USAID/SOMALIA YOUTH ASSESSMENT

January 2020

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ACRONYMS AND ABBREVIATIONS

ATC	Asaf Technical Consultants
BDS	Business Development Skills/Services
CBO	Community-based Organization
CDCS	Country Development Cooperation Strategy
CSYA	Cross-Sectoral Youth Assessment
DG	Democracy and Governance
DO	Development Objective
DREAMS	Determined, Resilient, Empowered, AIDS-free, Mentored, and Safe
EDC	Education Development Center
EG	Economic Growth
EU	European Union
FGD	Focus Group Discussion
FGS	Federal Government of Somalia
FGM	Female Genital Mutilation
FMS	Federal Member States
FP	Family Planning
FTF	Feed the Future
GESI	Gender Equality and Social Inclusion
GIZ	Gesellschaft für Internationale Zusammenarbeit (German Development Agency)
ICT	Information and Communication Technology
IDP	Internally Displaced Person(s)
IIP	International Implementing Partner
ILO	International Labour Organization
INGO	International Non-Governmental Organization
IT	Information Technology
KII	Key Informant Interview
KSA	Knowledge, Skills, and Abilities
MOE	Ministry of Education
MOH	Ministry of Health
MSMEs	Micro, Small, and Medium-sized Enterprises
NGO	Non-Governmental Organization
OVC	Orphans and Vulnerable Children
PYAN	Puntland Youth Association Network
PYD	Positive Youth Development
ROSCA	Rotating Savings and Credit Association
SDP	Sports for Development and Peace
SGBV	Sexual- and Gender-based Violence
SIDA	Swedish International Development Cooperation Agency
SRH	Sexual and Reproductive Health
SMS	Short Message Service
SONYO	Somaliland National Youth Organization

SOW	Scope of Work
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Program
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
USD	United States Dollar
USG	United States Government

I. EXECUTIVE SUMMARY

A. INTRODUCTION

This cross-sectoral youth assessment aims to capture the experiences, aspirations, challenges, and assets of Somali youth ages 15-30 and to identify effective programs, organizations, and partnerships supporting youths to reach their full potential. USAID/Somalia will use the data to inform its approach to working with youth in greater alignment with the Positive Youth Development (PYD) framework, incorporating findings into its 2019–2023 Country Development Cooperation Strategy. Assessment results also are intended to provide donors and development practitioners working in Somalia with information on opportunities and challenges for supporting youth's journey from adolescence to adulthood. The recommendations outlined here are based on the findings of a desk review, 130 key informant interviews, and 30 youth-led focus-group discussions with 283 youth over nearly four weeks in three zones: Federal/South Central, Federal/Puntland, and Somaliland.

B. RESEARCH QUESTIONS

The Mission identified the following primary research questions:

1. What are youth (15-30) life goals, and what are the factors that hinder them from achieving those goals?
2. What are the defining structure and characteristics of youth cohorts in Somalia?
3. What is working well to support youth in Somalia (both USAID and non-USAID) and enable them to actualize their civic and economic potential?
4. What models of USAID programming from contexts similar to Somalia might be useful to review to advance youth development in health, education, civic engagement, agriculture and food security, and economic growth?
5. What do people perceive as specific strong opportunities for promoting private-sector engagement in issues impacting youth?
6. What do people perceive as specific strong opportunities for advancing self-reliance (and how do Somalian youth envision the concept of their role in building self-reliance)?

There also were 13 additional sub-questions and 55 secondary research questions that are woven throughout the report.

C. FINDINGS

How can we distinguish youth cohorts?

Using a positive youth-development lens, we find that Somali youth vary in terms of their assets: those relative skills, physical and financial assets, information, access to services, and personal networks. The most vulnerable youth segments are those with fewer assets: the most at-risk youth have fewer assets than others, so that youth cohorts overlap. Youth cohorts are characterized as follows:

- *Youth living in rural areas, IDP camps, nomads*: Just over half of youth fall within this group with 22 percent living in rural areas; 26 percent are nomads and 7 percent are IDPs. These youth suffer from low access to services, including education, health, water, and sanitation. Youth in IDP camps, especially girls, suffer more from insecurity than host communities.
- *Youth from poverty-affected families:* Two out of three youth live in poverty with food insecurity.

- *Poorly educated youth*: More than half of Somali youth are illiterate; two out of three have no formal education. Out-of-school youth are dropouts or those who completed school, but unemployed.
- *Youth from marginalized families and girls:* These youth lack connections or family support, which is often related to being from one of the marginalized clans.
- *Females:* Girls forced into early marriage and those experiencing gender-based violence, which affects one out of four women.
- *Youth recruited into terrorist groups or crime groups:* Male youth are most in danger of being recruited into terrorist or crime groups.
- *Youth attempting illegal migration:* Typically, these at-risk youth are seeking a better life or services.

What is the youth experience?

In Somalia, youth experience is largely driven by poverty, food insecurity, and lack of access to education and other services. Urban youth have access to more services. Overwhelmingly, education is the number one aspiration of younger youth, while employment is the number one aspiration of older youth, especially if they already have some education. Younger youth believe that education is the way to a better life, while older youth (25-30 years-old) are dissatisfied with the education they received as it has generally not resulted in employment.

Unemployment is high among youth, although many do some sort of informal work. While the production sector (agriculture, livestock, fisheries) has been the primary employer, youth are interested in modern or mechanized production rather than manual labor. Most youth want to work in an office, although most lack the skills to do so and opportunities are limited. Major barriers to employment are lack of skills and experience; tribalism/nepotism and corruption; insecurity (lack of freedom of movement and access to land and businesses); and gender discrimination.

Youth lack access to money and assets to start their own businesses, in addition to having low education and skills.

When not at school or work, female youth are most likely to be at home, and, regardless of gender, youth are engaged in social media and texting. Depending upon where they live, youth feel more (or less) personal insecurity and risks to their health. Many communities experience treatable illnesses such as TB, diarrhea, and malnutrition. Teen pregnancy, rape in some areas, and substance abuse appear to be on the rise and are big concerns among youth who see these issues as affecting physical and mental health.

What do we see through a positive youth development lens?

Youth want to be engaged in their communities and with government in decision-making—beyond issues that affect youth alone. Most youth, however, see tribalism and control of decision-making by elders as barriers to participation, even in areas where youth are welcome in decision-making bodies. Youth feel excluded from leadership roles except in rare cases in which they may have authority regarding a youth-focused issue.

Youth lack safe spaces in which to engage and grow. These are necessary for emotional growth and confidence building, as well as peer-to-peer communication, and opportunities to learn conflict-resolution

and other communication skills. Youth-led organizations and line ministries concur about the need for safe spaces and have called for one-stop centers for youth that include a variety of services in one place.

In terms of the enabling an environment for positive youth development, a few salient themes emerged:

- *Government attitudes, policies, and regulation*: Policies and strategies supporting youth are well written and recommend some best practices for youth development, but require coordination, oversight, and follow-through. Youth believe that if they were implemented, youth would benefit.
- *Tribalism*: Youth and key informants believe tribalism/nepotism and corruption interfere with youth development, except for those youth who are connected with strong clan networks.
- *Private-sector engagement*: Some non-government key informants believe the private sector is booming and is ready to engage youth if they had the skills required to work in the private sector. They believe that government is neglecting to appropriately engage with the private sector and that public-private partnerships would enable funding for youth training, tools (such as those needed in an ICT (information and communication technology)-based workplace), and internships/future work.
- *Gender*: Youth say that traditional views of household roles are strong in their households in which women are responsible for household chores and children, and men make financial decisions. Women suffer from harassment in the workplace, which youth believe is a result of culture-based discrimination.
- *Elders control leadership positions*: Some youth want elders to "retire" to make room for youth to lead. Many youth believe that elders do not trust or respect youth. Youth want elders to make space for youth to be heard and act.

D. OPPORTUNITIES TO IMPROVE THE LIVES OF YOUTH

We recommend stakeholders consider the following opportunities with high potential to make a difference in the lives of Somali youth.

Increase Youth Earnings through Self-employment: There is a great unmet demand for programs that offer skills, assets, and supports for youth to obtain a stable source of income through self-employment in the informal sector. Targeting rural areas and the agriculture/livestock sector is important to reaching underserved youth, despite the trend in rural to urban migration. Successful youth livelihood interventions require integrated supports, using flexible, modular components that can be tailored to the needs of different youth segments. Develop a public-private partnership (PPP) strategy to make private-sector engagement easier for local stakeholders. Youth livelihood programs must align the aspirations of youth with the demand trends of the market.

Increase Youth Access to and Use of Educational Opportunities: Integrate technology, manual labor skills, soft skills, and social-emotional learning throughout education. Improve the quality of education. Strengthen technical and vocational education training (TVET) institutions by developing standards and providing progressive skills to meet entry-level, mid-level, and high-level positions so that youth can be competitive in the market and respected by would-be employers and clients.

Increase Youth Engagement in Community and Government: Engage youth with one-stop centers and sports in safe spaces. Be intentional about reaching vulnerable youth segments. Conduct Somalia-wide, locally tailored public information campaigns to support youth development and civic

engagement. Foster the development of youth-led projects and strengthen youth-focused institutions and line ministries to deliver youth-focused holistic programs and monitoring.

Open Space for Youth to be Leaders in the Public Sphere to Strengthen the Rule of Law: Youth want fairness, transparency, and justice for all, not just some. Linked with public information campaigns and civic engagement, give youth a platform and voice so that they can lead justice and reform efforts. In an environment of elite capture and large aid flows, youth should lead accountability and implementation oversight. Given the size of the youth population, youth participation and leadership in public affairs is critical for the benefit of Somalia, not just the youth of Somalia. Youth engagement in local, regional and central governments can support demand-driven service provision and oversight, as well as accountability, leading to the growth of citizen-government relationships and confidence in government.

Increase Youth's Access to Finance: Youth need access to financial services, especially safe savings opportunities and credit for livelihoods. Further investigation is needed to identify ways to open financing alternatives that support youth livelihoods. The preliminary recommendations emerging from this assessment are for a combination of existing community-based schemes (like ROSCAs that go by the name of Ayuto, among others in Somalia), microfinance, and banking in which public or private institutions buy-down risk of credit for youth, and support matched savings accounts.

Apply Positive Youth Development Approaches within Youth Programs: This assessment underscores the cross-sectoral inter-dependencies of youth success. Youth in Somalia place enormous importance on gaining a market-relevant education that leads to improved livelihoods. Education and livelihoods are interdependent and exigent, but youth's education and livelihood success are affected by other factors, most notably lack of livelihood opportunities, poor education, insecurity, teenage pregnancy, and substance abuse that perpetuate a vicious cycle of youth dependence. Youth want to be partners in youth-driven programs in Somalia. To enhance a positive youth-enabling environment, engage other adult stakeholders, such as parents (who often are youth themselves), teachers, nurses, police, elders, and CBOs, who play important roles in the lives of youth.

II. INTRODUCTION, PURPOSE, AND METHODS

A. BACKGROUND

The United States Agency for International Development (USAID) has supported young people in Somalia across sectors, including democracy and governance (civic engagement), education, economic growth, and health, since 2009. USAID's Strategic Framework for Somalia (2016–2019) has a goal to "build a durable foundation for a more stable, democratic, and prosperous Somalia" by strengthening systems and processes that enable inclusive governance, improving service delivery, and expanding inclusive economic growth. The Framework describes youth as much of the population (75 percent below the age of 30) and recognizes deeply entrenched attitudes and values with power asymmetries, making youth participation in economic and civic life challenging and necessitating programming to facilitate youth political empowerment and leadership. Due to the civil war, youth lack training and education, making education a strategic priority, with only six percent of youth (15-24 years old) enrolled in secondary school. Youth also suffer from a higher rate of unemployment than the overall population, which suggests the need for economic strengthening programming.

USAID has invested widely in efforts affecting youth, including the Somali Youth Learners Initiative (SYLI), which focused on increasing access to secondary education and civic-engagement opportunities for youth. An impact evaluation of SYLI found that combining secondary education with civic engagement reduced youth's support for political violence more than education alone.[1] USAID's ongoing Growth, Enterprise, Employment, and Livelihoods (GEEL) program incorporates youth into its efforts to improve production, employment, and incomes in select sectors; improves the business environment through access to finance and support to policy and regulation; promotes enterprise development through business-development services; and increases participation of women and youth in the economy as employers, employees, and entrepreneurs. Alternative Basic Education for Pastoralists (ABE) and Girls' Education Challenge Transition (GEC-T) support children and youth ages 6-14 and 10-19, respectively, to access education.

In governance, Somalia Stabilization Initiative (SSI/Dalbile) engages at-risk youth in activities to counter recruitment into violent extremist groups. Expanding Access to Justice (EAJ) supports youth to access justice and exercise their legal rights. Bringing Unity, Integrity, and Legitimacy to Democracy (BUILD) in Somalia supported community meetings and events where Somalilanders were informed about how to vote and play an active role in determining the election outcome. Transition Initiatives for Stabilization Plus (TIS+) includes a youth entrepreneurship program that provides microenterprise training with potential for seed grants for businesses. TIS+ also supports community events that raise awareness of youth-related services, such as the Hargeisa Youth Amazing Race (Somaliland), and a "Somali Idol" show that aimed to revive local arts and music with youth from Mogadishu.

USAID/Somalia's transitional framework expires in 2019. In preparation for the next strategy framework, USAID/Somalia requires an analysis of the status and landscape of youth and youth initiatives in Somalia, as well as policies shaping youth development in the country. This youth assessment serves as the basis for decisions on strategic planning and future programming targeting or including youth in the 2019–2023 Country Development Cooperation Strategy (CDCS). Understanding the context of youth in Somalia, as well as identifying opportunities for which a positive youth development (PYD) lens can strengthen the quality or impact of existing and future programs, will directly benefit the development of the CDCS.

[1] Tesfaye, et al., 2018

The purpose of this report is to provide an analysis of the status and landscape of youth including their characteristics, goals, models for youth development that are working for youth in Somalia, and opportunities to support youth development. The remainder of this section (Part II) describes the purpose of the assessment and the research questions and assessment methods. Part III describes the situation for young people in Somalia, based on secondary sources. Part IV focuses on results from primary data including discussion with youth and key informants across private and public sectors: focus is on youth priorities, bright spots emerging from the results that pose an opportunity, and opportunities and gaps that youth-focused stakeholders may fill. Part V brings together the findings from the desk review, primary data collection, and team experts and describes opportunities and programmatic gaps identified during the assessment. Part VI summarizes the findings and provides guidance on how to use this assessment's findings to develop a PYD-based, cross-sectoral program. A separate report for USAID, provides strategic priorities and recommendations for USAID to consider in their strategy and future programming.

B. PURPOSE OF AND RESEARCH QUESTIONS UNDER THE CROSS-SECTORAL YOUTH ASSESSMENT

In July 2019, USAID/Somalia commissioned the USAID YouthPower Learning team to conduct a cross-sectoral youth assessment. Using a PYD lens, the assessment sought to better understand the status and aspirations of Somali youth ages 15-30 in their journey from adolescence to adulthood, a transition that includes starting a productive working life, developing healthy lifestyles, and exercising citizenship.

PYD is both a philosophy and an approach to youth development that "engages youth along with their families, communities, and governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems." This approach has a proven positive impact across an array of outcomes and sectors in the United States and other high-income countries.

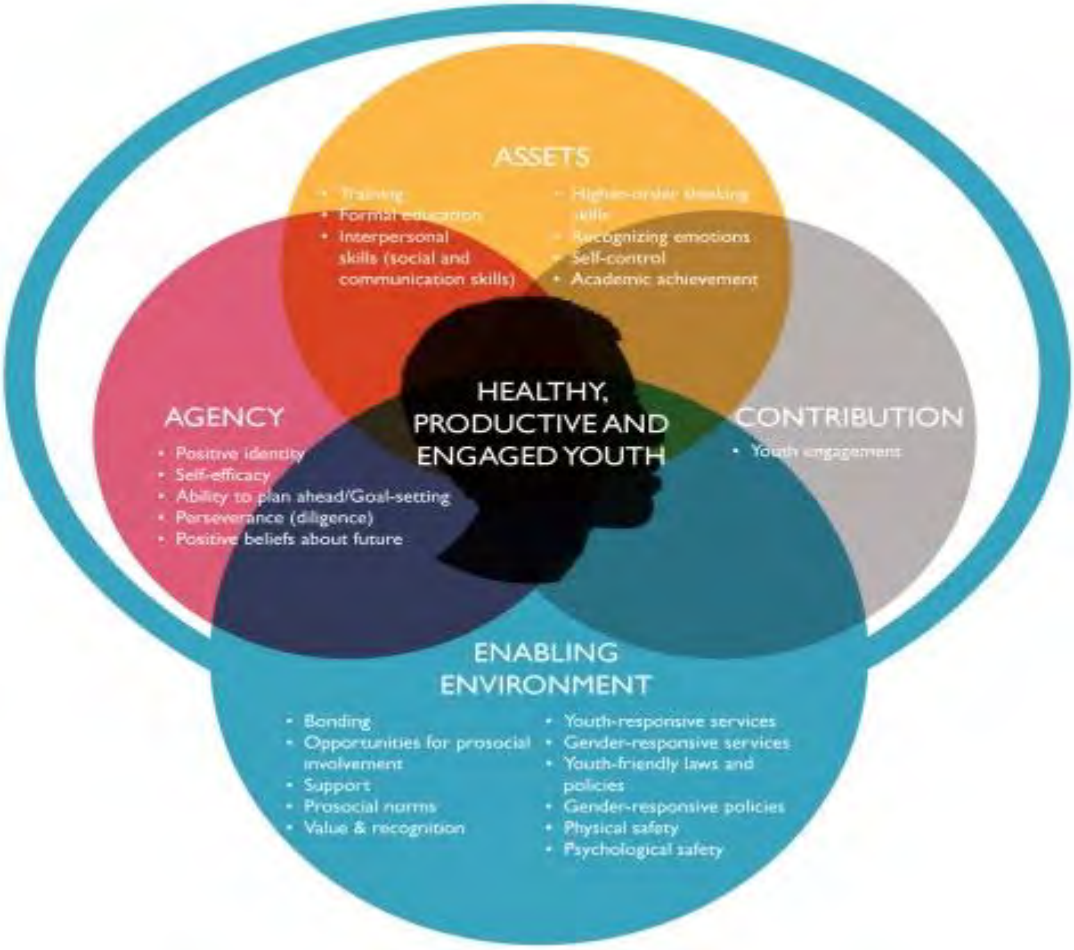
Donors, governments, practitioners, and policymakers are increasingly looking to this approach to provide more holistic support for youth in low- and middle-income countries.

The PYD Framework (see Figure 1) offers four domains through which the vision of healthy, productive, and engaged youth can be achieved:

- *Assets:* Youth have the necessary resources, skills, and competencies to achieve desired outcomes.
- *Agency:* Youth perceive and can employ their assets and aspirations to influence their own decisions about their lives and set their own goals, as well as to act on those decisions to achieve desired outcomes.
- *Contribution:* Youth are engaged as a source of change for their own positive development and for that of their communities.
- *Enabling Environment:* Youth are surrounded by an environment that develops and supports their assets, agency, and access to services and opportunities, and that strengthens their ability to avoid risks and stay safe, secure, protected, and live without fear of violence or retribution.[2]

[2] An enabling environment encourages and recognizes youth while promoting their social and emotional competence to thrive. The term "environment" includes four key domains: (1) social relationships with peers and adults; (2) normative attitudes, norms, and beliefs; (3) structural laws, policies, programs, services, and systems; and (4) physical, safe, supportive spaces.

Figure 1. PYD Framework



The assessment identifies opportunities to optimally support youth and guide USAID/Somalia toward a more strategic engagement with youth as: a) beneficiaries and participants of sustainable, Somalia-owned development solutions that can be brought to scale over time, and b) key actors empowered to identify and prioritize challenges to the lack of livelihoods and propose innovative solutions.

The assessment included an extensive list of six primary research questions, under which were an additional 13 sub-questions. There also were 55 secondary research questions that are addressed throughout the report. A full list can be found in Annex A. The Mission identified the following primary research questions:

1. What are youth (15-30) life goals and what are the factors that hinder them from achieving those goals?
2. What are the defining structure and characteristics of youth cohorts in Somalia?
3. What is working well to support youth in Somalia (both USAID and non-USAID) and enable them to actualize their civic and economic potential?

4. What models of USAID programming from contexts similar to Somalia might be useful to review to advance youth development in health, education, civic engagement, agriculture and food security, and economic growth?
5. What do people perceive as specific strong opportunities for promoting private-sector engagement in issues impacting youth?
6. What do people perceive as specific strong opportunities for advancing self-reliance (and how do Somalian youth envision the concept of their role in building self-reliance)?

C. METHODS

The assessment process consisted of several data-collection methods:

- A desk review of more than 75 secondary sources
- A field visit to all three zones: Federal/South Central, Federal/Puntland, and Somaliland
- 30 youth-led focus-group discussions (FGDs) with 283 youth (140 males, 143 females) ages 18-30
- Individual or small group interviews with 130 key informants (KIIs) from the Federal Member States/Somaliland, international donors, UN agencies, USAID staff, and Somali community and business leaders, as well as national and international non-governmental organizations (NGOs) implementing youth programs across Somalia.

Although USAID defines youth as those aged 10-29 (with a programmatic focus of 15-24 years-old)[3], the Somali National Development Plan, 2017–2019, defines youth as 15-35 and the Somali National Youth Policy defines youth as 15-40 years-old, this assessment focused on those 15-30 years-old of age.

Criteria for Field Site Selection. The assessment team visited seven regions/settlements within the zones that represent both urban and rural contexts in order to capture a range of youth opinions and experiences across the country:

- Federal/South Central: Banadir, SWS, Middle Shebelle Regions
- Federal/Puntland: Nugaal and Mudug Regions
- Somaliland: Galbed and Hargeisa, Moorijeex Regions

Each of the zones has a capital city that served as a base of operations and was included in primary data collection due to diversity of youth population, social economic diversity, and the existence of large youth populations. In each of the zones, one other region/settlement was covered by the assessment to include rural youth. Within each region, the team selected sites based on physical accessibility (at least fair road conditions or airport, and security/safety considerations), concentration of youth, and diversity of socio-economic characteristics among the total sample population (e.g., rural/urban, education level).

[3] USAID, *Youth in Development Policy: Realizing the Demographic Opportunity* (October 2012).

Table 1. Zone and Regional Sampling

Zone	Region	Site (approximate distance and time)	Status
Federal/ South Central	Banadir	Mogadishu, Capital City	Urban
	Hirshabelle State	Balcaad Town (30 Km from Mogadishu) 45 km/3-hour drive by road with security	Rural
	South West State	Baidoa city, Regional Capital City (400 km from Mogadishu) Accessible by flight (45 min)	Rural/urban
Somaliland	Moroodi Jeex	Hargeisa (Capital City)	Urban
	Galbeed	Gabiley (30 km) from Hargeisa 45-minute drive	Rural
Federal/ Puntland	Nugaal	Garowe (Capital City)	Urban/ rural
	Mudug	Burtinle (60 km from Garowe) by road with security	

Sampling. As illustrated in Table 2, KIIs were wide-ranging across all stakeholders, taking place in Somalia and Nairobi.

Table 2. Key Informant Interviews by Type of Organization

Organization Type	# of Participants	Some of the organizations who participated
NGOs; INGOs; Projects	54	PYAN, SONYO, WAAPO, Youth and Women-led Orgs, Shaqadoon, SIRDA, CARE, Mercy Corps, American Refugee Committee, Adam Smith International, CONCERN WW, ADRA, Disabled Person Orgs, USAID Projects (GEEL, TIS Plus), Shuraako
Community leaders; business leaders	8	Federal Senator, Women Leader, SOMTEL, HORMUD, AMAL Bank, Premier Bank, Dahabshill
Government leaders; USAID; donors, UN agencies	68	PM office, Line Ministries of Federal Member States/Somaliland, SNU, USAID; EU; Norway, UNICEF, UNFPA, GIZ

The assessment team conducted 30 youth-led FGDs, including six pilot FGDs for a total of 283 youth directly consulted for this assessment (Table 3).

Table 3. Number of FGDs by County, Sex, Age Bandings, and Rural/Urban

		Female						Male						Total
		Female 18-19*		Female 20-24		Female 25-30		Male 18-19*		Male 20-24		Male 25-30		
Zone/ region	**Site**	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**	
Federal/ South Central/ Banadir	Mogadishu	1		1		1		1		1		1		6*
Federal/ South Central/ Hirshabelle	Balcaad				1						1			2
Federal/ South Central/ SWS	Baidoa		1						1					2
Somaliland/ Moroodi Jeex	Hargeisa	1		1		1		1		1		1		6*
Somaliland	Gabiley		1		1				1		1			4
Federal/ Puntland/ Nugaal	Garowe	1	1	1		1		1	1	1		1		8*
Federal/ Puntland/ Mudug	Burtinle						1						1	2
	Total	**3**	**3**	**3**	**2**	**3**	**1**	**3**	**3**	**3**	**2**	**3**	**1**	**30***

In order to capture the views of minors (15-17 years-old), the team conducted FGDs with near-peer youth ages 18-19 about their recent experiences as the 15-17 cohort and/or friend/family experiences in this age range.

** Two FGDs (one male and one female) per zone were pilot FGDs to ensure the youth researchers were adept in facilitating the FGDs.*

Respondent Recruitment Strategy. Focus groups consisted of no more than eight to ten people representing a relatively homogenous background—known as a "youth cohort" or "youth segment." Youth segmentation means that the research (and the project) acknowledges different groups of youth by key defining characteristics, such as gender, age sub-groups, education level, economic background, ethnicity/tribe/religion, community, disability, or other salient factors. ATC (a youth-led organization) led the selection of youth in consultation with youth-led CBOs, youth umbrella organizations, and youth ministry.

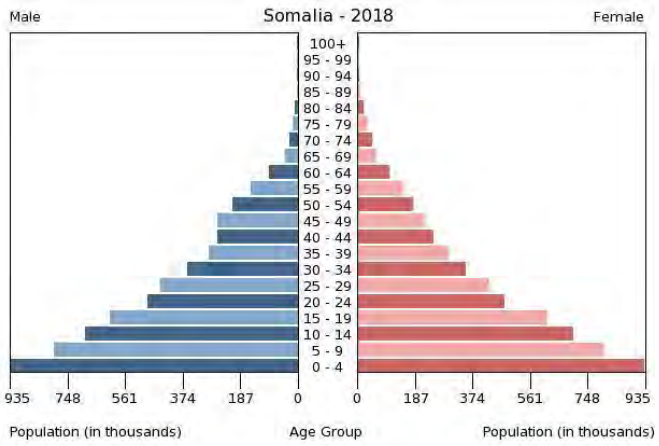
The assessment aimed to build on previous work done by USAID and others, adding value to the knowledge base in order to generate actionable recommendations. Principles of participatory methods were utilized in the research process. The input of young people and their understanding of their own circumstances and lives grounded the situational analysis and subsequent recommendations. A more in-depth description of the methods and data collection guides can be found in Annex B.

III. THE SITUATION OF YOUNG PEOPLE IN SOMALIA

A. YOUTH DEMOGRAPHICS IN SOMALIA

Somalia has a youthful demographic (Figure 2) that is like other countries in sub-Saharan Africa. With a total population of about 15 million,[4] 75 percent are under the age of 35 and about 29 percent are between 15 and 29 years-old.[5] More than half of the youth are illiterate, two out of three have no formal education,[6] and literacy declines with age.[7]

Figure 2. Population Pyramid



Young women are more likely to be married. On average, youth marry in their 20s, men slightly later than women (25 years-old and 22 years-old, respectively). More women are married between the ages of 15-35 (55 percent) than men (40 percent). More rural youth are married (60 percent) than urban youth (40 percent). Youth-headed households are most likely to be led by men (80 percent).[8]

Most youth live in poverty and with high food insecurity. Two out of three youth ages 15-24 live in poverty.[9] Larger households are more likely to be in poverty (7.23 members compared to non-poverty households with 5.57 members),[10] which is driven partially by food insecurity,

[4] World Development Indicators (The World Bank, 2018).

[5] UNFPA based on PESS 2014, *The Somali Youth in Figures*.

[6] UN, *Somalia Youth Engagement & Empowerment* (May 2019).

[7] UNFPA, *Educational Characteristics of the Somali People Volume 3* (2016).

[8] UNFPA based on PESS 2014, *The Somali Youth in Figures.*

[9] UN, *Somalia Youth Engagement & Empowerment* (May 2019)

[10] Somalia Social Protection Policy (March 2019).

as over half of Somalis are acutely food insecure.[11] Poverty-ridden households also have a higher dependency ratio. Two out of three youth are unemployed despite having more education than the previous generation.[12] According to the Somalia Social Protection Policy (2019), political participation is weak, and unemployment and livelihood opportunities are cited as drivers for youth engagement in conflict.

Youth in Somalia live mostly in urban areas (45 percent) or are nomads (26 percent) or live in rural areas (22 percent), while some live in camps for internally displaced people (IDP) (seven percent).[13] Youth are moving from rural areas where they work in agriculture (particularly livestock) to urban areas (or out of the country) due to famine, drought, and lack of livelihood opportunities.[14] Yet rural youth lack skills necessary for employment in urban areas, where unemployment already is high and nepotism makes opportunities unavailable to the majority, which can lead to disaffection, unrest, and recruitment into criminal activities.[15]

B. YOUTH AND EDUCATION

Access to and quality of education are a work in progress. Children ages 6-13 and 14-17 are most likely to be in school (59.2 and 55.2 percent, respectively), while youth ages 18-24 and 25-34 are less likely to be in school (36.6 and 16.8 percent, respectively).[16] Half of the children in primary school, however, are over the age of 13,[17] making Somalia a country with the one of the lowest rates of primary school enrollment. Two out of three youth enrolled in secondary school are over age.[18]

Access to education is lowest for those in rural areas, in the lowest wealth quintile, and in IDP camps. Poverty correlates with school enrollment as seen in Figure 4. Gross enrollment rates in primary school suggest some progress with greatest improvements in Federal/Puntland, stagnation in Somaliland, and challenges in the areas governed by the Federal Government of Somalia (FGS). Rural and nomadic communities lack educational infrastructure, enough teachers, and learning materials and supplies, and are long distances to schools and have poorly aligned curricula to cultural and economic needs of communities.[19] Gross enrollment rates for secondary level show more improvement in all areas, but especially Federal/Puntland and Somaliland. Youth in households receiving remittances have a higher school attendance by 17 percent, suggesting that education is a priority investment.[20] Out-of-school children ages 6-18 have risen where most of them are in Central and South Somalia.[21]

11Food and Agricultural Organization of the United Nations, Somalia Situation Report (October 2019) http://www.fao.org/fileadmin/user_upload/emergencies/docs/SituationReportSomaliaOct2019.pdf.

12 Ibid.

13 UNFPA based on PESS 2014, The Somali Youth in Figures.

14 Ministry of Youth and Sports, The National Youth Policy of the Federal Government of Somalia (2017).

15 SIDRA Institute, Policy Brief 12: The Idle Youth Labor Force in Somalia: A blow to the country's GDP (June 2019), www.sidrainstitute.org.

16 UNFPA, Looking Towards a Brighter Tomorrow: Educational Characteristics of the Somali People, Volume 3 (2016).

17 UNICEF, Somalia Education Strategy Note 2018–2020, http://files.unicef.org/transparency/documents/Somalia%204.%20Education.pdf.

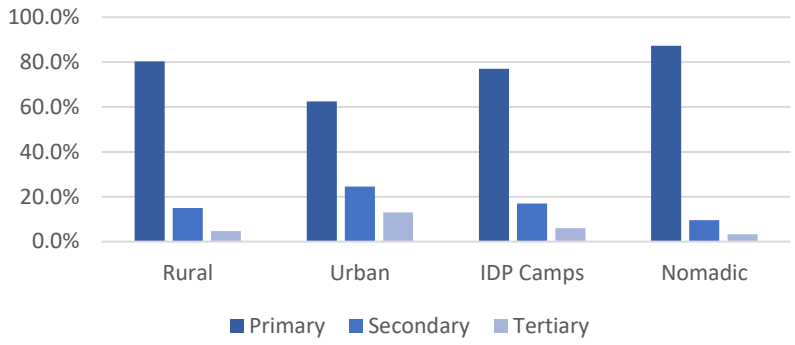
18 UNFPA, Educational Characteristics of the Somali People (2016).

19 UNICEF, Somalia Education Strategy Note 2018–2020.

20 World Bank Group, *Federal Republic of Somalia Systematic Country Diagnostic. Report No. 123807-SO* (2018).

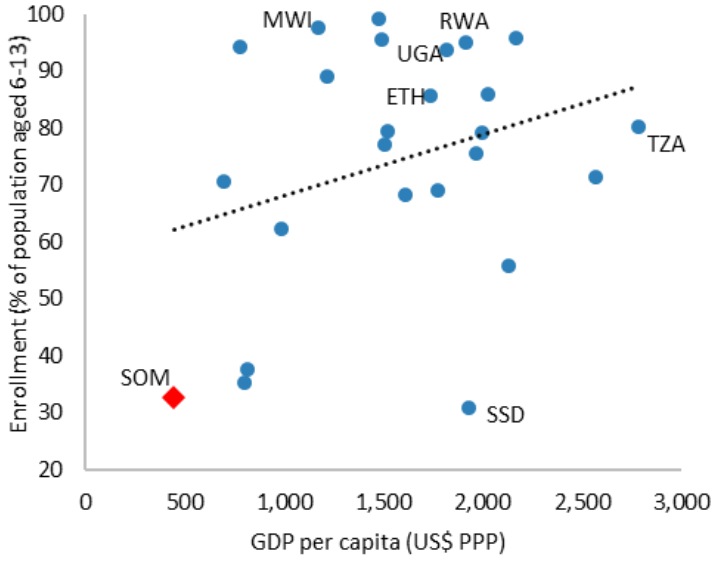
21 UNICEF, *Annual Report 2016: Somalia Education Cluster* (2017).

Figure 3. School Enrollment by Location[22]



While urban enrollment rates show greater education access, the urban poor are among those most affected by inequities. See Figure 4 where the red diamond shape marked SOM represents Somalia and the blue circles represent other countries in the region.[23] Other affected groups include those living in rural areas, especially pastoralists, IDPs, and girls. Gender inequities remain high, although less so for those in IDP camps due to interventions.[24]

Figure 4. Regional Comparison of Enrollment and GDP per Capita



In terms of quality of education, literacy rates are highest among the youngest group, those 15-19 years-old, suggesting that education quality may be improving.[25] The proportion of qualified teachers is improving, although fewer than one in four are qualified.[26] Quality of curricula and

[22] UNFPA, *Educational Characteristics of the Somali People* (2016)

[23] World Bank, *Somali Poverty Assessment (PA) with data from Wave 2 of the Somali High Frequency Survey* (2019).

[24] UNICEF, *Somalia Education Strategy Note 2018–2020.*

[25] UNICEF, *Somalia Education Strategy Note 2018-2020.*

[26] FGS, *ESSP 2018–2020.*

availability of materials are also improving. As with access and equity, the most affected young people live in rural areas.

Existing educational institutions and curricula fail to meet the needs of youth with skills needed in the job market and for livelihood opportunities. This issue includes TVET curriculum, which, if an approved curriculum is established, would mean graduates would have greater competency and productivity.[27]

C. EMPLOYMENT AND ECONOMIC OPPORTUNITIES FOR YOUTH

Access to and cultivation of adequate livelihood opportunities is one of the most critical issues that youth face. Somalia's draft National Development Plan, 2020–2024 (April 23, 2019), recognizes that one of the major contributors to poverty is the lack of opportunities for youth. Youth employment is a cornerstone of stability in Somalia.[28] Regardless of formal employment rates estimated at 27 percent youth employed (58 percent male, 42 percent female), of whom 70 percent are in agriculture, forestry, and fisheries (PESS 2014), many youth are engaged in work of some sort. One survey (Altai Consulting for IOM, 2016) found that 72 percent of youth are actively job hunting and 27 percent feel discouraged. The report also finds that the private sector is reviving in urban centers and construction is the most visible economic activity. Challenges to youth employment include:

- An ineffective system to enforce fairness processes.
- Strong clan preferences; nepotism; lack of advertised jobs – jobs are mostly acquired through connections and word-of-mouth within networks. This is exacerbated by small companies' reliance on clan relatives/friends/elders to identify candidates (these jobs are not advertised).
- Sixty-seven percent of youth interested in starting a business, with 91 percent of them reporting a financial barrier.
- Brain drain and migration due to lack of opportunities, peer pressure, and access to quality education.
- Lack of livelihood opportunities in rural areas due to migration to urban areas; lack of skills due to inadequate education, disrupted knowledge sharing from one generation to the next, and/or loss of lifestyle (rural, agricultural/pastoral).

Key sectors: agriculture/livestock, fisheries, forestry, and minerals. Somalia's economy heavily depends on these sectors (agriculture represents about 93 percent of total exports), particularly livestock, but drought and flash floods have deeply affected agriculture and those dependent on it for their livelihoods and food.[29] More than half the population is acutely food insecure; half of whom are coping with severe food insecurity, which is particularly intense in rural areas (FAO). Somalia is ranked first for climate-change vulnerability among 167 countries.[30] Other factors affecting vulnerable youth in agriculture are access to land, which is diminished by government policy pushing large-scale, mechanized agriculture,[31] and the loss of traditional agriculture as youth do not have the previous generation from whom to learn.[32]

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[27] Ibid.

[28] Ministry of Youth and Sports (June 2017). The National Youth Policy of the Federal Government of Somalia; UN Youth Strategy for Somalia 2016-2020; UN Somalia Youth Engagement & Empowerment (May 2019)

[29] World Bank Group, *Federal Republic of Somalia Systematic Country Diagnostic. Report No. 123807-SO* (2018).

[30] Ibid.

[31] Ibid.

[32] *Somalia National Development Plan 2020–2024 (draft)* (April 2019).

Youth engagement in the crop sector, dominated by maize and sorghum, also is suffering though Somalia has a growing food imbalance, with supplies producing only about a quarter of the cereal needs. Crop production as a means to employ youth suffers from insecurity, low yields, limited access to inputs and finance, and poor infrastructure. Growth of the sector will require adapting to climate change.[33] Development of fisheries could diversify the economy, but the potential for livelihood from fisheries is hampered by a lack of infrastructure and government policy.[34]

Youth unemployment and lack of economic opportunities is a push factor toward unrest and violence. Evaluation of the Joint Program on Youth Employment Somalia (YES) includes the following as push factors toward violence: "insufficient, unequal, and inappropriate education and skills combined with poor governance and weak political participation from the legacy of past conflicts." High inflation is a constraint for youth employment (National Youth Policy). Other enabling environment factors affecting youth employment include low levels of investment, a lack of financial services and infrastructure, and low labor productivity.[35]

The National Development Plan draft 2020–2024 (April 2019) states: "High unemployment and limited livelihood opportunity, exacerbated by low levels of training and skills among the youth, both emerge from and amplify the poverty and vulnerability arising from conflict and environmental causes." All of Somalia's strategies, plans, and frameworks prioritize economic opportunities for youth. The nature of the challenges and goals in the strategies recognizes the mismatch between youth skills and employers' needs and expectations, as noted in the draft National Employment Policy (2019): "The destruction of the education system and the absence of a significant vocational and technical training system (have) resulted in a substantial skills deficit among the youth in Somalia."

The mismatch also is due to a theory-based education in universities and lack of access to and quality of TVET.[36] Yet findings from labor market surveys found that employers value university graduates more than TVET graduates.[37] The findings support the recognition that clannism, ageism, and sexism negatively affect youth employment, especially for women. Nepotism and unfair practices are supported elsewhere as well.[38] One of the many challenges to designing an effective youth unemployment strategy is the lack of reliable labor-market data, although some new surveys, such as the World Bank's High Frequency Surveys, help to mitigate data gaps.

D. HEALTH

Adolescent fertility is estimated to be slightly dropping since 2010, which greatly impacts young women's long-term prospects for well-being. According to the World Development Indicators, ten percent of young women ages 15-19 have had children, down from 11.7 percent in 2010 and 12.7 percent in 2000. In addition to inadequate health care, adolescent marriages contribute to one of 18 women in Somalia dying, due to complications during pregnancy or childbirth.[39] Teenage pregnancy

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[33] World Bank Group, *Federal Republic of Somalia Systematic Country Diagnostic. Report No. 123807-SO* (2018).

[34] Ibid and Forcier Consulting and ARC (2016).

[35] Chiwara, et al. *Youth Employment Somalia Mid-term Evaluation Report.* (2018).

[36] JICA, *Youth Employment Baseline Study for Somalia* (February 2017).

[37] *Findings of the Labor Market Surveys: Commissioned by CISP For Strengthening Education and Training in Somalia (SETS),* PowerPoint slides (January 2019).

[38] SIDRA Institute, *Policy Brief 12: The Idle Youth Labor Force in Somalia: A blow to the country's GDP* (June 2019), www.sidrainstitute.org.

[39] Population Services International, *Increasing Access to Quality Maternal and Child Health Services, Support for International Family Planning and Health Organizations 2 (SIFPO2) activity overview.*

is acknowledged as a concern for vulnerable groups.[40] Married adolescent girls can be affected by adverse effects of pregnancy and childbirth and limited access to contraception and health care.[41] Child marriage rates will be better understood when the ongoing Somalia Health and Demographic Survey has been completed.

Somalia has a high total fertility rate at 6.0 and a low contraceptive prevalence rate of 30 percent with an unmet need of 27 percent.[42] Girls are most affected, as 69 percent of adolescents 15-19 years-old who have ever been married are girls.[43] The UNFPA report (2017) notes that girls lack sex education, as well as barriers to the possibility of comprehensive sexual and reproductive health (SRH) education, although UNFPA supported an integrated national plan for SRH education in 2018. In addition, Somalia has one of the highest rates of female genital mutilation/cutting in the world at an estimated 97 percent.[44]

The health of young people has a tremendous effect on their present and future well-being through their ability to participate in education and learn; work: be financially independent or a contributing member of the family: and feel empowered or disaffected. Some evidence supports the link between health and education: For every extra year of education for young women, child mortality drops nine and a half percent.[45] Somalia has some of the worst health indicators in the world and youth lack access to sexual and reproductive health education and youth-friendly services.[46]

Gender-based violence is rising. As described under "Safety and Security" below, gender-based violence is common, and the way it is addressed leaves victims (primarily girls and women) to carry the mental and emotional effects of trauma. Spousal and intimate-partner violence is the most common form of abuse (73 percent), followed by child sexual abuse (11 percent).[47] Substance abuse, including khat addiction, is believed to be linked with the rise of gender-based violence and rape.[48] A cultural taboo around sexual violence likely makes the number of reported incidents lower than their actual occurrence rate. The SIDRA report on rape recommends the following:

> *"The attraction of gangs and Qat (khat), in at-risk communities, must be reduced and quality services such as access to education, particularly vocational schools and employment opportunities, must be made available to children and their caregivers to prevent the neglect and abuse of children, who may be vulnerable to victimization and rape."*

Chewing khat can become an addiction that negatively affects youth employment and productivity.[49] Khat-chewing is a serious epidemic in Somalia.[50] More than a third of men are estimated

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[40] Smith, D., *Designing Social Protection Frameworks for Three Zones of Somalia. Final Report to UNICEF* (2014).

[41] UNFPA, *Strengthened efforts to serve the Somali girl child* (report) (June 7, 2017), https://reliefweb.int/report/somalia/strengthened-efforts-serve-somali-girl-child

[42] UNFPA, *World Population Dashboard* (2019), https://www.unfpa.org/data/world-population/SO.

[43] UNFPA, *Strengthened efforts to serve the Somali girl child* (June 7, 2017).

[44] Ibid and UNFPA, *World Population Dashboard* (2019).

[45] World Bank Group, *Federal Republic of Somalia Systematic Country Diagnostic. Report No. 123807-SO* (2018).

[46] UN, *Youth Strategy for Somalia 2016–2020.*

[47] SIDRA Institute, *Somali Institute for Development Research and Analysis Policy Brief: Rape: A Rising Crisis and Reality for the Women in Somalia* (June 2019).

[48] Ibid.

[49] 2016 Forcier Consulting and the American Refugee Committee, *Labor Market Study in High Growth Sectors: Mogadishu Kismayo* (2016).

[50] Ageely H. M., *Health and socio-economic hazards associated with khat consumption.* (Journal of family & community medicine, 2008), 15(1), 3–11.

to chew khat[51] and it is an emerging social problem.[52] The National Development Plan cites khat as a sign of poverty, while the National Youth Policy proposes an anti-khat-chewing campaign to reduce consumption. Khat also is a source of livelihood[53] and khat-chewing clubs are a source of information about politics.[54]

Somalis suffer from some challenges that can be mitigated with known solutions. Somalia suffers from high rates of curable illnesses, such as diarrhea, respiratory infections, and tuberculosis, in addition to malnutrition.[55] Poor water and sanitation, especially in IDP camps, affect health, future productivity, and therefore future poverty status.[56] Children and youth living in rural homes are much less likely to treat water from unprotected water sources.[57] Poor hygiene and sanitation, substance abuse, and safety and security issues also negatively affect the health of youth.

E. SAFETY AND SECURITY

Girls may suffer disproportionately from insecurity. As with early marriage and teenage pregnancy exposing girls to adverse health conditions, girls suffer from gender-based violence (GBV); rape is one of the most pervasive forms of abuse today.[58] One out of four women experience GBV with IDPs at greater risk.[59] Sexual and gender-based violence (SGBV) is primarily addressed as a private matter and within the customary (*xeer*) law. While the National Youth Policy (June 2017) highlights the protection and safety of youth with a focus on migration, sports and recreation, and the environment, the UN youth strategy and a study on youth in the labor force (SIDRA Institute, 2017) highlight the need for youth to have safe spaces to engage with peers and others. Youth feel least safe in public places and on streets.[60]

As evidence by decreasing violent conflict, Somalia is making progress toward building trust between the people, government institutions, and other stakeholders; yet challenges abound. The draft National Development Policy (April 2019), in which security and the rule of law is one of the pillars, recognizes challenges to freedom of movement and the perception of personal insecurity as drivers of poverty and lack of sustainability. The National Youth Policy also considers peace and security key issues and includes the following as concerns:

- Inadequate employment opportunities
- Youth radicalization
- Violent extremism and terrorism
- Drug and substance abuse (khat, alcohol)

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[51] Ahmed, S. H., Meyer, H. E., Kjøllesdal, M. K., Marjerrison, N., Mdala, I., Htet, A. S., … Madar, A. A., *The prevalence of selected risk factors for non-communicable diseases in Hargeisa, Somaliland: a cross-sectional study* (BMC public health, 2019), 19(1), 878. doi:10.1186/s12889-019-7101-x.

[52] Smith, Gabrielle (2014).

[53] Williams, P. et al., *Assessing the Effectiveness of the African Union Mission in Somalia (AMISOM).* (Norwegian Institute of International Affairs,2018).

[54] Robertson, L., Malla, L., and Oing, L., *Somalia Program Support Services: Somali Perceptions Survey, Part I: The Emerging Federal States, Mogadishu, and Puntland* (IBTCI, February 2017).

[55] Ibid.

[56] World Bank Group, *Federal Republic of Somalia Systematic Country Diagnostic. Report No. 123807-SO* (2018).

[57] Ibid.

[58] Harper, E., *Gender Equality and Social Inclusion Analysis: Expanding Access to Justice Program in Somalia* (2019).

[59] World Bank Group, *Federal Republic of Somalia Systematic Country Diagnostic. Report No. 123807-SO* (2018).

[60] Wood et al. (2019).

- High inflation
- Clan-based conflict
- Resource-based disputes (water and grassing)
- Politicians' quest for power
- Societal structure and discrimination

In addition to the above issues affecting youth, other security and safety issues affecting youth arise from abuses by government and allied forces, al-Shabaab, displacement, and attacks on freedom of expression. According to Human Rights Watch, the past year has seen unlawful killings, assassinations, and arbitrary arrests. Al-Shabaab's abuses continued and included forcible recruitment, blockages of government-controlled areas, and extortion. IDPs suffer from forced eviction, sexual violence, indiscriminate killing, and lack of access to basic services. Attacks on the media included harassment and arbitrary detention.

Insecurity can reduce investment in the private sector. A greater sense of security tends to increase investment in the private sector, creating jobs. Unemployment and lack of livelihood opportunities are two key issues for youth strategies (e.g., the draft National Development Plan 2020 to 2024).

Youth voice needed in building the rule of law. The justice sector is generally weak; some people prefer al-Shabaab justice over that of the current government, which undermines confidence in government institutions and weakens security and stability. Given that youth represent a large portion of the population, their voice is particularly important in the development of fair and just institutions. For example, young women are often victims of rising SGBV, most commonly rape; yet they may turn to the *xeer* system for justice due to the difficult and lengthy formal process in the current legal system. Yet the *xeer* system is the least structured to protect their rights.[61] The report from the Expanding Access to Justice Program recommends "1) a gradual transfer of influence and power in favor of a strengthened formal justice model, and 2) normative and attitudinal change toward individualist-based rights in communities and among all justice actors."

F. YOUTH PARTICIPATION AND CIVIC ENGAGEMENT

Youth can be agents in their own development and the development of their communities and countries. Given that most people in Somalia are under age 35, youth participation and their engagement in civic and political issues are critical to individual, community, and national development. The importance of youth engagement is seen in the National Youth Policy, USAID's strategic framework and the UN's youth strategy for Somalia.

Youth are engaged through radio and social media. USAID's Self-Reliance Roadmap[62] for Somalia rates the country's civil society and media effectiveness as 0.5 on a 0-1 scale. Examples include the youth peer education network (Y-Peer), where youth collaborated with peers, leaders, and youth organizations via radio[63] and the Common Social Accountability Platform[64] in which youth and decision-makers engaged via interactive radio (radio combined with SMS/text messages) about critical topics. These activities

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[61] Harper, E. (2019).

[62] https://selfreliance.usaid.gov/country/somalia.

[63] https://somalia.unfpa.org/en/news/somali-youth-engage-their-peers-political-participation-and-peace-building-through-radio

[64] Common Social Accountability Platform: Results and Findings from Citizen-Led Discussions on Displacement and Durable Solutions in Mogadishu (January 2019).

support healthy relationships and a supportive enabling environment for youth by creating opportunities for interpersonal communication.

Building youth capacity for civic engagement is critical. USAID's Somali Youth Learners Initiative implemented group-based leadership training to build youth capacity for civic engagement. SYLI found that students were inspired by older youth and that civic engagement can be stunted by substance abuse.[65] As noted above in the Background section, an impact evaluation of SYLI found that SYLI's combined intervention of secondary education with civic engagement reduced youth's support for political violence more than education alone.

G. DEFINING VULNERABLE YOUTH

The demographics in the previous sections reveal many circumstances that influence young people in Somalia. There also are many different segments of youth with unique circumstances that may be defined by biological stages, geographic location, or cultural factors. The term "assets" is defined as the necessary resources, skills, and competencies to achieve desired outcomes. In Somalia, some distinguishing features of youth cohorts that are most relevant in understanding youth assets, or conversely defining vulnerability, include the following: possessing networks or family support; school completion; working; living in an urban setting with greater access to resources versus in a rural environment, IDP camp or living a nomadic life; and gender. Key informants concur as they described vulnerable youth as:

- Out-of-school youth: dropouts and those looking for work, including unemployed university graduates
- Those from poor/IDP/minority/marginalized families
- Girls, especially those forced into early marriage
- Boys recruited as drug dealers or terrorist groups, al-Shabaab
- Youth who migrate illegally

Youth may experience a vicious cycle in which inadequate education/skills and high inflation negatively affect their chances of employment/business start-up, possibly exacerbating their use of khat as a means of temporary escape. Substance abuse also contributes to poor health, further decreasing the likelihood of steady employment. This cycle is further affected by food insecurity, personal insecurity, challenges to freedom of movement, gender and geographic divides, and elite capture of power structures creating barriers to youth civic engagement and empowerment, which may result in disenfranchised youth potentially leading to an uptick in civil conflict.

[65] Colburn, M. Mwero, D., Meme, J., Hassan, A. 2015. Somalia Youth Learners Initiative Baseline Report. IBTCI.

IV. FINDINGS: YOUTH GOALS, ASPIRATIONS, PRIORITIES AND BRIGHT SPOTS

This section describes the findings from discussions with youth and key informants. First, we provide context by describing youth goals, barriers to achieving goals, and concerns for their wellbeing, and issues like how youth communicate, gender and migration. Second, we present youth priorities by areas of interest: Education; Livelihoods, Business Opportunities, Agriculture; Health; Safety and Security, and Youth Participation and Civic Engagement. Within each of these areas, bright spots illustrate findings that suggest program opportunities.

Box 1: Youth Voices on Achieving Their Goals

"One of the biggest barriers for youth to achieve those dreams is economy and the education, which is very poor, and tribalism too."

- Male, 18-19 years, Hargeisa

"As my colleagues stated, goals and dreams are different person to person. My main goal is to find a public job, since I'm almost finished my university studies. My objective is to work in a transparent way without corruption, and my emphasis is on equality for services provision."

- Male, 20-24 years, Mogadishu

"80 percent of people are youth, and what they need is to get good government policy that will lead youth in the right way. If I'm in a senior position in any sector, I will focus on vocational training for youth and equal opportunity."

- Male, 25-30 years, Garowe

Overall, the assessment affirms that young people have a clear set of goals for their future. While all want to be educated and self-sufficient through economic independence and the ability to provide for their families, they also see a series of tremendous obstacles that impede their progress. Most youth have a common set of goals: complete their education, get work that will support financial independence, have a family, support their kin, and give back to the community. Most IDPs, however, want these things for their children because they do not believe they are likely for themselves.

Tribalism/nepotism, corruption and access to finance are barriers to youth meeting their goals and aspirations. In the focus groups, young people discussed challenges and obstacles to achieving their vision for becoming educated and economically self-sufficient. The top three barriers cited are tribalism/nepotism, corruption, and access to finance. Sufficient finances allow youth to attend school at any level in the absence of a free education system. Money and financial assets are required to support entrepreneurship or any type of business. Success, according to youth, depends mostly on having the skills, knowledge, and finances. Some other requirements for success youth mentioned are: support from friends and family, a legal system to support agreements and adjudicate disagreement, being healthy in order to work, and adequate infrastructure, (*e.g.,* for transport, and security).

Personal and clan networks can be a source of finances for youth. Some youth mentioned families paying for school fees with remittances from family members. Mostly, however, youth said that tribes control access to opportunities, as described by this woman (25-30 years-old) from Hargeisa: "*There are a lot of problems in our area that makes opportunities very useless because tribalism affects everything, thus killing any job opportunities because they don't give equal chance when hiring*."

Limited access to education, finances, economic opportunities, community and family support, health services and security, in addition to power structures (described as favoring older men and those with connections to majority clans[66]), diminishes the likelihood of success.

Overall, youth top priorities *vis-à-vis* their well-being are: 1) increased safety and security, 2) better education, and 3) better health. Table 4 illustrates similarities and differences in priorities by location.

Table 4. Youth Ranking of Priorities by Location

	Federal/Puntland		Federal/South Central		Somaliland	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
Increased safety and security		1	1	1	3	3
Better education	1		3	3		2
Better health	2	2		2	1	
Better livelihoods/jobs/ business opportunities	3		2			1
Better spiritual life					2	
Better social/civic opportunities		3				

Young men and young women have similar priorities, although women are more likely to rate better health as a top priority than men. Of note among the FGDs, the youngest groups in Hargeisa were the only groups to rate a better spiritual life as their top priority. They want a healthy relationship with God in order to succeed in their future.

Life in Somalia is gendered. Most youth have socially constructed gender views about what kind of work women and men can do. Young women and men say that women, not men, are harassed in the workplace, especially women working in NGOs and government. Some of the men discussants felt that women have more economic opportunities than men do, and might therefore earn more, such as this 18-19 year old man from Puntland: "*We are all IDPs yet our mothers, sisters, and wives are productive and generate money through handwashing clothes, collecting garbage/rubbish cleaning, while males don't fit in that kind of work.*"

Youth involvement in households is described as traditional: Women do household chores and men do not, except for heavy lifting. Some parents make joint decisions. "*Females mostly take up the responsibilities for the kids and the household, while males may decide how money should be spent,*" said a woman, 20-24 years old from Bal'ad.

Some youth see women as leaders of the household and men leaders everywhere else. Youth were asked what words came to mind when they thought about leadership: as part of the discussion they talked about leadership and gender. Three groups of men in Federal/Puntland and Somaliland described leaders as being men in terms of the country and mosque and women in the household. One of those groups also said that women could not hold high places such as peacekeeping. The youngest women in Baidoa said they could not define leadership as it belongs to men, but two other groups with women (20-24-years-old) in Federal/South Central specified that both men and women can hold leadership roles.

[66] The 4.5 system is based on the political formula used in sharing political positions and resources to ensure stability, inclusivity and representation by women. 4 represents four major tribal blocks (Hawiye, Darod, Isaaq, and Dir) in Somalia and point 5 represent the small tribes. This system appears to be marginalizing youth from the smaller tribes.

Migration: for good and ill. Most youth saw economic opportunities or a general "better life" as being the primary driver for both rural-urban migration and going abroad. Less common reasons given were security and safety and seeking better education or other services. Federal/Puntland youth had a positive view of migration: supporting family, gaining skills, although one Mogadishu group and one Hargeisa group noted that migration can cause overcrowding in urban areas. In Gabiley, Somaliland, youth mentioned social media as a negative influence encouraging youth to go abroad. Youth-led organizations in Federal/ Puntland said:

> *"Despite Puntland being a peaceful state, there's illegal migration brought mainly by frustrations due to unemployment, but more so social media. Youth are enticed by the lifestyle their colleagues, who were successful in attaining foreign passports, live, and social media plays a major role. Youth whose livelihood is in fishing, for example those in Bargadley/Eyl, resort to illegal migration as resources are exploited by foreign fishing companies, who are permitted by the government and they face competition from these powerful foreign companies."*

KIs see rural-to-urban migration as driven by access to basic amenities, infrastructure, education. and jobs. They perceive migrating youth as having little education, increasing the number of idle youth in urban areas. In rural areas, especially in Federal/South Central, they see al-Shabaab as a threat to youth, especially those from poor households, minorities and marginalized youth, who are exploited and recruited into extremist groups and engage in clan-instigated violence.

Youth share information primarily via social media and mobile phones. KIs concur. Common social media are Facebook, Whatsapp, and Instagram. Social media is commonly used to share information with those who live outside their town and to obtain information. Also, many youth said that word-of-mouth communication is common, although some groups said this was before mobile phones were readily available.

> "*It is true that use of mobile phone calls (is) the standard, but since we all live in one place (and) we tend to use word-of-mouth as it is easier and cheaper, but in urgent cases we call each other*."
> - Female 18-19 years old, Garowe

Youth value other social networks. such as youth groups, women-led forums, religious groups and institutions, leadership groups, diaspora groups, and media forums.

Mobile phones give youth access to the internet, which KIs said is available except in some al-Shabaab dominated areas. In addition to these communication channels, youth consider TV and radio reliable sources of information. In two focus groups, men said they receive more information than women. Youth use of texting and the valuing of radio served as an effective combination for a common social accountability platform piloted by Africa's Voices Foundation in which interactive radio (radio combined with SMS/text messages) boosted interaction between youth and decision-makers.

Youth lack of awareness of ICT hinders development. KIs said that youth are not using the internet for business. They note that lack of access to ICT knowledge and experience hinder development. The use of innovative applications in education, elections, livelihood planning, youth employment, business development, and entrepreneurship is not promoted among youth according to the KIs, though youth themselves note they rely on their mobile phones.

When not at work or school, youth mostly engage in social media/texting or are at home. A few youth in urban areas say they also spend time at cafés, while a few in rural areas say they participate in spiritual activities. Only in Somaliland did participation in youth clubs or on-campus activities arise in group discussion. Women and men equally engage in social media/texting, while women were far more likely to say they spend time at home than men. Of the few groups in which one or two participants said they go to cafés, only one was a women's group, while only men ever said they go "nowhere special," suggesting women's movement is more limited than men's movement.

Box 2: In Their Own Words: Barriers and Opportunities

"I can give you a clear example of such bad resource management: for example, there are job opportunities in a particular government institution, therefore those who are in charge of it will never release the job opportunities until they find someone they know or they are given some money, thus wasting many opportunities under their desks."

- Female, 25-30 years old, Hargeisa

"I would like to run for government office and become a leader so that I can fight tribalism within the boundaries of the law."

- Female, 20-24 years old, Hargeisa

"We can't run blind from reality. Ask yourself this question: Why are youth fleeing from their hometown? It's because they are searching for a better life, meaning jobs, which they couldn't find in their hometown."

- Female, 18-19 years old, Gabiley

Differences by Youth Cohorts

Irrespective of age, youth underscore the importance of access to quality education as they see education as a necessary step to a better future. This plays out in their goals and aspirations. The youngest group has the desire to complete their education and pursue further studies/university or professional courses. They aspire to be engineers, doctors, teachers, lawyers, social workers, political elites, scholars, managers, agricultural experts, bankers, and government officials. Youth with some formal education (at minimum attending or completed high school) from rural and urban areas have similar goals/aspirations. Youth IDPs, who missed out on formal education, have totally different aspirations. Rather than having dreams for themselves for the future, IDPs aspire for their children to have access to what they themselves lack: education, health services, and adequate food.

Some youth strongly desire to have their own business as a means to financial independence. Older youth (25-30) want good jobs/businesses, family, and political representation.

A few other distinguishing priorities were apparent across groups:

- In Somaliland and Federal/Puntland, some youth (20-30 years old) want to participate in politics. They want accountability and transparency in the way government manages resources; they want good governance.
- Some women (25-30 years old) see gender barriers to accessing education and other services. They want gender equality, fair jobs, and equal opportunity.

A. EDUCATION

In each of the following sections, we present: 1) youth priorities according to youth and key informants in a given issue area/sector, and 2) bright spots—findings that suggest opportunity for youth development through interventions.

PRIORITIES IN EDUCATION

Youth place a high priority on educational achievements from secondary through tertiary, and KIs agree that education is perceived by most employers to be the best opportunity to support youth in earning a living. Most youth said they are happy with the quality of education, mainly because of greater access to education opportunities (especially for girls); a unified curriculum; government control of curriculum and exams; improved quality and healthy competition between private and public schools (public school closing the gap); and improved teacher trainings and teacher incentives. However, dissatisfaction with education quality increases with age largely because education has not proved to be a launching pad to employment. Key informants expressed considerable dissatisfaction with the education system and its outcomes.

Poor quality of education. While a few youth expressed dissatisfaction with the quality of education, KIs agree that the education system has not given youth the skills, tools, and abilities to face life's challenges and secure a job. KIs say this contributes to migration as youth fail to get work even after completing university, which they feel is largely due to an emphasis on theory-based teaching and learning rather than practical and activity-based learning strategies. Concerns of youth and KIs are summarized below (Table 5).

> "*Quality of education is questionable as common curriculum is not used and teachers are not well trained and teachers training colleges are few, there's no quality assurance in place for education systems as a whole, teachers lack incentives, monitoring systems for schools are not in place, education is not free and is in the hands of private sector. You will realize that youth that studied abroad stand a better chance in getting employment due to poor quality education system.*"
>
> - Shuraako, Garowe

Table 5. Concerns with Education

Issue	Key informants	Youth
Mismatch between education and skills training and job market demand	✓	✓
Curriculum does not address needs and is frequently foreign based; it's broad and general, not standard and tailored to prepare youth to face challenges.	✓	✓
Lack of regulatory framework/quality control by respective government compromises quality; ineffective policy	✓	✓
Lack of public education hampers access to education for most children and youth.	✓	
Private-sector schools are driven by profit, not quality.	✓	
Mushrooming of educational institutions		
Overcrowded classes		✓
Lack of materials		✓
Political interference in scholarships		✓

Curriculum concerns touch on all levels of education from primary to university. Youth believe that university curriculum lacks focus on critical fields, such as productive systems (agriculture, livestock, fisheries) with courses in engineering, land economics, geology, etc., and is most often saturated with general courses, such as business skills, community development, social work, human resources,

accounting, and health programs (that are not based on practical skills). KIs agree as noted by this humanitarian organization: "*The curriculum is not unified. There are more than 20 different curricula in use and the majority lack any bearing to the socioeconomic realities of Somalia. Important skills and courses, such as ICT/technology-based skills, agriculture, livestock keeping, and fisheries, are not in the curriculum*."

Youth want information technology integrated into education. Youth agree that skills in technology are essential, although IDPs note that they have no access to technology and therefore no basis on which to form an opinion. Youth have a desire for strong technological skills and highly recommend integrating IT into their education, as described by this man (20-24 years old) in Mogadishu: "*Nowadays, life without computers and internet is hard, therefore technology plays a big role in helping us become successful in education and in finding information at the right time*." They said that technology has made learning interesting, improved information sharing, furthered studies, and enhanced use of social media. Key informants say that IT and computer studies are absent from curriculum, leaving graduates without IT skills in an IT world.

Perceptions of TVET remain low. While most youth have little or no information about vocational training available in their areas, they have a poor perception of TVET as youth largely want office/ professional employment. Somaliland and Federal/ Puntland youth have more information on TVET than those in Federal/South Central. KIs also recognize that youth have a low perception of TVET, especially in Somaliland and Federal/ Puntland in undertaking manual and skill-based jobs. They say that youth in Federal/South Central have a higher perception of skill-based work. The consensus among KIs is that TVET is not adequately preparing youth for the market, since training is short-term (3-6 months), of low quality, and project-based, and therefore not sustainable. Youth cannot compete with more skilled and experienced foreign experts (*e.g.*, from Kenya, Uganda, Ethiopia, Yemen, Asia). One KI from Federal/ Puntland said, "*Youth despise TVET skills. Mindset is wrong about the TVET among the youth in Puntland. Vocational institutes have been set up, but youth don't enroll.*"

Box 3. In Their Own Words

"I am an [the best] example of a successful person that I can think of, and some of the things that have contributed to my success are: I have gotten encouragement from parents and friends and, also, funds from relatives, who live abroad, to help me finish my education."

- Female 20-24 years old, Bal'ad

"*People in my area believe that education is the only thing that can eradicate poverty and ignorance; therefore, they urge youth to take advantage of their time and invest in education.*"

- Female 25-30 years old, Hargeisa

"*Having access to finance for education, good teachers who can become your mentors, and finally moral support from your family."*

- Female 20-24 years old, Gabiley

"*I believe that having good parents who can deal with the tuition fees, good schools, and (a) peaceful place where students have freedom of movement without fear of anything will help him become successful in education."*

- Female IDP 18-19 years old, Garowe

KIs see that youth lack awareness of available resources in the regions and lack the skills to tap into those resources. In addition, one KI sees youth's low opinion of skill-based jobs as misplaced priorities in which urban youth are unwilling to take TVET courses and rural youth do not want to work in agriculture, but rather migrate to urban areas to get white-collar jobs. Despite this, youth-led organizations and line ministries want long-term, high-quality TVET training institutions to meet the demand for a skilled workforce. Currently, TVET training is short-term and project-based, typically three- to six-month training that saturates the market with traditional skills (*e.g.*, tie-dye, tailoring, and beautification for women trainees), as described by this UNICEF informant: "*Diversity in youth-sectoral opportunities, ideas, innovations is needed as the current market sector is flooded with same ideas/skill sets*."

BRIGHT SPOTS IN EDUCATION

Education is seen as a key step on the road to self-reliance by youth, their families and government. In addition to moral and financial support from families and community support, youth want peers, mentors, teachers, and policies to be supportive. FGS Education Sector Strategic Plan 2018–2020 seeks to contribute to several Sustainable Development Goals, including education, gender, equity, and peace and security with an increased budgetary commitment for education sector in the National Development Plan from about $36 million in 2018 to about $60 million per year in 2019 and 2020. The National Youth Policy (June 2017) recognizes the critical issues around education in Somalia and makes strengthening education and skills training a priority that includes:

- Increase accessibility and student participation by making education more engaging and more readily available to all.
- Empower the non-formal education sector and expand it in all regions of Somalia.
- Expand opportunities for TVET – ESSP 2018–2020, including doubling the funding for TVET from 2018 to 2019 though TVET accounts for nine percent of the education sector budget between 2018–2020.

Top factors influencing learning outcomes are teachers and, at the community-level, parental support and encouragement. Teacher training needs to be a priority, as does hiring women teachers, as the absence of female teachers hinders girls' enrollment.[67] In areas where families or communities discourage some youth, information campaigns should improve school enrollment and attendance.

B. LIVELIHOODS, BUSINESS OPPORTUNITIES, AGRICULTURE

PRIORITIES IN LIVELIHOODS

Employment is a major challenge for youth. Many of the youth-assessment participants described employment as a major challenge in which livelihood opportunities are limited. They described unemployment as a driver for migration; idle youth; engagement in physical violence, youth gangs, and joining extremist groups; substance abuse; and various forms of crime such as theft. Barriers to gainful employment include:

- **Not having the necessary skills**, sometimes due to lack of education and/or resulting from the mismatch between education and work described above (Education). An example of this related to the production sector is described by youth-led organizations in Mogadishu: "*Youth are not interested in undertaking and studying agriculture and livestock. Instead the market is flooded by youth with skills in business management and other social studies that are not market driven. Youth lack career counselling opportunities that can link them to courses that are market oriented*."
- KIs note the **lack of job opportunities across zones** exacerbated by inadequately educated youth and instability.
- **Tribalism, nepotism, corruption**. A lack of merit-based recruitment processes was mentioned by both youth and KIs. Opportunities are often not open to youth (or publicized) unless they have connections. Some youth and KIs think effective implementation of government employment policies would benefit job seekers. SIDRA Institute's policy brief (2019) and Altai Consulting (2016) support the notion that clan preferences and nepotism are at work. There is

[67] Colburn, M., Mwero, D., Meme, J., Hassan, A., *Somalia Youth Learners Initiative Baseline Report* (IBTCI, 2015).

a lack of advertised jobs, whereby people get work largely through word-of-mouth within networks. Altai's report also notes that small companies rely on relatives, friends, and clan elders to identify candidates.

- **Negative perception of manual labor** (found also by JICA, 2017) may prevent some from accessing TVET to build skills.
- **Insecurity and fear of al-Shabaab** limits movement and access to agricultural land.
- **Gender discrimination**. Youth say women experience harassment and insecurity in the workplace, especially if they work in government or NGOs. Youth said this is due to a negative perception of women in those types of jobs. This discrimination was more commonly described by youth in Federal/South Central.

Many employers seek high-level skills. Depending on the sector—Energy, Telecommunication—employers are looking for employees with engineering skills, such as electrical, internet, and telecommunication, as described by this KI in telecommunications: "*In Hormuud, there are hard core technical and engineering skills that we look for. Employees with strong and high-level technical skills in electrical, IT, telecommunication are given priority. However, soft skills, such as hospitality, communication, front office operations, management skills, etc., are also critical skills*." Desirable professional skills in the banking sector include accounting, marketing, auditing, finance, human resources, and management, as noted by this KI from Amal Bank, "*Accounting and business skills, Islamic banking background, finance skills, marketing skills, ICT skills are needed; soft skills such as easy communication and presentation skills [are also] needed.*" All employers want people with excellent soft skills: interpersonal relations, presentation, customer care, and good communication skills.

Primary barriers to being in business are a lack of money/assets and low education and skills. Youth across all zones said that starting a business requires money and/or assets, which most youth and their families lack. In the absence of a connection to lend money/assets, youth cannot start a business. Altai Consulting (2016) found that 67 percent of youth are interested in starting a business, while 91 percent report financing as a challenge. Most of the youth also said that a good education, business skills, and experience are critical to business success (*e.g.*, developing strategies to grow business and determining profit/loss). These are practical skills that many youth lack. Other barriers mentioned include:

- Insecurity: common across groups in Federal/South Central and rural youth in Somaliland.
- Government policy cited in all three zones where lack of government policy to regulate business make business a free-for-all.
- Health can be a barrier according to a few youth.

Box 4. Youth Employment in Infrastructure and Energy

The BRIDGES Project: TVET and Higher Education for Boosting Road Infrastructure Development and Growth of Energy Services Project (2017–2019) provides access to private-sector-led and competence-based skills development opportunities for youth as measured by labor productivity and socio-economic livelihoods of graduates. To accomplish this, BRIDGES uses a competency-based, skills-training approach that emphasizes what a person can do in the workplace as a result of training. The project works with 16 private-sector companies with which trainees may intern (linking TVET and private companies is recommended by CISP's labor-market surveys). BRIDGES targets students from vulnerable households for training.

The BRIDGES sectors and approach are supported by evidence (SIDRA, 2019 and Forcier Consulting and ARC, 2016) and findings in the project's baseline report. The BRIDGES baseline report finds that some youth may not have the literacy and numeracy or other prerequisite education for TVET training. CISP (2019) recommends integrating basic skills, such as literacy, numeracy, and business management, with TVET to increase access to more opportunities for youth.

Use of financial services is rare among youth. Most youth say they use mobile money, but they do not have bank accounts. Only youth from wealthy families can access loans, as bank loans are complex and require a guarantor, collateral, or some form of security that are beyond youth. Youth say banks do not trust youth. Very few youth save money. Two groups from Federal/South Central save money using a rotating savings and credit association (Ayuto). In Federal/Puntland and Somaliland, youth rely on family members, including those abroad, to get money, while youth in Federal/South Central depend on their own efforts. According to KIs, private-sector microfinance initiatives are limited to youth from well-off families and do not support start-up businesses.

Agriculture, livestock and fisheries: Modernized and technology-based production system more appealing to youth. When speaking with youth in rural areas like Burtinle, Gabiley, and Bal'ad, they frequently dismissed agriculture as undesirable or untenable.[68] Manual agriculture is seen as risky, time consuming, and physically demanding with little potential for good returns. In addition, there is a prevailing negative view of people engaged in agriculture. Those youth who say that youth are interested in agriculture, or would be if given support, look mostly at off-farming opportunities such as input sales, transport, processing, and storage. Similarly, KIs said that youth are less interested in traditional agriculture and livestock and more interested in modern, technology-based production. KIs see the potential for job creation for youth if Somalia had a modernized market-based agricultural system, as explained by this KI:

"Agriculture in Somalia is the economic mainstay. It is underutilized since the regime collapse. Currently, most agricultural activities are subsistence in orientation and of low production. With proper investment and value addition, the agriculture sector (farming and livestock keeping) has greater potential to absorb (a) large population of youth into employment. For example, during (the) Siyad Barre Government, sugar cane farming along River Shabelle alone employed over 10,000 people. The livestock sector was vibrant and fishing a major economic block. There is need for innovations/modernization, commercialization, exploring local and external markets, small scale industries—value chain investment will see many youth employed."

While no mention was made by youth about fisheries (possibly because the data collection team did not meet with youth in Puntland's coastal area), the sector could be a source of livelihoods and food if infrastructure and policy issues were resolved.

Box 5. In Their Own Words

Suppose that you were in charge and could make changes to help young people like you achieve their goals and ambitions. What would you do?

"*I would control and improve the health hazards of the environment.*" - Female 20-24 years old, Mogadishu

"I would encourage youth in achieving their goals and dreams and also create job opportunities in order for them not to think of migrating outside the country." - Female 20-24 years old, Bal'ad

"I'd create economic opportunity that will let the youth invest in the country. Free education and free health." - Male 18-19 years old, Hargeisa

"Retirement rule. I want to work with a lot youth, while the elder people will get retirement and leave office." - Male 25-30 years old, Hargeisa

"I will improve sports in the country because I want the youth to stay away from drugs." - Male 18-19 years old, Gabiley

[68] For more information on approaches to make careers in agriculture seem more viable to youth, see *YouthPower Learning. Feed the Future Project Design Guide for Youth-Inclusive Agriculture and Food Systems: Volume I* (Project Design, 2018).

According to youth, **barriers to agriculture** include lack of skills/knowledge (also noted by Altai Consulting, 2016), inputs, and government support, including a government institution with responsibility for agriculture. Some youth said youth are largely ignorant of agriculture as a business, and in the absence of a government institution to promote and support agriculture, they will continue to ignore it. KIs also think lack of social safety nets and government efforts to improve productive capacities through improved agricultural inputs and rehabilitation mean little progress will be made. Government systems supporting agricultural policymaking, quality control, and certification are not seen as well structured.

Puntland to Galmudug consist of fisheries and livestock communities but lack the capacity to economically invest in it. Lack of market accessibility for products. Youth are affected by corrupt government licensing fishing companies to fish on Somali Coastline, resources are depleted and youth discouraged, since they lack the capacity. Production sectors lacks infrastructure. Tools, equipments, and market accessibility [are] lacking.

-KI, Adam Smith International, Garowe

BRIGHT SPOTS IN YOUTH LIVELIHOODS

Strong recognition of challenges to youth livelihoods is documented in government policies and strategies in which priorities are in line with best practices. The National Development Plan 2020–2024 (draft April 2019) recognizes the prevalence of high youth unemployment and limited livelihood opportunities. The National Employment Policy (draft 2019) includes efforts to: a) improve employment governance; b) create jobs through promotion of micro, small, and medium enterprises; and c) develop key sectors. A more strategic approach to youth employment includes USAID's Growth, Enterprise, Employment, and Livelihoods (GEEL) program, the UN Joint Programme on Youth Employment Somalia, and DFID's Promoting Inclusive Markets (PIMS, 2015-18) (JICA, 2017). Improving the education system and TVET is part of these and other efforts, as seen in Box 4 on the BRIDGES Project.

Box 6. Business Models

Somalia is the largest camel milk producer in the world. A new business model with camels in small, enclosed, zero-grazing farms can provide a business for youth and meet urban market demand for milk. The model is common in urban centers like Garowe, Mogadishu, and Hargeisa according to the Director of the Puntland Youth National Network, line ministries in Mogadishu, and SONYO in Hargeisa.

Dhaweeye: The Somali version of Uber has launched in Hargeisa and Garowe, benefiting many youth drivers, who are employed providing the technology-based taxi service.

Community-based Associations are common in Somalia. Youth are familiar with community-based associations in which members make regular contributions to a fund that is given in whole or in part to each contributor in turn are a form of informal financial services. Youth will appreciate access to financial services and likely be comfortable with programs that include savings groups (especially for younger youth for whom credit is less important) or community-based financial services groups with savings and credit.

Youth are community oriented and share information via mobile phone and word-of-mouth, making public-awareness campaigns a means of changing culture-based assumptions. Notions that might be address include: 1) women and IDPs are not stable, employable, and adequately educated compared to older men, and 2) youth are dangerous and immature, and, therefore, unqualified. Since a culture can be slow to change, women may be better off self-employed.[69] There is no one-size-fits-all

[69] CISP, *Findings of the Labor Market Surveys: Commissioned by CISP For Strengthening Education and Training in Somalia (SETS),* PowerPoint Slides (January 2019).

approach. While the demographic dividend suggests tremendous economic potential, youth must be skilled and employed to be productive. IDPs and other marginalized youth already are behind their peers in terms of education, experience, soft skills, and possibly health due to impoverished conditions during early childhood, famine, and poor water and sanitation.

C. HEALTH

PRIORITIES IN HEALTH

Communities experience curable illnesses such as TB, diarrhea, and malnutrition. Sometimes youth linked these issues with poor sanitation or dirty water. Clean water and sanitation and addressing malnutrition are priorities, as are youth-friendly health care and reproductive health education.

Teen pregnancy and khat abuse appear to be on the rise. Regarding drug abuse, one group said that friends influence each other and youth seeking relief from unemployment are driving increases in khat abuse and, therefore, mental-health issues among youth. Teenage pregnancy may result from early marriage and/or violence.

Youth descriptions of health in their communities were very similar across FGDs. One group in Federal/Puntland said health and health services had improved except for khat abuse, which is increasing. Three groups in Federal/South Central said that youth are addicted to social media; one woman from Mogadishu said, "*For the guys, they are mostly addicted to drug abuse, while the females are addicted to social media*." And another woman from a different group said, "*Addiction to social media, thus leading to eye problems*."

> "Youth use drugs because they want to get rid of stress and get temporary relief," said one man (20-24 years old, Hargeisa). Chewing khat causes a mild euphoria and hyperactivity and, when chewed regularly, undermines youth education and health, and contributes to unemployment and low productivity.[70] Use of khat was cited by parents as the most significant factor limiting youth civic engagement.[71]

BRIGHT SPOTS IN HEALTH

Water and sanitation interventions facilitates girls' school attendance. UNICEF's Improving Children's Access to Water and Sanitation in Somalia project (2015–2018) reduced waterborne disease and thereby improved school attendance. Girls and women could access water and latrines in schools and health facilities. Community-based public latrines lacked privacy and were not all well-equipped and could be dangerous. The evaluation recommends integrated water, sanitation, and hygiene programs in schools and health facilities as they are better able to manage water sources and latrines than communities.[72]

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[70] World Bank Group, *Federal Republic of Somalia Systematic Country Diagnostic. Report No. 123807-SO* (2018).

[71] Colburn, M., Mwero, D., Meme, J., Hassan, A., *Somalia Youth Learners Initiative Baseline Report* (IBTCI, 2015).

[72] Ferrari, G., van Dijkhorst, H., Sugimoto, H., D'souza, N., *UNICEF Somalia Final evaluation: Improving children's access to water and sanitation in Somalia (2015–2018)* (MDF Training & Consultancy and Polaris Global Management, 2019).

D. SAFETY AND SECURITY

PRIORITIES IN SAFETY AND SECURITY

Youth placed safety and security as a high priority for well-being; they frequently noted that it is a necessary pre-condition for all other areas of life. Youth in Federal/South Central have the strongest and most consistent security concerns where youth may experience fear daily and where incidents can be random. Youth raised concerns about the following in group discussions: rape, killing, gun violence, explosions, theft, plus fear of rebel groups and security forces.[73] Safety and security issues were less of a concern in Federal/Puntland, where youth fear security forces' abuse of power, what they call gangs (groups engaged in crime), theft, street harassment, and domestic violence. In camps, rape is common, and youth may largely be perpetrators. Crime/violence is higher in camps compared with host communities.

Youth described several reasons for crime and violence, including unemployment, lack of resources, and stress. Some say that idle youth are drawn to violence, rape, and other crimes. Security concerns are less common in Somaliland, where youth sometimes fight peers and, in one group, men (25-30 years old) indicated that police harass youth and arrest them with no evidence of wrongdoing.

Men and women are both susceptible to insecurity. Concern is worse at night. Both sexes may be susceptible to harm on streets and in public places. Men may experience more issues during social events (*e.g.*, sporting events), including fighting among youth.[74] Women are more insecure, especially in camps, where rape is common, and in the workplace. TIS+ Synthesis Report finds that women reported lower improvement in security than men; women see security in terms of freedom of movement and equal access to services.[75]

Homes, mosques, and schools can be safe spaces. All youth felt comfortable at home. The second most favored safe space in Federal/Puntland and Federal/South Central is the mosque, and in

Box 7: Program Model

Transition Initiatives for Stabilization Plus (TIS+) activity (2015-2020) is USAID's primary project in the stabilization sector ($66.9 million project implemented by AECOM). TIS+ works with multiple levels of government supporting inclusive participation of stakeholder groups in community decision-making and encouraging shared asset management between citizens and the government to demonstrate the government's interest in an emerging capacity to contribute positively to citizens' daily lives. In a recent evaluation, IBTCI found that while youth are included in Project Oversight Committees, they are primarily only given direct oversight and management responsibility for sports facilities and playgrounds. As found in the CSYA, youth want to engage in decision-making beyond youth-specific matters. The evaluation finds that increases in participation are linked with decision-making, management and oversight competency. Further, the report recommends TIS+ be more intentional in its design to ensure meaningful participation of youth.

TIS+ uses Gender Equality and Social Inclusion (GESI) and Sports for Development and Peace (SDP) approaches to engage people with disabilities, women, and youth. Sports is a hook attracting at-risk youth to reduce their engagement in violent extremism and offer disabled youth the ability to participate as referees and coaches. Events, however, infer high security costs in order to protect youth.

TIS+ finds that robust and regular analysis of political-economic dynamics is critical for intervention success. It provides micro-level understanding and mitigates security-related challenges.

Changes in security (*e.g.*, increased insecurity) has delayed or interrupted activities in some areas.

[73] Insecurity caused by government forces was also found by Wood et al. (2019).

[74] Confirmed by secondary sources, including the Ministry of Youth and Sports and described in Wood et al. (2019).

[75] Wood et al. (2019).

Somaliland is school. Safe spaces are critical assets for emotional learning. USAID's Somali Youth Learners Initiative (SYLI) (2011–2016) provided safe spaces in addition to education opportunities, leadership, and conflict-resolution training, literacy, numeracy, and skills training.

When feeling insecure, turn to whomever is nearby. Common across all groups of youth, when culturally appropriate, is to turn to whomever is closest: family and friends; authorities if the matter is serious (although not for disagreements among peers); and a hospital or mosque as needed. Wood et al. (2019) note the existence of some peace and safety committees, but only one youth FGD mentioned a committee that facilitated resolution following an incident.

Box 8. IDPs in Their Own Words

"*Most insecurity happens in IDP camp, since it is poorly develop[ed] and there are too many dark places. Females are always the most vulnerable people in our community, and they do not feel safe.*"
- Male IDP 20-24 years old, Garowe

"*We IDPs are facing many problems, including insecurity, where male youth face it more in the streets and female youth face it in the streets, in the marketplaces, and in the workplaces.*"
- Female IDP 18-19 years old, Garowe

"*Most insecurity happens in IDP camp since it is poorly development and there are too many dark places. Females are always the most vulnerable people in our community and they do not feel safe.*"
-Male IDP 20-24 years, Garowe

BRIGHT SPOTS IN SAFETY AND SECURITY

Youth see no reason for physical violence given alternative means for dispute resolution. Youth largely find physical violence unacceptable, although several FGDs noted that youth sometimes fight among themselves. Youth indicate other options—forgiveness, negotiation and mediation, functioning government and institutions—counter the need for violence.

Youth recognize safe places to go and people to turn to when in need. When in need, youth turn to family and friends, as well as whoever is nearby if the need is urgent. The flip side of this is that in poorly lit areas at night, youth are more at risk. Youth largely feel safe at home, in a mosque, and in some areas, in school.

Box 9. In Their Own Words

"*If there's no security then nothing else will come. Security is the basis of life and everything in the community.*"
- Male 20-24 years old, Gabiley

"*Although security is not at the level it should be, we still have security, we are in one of the most secure cities in the country.*"
- Female 20-24 years old, Garowe

"*The youth would stop looking for opportunities outside the country if the safety and security of the country was improved. They would stay within the community to help make it a better place.*"
- Female 18-19 years, Mogadishu

National development policy and national youth policy indicate insecurity as a driver of poverty and instability or lack of sustainability, making addressing insecurity a priority of government. Providing security and services is a primary function of government: "Only when the government begins to establish its value as a reliable provider of services and security can trust between the people, governing institutions, and various stakeholder groups be rebuilt."[76] Citizens link improvements in security with confidence in government.[77] Feeling safe promotes youth and women's participation in the public sphere, as insecurity makes travel difficult. Yet security concerns can override focus on youth, as noted by this KI: "*Myriad of challenges, such as conflict, threat of extremism and other environmental factors, such as droughts and famine, have*

[76] World Bank Group, *Federal Republic of Somalia Systematic Country Diagnostic. Report No. 123807-SO* (2018).

[77] Wood et al. (2019).

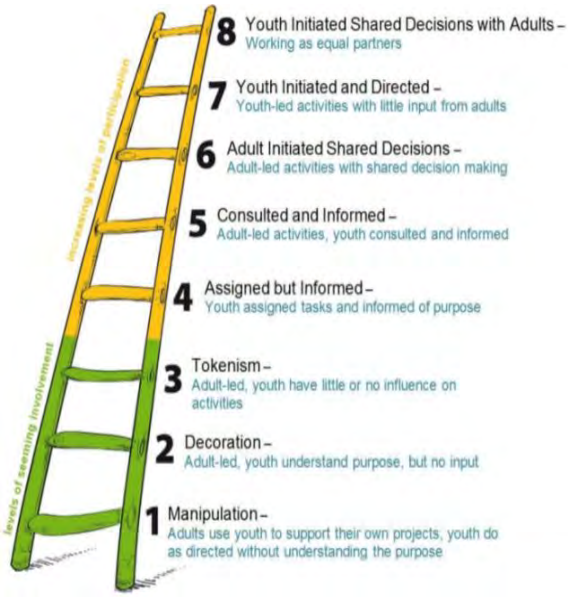
in most cases changed the state priorities. Youth are not given priority and yet they form the largest group in Somalia. They have lagged behind in development." Focus on youth who have grown up amidst civil war and "suffer disproportionately in terms of limited opportunity and role displacement"[78] is essential to peace and safety in Somalia.

E. YOUTH PARTICIPATION AND CIVIC ENGAGEMENT

PRIORITIES IN PARTICIPATION AND ENGAGEMENT

Youth agreed that young people had few opportunities for agency or to develop leadership roles even in places where they described opportunities to participate. In most cases, youth see the system controlled by elders, who may not have a positive view of youth or trust youth. Youth are unhappy and "give up," said some. Youth themselves say that adult attitudes that young people lack experience is the most significant factor limiting youth civic engagement.[79] In Box 10 ("In Their Own Voices"), youth express their participation as ranging from "Decoration" to "Consulted and Informed" on Hart's Ladder of Youth Participation.[80] Youth want to be equally engaged in decision-making in their communities and beyond.

Figure 5. Hart's Ladder of Youth Participation



Youth engagement appears to be strongest in Somaliland and weakest in Federal/South Central. The attitude is changing in Somaliland, where youth are important members of community and not looked down upon. Yet youth also noted that competition is tough, resulting in there being no room for youth as leaders. KIs note that strong youth structures exist in Somaliland (SONYO) and Federal/Puntland (PYAN), which enhance youth coordination, networking, and commemoration of youth events. Federal/South Central lacks a similar institution as a strong youth supporter, though the government-led National Youth Council may fulfill the role.

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[78] Harper, E., *Gender Equality and Social Inclusion Analysis: Expanding Access to Justice Program in Somalia* (2019).

[79] Colburn, M., Mwero, D., Meme, J., Hassan, A., *Somalia Youth Learners Initiative Baseline Report* (IBTCI, 2015).

[80] The ladder uses a vocabulary that helps youth and adults identify the degree of youth participation. Hart, R. *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. (UNICEF, 1997).

Box 10. In Their Own Words

Youth were asked about participating in community and leadership activities.

"People who have time can do those thing. We all wake very early in the morning and start our day by doing whatever comes, so that we can have something to eat."
- Male IDP 20-24 years old, Garowe

"We are missing from the big picture because often elders assume that we are not mature enough, therefore they think that they have done us a favor by taking responsibility – taking charge of everything."
- Male 20-24 years, old Mogadishu

"*Most parents feel proud about their youth participating in social activities, but some believe these activities are a waste of time."*
- Female 25-30 years old, Burtinle

"*Youth are accepted to become part of all activities, but they are not given a chance to become leaders in big positions, [however] there are some who become leaders in matters that concern youth."*
- Female 18-19 years old, Hargeisa

The biggest barrier is control by elders and tribes. Challenges to civic engagement include tribalism, criticism, lack of support, lack of awareness, lack of connection between people and government, youth not being allowed to participate, and parents discouraging youth from participating. Although, most youth-led organizations interviewed said there was limited funding for civic engagement activities, they believe youth leadership and advocacy training should be a priority.

Security can hinder public participation. Fear, especially by marginalized groups such as returnees and IDPs who are unlikely to be from clans with high status or power, can hinder youth participation in public events such as civic engagement.[81]

Possible confusion between civic engagement and civic education. Most youth-led organizations interviewed, and some INGOs and government line ministries interviewed, youth equate civic engagement and civic education. "*Majority of rural youth lack both awareness of civic activities and civic education. Youth are not aware of their rights and responsibilities as citizens,*" said KIIs in a group of representatives from youth-led, disabled-youth-led, and women-led organizations in Mogadishu. Civic engagement is broad and can be integrated into any sector, such as community activities, awareness raising, advocacy, sports for change, and leadership programs like Young African Leaders Initiative (YALI), etc. Civic education focuses on educating the public on their rights, responsibilities, good citizenship, political participation, voting, etc. It can be integrated into school curricula and education programming.

Youth serve as community volunteers, but some youth do not want to clean streets, although they would be willing to be involved in public awareness campaigns (*e.g.*, about environment and health issues). Much like the negative perception of manual labor and the lowliness of agriculture, youth want to be seen, heard, and respected, and they appear to associate those with certain kinds of work and not with others. KIs concur that many youth engage in volunteerism. Youth-led organizations and umbrella bodies should play key roles in the campaigns, but they need capacity building to facilitate youth participation and civic engagement. This area is one where institutional capacity building of youth-focused organizations and line ministries can support youth development.

What leadership means to youth. Youth were asked what they thought of when they heard the word "leadership." The word cloud below (Figure 5) illustrates their responses; trustworthy was mentioned most frequently, along with various versions of "principled," including ethical and with justice. Men and women may not equally be leaders, though, according to FGD participants. Male youth (one group each)

[81] Regional Durable Solutions Secretariat (ReDSS), *Solutions Analysis Update 2019: Case Study on Lessons Learnt and Practices to Support (Re)Integration Programming – Mogadishu, Baidoa, and Kismayo* (2019).

in Gabiley, Hargeisa, and Garowe described leaders as being men in terms of the country and mosque and women in the household, as noted by this 18-19-year old: "*In our community, women exercise leadership at their home settings, while men are leaders of the whole population*." In Gabiley, 20-24-year-old men noted that women could not hold high places such as peacekeeping, as noted by one man, and another said, "*Our religion doesn't allow females to lead or hold titles in some places*."

One 20-24-year-old woman said, "*I feel like it's hard for a female to participate in political decision making, but it's normal to take part in volunteer work*." Another woman noted that men dominate leadership positions: "*Mostly elderly men take up the leadership role in our community, but we believe that both male and female can hold the leadership position. Mostly men dominate the high-level leadership programs, while we take up low-level leadership programs like project leaders, supervisors, etc.*" The youngest women in Baidoa said they could not define leadership as it belongs to men. By contrast, two 20-24-year-old groups with women (in Mogadishu and Bal'ad) specifically said that both men and women can hold leadership roles.

Figure 6. How Youth Define Leadership

Two male participants in Mogadishu noted that men are leaders in their communities sometimes despite their lack of knowledge and experience. One of them said this is "*because they* [men] *are elected through the traditional elder selection process, which results in leaders who abuse power and mislead people*." Yet some men (25-30 years old in Garowe) noted that the last election was more democratic than in the past since 55 people nominated MPs, rather than one traditional leader. Older youth, those 25-30 years old, in Mogadishu, Burtinle, and Garowe, expressed concerns about corruption, transparency, and democracy.

BRIGHT SPOTS IN YOUTH ENGAGEMENT

Youth are not shy about wanting to engage in the public sphere. Programs meeting youth "where they are" and listening to youth to design appropriate activities, such as SYLI and TIS+, should succeed at facilitating youth engagement.

Youth centers. Youth-led organizations and youth ministries are demanding one-stop-shop youth centers that provide diverse services at strategic locations. They said that services should include recreation facilities, soft-skills training (communication and presentation skills, CV and application preparation), online employment information, office space, meeting/social halls, and small business units for sustainability of the center. UNFPA started a center in Garowe and Shaqadoon has a center. Supporters of the idea of youth centers includes UNHCR, GIZ, AMAL Bank, USAID's GEEL project, SONYO, and Shuraako[82].

> *"Priority should be given to developing one-stop centers. Youth centers should focus on career development, career coaching, information center, recreational centers as well as a youth empowerment program, which is a holistic integrated approach for youth."*
>
> - Deputy Minister of Labor, Youth and Sports, Puntland

[82] Shuraako ("partnership" in Somali) works in conflict-affected areas with underserved small and medium enterprise (SME) markets to develop a more resilient and responsible private sector. It connects entrepreneurs with impact capital to foster economic growth, create jobs, and promote stability. Shuraako has projects supported by One Earth Future and SIDA.

V. OPPORTUNITIES AND PROGRAMMATIC GAPS

The assessment team identified the following salient opportunities, or programmatic gaps, with high potential to make a difference in the lives of youth, based on findings from the desk review of literature and secondary data and an analysis of discussions with youth and youth stakeholders.

INCREASE YOUTH OPPORTUNITIES FOR EMPLOYMENT WITH ENTREPRENEURSHIP, MARKET-FOCUSED, AND PUBLIC-PRIVATE EFFORTS

There is a great unmet demand for programs that offer skills, assets, and supports for youth to obtain a stable source of income through self-employment in the informal sector. Youth highly value education and livelihoods as their top goals and priorities. Global research suggests that low-potential, low-income countries such as Somalia should focus its employment interventions for youth on "resurgent opportunities in the informal sector."[83] In Somalia, most youth are engaged in some informal livelihood and looking for employment. Boosting youth earnings in the informal sector involves the development of transferrable skills (soft skills), entrepreneurship, and other work-ready skills among youth, namely by expanding access to alternative learning and workforce readiness programs. It also requires an expansion of youth's access to finance (financial literacy, savings, loans, mobile money); improving market linkages; and offering other supports (*e.g.*, mentoring, counseling, youth-friendly health services) that are necessary to increase and sustain youth earnings.

Targeting rural areas and the agriculture/livestock sector is important for reaching underserved youth. Meet rural youth where they live with appropriate production sector opportunities. In rural areas, agriculture and self-employment should be part of any youth-livelihood approach.[84] Increasing agricultural productivity will be important for economic transformation. Given that youth are interested in modern and mechanized agriculture and other value-added production, programs should encourage climate-change technologies and awareness raising, and include more practical activities that integrate youth along different parts of the agricultural value chain.[85] Efforts should include off-farm activities through the facilitation of market linkages, support to rural and agribusiness MSMEs, storage, feeder roads, transport, and youth adoption of modern farming techniques with climate-smart procedures that boost productivity and mitigate drought/flood. Youth cooperatives/associations can be a means to organize youth and facilitate their capacity in the production sector, as noted by one KI who described a youth cooperative in fisheries in Garowe in which some youth are involved in storage and others in marketing.[86]

Successful youth-livelihood interventions in Somalia require integrated supports using flexible, modular components that can be tailored to the needs of different youth segments. Some youth need literacy, numeracy, and financial literacy training, and other soft skills. Most need access to credit, mentoring, and counseling. All require a safe environment and passable roads. Programs such as GEEL and the UN Joint Programme on Youth Employment Somalia (JP-YES) support connecting youth with value

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[83] Fox, Louise, and Upaasna Kaul, *The evidence is in: How should youth employment programs in low-income countries be designed?* (2017).

[84] See https://www.agrilinks.org/post/tools-empowering-youth-agriculture-and-food-systems for guidance on designing programs for youth in agriculture and food systems.

[85] World Bank Group, *Federal Republic of Somalia Systematic Country Diagnostic. Report No. 123807-SO* (2018).

[86] A successful agricultural value chain program in Liberia used farmer groups to organize farmers for training and group power for obtaining financing, lower input prices, and increase profits by selling as a group to crop buyers. See Rutherford., D, Burke, H., Cheung K., and Field, S., *Impact of an agricultural value chain project on smallholder farmers, households, and children in Liberia. World Development, Vol. 83* (July 2016).

chains and financial services. BRIDGES evaluation highlights the need for literacy and numeracy training. Importantly, these programs engage the private sector as actors within the program, so that youth interests and capacities are effectively aligned with the demands of the market. Consideration also should be given to the enabling environment for youth entrepreneurship, including policies, regulations, cultural norms, and other factors.

Focus interventions on measured outcomes as described in strategy, program and planning documents. An example of this is JP-YES, a program that incorporated evaluation findings into its operations. The evaluation of JP-YES found the program appropriate and well designed (addressing supply and demand side issues, enabling environment/structural issues) but not well implemented; specifically it was not "… comprehensively implemented, with its interventions seemingly fragmented and therefore losing the key advantage that should be provided by joint programming."[87] As with existing youth employment programs, JP-YES used job creation and skills development in high-productivity sectors with value-chain linkages to meet goals. The evaluation recommended the program recommit to the value-chain development approach; develop government institutional capacity at all levels; promote effective engagement with the private sector; and establish an e-information management system.

Develop a public-private partnership (PPP) strategy. The public sector is booming in Somalia. Some key informants see the government neglecting to engage the private sector. Some projects (e.g., BRIDGES, GEEL) and organizations (Shaqodoon) successfully engage the private sector. Youth benefit from internship programs with financial services companies like SOMTEL, Dahabshil, and Salaam Bank. Somaliland has initiated an employment policy (draft) that addresses the need to engage PPP in the realization of youth internship programs. A coordinated strategy across sectors would support regional and local entities and institutions to successfully engage businesses and other private institutions, which should facilitate local project ownership. Zonal governments might explore realistic PPP models that address the prevailing economic situation and youth unemployment.

Youth livelihood programs must align the aspirations of youth with the demand trends of the market. Given youth interest in technology and modernization, a desire to contribute to their communities and Somalia, and have jobs, programs should be able to overcome youth's negative perception of some types of work/industries. As noted, youth often aspire to white-collar jobs in the formal economy. Looking at demand trends, reports suggest a growing demand in the services sector, including construction, ICT, and sustainable energy.[88]

INCREASE YOUTH ACCESS TO AND USE OF HIGH-QUALITY EDUCATION

Increase access to education. Establish public education institutions to increase access to education, especially for children and youth living in poverty, IDPs, and other marginalized groups.

Improve quality of education. Teachers play an important role in attendance and education outcomes. Strengthen teacher training institutions and their capacity, including training them in activity-based learning. Motivate and retain teachers in public-education institutions through a structured remuneration package that is commensurate with their level of professional training and status. Provide adequate teacher training

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[87] Chiwara, et al. *Youth Employment Somalia Mid-term Evaluation Report.* (2018).

[88] Altai Consulting for IOM, 2016, *Findings of the Labor Market Surveys: Commissioned by CISP For Strengthening Education and Training in Somalia (SETS)* (January 2019), PowerPoint Slides; JICA, *Youth Employment Baseline Study for Somalia* (February 2017).

and learning materials tailored to the needs of youth and appropriate for the desired outcomes. Quality cuts across all levels, including the mismatch with the market.

Integrate technology, manual skills, soft skills, and social-emotional learning throughout education. Engage children early and youth throughout education opportunities with soft skills and SEL in experience-based learning. Use technology as appropriate throughout education. Provide sexual and reproductive health education along with appropriate life-phase education. Given the negative perception of manual labor, including that found in Somalia's major production sectors, inculcate the practice of manual/practical skills from primary school and throughout formal and informal education, using this as an opportunity to address gender issues, such as traditional household roles held by youth in the FGDs.

Establish or strengthen a higher education commission that has the mandate to develop the regulatory framework and set minimum standards to strengthen the tertiary education system and harmonize content across institutions and ensure teaching staff meet minimum requirements. Conduct a country-wide study to assess future market demand and develop appropriate, pragmatic curricula.

Strengthen institutions by developing standards and providing progressive skills to meet entry-level, mid-level, and high-level positions so that youth can be competitive in the market and respected by would-be employers and clients. An oversight body would regulate vocational skills and set standards by ensuring the Vocational Qualification Framework is adopted and executed. This approach would assist youth in determining progression and potential opportunities and build trust in the system, which currently is lacking as indicated especially by the older youth in the assessment, who are dissatisfied with the current TVET system. Being competitive demands having the equipment with which to practice, for example, in TVETs so that youth have the competence-based skills necessary for successful livelihoods, as seen in BRIDGES and JICA's youth training in fisheries and construction[89].

INCREASE YOUTH ENGAGEMENT IN COMMUNITY AND GOVERNMENT

Engage youth with one-stop centers and sports in safe spaces. Develop one-stop centers providing youth with access to information, safe spaces to socialize and receive training, and serve as innovation hubs. Safe spaces may be brick and mortar or virtual spaces, such as online chat groups in which youth share ideas and experiences, thereby learning from and supporting their peers. Sports serve as a vehicle to bring youth together. Strengthening access to sports and youth engagement with sports offers youth from across Somalia to interact, develop understanding, and compete (locally, regionally, and internationally). In the absence of youth centers, make schools safe spaces, which should have safe and private latrines and safe water sources and be safe from SGBV and other sources of insecurity. Social exclusion in Somalia, however, deeply affects girls, young women and men, especially members of minority clans and displaced persons. Safe spaces where they can interact with peers and access information, training and mentoring are critical. They are especially challenging for rural youth and nomads. Among youth living in camps, the safe space would likely be within the camp, as travel outside of camp can be unsafe, especially for females, and for everyone after dark. Mentoring (by peers and adults) can be powerful for youth, learning by example and coaching: this can be done collaboratively with youth organizations in rural and urban areas. Mentoring and coaching in small female-only groups may be the only way girls and young women can access support. These activities are critical in promoting integration and cohesion among youth.

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[89] JICA, *Youth Employment Baseline Study for Somalia* (Feb 2017).

Be intentional about reaching vulnerable youth segments. As previously noted, youth who are at a relatively greater disadvantage are those living in rural areas; out of school and unemployed; affected by poverty; IDPs; from minority or marginalized families; females, especially those forced into early marriages; boys recruited into crime or violent extremism; illegal migrants; youth who are head of their households; and/or youth living with a disability. Sometimes programs working with youth unintentionally show favoritism to youth with more assets (*e.g.*, youth located in urban areas, male, with higher levels of education, and access to networks and other personal connections). Programs should be more intentional in reaching groups that are not currently targeted by existing government and donor investments by setting a minimum target for reaching youth cohorts with certain characteristics of vulnerability, or by dedicating discrete activities to serve certain at-risk youth segments. Improving youth assessments, monitoring, and evaluating throughout project implementation also helps programs better understand who they are reaching and what is working with different segments.

Conduct Somalia-wide, locally tailored public information campaigns to support youth development and civic engagement. As seen by the FGDs and KIIs, youth serve as community volunteers, sometimes involved in public awareness raising, but they lack opportunities in most places to engage in decision-making and government beyond youth-specific issues. At this juncture in Somalia, space needs to be open for youth to be seen, heard, and welcomed, so some interventions may need to focus on grassroots, community-focused activities as part of youth participation and civic engagement. At the same time, elders and leaders should understand that limiting the role of youth suppresses them when they need to be and feel empowered to reach their full potential. Africa's Voices Foundation's Common Social Accountability Platform, combining radio and SMS/text, has proven to be a way for leaders and youth to listen and hear one another and develop positive relationships. Support youth and community leaders to develop locally tailored campaigns about local issues. Priority topics include: 1) the value of competitive employment; 2) khat abuse and how it affects individuals, families, health, productivity, and communities; 3) eradication of tribalism/nepotism; 4) negative practices, such as early marriage and preferences for educating boys over girls, FGM; and 5) youth participation and representation in political processes.

Design youth-led projects and strengthen youth-focused institutions and line ministries to deliver youth-focused holistic programs and monitoring. Somalia has good strategies and policies but lacks strong youth-development interventions and capacity for program development and implementation. Strengthen institutions to ensure anti-discrimination and merit-based employment. Make the public aware of how corruption affects everyone and that it's a weak foundation on which to build. Support a culture of equality with youth support, energy, and creativity by making space for youth to drive project design, outreach, monitoring, and evaluation (see, for example, how vulnerable 15-17-year-old youth in Mozambique were engaged in Programa Para o Futuro).[90]

Strengthen youth-led organizations/networks/umbrella bodies through capacity-building initiatives, leadership training, advocacy training, and engaging youth-led organizations in the development and implementation of youth projects. In South Central Somalia, the Federal level and Member states are building on the SONYO (Somaliland) and PYAN (Federal/Puntland) models.

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[90] https://www.youthpower.org/sites/default/files/YouthPower/files/resources/Final%20Report%20YP%20Mozambique%20-%20FINAL.pdf.

OPEN SPACE FOR YOUTH TO BE LEADERS IN THE PUBLIC SPHERE TO STRENGTHEN THE RULE OF LAW

Youth want fairness, transparency, justice for all, not just some. Linked with public information campaigns and civic engagement (above), give youth a platform and voice so that they can serve justice and reform efforts. The justice sector is generally weak; some people prefer al-Shabaab justice over that of the current government, which undermines confidence in government institutions and weakens security and stability. Youth's desire and energy around justice, fairness, and voice can support Somalia's reform efforts, if youth are given space in which to act.

In an environment of elite capture and large aid flows, youth should lead accountability and implementation oversight. Youth participation and leadership in public affairs is critical for the benefit of Somalia, not just the youth of Somalia. Stability and governance are areas in which youth can support the values of equitable governance. Youth engagement in formal institutions responsible for governance and stability can support the "profound process of state formation."[91]

Youth engagement in local, regional, and central governments can support demand-driven service provision and oversight, as well as accountability, leading to the growth of citizen-government relationships and confidence in government. Confidence in government is associated with government provision of security and other services, yet sometimes government is competing with al-Shabaab, which blocks the potential for appropriate government provision of security and justice services. Wood *et al.* found some areas where confidence and security increased and others where it dropped, illustrating that the situation continues to fluctuate. This confidence is especially important in rural areas where security issues affect production sectors (access to land, freedom of movement); businesses struggle to remain open and receive inputs; and access to services and roads are challenges.

INCREASE YOUTH'S ACCESS TO FINANCIAL SERVICES

Youth need access to financial services: safe savings and credit. Further investigation is needed to identify ways to open financing alternatives that support youth livelihoods. In the short-term, however, community-based savings groups, savings, and credit groups, which are already known to youth, may support youth education and business goals. Other possibilities for increasing access to financial services include microfinance, and banking in which public or private institutions buy-down risk of credit for youth. Access to credit is a major barrier to business development. The Doing Business 2019 report ranks Somalia last of 190 economies and 186th regarding accessing credit.[92]

APPLY POSITIVE YOUTH DEVELOPMENT APPROACHES WITHIN YOUTH PROGRAMS

This assessment underscores the cross-sectoral interdependencies of youth success. Youth in Somalia place enormous importance on gaining a market-relevant education that leads to improved livelihoods. Education and livelihoods are interdependent and exigent. Youth's education and livelihood success, however, are affected by other factors, most notably lack of livelihood opportunities, poor education, insecurity, teenage pregnancy, and substance abuse that perpetuate a vicious circle of youth dependence.

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[91] Hagmann, Tobias, *Stabilization, Extraversion and Political Settlements in Somalia* (Rift Valley Institute, 2016).

[92] World Bank, *Doing Business: Measuring Business Regulations* (2019), www.doingbusiness.org/en/data/exploreeconomies/somalia.

As this assessment has shown, this dynamic means that improving any single youth outcome cannot be done in an isolated, sector-specific manner, but must consider the salient youth influences across sectors.

KIs could not cite one prominent, successful, youth-focused program active in Somalia. Since the closeout of SYLI, most youth-led organizations said they have limited funding available for youth-inclusive civic engagement activities. The SYLI program facilitated two interventions with youth: 1) SYLI-supported secondary education alone, and 2) SYLI-supported secondary education combined with civic engagement opportunities. Both interventions helped increase youth's optimism about their future job prospects and confidence about achieving community change without resorting to violence. The combined intervention resulted in the greatest reduction of youth support for violence, thus supporting the PYD-based multi-sector, holistic approach to youth development: "Insecurity, the political environment, and economic growth continue to be important dynamics that shape the nature of conflict in Somalia. Without changes to these broader dynamics, the success of potentially impactful development programs will be limited."[93]

Youth need youth-driven programs in Somalia. Youth cannot have voice when development programs for their benefit exclude them from program design, implementation, monitoring, and evaluation. Locally driven, youth-focused programming can empower youth and communities to own development processes and outcomes, making people more likely to support programs since they are a party to them.[94] Youth engaged in FGDs mostly believe that if government-youth-focused strategies and policies were implemented, they would benefit from them; thus, the blueprint for interventions exists in those documents.

Engage other adult stakeholders, such as parents (who often are youth themselves), teachers, nurses, police, elders, and CBOs, who play important roles in the lives of youth. Family, teachers, and others in the communities in which youth live impact youth attitudes, values, behavior, and outcomes. A teacher staying after school to help a student can encourage her to stay in school; a parent reluctant to send his daughter to school because the teacher is a man perpetuates traditional roles and damages her ability to reach her potential. Engagement of community writ large is required for the success of youth interventions.

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[93] Tesfaye, B., McDougal, T., Maclin, B., & Blum, A., *"If youth are given the chance": Effects of education and civic engagement on Somali youth support for political violence* (Washington, DC: Mercy Corps., 2018)

[94] *Common Social Accountability Platform: Results and Findings from Citizen-Led Discussions on Displacement and Durable Solutions in Mogadishu* (January 2019).

VI. RECOMMENDATIONS ON DESIGNING A PYD-BASED YOUTH PROGRAM USING THESE FINDINGS

The CSYA findings are deep and broad. To help make them actionable for the multiple stakeholders interested in the wellbeing of youth in Somalia and their role in making themselves, their families, communities and country self-reliant, this section serves as a guide to using the findings in this report and the many resources available to support PYD-based programming.

This section presents two tables that summarize the CSYA findings: the first presents youth priorities, bright spots, and opportunities and gaps by sector, and the second summarizes differences among youth by location, gender, and age.

Preliminary steps to program design are offered, followed by an example of how to organize information about a target population. It is not meant to be a program design for the sample population. We chose rural youth for the example, because they are typically more vulnerable than urban youth to many of the challenges affecting youth, such as economic and education opportunities, safety and security, freedom of movement, access to land and basic services, high food insecurity.

Table 6. Summary of Findings from USAID/Somalia Cross-Sectoral Youth Assessment (2019)

	EDUCATION	LIVELIHOODS	HEALTH	SECURITY	YOUTH ENGAGEMENT
YOUTH PRIORITIES	Complete education: preference for university over TVET Relevant education that supports job seekers to meet market demands Integrated ICT into education Financing of education Access to vocational training facilities	Preference for office or "white-collar" jobs; many welcome self-employment Access to work a challenge, due to skill gaps, tribalism, nepotism, corruption, insecurity, gender discrimination Skills: practical, basic, soft skills, business, financial Access to finance Production sector: modern, technology-based production, value addition, and infrastructure	Substance abuse Teen pregnancy: family planning (FP) awareness Water and sanitation Basic services: availability of health care, medicines, food, shelter, safety	Necessary pre-condition for life Crime/violence Justice Safety in public places/ streets/at nighttime Safety for women in workplace, especially NGO/government jobs	Youth voice, decision-making, leadership, exercising agency Equity and opportunity: elders and tribalism are barriers Freedom of movement and safety: security as a barrier, especially in Federal/South Central
BRIGHT SPOTS	Education is key to self-reliance Family/community supports (financial, morale) Youth crave support of teachers, mentors, policies Somalia increasing investment in education (National Development Plan) includes TVET	Government policies and strategies are in line with best practices Youth are community oriented and engage networks via mobile phone and word-of-mouth Community-based informal financial services are common Examples of ICT-based businesses exist (e.g., Dhaweye: Somalia version of Uber)	Water and sanitation interventions help girls attend schools Youth are highly aware of the issues	Alternative dispute resolution makes violence unnecessary Safe places for youth include homes, mosques (school for some youth) Help is available from friends, family, anyone nearby	Youth serve as community volunteers; they are prepared to engage and lead There is support for youth centers There are youth-led umbrella organizations and networks
PROGRAMMATIC GAPS/ OPPORTUNITIES	Strengthen institutions: teachers training and regulatory agencies Hire women teachers, especially important for girls/young women Increase access to quality schools: more teachers and free or affordable schools (rural areas especially); increase safety of student travel; improved roads and transport (may be addressed by Bar Ama Bar program announced October 2019)	Expand access to demand-driven skills, entrepreneurship, market linkages, finance; public-private partnerships Develop integrated supports, using flexible, modular components tailored to youth segments Support agriculture: youth cooperatives; improved methods/ new technologies market linkages, infrastructure	Support youth-friendly one-stop centers with clean water and sanitation and opportunities to learn from peers, mentors, adults in safe environment Promote youth engagement in volunteerism and public awareness campaigns: increase peer-peer education; positive youth enabling environment	Support safe spaces for youth such as one-stop centers and schools Support youth-led accountability and implementation oversight Introduce substance abuse prevention, anti-SGBV and discrimination, and sex education through a PYD lens	Ensure bottom-up approaches: Youth-led program design and monitoring and evaluation with PYD lens Help establish safe spaces for youth and one-stop centers with ICT Support youth-led public information campaigns on community-relevant topics Strengthen youth-focused institutions

Table 7. Summary of Youth Experience by Sector and Select Demographics

	EDUCATION	LIVELIHOODS	HEALTH	SECURITY	YOUTH ENGAGEMENT
Location	Access to education is more challenging in Federal/South Central, rural areas (includes pastoralists), IDP camps and for the very poor Youth from families in the lowest wealth quintile living in urban areas also struggle to access school (no free/public schools)	Urban youth have greater access to employment opportunities, compared with rural, pastoralist, and internally displaced youth. Youth in Federal/South Central have a higher perception of skill-based work than youth in the other zones	Youth in Federal/South Central and IDP camps are most likely to struggle to meet basic needs. IDPs lack basic services and suffer from indiscriminate killing, forced eviction, and SGBV.	Youth are safer and have more freedom of movement in Federal/Puntland and Somaliland. Youth in Federal/South Central experience fear daily and random incidents. Youth have more freedom of movement in Mogadishu than in other locations in Federal/South Central.	Civic engagement is more common among youth in Somaliland and weakest in Federal/South Central. Youth commonly use social media, but data packets are more affordable in Federal/Puntland and Somaliland. Internet is most accessible in urban areas where free WiFi is available. Use of phones is restricted in some Al-Shabaab -controlled areas
Gender	Girls' school enrollment higher in Somaliland and Federal/Puntland than in Federal/South Central. Lack of trained female teachers can mean girls are not enrolled. Boys are more likely to be supported in school than girls.	Elders and clan leaders will recommend a male youth over a female youth. Female youth suffer workplace harassment, particularly those working for government and NGOs.	The rising rate of teenage pregnancy affects females the most. Rise in substance abuse (especially khat) affects males more than females. SGBV affects females the most. Males face more harm from forced recruitment, abuses from government and allied forces.	A few men ages 25–30 complained of police harassment Young women are more insecure, especially those in IDP camps. Young men are less safe at sports and other public/social events and more likely to be recruited by Al-Shabaab or other violent extremist groups.	Elders and leaders rarely support female participation Some young men from Federal/Puntland and Somaliland saw women as leaders only in the home and men as leaders everywhere else. Mogadishu has opportunities for young women that are not available elsewhere in Federal/South Central.
Age	Youth under age 25 are more focused on completing education and are more optimistic than older, out-of-school youth.	Youth ages 25–30 are focused on finding and maintaining work and are more likely than younger cohorts to be discouraged and frustrated Elders may disregard youth as potential employees	Teenage pregnancy is on the rise Substance abuse by youth is rising	Males without connections, work, or school (idle youth) may be more "available" to recruitment.	Elders and current leaders do not make way for youth.

Human endeavors are based on assumptions about people. Throughout programming process, identify and document assumptions. For this guidance, we assume that youth will be part of every part of the process.

Assumption: Youth are engaged in design, implementation, monitoring, and evaluation.

YouthPower.org hosts a tremendous body of valuable resources. This link provides resources for entry points to include youth in the project cycle. Entry points include country/regional strategy planning, project design and implementation, activity design and implementation, and monitoring and evaluation. https://www.youthpower.org/youth-inclusion-drg-toolkit-youth-program-cycle

The Youth Programming Assessment Tool (YPAT) helps reflect on their internal programming and institutional practices and identify areas for improvement: https://www.youthpower.org/resources/youth-programming-assessment-tool

Helpful Steps to Designing a Program

Step 1: Who is your target population? Describe them in detail.

https://www.youthpower.org/feed-future-project-design-guide-youth-inclusive-agriculture-and-food-systems-identifying-cohorts

Step 2: What are the priorities and situation of your target population? See table below for ideas of how to organize your information. This is an example to help guide you. We use rural youth as an example, because they are typically more vulnerable than urban youth to many of the challenges affecting youth (e.g., economic and education opportunities, safety and security, freedom of movement, access to land and basic services, high food insecurity).

Good time to engage youth from your target population and facilitate discussion.

Step 3: Think about what interventions/activities should be integrated to facilitate youth development for your target population.

Assumption: Cross-sectoral programming integrates interventions.

Designing cross-sectoral programs requires coordinated effort from a group of people, typically specialists in multiple sectors. Sharing assumptions and goals, documenting them, and making vocabulary clear to the group are essential to effective communication.

Good time to engage youth from your target population and facilitate discussion.

Step 4: Discuss assumptions and expectations and map a theory of change. Document your work.

Assumptions: Pilot previously untested program designs. Evaluate the pilot. Learn, redesign. Document learning. Redesign if appropriate, and pilot. Scale-up programs with desirable, expected outcomes. Monitor unexpected outcomes as they can be harmful to youth.

Additional Recommended Resources

Youth Compass is a cross-sectoral youth assessment tool developed by USAID YouthPower Action for use by implementers to strengthen the design or on-going efforts of a youth-focused or youth-inclusive activities. https://www.youthpower.org/resources/youth-compass-strategic-guide-strengthen-youth-activities

The YouthPower Learning Community of Practice on Youth Engagement developed a comprehensive definition of meaningful youth engagement: "Meaningful youth engagement is an inclusive, intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people's ideas, perspectives, skills and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally. Meaningful youth engagement recognizes and seeks to change the power structures that prevent young people from being considered experts regarding their own needs and priorities, while also building their leadership capacities. Youth includes a full spectrum of the population aged 10-29 regardless of socioeconomic status, ethnic identity, sexual orientation and gender identity, disability, political affiliation, or physical location." https://www.youthpower.org/youth-engagement-guide

Table 8. Example Table for Designing a PYD-Based Program

Target Youth	Assets	Agency	Contribution	Enabling Environment	Decisions
Rural, 15-19 years old	Access to school; school attendance. Promote social-emotional learning and SRH education in school curriculum. Facilitate soft skills development Support youth savings groups: teach youth and mentors basic rules and facilitate them for 1 year, then youth decide if they continue them. Financial literacy training.	Engage youth in design first, then implementation, monitoring, and evaluation. Peer groups (could be same as savings groups); older peers and trusted adults in community serve as mentors	Community-focused information campaigns: youth conduct research within community, analyze data; propose solutions; conduct town-hall style meeting to discuss solutions; revise concept; create campaign; conduct campaign; conduct research to see how campaign performed; analyze and share results with community. Youth learn by doing	Safe space for program activities: One-stop center, youth center, community center, mosque Facilitate social behavior and change efforts with elders and youth, separately and together Engage private sector to support 1-1 matching savings for youth savers	Focus on girls only or both? Peer and savings groups for girls only or both? In the context, is it best to have a blended program in which girls and boys interact some or all the time? How to reach most vulnerable youth such as pastoralists? Could the project provide smart phones and data packets for 1 year to support youth engagement in school and peer groups?
Rural, 20-25 years old	*Assumes youth have some high school, but inadequate education/skills for workforce:* Support informal education (night school?) or returning to school and work concurrently. Leadership, problem-solving, self-awareness and self-control training and exercises. Add credit to savings groups (see above). Financial literacy training. Business skills training.	Mentoring is key to youth success: older peers and trusted adults. Peer groups for support, encouragement and skills development Consider cash-for-work program	Facilitate opportunities to exercise skills such as information campaigns, community activities, and political engagement.	As above, plus engage private sector and financial services to support youth-friendly, easy-to-access credit, individual and group loans, scholarships, and internships and apprenticeships Linkages to youth-friendly health services.	Same as above, where design decisions are made by youth following facilitated youth discussion groups. Strong, intentional effort made to bring most vulnerable youth into design and program implementation Consider conducting community preparedness discussions to help families, elders, others to recognize, value and feel sufficiently comfortable with program to support youth.
Rural, 26+ years old	*Same assumption as above. Also assumes youth need work and skills where youth priority is work.* Same as above with stronger linkages to credit; business incubator. Financial literacy training. Business skills training.	Mentoring and peer support groups Workforce program with private-sector linkages	Same as above	Same as above. Linkages to family planning and health services, especially for parents or starting a family.	Same as above

VII. ANNEX A: PRIMARY AND SECONDARY RESEARCH QUESTIONS

A. PRIMARY RESEARCH QUESTIONS

The following sets of questions served as the primary framework for the assessment:

1. What are youth (15-30) life goals and what are the factors that hinder them from achieving those goals?
    a. What do youth express as their priorities and ambitions?
    b. How do the goals differ for urban vs. rural youth?
    c. What are the contextual risks that hinder or impede positive youth development? Contextual risks may include political, economic, social, security, and environmental risks.
    d. What are biggest concerns and challenges for youth?
    e. For those young people who may be dissatisfied, what are the sources of their frustrations?
    f. How do youth in Somalia define successful youth programming? How would they like to engage?
2. What are the defining structure and characteristics of youth cohorts in Somalia? What are the prevailing differences between male and female, urban, and rural, youth and age cohorts? Who are the most vulnerable and who are marginalized youth populations in Somalia, and how do their life goals and access to opportunities differ from others as well as what are their unique needs (differentiated by gender, age, urban/rural, other marginalization)?
3. What is working well to support youth in Somalia (both USAID and non-USAID) and enable them to actualize their civic and economic potential?
    a. What promising policies, structures, programs, and partnerships currently exist that could be learned from, scaled up, and/or borrowed?
    b. What has worked in youth employment (micro, small, and medium enterprise development, increased farm productivity, agriculture service provision, etc.)? What types of interventions/sectors have the potential to improve youth work-related skills and human capital?
    c. What has worked in civic engagement with youth?
    d. What has worked well in health and youth?
    e. What has worked well in education and youth?
    f. What has worked in engaging youth in agriculture/food security?
4. What models of USAID programming from contexts similar to Somalia might be useful to review to advance youth development in health, education, civic engagement, ag/food security, and economic growth?
5. What do people perceive as specific strong opportunities for promoting private-sector engagement in issues impacting youth?
6. What do people perceive as specific strong opportunities for advancing self-reliance (and how do Somalian youth envision the concept of their role in building self-reliance)?

B. SECONDARY RESEARCH QUESTIONS

OVERALL

- How has the FGS invested in youth? What are the intentional investments that benefit youth? What are the donor investments in youth-related sectors? What are gap areas or where are potential areas/sectors of duplication to avoid?
- How are youth currently contributing to economic growth? Civic engagement? Education?
- What are the key aspects of youth unemployment and how does unemployment impact the behaviors/decisions of youth?
- To what extent do USAID youth-related programs and activities (last five years) include explicit interventions to improve gender equality? What have we learned about their effectiveness to achieve gender equality?
- To what extent have youth participated in design, implementation, monitoring, and evaluation of USAID activities?
- What are youth's perceptions on how FGS policies and programs have promoted youth, especially female youth, empowerment?
- What's USAID's comparative advantage in supporting youth programming? How can USAID/Somalia provide support to the implementation of the national Youth Policy and elevate the importance of supporting youth as part of the national agenda?

YOUTH DEMOGRAPHICS AND DYNAMICS

Findings can be drawn from available literature as well as focus group discussions included in the background section of the youth assessment report.

- How do youth prefer to communicate and access information? Internet, mobile phones, etc.? What mechanisms do youth usually use – Facebook, Instagram, WhatsApp or other? How does this differ among male and female youth? How do innovation hubs and schools help extend ICT skills to youth?
- What drives youth from rural to urban areas? What incentives would make youth stay in rural areas?

ECONOMIC GROWTH AND EMPLOYMENT

- What are relevant economic policies and how do they support/inhibit youth employment or job creation?
- What are the statistics on youth employment and unemployment in Somalia? What are the primary occupations of youth, and how does this vary by youth cohort and demographic?
- What are the aspirations of Somalian youth regarding employment/self-employment/livelihoods disaggregated by age cohort, gender, and rural/urban location?
- What are the key opportunities and barriers to getting employed?
- What skills are in most demand by the private sector?
- What current skill sets do youth believe can help them earn income?
- What's hindering them from accessing skill-development programs in their communities?

- What can be done to make employment in the agriculture (economic growth) sector a viable or desirable livelihood option for youth?
- What vocational, entrepreneurship, employability, and life-skills training institutions/programs exist in Somalia, and are these accessible to most youth? Are these institutions/programs adequate as viewed by the youth and are they responsive to labor market demands?
- What challenges do youth face when accessing, staying, and completing vocational and entrepreneurship programs?
- What opportunities and barriers are faced by youth in accessing credit and building savings?
- To what extent are youth moving between rural and urban areas and/or migrating to other countries or regions to find employment?
- What partners could USAID work within the area of youth employment?
- What are the key skills and attributes employers are looking for in their work sector, especially entry level?
- What are the growth areas for employment and entrepreneurship, especially for entry-level jobs?
- What opportunities are there for access to apprenticeships/internships for youth?
- What opportunities are there for access to finance/credit for youth entrepreneurship?
- How do youth and potential employers perceive the relevance of knowledge and skills provided through education opportunities?

EDUCATION

- How do youth think their education has prepared them for the decisions and challenges they face in their lives, or not?
- What do they identify as barriers to completing their education? (by gender)
- What opportunities and resilience factors positively influence youth access to safe, quality education?
- What opportunities and resilience factors positively influence young people's ability to persist in and complete a minimum basic education?
- How—and has—education prepared youth to earn income and meet life priorities?
- What are the main causes of drop-out? Grade repetition (by gender)?
- What can schools do to better prepare youth to complete primary grade education? Secondary grade education? And prepare for work opportunities?
- After completing primary school, would youth rather go to secondary school or pursue TVET? Why?

DEMOCRACY/GOVERNANCE/CITIZENSHIP

- How do youth engage civically and politically in Somalia?
- What barriers do youth experience in their civic engagement? How do these challenges differ by age, gender, disabilities, and/or other demographic information or marginalization?
- What informal or traditional structures exist at community level that involve youth in civic engagement activities?
- What opportunities are there for supporting leadership development of young people?

- What youth-led and/or youth-oriented networks exist in Somalia? What has allowed some networks to be effective and others not? What relationships and networks are or can advance youth engagement and participation?
- Where do the youth-led networks and initiatives get their support? Who gives them and what type of support?
- Do youth centers exist in targeted assessment communities? If yes, how many centers? What activities take place at these centers? Who manages the youth centers? Who supports the centers and what kind of support do they provide?
- Do youth consider community youth centers to be safe spaces? If no, what other places do youth consider as safe spaces? Why?
- Where do youth get their news? What social media outlets do they use for civic/political engagement? Which sources are most influential, available, and preferred?
- Do you belong to any organized youth group? If no, why not? If yes, what does your group engage in? What would you like for the group to engage in?

FAMILY LIFE

- How are families engaged in supporting youth, their education, employment, and civic engagement (diaspora vision as well)?
- What are the main programs that are focused on strengthening family communication and parenting?
- What are typical gender roles of youth in families?

INSTITUTIONAL AND POLICY INFRASTRUCTURE FOR SUPPORTING YOUTH

- What is the capacity of Somalia institutions (e.g., schools, NGOs, CBOs, relevant government agencies) to support and engage youth and/or respond to their needs?
- What rules, laws, and policies impede or support full engagement of youth civically and economically?

VIII. ANNEX B: METHODS DETAILS

A. DATA COLLECTION

The assessment process consisted of several data collection methods:

- A desk review of more than 75 secondary sources
- A field visit to all three zones— Federal/South Central, Federal/Puntland, and Somaliland Somalia—and seven regions in order to capture a range of youth opinions and experiences across the country: Federal/South Central: Banadir, Lower Shebelle Region of SWS, Middle Shebelle Region of Hirshabelle State; Puntland: Nugaal and Mudug Regions; Somaliland: Galbed and Maroodijeex Regions
- 30 focus group discussions (FGDs) with 283 youth (140 males, 143 females) ages 18-30
- Individual (or small group) interviews with 130 key informants (KIs) from the Federal Member States/Somaliland, international donors, UN agencies, USAID staff, community and business leaders, as well as national and international non-governmental organizations (NGOs) implementing youth programs across Somalia.

LITERATURE REVIEW AND SECONDARY DATA COLLECTION

The YouthPower Learning Team completed a document review from previous (approximately from the past five years), current USAID/Somalia, and other stakeholder and donor work plans, program descriptions, assessments and evaluations integrating or dedicated to youth programming in Somalia. USAID assisted in compiling known materials for the team such as FMS policies, FMS, and UN and USAID plans and joint projects. The review also included data sets, such as the World Bank Poverty Assessment Somali High Frequency Survey and UNICEF's State of the World's Children Country Statistical Information. These data and documents served as references to both respond to the primary research questions and associated secondary questions, as well as informed the final data-collection tools. They provided key contextual and demographic information for framing and interpreting findings from youth focus-group discussions and key informant interviews.

PEER-LED FOCUS GROUP DISCUSSIONS, AGES 18-30

The YouthPower Learning Team completed systematic discussions with groups of youth as the core approach for primary data collection and participatory assessment. The YouthPower Learning Team actively engaged youth as protagonists throughout the research design, data gathering, and analysis. Engagement of youth was a key objective of the assessment. The YouthPower Learning Team collected primary data through 30 focus-group discussions (FGDs) with separate male and female groups of "non-elite" youth ages 18-30 in all three zones. Dedicated focus-group discussions with near-peer youth ages 18-19 were used to capture experiences of younger youth ages 15-17. The YouthPower Learning assessment team used purposive sampling to identify between eight and ten same-sex and age-specific individuals for each FGD. The YouthPower Learning Team also made every effort to ensure that participants within focus groups had similar age, sex, and socio/economic/demographic characteristics, while simultaneously ensuring that FGD participants represented a variety of backgrounds, including IDPs and youth with disabilities, where possible.

The assessment team sought to include youth within the age and sex categories (inclusion criteria) who were both *willing to participate* and *to freely share their perspectives and expertise*. The YouthPower Learning Team allotted enough time for each session to give youth the space to "open up" and speak honestly in front of the facilitator. The analysis made every effort to employ creative approaches that use youth to

help facilitate these sessions and support the analysis. This served to build the capacity among the youth researchers as well as deepen the analysis and assessment.

As such, the youth facilitation teams engaged urban and rural youth, youth living in IDP camps, and pastoralists. Mobility of youth and safety and security of the youth facilitation teams affected travel but did not prohibit focus groups in the pre-selected areas. An analysis of focus group sign-in sheets found discrepancies in education attainment. It seems some youth did not indicate their highest level of education while some answers unlikely seemed unlikely and were could have been exaggerated given how highly valued education is and represents a status symbol.

Data Quality Control. To ensure consistency and quality in the FGDs and resulting data, and to respond to and correct any challenges in a timely manner, the Team Leader/Deputy Team Leader undertook ***five key quality-control measures***:

(1) Facilitator and recorder training – the Team Leader and Deputy Team Leader provided a one-day training on: qualitative data collection techniques; the respective roles of facilitators and recorders; facilitation techniques; the FGD guides; human research ethics; note-taking techniques; and basic process standards and protocols prior to the beginning of field research. Training included a field test of the FGD guides. During the training, the Team Leader/Deputy Team Leader offered an opportunity for youth to provide feedback into the tools and to suggest interactive techniques or games to elicit responses from youth.

(2) Consistency in roles – the facilitators and recorders maintained their respective roles throughout the research process. Given the learning curve expected for both the facilitators and recorders at the start of the process as they familiarized themselves with their roles and the respective quality standards for each, they maintained consistency in their roles throughout—an important quality-control function.

(3) Observations and constructive feedback – using a standard Team Observation Checklist, the Deputy Team Leader observed each team of facilitators/recorders at least once per day to provide supportive supervision and constructive feedback regarding FGD process and quality.

(4) FGD debriefing– after each FGD, the facilitators and recorders conducted a short internal debriefing to identify any process challenges (*e.g.*, insufficient use of probes or follow-up questions) and to make corrections in subsequent FGDs.

(5) Regular debriefing across teams – the Team Leader and Deputy Team Leader conducted a daily debriefing to identify and systematically address any arising challenges and to discuss emerging trends and outliers arising from the data.

Data Processing. Youth facilitators and data recorders took FGD notes in a dedicated *Field Notebook*. Each set of FGD notes includes clear labels for the location and composition (age, number, sex) of each FGD. The data-collection teams were asked to include an approximate 1.5-inch margin on one side of each page of the notebook that they used to jot down key thoughts/analyses/interpretations AFTER each FGD and during their process debriefings. The team planned a maximum of two FGDs per day per team to provide time for youth researchers to transfer at least a portion of their FGD notes daily into an electronic (Microsoft Word) format. FGDs were recorded with permission of participants. Notes and some portions of each discussion were transcribed verbatim and provided to the study team for review. Revisions were made to clarify and add verbatim quotes for analysis.

Analysis and Reporting. Building on key *grounded theory* principles, the assessment team systematically and *iteratively* analyzed the data derived from the FGDs: At the end of each day of data collection, the

Deputy Team Leader guided a debriefing with the youth researchers regarding the key themes and outliers arising from the day's data collection. These debriefing sessions provided insights into key findings and emerging themes, while serving to identify process challenges and jointly identify solutions. The "gaps" were used to reinforce the use of probes and follow-up questions to ensure sufficient explanatory data in subsequent groups. The Team Leader, Deputy Team Leader, and Senior Technical Advisor conducted thematic and content analysis by coding data (partially using encoding software), enabling the identification of clear trends, outliers, and explanatory data. To finalize the analytical and reporting process, the team triangulated FGD findings with those of the KIIs (as well as observations during the field exercise) and literature review, ensuring the consideration of multiple viewpoints and facilitating robust conclusions. It is important to point out that as part of the triangulation strategy, the Team Leader and Deputy Team Leader conducted separate analyses to ensure that analysis is informed by more than one perspective.

DEMOGRAPHIC SUMMARY

As part of the data collection, each participant completed a basic intake form, which included demographics (sex, age, marital status, children) as well as current educational attainment and employment data. See Table 2 for this information. Regarding marital status, 19 percent were married and the rest unmarried. Just less than 10 percent had children (half women), two of whom were 18-19-year-old women. All but one with children said they were married. Of the 283 FGD participants, 60 percent said they were enrolled in formal education and about ten percent reported enrollment in informal education, a handful of whom said they were enrolled in both. Almost half report that their family has (or has access to) land.

Table 9. Education Levels and Employment Status of Youth Focus Group Participants

Educational Attainment, as Reported by Youth Focus Group Participants	Percent
No Schooling or Formal Education	13.1
Madrasa Only	5.7
Primary School Graduate or Below	4.6
Some Secondary School	9.2
Secondary School Graduate	3.2
University-level; University Graduate or Post-graduate	9.5
University Graduate	27.6

Employment Status, as Reported by Youth Focus Group Participants	Percent
Formal Employment	10.6
Self-employed/Businessperson	1.8
Informal Employment	3.9
Not Employed, Looking for Work	67.5
Not Employed, Not Looking for Work	16.2

Most youth are better educated than the previous generation, but most are unemployed and looking for work.

KEY INFORMANT INTERVIEWS

The YouthPower Learning Team complemented primary data collection through semi-structured interviews with 130 key informants in individual and small group settings. The Team Leader interviewed implementing partner staff, youth-focused organizations and leaders, service providers, government

officials at multiple levels, and donors. The YouthPower Learning Team conducted multiple key informant interviews in order to ensure the voice and insights of the variety of key actors was captured and incorporated into the findings. While the team aimed to meet with an array of key and interested stakeholder sometimes scheduling conflicts prevented it. For example, an interview scheduled with U.S. Embassy staff in Mogadishu was canceled when the KI changed the time and was unable to be rescheduled. Other organizations like, IOM was contacted via email, but they were unavailable. Table 10 provides a quick summary of the key organizations engaged through KIIs or desk research and a snapshot of youth their related activities. While the activities may not comprehensive for a given entity, they give a sense of the type of engagement and focus they provide related to youth.

Table 10: Youth Related Activities by Organization

Name	Youth Activities
Ministry of Sports and Youth, FMS	The Ministry's goal is to promote youth programs within the realm of the National Development Plan. They a have strategic plan and youth policy in place that clearly stipulates their work. They are mainly focused on promoting youth in sports at the national and regional level. Somali youth are good at basketball, volleyball, handball, and football. The ministry renovated the stadium in Mogadishu in order to hold youth sporting events. Somali youth participate in sporting and athletic events at the regional and international levels. They have a youth center that offers training in soft skills and leadership skills. They support youth organizations nationally and regionally. Their Youth Council, established through USAID-funded projects, looks to strengthen youth leadership and support youth-led institutions. It advocates for youth inclusion in policy development. The Ministry celebrates National Youth Day annually and invites youth to celebrate with them.
Ministry of Labour	Prioritizes creating employment opportunities for youth and establishes employment commission to drive the agenda to employ 20,000 youths as envisaged by the federal government.
Prime Minister Office	Coordinates multi-sectoral government agencies to leverage support for youths. Emphasizes the realization of the federal government's target of 20,000 employed youths.
Somali National University	Expands university education through diverse training courses.
Ministry of Planning	Focuses on the implementation of the National Development Plan, especially the pillars that focus on youth employment. Budgetary constraints noted.
Ministry of Women and Human Rights Developmen t	"Ensures development, care, and protection of family and children through cross-cutting policies, legal instruments and programs, spreads awareness about their rights, and facilitates access to learning, nutrition, institutional and legislative support to enable them grow and develop to their full potential." The website is: http://www.mwhrd.gov.so/en/
Ministry of Education	Underscores education as the key to youth employment, national development, and stabilization. The ministry has undertaken many reforms to increase access, improve quality, and enhance equity. Cites curriculum reform, unified examination, revival of Somali National University, and employment of public school teachers. TVET training is been harmonized and models secondary schools created through EU supports. This has generated the revival of technical schools that cover agriculture, livestock, and fisheries among other technical areas. USAID plans to expand access to education (including out of schools youths) through Alternative Education Programs in 2019.

Name	Youth Activities
Mercy Corps	Offers skills training through the support of SSF and OFDA-USAID donor-funded programs. These skills trainings include tailoring, mechanical and electrical skills trainings, and agricultural training in agricultural lands, for example, in Balcad. Mercy Corps provides entrepreneurship skills for youth through formation of accounts and cooperative groups for women youth which was supported by OFDA-USAID. Mercy Corps, under the Somali Youth Learning Institute (SYLI), focuses on increasing youth access to secondary education and civic engagement opportunities. Still under SYLI, they promote soft skills such as leadership skills and non-violent conflict resolution skills though sports and recreational activities.
GEEL Project	Provides skill development and creates opportunities for employment/ business. Supports business ideas of young TVET graduates with $1000–$5000 for individuals and up to $10,000 for a group. Promotes youth agricultural competitions in universities to improve knowledge and innovation. Funded 25 youth to visit banana farms in Costa Rica.
UNICEF	UNICEF has Child to Child (CTC) clubs for out of school youth that train on leadership skills, conflict resolution, sports, mobilization to go to school, peace building educational activities, etc. Provides protection services such as GBV interventions to GBV survivors, as well as family reintegration support for youth affected by armed conflict. Supports out of school youth and gives access to education in emergency interventions. Provides WASH sanitation and hygiene programs to communities that include youth. Partners with government and local partners to implement youth programs such as peace building. Runs TVET programs for young Somalis on skills development (tailoring, tie and dye, carpentry) and links with the market in project areas like Doolow, Kismayu, and Mogadishu.
Somali Youth Council	Somali Youth Council (SYC) is a national, non-partisan, non-profit organization that promotes the leadership skills of young Somalis through international delegations, research projects, and advocacy initiatives. Their vision regarding Somali Youth Council is to make the voices of young Somalis heard regarding issues with Diplomacy, Politics, and International Relations. Their mission is to prepare the next generation of diplomats and political scientists, but, most importantly, to encourage youths to become active citizens of Somalia. Their social media page is: https://www.facebook.com/pages/category/Community-Organization/Somali-Youth-Council-278561249278598/
Hope Generation	Hope Generation of Somalia (HOGESO) is a non -governmental Youth Development Organization founded in 2014 by a group of Somali youth who realized the significance of youth groups in the development of society. A website is available: http://hogeso.org/
National Interest Youth Organization	National Interest youth organization (NIYO) is a non-governmental and nonprofit organization, free from political clans, religion, and ethnic divisions. They work with thousands of youth in urban and rural areas throughout South-Central Somalia.
Banana Group	Banana group is an incorporation of businesses focused towards improving the life of the people by providing skills and experience-driven solutions to their clients in various market segments. Their corporate functions strive to provide all customers with customized and integrated solutions that enable them to maximize their business potentials. Banana Group is continuously striving to satisfy their clients and target groups by providing them authorized and complete service and maintenance for the same. Their social media page is: https://www.facebook.com/bananainfo/
Peace Developmen t and Youth Awareness Organization	Mogadishu Based Youth led organization

Name	Youth Activities
Somalia Women Organization (UGASO)	Mogadishu Based and women led organization primarily focused on women empowerment – Socially, economically and politically. UGASO is pushing for women representation in both the houses of the parliament- Lower house and senate. They played an important role in the peace building process and transformation of Somalia.
WARDI Relief	Works directly with beneficiary communities and their representatives to achieve human rights, sustainable humanitarian services, and equitable socio-economic development that promote peace and justice.
Somali Youth Center	Provides after-school programs for refugee youth (and other underserved populations) that focus on improving students' academic performance. Their main social media page is: https://www.facebook.com/Somali-Youth-Center-210068404471/
HINNA	HINNA, a non-political, NGO, humanitarian women's organization, works with communities for peace and stability throughout Somalia. Work focuses on women's empowerment, Education, Food security, child protection, GBV, livelihood, WASH, Agriculture, Peace & conflict resolution, and human rights. The website is: http://hinnasom.org/site/ar/
SASDI	These are the three main focus areas for the organization's strategy: employment, education scholarship, and awareness for disabled children. They also encourage youth education, community participation through motivation, and family, community, and national level interaction in the district, regional, federal state and federal government of Somalia.
Premier Bank	This private sector bank was referenced during the KIIs. In terms of engagement, the KI said: "There isn't much engagement with NGOs in terms of youth development: however Premier Bank has solely packaged plans for youth such as sponsoring Somali Premier League, organizing for competitions for business innovations such as $10,000 to youth. Premier Bank works with an innovation hub (iRise hub) and supports in micro financing youth businesses innovations. Premier Bank also had a program with Central Bank of Somalia funding and investing in SMEs for the youth. Youth were given $2000 each. The bank holds several university seminars in Somali National University, Mogadishu and Simad as corporate social responsibility. The KI described young workers as "motivated, very curious, active and hungry to learn more. The majority are good at IT skills and easily adapt. Youth employees are demanding and impatient sometimes as they expect instant promotion after few months of working Female youth outperform male employees in most cases."
Concern Worldwide	Concern Worldwide engages in youth in Resilience, Health and Nutrition, and Education programs. Concern has flexible models that support youth. Youth programs include sports that connect youth to sport networks and peace building approach for youth such as counselling, feeding, and sports activities. Youth leadership programs, such as youth leadership groups, are formed and youth are connected to successful youth role models to mentor and empower them. The education program connects youth to public schools to provide free education. Transportation is also provided for youth interested in going back to school. The TVET programs provide 8-month skills and entrepreneurship training for youth out of school. Concern Worldwide conducted a market assessment to focus on sought-after skills in the market. They support the family reintegration component, where income generation opportunities are created for youth from poor families and safety nets are provided within 12 months to caution from regression. Youth undergo mentorship programs and soft skills in the process of learning TVET skills. Concern provided small grants to business-minded youth in conjunction with banks such as Salaam.
Hormud	Offers free TVET trainings in diverse fields to youths. Believes in building good working relationships with INGOs/Donor community and are ready for joint ventures. BECO subsidiary company have entered an agreement with ILO for advanced TVET trainings. They believe such partnership will be critical in developing a pool of local, skilled personnel that can meet the demands of the local market.

Name	Youth Activities
	Ready for partnership with INGOS/donors, such a USAID, in trainings/capacity development to bring it up to international standards.
Puntland Ministry of Labor, Youth, and Sports (MOLYS)	Construct major sports networks among youths and high-profile stadiums in major cities in Puntland such as Garowe, Galkayo, and Bosaso. Facilities that support E-sport and online gaming activities also help youth learn online through sports. MOLYS plans to have a sports academy in the future. Engages in policy reviewing, addressing gaps, challenges and assessing sensitivity. Puntland youth development fund has been established and plans to seek funds from different sources. Plans are underway to build TVET schools according to the context in Puntland to support marketable courses for youth. Coaching and career counseling programs will also be offered in TVET schools. MOLYS plans to push for market assessed curriculums for youth.
Puntland State University	Tertiary educational institution that supports youth education. The website is: https://psu.edu.so/
Puntland Ministry of Education	"To provide an enduring quality holistic education that responds to and recognizes and realizes the spiritual, cultural, intellectual, physical and potential of all learners, enabling them to make fulfilling life choices – responsive to socio-economic and environmental changes." The website is: http://www.moepuntland.com/
Puntland Ministry of Women's Developmen t and Family Affairs	"MOWDAFA'S vision is that women and men in Puntland have equal opportunities to lead free and worthwhile lives." Thier social media page is: https://www.facebook.com/MOWDAFA/
Puntland POSWE	A government agency in Puntland State
Puntland Youth Association Network	Umbrella youth organization which interconnects and coordinates all other youth organizations activities. In conjunction with GEEL's ongoing project, youth imparted with veterinary and agriculture skills such as chicken farming and greenhouse farming. Focuses on refining recycling skills, charcoal technology, and interior design technical skills and ensures training is accessible to all youth, including the vulnerable populations.
Burtinle Youth and Developmen t Organization	Falls under the MUDAN umbrella and supports youth in Burtinle, Puntland.
MUDAN Youth Network	As a youth umbrella organization, MUDAN incorporates all youth organizations into a network in Nugal region of Puntland. The website can be found here: http://www.mudansom.org/who-we-are/
Global Youth Action Network (GYAN)	GYAN leverages the collective power of young people to change the world. We provide a clearinghouse of information, resources, and opportunities for making a difference." The website is: http://gyan.tigweb.org/members/?filter=S
EYL	Local Youth Led organization that is based in Eyl, a coastal town along the coast of Puntland. EYL the organization is named after the town. It is also a member of Puntland Youth Association Networks (PYAN).
Puntland Disability Organization Network	"Puntland Disability Organizations Network (PDON) is a public based representative body established to articulate concerns of people with disabilities and membership is open to bodies actively involved in disabilities. The Network is a coalition formed principally to mobilize government and civic actors around advocating and campaigning for the rights of

Name	Youth Activities
	People with disabilities, as measure strategy approach improvement to the disability community in Puntland through humanitarian protection, that there have paid special consideration how to finding accessibility and systematic operations available to them." A good resource for organizations dealing with disability issues throughout Somalia can be found here: https://assets.publishing.service.gov.uk/media/5ab0cd27e5274a5e1d62d84e/Supporting_People_with_Disabilities_in_Somalia_Public.pdf
Amal Bank	Has partnerships with many organization and manages their funds (.i.e., SHURACO- they use their funds as collateral for youths/women selected for business support.) Amal Bank ensures youth/women who are given loans are able to repay with the agreed upon timelines. Amal Bank has zero appetite for risk. They prefer working with INGOs/Agencies that have long-term support for youth. They also prefer focusing on training in practical skills rather than theoretical. They provide training in financial literacy, start up, and mentoring the youth/women as he/she runs the business.
Adam Smith International (ASI)	Located in Puntland (Garowe), ASI's role is to work with the government as implementing partners of EU. It has technical advisors on the ground. 40% of ASI work is stakeholder engagement and 60% is analysis. SSF stabilization programs include establishment of youth centers; 2 centers in Gal kayo North and South and 1 in Bosaso. SSF works with local partners and uses a stabilization lens to actively engage the youth through recreational and sports as well as networking facilities.
Somali Women Vision Organisation	Somali Women Vision Organisation was established in 1998 by a group of Somali women intellectuals in Garowe, Somalia. Puntland, Somali Women Vision (SWV) is a grassroots non-governmental, non-political organization, which was founded to respond to the needs of women, children, and the community in general in the areas of empowerment, education, human rights, environmental protection, humanitarian aid, health, research, and awareness of violence programs. SWV is committed to working in partnership with communities to address humanitarian needs, improve livelihood, protection and to support overall peaceful, health and sustainable development. The website is: http://www.swvsom.org/
Somali Technology Hub (T-HUB)	T-HUB is a registered youth center certified by Puntland development authority. The criteria behind the hub was to support youth employability and impart skills. The mission is to empower Somali youth with technology and innovation skills.
SIDRA	Priorities center on research, analysis, and assessment in areas of social development and women empowerment. Writes publications and supports policies in Puntland, like youth policy briefs. Partners with GEEL Project and provides business skills to youth and women located in Garowe.
UNFPA	UNFPA partners with Ministry of Labor, Youth and Sports (MOLYS) and Y-Peer, a global network for youth that is mandated to UNFPA youth programs. Supports MOLYS in policy development and sports activities, for example, basketball training for young girls and civic engagement activities. Trains youth networks on leadership and generates awareness on gender-based violence through theater performances for the community and youth in schools. They provide skills training for young women such as language courses and essential tailoring, beautification, and cooking skills for vulnerable young girls.
Shuraako	Sharia compliant, profit making and gives loans on 5% interest for five-year periods. Invests in different sectors, mainly livestock, fishery, and agriculture. Also invests in the education sector in expanding schools, universities, and even hospitals. Operates in Somaliland and Puntland. Through SIDA program, SHURACO with a budget of $2M to $5M works along with Dahabshil, Amal bank, Premier bank and IBS for youth and women 35 and younger to access loans. SIDA supports youth innovators who can't meet the loans criteria and backstops for them. A

Name	Youth Activities
	minimum of $5000 is given to mostly youth sector and there are so far no defaulters since this program is highly secretive and only known to the bank and the donor.
WAAPO	WAAPO strategically aims to improve the protective environment prevention and response for women and children. They perform prevention mitigation and safe response project areas around capacity development, response services, and emergency support. The website can be found here: https://waapo.org/
Panorama Women Skills Training Centre	Established Youth (Girls) skills training center; girls are trained in beauty skills through the beauty salon. The skills that Panorama provides are henna making, hair dressing, wedding dressing, make up for the face. Body cure and treatment, hair treatment, hair coloring and training on handling different skill materials and equipment usage. Panorama has a beauty training curriculum which contains beauty arts lessons and safety of work habits (health safety) and security of work place. Roughly 3000 girls have been trained so far. Targets marginalized, low-income girls and trains them and later on offers employment opportunities at the salon to empower them economically.
Somaliland Ministry of Employment	Operates a job centre and provides youth with information on job opportunities, instructs youth how to write resumes, interview preparation, employer expectation of new employees, entrepreneurship opportunities in the market. The ministry focused on creating opportunities for job placements, internships, and counselling of university graduates new to the job market. Focuses on creating enabling environment. Local experts are readily available to guide and counsel youths. Drafting national employment policy that will engage the private sector and address the internship issues among others.
Education Sector Coordination Committee (ESCC)	The Education Sector Coordination Committee had a key role managing the process for the Somaliland's Education Sector Strategic Plan (ESSP 2017- 2021). Advocacy for increased access to education will take place through education sector coordination committees. Ensures coordination of ministry, community sector; private sector and donor concerned with education sector basically education actors. ESCC conducts resource pooling, they harness resources, put an emphasis on training teachers, and develop curriculums.
Somaliland National Youth Organization (SONYO)	Secondary schools programs that encourage students to know their rights and responsibilities. They push civic education programs attached to curriculum. Programs advocate for youth rights and support youth in the job market with career counseling. They provide skills development for youth and partner with vocational centers to create long-term projects for sustainability. SONYO takes part in decision making and policy that forward the youth agenda.
GIZ (TVET Project)	Priority Strengthening /Rehabilitation of TVET centers in Somalia. Applies dual approach – 50:50 public and private sector support. Organized learning Tour of Line Ministries officials /TVET units in Somaliland to Germany to learn from German experience and models with EU funding. Plans to develop three TVET models in Hargeisa, Garowe, and Kismayo and revise and harmonize TVET curriculum. Private sector to play a lead role in TVET Trainings.
Somaliland Ministry of Youth and Sports Somaliland	Established Youth Development Funds. This will be contribution box for youth development in Somaliland. Yearly, $200k contributed by Somaliland government for the youth development. These funds will be used by youth already with business startups running in different districts to empower and scale up the successful business run by youth. Provides three levels of sports tournaments- Premier and 2 other levels. The government works with other INGOs and private sector to hold regional sports tournaments and national events. Football, basketball and sports activities for youth in different districts and emphasis on sports even in school. Civic engagement activities are slow. SYLI activities were the major civic engagement player and its end marked the end of serious civic engagement. The government has developed national youth service. One year program to promote skills, discipline and nationalism.

Name	Youth Activities
	The government works with SONYO and other local youth organization in the strengthening of the youth organizations.
Shaqodoon	They partner with Somalia universities on entrepreneurship and internships programs Supports around 1000-1500 graduate's internships. Support includes coaching on business and business development and connects youth to banks in order to access finance. The one stop center provides entrepreneurship training combining entrepreneurship membership to access finance. Encourages youth to start their own businesses and create opportunities for other youth. They connect with banks and provide grants and business seed money. Youths go through a two-month business training to get a buy in from the investors. They developed a pool of business mentors around 70 members provide training across the country and they mentors in different sector. Based on Build your Business Program MS and International Youth Foundation intensive program, Shaqadoon have contextualized it. Through various funding streams they support trainings and entrepreneurial support in areas like radio production, graphic design, etc.
Somaliland Youth Developmen t and Voluntary Organization	SOYDAVO Has offices in Somaliland Burao and works in Sool and Sanaag. It aims at strengthening peace while alleviating poverty among the rural poor. Works closely with local authorities to contribute to the country´s short and long-term development priorities through participatory and sustainable approaches. Aims to make people promoters of their own growth for women, youth and children through the mobilization, training of their potential, and by implementing projects that meet their needs for education, health, skill training, income generation, sports and self-empowerment. Implements projects in education, livelihoods, protection, psychosocial support, environment protection, water and sanitation, Human trafficking and peace building.
Horn Youth Developmen t Association (HYDA)	Exists as a non-profit, non-political, community organization dedicated to youth, women, and children mobilization and empowerment in Horn. HYDA believes in an equal opportunity society, without discrimination amongst the Horn of Africa society. The establishment of HYDA was also linked to the need for Horn's youth to contribute to the creation of a recognized, democratic Horn of Africa. HYDA is currently implementing different programs but these programs are not fixed to a specific but tends to the needs of the community in the Horn, with special consideration of rights-based programming approach. The organization has a partnership with international organizations, UN agencies, local networks, and government institutions. The website is: https://www.hyda.org/
Asal Youth Organization	ASAL's mandate is to works towards improving the livelihoods and socioeconomic burdens of communities in Somaliland, particularly poor and disadvantaged women, youth, children, people with disability, and minority groups by enhancing their knowledge and helping the further their education and skills training. The website is: http://asalyouth.org/2018/
ADAM-AC	Hargeisa Based Youth Led Organization
Somali Youth Society (SYS)	SYS is dedicated to improving the living standards of vulnerable community groups of youth, children, women, pastoral, agro-pastoral and IDPs by providing rights-based livelihood, food security, environmental protection, education, recreational/sports, basic reproductive health/nutrition, awareness raising on peace building and community safety and social interventions. The website is: http://www.syssom.org/
Youth Peer Education Network (Y-Peer)	The youth peer education network of organizations and institutions was pioneered by UNFPA and works in multiple countries around the world. In Somalia, it focuses on peer-to-peer education for youth "to promote healthy life styles, youth participation, civic engagement and leadership in the field of adolescent sexual and reproductive health (SRH) and HIV prevention. The website can be found here: http://www.y-peer.org/Somalia

Name	Youth Activities
Somaliland Culture and Sports Association	Supports and empowers young women through sports. The SOCSA facility supports female sports activities, especially basketball, but is currently lacking funds to facilitate the sports activities. The website is: https://www.socsa.org/
SOMTEL	Works with local NGO's such as SONYO, SHAQODOON in addressing youth matters. SOMTEL supports research, youth sports and youth scholarships as corporate social responsibility (CSR). They are open to partnerships with different youth actors in the future.
Microdahab-Dahabshil Bank	Engage with different donors with the revolving fund for young people and women entrepreneurs. It has worked with Somali Stability fund, Mercy Corps, GEEL, SHURACO, SIDA. Dahabshil is open for future partnerships. As Corporate Social Responsibility, Dahabshil (the main bank/money transfer) gives funds, to builds roads, hospitals schools etc. but in Microdahab, there are no free funds or free money.
Norwegian Embassy	The Embassy of Norway has supported more than 150 students through a vocational school in Mogadishu. They have also started a stabilization program which began in 2019 and will end in 2022. Its main goal is to create jobs and make youth employable where the youth are pursuing skill courses in several modules for a period of three years. They have partnered with Strathmore Business School who supported the solar center and have teachers from Kenya who provide knowledge and skills. NORFUND has also partnered with Shuraako in Hargeisa to support small businesses. There are plans to partner with KENHA to start a cabro stone project and a waste management program in the Vocational training center to support more youth. Other partnerships have been with Hano Academy to offer life skills and entrepreneurship skills trainings
ARC International	Prioritizes youth and women in all their programs. They provide grants to start business and skills training for youth. One of the programs they have is the SETS Program, which is being implemented in Jubaland, Kismayo and Afmathobe, that provides youth skills training. They implement other programs with UNHCR such as providing education (targeting refugees 14-20 years old) and TVET trainings through Returnees Support Center in Kismayu. They partnered with GIZ they created the livelihoods project and promoted business skills among the youth. With Silatech in Jubaland they provide access to seed funding to start businesses Targets, business minded youth, Youth from vulnerable communities for example returnees/IDP and young women.
ADRA	Supports WASH project for the broad demographic; however, the Youth Empowerment program is a specific program under WASH that targets the youth. They train youth on technical skills and source their services to maintain water systems, install generators and service pumps for the community. This builds their skills as well as provide income. Trains a pool of youth in specialized skills related to their renewable energy project which provides power to lift water pumps, power hospitals, and light schools in the community. Support civic engagement project in Murdu which fully engage and support the capacity of youth issues relating to employment, FGM, and discussing with stakeholders on policies. Partnered with Women in Media Institute to engage and promote women through funding economic groups and supporting women's joint business groups which results in improved livelihood. ADRA also provides scholarships to the needy and motivate parents to enroll girls in schools.
CARE	Works with TVET centers like Kismayo and Garowe to support youth skill building. Through supporting other projects like the Bridges project which does capacity building of TVET centers, they have been able to successfully support a large number of youths. They partner with private sector organizations like Shaqadoon, an IT based company that works with the youth by training them in entrepreneurship.

Name	Youth Activities
	Through EU funding they supported youth to acquire loans as a post training package. They have also established the water training institute in partnership with the Ministry of Water where youth take on courses on plumbing and water technology. This has attracted youth to take up skills courses that most of them disregard. The project has been running for five years and a number of youth have been successfully earning an income. CARE runs Accelerated Learning and Accelerated Basic Education programs which is in partnership with SOMTEL and funded by USAID and UKAID that has been supporting out of school youth.
Transition Initiatives for Stabilization (TIS+)	This USAID funded project aims to increase Somalia's stability through participatory processes that promote good governance and community cohesion. Its focus is on quick impact stabilization activities at the district and community levels, Focuses on youth initiatives and special days. TIS+ funded the successful 2019 Somali National Youth Day.
Delegation of the EU to Somalia	No direct youth activities supported but could provide avenues for collaboration.

LIMITATIONS

Although the breadth of the assessment was quite extensive, it was not possible to answer all the primary research questions exhaustively (as well as an additional 55 secondary questions). Where feasible, the data-collection team conducted follow-up interviews and additional literature reviews to deepen analysis of the most salient issues, policies, and programs. As a largely qualitative assessment using purposive sampling, the assessment cannot purport to be statistically representative or generalizable to all youth in Somalia.

B. TEAM COMPOSITION AND ROLES

The core team was comprised of: (1) a Team Leader with overall responsibility for methods design, implementation, team training and supervision, quality control, data analysis and reporting; (2) a Deputy Team Leader who supported data collection planning and team training, and provided oversight of FGDs; (3) a Logistician who supported the logistical arrangements for this assignment; and (4) three teams of youth Researchers[95] (one team per zone) who conducted FGDs. Additional support and leadership were provided by the YouthPower Learning team, a Technical Advisor, and USAID/Somalia staff.

95 Making Cents engaged a local firm, Asaf Technical Consultants, which identified the local youth researchers.

IX. ANNEX C: FOCUS GROUP DISCUSSION PROTOCOL

FGD INFORMATION		**Date: ___/____/_____**
Name of Facilitator:		
Name of Recorder:		
Zone/Region:	**City/town:**	**FGD # in this location: _____**
FGD sex: ( ) Male ( ) Female	**Age cohort:**[96] ( ) Ages 18-19 ( ) Ages 20-24 ( ) Ages 25-30	**Number of FGD participants:**
COMMENTS/ OBSERVATIONS:		

Introduction to Part II Focus Group Discussion

Hi! Welcome, and thank you so much for agreeing to participate with us in this focus group discussion! I am _____. I am here on behalf of YouthPower Learning, a global USAID-funded program based in the United States that seeks to generate information about effective youth engagement. USAID has asked us to conduct an assessment in your country to identify challenges and potential opportunities for effectively engaging youth in this country. We're excited to be here with you!

As mentioned earlier, during this Focus Group Discussion, we would like to talk with you about the lives of youth like you, with particular focus on what aspirations young people have and what challenges you face. We would like this be a *conversation* between us here in the room. As such, in this process, there are ***no right or wrong answers***, only differing points of view. You don't need to agree with others, but we would request that everyone listen respectfully as others share their views. In that spirit, we would ask that you speak one at a time. We look forward to this being a lively and energetic conversation in which everyone feels safe and comfortable speaking. Remember, participation is voluntary, and you can choose to leave the group at any time. However, we hope you will participate since your views are important. And we also think it will be fun and informative for all of you!

My role will be to facilitate the discussion. People often say very helpful things in these discussions, and we want to make sure we don't miss any of the important insights you will provide for us! As a reminder, everyone gave their consent to record when we met initially. If you are not comfortable, you are free to leave the group. As mentioned, we will not be attributing any information specifically to you. Instead, we will use the information you provide us to generate a report and recommendations for USAID regarding potential future strategic investments to better support youth in this country.

Remember, in keeping with our commitment to the confidentiality of all participants, we ask that you not share with people outside of this group EITHER who took part in this discussion OR what they have said during the course of our discussion.

Do you have any questions for us before we start? *[Record both questions raised by participants as well as responses]*

Okay, let's get started!

Only youth ages 18-30 are eligible to participate in peer group discussions.

FOCUS GROUP DISCUSSION QUESTIONS

Purpose: Get a big picture of major goals, aspirations, opportunities, and barriers faced by different youth segments, and a general mapping of the assets, services, and supports available to them in their communities. Includes education, entrepreneurship and work, engagement, and health.

Participants: Homogenous groups of youth (e.g., same gender, age banding, and geographic area, but can also be further segmented by socio-economic, educational status, ethnicity, language, etc.)

To get started, let's share our first names and some rules for our discussion. As you can see, I'm holding a ball. Only the person holding the ball can speak. My name is _____. Our discussion should be confidential – what is said here, stays here. [toss the ball to someone]. *Go around the group. Be sure to cover any unspoken but important rules (e.g., turning off mobiles, respecting the person speaking, and not interrupting).*
[Work with youth facilitators to determine the most contextually appropriate way to facilitate introductions.]

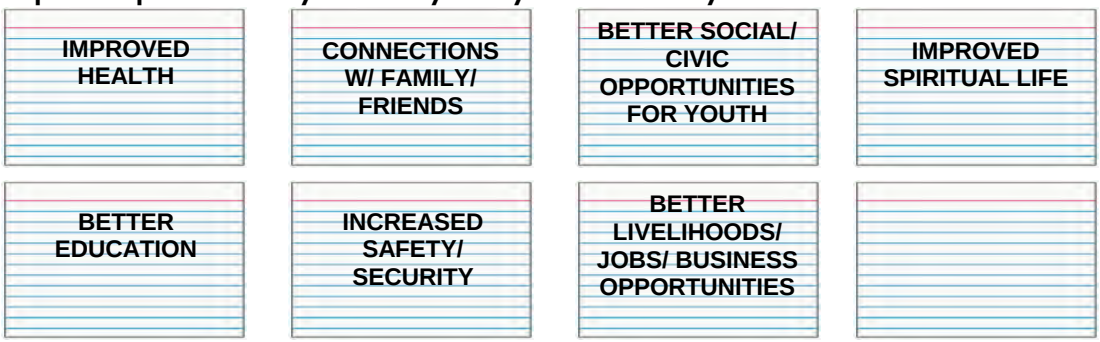
GENERAL ASPIRATIONS, BARRIERS, OPPORTUNITIES

I'd like to start by talking about the goals and dreams of people like you in your community Thinking about the people your age *[For the 18-19-year-old group, add "and those a little younger, like 15-, 16-, or 17-years-old"]*. **that you know in** ***your community*****, what are some of the dreams and goals they have for the future?**
Probes:

- What do some of the people your age that you know seek to achieve or become in the future? (university studies, office jobs, jobs as farmers, etc.)
- What are the goals and ambitions of young people your age? These can be related to education, work, family or anything else you like.
- Do you feel like these goals are achievable? Why/why not?
- Who are the most influential role models for youth? Which traits/behaviors do young people admire, learn from them, and try to adopt?

ALTERNATIVE OPENING QUESTION: **So, we are not from this community and we'd like to understand what it's like to be a typical young person in your community. What do they do during the day? Describe a typical day for an average young person in your community.** *[For the 18-19-year-old group, add "Does this look the same or different for those a little younger, like 15-, 16-, or 17- years old?" - probe]*.

Now I'm going to lay out some note cards with some words on each of them. These are things that are important to a person's well-being. We will be asking you to reflect on which top two things are the most important priorities for youth like you in your community:



- *Improved health*
- *Stronger connections with family/friends*
- *Increased safety/security*
- *Better social/civic opportunities for youth*
- *Improved spiritual life*

- *Increased education (academic or vocational)* *(FACILITATOR SHOULD PROBE)*
- *Better livelihoods/business opportunities/jobs*
- *Other (Blank card, facilitator to PROBE)*

I am now going to give you two buttons for you to indicate which ones are the most important. Among these things, which are the top two priorities for youth in your community? Which two things would most improve the quality of life for youth in your community? *[FACILITATOR prepares cards by writing several themes on pieces of paper or index card, with each topic listed on a separate card (see above bullets). Facilitator then lays each piece of paper on the table or ground. Facilitator provides each member two buttons (or stones/marbles/stickies). Youth participants are asked to place their two buttons each on top of their top two priorities. Notetaker captures the # for each theme. Facilitator asks about the most important theme (e.g., "Tell me why _____ is most important?"). Discuss each of the top three scoring themes. When done, ask about the least important themes: Why are _____ the least important?" Discuss.*
*[For the 18-19-year-old group, add "Does this look the same or different for those a little younger, like 15-, 16-, or 17-years-old?" - probe]***.**

What opportunities exist here in *your community* that support people your age to reach their goals/ improve the quality of their lives? *[THIS QUESTION WILL ALSO ADDRESS CHALLENGES. Try to fully engage around one topic before moving on to the next] [For the 18-19-year-old group, add "Does this look the same or different for those a little younger, like 15-, 16-, or 17-years-old?" probe?]***.**

Probes:

- What social activities are available in your community (religious, sports, theater, dance, music, etc.)?
- Are you aware of any vocational/entrepreneurship education programs in your community? If so, which ones? Who sponsors those programs (government, CBOs, NGOS)? What are the key barriers to accessing those opportunities? If you think about what you have heard about those programs, how successful have they been in linking people to employment? Have the people you know who have participated in those activities had success finding employment?
- Are you aware of any programs that friends your age have participated in that have helped them secure employment (on/off-farm, local businesses, etc.)? Which ones? Who sponsors those programs (government, CBOs, NGOS)? What have you heard about those activities?
- What kinds of opportunities for civic and political engagement are available to youth? Do you know young people who have taken these opportunities?
- Which services and opportunities would be most useful for you? Why?

Can you think of any other challenges or barriers that keep people your age from achieving their goals?

Probes:

- Is crime a challenge in your community? What are the most common kinds of crimes here in your community? What are the key causes?
- To what extent are youth moving between rural and urban areas and/or migrating to other countries or regions to find employment? How does this affect your community?
- How do the views of parents, community leaders, employers or businesspeople affect youth's ability to achieve their goals?

Suppose that you were in charge and could make changes to help young people like you achieve their goals and ambitions. What would you do?

Probes:

- What do you think could be done to improve job opportunities/vocational training/agriculture and food systems programs/links to private businesses, etc.?
- What institutions have been particularly helpful for youth in advancing their interests and voices? *[Probe on schools, NGOs, CBOs, international donors, government programs; probe on differences between males' and females' experiences.]*
- Thinking about the programs you have seen, which ones do you think should be replicated or expanded and why?

EDUCATION, YOUTH LIVELIHOODS AND EMPLOYMENT

When you think about the quality of education that most youth in this community receive, how would you rate the quality of their educational experiences in preparing them for the future?
[The facilitator may distribute the following three "Face Cards" to each youth participants and ask them to rate their education in terms of preparing them for their dreams. The facilitator can probe more about why youth responded as they did. Note-taker records how participants rated their education.]

Now I'd like to ask you to think about a young person in your community whose education prepared him or her well. Everyone just take a moment to think of that person. (Pause.) **Okay, thinking about that successful young person in your community, what factors helped him or her in his/her education? What factors have contributed to their success?**
(Prompts: help from mentors/family/friends, persistence or other soft personal skills, etc.)

Okay, we've talked what helps make youth successful in their education. I would also like to know about any barriers to the kind of education or certification youth need. What have been the barriers for youth in this community? Why? *[Probe on differences between males' and females' experiences.]* **.** *[For the 18-19-year-old group, add "Does this look the same or different for those a little younger, like 15-, 16-, or 17-years-old?" - probe]***.**

Some of you spoke about the importance of having mentors or other adults who support youth. Let's unpack this a little.

- How do adults in the community support youth in getting a good education? [Probe on parents, teachers, policy makers, community, and religious leaders; probe on differences between males' and females' experiences.]
- How do adults in the community discourage or prevent youth from getting a good education? [Probe on parents, teachers, policy makers, community, and religious leaders; probe on differences between males' and females' experiences.]
- How are life skills and technology skills introduced or supported in their educational experience?

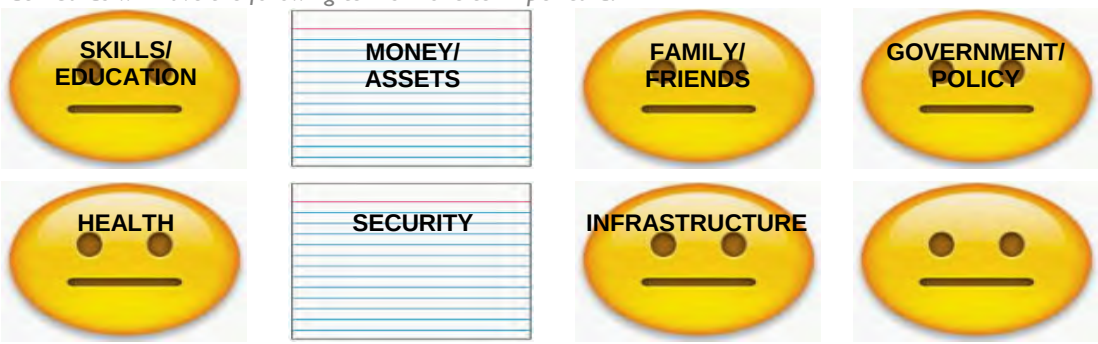
Now I'd like to ask you to think about a young person in your community who has been successful at obtaining employment, starting a business, or earning income. Everyone just take a moment to think of that person. (Pause.) **Okay, thinking about that successful young person in your community, what do you think are the reasons for their success? What factors have contributed to their success?**
(Prompts: help from mentors/family/friends, persistence or other soft personal skills, savings, ability to complete education or training programs, participation in internship, etc.)

I would also like to know about some of the struggles encountered as a businessperson, or the things that holding a young businessperson back from achieving their dreams. We are going to do a little exercise, or game. I would like to first ask you a question, and would like for you to reflect on this question. I don't want you to answer right away, but to think about this question: Think about one particular person. What have been the top barriers to success for this businessperson? *(Pause).* **Okay, now we're going to do this game.**
(Facilitator lays out index cards on the floor/table. Each index card is labeled with a word or term. Facilitator hands out two buttons to each participant.)

I have laid out these index cards, and on them are certain words or phrases. I have also given you two buttons, and I would like you to answer the question by ranking your top two choices:

What have been the top barriers to success of young businesspeople?

Ranking Index Cards will have the following terms – one term per card:



- *Skills/Education*
- *Money/Assets (materials, tools)*
- *Family/Friends*
- *Government/Policy*
- *Health*
- *Security*
- *Infrastructure*
- *(BLANK card)*

(Facilitator explains what each card means. For the blank card, participants are allowed to put a button there, in case their response is not indicated in the other cards. After everyone has placed their buttons on the index card, Facilitator then counts out loud the number of buttons on each card. Facilitator identifies the top-ranking card (the one with the most buttons) and asks respondents to talk about that topic, why they chose it, and describe what they were thinking about. After talking about the top-ranking items, facilitator can choose to probe on any of the other topics, as desired. Facilitator can also ask participants if anyone has a burning urge to talk about one of these topics.)

Some of you spoke about the importance of having access to finance. Let's unpack this a little.

- Do youth in your community save money? Tell me more about the savings habits of young people you know.
- Do youth have bank accounts? Why or why not?
- Do youth in your community take out loans? If not, why not? Tell me more about how youth are able to access credit. What are the barriers to accessing credit in your community?
- Do youth use mobile money? For personal transactions, and/or business transactions? How is this different for males vs. females?

Now I'd like to talk about the differences in males vs. females earning an income. When girls/women are economically engaged, are there things that are not acceptable for girls to do? When boys/men are economically engaged, are there things that are not acceptable for them to do?
[Probes:]

- Are there certain jobs where males are better skilled or prepared? Are there certain jobs for which females are better skilled or prepared? Explain.
- What kinds of work environments are best/least suited for males? Which work environments are best/least suited for females? (Prompt: entrepreneurship/self-employment, working as an employee in an enterprise, contract work/wage labor, close to home/home-based enterprises, etc.)
- Are there certain work environments in which women don't feel safe? Are women at risk of physical violence or workplace harassment?
- Are women safe traveling to/from the workplace?

- How do youth manage their other responsibilities, like school, cleaning house, cooking, collecting water, childcare, or managing the family garden or family crops/livestock? Explain the differences **between men and women in managing these other responsibilities with their work responsibilities.**

I'd like to talk with you more specifically about agriculture. Which agricultural products or activities are most interesting to youth? Why?
Many people in this country say that youth are disinterested in agriculture. Would you agree? Why or why not? *(Prompt: hard work, low returns, long turnaround time, no land, risky, other opportunities more interesting, etc.)* **Do any of you disagree that youth are not interested in agriculture? That is, do you yourself think agriculture is a promising livelihood opportunity, or do you know others who are interested in agriculture as a livelihood opportunity?**
When we talk about agriculture, people most often think of production, which can indeed have many of the challenges that you've spoken about. But we've also spoken with youth who have been successful in agriculture. For example, some youth are involved in producing higher value products like - _____ [insert product (e.g., eggs, honey, mushrooms, chili peppers]**. Can any of you talk about youth you know in your community who are involved in producing such higher-value products?**
Probes:

- What are they involved in? Have they been successful, or have they struggled?
- What have been the factors for their success?
- Is this something that you would be interested in? Why or why not?
- Which of these functions are appropriate for males vs. females? Why?

Other youth we've spoken to are engaged in agriculture not as producers on the farm, but in off-farm functions, such as transport, sales of inputs like fertilizers and seeds and pesticides, storage, or processing. Can any of you talk about young people you know who are engaged in these types of off-farm opportunities?
Probes:

- What are they involved in? Have they been successful, or have they struggled?
- What have been the factors for their success?
- Is this something that you would be interested in? Why or why not?
- Which of these functions are appropriate for males vs. females? Why?

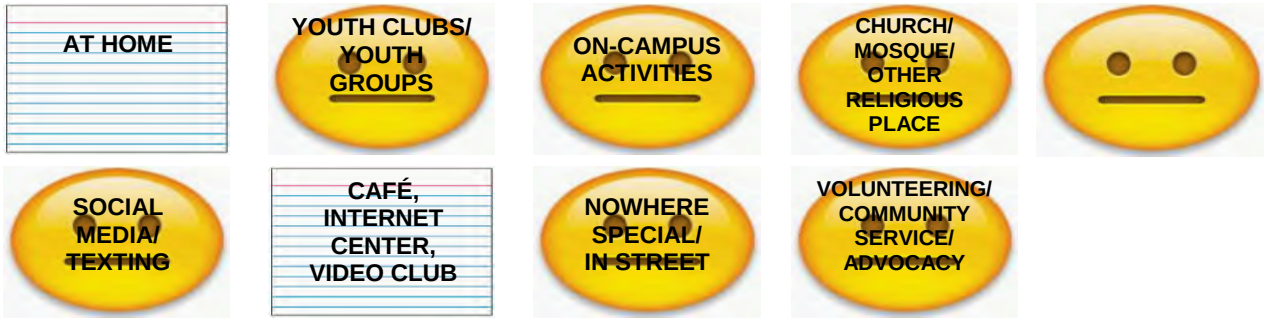
YOUTH ENGAGEMENT

Okay, we've talked about what we do in a day. [Most of you have talked about school and earning a livelihood.] I am also interested to know how young people spend any of their free time. We are going to do a little exercise, or game. I would like to first ask you a question and would like for you to reflect on this question. I don't want you to answer right away, but to think about this question:

When youth are not in school or not trying to earn cash, how do young people in your community spend their time? What things are here in your community for youth to do? *(Pause).* **Okay, now we're going to do this game.**
(Facilitator lays out index cards on the floor/table. Each index card is labeled with a word or term. Facilitator hands out two buttons to each participant.)
I have laid out these index cards, and on them are certain words or phrases. I have also given you two buttons, and I would like you to answer the question by ranking your top two choices:

(Facilitator repeats the question) **When youth are not in school or not trying to earn cash, how do young people in your community spend their time? What things are here in your community for youth to do outside of work and learning at school?**

Ranking Index Cards will have the following terms – one term per card:



- At home
- Youth clubs/youth group activities
- On-campus activities
- Church/ Mosque/Other religious place
- Social Media/Texting/Calling
- Café, computer/center, video club
- Nowhere special/in street
- Volunteering/Community service/Advocacy
- (BLANK CARD)

Probes:

- What do youth do there?
- Who are youth with?
- How often do youth go there?
- How satisfied or happy are youth being there?
- Are there adults there to offer guidance?
- Boys vs. girls?

[For the 18-19-year-old group, add "Does this look the same or different for those a little younger, like 15-, 16-, or 17-years old?" - probe].

(Facilitator explains what each card means. For the blank card, participants are allowed to put a button there, in case their response is not indicated in the other cards. After everyone has placed their buttons on the index card, Facilitator then counts out loud the number of buttons on each card. Facilitator identifies the top-ranking card (the one with the most buttons) and asks respondents to talk about that topic, why they chose it, and describe what they were thinking about. After talking about the top-ranking items, facilitator can choose to probe on any of the other topics, as desired. Facilitator can also ask participants if anyone has a burning urge to talk about one of these topics. Facilitator can probe about the frequency of these activities, quality of these activities, satisfaction with these activities, barriers, who benefits from these activities, and who doesn't, etc.)

Okay, we've talked about how young people engage in the community. We'd like to discuss the participation of people your age in the community. Thinking about the people you know, in general, how actively do the young people you know participate in community activities and leadership opportunities?

[For the 18-19-year-old group, add "Does this look the same or different for those a little younger, like 15-, 16-. or 17-years-old?" - probe].

[Probes:]

- How actively do youth participate in decision-making bodies, such as local governance or utility management bodies, school-management bodies, community-development committees, or other groups that influence local decisions? Why/why not?
- How common is volunteerism among youth? For what kinds of causes do youth volunteer? Why do some youth not engage in volunteer opportunities? What volunteer opportunities are of greatest interest to youth, and why?
- What challenges do youth experience in their civic engagement? What are the key barriers to youth participation?
- How do older people's attitudes about people your age affect participation?
- How do parental attitudes or expectations affect youth's ability to participate in society?
- What kinds of civic activities would you be interested in doing more? What would encourage you to become more active in your community?

One way young people engage is by exercising their leadership. When I say the word "leadership," what does that word mean to you?
(Alternatively, especially if the energy is low, Facilitator can do a "Wordstorm" exercise: Facilitator tells participants that he/she is going to call out a word. Participants are asked to yell out the first word that comes to mind when they hear it. Then, the Facilitator calls out the word "Leadership." Facilitator listens to and repeats all the words that participants yell out, then probes more for why people said what they did.)
(Probes:)

- What does it mean for a male to be a leader, and what does it mean for a female to be a leader? (Facilitator probes more questions about what's acceptable for males/females when it comes to youth engagement and leadership.)
- Do any of you know youth leaders in your community? Describe those leaders to the group.
- How do youth become leaders in their community?
- Thinking about youth leadership and empowerment, what kinds of decisions do young people make in this community? Who makes them? Is it different for boys/girls?
- What kinds of decisions do young people make in the home? Is it different for boys/girls?

I would like to understand the role of youth in the household. What responsibilities do youth carry in the household? *[For the 18-19-year-old group, add "Does this look the same or different for those a little younger, like 15-, 16- or 17-years-old?" - probe]***.**
(Probes:)

- What kinds of decisions are young people able to influence in the household? (Prompt: decisions about whether to go to school or work; how/when to do household chores; what food to buy for family meals; major household purchases; health care decisions; how to earn money (what livelihoods activities to engage in; how money earned is used; etc.)
- When you earn money, who makes decisions about how that money is used? Where does that money go?

What do most youth believe to be the role of men in society? What is the most important role of women in society?
(Probe:)

- In your opinion, who makes the important decisions in the household: the man/husband, the woman/wife, or do they make decisions together? What kinds of household decisions does the man make, and what kinds of household decisions does the woman make?

Do you know any young people in your community who are involved in politics? Describe how they are involved.
(FACILITATOR PROMPT: "Politics" could mean: advocacy for local, regional, or national issues; involvement in local forums on public policy issues; attending political rallies or political party events and activities; involvement in electoral campaigns; and voting in elections.)
Do you know of any girls or young women who are involved in politics?
I would also like to ask about youth's voter participation in the last elections. I don't want to ask anyone whether they voted or for whom they voted. But, thinking about youth in your community who voted in the last election, what do you think were the major factors or issues that were important to youth when they made their decision about whom to vote for?
(Probes:)

- What were the major issues of concern to youth in the last elections?
- Were these local concerns or national concerns?

An important part of youth engagement in the community is their ability to access and share information. How do young people in your community share and obtain information about what's going on in the community? *[For the 18-19-year-old group, add "Does this look the same or different for those a little younger, like 15-, 16-, or 17-years-old?" - probe]***.**
(Probes:)

- How do young people hear about events in the community, or other important information?
- How do young people communicate their concerns?
- What are—or would be—the most effective ways to spread information among youth in your community?
- To what extent does media and technology help youth access/share information? What kinds of media and technology? *(Prompt: Radio, TV, print media, internet websites, social media, SMS/ text features, etc.)* What are the different barriers to accessing such channels of communication?
- Do males vs. females obtain or share information differently? (Prompt: word-of-mouth, posted announcements, social media, SMS, other)

HEALTH, SAFETY, AND SECURITY

I'd like to ask about the health and well-being of youth in your community. Tell me about the general health status of youth in your community.
Prompts:

- Communicable Diseases: malaria, TB, diarrheal diseases, cholera, STDs, respiratory infections
- Teenage pregnancy
- Malnutrition/food security
- Physical fitness
- Physical safety, security
- Mental wellness (including trauma, depression, and anxiety)
- Substance abuse (drugs, alcohol, tobacco, other)

- Behavioral addiction (gambling, pornography, internet use, video games, sex, etc.)

Some of you have mentioned physical safety or security as a concern among youth in your community. Would most of you in this room agree or disagree that physical safety or security is a major concern in your community? Can you tell me more about that? *[For the 18-19-year-old group, add "Does this look the same or different for those a little younger, like 15-, 16-, or 17- years-old?" - probe].*

[Probes:]

- What does "insecurity" look like?
- How common is it for youth to experience insecurity?
- How often do youth in your community experience insecurity?

When are youth most likely to experience insecurity, or a threat to personal safety? How is this different for males vs. females? *[For the 18-19-year-old group, add "Does this look the same or different for those a little younger, like 15-, 16-, or 17- years-old?" - probe]***.**

[Prompts:]

- In the street
- Public markets/public places
- At the workplace/in the fields
- School
- At home/with family members
- Social events
- Online/internet/mobile phone

Some people say that there are sometimes good reasons for someone to exert physical violence on another person. How do young people in community feel? Tell me more.

[Probes:]

- Is it sometimes okay for personal disputes to be settled through violence?
- Is it sometimes okay for adults to discipline children with physical violence?
- Is it sometimes okay for a husband/male partner to hit or beat his wife/female partner?

Okay, I am interested to know about the "safe spaces" that exist in this community for youth. We are going to do a little exercise, or game. I would like to first ask you a question, and would like for you to reflect on this question. I don't want you to answer right away, but to think about this question:
Among all the places where youth spend their time, at which places do youth feel most safe and secure?
(Pause). **Okay, now we're going to do this game.**
(Facilitator lays out index cards on the floor/table. Each index card is labeled with a word or term. Facilitator hands out two buttons to each participant.)
I have laid out these index cards, and on them are certain words or phrases. I have also given you two buttons, and I would like you to answer the question by ranking your top two choices:
(Facilitator repeats the question) **Among all the places where youth spend their time, at which places do youth feel most safe and secure?**

Ranking Index Cards will have the following terms – one term per card:

- At home
- Youth clubs/youth group activities
- Playing sports/sports fields
- School
- Church/mosque/other religious place
- Social media/online/texting
- Café, computer center, video club
- NGO/ Volunteering/ Community service/ Advocacy
- (BLANK CARD)

[For the 18-19-year-old group, add "Does this look the same or different for those a little younger, like 15-, 16-, or 17- years-old?" - probe].

(Facilitator explains what each card means. For the blank card, participants are allowed to put a button there, in case their response is not indicated in the other cards. After everyone has placed their buttons on the index card, Facilitator then counts out loud the number of buttons on each card. Facilitator identifies the top-ranking card (the one with the most buttons) and asks respondents to talk about that topic, why they chose it, and describe what they were thinking about. After talking about the top-ranking items, facilitator can choose to probe on any of the other topics, as desired. Facilitator can also ask participants if anyone has a burning urge to talk about one of these topics. Facilitator can probe about the frequency of these activities, quality of these activities, satisfaction with these activities, barriers, who benefits from these activities, and who doesn't, etc.)

[Probes:]

- What do you do there?
- Who are you with? Who goes to these places?
- How often do you go there?
- How satisfied or happy are you being there?
- Are there adults there to offer guidance?
- Places for males vs. females?

Okay, now I'd like to talk about where youth can go when they are experiencing physical violence. If a young person has experienced or witnessed physical violence, who/where can they turn to for help? *[For the 18-19-year-old group, add "Does this look the same or different for those a little younger, like 15-, 16-, or 17- years-old?" - probe]*.

(Prompt: parent/ caregiver, family member, peer, teacher, NGO worker, church leader/member, health worker, counselor, mental health professional, etc.)

CONCLUSION

Wrap-up: As I mentioned earlier in our discussion, in our assessment we are trying to understand the situation of young people living in this country today. Of all the things we discussed today, what do you think is the most important thing for us to understand? *[Recorder to highlight the key issues raised]* **Have we missed anything? Is there anything else we need to know about what it's like to be a young person living in this country today?** *[If they add anything else, probe for rationale and other relevant information as youth share their thoughts with the group.]* **As we finish our discussion, do you have any questions for our team?** *[Recorder captures questions and answers]*
THANK YOU VERY MUCH for your thoughts and insights today. We really appreciate your time and energy!
Provide refreshments to participants. Facilitator and note-taker should check recording to be sure it is complete. Facilitation team should discuss notes, any challenges and how they were managed, dominant themes, and takeaways.

X. ANNEX D: KEY INFORMANT INTERVIEW PROTOCOL

KII INFORMATION	Date: ___/____/_____
Name of Facilitator:	
Name of Recorder:	
Zone/Region:	Community:
Name of Respondent:	Institution:
Title:	Role in youth programming:

INTRODUCTION

Hello! Thank you so much for agreeing to meet with us. I am ***[NAME]*** and here on behalf of Making Cents International, the implementer of USAID's global YouthPower Learning project, a global activity based in Washington, DC, that seeks to achieve sustainable outcomes in health, education, and political and economic empowerment for youth. The project seeks to empower youth to contribute to, and benefit from, the creation of more peaceful and prosperous communities. USAID has asked us to conduct an assessment in this country to better understand the status and aspirations of youth ages 15-30 in their journey from adolescence to adulthood. During our time together, I'm going to ask you a series of questions related to: youth goals and aspirations; opportunities for youth engagement; the priorities, policies and programs of your office/organization; as well your recommendations about how to improve youth engagement programming. My role will be to lead the interview. We will use the information you provide us to generate a report and recommendations for USAID regarding potential future strategic investments to better support youth in this country. Do you have any questions for us before we start? *[Record both questions raised by participants as well as responses]*

Do you consent to participate in this assessment? *Circle one:* yes no

I would like to record our conversation so I can be sure I capture all the insights you share with me. Would this be ok? *Circle one:* yes no

If so, then let's get started.
[Note: Interviewer should always carry a blank USB thumb drive, in case key informants would like to share relevant electronic reports, documents, or other secondary data.]

KEY INFORMANT INTERVIEW GUIDE
When you think about "youth," how would you describe a young person in this country? Broadly speaking, what are the different youth cohorts/youth segments in this country, and how would they be characterized?

- What are the defining structure and characteristics of youth cohorts in this country? What are the prevailing differences between male and female, urban and rural, and different age bandings of youth?
- What features or characteristics constitute youth "vulnerability" in this country? How would you define "vulnerability" among youth in this country?

1. What are the key challenges for youth development in this country? What are the key challenges that youth in this country face?

Probes:

- *How do youth think their education has prepared them for the decisions and challenges they face in their lives, or not?*
- *What do they identify as barriers to completing education? (by gender)*
- *What opportunities and resilience factors positively influence youth access to safe, quality education?*
- *What opportunities and resilience factors positively influence young people's ability to persist in and complete a minimum basic education?*
- *How, and has, education prepared youth to earn income and meet life priorities?*
- *What are the main causes of drop-outs? Grade repetition? (by gender)*
- *What can schools do to better prepare youth for work opportunities?*
- *After completing secondary school, would youth rather go to university or a tertiary technical school (TVET)? Why?*
- *What are the aspirations of youth with regard to employment/self-employment/livelihoods disaggregated by age cohort, gender, and rural/urban location? What are the key opportunities and barriers to getting employed?*
- *What current skill sets do youth believe can help them earn income?*
- *What's hindering them from accessing skill development programs in their communities?*
- *What can be done to make employment in the agriculture (economic growth) sector a viable or desirable livelihood option for youth?*
- *What vocational, entrepreneurship, employability, and life-skills training institutions/programs exist in this country, and are these accessible to most youth? Are these institutions/programs adequate as viewed by the youth and are they responsive to labor market demands?*
- *What challenges do youth face when accessing, staying, and completing vocational and entrepreneurship programs?*
- *What opportunities and barriers are faced by youth in accessing credit and building savings?*
- *To what extent are youth moving between rural and urban areas and/or migrating to other countries or regions to find employment?*
- *How do youth use the internet? How does this differ among male and female youth? How do innovation hubs and schools help extend ICT skills to youth?*

2. Can you tell us a little bit about [ORGANIZATION NAME'S] priorities/strategies/programs as they relate to youth aged 15-30 in this country?

Probes:

- *Describe the programming conducted by your office targeting young people, ages 15-30 (names of programs offered, locations where they're implemented). [In the case of USAID and other donors, ask the names of implementing partners; Obtain youth program descriptions, program summaries, reports, evaluations, website links, etc. Be sure to drive how the point about why the age groups.]*
- *Probe to see if the office's programming for youth covers any of the following themes: civic engagement, community service, entrepreneurship, financial services, life and employability skills, vocational/technical skills, youth leadership.*
- *What are the characteristics of the young people, ages 15-30, who are targeted by your office's programming?*

3. How would you rate young people's civic engagement opportunities?

Probes:

- *How do youth engage civically and politically in this country?*
- *What barriers do youth experience in their civic engagement? How do these challenges differ by age, gender, disabilities, and/or other demographic information or marginalization?*
- *What informal or traditional structures exist at the community level that involve youth in civic engagement activities?*
- *What opportunities are there for supporting leadership development of young people?*
- *What youth-led and/or youth-oriented networks exist in this country? What has allowed some networks to be effective and others not? What relationships and networks are or can advance youth engagement and participation?*
- *Where do the youth-led networks and initiatives get their support? Who gives them and what type of support?*
- *Where do youth get their news? What social media outlets do they use for civic/political engagement?*

4. What currently works well to support youth in this country?

Probes:

- *What policies, programs, and partnerships have you observed in your own work that you would consider effective? Why did you choose those programs? Please provide examples.*
- *What activities have you seen that you think offer strong opportunities for learning? [request copies of reports, evaluations, or other evidence]*
- *What are the youth-centered activities of other donors, international and local non-governmental organizations (NGOs), and community-based organizations (CBOs) in this country? What have they done well? What do you think they could change?*
- *Which programs/strategies/approaches do you think should be scaled up or replicated? In particular, what has worked with regard to engaging the private sector? Supporting youth to develop self-reliance?*

5. Where are there opportunities for aligning private-sector interests with the interests and capacities of youth*?*

Probes:

- *What are the growing sectors in this country that offer opportunities for youth employment and self-employment?*
- *What market gaps could potentially be filled by youth operating in the informal sector?*
- *What skills are in most demand by these sectors, and by employers/lead firms more broadly, especially for entry-level youth?*
- *What partners and/or programs could USAID work with in the area of youth employment/entrepreneurship?*
- *Are there examples of private sector actors—including local SMEs—that have partnered with development programs to support positive youth development?*
- *What opportunities are there for youth to access apprenticeships/internships?*
- *What opportunities are there for youth to access finance (savings and/or credit) for youth entrepreneurship? What are the barriers youth face in accessing finance?*
- *How do youth and potential employers perceive the relevance of knowledge and skills provided through educational opportunities?*
- *What are the barriers or challenges that employers have encountered in hiring youth?*
- *What is the rural youth perspective as it relates to agriculture as a pathway for income generation?*

6. What recommendations would you provide for decision-makers (GOAM, donors, your own organization) to increase youth engagement in productive, remunerative, and leadership activities? Please provide a rationale for each recommendation you may make.

Probes:

- *What specific priority areas and programs should be the strategic focus of future support for youth in this country?*
- *How can institutions across sectors be engaged to support increased impact?*
- *What areas for partnership offer the most potential benefit for engaging youth (e.g., partnerships with other USG agencies, the private sector, NGOs, universities, faith-based organizations)?*
- *Are there currently mechanisms to support coordination between agencies? Which ones? Do they work effectively? What could be changed to make them better?*

7. Do you have any questions you would like to ask me before we end this interview? Is there anything else you would like to add?

Thank you for taking time to talk with me today and sharing your insights!