI conducted a joint planning session with both MoE and host trainer/university regarding the upcoming teaching practices in Galmudug. This is a four-week

exercise aimed in providing an opportunity for evaluating teacher trainee potential as a teacher and suitability for the teaching profession. The Ministry identified accessible schools within Galkacyo for the exercise, thereafter, respective trainees were posted to target schools and linked with regular teachers to provide the scheme of work. The Ministry directed the trainees to focus on only form I & II for the exercise. The university is expected to check on the preparations of the trainees and endorse their work before they proceed for the teaching practice. The host trainer also ensured each trainee is provided with subject textbook for use during the TP. A joint team comprised of MoE, host trainer, and SYLI will conduct regular visits for each of the trainees in class at least five times for mentoring. The exercise is scheduled to run from April until May 2016. The trainees are now in their final semester and are expected to graduate in August/September 2016.

Table 8: 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	81
3	Galkacayo University	Galkacayo, Mudug	30
5	Beledwayne University	Beledwayne, Hiiraan	17
6	Southern University	Baidao, Bay	20
Total to date			168

b) English language competency assessment

The English language competency assessment was carried out by the SYLI consultant in two schools in Mogadishu; Hantiwadag and Macalim Jamac teachers. The main purpose of this assessment was to improve English language and teaching practices in Somalia. A study by Somalia Youth Learning Initiative (SYLI 2014) Phase 2 baseline survey in South Central Somalia revealed that most English teachers (92%) continue to use their native language to instruct learners in English and other subjects despite that the MoE has revised the curriculum emphasizing English as a medium of instruction in all secondary schools. The consultant conducted class observations and individual tests of the assessed teachers. The consultant used simple tools designed to assess the competency of teachers in English skills with emphasis on four skills: oral, reading, writing and listening. Furthermore, the findings of the assessment will assist in the development of a framework to guide the TTIs in improving the teaching of English language and support and mentor teachers to improve teaching practices in the language.

c) Assessment of Teaching and Learning Materials (TLM)

During the previous quarter, SYLI tendered for the supply of TLMs for two schools, namely: Mudug and SYL secondary school with the aim of enhancing the quality of learning in the schools. This was preceded by a joint TLM assessment with Galmudug MoE to identify the existing gaps in each school before the schools came up with list of required text books deemed necessary. Currently 90% of the textbooks have been delivered by the vendor with the remaining 10% to be delivered in early April 2016.

Outcome 4: Somali Ownership of Secondary Education Strengthened

a) Training of Community Education Committees

SYLI jointly with the MoE Federal and the regional administrations discussed the establishment and the training needs of the Community Education Committees (CECs) in the new schools in Mudug,

Galgaduud, Hiiran, Middle Shabelle and Lower Juba regions. The terms of reference for the training has been shared and agreed upon with MoEs and the training is planned for the next quarter.

b) School Improvement Grants

During the quarter, SYLI continued with the disbursement of teachers incentives under CEC improvement grants/incentives to SYL and Mudug secondary schools with the aim of retaining teachers who are not supported by MOE and reducing the cost of secondary education in target schools. Also, SYLI jointly with Galmudug MoE conducted monitoring of SIP grant first installment for two schools. These activities are intended to contribute to the realization of improved access and quality of education, improved school community ownership and participation in education, improved record and data management of the school, and also to motivate the teaching staff thus enhancing both the learning environment as well as the quality of learning.

Education Sector Coordination

Education sector coordination in all the zones has been enhanced with ESC experts taking lead.

ESC Participation Enhanced

ESC experts in collaboration with GPE Director Sven Baeten have worked together to expand CSO participation in ESC meetings. In Mogadishu, a new ESC point person has been deployed facilitated by GPE. The initiative is aimed to improve ESC activities in South Central and increase CSO participation. ESC activities in Mogadishu have lately been slow and not well coordinated. Nairobi ESC monthly meetings continue to progress.

Technical Working Groups (TWGS)

ESC experts in collaboration with zonal MOE initiated efforts to strengthen TWGs in teacher education, Gender, TVET/NFE among others. While TWG activities picked up in Puntland and South Central, it has been slow in Somaliland. Efforts are underway to improve TWG activities in Somaliland in the next quarter.

Strengthening Coordination between FGS MoE and Regional MoEs

ESC experts supported the Federal Ministry of Education driven initiative to help improve coordination of educational efforts in South Central. The initiative was intended to further review the role of federal MOE and regional MOEs for coordination purpose. An EU funded consultancy undertook to review and harmonization the roles of federal MOE and that MOE regional states. In collaboration with IP such as ADRA and MOE, the expert facilitated three conferences that brought together education stakeholders. The conferences recommended among others things that a framework of cooperation between the Federal Government MoE and state level ministries of education be developed and ratified by both MOE federal and regional clearly defining roles, resource allocation, and improving coordination between the federal and regional MOEs.

Mapping of Education IP activities

ESC experts have initiated mapping exercise of all education Sector Implementing Partners (IPs) activities in each of the zones. The aim is to identify overlaps and gaps in programming and inform the MoE and IPs to address the gaps. The expert has developed a tool (4W tool) to capture the sub sector support by IPS. The exercise will be rolled out in the next quarter.

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 Intermediate Result (IR) was dropped in phase II.

SOMALILAND

Outcome I: Youth have Access to NFE Education

a) Non-Formal Education Tutors Training

Mercy Corps provided five-day trainings for 27 NFE Tutors (18 male and 9 female) from ten centers in Awdal, Maroodijeex, and Sahil Regions on life skills, entrepreneurship, and financial literacy. SYLI has integrated life skills, entrepreneurship, and financial literacy into the NFE curriculum thus the training was to prepare the tutors to teach the same in their respective NFE Centers. The training was supervised by the MoE with the Director of the NFE Department opening and closing the training. The director expressed his appreciation in the training while encouraging the tutors to pass the knowledge to their respective students. This was in a bid to improve the quality of learning within the NFEs in Somaliland.

b) Enrollment of Non Formal Education (NFE)

Mercy Corps jointly with MoE-NFE department continues to provide support to fifteen NFE centers where 723 (all female) learners were enrolled last quarter. Due to the recent drought in most regions of Somaliland, a number of rural centers experienced significant drop outs and two centers (Qunujeed in Awdal and Salahley in Maroodijeex) closed completely. The support includes a provision for teaching and learning materials and a monthly institutional grant that supplies the tutors' allowance and a portion of the centers' administration costs. SYLI team continues to conduct supervision visits to the centers to monitor progress, including attendance, lesson preparation, and advises the tutor/center managers on area weaknesses. The aim of the course is to reach out to disadvantaged youth or out of school children who missed the opportunity to learn due to numerous barriers. It provides them with an opportunity to enter the education system and contribute to improving their livelihoods. CARE has also supported the completion of the 500 (64 male, 436 female) learners for six-month literacy and numeracy in Sool, Sanaag and Togdheer regions.

Moreover, CARE has provided classroom furniture for the eight NFE centers in Sool, Sanaag, & Togdheer regions, 15 desks for each of the NFE centers. Prior to the provision of the furniture an assessment was conducted which revealed shortage of learning furniture and average desk learner ratio was 1:5. As per the MoE policy, the desks will accommodate 45 students per center. The provision of this furniture will improve the teaching and learning conditions of the centers.

Table 9: Somaliland NFE program; enrollment and completion, by Region and Gender

No	Region	# of NFE Centers	Male	Female	Total
Enrollment during the quarter I (FY16)					
1	Maroodijeex	8	0	383	489
2	Awdal	3	0	130	130
3	Sahil	4	0	210	210
TOTAL		15	0	723	723

Completions during the quarter (FY16 Q2)					
4	Togdheer	2	10	115	125
5	Sanaag	4	49	201	250
6	Sool	2	5	120	125
TOTAL		8	64	436	500
Completions during previous quarters					
1	Maroodijeex	21	52	876	928
2	Awdal	5	28	188	216
3	Sahil	3	66	304	370
4	Togdheer	2	143	386	529
5	Sanaag	4	235	815	1,050
6	Sool	2	135	350	485
Cumulative completion to date		37	723	3,355	4,078

PUNTLAND

Outcome I: Youth have Access to NFE Education

a) Non-Formal Education Tutors Training

In January 2015, CARE in collaboration with Non-Formal Education (NFE) for the MoE started NFE Tutor's training on pedagogical skills, financial literacy, life skills and entrepreneurship in Garowe, Nugaal region. The training was attended by 13 (7 male and 6 female) tutors across the functional eight centers and focused on improving the capacity of the NFE tutors in the areas of teaching methodology, life skills, financial literacy and entrepreneurship. The tutors were trained as Trainers of Trainers (ToTs) in order to incorporate these modules into their NFE curriculum/syllabus and provide these skills to their respective learners. The training was officially closed by Directorate of Non-Formal Education Unit who appreciated CARE's engagement and support in building the capacity of NFE tutors. She hoped that this type of training would be expanded and more tutors reached.

b) Enrollment of Non Formal Education (NFE)

During the quarter, CARE in collaboration with MoE NFE Unit continued to support the 520 (62M, 458F) learners enrolled in the nine selected centers during the previous quarter. CARE, in collaboration with the NFE department for MoE, distributed teaching and learning materials for nine centers. These materials were 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. Other support provided included stipends for tutors, small grants to offset running costs, and regular supervision. It was found that the attendance of learners was good and most of the learners have made remarkable progress in terms of reading and writing Somali as well as doing basic mathematics. The course started on December 1st 2015 and will be finalized on 30 May 2016.

Table 10: Puntland NFE program; enrollment and completion, by region and gender

No	Region	# of NFE Centers	Male	Female	Total
Enrollment during the quarter (FY16- Q1)					
1	Hayland	1	0	80	80
2	Sool	2	8	72	80

3	Nugaal	1	0	80	80
4	Ayn	2	19	61	80
5	Bari	3	35	165	200
	TOTAL	9	62	458	520
Completions during the previous quarters					
1	Bari	4	20	580	600
2	Nugaal	5	102	900	1002
3	Mudug	4	70	290	360
4	Sanaag	1	1	279	280
5	Hayland	1	3	77	80
6	Sool	2	29	91	120
7	Ayn	3	42	118	160
Cumulative completion to date		22	267	2,335	2,602

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

Outcome I: Youth Access to NFE Education

a) Non-Formal Education Tutors Training

CARE in collaboration with the MoE conducted 10-day training for 15 (11 male, 4 female) NFE tutors from Benadir, lower Shabelle and Hiiraan regions in Mogadishu district in Benadir region. The training focused on improving the educational skills of NFE and the main objective to build the capacity of the NFE tutors in terms of the relevant adult teaching practices that will enable them to deliver quality lessons and integration of key life skills and financial literacy into the NFE curriculum.

b) Enrollment of Non Formal Education (NFE)

SYLI jointly with respective MoEs of the respective administrations conducted the final assessment of supported NFE centers in Mudug, Galgaduud, Banaadir and Kismayu. The assessment was prepared by the Ministries of Education with the aim of assessing whether the objective of the program of youth improved access to literacy, numeracy and life skills is realized. This marked the completion of 1,746 (448 male, 1,298 female) learners for six month literacy and numeracy course across the above regions. The aim of the training was to provide a platform for the youth who missed the opportunity to enroll in formal education with improved access to literacy, numeracy and life skills. SYLI gives special emphasis to women and girls to enhance their access and decision making skills. Most of the beneficiaries are women and girls constituting 70% of the learners that have completed, which is clear evidence that the dynamic is changing on the perception of girls education as of non-economic value. Through the NFE program, SYLI targeted women and girls due to their vulnerability as an improved literacy, numeracy and life skills will give them competitive edge thus empowering them socially and economically. CARE has also distributed 59 pieces of furniture for SOCWE (10), Waqaf Primary (15), SORDO (10) and Mercy Group Volunteers (24) NFE centers. The distributed furniture included tables and chairs for learners which are expected to improve quality of learning by providing conducive learning environments.

Further, SYLI continues to support remaining learners numbering 300 (105 male, 195 female) in three NFE centers in Afgoye, and Beledwayne. Also, during the quarter, SYLI enrolled 654 (136 male: 520 female) learners in Galkacyo (130) and Kismayu (524) to deliver a six month NFE course. This makes the cumulative number enrolled at 954 (241 male and 713 female).

Table 11: South Central NFE program; enrollment and completion, by region and gender

No	Region	# of NFE Centers	Male	Female	Total
Enrollment during the quarter (FY16- Q1/Q2)					
1	Mudug	14	14	116	130
2	Kismayu	2	122	402	524
2	Afgooye	2	62	118	180
3	Beledwayne	1	43	77	120
Total		19	241	713	954
Completion during the quarter (FY16- Q2)					
1	Kismayu	6	66	346	412
2	Mudug	3	6	169	175
3	Galgadud	2	58	46	104
4	Mogadishu	11	318	737	1,055
Total		23	448	1,298	1,746
Completions during the previous quarters					
1	Banaadir	14	726	972	1698
2	Galgadud	2	87	29	116
3	Mudug	5	59	392	451
Cumulative completion to date		44	1,320	2,691	4,011

IR3: YOUTH EMPOWERED TO CONTRIBUTE POSITIVELY AND PRODUCTIVELY TO SOCIETY

Throughout the quarter, Mercy Corps continued to provide technical support and guidance to the three local youth organizations responsible for the implementation of SYLI youth empowerment activities: Somaliland National Youth Organization (SONYO) in Somaliland, Mudug Development Association Network (MUDAN) in Puntland, and Somali Youth Leadership Forum (SYLF) in South Central Somalia. In collaboration with their respective line ministries, these youth organizations carried out a series of integrated youth empowerment activities across all the zones, including training of student club leaders on civic engagement skills and supporting student-led civic action events and advocacy campaigns and forums for out of school youth, rehabilitation of youth centers, and review or development of youth-friendly policies.

These activities were aligned with USAID’s youth policy framework, which comprises of four interacting elements: *Supporting*: Meeting basic youth developmental needs and valuing their contributions; *Protecting*: Preventing and responding to violence, exploitation, abuse, and neglect; and ensuring young people are safe and receive care; *Preparing*: Building youth competencies and skills to become informed, healthy and productive citizens; and *Engaging*: Creating channels for dialogue and participation that enable youth to contribute to their own and their communities’ development. The framework also builds on Mercy Corps’ international best practices in youth development to mobilize and empower youth by building capacity in civic engagement and life skills, focusing particularly on aspects of the framework that make sense to the Somali context to ensure sustained ownership and local acceptance.

SOMALILAND

Outcome 1: Civic participation increased for youth to network and dialogue

a) Civic Engagement Training

In collaboration with MoE, SONYO conducted three civic engagement trainings for 66 (33 male; 33 female) student leaders from three schools: Haji Aden, New Erigavo, both in Sanaag region, and Bursade in Sahil region. These trainings were designed to equip the student leaders with leadership, conflict resolution and civic engagement and participation skills to help them effectively participate in the school decision-making process and develop and implement civic engagement plans.

Prior to the trainings, SONYO conducted mobilization activities and worked closely with each respective school administration and CEC on the establishment of student club leaders that represent all grades. To ensure gender representation in the student leadership clubs, members of the Girls Empowerment Forum (GEFs) in each of the target schools were represented in the student leadership body for civic engagement activities and student mobilization. To apply their leadership, teambuilding and civic engagement skills, the students developed civic action plans on concrete issues at their school and local community that were drawn from their own daily experiences and mobilized their peers and communities around the issues identified.

The students at Haji Adam and New Erigavo Secondary Schools carried-out reforestation campaigns in their respective schools by planting trees, flowers and grass to create a green environment for their schools. The students bought seedlings from the Somaliland Ministry of Environment offices in Erigavo. They also created eco-club teams who will monitor the plants and ensure proper watering of the plants. So far, 766 (480M: 286F) participants were reached through these civic action events organized by the trained youth. The school managements of Haji Adam and New Erigavo Secondary Schools facilitated these activities.

Outcome 2: Youth-led-advocacy efforts strengthened to influence policy decisions

a) Advocacy Discussions/Forums

In February and March 2016, SONYO, in collaboration with the Ministry of Youth, Sports and Tourism (MOYS&T) and the Regional Youth Advocacy Taskforce (RYAT) in Sahil and Sanaag regions conducted advocacy campaigns for out-of-school youth in Berbera and Erigavo respectively. Both events were attended by high profile government representatives, including local council members, representatives from local universities, political leaders in the region, and SONYO regional coordinators.

The event was preceded by a one-day planning session with each Regional Youth Advocacy Taskforce (RYATF) on the expectations of the management of the forum. During the discussions, several issues affecting the youth were discussed in the debate but the most critical issue was illegal migration and human trafficking. The panelists pointed-out the only way to reduce the illegal youth migration is to develop a law restricting the influx of youth illegally migrating from the country. Both events attracted an estimated 1570 number of participants with the majority being the targeted at-risk youth.

b) Commemoration of Somaliland Youth Day

On 20 February 2016, SONYO organized a large event to commemorate the Somaliland National Youth Day in Hargeisa in collaboration with Ministry of Youth, Sports and Tourism and Ministry of Education and Higher Studies. Representatives from all the 54 SONYO member organizations throughout Somaliland attended the commemoration. The event consisted of two main parts; a marching event that was held in the morning of 20th February and an evening event that brought

together all political parties and key government Ministers as well as community leaders who came to show the young people importance of the day and the contribution by the youth themselves. Leaders of the political parties delivered inspirational speeches, promising to promote the roles young people play in decision making. The trained student leaders from 26-June Secondary School were waving the Somaliland flag and the banners with the name of their school and slogans for this great event. Other SYLI public secondary schools, including Farah Omer and Mohamoud Ahmed Ali Secondary School also played important roles in the commemoration.

Outcome 3: Management of youth development interventions improved through capacity building of Ministry of Youth Officials

a) Youth Center Rehabilitation

In January 2016, in collaboration with SONYO the Mayor of Gebiley who donated land and other financial support for the SYLI youth center in his city sent a team to Hargeisa, including local councilors and engineers to assess the different designs of the existing youth centers in Hargeisa. The team visited four different youth centers in Hargeisa and returned to Gabiley with essential inputs. This was a very important step taken towards the agreement and development of the final youth center designs. In March, 2016, two officials from Mercy Corps, including a project engineer and SONYO visited the proposed site for the youth center in Gebiley to get the right measurements of the area and record the GPS coordinates for the location and finalize the drafted design for the youth centers.

PUNTLAND

Outcome 1: Civic participation increased for youth to network and dialogue

a) Civic Engagement Training

In collaboration with the Puntland MoE, MUDAN conducted school-based civic engagement trainings for 66 (34M, 33F) student leaders in three SYLI supported schools: Xarfo in Mudug region, Taleex and Kalabayr Schools in Sool region. The objective of the trainings were to support in-school youth leaders with essential life-skills and empower them to make informed and meaningful civic action events on local issues affecting them. The events were presided by the Regional or District Education Officers who emphasized the importance of these trainings in preparing students for lives of purpose and encouraged the participants to fully apply the knowledge and skills they gained from the training to improve their schools and communities. Among other things, students were trained on leadership, conflict resolution, resource mobilization and fundraising activities that would lead to student-led civic action events. A post training evaluation revealed that participants ranked the training as relevant in terms of training materials, knowledge transfer, course coverage and training approach. At the end of the training, the students developed civic action plans aimed at increasing civic engagement activities at their school level.

Further, MUDAN together with Dangorayo secondary school community conducted one-day civic action event on the reviving the Somali traditional and culture through Got Talent's Championship among 10 representative students from each class from Form I up to Form IV. The school teachers along with the District Education Officer and CECs were in panel of the contest. The contest started in the morning and ended in the afternoon with the attendance of majority of students in the school, parents and other community members. The outcome of the event was positive and has strengthened the relationship among the students, gave the opportunity to present their talent in rehearsing Somali & Arabic poems and awakened the dire necessity of the importance of making alive Somali traditional culture and to teach and display for the young generation. More than 110 people including students, teachers, CECs, Ministry of Education, and SYLI consortium partners (MUDAN and Mercy Corps) attended the event.

Outcome 2: Youth-led-advocacy efforts strengthened to influence policy decisions

a) Puntland Youth Umbrella Network (PYAN)

Following the successful completion of the establishment of Puntland Youth Association Network (PYAN) and the elections of chairman and the vice for term of six month in September 2015, MUDAN and Mercy Corps continued their support of the established new umbrella. MUDAN procured office equipment and furniture for PYAN to help them operationalize their new office and mobilize them to advocate for youth issues affecting the community. In March, PYAN organized a two-day meeting to discuss the future of the umbrella, as the six month term of the leadership was coming to an end. This meeting was participated by the General Assembly, which consists of representatives from all the regional youth umbrellas since they are highest principal organ of the umbrella after long discussion the GA agreed to extend the term of the existing chairman and it's B.O.D for two years and ministry officially endorsed this extension.

b) Youth Advocacy Forum

During the quarter, MUDAN organized a reactivation meeting for all the Puntland Regional Youth Advocacy Taskforces (RYAT) in Garowe. Following the mobilization meeting, MUDAN worked closely with RYAT and Ministry of Youth Labor and Sports (MoYL&S) and successfully conducted regional advocacy forums in the Nugaal, Bari, Karkaar, Sanaag and Mudug regions. The forums mobilized stakeholders including government officials, youth at-risk, elders, religious leaders. During the first day, victims of illegal migration were invited to discuss the challenges that forced them to illegally migrate from the country and risks they faced during the adventurous journey. This was followed by a general discussion on the issues affecting the youth in each region. During the second day, decision-makers and other community actors listened to the challenges expressed by the youth to jointly brainstorm for lasting solutions. The main objective of these forums was to initiate dialogue between youth and their government officials on the issues effecting youth in each region and to bring the outcome to the forefront of the national debate by encouraging decision makers to support responsive youth interventions at the policy level. The findings of these discussions are expected to be considered to be included in the draft Puntland Youth Policy for amendment. Below are the key deliberations in each region:

Karkaar: The youth advocacy taskforce facilitated a two-day forum in Qardho with attendance of over an estimated 100 youth and the prominent individuals in the region to address the existing youth challenges affecting Karkaar region and to generate vital ideas based on the needs of the region. The youth participants suggested three main factors that primarily effected youth in the Karkaar region namely; unemployment, lack of youth political participation and role of young females in the community. The participants emphasized the need for youth to get space in the local and central government positions.

Bari: The taskforce conducted the forum in Bosaso with attendance of over 100 youth and prominent figures in the community to address the challenges faced with youth in Bosaso and to solicit input from the youth themselves. While some youth expressed isolation from the community and a sense of hopelessness, others were very vocal and suggested five main points that primarily affect them in the Bari region. These included illegal migration, unemployment, a lack of proper youth engagement, drug addiction, and discrimination in employment and resource allocation and distribution.

Sanaag: The taskforce conducted a forum in the Badhan district with participation from over 100 youth groups, government officials, and community members. The forum was officially opened by

the Governor of Sanaag region who welcomed participants and highlighted the importance of the youth forum and the platform provided to them to discuss their issues, pointing out many challenges that youth in the region face. The forum identified unemployment, illegal migration, limited educational opportunities and health facilities and unfair employment to be the biggest factors affecting youth in Sanaag region.

Mudug: The taskforce facilitated a regional youth forum in Galkacyo to identify the challenges facing youth in the region and presented the outcome of the forum to the prominent government and community elders attending the event. The identified challenges included illegal youth migration, recurrent clan conflicts, and unemployment. The forum brought together an estimated 100 young people from different youth groups and community members.

Nugaal: Similarly the regional youth task force in Garowe organized a two-day regional advocacy forum that was attended by more than 100 youth representatives from the different youth groups and government officials, including MPs, DG of MoLYS and the Deputy Governor of Nugal region. The participant discussion deliberated illegal migration, limited political participation, unemployment and lack of youth recreational facilities/sites as the main challenges facing youth.

The forums were concluded with positive feedback to the draft Puntland Youth Policy. The youth participants were able to have their say and articulate their challenges to the prominent leaders in their regions (elders, businessmen, women groups and government officials including, Governors, Regional Officers, Ministries, and MPs). MoLYS officials led by Minister Abdirahman Sheikh and the Speaker of Puntland Parliament promised they will support the ideas collected from the youth across all the regions to be included in the draft youth policy. The Speaker stated they will support approval of recommended policies at the Parliament and will help Ministry of Youth implement the updated Puntland Youth Policy. The government officials who attended the forums appreciated the agencies that facilitated the regional advocacy forums (USAID, Mercy Corps and MUDAN) for their role in initiating dialogue between the youth and stakeholders on the challenges facing Puntland youth. They also encouraged the youth and their leaders to come up with concrete steps to tackle the identified challenges by influencing the Puntland Cabinet and Parliament to implement the outcome of these significant forums which directly reflected the needs of the youth. Finally, the youth were content to ask their government officials and the government officials felt such initiative strengthens accountability and fairness since the voice of the youth is raising up through direct dialogue among the youth, prominent individuals in the communities and the government. SYLI has been providing positive opportunities to the Somalia youth by creating platforms where youth at-risk can voice their concerns to their leaders and to develop a communal approach for their engagement for positive contribution.

National Youth Policy Review

In March 2016, MUDAN organized a national advocacy campaign on policy review. The event was participated by 150 youth from different regions of Puntland including regional youth task forces who conducted regional advocacy forums and the youth leaders from Puntland youth regional networks. The objective of the forum was to present to the participants the findings of the critical issues effecting the youth in Puntland which was collected from the regions. The forum was officially opened by Puntland Ministry of Youth Labor and Sports Hon. Abdirahman Sheikh Ahmed Abdulle who had this to say *"I am so happy to participate in this significant forum that gathered the youth from all regions of Puntland to discuss the critical issues affecting them. The ministry agrees to start the review of Puntland National Youth Policy and the SYLI MUDAN team can start supporting this effort"*. Finally, the ministry officials declared that the Puntland Youth Policy is open for review and amendment and SYLI will take the lead in the finalization of this policy.

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

Outcome 1: Civic participation increased for youth to network and dialogue

a) Civic Engagement Training

SYLF jointly with the Federal Ministry of Education (MOE) conducted civic engagement training for 22 (11 male, 11 female) youth at Farjano Secondary in Kismayu in March 2016. The civic engagement training was designed to help the students increase their knowledge and skills to plan out public service events. This involves brainstorming and identifying issues and developing plans for appropriate civic actions that can help address the issues identified, such as illegal youth migration, piracy, extremism, and girls' access to education. The overall goal was to enable the students to become better citizens who can lead in the implementation of youth-led civic engagement events, which can help them gain solid experiences on serving their fellow citizens or peers in their community or school. The training covered essential life-skills topics such as, civic engagement, and career counseling to guide students to take informed and meaningful actions on local issues affecting them.

Together with the training facilitator, students from the school developed civic action plans that will be reviewed by SYLF, the school management and CECs for implementation. MoE Minister Dr. Khadar requested from the SYLI consortium to incorporate a service learning component into the civic engagement activities. SYLI team drafted a concept note and an implementation plan which was shared with the Ministry. Despite meeting with the DG, the ministry requested more time to review the concept note and implementation plan.

Outcome 2: Youth-led-advocacy efforts strengthened to influence policy decisions

a) Advocacy trainings and Youth Network Forums

Following continuous mobilization and engagement of youth in Mudug and Galgaduud regions together with the local administration, SYLF successfully conducted a youth advocacy forum in Adado town, Galmudug State. The forum, attended by an estimated 100 youth was officially opened by the Galmudug State Minister for youth and Sports Mr. Warsame Joodah Hassan who had specifically cut a trip to Mogadishu short and flew in for this event, which was targeting the regional youth particularly youth at-risk. Other high ranking officials were to attend but later on sent their blessings as they were engaged with a visiting federal delegation in town. The objective of the forum was to raise awareness on pressing issues affecting youth in the Galmudug region as well as identifying advocacy and civic engagement activities that are of priority to the youth in Galmudug. The event acted as a platform for youth in the region to start formal processes of uniting all the fragmented youth groups in the region under a formal body or network in which they can forge stronger ties and a better negotiating power with community leaders and government officials, as youth in the area are one of the most vulnerable in the central regions. During the discussions, two strong themes emerged; the issue of youth unemployment and the risk of illegal youth migration and violence.

Participants from ten districts in Galmudug state were vocal in their appeal for youth to be given opportunities for employment and skills that enable them to nurture young people's talents and create jobs themselves. This was seen as a pressing issue that needed to be urgently addressed by all stakeholders concerned. Participants also discussed and vowed to discourage others from criminal activities and the deadly illegal youth migration that is driven by frustration and desperation among the youth. Two participants (one of them a girl) have captivated the imagination of those present when they narrated in detail the harrowing ordeals they have gone through when they went on a *tahriib*. While many young people are beginning to realize the dangers involved in the

adventurous trip, conditions need to improve in their own country for them to finally regard these journeys as dangerous, unnecessary deadly trips that no one needs to go through. On a trip through Adado to Galkayo, a distance of more than 130Km, SYLF team could clearly see the efforts by youth groups including keeping the peace and erecting monuments that welcome visitors to their town. In fact, a similar trip through road in many areas in the south is almost impossible. Therefore, investing in the youth in areas with fragile peace should be a priority as way of consolidating gains made so far against insurgency groups.

Nonetheless, the SYLF team can also proudly report achievements of two other forums that were held in South West and Jubaland earlier. Although the events took place in the final week of December 2015 and first week of January 2016, the effects of these forums are still felt within the targeted host communities:

- In the South West forum where SYLF has engaged the youth in vigorous debates with their local government, the South West team have taken these issues to the High Level Partnership Forum on Somalia held in Istanbul in February 2016 with some of the youth engaged actually travelling to the Forum. This could be seen as the fruit of SYLI efforts and the beginning of actively engaging youth to empower themselves.
- Following the Jubaland Youth Forum organized by SYLF team, the Jubaland youth gained much experience from the event and together with the Ministry of Social Affairs organized a Youth Forum for the youth from across all Somalia where youth interacted and discussed issues with fellow countrymen. This was barely two months after officials and the youth hailed SYLI efforts as the first ever for Jubaland youth and marking the 4th of January as the official Youth Day in the state.
- Additionally, in South West State youth groups are working together to form youth councils with the assistance of USAID-funded Transitional Initiative for Somalia (TIS) Plus where in Jubaland youth groups and regional authorities are preparing for bringing together youth groups in Kismayu.

Outcome 3: Management of youth development interventions improved through capacity building of Ministry of Youth Officials

a) Training of Ministry of Youth staff

During the previous quarter, SYLF in collaboration with Mercy Corps and the Federal Government Ministry of Youth and Sports (MoY&S) conducted a capacity building training for 14 officials (12M, 2F) at the Department of Youth. The second phase of capacity building training for the Ministry of Youth officials from the federal and regional Governments was initially planned for the reporting period (January-March 2016). However, the Minister in charge of the Youth and Sports at the federal level disagreed at the last minute without giving any reasons thereof. SYLF team tried unsuccessfully to get some explanation but later on abandoned the whole exercise together due to the following reasons:

- a. The team had in the previous quarter facilitated the training of 14 officials and their head of department which was important in the capacity building exercise. This was the required target in the implementation plan, with some remaining funds on this line, SYLF wanted to use it for training additional Ministry of Youth officials at the regional levels.
- b. One other organization was involved in capacity building issues for the ministry during this reporting period and hence would mean duplication of efforts and therefore this had to be reconsidered.

a) Youth Center Rehabilitation

SYLF in collaboration with Ministry of Youth and Sports continued the preparations of the youth center rehabilitation. This activity hasn't shifted into any gear as of now due to challenges with identifying and selecting a venue. The Ministry of Youth has taken too long to finally inform the team of the unavailability of space in Mogadishu for this activity. SYLF team has subsequently recommended it to be shifted to Baidoa due to the need there and the region lagging behind in terms of development interventions. SYLF team has finally received recommendation letters from both the federal and regional ministries regarding this activity and could finally take place starting with the general and technical assessments. However, this activity will be taken over by Mercy Corps after May 31, when the sub agreement contract with SYLF expires.

IV. PROGRESS AGAINST TARGETS

Objective	Indicator	Baseline	Program Target	FY16-Q2 Achievement		Cumulative Achievement													
				Male	Female	Male	Female												
IRI.1: Students have increased access to formal secondary education through construction and/or rehabilitation of 93 schools	1.1.1 Number of classrooms built or repaired with USG assistance [F-Indicator IIP-3.2.1-39]	0	400	8		245													
	1.1.2 Number of other types of structures constructed or rehabilitated with USG assistance	0	576	15		337													
	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	13,995 ¹	7,659	13,995	7,659												
	1.1.4 Percentage of learners having completed their grade	n/a	85	98%	94%	98%	94%												
	1.1.5 Percentage of female learners having completed their grade	0	80	94%		94%													
	1.1.6 Percentage increase in secondary enrolment in supported secondary schools	0	5%	1.7%	8.3%	1.7%	8.3%												
	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	1,755	88												
	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		34													
	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	54		9,964													
	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	1.3.1 Number of administrators and officials successfully trained with USG support [F-Indicator IIP-3.2.1-3]	0	200	0	0	86	12												

¹ Enrollment has been collected from 7 new schools during the quarter in South Central Somalia where the construction has started and schools operationalized

Objective	Indicator	Baseline	Program Target	FY16-Q2 Achievement		Cumulative Achievement	
				Male	Female	Male	Female
improved through capacity building of 200 regional education officials	1.3.2 Percentage of schools visited and supported by education officials	n/a	40%	0		0	
	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		2	
	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%	0		0	
IR2.1: 12,700 youth access NFE	2.1.1 Number of persons completing Non-Formal Education training programs	0	12,700	448	1,298	2,246	7,945
	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	78	76	514	384
	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	2,170		34,260	
	Proportion of females who report increased self-efficacy at the conclusion of USG supported training/programming [F-Indicator GNDR-3]	0	80%	-		-	
	3.1.4 Number of community mobilization and service events initiated and carried out by youth	0	50	1		25	
	3.2.3 Number of action campaigns carried out by Youth	0	8	0		5	
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%				

Objective	Indicator	Baseline	Program Target	FY16-Q2 Achievement		Cumulative Achievement	
				Male	Female	Male	Female
	Number of public policies introduced, adopted, repealed, changed or implemented consistent with citizen input [F-Indicator 2.4.1-12]	0	3	0		0	
IR3.3: Management of youth development interventions improved through capacity building of at least 40 Ministry of Youth Officials and rehabilitation of 3 youth centers	Number of youth centers rehabilitated with USG assistance	0	3	0		0	
	Number of Ministry of youth staff successfully trained with USG support	0	40	0	0	71	17

V. PERFORMANCE MONITORING

During the quarter, a delegation headed by Honorable Minister of Education, Mr. Abdulahi Ibrahim Habane conducted an official work visit to Togdheer region. The purpose of the Minister's visit was to monitor programs implemented by CARE, SYLI partner in collaboration with the MoE in the eastern regions of Somaliland. It was a great opportunity for the Minister and his delegation to visit the on-going in-service teacher training for the secondary school teachers from Sool, Sanaag, and Togdheer in Burao University. The Minister plans to conduct more regular visits to ensure skills gained are applied in the classroom to improve the quality of teaching and learning in secondary schools. The Minister of State conducted a similar visit to Nugal University where 34 secondary school teachers were undertaking in-service teacher training. The visits were appreciated both by the universities and the trainees who rarely see the top management of the ministries. The Minister also visited Burao Technical Institute (BTI) and several SYLI secondary schools in Burao and appreciated CARE's contribution to education in Somaliland particularly in the eastern regions.

VI. LESSONS LEARNED

Third Party Monitoring and Verification (SPSS and SEAS)

International Business and Technical Consultants Inc. (IBTCI) implements Somalia Program Support Services (SPSS) for USAID/Somalia programs to provide ongoing monitoring, verification, and evaluation support to programming through delivery of timely qualitative, quantitative, and analytical information to assist USAID in meeting its short, medium, and long term programming objectives.

Below are the summaries of all flags, actions, and learning points identified in the second round of verifications to all SYLI partners. A total of 53 site visits were conducted from January - February 2016 and documented in 34 verification reports.

#	FLAGS IDENTIFIED		RESOLUTION
1	Green (34), Yellow (0) and Red (0)	>	

#	REQUIRED ACTION POINTS BASED ON SPSS FINDINGS		RESOLUTION
1	SYLI should confirm whether a standard package of incentives and support for living costs is provided to all trainees, or whether this is based on local assessment of need / cost of living	>	The incentive package and living cost of the trainings (in-service/pre-service) differ and is based on the expenses incurred during the training. Trainees from inside (the city where the training is conducted) are only given transport while trainees from outside are given extra to offset the accommodation and subsistence cost incurred during their stay.
2	SYLI should confirm whether a standard package of training materials is given to all trainees (pre-service / in-service), for respective courses, or whether provision is based on institution-level needs assessment	>	There is standard training package for both pre-service and in-service teacher training. The in-service modules (5) are developed by SYLI jointly with Ministry of Education while the pre-service modules are developed by the EC.

#	REQUIRED ACTION POINTS BASED ON SEAS FINDINGS		RESOLUTION
1	Rain water gutters should be fixed as per BoQ descriptions for Farjano Secondary School	>	SYLI partner Juba Foundation has been instructed to fix the gutters as per the BoQ and JF has agreed.
2	Ministry of Education in Kismayu and Ganane school management to be notified in writing on the danger of dilapidated buildings	>	SYLI DCOP is scheduled to travel to Kismayu to notify the MoE and Ganane school management to address the concerns raised.
3	Provision of ramp to Rugta, Khalid Bin Walid, Farjano Secondary schools will enhance facility functionality to handicapped members of the society		This was not part of the BoQ, but Mercy Corps has agreed to consider the recommendation for future constructions.
4	Latrines should always be separated for girls and boys, so as to encourage girls to attend school		MC and SYLI partner (Juba Foundation) have been instructed to separate the latrines for both boys and girls.
5	Latrines should always be separated for girls and boys, so as to encourage girls to attend school		SYLI partner, Juba Foundation has been instructed to provide the ventilations for the latrines and has agreed to do so.

#	LEARNING POINTS FOR FUTURE BASED ON SPSS FINDINGS		RESPONSE / IMPLEMENTATION ACTION PLAN
1	SYLI to occasionally review selection criteria for any or all training activities, and adherence to such, to ensure that all trainees are sufficiently and appropriately motivated to attend respective training activities	>	SYLI partners jointly with relevant ministries will review existing selection criteria for future trainings to reflect the dynamics/requirements and will adhere to it.
2	IP to confirm its continued and increased ability to select trainees from SYLI-supported schools, rather than from non-SYLI supported schools	>	Due to absence of a numerous functional supported schools in the south, most of the teachers selected for the previous training were from non-supported schools. In upcoming trainings, priority will be given to the teachers from SYLI supported schools.

#	LEARNING POINTS FOR FUTURE BASED ON SEAS FINDINGS		RESPONSE / IMPLEMENTATION ACTION PLAN
1	Designs should incorporate: - Ramps to be provided, in addition to steps, in the event that disabled persons may need to access the facilities - Rain water gutters and collection items - Kitchenette, guard house, solid waste collection and other essential amenities - All necessary core functions and	>	SYLI will provide ramps, steps and rain water gutters in our designs. However, provision of guard house and solid waste collection is the responsibility of the CEC and school administration.

	accommodation needs for proper utilization of facilities, as intended		
2	IPs should provide guidance to contractors on safe storage of building materials and debris on site	>	SYLI/Mercy Corps will develop the necessary guidelines to address the safety storage of building material and debris.
3	Bituminous paint should be used on plinths in future		All current designs incorporate bituminous paint for the plinth area.

Equitable distribution of resources

SYLI emphasizes equitable distribution of resources to avoid exclusivity during program implementations and to base all decisions with evidence. Experience shows that dominant communities/groups/politicians who control the decision making processes allocate resources with the exclusion of some, thus aggravating their dire situations. To mitigate this, Mercy Corps complies with the Do No Harm policy to ensure these trends are checked and reversed to avoid unintended negative affects because of the program.

Development of BoQ based on the local market

During the quarter, SYLI learned the importance of putting into consideration the availability of materials in the local market as well as the market prices and fluctuations. Though some of the items are standard across the regions, their availability in the local market will determine the smooth implementation of the construction work. This will minimize the risk of exploiting a potential contractor.

Community Contribution

During the quarter, the community, as usual, continued to play a key role in contributing in kind or cash towards the development of their respective schools. This is aimed at enhancing community ownership, and reinforcing the sustainability of activities beyond the life of the SYLI program. Supported schools in Somaliland and Puntland have long term (three-year) School Improvement Plans (SIPs) and the schools are required to raise 30% of the school grant as a community match. So far, schools that have implemented their SIP activities were 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.

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 Somaliland and Puntland during phase I of the program and an environmental mitigation and monitoring plan (EMMP) of the report guided the SYLI construction activities. The same EMMP has been applied in phase II. The following measures have been undertaken in phase I and the same continues 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

SYLI is a key partner of the education sector in Somalia and regularly attends Education Sector Coordination (ESC) meetings, education sectors working groups, and steering committee meetings to ensure efficient interventions and minimize duplication of roles/efforts. These are collaborate platforms with the aim of partners complementing each other for the common good of the target communities/regions. Key issues discussed and resolved during the quarter include; preparations for the upcoming Joint Review of Education Sector (JRES) in all regions, sharing findings of the school supervisions and English competency test commissioned by SYLI, finalization of the education policy, curriculum review, and production of secondary textbooks in Somaliland.

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 ESSPs that the program is contributing to include: expansion in-service teacher trainings, increasing the quantity of teaching and learning resources in schools, finalization of the curriculum framework, and the draft educational policies. Also, prioritized outputs for the Puntland ESSP which SYLI is contributing towards include: strengthening MoE capacity at the 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, in-service training, and increasing the percentage of girls in the secondary schools. In South Central Somalia ESSP priorities supported include: institutional development, development of policies, implementation plans, supporting EMIS for the use of evidence-based decision-making, improved access to relevant education, reduction in gender inequality with regards to both access to education services, and improved levels of literacy and numeracy.

The SYLI consortium continues to nurture cordial relationships with the respective Ministries (Education, & Youth) in Somaliland, Puntland and South Central and has increased its effort to facilitate technical support to ensure that the ownership of program activities are realized. During the period under review, several meetings were convened with the respective ministries and departments across the areas to review and discuss joint implementation strategies, review progress and discuss and resolve challenges. For instance, the MoE leads the quality control committees for the pre-service teachers training and supervision of constructions. Also, SYLI actively participates in the Education Sector Coordination (ESC) meetings which serve as a collaboration and communication platform that partners use to avoid duplication of work as well as build synergies of the service delivery in the respective regions.

The validation and finalization of Somaliland National Education Policy was a major boost for the sector that has remained for many years with out policy. The policy is crucial for guiding the education sector development, sub-sector growth, private sector engagement, and community participation in the sector planning and development.

X. PROGRESS ON GENDER STRATEGY

During the quarter, the SYLI Gender Advisor in collaboration with MoE gender unit conducted a GEF leaders' training that is geared towards promoting girl child education. The program involved MoE gender officers and a female teacher to ensure the objective of the

program is realized. The GEF learners came up with action plans after the training that will be integrated into the school improvement. SYLI jointly with the CEC included a line item in the SIP grant to facilitate the implementation of these action plans. In addition, the region nominated Gender Focal Point (GFP) – a female program officer to spearhead the implementation of the gender integration plan with the support of the Gender Advisor.

XI. SUSTAINABILITY

SYLI prioritizes building the capacity of the local ministry officials and other existing community structures in the interest of sustainability. This is evident throughout the implementation of SYLI activities since authorization of all program activities are entrenched in our operations. Another key element is the continuous joint monitoring and coordination meetings that facilitate and document progress towards sustainability. SYLI likewise ensures MoE at the forefront if not the lead in all quality control measures. In some instances the ministry authorizes payment for program activities to strengthen their participation, ownership and management of program output which is geared towards ensuring sustainability in the event of phase out.

XII. ACTIVITY ADMINISTRATION

a) Constraints and Critical Issues

Security has been difficult particularly in South Central Somalia as some of the target regions are still inaccessible resulting in delays in achieving planned activities. During the quarter, the MoE Federal Government has provided some accessible schools to the consortium where technical assessments were conducted. Due to these constraints and delays the consortium has requested a No Cost Extension of nine months from October 1, 2016 to June 29, 2017.

A key challenge experienced during the quarter includes the prolonged delay in the approval of construction designs hindering timely delivery of program activities. Knowing most of the software element of the program is hitched to construction of schools, the approval of designs should be fast tracked.

b) Personnel

The role of a M&E Advisor for SYLI to address gaps in data management and quality of reports was discussed and agreed upon with USAID. The Scope of Work for the position has been reviewed and approved. The M&E Advisor is expected to be on board in the next quarter.

c) Contract, Award or Cooperative Agreement Modifications and Amendments

There were no modifications during the quarter.