

# SOMALIA YOUTH LIVELIHOOD PROGRAM (SLYP)

## Proposed Program Description & Assessment Findings



Submitted by Education Development Center, Inc.  
Associate Award #623-A-00-08-00053-00  
Under EQUIP3 Cooperative Agreement  
November 2008

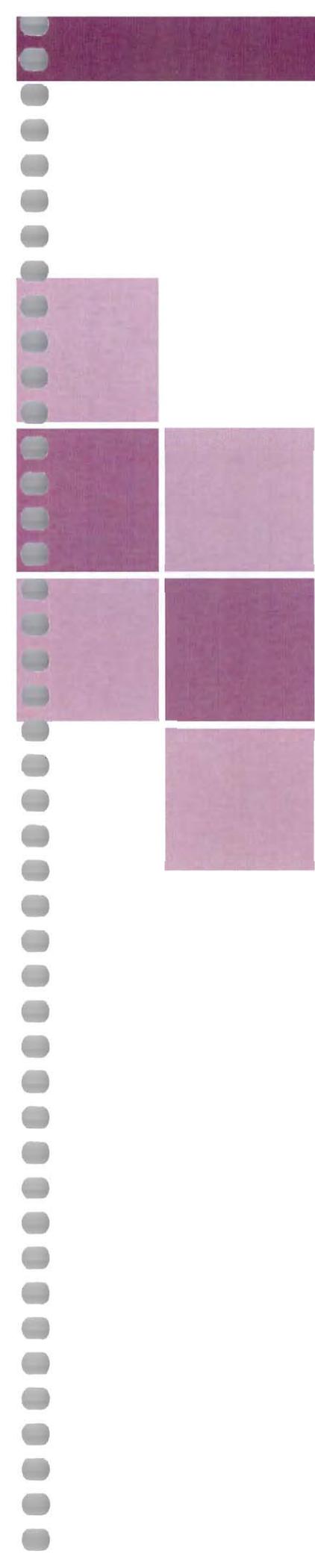


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Education Development Center, Inc.





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*Proposed Program Description & Assessment*  
*Findings*

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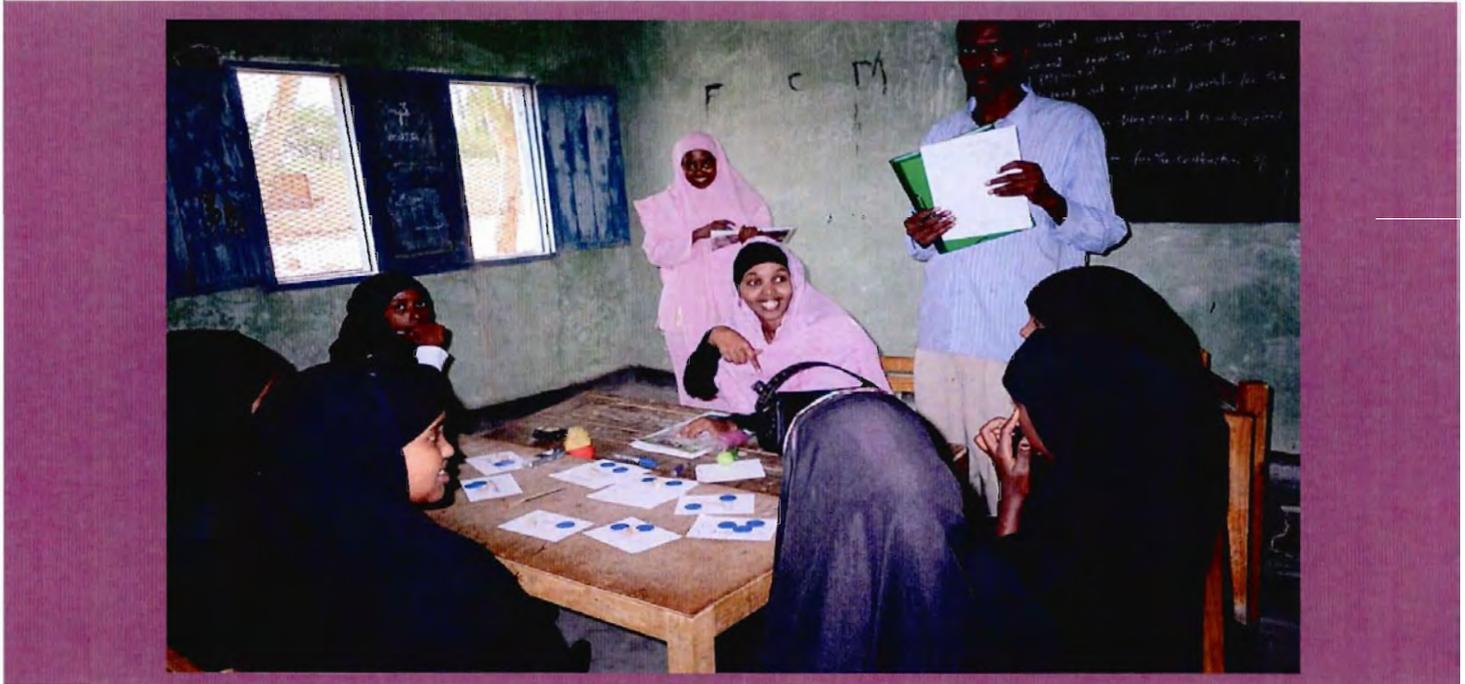
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# EXECUTIVE SUMMARY



Help youth gain work experience and strengthen the relationship between the private sector and youth education and training institutions...

The Somali Youth Livelihood Program (SYLP) is proposed as a 16-month program whose purpose is to add to the stability and development of Somalia by engaging 1200 Somali youth ages 15-24 years old in market-driven employment opportunities. The program proposes to launch a **Livelihood Opportunities Resource Center** (LORC) which will help youth gain work experience and strengthen the relationship between the private sector and youth education and training institutions. The program will be implemented by trained staff devoted to preparing young people for workforce readiness and work placement opportunities.

The program is a response to the EQUIP3/SLYP assessment finding for a mechanism that can work with Somali employers to better understand their need for skills; assist education and training providers in developing programs that are focused on meeting labor market demand; and help youth find and successfully pursue livelihood and work opportunities.

The Livelihood Opportunities Resource Center will be based in Hargeisa with satellite offices in Burco, and Las Anood. It is envisioned that the center will be accessible to a wide variety of youth, including those with low literacy levels, as well as secondary school and university graduates. Special attention will be given to assisting at-risk sub-groups of youth, such as those who are out-of-school and unemployed, youth who are at risk for participating in extremist organizations or militias, and females.

Ongoing activities will include: career counseling, skill needs assessments with the private sector, work matching that will connect 1200 Somali youth to jobs, livelihood, and entrepreneurship opportunities. The Center will develop workforce readiness and entrepreneurship certification programs designed to enhance the employability and self-employment potential and careers of youth who participate in the program.

The program will be managed by Education Development Center with regional headquarters in Hargeisa. It will have professional local staff in the roles of Project Director, Opportunity Placement Director, Opportunity Placement Specialists, a Youth Counseling Director, Youth Development Specialists, Information and Communications Technology Manager and a Finance Manager. Some of these staff may be recruited through partnerships with existing local institutions. Project oversight and technical support will be provided by the EDC home office and complemented by Kenya-based specialists.

The strategy to reach out to youth will rely on partnerships with existing NGOs vocational and technical and higher education institutions. These institutions will serve as “feeder” partners recommending a pool of their graduates to participate in Livelihoods Opportunities Resource Center activities.

EDC proposes to partner, through a sub-award arrangement, with Souktel, a US firm that helps developing countries organize IT-based youth employment systems. Souktel will provide an SMS-based - “JobMatch” Technology - that can match youth to jobs and entrepreneurial opportunities.

The following Somaliland organizations are illustrative of partners with whom the Somali Youth Livelihood Program can enter into a partnership to implement its program. The common theme is engagement in the services of the Livelihood Opportunities Resource Center.

**Preparing and Trainer roles:**

1. Somaliland National Youth Organization (SONYO), Hargeisa
2. Solidarity Youth Voluntary Organization (SOYVO), BURAO
3. Link Youth Voluntary Organization (LYVO), Las Anood
4. University of Hargeisa

**Matching (recruitment):**

1. Somaliland National Youth Organization (SONYO), Hargeisa
2. BBC World Service Trust, Regional Office, Nairobi and EDC SIRIP (Somali Interactive Radio Instruction Program)

**Work Opportunities:**

1. Dahabshil Co., Hargeisa

2. Somaliland Chamber of Commerce, Industry and Agriculture, Hargeisa
3. Somaliland Civil Service Commission

**Accompaniment:**

1. Somaliland National Youth Organization (SONYO), Hargeisa
2. Solidarity Youth Voluntary Organization (SOYVO), BURAO
3. Link Youth Voluntary Organization (LYVO), Las Anood

## 2. ASSESSMENT FINDINGS AND PRINCIPLES OF OUR APPROACH

### 2.1 Assessment Findings

A project design assessment was conducted in Somaliland, namely Hargeisa, Burco, and Las Anood, between October 30<sup>th</sup> and November 13<sup>th</sup>. The purpose of this assessment was to better understand current livelihood needs and opportunities for Somali youth, design a new livelihoods project for 1,200 Somali youth.

#### Assessment Approach

Three methods were used to collect information from various stakeholders:

1. Individual unstructured interviews: Conducted with over 40 people that included representatives of the Somaliland government, private sector, non-government organizations (local and international), and international agencies. These consultations helped assess current youth livelihoods initiatives and gap areas and the potential contributions to the project of the private sector, government, and NGOs.
2. Market-research interviews: Conducted with 16 vocational/training institutions, non-government organizations, and representatives of the private sector. These more structured interviews aimed to identify promising sectors and/or specific industries that may offer youth livelihoods opportunities, as well as education and training programs that can be used to help build youth livelihood capacity.
3. Youth focus groups: Conducted with more than 130 youth (50% men and 50% women) to better understand their workforce realities and current roles. Two methodologies were used. The “money flow” methodology focused on the role youth play in their personal and family economy; for example, where they get money from, what they do with it, and the decision making that takes place in that process. The “livelihoods” methodology, which identifies the mechanisms that youth currently use to look for jobs, the perceived effectiveness of each mechanism, and the degree to which those mechanisms are accessible to them.

Following is a summary of the main assessment findings that have project design implications. (A more complete list of qualitative data from Youth Focus Groups can be found in Annex 3.) Most of these findings are taken into account in the proposed project design. These findings helped shape “what” type of intervention would be preferred and “how” the specific components of the project should be carried out.

*Results show that a successful youth livelihoods project in Somaliland should:*

**Create and support youth’s transition from education/training to livelihood opportunities** – There are institutions and programs offering direct vocational and technical training to youth. They are well regarded, but limited in scope. These include Promoting Employment Through Training (PETT) program, HAVOYOCO, Candlelight, and Dose of Hope in Hargeisa. Assessment results show that these training programs lack strategic ways of linking their young graduates to livelihood opportunities. Educators and trainers in existing initiatives explained that they don’t have the resources or expertise to carry out the work necessary to link their graduates to jobs and livelihood opportunities; they are focused on providing technical skills. The same gap was identified in universities, as the Director of a new private university in Hargeisa explained “we honestly didn’t think about job opportunities yet, we hope that our graduates create jobs for themselves and others.” Providing support for youth to successfully transition from universities or technical/vocational institutions to internships, jobs, or self-employment would address the missing link to livelihoods and build upon existing efforts.

**Build stronger links between employers and education & training providers.** The assessment found only occasional communication between employers and education/training institutions. The University of Hargeisa, contracted by the Public Service Commission, conducted a skills-needs assessment for the government which employs over 4,000 people and became better informed about skill sets needed by the government. One of the largest employers, Telesom, spoke of the hope to connect with universities to conduct training that can support their business interests, e.g., training

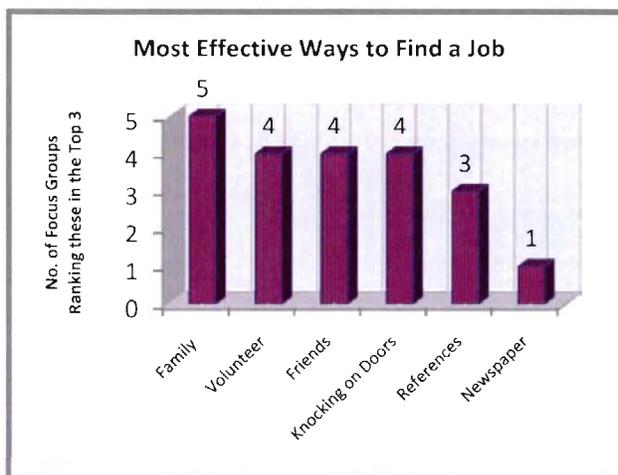
## 2. ASSESSMENT FINDINGS AND PRINCIPLES OF OUR APPROACH

for technicians working in air conditioning, telecommunications, electronic office equipment, dairy processing, and soft drink and water purification. Private businesses highlighted that they expect youth to have certain entry-level skills in computer technology, exhibit positive work behaviors and not have any negative habits like *khat* chewing. They admitted that if people entered with these “soft skills,” they would be more likely to succeed at work.

**Help move from connections-based employment to greater transparency** – The most effective way to find a job, as stated by 5 out of 8 focus groups, was “family connections”. Overall, high and low educated youth expressed frustration over having the right skills, but lacking the proper social connections to work. Consultations with the private sector revealed that there is increasing interest in recruiting new workers based on technical merit as a measure to increase productivity and profits. A senior officer of the money transfer business, Dahabshil, explained “once businesses have fulfilled a few employment expectations from their clans and direct families, they want to hire the right people to run the business well.” Simple ways of making the hiring process more transparent would not only open opportunities for youth, but also increase businesses’ productivity by recruiting youth who are best suited to a particular position.

**Address high risks of unemployment among higher educated youth** – According to young participants, “the more education you get, the more difficult it is to find a job.” This was mentioned in different locations by adults as well as youth. A successful youth livelihood project in Somalia would not only target lower educated youth but also higher educated youth, who run risks of falling into unemployment despite their advanced degrees. Feedback from focus groups and interviews suggest that university students, who graduate and become disillusioned when faced with continued unemployment, run the risk of disengaging from society and resorting to negative behavior.

**Teach job seekers job hunting skills.** “No one just hands you a job”, said a senior person at the University of Hargeisa. That is why, in part, the university started teaching job hunting skills to their business school students and plan to expand that program. Dahabshil officials said that if they advertise to fill one job, over 100 people apply and many are not qualified. SONYO’s employability course that includes job seeking skills claims that 27 out of 35 recent university graduates in



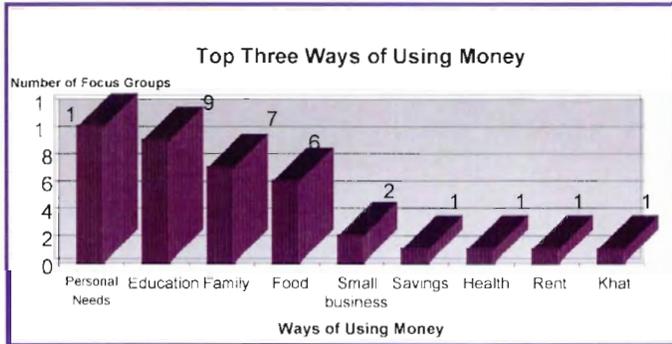
Hargeisa found jobs. SONYO will repeat the program with 40 university students and graduates. These findings show there is a new trend to teach job searching skills and there are indications that participants use the new skills successfully. Although some training groups have started to provide these “soft skills,” current efforts are not meeting the need.

**Help increase youth’s ownership and control of their own livelihoods to compensate for the feeling of economic dependency from remittances** – Focus group results confirm that youth’s main sources of money are their immediate local “family” and relatives living abroad, “diaspora;” closely followed by their sporadic or “small jobs.” Results also reveal that youth generally perceive this negatively, describing it as a sign of dependency. Youth express interest in becoming economically independent. Focus group participants in Burco said “the situation in the country has forced us to depend on our family outside.” And another participant added “I must be self-sufficient and create work opportunities for myself”. A youth livelihoods project should recognize that the diaspora plays an important economic role, but should aim at empowering and preparing youth to increase ownership and control of their own livelihoods.

**Create and support internship, apprenticeship, and volunteer opportunities** – After “family connections”, “volunteering” is stated among the three most effective ways of finding a job, along with “friend connections” and “knocking on doors”. Volunteering is defined by youth as a variety of opportunities for job exposure, such as internships, apprenticeships, and volunteer jobs. Youth expressed a desire for increased internship and volunteer opportunities. They felt these were only available in NGOs and not an option in the private or public sector. Private businesses, expressed some level of

## 2. ASSESSMENT FINDINGS AND PRINCIPLES OF OUR APPROACH

interest in exploring internship opportunities, but lack the knowledge and experience to do so effectively. Creating volunteer or internships opportunities within the private and public sector can help open new avenues for youth employment.



**Explore the use of technology to reach greater numbers of people more frequently** – Telephone Text Messaging (SMS) in Somaliland through Telesom is now used commonly for multi-purposes, for example to see the latest news through Al-Jamhuuria, and search directories such as where special medical services are offered. Youth use SMS, when they are short of cash, instead of voice to communicate to one another. Internet access grew by 10% and cell phone ownership has risen over 1600% from 2002-07. Radio signals can reach all of Somaliland.

**Create a physical space for youth to visit to serve as an employment resource center** – The ILO and UNDP have demonstrated that a limited focus employment resource center attracts young people. They opened a storefront location in Hargeisa town center. It has a large room about 40 feet wide and 30 feet deep. It has two computers for participant use and a small library of books on identifying business opportunities, self-improvement skills and technical books on such things as livestock. The future of this particular resource center is uncertain. What they have demonstrated is that a physical space devoted to career advancement attracts youth.

### 2.2 Principles of Our Approach

The following principles have informed the design of the SYLP project and will guide decision making by project management staff: We have a commitment to:

1. *Develop the sustainable livelihood capacity of Somali youth* The Somalia Youth Livelihood Program will help prepare youth with the work readiness, technical and entrepreneurship skills

that will enable them to develop a sustainable livelihood. The 1200 youth whom the project will place in work situations, also will learn skills needed to support their long-term economic and social development.

2. *Combine real work experiences with access to knowledge and improved skills.* SYLP will organize education and training programs that combine formal work readiness and technical skills training with an applied work experience (e.g., a formal job, self-employment position or livelihood experience). In this way participants will have an opportunity to put into practice what they learn in formal education and training situations.
3. *Build linkages between employers and education and training providers.* SYLP will help close the gap that currently exists in Somaliland between labor market demand and education and training program supply. The project will actively involve the business community in identifying skill needs that can be addressed through university and NGO-based training programs.
4. *Establish a transparent easy-to-access job information system in Somaliland* : SYLP will help Somalia transition from a clan-based/connections-based employment system to a merit-based system. The project will assess and make known private sector needs for jobs and workforce skills, and support the hiring of youth who have needed prerequisite work readiness and technical skills.
5. *Utilize technology as a means of engaging youth and employers in a job-matching system.* Youth in Somalia make extensive use of cell phones and related technology for basic social and survival tasks. SYLP will build on youth's interest in technology, and institute an SMS work-matching system that provides youth with access to a data bank of work opportunities, and employers with access to the resumes of youth interested in working for them.

## 3. TECHNICAL APPROACH

The EQUIP 3 Somalia assessment activity took place in Somaliland, the region deemed most secure for implementing the program description for the Somalia Youth Livelihood Program. The assessment found the absence of effective mechanisms that link youth with livelihood and workforce opportunities to be a major need that can be addressed through SYLP. The assessment identified a range of institutions (e.g., universities and NGOs) that are offering job related training. It also identified several sectors, such as telecommunications (Telesom), money transfer (Dahabshiil), fish processing, cement industry, and other smaller scale industries, which have a strong potential for employing youth. However, what appears to be urgently needed is an institutional mechanism that can (a) work with employers to better understand their need for skills; (b) assist education and training providers in developing programs that focus on meeting labor market demand; and (c) help youth find and successfully pursue livelihood and work opportunities.

To meet this need, the **Somali Youth Livelihood Program (SYLP)** proposes the establishment of a Livelihood Opportunities Resource Center (LORC), based in Hargeisa with satellite offices in Burco, and Las Anood.

### 3.1 Goal and Objective

**Goal:** To increase the ability for youth living in Somaliland to learn core livelihood and employment skills and access work opportunities.

**Objective:** Establish a Livelihood Opportunities Resource Center that provides livelihood opportunities and relevant education and training support for 1200 Somali youth.

### 3.2 Program Design

#### Proposed Location and Participants:

The proposed locations for the project are the three assessment locations, namely Hargeisa, Burco, and Las Anood. Hargeisa will serve as the headquarters of the

project with two satellite centers, one in Burco and another one in Las Anood.

The center will recruit about 1,600 youth with a 75% target placement rate, i.e., 1,200 youth who will be placed in work opportunities. It is envisioned that the center will be accessible to a wide variety of youth, from youth with low literacy skills to secondary school and university graduates. Special attention will be given to assisting at-risk sub-groups of youth, such as those who are out-of-school and unemployed, youth who are at risk for participating in extremist organizations or militias, and females.

#### Youth Outreach and Recruitment:

The strategy to reach out to youth will rely on established partnerships with existing vocational and technical and higher education institutions and NGO training programs, who will serve as “feeder” partners by recommending a pool of their graduates to participate in Livelihood Opportunities Resource Center activities. In order to reach at-risk youth, feeder partner institutions will include institutions that successfully serve young women, young Internally Displaced People (IDPs), and youth at risk of participating in militia. Similarly, they also will include universities and higher education institutions that can recommend youth with more advanced skills but also with high risk of unemployment. Working closely with feeder partner institutions will ensure that the center reaches out to a variety of youth groups while also building upon and complementing existing efforts.

#### Description of the center and its functions:

The Livelihood Opportunities Resource Center will carry out activities on an ongoing basis to help youth strengthen their livelihood skills and access work opportunities. Such activities include the following:

- **Youth Counseling:** The center will provide career counseling to help Somali youth learn how to acquire the skills needed to strengthen their livelihood capacities. Individual and group

counseling sessions will focus on the development of personal livelihood plans that each young participant will carry out during their engagement in the project.

- **Skill Needs Assessments:** The center will identify the labor market needs of the business communities in Hargeisa, Burco, and Las Anood. We will learn about the types of jobs and skills that employers need and document and enter them in a livelihood opportunities database. The Center also will collect and provide database information on entrepreneurship and micro-enterprise opportunities in different economic sectors.
- **Work Matching:** The center will assist 1200 youth in finding jobs, livelihood, and entrepreneurship opportunities. The project will develop and maintain a real time flow of information into a database, a “work bank”, based on workforce interviews and job listings from employers and business leaders. Youth who participate in the project will have access to work bank information available at the Center and through an SMS text messaging job exchange system that the project will install.
- **Education and Training:** EDC will procure the services of local education and training providers that target training in those skills needed by the private sector. Such skills can include basic employability skills, e.g., workforce readiness skills, professional skills, basic entrepreneurship skills, technical/vocational skills, or management skills. We will sub-grant with existing institutions such as Hargeisa University, Havoyoco, and SONYO to deliver different types of training.
- **Accompaniment/Mentorship:** Staff from the Livelihood Opportunities Resource Center will provide accompaniment and mentorship to participating youth whom the program assists in connecting to a job and/or finding a livelihood and entrepreneurship opportunity. Such accompaniment/mentorship will take the form of support “check-ins” with youth on a regular basis to hear how they are progressing; and providing youth with feedback on their job performance from the youth’s employer. It also will include group activities such as workshops for youth to discuss challenges in the workforce and learn problem solving and conflict management strategies. Similarly, the Center

will provide support for employers who hire support youth who came from the Center and request assistance to make the experience valuable for the youth and the institution.

#### Technology-Based “Job Match”

EDC proposes to partner through a sub-award arrangement, with Souktel, a US firm to provide key services for the implementation of the Livelihood Opportunities Resource Center. Souktel will organize SMS technology that can match youth to jobs, internships and entrepreneurial opportunities.

The JobMatch network was created at Harvard University by EDC partner and US-based technology firm Souktel Inc., JobMatch is currently used by USAID workforce development projects and World Bank-funded employability development projects in the Middle East.

#### How it works:

- Through short SMS/web questionnaires, youth users create basic “mini-CVs”. SMS/web mini-CVs include data on age, location, skills, education level, and career interests.
- At the same time, local employers and training providers create simple SMS/web “job ads” through a similar text-message Q & A process.
- Both sets of data are sent directly from users’ phones or computers to a central database.
- Database matches youth “mini-CVs” with relevant “job ads”—pairing identical information from youth and employers.
- Users then receive “job-match” messages directly to their mobile phones or email accounts—with details about job opportunities or potential staff, along with phone numbers for follow-up interviews. Users can also browse for jobs from their phones, or from a secure web interface.

#### The JobMatch ICT livelihoods service offers four key advantages over traditional job-find/hiring approaches:

- *Faster, better access to information:* Customized matching of youth with employers and “anytime, anywhere” access from mobile phone or web reduces job/staff search time from weeks to hours.
- *Gender Sensitive:* Virtual (non face-to-face) communication creates new, safe ways for women in

traditional families to connect with female and male peers in the labor market.

- *Wider Reach – Improved access to remote/rural communities:* Mobile phone access option facilitates service use in areas with no Internet or poor communication/transport infrastructure.
- *Ease of use in Conflict/Post-Conflict Zones:* Minimal hardware set-up required; no need for regular electricity or Internet connection. System can be scaled up or down quickly and cheaply, in response to usage patterns and user demands.

\*A more complete description of Souktel's program is in Annex 4 and an organizational profile is in Annex 5.

### *Certification*

The Livelihood Opportunities Resource Center will develop a certification system designed to enhance the employability potential and careers of youth who participate in the program. SLYP will offer a variety of certificates of participation according to the training components that youth successfully complete, e.g., a workforce readiness skills certificate, an entrepreneurship certificate, a vocational/ technical skills certificate and/or basic education certificate that will enable out of school youth to re-enter the formal school system.

### *Work Readiness Skills Certificate*

All youth participating in the program will receive a core training program in work readiness skills. These include

such skills as resume creation, interview preparation, communication skills (written and oral), problem-solving and conflict resolution, self-direction, leadership and team management, work ethics and values, accountability, business literacy, and computer literacy and use. Youth successfully completing this core program will receive a work-readiness certificate that they can use as a credential with local employers.

### *Entrepreneurship Certificate*

Youth who receives this certificate will have successfully completed training in the areas of: value chain analysis basics, marketing, production, costing and business accounting, and computer usage for business purposes.

### *Vocational/technical skills certificate(S)*

These certificates will be awarded for youth who master specific technical/vocational skills as identified by the local private sector. Skill mastery will require practical demonstration of the competencies associated with the targeted skills.

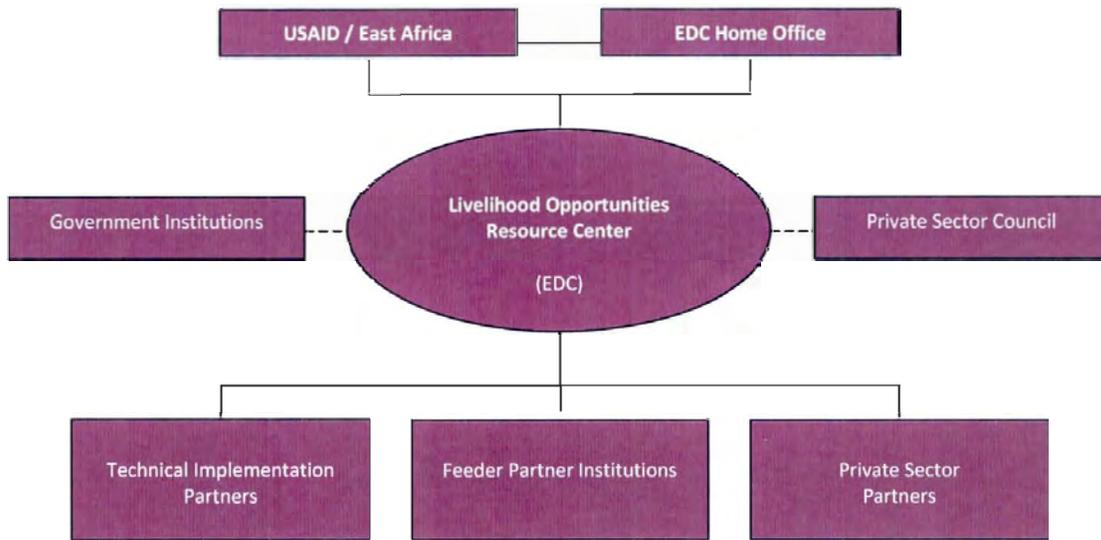
### *Basic education certificate*

This certificate will be awarded to youth who participate in project-sponsored literacy and numeracy training activities. It is expected that many of the youth participating in SLYP may need to upgrade their literacy and numeracy skills as part of an effort to strengthen workforce readiness skills.

# 4. MANAGEMENT

## 4.1 Organizational Structure

Figure 1 below provides a project organization chart. The roles and responsibilities of each unit in the chart are described following the chart.



Direct reporting relationship ———

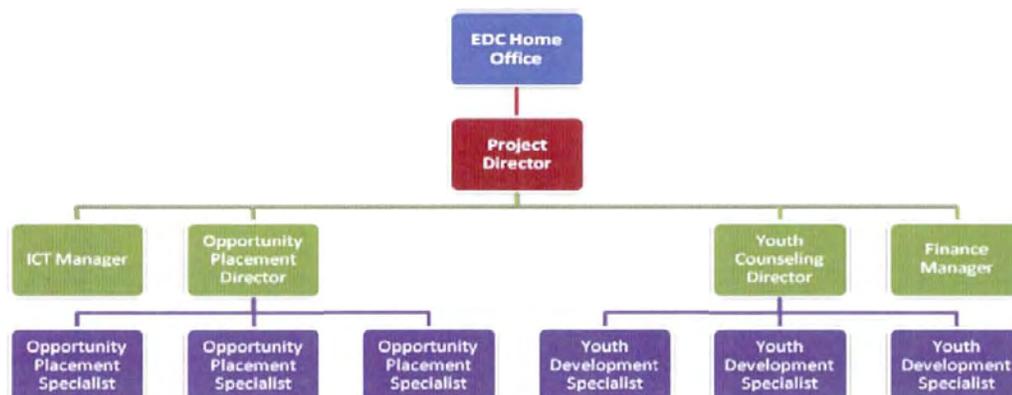
Advisory relationship - - - - -

- **USAID/EA**—USAID will provide updates and guidance and analysis on the external contexts of the project. It will conduct timely reviews and approvals for the implementation plans, key personnel and major programmatic adjustments. The project staff will keep USAID staff informed through reports and through its East Africa representative. USAID will be expected to promote and connect the project to individuals and organizations that may bring value added to the operations of the project.
- **EDC/Home Office**—The home office provides supervision for contractual and compliance issues and reporting and monitoring functions. It works to empower the staff for localized decision-making while building its capacity through technical guidance and managerial support on a weekly basis. Contracting human resources management, and funds disbursements accountability and review are also important home office functions.
- **Government Institutions**—Local government officials and the national government ministries will be expected to endorse through public and private conversations and actions the work of the project. This is envisioned to include encouraging the private sector to participate in the resource center functions, convene public meetings to announce the program, provide program input advice, and work with the project where appropriate to examine certification standards, create internships and paid work opportunities and list them with the resource center.

- **Private Sector Council**—The council will be an informal advisory group to the Center. A key player in creating and connecting businesses for the council will be the Chamber of Commerce. The council will provide advice on labor market needs, workforce readiness skills and feedback on the relevance and quality of a variety of training programs. They will also provide an important link to encourage businesses to use the center for listing jobs and hiring from its database of job seekers.
- **Livelihood Opportunities Resource Center (LORC)**—the Center will be the focal point of project activity. It will provide work placement and related counseling, education & training services to 1,200 Somali youth.L
- **Technical Implementing Partners** – They will play an active role in carrying out training activities, workshops, and providing supplementary services to participating youth. These partners will include local NGOs, youth-serving and/or umbrella organizations working on livelihoods and delivering direct services to youth.
- **Feeder Partner Institutions** – These partners will include universities as well as vocational and technical training institutions that currently provide training to youth. Their main role will consist of ‘feeding’ the Livelihood Opportunities Resource Center with young men and women job seekers, who have already received some technical training, but who lack complete workforce preparation, guidance and support to approach employers or pursue self-employment. Feeder partners will recommend some of their own graduates to apply to SYLP. They also will inform SYLP, on a regular basis, on specific employability and professional skills gaps of their young graduates to ensure that SYLP is complementing, rather than duplicating, current efforts.
- **Private Sector Partners** – Private businesses will be recruited to affiliate to the center and have all jobs posted through the database, as well as provide internships and apprenticeship opportunities to participating youth. Affiliated businesses will be invited to provide the project with up-to-date information as to what are current and near future “employability and professional skills” that the private sector needs from new young employees.

## 4.2 Staffing, Supervision and Governance

A team of Somali youth and employment professionals will staff the Livelihood Opportunities Resource Center. Summary core team positions and job descriptions are provided below (A more detailed staffing plan is provided in Annex 1).



**Project Director:** Responsible for overall operation of LRC activities; provides technical direction and management oversight for other senior staff members; supervises project monitoring and evaluation efforts; coordinates the design and implementation of sub-grants with local education and training institutions; reports to EDC Program Manager.

**Opportunity Placement Director:** Responsible for conducting assessments of labor market demand; for linking with private sector employers and the business community; and for maintaining the web-based database of current workforce and livelihood opportunities for youth; develop placement tracking system; supervises three opportunity placement specialists; reports to Project Director.

**Opportunity Placement Specialists (3):** Responsible for identifying placement opportunities and the skill sets that are required, enlisting the businesses and organizations that are providing them to affiliate with the database match-up service, input and coordinate the input of placement data and implement placement tracking system. Reports to the Opportunity Placement Director.

**Youth Counseling Director:** Responsible for coordinating efforts with “feeder” partners to recruit youth to participate in the program; designs and delivers training and provides youth development specialists and other volunteer peer mentors with career counseling and job/livelihood placement and related accompanimentxxx and mentoring services; supervises three youth development specialists; reports to Project Director.

**Youth Development Specialists (3):** Responsible for recruiting youth into program through affiliated “feeder” partners, ensure accurate participant data entry into the web-based match-up system, conducts and coordinates training for certificate program and “at-work” workshops for groups for the accompaniment part of the program. Reports to the Youth counseling Director.

**ICT Manager:** Responsible for setting up and managing project web-sites and data bases, including monitoring and evaluation data-base and SMS text-messaging job match data base; also responsible for implementing project communications plan; receives training, oversight and back-up support from the Souktel sub-grantee; reports to Project Director.

**Finance Manager:** Responsible for setting-up and managing project accounting system; reports to Project Director and also to EDC Home Office Business Manager.

**Project Oversight:** EDC will provide technical and management oversight of the Somalia Youth Livelihoods Program and the Livelihoods Resource Center. An EDC Home Office Program Manager will maintain close contact with the Project Director, and make periodic visits to the field to help ensure that the project is being effectively implemented. In addition EDC is proposing positions for several international and Kenyan-based experts to provide short-term technical assistance in areas such as monitoring and evaluation, ICT, youth career counseling, and workforce development and training.

## Roll-Out and Implementation Plan

The project will be implemented over a sixteen month period. We will work with three cohorts of youth: cohort 1 - 300 youth; cohort 2 - 500 youth; and cohort 3 - 800 youth for a total of 1600 youth, anticipating that 1200 youth will have tangible livelihoods opportunities opened to them. Each cohort will engage in the program for a period of 6 months, and pass through three program phases: recruitment and counseling, job preparation and placement, and accompaniment and mentoring. Our project implementation plan is as follows.

**Somali Youth Livelihoods Project (SYLP)**  
**Project Implementation Plan**

	Months															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Immediate tasks</b>																
Discuss with USAID/EA, modify, and get approval on the Project Design																
Recruit, hire, and train personnel																
Align existing EDC personnel policies and procedures manual with SYLP																
Secure space and set up centers in Hargeisa, Las Anood, Burao																
Establish security plan (aligning it with existing EDC security plan)																
Procure goods and equipment																
Conduct technical orientation and refresher workshops for project staff																
Train local staff in EDC accounting systems and align with existing internal financial control systems																
<b>Partnerships Development and Strengthening</b>																
Carry out a meeting with potential partners to particular project technical guidelines																
Work with implementing partners to determine technical roles and synergies																
Work with feeder partners to develop a youth recruitment and application strategy																
Work with private sector partners to develop and refine placement strategies																
Issue partners sub-grants and/or consultant agreements																
Establish a sub-grant monitoring tracking system																
Conduct implementing partners workshop: Partner coordination strategy																
Conduct private sector workshop																
Conduct feeder partners workshop																
Launch the project at community level (in Hargeisa, Las Annod, and Burao)																
Conduct working sessions with implementing, feeder, private sector partners																
<b>Matching, Preparing, and Accompanying</b>																
Assess adequate and cost-effective use of technologies for the "matching" component																
Design and set-up the technology for the "matching" component																
Maintain, update, and carry out the technology for the "matching" component																
Design training package for phase 1 ("preparing") with implementing partners																
Design package for phase 2 ("accompanying") with implementing partners																
Recruit and process applications for cohort 1 youth (300)																
Carry out phase 1: "Prepare" - cohort 1																
Carry out phase 2: "Work accompaniment" - cohort 1																
Recruit and process applications for cohort 2 youth (500)																
Carry out phase 1: "Prepare" - cohort 2																
Carry out phase 2: "Work accompaniment" - cohort 2																
Recruit and process applications for cohort 3 youth (800)																
Carry out phase 1: "Prepare" - cohort 2																
Carry out phase 2: "Work accompaniment" - cohort 3																
Carry out "matching" workshops and/or guest speaker sessions for youth																
<b>Monitoring &amp; Evaluation, Communications, and Reporting</b>																
Develop a communications plan (website, news briefs, telling the story, training, branding)																
Develop and disseminate success stories & anecdotal information																
Introduce and refine M&E Plan with project staff and implementing partners																
Collect data																
Analyze and share progress results and assess project next steps																
Submit quarterly reports																

#### 4.4 SLYP Partner Organizations

The following Somaliland organizations are illustrative of partners with whom the Somali Youth Livelihood Program can enter into a partnership to implement its program. The common theme is engagement in the services of the Livelihood Resource Center.

##### Preparing and Trainer roles:

1. Somaliland National Youth Organization (SONYO), Hargeisa
2. Solidarity Youth Voluntary Organization (SOYVO), BURAO
3. Link Youth Voluntary Organization (LYVO), Las Anood
4. University of Hargeisa

##### Matching (recruitment):

1. Somaliland National Youth Organization (SONYO), Hargeisa
2. BBC World Service Trust, Regional Office, Nairobi and EDC SIRIP (Somali Interactive Radio Instruction Program)

##### Work Opportunities:

1. Dahabshiil Co., Hargeisa
2. Somaliland Chamber of Commerce, Industry and Agriculture, Hargeisa
3. Somaliland Civil Service Commission

##### Accompaniment:

1. Somaliland National Youth Organization (SONYO), Hargeisa
2. Solidarity Youth Voluntary Organization (SOYVO), BURAO
3. Link Youth Voluntary Organization (LYVO), Las Anood

##### Potential Partners

The following are partner profiles and brief descriptions of the partnership potentials. For more complete descriptions see Annex 2:

1. **Somaliland National Youth Organization (SONYO), Hargeisa**- SONYO umbrella is a voluntary, developmental, humanitarian and non-partisan youth umbrella organization dedicated to mobilize and empower the youth in

Somaliland. Partnership potential delete the space that follows

SONYO could deliver youth employability training programs, provide employment counseling, and staff the livelihood resource center. They can be trained to function as opportunity placement specialists. They could host the national web site and possibly provide the ICT specialist services.

2. **Solidarity Youth Voluntary Organization (SOYVO), BURAO**- SOYVO (affiliate of SONYO) was started in 2003 by youth to mobilize youth to take part in the reconstruction and advocacy on problems relating to educational issues. They host and conduct life skills, leadership and civic participation trainings for youth. Partner potential: SOYVO staff and volunteers could be trained and supervised to recruit youth into the program and deliver youth employability training programs, provide employment counseling, and staff a livelihood resource center on their premises. They can function as opportunity placement specialists and contribute directly to web-based work listings and provide ICT support services.

3. **Link Youth Voluntary Organization (LYVO), Las Anood** – LYVO is a youth-led NGO with a vision to provide a positive contribution to youth development issues so youth may realize their potential and facilitate their own development. Partnership Potential

LYVO staff and volunteers could be trained and supervised to recruit youth into the program and deliver youth employability training programs, provide employment counseling, and staff a livelihood resource center on their premises. They can function as opportunity placement specialists and contribute directly to web-based work listings and provide ICT support services.

4. **Somaliland Chamber of Commerce, Industry and Agriculture, Hargeisa** - The Somaliland Chamber of Commerce, Industry and Agriculture was established in 1993 as an independent entity owned by the business community. They

- have 1500 members. Its main mission is to offer guidance and assistance in all types of businesses. Partner Potential: They could train or facilitate the training of their members on labor skills certification and transparency in their hiring practices. They could assist with signing up businesses to cooperate with listing positions and hiring through the youth livelihood center. They may be able to assist in the creation of a youth business foundation to provide seed funding and support program for young entrepreneurs.
5. **Dahabshiil Co., Hargeisa** - Established in 1970, Dahabshiil offers international money transfer services throughout the world, including UN agencies, donors and INGOs. Partner Potential: They have plans to invest in innovative and diversified sectors such as milling flours (wheat), cement, gas and alternative energy which could employ a good number of youth. Linking them to the Livelihood Resource Center would be a conduit to internships and jobs for qualified youth.
  6. **University of Hargeisa** -The university has 5 faculties: ICT and Distance Learning, Economics and Business Administration, Medicine, Science, Law, Islamic Studies and Information Technology. Total enrollment is 2517 students. Partner Potential: The University could collaborate on design and delivering employability and technical skills classes geared to specific graduating seniors or recent graduates who have been targeted for job or apprenticeship placement in specific businesses. They could host and anchor a broader university partnership with universities in Burao and Lasanood.
  7. **BBC World Service Trust, Regional Office, Nairobi** - The Trust informs and engages through radio broadcasts that impact health, livelihoods, governance and human rights to audiences living in situations of sudden onset disasters and complex emergencies. Partner Potential: The SYLP could engage with the specialists of the EDC SIRIP program to produce high quality short livelihood-related radio spots on improving quality of life.
  8. **Somaliland Civil Service Commission** - The Commission is responsible for the government civil servant enrollment, capacity-building and human resource development issues. The Government of Somaliland (GOS) comprises a total of 25 ministries and 11 agencies. These employ a total of over 4,700 civil servants. Partner Potential: The Commission could list their positions with the Livelihood Resource Center and also contribute to the ongoing labor market information service of the center that communicates skills needs to potential applicants of the government Ministries such as Finance, Planning, Agriculture, Livestock and Environment.

## 5. *MONITORING & EVALUATION and COMMUNICATIONS*

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### 5.1 **Monitoring & Evaluation Plan, Indicators, and Data Collection Approach**

#### **Performance Monitoring Plan**

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EQUIP3 will utilize a two-part approach to SYLP performance monitoring and evaluation. Part I

will focus on indicators related to objectives for economic growth and peace and security in the U.S. Foreign Assistance framework. Part II will focus on indicators related to the SYLP project objective, i.e., to establish a livelihood opportunity resource center that provides education and training support and access to livelihood opportunities for 1200 Somali youth. The following table provides details of our performance monitoring plan.

## PERFORMANCE MONITORING PLAN

### PART I: USG FOREIGN ASSISTANCE FRAMEWORK INDICATORS

INDICATOR	BASELINE	MONITORING	OUTCOME ACTIVITIES	OUTCOME TARGET
<b>1.1 OBJECTIVE: Economic Growth</b>				
<b>PROGRAM AREA: Workforce Development (4.6.3)</b>				
No. of persons participating in USG-funded workforce development programs	Core staff develop participant intake survey form; administer survey and record results for first month.	Core staff tabulate intake survey results each month.	Core staff tabulate intake survey forms for 16-month life-of-project cycle.	1600 youth who have registered for program.
No. of persons completing USG-funded workforce development programs.	Core staff develop activity completion/evaluation form and administer form at each activity during first month.	Core staff tabulate activity completion/ evaluation form each month.	Core staff tabulate activity completion/ evaluation forms for 16-month life-of-project cycle.	1400 youth who have completed one or more program activity.
<b>1.2 OBJECTIVE: Peace and Security</b>				
<b>PROGRAM AREA: Conflict Mitigation and Reconciliation (1.6)</b>				
No. of persons from at-risk groups reached through USG-supported conflict mitigation activities.	Core staff develop participant intake survey form; administer survey and record results for first month.	Core staff tabulate intake survey results each month.	Core staff tabulate intake survey forms for 16-month life-of-project cycle.	1600 youth who have registered for program.
No. of youth participating in training programs.	Core staff develop activity completion/evaluation form and administer form at each activity during first month.	Core staff tabulate activity completion/ evaluation form each month.	Core staff tabulate activity completion/ evaluation forms for 16-month life-of-project cycle.	1400 youth who have completed one or more program activity.

## PART II: SYLP RESULTS-BASED EDUCATION AND TRAINING INDICATORS

INDICATOR	BASELINE	MONITORING	OUTCOME ACTIVITIES	OUTCOME TARGET
<b>PROJECT OBJECTIVE:</b>	<b>Establish livelihood opportunity resource center that provides support and access to work opportunities for 1200 Somali youth.</b>			
No. of youth participating in center activities.	Core staff develop participant intake survey form; administer survey and record results for first month.	Core staff tabulate intake survey results each month.	Core staff tabulate intake survey forms for 16-month life-of-project cycle.	1600 youth who have registered for program.
No. of livelihood opportunities available to participating youth.	Core staff develop work bank system and use system to enter youth livelihood opportunities in first month.	Core staff monitor # of entries into project work bank system.	Core staff total # of entries into work bank system over 16-month life-of-project cycle.	1200 listings.
No. of education and training activities that match employer skill needs.	Core staff develop format to procure education and training services that match private-sector skill needs.	Core staff monitor # of training courses sponsored by the center that match labor market demand.	Core staff total # of training courses and participants over 16-month period.	Six training programs that reach 1400 participants.
No. of private-sector persons participating in center activities.	Core staff develop baseline inventory of private-sector leaders who could contribute to core.	Core staff monitor # of private-sector leaders involved in center activities.	Core staff total # of private-sector leaders involved in center activities.	25 private-sector leaders involved in core activities.
No. of youth placed in livelihood opportunities.	Core staff develop work placement form to track # of youth whom the project helps place in livelihood opportunities.	Core staff monitor # of youth whom the project helps place in livelihood opportunities.	Core staff total # of youth whom the project helps place in livelihood opportunities.	1200 youth placed in livelihood opportunities.

## 5.2 Approach to Communications, Program Dissemination, and Lessons Learned

SYLP's approach to communications will be directed to three main audiences: USAID, other Kenya-based stakeholders and local stakeholders. Project efforts will be geared to appropriately reach all audiences to showcase the project, enhance its implementation and share lessons learned. The following is a brief description of SYLP's approach to communications. A more comprehensive Communications Plan (along with a Marking and Branding Plan) will be developed in collaboration with project partners and local stakeholders and shared with USAID/EA during the first quarter of the project.

### ***Communications with USAID Regional Office***

Communications with USAID will include, quarterly reports, project debriefs (face-to-face and at a distance), and ongoing sharing of anecdotal and success stories. We also will provide special reports and other documents related to the use of 1207 funds. Face-to-face debriefs will be conducted at USAID/EA by the Home Office Program Manager at the start, middle, and end of project implementation. EDC will also showcase SYLP and disseminate success stories in Washington through the EQUIP3 electronic newsletter and website, which targets different offices within USAID/Washington and around the world. The Director of the EDC East Africa regional office will also be an ongoing face-to-face resource for communications needs.

### ***Communications with Kenya-based Stakeholders***

The EDC East Africa regional office in Nairobi will represent the work under SYLP among the donor community and international NGOs based in Nairobi.

Our Nairobi office will help establish synergies with individuals and groups working in Somaliland to avoid duplication and unite efforts to maximize results.

### ***Communications with Local Stakeholders***

Keeping project stakeholders informed will be the primary focus of the SYLP's approach to communications in Somaliland. Activities will range from community outreach for the launch of the project in all three sites to ongoing network and communications sessions with the various partners (feeder, private sector, and education and training technical implementing partners). Aside from these programmatically embedded activities where communications play a role, SYLP will constantly identify opportunities to represent the project and share success stories in local youth, workforce, business, and development events taking place in Hargeisa, Burco, and Las Anood.

*Youth-Focused and Youth-Driven Communications Component* – Within its overall approach to communications, SYLP proposes a youth-focused and youth-driven component that allows young participants to express and represent their experiences throughout the project and more effectively reach other youth and local audiences. These activities will be modest in scope and will rely on volunteerism and leadership skills among participants, with limited guidance from the Youth Development Specialists in each site. Activities may include: write up of success stories, public speaking in local events, and use of cost-effective technologies already used in the project. This component will help establish youth ownership of the project, create and promote a project identity that is locally relevant and youth appropriate, and reach broader audiences beyond actively involved partners.

**Annex 1 Detailed Staffing Plan**

**Annex 2 Description of Partner Organizations**

**Annex 3 Qualitative Data from Youth Focus Groups**

**Annex 4 Souktel Program Description**

**Annex 5 Souktel Organizational Profile**

## Annex 1—Detailed staffing plan

The staff will have to be both skilled and highly people-oriented to help individuals successfully identify work suited to them while building a new employment system built on a greater flow of information and more communication.

The table below illustrates a staffing plan that shows the key tasks and duties of the staff of the Lead Agency and the skills and experiences they should possess.

Table: Program Tasks and Skills, by Employee

### LOCAL STAFF

#	Staff Title	Tasks / Duties	Skills / Experience
1	<b>Project Director</b>	<ul style="list-style-type: none"> <li>• Oversee all program staff and activities.</li> <li>• Communicate with/report to EDC and USAID on project activities and challenges.</li> <li>• Review and approve all documentation sent to EDC and to USAID</li> <li>• Monitor and approve any financial payment</li> <li>• Create and promote Project program to key community stakeholders; build relationships between project and target communities</li> <li>• Develop and manage programmatic aspects of the sub-grant process</li> <li>• Provide sub-grantees with technical support</li> <li>• Monitor and coordinate sub-grantees' activities</li> <li>• Develop with staff niche training areas for youth development and training activities</li> <li>• Manage the Monitoring system and write reports on project activity</li> </ul>	<ul style="list-style-type: none"> <li>• Project management</li> <li>• Finance and budgeting</li> <li>• Communication and writing</li> <li>• Program design</li> <li>• Strategic thinking</li> <li>• Organizational leadership</li> <li>• Communication and facilitation skills</li> <li>• Mobilization and outreach skills</li> <li>• NGO, INGO, Government and donor Community knowledge and networking skills</li> <li>• Leadership and mentoring skills</li> </ul>

#	Staff Title	Tasks / Duties	Skills / Experience
2	<b>Opportunity Placement Director</b>	<ul style="list-style-type: none"> <li>• Provide supervision and guidance to the opportunity placement specialists</li> <li>• Communicate the value of the program and the young people in it</li> <li>• Liaise w/ key contacts – identify and build networks</li> <li>• Draft and secure written agreements for job and work experience host businesses and organizations</li> <li>• Orient and train work placement “hosts” – employers, institutions,</li> <li>• Monitor the progress of the implementation plan and provide help to make necessary changes</li> </ul>	<ul style="list-style-type: none"> <li>• Business work experience and knowledge of various business networks Program design and development</li> <li>• Reporting and critical thinking</li> <li>• Program execution and implementation</li> <li>• Reporting and writing</li> </ul>
3	<b>Youth Development Training and Preparation Director</b>	<ul style="list-style-type: none"> <li>• Supervise youth development specialists</li> <li>• Recruit and manage enlistment of work and job seeking youth from participating partner programs</li> <li>• Conduct and coordinate training of trainers for youth development specialist to training and accompany youth participants</li> <li>• Covers Hargeisa as the youth development specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Training and youth development and capacity building expertise</li> <li>• Supervisory experience</li> </ul>
4	<b>Opportunity Placement Specialists (2)</b>	<ul style="list-style-type: none"> <li>• Learn, master and adapt tools for capturing key information from potential placements that will ensure successful matching in the local conditions</li> <li>• Develop opportunity descriptions (or outsource this to sub-grantee) that demonstrate key criteria for the success of participant being matched</li> <li>• Identify placement opportunities and develop ways to secure them for program participants.</li> <li>• Input and coordinate the input of placement opportunities and youth candidates in online system.</li> <li>• Contribute to creation and implementation of screening process for participants to placement confirmation</li> </ul>	<ul style="list-style-type: none"> <li>• Work experience in private sector or international NGO</li> <li>• Analytical</li> <li>• Very good written and oral communication skills</li> <li>• People person</li> <li>• Highly motivated</li> </ul>

#	Staff Title	Tasks / Duties	Skills / Experience
5	<b>Youth Development Specialists (2)</b>	<ul style="list-style-type: none"> <li>• Identify and recruit youth into project work database system from participating partners</li> <li>• Ensure data entry by participants into web-based database</li> <li>• <b>Conduct</b> youth development training for certificate program</li> <li>• <b>Conduct</b> “at-work” workshops for groups and do individual training for accompaniment part of program</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Training</b> expertise in youth capacity building</li> <li>• <b>Peer</b> or youth counseling skills</li> <li>• <b>Computer</b> skills</li> </ul>
6	<b>Financial Manager</b>	<ul style="list-style-type: none"> <li>• Oversee all accounting and financial transactions</li> <li>• Prepare and approve monthly financial reports for EDC</li> <li>• Ensure that all financial and accounting documentation and processes comply with USAID requirements</li> <li>• Monitor and evaluate financial aspects of all sub-grants - Manage internal staff payroll processes</li> <li>• Process daily accounting transactions</li> <li>• Prepare financial reports</li> <li>• Prepare bank reconciliations</li> <li>• Help in developing sub-grant documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Financial management and budgeting</li> <li>• Accounting system design</li> <li>• USAID regulations compliance</li> <li>• Sub-grant financial management</li> <li>• Financial reporting</li> <li>• Accuracy in recording/monitoring financial transactions</li> <li>• Knowledge of grant-making processes and regulations</li> </ul>
7	<b>ICT Manager</b>	<ul style="list-style-type: none"> <li>• Manages project job-match database</li> <li>• Maintain high functioning of system through periodic updates, trouble shooting, communication as needed with international experts at Souktel</li> <li>• Introduce and train other staff and volunteers as appropriate on use of system</li> <li>• Conduct customer surveys and determine progressive use of technology in all areas of the project</li> <li>• Develops and maintains project web-site</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Good</b> verbal and written communication skills</li> <li>• <b>Technically</b> proficient on computer and advanced cell phone usage</li> <li>• <b>Follows</b> and give directions well</li> <li>• <b>Attention</b> to details</li> <li>• <b>Training</b> skills</li> </ul>

## INTERNATIONAL STAFF

#	Staff Title	Tasks / Duties	Skills / Experience
1	<b>Program Manager</b>	<ul style="list-style-type: none"> <li>• Provide overall supervision and programmatic guidance to the Project team</li> <li>• Act as a liaison between the Mission and the program team to ensure the program meets Mission expectations</li> <li>• Provide managerial advice/ guidance to the Project director on a weekly/ad hoc basis</li> <li>• Travel to the region to meet the program's team and beneficiaries—to verify whether the program is reaching key objectives as planned</li> </ul>	<ul style="list-style-type: none"> <li>• Youth Employment</li> <li>• Youth development and empowerment</li> <li>• Program design and implementation</li> <li>• Monitoring</li> <li>• Coaching and staff development</li> </ul>
2	<b>International Program Assistant</b>	<ul style="list-style-type: none"> <li>• Provide US-based administrative and financial support for Project team, particularly on sub-grants and processing cash transfers and reviewing field financial reports</li> <li>• Serve as the focal point between the program's field office staff and other EDC staff</li> <li>• Review and edit quarterly reports and assist in the compilation of other reports as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Operational skills</li> <li>• Writing and reporting skills</li> <li>• Financial analysis and financial reporting</li> <li>• Knowledge of EDC and</li> <li>• USAID regulations</li> </ul>

## Annex 2—DESCRIPTION OF PARTNER ORGANIZATIONS

### Partner Organizations

The following Somaliland organizations are illustrative of partners with whom the Somali Youth Livelihood Program can enter into a partnership to implement its program. The following are profiles and brief descriptions of the partnership potentials:

1. Somaliland National Youth Organization (SONYO), Hargeisa
2. Solidarity Youth Voluntary Organization (SOYVO), BURAO
3. Link Youth Voluntary Organization (LYVO), Las Anood
4. Somaliland Chamber of Commerce, Industry and Agriculture, Hargeisa
5. Dahabshiil Co., Hargeisa
6. University of Hargeisa
7. BBC World Service Trust, Regional Office, Nairobi and EDC SIRIP (Somali Interactive Radio Instruction Program)
8. Somaliland Civil Service Commission

#### SOMALILAND NATIONAL YOUTH ORGANIZATION (SONYO), HARGEISA

Background: SONYO umbrella is a voluntary, developmental, humanitarian and non-partisan youth umbrella organization dedicated to mobilize and empower the youth in Somaliland. It gathers 35 active youth organizations in the six regions of Somaliland. Major activities are focused on HIV/AIDS, eradication of FGC, Human right, Sports, Non-formal education, Culture, and capacity and organizational development.

#### Sample Programs:

1. SONYO provides small grants for 300 youth in all regions;
2. 35 university graduates have been trained in employment skills, course included: project management, ICT skills, reporting and monitoring and evaluation (M&E) of which 25-27 got a job, and now 40 new graduates will be trained
3. Leadership and Organizational Development Program (LOD) which was implemented by SONYO umbrella in collaboration with ICD, UNICEF, and Ministry of Youth and Sports between 2002 and 2007. The project is credited with leading to employment of many of its participants in INGOs, UN agencies and Government institutions. The project was nation-wide which covered the six regions of the country and trained 3900 youth on LOD

4. SONYO targeted 72 youth organizations to conduct a mentorship program that paired one outreach worker to one NGIO for an intensive one-month organizational development mentorship program..
5. Youth Broadcasting Initiative which has three objectives: radio, tv and web/newspapers and has created the website hellosomaliyouth.net

#### **Partner potential**

SONYO could deliver youth employability training programs, provide employment counseling, and staff the livelihood resource center. They can be trained to function as opportunity placement specialists. They could host the web site and possibly provide the ICT specialist services.

#### **SOLIDARITY YOUTH VOLUNTARY ORGANIZATION (SOYVO), BURAO**

SOYVO was started in 2003 by High School students as consequence of the destruction of the region and the loss of educational opportunities. It was needed to mobilize youth to take part in the reconstruction and also advocate on problems relating to educational issues, such as lack of high schools. Initial activities started with NFE (Non-formal education), sport tournament, trainings, and HIV/Aids awareness. Leadership and members received support on capacity building, took a leading role in youth policy formulation and international exposure seminars/workshops in Kenya, Uganda, Ethiopia and Jordan.

#### **Sample Programs:**

1. They built our human resources, leadership development, organizing and sending TOTs to all Togdheer region years in conjunction with SONYO for the past two years.
2. Started training program on Youth Democracy Participation supported by Int'l Republican Institution (IRI)
3. Continued training on Youth Democracy Participation with funds from National Endowment Democracy (NED)
4. Youth Life Skills trainings (2003-2004)---trained 6-months
5. Protection and monitoring , People trafficking monitoring, supported by Norwegian Refugee Council, UNHCR
6. Started implementing its own multi-purpose Center. It will be used for trainings, entertainment for youth (games, billiards, internet service etc.) skills development. They got government land, fenced the land and that is about 42% of the cost raised up to now.

#### **Partner potential:**

SOYVA activities mostly replicate that of SONYO in a regional level. They could be partners in developing, operating the Multi-purpose center in Burao. SOYVA does not have much collaboration with the University of Burao, however, they have contacts with the strong University Student Union.

## LINK YOUTH VOLUNTARY ORGANIZATION (LYVO), LAS ANOOD

**Link Youth Voluntary Organization** is a non-political, non-profit making and non-governmental organization. The vision of LAYVO is to provide a positive contribution to youth development issues so youth may realize their potential and facilitate their own development. They aspire for better education and sustainable development, and to live in solidarity among themselves and within their society. LYVO is committed to serve the youth, women and vulnerable children through voluntarism. LYVO carries out youth development activities, including training of youth through workshops, providing nonformal education, supporting and enhancing youth employment and empowerment, and conducting sports tournaments.

**Sample Programs:**

1. Community awareness raising on HIV and AIDS, Global fund year four project (ongoing project) with The Global Fund/UNICEF
2. Somaliland National Youth Policy Development project. With support from UNICEF
3. Youth peace building and conflict resolution. With support from UNICEF through SONYO
4. Yagoori non-formal education center (at yagoori district) ongoing activity with the LYVO/yagoori community
5. Sool IDP assessment and protection monitoring project, with support from NRC/UNHCR
6. Strengthening of Civil Society in Somaliland, a capacity building project for LINGOs With support from Oxfam Novib /EU

**Partnership Potential**

LYVO staff and volunteers could be trained and supervised to recruit youth into the program and deliver youth employability training programs, provide employment counseling, and staff a livelihood resource center on their premises. They can function as opportunity placement specialists and contribute directly to web-based work listings. They could also contribute to web site listings and provide ICT support services.

## SOMALILAND CHAMBER OF COMMERCE, INDUSTRY AND AGRICULTURE, HARGEISA

**Background:** The Somaliland Chamber of Commerce, Industry and Agriculture was established in 25th October 1993 under a public law No. 35 as an independent entity owned by the business community. They have 1500 members.

Its main mission is to offer guidance and assistance in all types of businesses and to assist exporters and importers in local and the international arena through the provision of market information, training and organization of trade events and opportunities.

**Sample Programs and Services:**

1. Collection and dissemination of information on business trends both inside and outside the country.
2. Issues export documentation such as Certificate of Origin; attesting signatures, commercial invoices and other relevant documents.
3. Mediates and solves commercial disputes through arbitration amongst its members or between local and foreign businesses.
4. Proposes the enactment of laws, regulations and procedures that encourage foreign investment and enhancing the overall economic well-being.

**Partner Potential**

The Chamber could train or facilitate the training of their members on labor skills certification and transparency in their hiring practices. They could assist with signing up businesses to cooperate with listing positions and hiring through the youth livelihood center. They may be able to assist in the creation of a youth business foundation to provide seed funding and support program for young entrepreneurs.

**DAHABSHIIL CO., HARGEISA**

**Background:** Established in 1970, Dahabshiil is the leading financial services organization in the Horn of Africa where they have more than 400 locations that people can send money to. They have over 150 agents in the UK alone. They are a registered business in the UK and work across Europe, North America, Africa and the Middle East.

**Sample Programs and Services:**

1. Offers international money transfer services throughout the world, including UN agencies, donors and INGOs.
2. Provides retail and corporate foreign exchange services and a number of micro-finance services in the region.
3. Part of a wider group that has interests in telecoms, construction and general trading. Developed a comprehensive compliance and anti-money laundering program that is used throughout its network to ensure full compliance with all relevant rules and regulation.
4. Contributes through charity in community projects such as road construction, higher education institutions and water facilities.
5. It offers employment opportunities for youth jobs, on-the-job trainings and connections.

**Partner Potential**

Dahabshiil has strategic plans to invest in innovative and diversified sectors such as milling flours (wheat), cement, gas and alternative energy which could employ a good number of youth. Linking them to the Livelihood Resource Center would be a conduit to jobs for qualified youth.

In a three way partnership with Hargeisa University, the Livelihood Center could help develop apprenticeship and mentorship programs for graduates in business administration, accounting and management.

As Dahabshiil showed interest to invest in cement, dairy and alternative energy such as solar, wind and natural gas. SYLP could coordinate or provide a training component within these sectors through public-private partnership.

The idea of a Public –Private Partnership was also raised with them and they are open to invest. They wish to see a proposal.

#### UNIVERSITY OF HARGEISA

**Background:** The University offers a wide range of study opportunities at different levels of a youth career. It also has also evening standardized studies aimed for working persons. Each year it produces over 200 graduates graduates. They aim for jobs in the government, private sector and non-profit organizations. The university has 5 faculties: ICT and Distance Learning, Economics and Business Administration, Medicine, Science, Law, Islamic Studies and Information Technology. Total enrollment is 2517 students.

#### Sample programs:

1. Collaborates with international universities such as Eastern Mennonite University from the US to create a Center for Peace Building; Peace University in Costa Rica and professional relationships with South Africa, Australia, King College in London which supports medical studies curriculum development.
2. Develops short training intended for graduates employment such as career development.
3. The main strategic studies which Somaliland has great necessity are soil science, mining, archeology, hydrology and marine resource.
4. The university collaborates with government institutions, business community, UN agencies and INGOs/LNGOs.

#### Partner Potential

The Hargeisa University could collaborate on design and delivering employability skills classes geared to specific graduating seniors or recent graduates who have been targeted for job or apprenticeship placement in specific businesses. They could host and anchor a broader university partnership with universities in Burao and Lasanood.

#### BBC WORLD SERVICE TRUST, REGIONAL OFFICE, NAIROBI

**Background:** Using a network and access to worldwide radio broadcasting, the Trust informs and engages audiences living in situations of sudden onset disasters and complex emergencies through a dedicated Humanitarian programme. They address issues that impact on health, livelihoods, governance and human rights by providing media expertise and access to broadcast platforms to disseminate crucial information prior to and

in the immediate aftermath of catastrophic events. To do this they work with local broadcasters or World Service platforms. Resources include skilled staff, technical equipment, and in-depth knowledge of cultural, linguistic, political and operational contexts.

#### Sample Programs and Services:

1. Provide information on aid and aid processes
2. Provide information on the availability of medical services, sources of food and water, how to prevent diseases, promotion of health campaigns, and advice on building shelters
3. Advice to whole population groups on safe travel routes, or to avoid travel to allow aid to be delivered
4. Advice on legal rights and on positive coping methods to the emergency situation
5. Weather reports and sanitation
6. Creates mechanism for listeners to dialogue and give feedback to authorities
7. Communicate decisions on projects, provide information about fiancé and hiring practices for transparency on processes
8. Shares stories of people to help psychosocial well-being of broader population facing similar issues

#### Partner Potential

The SYLP could engage with the specialists of the EDC SIRIP program to produce high quality short radio spots on livelihoods. BBC Trust can weave them into their humanitarian broadcasts. The “educational spots” would be on livelihood issues to meet audience needs such as availability of food items for sale, or the search of items by a potential buyer, ways to save money through use of low energy ovens, dramatic skits on the world of work to illustrate expectations for new job applicants’ behaviour and education; types and location of training, creative low cost business ideas that the market “needs”; general business news; promotion of web-based services of the Livelihood Resource Center.

#### SOMALILAND CIVIL SERVICE COMMISSION

**Background:** The Commission is responsible for the government civil servant enrollment, capacity-building and human resource development issues. The Commission has Institute of Civil Service training under the management of Hargeisa University through funding from UNDP-Somalia. The Chairman of Somaliland Civil Service emphasized widespread training needs within the civil service, which include levels from senior management to administrative/ clerical grades and which cover a large range of subjects. A tentative training plan was developed by UNDP through the study “Report on a Training Needs Assessment of the Somaliland Civil Service.”

**Sample Programs and services:**

1. As part of the UNDP Capacity Building and Governance Programme, a 3-month preparatory study on civil service training in Somaliland was funded by UNDP, which included a training needs assessment. The Government of Somaliland (GOS) comprises a total of 25 ministries and 11 agencies. These employ a total of over 4,700 civil servants, according to Civil Service Commission (CSC) figures (2002), most of them aged and out-dated staff from previous administrations.
2. The training needs assessment (TNA) targeted all ministries and government agencies. It also included two local government authorities, in order to make a comparative assessment of skills and capacities at central and local government levels.

**Partner Potential**

The Commission could list their positions with the Livelihood Resource Center and also contribute to the ongoing labor market information service of the center that communicates skills needs to potential applicants of the government Ministries such as Finance, Planning, Agriculture, Livestock and Environment.

### Annex 3: QUALITATIVE DATA FROM YOUTH FOCUS GROUPS

#### QUALITATIVE DATA FROM YOUTH FOCUS GROUPS – PRELIMINARY ANALYSIS

##### THEME: “EMPLOYMENT SEARCH STRATEGIES”

During the assessment and design phase of the Somali Youth Livelihoods Project, a set of 8 youth focus groups were conducted in Hargeisa, Burao, and Las Anood to explore the topic of “Livelihoods” or “Employment Search Strategies”. Focus groups aimed to identify and discuss current youth’s strategies to find a job, their effectiveness and accessibility to youth. Following are the main themes that emerged from a total 49 participating youth (25 males and 24 females). The table below presents some preliminary analysis of qualitative data that highlights the main themes and observations based on quotes from youth (sample quotes included). This analysis also draws program design implications hoping that they contribute not only to ‘what’ a successful youth livelihoods project in Somaliland should do, but also to ‘how’ activities could be better carried out, based on direct input from youth. It should be noted, that there are some themes and observations that represent a unique group of youth (noted with \*) and should not be generalized to other groups of youth.

THEME	OBSERVATION	QUOTES	Program design implications
<i>Volunteering</i>	Good way to gain experience and exposure and can potentially lead to employment	<ul style="list-style-type: none"> <li>• Volunteering gives knowledge and experience on how to work (H_1_F)</li> <li>• When you need to get a job the way that works best is working voluntarily (H_1_F)</li> <li>• If you work for the organization on voluntarily basis, it may be easy for you to access the information concerning job vacancies of the organization (H_4_M)</li> <li>• The person who is indoors (who voluntarily for the organization) and who is outdoors (not working for that organization) are not the same, on the degree of accessibility that they have for that specific organization. (H_4_M)</li> <li>• Volunteer is not very effective in private businesses or companies or government because they do not recruit on voluntarily basis, only NGO’s do that. (H_4_M)</li> </ul>	<p><b>Encourage private/public internships and volunteer experiences</b></p> <p><b>Explore introducing the internship model (already established NGOs) to the private / public sectors (working with heads of private and public sectors).</b></p>

THEME	OBSERVATION	QUOTES	Program design implications
	Currently only practiced by NGOs		
<b>Family</b>	<p>Easiest way to find a job.</p> <p>Families are a good way to find employment for youth with well-connected families. However, for youth without strong family networks, their lack of connections can make it difficult to find a job.</p>	<ul style="list-style-type: none"> <li>• Many ways can be found jobs but family networks are the most common ones in the context of this region" (L_4_F)</li> <li>• In this region, traditional clan systems work the best therefore, only your family can facilitate you find a job (L_4_F)</li> <li>• Way of finding jobs in the region is predictable, the employers always recruit his lineage members (L_5_M)</li> </ul>	<p><b>Introduce alternative ways to look for and find a job so that all segments of youth (with or without strong family connections) have a path towards employment or self-employment.</b></p>
<b>Newspapers</b>	Some regions do not have them and advertised jobs still require connections	<ul style="list-style-type: none"> <li>• Newspapers are effective but even if you are qualified from every aspect that doesn't guarantee that you will get that job; You have to have a reference to get that job (H_1_F)</li> </ul>	<p><b>Hargeisa is the only focus group location with newspapers. They do not seem equally available and may not be an effective use</b></p>

THEME	OBSERVATION	QUOTES	Program design implications
		<ul style="list-style-type: none"> <li>Newspapers are the least effective means of finding jobs, because no newspapers are printed in this region (B_3_F)</li> <li>No newspapers are printed in this city" (L_8_M)</li> </ul>	of program resources.
<i>Contacts</i>	Critical avenue for obtaining jobs and can be difficult for marginalized youth to acquire	<ul style="list-style-type: none"> <li>The most effective way to get the job is not how much knowledge and education you have rather than how many references you have. (H_1_F)</li> <li>The easiest way to get the job is by references if not it will so hard to get the job (H_1_F)</li> <li>If you have a reference that will be a guarantor for you to get that job (H_1_F)</li> <li>They gave connection network only one stone which is only some what available), because they are negligible from the society because they are addicted in musk (which is they take in its odor through their noise) and its difficult for them even if it is not impossible for them to get connected with the society. (H_7_M)</li> </ul>	Program should help youth build networking skills, learn how to expand circle of contacts etc. This is a more discrete target for program design compared to attempting to change hiring practices.
<i>Knocking on Doors</i>	Perceived to be effective, particularly for lower-wage employment  Cultural/Societal values are associated with self-initiative	<ul style="list-style-type: none"> <li>I got the job first when I was eating what others left from the hotel and while I was doing that, the owner let me do to wash the dishes, then when he saw how much I am interested in washing the dishes, he gave me a permanent job (H_7_M)</li> <li>"Ninkii seexdaa sicii dibi dhalay"... If you sleep your cow give birth of bull (male cow) which can't reproduce (pastoralist mind). (L_5_M)</li> <li>Knocking the doors-self advertisement- is the most effective. Somali proverb says "qof dabada laga riixayo dagaal ma galo" ...Means, effort of the person can make a change. (L_1_</li> <li>The success is on the hands of the person. Knocking on doors is an effective way of finding a job and also very accessible to everyone of us. (L_5_M)</li> <li>I am a mason; I wake up early in the mornings and seek for ongoing building constructions. I ask for the contractors if there is a vacant position. That is one of</li> </ul>	<p>These quotes suggest that "knocking on doors" is a valued way to approach job searches.</p> <p>Foster self-initiative through workforce readiness skills.</p> <p>Bridge skills involved in "knocking on doors" (such as communication skills, presentation, etc.) with more strategic, rather than random, job search through greater</p>

THEME	OBSERVATION	QUOTES	Program design implications
		<p>the ways I find a job (L_5_M)</p> <ul style="list-style-type: none"> <li>Majority of the young people would say we don't have jobs. But to my point of view effort, knocking the door and self advertisement are means that person can find a job (L_8_M)</li> <li>There aren't many offices of organization/institutions open in Burao, so knocking on the door might be useful, but one of the least in the accessible category. (L_2_F)</li> </ul>	<p>information and transparency in advertising jobs.</p>
<i>Radio</i>	<p>Only mention of radio was in a low educated group</p> <p>No radio access in Burao</p>	<ul style="list-style-type: none"> <li>Other participant was also got the job of from the radio because as he said he listens to the radio most of the time. (H_7_M)</li> <li>There aren't no newspapers produced, or radio in Burao, so it doesn't really impact our job search in the least. (B_2_F)</li> </ul>	<p>Radio is not currently being used for job hunting. If explored under the project, accessibility in each location should be considered</p>
<p><i>Health Profession</i></p> <p><i>*Unique focus group</i></p>	<p>Health professionals in Burao rely on work from the government</p>	<ul style="list-style-type: none"> <li>As a health student, the first place I would turn in order to get a job related to my field is the government (B_7_M)</li> <li>The government is the closest road to a job. There is a need for qualified nurses all over the city, so there's no need to do any job hunting. (B_7_M)</li> <li>I find jobs through the Internet, especially in the health websites. (B_7_M)</li> </ul>	<p>Recognize that some specific sectors (health) can have very different employment strategies – consider exploring successful and innovative practices in other sectors that can inform project strategies.</p>
<i>Create Small Businesses</i>	<p>Small businesses (small jobs) are perceived as easy.</p> <p>Some youth prefer to work for larger organizations or NGOs</p>	<ul style="list-style-type: none"> <li>Another way of getting a job is not only going to offices and organizations and then asking them for a job but also creating that job on your own like creating a small business and shops by your self. (H_4_M)</li> <li>Youth don't want to do those kinds of jobs [small businesses]. They only want to work for big organizations or NGO's . (H_4_M)</li> </ul>	<p>Small business development may be more effective among less educated groups</p>
<i>Smuggling</i>	<p>Smuggling is a source of money</p>	<ul style="list-style-type: none"> <li>Smuggling is one way of making money but it is not a way of getting a job in</li> </ul>	<p>If the project considers small</p>

THEME	OBSERVATION	QUOTES	Program design implications
	but it is not perceived as a job. A range of socioeconomic classes engage in it.	<p>Somaliland (H_4_M)</p> <ul style="list-style-type: none"> <li>Smuggling is not only facing the low class of the society but also the upper class of the society (H_4_M)</li> <li>They prefer smuggling to creating their own small business. (H_4_M)</li> </ul>	business creation, take into account the perceived advantages in smuggling as a preferred alternative.
<i>Friends</i>	Friends can make job connections and sometimes receive payment for it	<ul style="list-style-type: none"> <li>One way they can get a job for example, car washing, is that one of his friend may come and tell him that job and then he gets the job through his friend. (H_7_M)</li> <li>Someone may tell him [about a job] maybe his friend or from the street or even from his family. After he finishes working that job, he gives some portion of the money to the person who told him first, (H_7_M)</li> <li>Friends and others who know my competence might call me job vacancies and are the easiest means to find a job (L_3_M)</li> <li>If I get a job, I would like to get my friend a job if there's a position open (B_2_F)</li> <li>A friend knows my needs for a job, and I know my friends needs for a job (B_2_F)</li> </ul>	Train youth to network and inform each other about opportunities; demonstrates strong collaboration already exists in society (strength)
<i>Note Boards</i>	One can learn about jobs from note boards but still need internal connections.	<ul style="list-style-type: none"> <li>When there are job vacancies, they are released publicly and put on the note-boards of that organization (L_4_F)</li> <li>Companies/organizations sometimes use note-boards, but that is only a process. The hidden agenda is a tribe favor (L_5_M)</li> <li>Jobs advertised through note-boards are rare, but they are more accessible to me (L_8_M)</li> </ul>	<p>Use note boards to advertise jobs.</p> <p>Consider note boards as a start-up mechanism for job advertisement (starting with what is familiar and perceived as relatively effective)</p>
<i>Job Hunting Skills</i>	Need job hunting skills even among the well-educated	<ul style="list-style-type: none"> <li>Large number of the educated and skilled young people doesn't know job hunting skills (L_8_M)</li> </ul>	Include job hunting skills in the training.

THEME	OBSERVATION	QUOTES	Program design implications
<b>Internet</b>	<p>Internet is perceived positively by youth.</p> <p>Reliance on internet is dependent on location and financial situation; Some find it useful and informative</p>	<ul style="list-style-type: none"> <li>No, internet is the most effective. It is more informative than the other means (L_8_M)</li> <li>Cheap and speedy internet is available in Las-Anood. Here, there are two telecommunication companies that provide internet (L_8_M)</li> <li>Internet is not accessible to all in terms of other's financial situations, and in terms of local job opportunities (B_2_F)</li> </ul>	<p>Explore the use of internet for job matching efforts but assess cost and accessibility in each location (as it may vary).</p>
<b>SMS</b> <b>*Unique focus group</b>	<p>SMS is currently used in Burao to for job promotion. Even those without SMS are informed by others</p>	<ul style="list-style-type: none"> <li>Most people have mobile devices, so it's easy to get a job notice if the companies or institutions use the SMS (B_2_F) [ Jobs that need different people with different skills require a broad communication system that's accessible to most people, and the person that doesn't have a mobile is quickly informed of the SMS by his/her friends, or relatives.]</li> </ul>	<p>Investigate more; could be evidence that SMS-job matching program is effective</p>
<b>Urban</b>	<p>Easier to find out about potential jobs in the city</p>	<ul style="list-style-type: none"> <li>The reason 'inside the town' is so effective and least accessible is because the Somali community is a very oral society, and the news can reach you when you're in the city. But the truth is everyone is going to call his or her family member for that particular job! (B_2_F)</li> </ul>	<p>Target program to urban areas</p>
<b>Illiterate Group</b> <b>*Unique focus group</b>		<p>"I can't find work because I didn't go to school" (B_6_M)</p> <p>"I steal money from females or children buying goods inside the central market" (B_6_M)</p> <p>"I wash the cooking pots at a restaurant so they allow me to eat the leftovers and get some pocket money" (B_6_M)</p> <p>"I help business people carry goods from one place to another" (B_6_M)</p>	<p>Consider flexible program elements (focused and targeted technical skills) that can contribute to better livelihoods.</p>



THEME	OBSERVATION	QUOTES	PROGRAM DESIGN IMPLICATIONS
	of dependency	country, and they stopped the money (B_1_M)	Sense of self-sufficiency and entrepreneurial skills are important values to incorporate in design
<i>Family</i>	Challenge balancing personal versus family needs  Significant job contacts, money source <i>and</i> money flow	<ul style="list-style-type: none"> <li>• First when you have money you will fill what your needs and your shopping and if there is remaining you can give to your family (H_3_F)</li> <li>• No in my side first I will give to my family and my food then I can fill my needs (H_3_F)</li> <li>• Because my family supported my income, it is my first priority to give or spend my money (L_1_F)</li> <li>• Because my family took care of me for so many years, I give to them first (L_1_F)</li> <li>• If I need someone to pay for my education for example, then I go to my parents and ask them for that particular amount of money, but I won't call my family outside and ask them to send me it. (B_1_M)</li> </ul>	<p>Design should be aware of the critical role that family/clan play when carrying out initiatives locally</p> <p>May be a need for training on budgeting</p> <p>Recognize that in budgeting, helping other family members is a high priority</p>

THEME	OBSERVATION	QUOTES	PROGRAM DESIGN IMPLICATIONS
<i>Education</i>	<p>Priority for money flow</p> <p>Education is perceived as the main avenue for better and greater employment / livelihood opportunities.</p>	<ul style="list-style-type: none"> <li>Without knowledge there's no light (B_1_M)</li> <li>We spend a lot on education, because we know that without education, there's no possibility at a bright future (B_3_F)</li> <li>The highest amount of my money goes to education. Every month I pay \$25 dollars for my university fee, say this month I spent \$80 for my educational expenses (L_6_M)</li> </ul>	<p>Youth already value education and skills; they are looking for ways to apply their skills</p> <p>Connect youth to livelihood opportunities after they have invested in some education or in combination with some education.</p>
<p><i>Women in the market (Burao)</i></p> <p><i>*Unique Focus group</i></p>	<p>Self-sufficiency and enterprising</p>	<ul style="list-style-type: none"> <li>We support ourselves; we don't get any assistance from family members outside (B_8_F)</li> <li>I support my family from the money I receive from the market (B_8_F)</li> <li>Types of ways to earn money: sell necklaces/goats/camels/rent rooms in the house (B_8_F)</li> </ul>	<p>Consider gender- women initiatives</p> <p>Think of small projects that could lead to individual dependency</p>
<i>Savings</i>	<p>Low priority now but some connect to future job</p>	<ul style="list-style-type: none"> <li>Money I get as a charity and the money I got from a job are not the same because the money I get from charity I will spend it all, but the money I get from your job, I will not spend it all, but save some of it. (H_8_M)</li> <li>First spend money on family, next business, health, education, and personal needs. Any surplus money will be given to the charity (poor people). The remaining will be saved to be</li> </ul>	<p>Include budget planning in the training</p> <p>Personal savings may not be as important in this context when families and relatives in diaspora are an easily accessible source of</p>

THEME	OBSERVATION	QUOTES	PROGRAM DESIGN IMPLICATIONS
		<p>used when needed (L_1_F)</p> <ul style="list-style-type: none"> <li>Savings is my last priority (L_1_F)</li> </ul>	<b>(borrowed) income</b>
<p><i>Other sources of money (Las Anood)</i></p> <p><i>*Unique focus group</i></p>	<p>Different sources: Soldier incentives, blood compensation; dowries and weddings gifts</p>	<ul style="list-style-type: none"> <li>Soldiers recruited from students are non-existent, but maybe for the drop outs (L_2_M)</li> <li>In Somali context, there are no insurance co-operations, but instead customary laws (clan systems). For example, the remedy of death insurance is 100 camels which are paid in cash. Aqils (traditional leader) of the culprit family collects a certain amount of money from each member of the family group. (L_2_M)</li> </ul>	<b>Build in flexibility in the design to allow room for location-specific interventions.</b>
<i>Friends</i>	<p>Friends are a common source of small amounts of money (8 out of 12 focus groups mentioned 'friends').</p> <p>Friends help one another out financially and are a supportive resource to youth.</p>	<ul style="list-style-type: none"> <li>You can't get from young friend except a very little money like for refreshment, which is very little money when compared with your relatives or families. (H_8_M)</li> <li>One of the participants also said that, some of the money that I get will go to my friends, may be to invite them in dinner or give them in cash (H_8_M).</li> </ul>	<b>If entrepreneurship training is included, consider fostering team or group enterprise development.</b>
<i>Illiterate</i>	<p>Illiterate populations may have unique job-related needs</p>	<ul style="list-style-type: none"> <li>I can't read or write, and all the money that comes into my hands, I spend on food (B_4_M)</li> <li>Most of my money goes to supporting my wife and kids (B_4_M)</li> </ul>	<b>Consider options that include the most marginalized in society (including illiterate populations).</b>

## Annex 4--Somali Youth Livelihood Program (SYLP)

### Proposed “JobMatch” Livelihoods Information Network: Linking Youth with Training and Jobs, through Simple Web and Mobile Software

#### **The Problem: No good mechanism to link youth with training, services and jobs.**

Since the early 1990s, Somaliland’s economy has grown by 3 to 4 percent each year—a promising prospect for local youth, who make up the bulk of new labor market entrants.<sup>1</sup> However, the reality is much less rosy: While sectors from livestock export to the public service are expanding, young workers are still failing to find available jobs in these (and other) key fields. One of the main challenges now facing Somaliland’s labor market is **connectivity**—namely, how to link young job-seekers with businesses needing staff. Despite the acute need for labor ‘sorting and matching’ mechanisms, few solutions have emerged. Government initiatives are non-existent, schools have no resources to offer, and private-sector efforts are nascent at best.

#### **The Solution: A web and cell phone-based livelihoods information network.**

SYLP’s proposed JobMatch network bridges these gaps by linking youth with information about training, services, and jobs through a simple but powerful software platform that’s accessible by Internet and by cell phone text-messaging (SMS). Created at Harvard University by EDC partner and US-based technology firm Souktel Inc., JobMatch is currently used by USAID workforce development projects and World Bank-funded employability development projects in the Middle East . JobMatch’s simple technology helps youth find work (and helps local employers find staff) through a process that saves time, saves money, and allows users to connect with far more people than conventional labor market methods:

- 2) Through short SMS/web questionnaires, youth users create basic “mini-CVs”. SMS/web mini-CVs include data on age, location, skills, education level, and career interests.
- 3) At the same time, local employers and training providers create simple SMS/web “job ads” through a similar text-message Q & A process.
- 4) Both sets of data are sent directly from users’ phones or computers to a central database.
- 5) Database matches youth “mini-CVs” with relevant “job ads”—pairing identical information from youth and employers.

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<sup>1</sup> Source: World Bank Group, 2008: World Development Indicators Database

- 6) Users then receive “job-match” messages directly to their mobile phones or email accounts—with details about job opportunities or potential staff, along with phone numbers for follow-up interviews. Users can also browse for jobs or staff from their phones, or from a secure web interface.

Fast, cheap, and easy to use, the JobMatch ICT livelihoods service offers four key advantages over traditional job-find/hiring approaches:

- **Faster, better access to information:** Customized matching of youth with employers and “anytime, anywhere” access from mobile phone or web reduces job/staff search time from weeks to hours.
- **Gender Sensitive:** Virtual (non face-to-face) communication creates new, safe ways for women in traditional families to connect with female and male peers in the labor market.
- **Wider Reach – Improved access to remote/rural communities:** Mobile phone access option facilitates service use in areas with no Internet or poor communication/transport infrastructure.
- **Ease of use in Conflict/Post-Conflict Zones:** Minimal hardware set-up required; no need for regular electricity or Internet connection. System can be scaled up or down quickly and cheaply, in response to usage patterns and user demands.

While Internet access is growing in Somaliland—with a 10% increase in users from 2002-07—cell phone ownership has exploded across the country: The number of Somalis with mobiles has risen over 1600% during the same five-year period. With conflict continuing and infrastructure quality declining, mobile phones have become the cheap, quick communication tool of choice for the vast majority of Somalis.<sup>2</sup> As a result, the proposed JobMatch service integrates web *and* mobile access options, enabling job-seekers and employers to connect with each other by Internet, WAP, or simple text-messaging (SMS).

#### **Current Use Cases: JobMatch Technology in Action**

Since 2006, the Souktel-created JobMatch platform has been a core component of the USAID-funded Ruwwad Youth Empowerment Program, implemented by EDC Inc. in the West Bank and Gaza, and USAID’s Employment Generation Program (EGP) implemented by DAI Inc. In both projects, Souktel’s technology has helped link youth with private and public sector apprenticeships and internships in Palestine and the Gulf Cooperation Council (GCC) countries: Youth have accessed key job training information by web or mobile phone—and employers have posted small “job ads”/training ads through similar channels. Today, more than 4,500 job seekers and 100 employers use the Ruwwad/EGP JobMatch system to find apprenticeships or qualified staff. This inaugural JobMatch service has been featured in Harvard Business School’s news

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<sup>2</sup> Source: CIA World Factbook: 2006, 2008

magazine, in Canada's National Post newspaper, and on the TV network of the Canadian Broadcasting Corporation.

In early 2008, EDC partner Souktel and Palestine's Birzeit University were awarded a two-year World Bank funding contract to deliver JobMatch services to graduating students through career development centers on four Palestinian university campuses. Part of the Bank's Quality Improvement Fund for the Palestinian tertiary education sector, the grant aims to improve labor market information flows between students and employers--bridging key gaps in campus career counseling and employability development while building universities' capacity to deliver these services by the grant's end date. Souktel anticipates an additional 15,000 student users (80% of eligible final-year university students) and close to 200 employers on its University JobMatch system by 2009. In parallel, Souktel has also launched a third, customized JobMatch network for West Bank technical/vocational education and training (TVET) institutions. Distinct from the apprenticeship and university services, the vocational JobMatch service focuses on matching technical college students with specialized work opportunities in their sectors of expertise. As of mid-2008, the Vocational JobMatch service now counts close to 500 student users and 25 employers.

#### **JobMatch Service Delivery in Somaliland**

Because JobMatch requires little infrastructure and has low running costs, it can easily be replicated and scaled up in new user environments. As of mid-2008, EDC partner Souktel has carried out successful feasibility pilots of the JobMatch system in Central Asia (Tajikistan) and South America (Chile). Building on the success of these pilots, current work in the Middle East, and EDC/Souktel's in-depth knowledge of Middle East/East Africa labor markets, the SYLP team aims to launch an accessible, low-cost version of its JobMatch network for use in SYLP-affiliated youth centers. A five-step approach to JobMatch roll-out would ensure that local versions of the technology are impactful, scalable, and sustainable across Somaliland:

#### **Implementation Phases – JobMatch Pilot**

##### **Phase I: Brief Feasibility Study/Market Research (1 month, Dec. 08):**

- Focus groups with local youth job-seekers (to supplement prior desk study research): Ascertain current job-seeking/livelihood preparation approaches, determine likelihood of service use among cohort.
- Field research on local employers who hire potential youth service users: Characteristics, hiring patterns, geographic distribution, current hiring strategies.
- Interviews with local employers to determine likelihood of service use.
- Research on/meetings with providers of existing/competing employment solutions in local market; identification of barriers to entry for mobile/web service.
- Meetings with local mobile network and ISP (Internet service provider) staff: Information-gathering on coverage, pricing, user volumes, ease of software integration.

**Phase II: System Design and Set-Up (2 months, Jan. – Feb. 09)**

- Joint work between EDC/Souktel and local stakeholders (youth clubs, youth representatives, employer representatives) to adapt baseline software for Somaliland's labor market (includes local language translation, content and structure changes).
- Co-definition of M&E indicators for tracking. Creation of M&E survey tools for tracking service use/impact-related indicators.
- Identification and recruitment of local employers for pilot participation.
- Local staff hiring/capacity building: Recruitment and training of Somali IT staff and outreach staff on system maintenance, content management, and user outreach/promotion strategies.
- Procurement of any computer hardware needed for web-based provision of JobMatch service. Equipment set-up at JobMatch "Service Outlets" (SYLP-affiliated youth centers or other sites).
- Configuration of database systems/network connections; pre-testing of service to ensure full functionality on local cell phone/Internet networks.

**Phase III: Launch of SYLP JobMatch Service Pilot (1 month, Mar. 09)**

- Planning/execution of public launch ceremony (media promotion to document event).
- Start-up of service delivery in local centers (and remotely, via cell phone): Outreach to 1200 targeted youth users through media, youth networks, community events.
- Baseline data collection on pre-identified indicators.
- Collation, analysis, and publication of initial data results.

**Phase IV: Full-Scale Service Delivery, M&E, and Follow-Up Planning (10 months, Apr. 09 – Jan. 10)**

- Ongoing M&E data collection and analysis by designated evaluation team.
- Ongoing outreach by local-hire staff to maintain employer involvement and ensure youth access.
- Collection of user feedback, and creation of IT system modifications in response to user experiences (Souktel team and local staff)
- Periodic PR/outreach to highlight service successes/tangible impact in local communities.
- Start of transitional planning process for service handover (if pilot delivery successful and longer-term implementation desired). Revenue modeling/long-term funding planning to ensure sustainable delivery.

**Phase V: Pilot Wrap-Up and Evaluation; Management Transition (2 months, Jan. – Feb. 2010)**

- Evaluation and reporting on final pilot data; dissemination of data results to stakeholders (USAID, implementing partners, job-seekers, employers, other interested parties).
- Internal review and conclusion of transitional planning process.
- (If relevant): Final transfer of service delivery responsibilities and network oversight from SYLP partners to local SYLP team.
- Final transitional assistance to local SYLP team in areas of employer outreach, youth engagement, mobile operator relationships, IT system maintenance.
- Pilot wrap-up events and public outreach to promote results.

Annex 5 Souktel Organization Profile

Changing Lives. One Text Message at a Time.

### Overview: First-Ever Cell Phone Job Service “By Youth, For Youth”

Founded in 2005 by young graduate fellows at Harvard University and the Arab-American University of Jenin (Palestinian Territories), SoukTel Inc. is the first-ever mobile phone service to match young people with jobs through a simple SMS software platform. Headquartered in Canada and Ramallah, Palestinian Territories, SoukTel Inc. helps change the lives of young people across the globe—providing its SMS JobMatch services to thousands of young job-seekers and hundreds of employers in the Middle East, Central Asia, and South America. SoukTel serves the majority of youth in emerging markets who have low Internet access, but high rates of mobile phone ownership.

Since 2006, the SoukTel-created JobMatch platform has been a core component of the USAID-funded Ruwwad Youth Empowerment Program, implemented by EDC Inc. in the West Bank and Gaza, and USAID's Employment Generation Program (EGP) implemented by DAI Inc. In both projects, SoukTel's technology has helped link youth with private and public sector apprenticeships and internships in Palestine and the Gulf Cooperation Council (GCC) countries: Youth have accessed key job training information by web or mobile phone—and employers have posted small “job ads”/training ads through similar channels. In early 2008, SoukTel and Palestine's Birzeit University were awarded a two-year World Bank funding contract to deliver JobMatch services to graduating students through career development centers on four Palestinian university campuses. Today, more than 6,500 job seekers and 150 employers use SoukTel's JobMatch technology to find jobs/apprenticeships or qualified staff. While SoukTel's reach is growing, its core philosophy is unchanged: Youth with stable jobs are the key to growth in emerging markets—and cell phones can be catalysts for helping young people find work.

### Facts at a Glance

**Founded:** 2005  
**Structure:** Canadian non-profit corporation  
**Headquarters:** Toronto, Canada and Ramallah, Palestine  
**Directors:** Three  
**Staff:** Six  
**Countries of Operation/Service Pilots:** Canada, Chile, Egypt, Mexico, Palestinian Territories.

### Awards/R&D Grants:

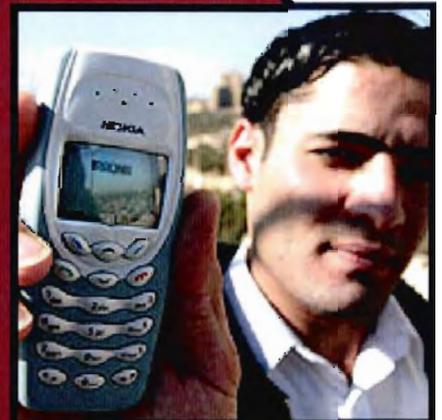
- World Bank Group – Quality Improvement Fund grant (2008)
- Harvard Business School – Peter M. Sacerdote R&D prize (2006)
- Malkenson Foundation – New Social Enterprise R&D grant (2006)

### History, Impact, and Growth Prospects

In 2005, a team of young Harvard fellows teamed up with Palestinian peers to create simple software that helped job-seekers find work quickly and cheaply. The result was a ground-breaking mobile phone service called “SoukTel JobMatch” which the team piloted in the Middle East in early 2006. After a runner-up finish in that year's Harvard Business Plan Contest, the team launched SoukTel Inc. as a non-profit corporation with a global scope, and created final versions of “JobMatch”—along with second SMS service for the NGO sector, the logistical planning suite called “AidLink”.

High international demand for both services prompted SoukTel Inc. to scale up its operations in the Middle East and Central Asia, with JobMatch serving close to 100 employers and several thousand job-seekers by 2007. As its service grew quickly, SoukTel focused on creating a sustainable funding model to ensure long-run, meaningful impact in local labour markets: In late 2007, the organization introduced a modest fee structure for job-seeker and employer users, in partnership with national mobile service providers. By mid-2008, grant-based funding had declined to less than 25% of total revenue, while service users grew to nearly 5,000 job-seekers and close to 200 employers. As of late 2008, SoukTel JobMatch has connected over 2,000 young people with life-changing jobs, internships, and training opportunities in their local communities—all through mobile phones. This “double bottom line” approach has earned SoukTel media accolades as a visionary social enterprise committed to grassroots change: The organization's unique model has been profiled on Canada's national TV network *CBC*, and in the leading Canadian daily *The National Post*.

Looking ahead to 2009, SoukTel aims to continue its strong track record of high-impact, sustainable service delivery to youth in multiple markets. The organization expects to expand operations in the Middle East while launching new Job Match services in Chile, Mexico, and other key South American sites. At the same time, SoukTel is working to launch a new targeted “JobMatch” service for Palestinian vocational training colleges. As always, SoukTel Inc. is eager to partner with telecom companies, manufacturers, governments, and other key stakeholders to achieve this new growth and maximize impact among local youth.



## Core Services: SMS JobMatch and SMS AidLink

**SMS JobMatch:** Database-driven tool that matches young job-seekers with employers, in emerging markets.

- Job-seekers create "mini-CVs" through SMS questionnaires.
- Employers create SMS job ads on phones, through same process.
- Both sets of information uploaded from users' phones to a database which matches similar data in each user profile.
- System sends "match" messages back to users; employers and job-seekers contact each other directly for interviews and hiring.

**SMS AidLink:** Database-driven tool that helps aid agencies, government offices, and community associations plan emergency crisis responses through SMS alerts and surveys. Also used in schools, training colleges, and universities to enhance communication between staff and students.

- Aid agencies create "news alerts" or surveys, and send them via SMS to thousands of registered members. Members can range from rural families who need emergency help to aid workers giving out food and medicine.
- To answer SMS surveys, members "text" their responses to questions, one at a time.
- Answers appear directly in Souktel's online database, for quick analysis and response by aid agencies.
- Agencies can also send alerts and surveys to specific demographic groups: All registered men in a coastal hurricane region, or just new mothers in famine areas.

### SMS JobMatch: Impact at a Glance – Fall 2008:

- Over 6,500 mini-CVs on the JobMatch database in Nov. 2008
- 150 SMS Job Ads posted per week by local employers (avg.)
- 400 job-seekers and 100 employers using the service to find each other each week (avg).
- \$400 US in phone-call savings each month, for 5 employers—after switching to SMS staff recruitment.

### Selected 2008 Employers – Middle East:

- CARE (Humanitarian Aid Agency) – Office support jobs ([www.care.org](http://www.care.org))
- East Jerusalem YMCA - internships at community agencies ([www.ej-ymca.org](http://www.ej-ymca.org))
- Ernst and Young - financial services jobs ([www.ey.com](http://www.ey.com))
- Austcare Middle East - IT jobs ([www.austcare.org](http://www.austcare.org))
- Bisan Financial Systems – accounting jobs ([www.bisan.com](http://www.bisan.com))

**"In...parts of the world where cellphones are used more often than the Internet...text-messages are starting to carry a lot of weight: They transmit crucial information about jobs, food supplies and emergency resources. Souktel...is at the forefront of this trend".**

– The National Post (Canada), March 2008

## Senior Management Team

Souktel's management team combines more than 20 years of experience in IT-based solutions for economic growth and humanitarian aid. Team members are based in the US, Middle East, Canada and France with frequent travel between locations. Team members also consult with a global advisory board of non-profit and private sector leaders.

- **Jarrett Goetz, MBA:** 2005 Sloan Fellow, MIT. Past Senior Manager for IT/mobile applications, Infinity Pharmaceuticals (NASDAQ: INFI). Past Director of Networks for higher education software firm Jenzabar Inc.; specialist in mobile technology development and private sector outreach.
- **Jacob Korenblum, Ed.M.** 2005 Reynolds Fellow, Harvard University. Past Private Sector Initiative Project Manager for USAID (US Agency for International Development) and CIDA (Canadian International Development Agency). Specialist in humanitarian aid sector outreach.
- **Mohammad Kilany, B.Sc.:** Past Regional Client Services Manager, Palestinian Telecommunications Co.; specialist in telecoms operations management, product sales and marketing.
- **Matthew Yanchyshyn, B.Sc.:** Past Regional Head of IT/mobile applications, Associated Press - North Africa/West Africa bureaus; specialist in new mobile technology development and network integration.

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