

Consultancy services for Short- Term Training in Benadir Region.

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To



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Introduction

Background

The GIZ TVET project (Support of Technical Vocational Education and Training Phase II) is a European Union-funded programme aimed at delivering targeted interventions in select TVETs in the Federal Member States of Somaliland (Hargeisa), Puntland (Garowe), Jubaland (Kismayo) and Benadir Regional Administration (Mogadishu). The programme has several outputs as listed below:

1. Supporting the selected TVETs to be more responsive to labour market demands
2. Introducing modular training programmes to improve training quality especially around renewable energy
3. Improving the institutional environment for TVETs at both federal and regional levels
4. Improving the employability and self-employment potential in youth and young adolescents through skills acquisition.

While implementation in the three FMS is implemented directly by GIZ staff based in the regions, the project in Mogadishu is implemented remotely. To support remote implementation, GIZ engaged Optimal Development as a consultant to conduct a 10-month training (school-based and internship) in selected occupational profiles.

Objectives of the Consultancy

The consultant's mandate was to train 80 trainees in 5 occupational profiles. The training would be conducted in Somali language and based on a pre-developed curriculum. The training would run for a period of 7 months. The 5 occupational profiles will guide the training as listed below:

- i. 15 trainees in car mechanic
- ii. 20 trainees in media design
- iii. 15 trainees in renewable energy (solar installation)
- iv. 15 trainees in plumbing and pipe fitting
- v. 15 trainees in metal work and welding

The training would be offered in a highly structured manner as follows:

- Seven (7) months of institute-based training (5 days per week). Each training day would constitute 6 hours totaling to 30 hours per week. For the entire institute-based training, this would constitute an approximated 840 hours.
- 3 months of internship or work/enterprise-based training (8 hours per day for 5 days per week in the company, in addition to 5 hours for 1 day per week in the institute for internship reporting). The total number of hours for this segment are 360 hours.

Project Implementation

Implementation Strategy

An inception phase preceded the actual implementation of the training programme and helped to strengthen the implementation, coordination and collaboration strategy of the programme. Some of the outstanding foundational work that was done during the inception phase included:

- Development of selection criteria for trainees
- Vacancy announcement

- Engagement of qualified tutors
- Review and adaptation of the curriculum
- Development of a training plan
- Enrolment of students (shortlisting, interviewing, admission)

Status of Activity Implementation

The table below summarizes the activities schedule as per the Workplan, the expected output from each activity, the timelines for delivery and the status of implementation.

No.	Activity	Expected Output	Timeline	Achievement status (Achieved, On course, Delayed)
1.	Inception report: After holding the inception meeting and upon review of the relevant documents	Inception report	30 th Dec 2022	Achieved
2.	Adapt criteria for student selection	Criteria	7 th Jan 2023	Achieved
3.	Vacancy announcement	Announcement broadcast	7 th Jan 2023	Achieved
4.	Engagement of qualified instructors and assistants for each occupational profile: activity includes; <ul style="list-style-type: none"> - development of job descriptions - sharing with partnering TVETs for recruitment purposes. - Shortlisting, interviews and induction 	Engagement letters for instructors	4 th Jan-11 th Jan 2023	Achieved
5.	Review and adaptation of the training curriculum	Adapted curriculum	12 th Jan 2023	Achieved
6.	Drafting of training plan for each training course	Training plan	12 th Jan 2023	Achieved
7.	Short-listing of applicants	Shortlist	4 th -7 th Jan 2023	Achieved
8.	Conduct intake interviews and selection for potential applicants	Students list	8 th -10 th Jan 2023	Achieved

No.	Activity	Expected Output	Timeline	Achievement status (Achieved, On course, Delayed)
9.	Training of students	Progress reports	15 th Jan-31 st July 2023	Achieved
10.	Internships	Internship report	August 2023	Achieved
11.	Student assessments and award of certificates	Report	15 th -31 st July 2023	Achieved

1.1. Enrolment and Completion Status

Occupational Profile	Type of Training	Start Date	Ending Date	IDP Students	Drop Outs	Graduated		
						Male	Female	Total
Media Design	IBTVET	15/01/2023	31/07/2023	10	0	15	5	20
Renewable Energy	IBTVET	15/01/2023	31/07/2023	7	0	12	3	15
Car Mechanic	IBTVET	15/01/2023	31/07/2023	10	0	15	0	15
Plumbing and Pipes Fitting	IBTVET	15/01/2023	31/07/2023	10	0	13	2	15
Welding and Metal Works	IBTVET	15/01/2023	31/07/2023	8	0	15	0	15
Total				45	0	70	10	80
Internship		01/07/2023	30/09/2023	45	0	70	10	80

Students Performance (Final Examination Results)

Across the 5 professional profiles, all students passed the final examinations as indicated in the results below

Plumbing and Pipe Fitting

S/N	Student Name	Sex	Theoretical Result (30%)	Practical Result (70%)	Total (100%)
1	Abdimali Salah Mahamud	M	25	70	95
2	Abdirahman Hussein Aden	M	30	66	96
3	Abdirahman mohamed Abdi	M	28	70	98
4	Abdirisaq Ibarhim Hassan	M	28	70	98
5	Abdukadir Mohamed Abdi	M	30	69	99
6	Abdulkadir abdullahi mohamed	M	30	68	98
7	Abdullahi abdirizaq Mohamed	M	24	70	94
8	Ahmed Hassan Abdi	M	30	69	99
9	Bisharo Ali Hassan	F	30	68	98
10	Faysal Mohamed Hassan	M	28	67	95

11	Ibrahim Hassan Abdi	M	27	70	97
12	Qaasim Baashi Hassan	M	26	70	96
13	Qamar Mohamed Abdi	F	27	70	97
14	Salad muse Abdulle	M	29	70	99
15	Siham Salah Abdiweli	F	30	69	99

Car Mechanic

S/N	Student Name	Sex	Theoretical Result (30%)	Practical Result (70%)	Total (100%)
1	Abdiaziz Mahamed Hassan	M	26	70	96
2	Abdihakin Moalim Mohamud	M	25	70	95
3	Abdisalan Osman Abdi	M	30	68	98
4	Abdulkadir mohamed sharif	M	30	68	98
5	Bakar Sheik Dahir Abshir	M	30	70	100
6	Bile Yusuf Mohamed	M	28	67	95
7	Daahir Osman mohamhud	M	30	70	100
8	Maslah Abdi Mahamed	M	28	70	98
9	Mohamed Nor Yusuf	M	30	66	96
10	Mustaf Abdihakin Hassan	M	27	70	97
11	Omar Abdishakur Omar	M	24	70	94
12	Omar Mahdi Hanafi	M	27	70	97
13	Suldan Abdullahi Esse Moallin	M	30	69	99
14	Zakriye Abdi Mohamed	M	30	69	99
15	Zakriye Mohamed Naji	M	30	68	98

Metalwork and Welding

S/N	Student Name	Sex	Theoretical Result (30%)	Practical Result (70%)	Total (100%)
1	Abdikani Hussein ciise	M	30	68	98
2	Abdiweli Omar Hassan	M	24	70	94
3	Abdulkadir Abdullahi hassan	M	30	69	99
4	Abdullahi Mohamed Abdullahi	M	29	70	99
5	Hassan Mohamed Qalinle	M	28	67	95
6	Hussein Abukar Muse	M	28	70	98
7	Mahamed Ablkadir Abkukar	M	30	69	99
8	Mohamed Abdullahi Ali	M	30	68	98

9	Mohamed abdullahi Mohamed	M	30	68	98
10	Mohamed Ali Adan	M	25	70	95
11	Muse Salah Abdi	M	30	66	96
12	Mustaf Omar Moalim	M	27	70	97
13	Sadaq Salah Abdiweli	M	26	70	96
14	Salad Mohamed Aden	M	27	70	97
15	Yahye Bile Salah	M	28	70	98

Renewable Energy (Solar Installation)

S/N	Student Name	Sex	Theoretical Result (30%)	Practical Result (70%)	Total (100%)
1	Abdi Farah Heybe	M	30	69	99
2	Abdinasir Husein Ahmed	M	30	70	100
3	Abdinasir Isgowe Adan	M	27	70	97
4	Abdulkadir Farah Samow	M	30	68	98
5	Ahmed Mohamud Mohamed	M	28	70	98
6	Always Abdifitah hussein	M	30	66	96
7	Hibaq Ise Abdulahi	F	30	69	99
8	Hussein Mohamud Hussein	M	25	70	95
9	Jaamac mohamed Sharif	M	27	70	97
10	Jimcaale badal carab	M	28	67	95
11	Mohamed Abdullahi ali	M	30	68	98
12	Mohamed said Osman	M	27	70	97
13	Nasteho Ali Adan	F	27	70	97
14	Rowda Mohamud Hassan	F	30	68	98
15	Yuusuf Abuubakar Muuse	M	30	70	100

Media and Design

S/N	Student Name	Sex	Theoretical Result (30%)	Practical Result (70%)	Total (100%)
1	Abbas Ibrahim Hassan	M	30	68	98
2	Abdifatah Ahmed Siyad	M	30	68	98
3	Abdirahman mohamed Ali	M	26	70	96
4	Abdiwahab Khaliif Hansh	M	24	70	94
5	Abdullahi Bile Mohamud	M	27	70	97
6	Abdullahi Jeylani Mohamed	M	30	69	99

7	Adulahi Mohamed AbdulHI	M	30	69	99
8	Ahmed Abdirahman Mohamed	M	30	70	100
9	Aisha Farah Hersi	F	24	70	94
10	Bashiir Abdulahi nor	M	28	67	95
11	Farhan Bedel Arab	M	30	66	96
12	Hawo Hassan Mohamed	F	28	67	95
13	Ifrah Abdirisak Mohamed	F	30	70	100
14	Ismail Abdullahi Hagi	M	30	68	98
15	Khalid Nur Ali	M	27	70	97
16	Mohamed Ahmed Osman	M	30	68	98
17	Mohamed Amin Abdullahi	M	30	70	100
18	Mustaf Billal Abdulkadir	M	30	68	98
19	Omar Moallim Mohamud	M	27	70	97
20	Zahra Hussein Omar	F	26	70	96

Monitoring and Evaluation

- Project monitoring, evaluation and learning mechanisms put in place by ODPL and GIZ worked well. There was excellent coordination between the Consultant and the GIZ Team with GIZ offering critical support along the following areas:
- Reviewing and approval of the implementation design and tools
- Provision of relevant project background materials and available secondary data for review and adaptation
- Reviewed and provided input and approval of the deliverables
- Processed payments as per contract terms
- Organised and participated in progress, update and other review meetings
- Ensured smooth flow of consultancy engagement process including contractual obligations

The partnering TVET (MTVTC) was also been extremely supportive. Weekly supervision visits by ODPL to MTVTC ensured close monitoring of the training problem and timely corrective measures in instances of deviation form the plan. The Optimal team utilised their networks in the advertisements for students and instructors. Shortlisting, interviews and placement of students were supported by the recruited instructors using already established systems.

Collaborations and Partnerships

ODPL entered into strategic partnerships with Mogadishu Technical & Vocational Training Center (MTVTC) on the delivery of the training and the sourcing and coordination of the internship program. The terms of the partnership included the following:

- ODPL wold together with MTVTC conduct training of the students on the five professional profiles.

- Jointly identify suitable third-party entities willing to host TVET student internships.
- Coordinate with MTVTC to ensure the compatibility of the internship positions with the TVET students' fields of study.
- MTVTC would provide the necessary guidance, support, and supervision during the students' internship period.
- MTVTC would provide the necessary support to students during the placement process and throughout the internship period.
- MTVTC would collaborate with the ODPL in identifying suitable scheduling and logistics for the internship placements.
- Jointly monitor and evaluate the students' performance during the internship period.

Additionally, ODPL entered into MoUs with select companies to offer internship programmes to students. Responsibilities for each partner (ODPL, MTVTC, and the host Company) were clearly spelt out as a way of building efficiency into the process.

Internship

Regarding sourcing of internships, we (OptiDev) and MTVT entered into a Teaming Agreement with MTVT regarding the conduct of the internships. Additionally, MTVT has long-running understanding (and in some cases written down MoUs) with industry players on placement of their students in internship positions. We leveraged on these pre-existing partnerships to jointly identify sector-relevant companies to place our students. Professional profiles of the students were matched with the operational sectors of the hosting companies as indicated in the table below:

PROFESSIONAL PROFILE	NAME OF COMPANY
Renewable Energy	Banadir Electric Company
	Blue Sky Energy Company -1 (BSE)
	Blue Sky Energy Company -2 (BSE)
Media Design	DG Enterprise Video Editing and photo graphic.
	DEERO
	GARAADSO- 1
	GARAADSO - 2
Welding and Metal fabrication	Hadiid Industries Group
	Mogadishu Welding and Supply Company
	MURUQMAAL WORKSHOP
Auto mechanic	MURUQMAAL WORKSHOP
	FAATA BEENE AUTO MOTIVE MECHANIC
	MURUQMAAL WORKSHOP
Plumbing and Pipe fitting	ISAF WATER SUPPLY COMPANY
	WALADI PLUMBING AND SERVICE COMPANY
	BIYO GELINTA IYO KIREENTA QALABKA TUBOYINKA EE WALAAKLAHA

On alignment of the internships with MoLSA regulations, MTVT is duly registered and licensed by MoLSA to carry out vocational training. During the annual renewals of operating license, MoLSA conducts evaluations of MTVT programmes (including internships) to ascertain that they are in observance of the relevant labour laws and regulations. Additionally, MTVT only attaches its students to duly registered companies that are legally authorized to operate. The delivery of the internships was conducted in strict adherence to these regulatory requirements as explained below:

- a. **Structure:** The learners were engaged for five days a week, for eight hours a day. On the first four days of the week, they reported to the companies for the on-job component of the training while on the fifth day of each week, they reported to the MTVT for review and reflect sessions with their supervisors.
- b. **Supervision:** The learners carried log-books that were signed daily by the supervisors at the company. The school tutors reviewed the log-books on the fifth day of the week at the MTVT. Measures were put in place to facilitate instructors to at least pay monthly visits to the companies and have a three-way (Supervisor, instructor and the learner) evaluation of the interns. This formed part of the evaluation criteria for each student as a requirement for successful completion of the course.
- c. **Intern Logbooks:** Jointly with the MTVT, ODP developed logbooks that contain among other details:
 - i. The **weekly report sheets** that interns fill on a daily basis to report on the activities performed and on the tools and equipment used. To help them fill in the weekly report sheet, they made reference to their internship programme. They then requested the company supervisor to sign the weekly report at the end of each week.
 - ii. An **attendance sheet** that they signed every day and asked their company supervisor to sign at the end of the day.

Challenges

- i. The 35% gender quota was not attained. The training programme only managed 10 women out of the total enrolment of 80 translating to 12.5%. The consultant notes that the gender marginalization problem in Somalia is systemic and society-wide. From early socialization of girls in terms of what professions they can and can not pursue, bias goes all the way to potential employers who show reluctance to employ women for some job types. The consultant encountered challenges trying to increase enrolment in courses seen as men jobs like car mechanics. Through engagements with various actors on possibility of incentivizing women to enroll, the consultant concluded that incentives and inducements could not work since they are not sustainable. Learners need passion and commitment to make the courses and skills obtained a life-time engagement. Incentives targeted at encouraging application may not resolve this.

Recommendations

- i. In future programming, GIZ should consider embedding Behaviour Change Communication components targeted at women and the broader community. This would raise awareness on

the benefits of having women fully involved in the productive economy, regardless of the jobs they take on. This would likely contribute to more women coming forward to occupy training and employment opportunities traditionally regarded as men spheres.

- ii. GIZ and other partners should consider support for graduates with practical training on entrepreneurship and support with start-up funding. The consultant held discussions with GIZ around this idea and developed a concept note as summarized in the Annex below:

Annex I: Concept Note

Our Proposal for the Next Phase

In Somalia, like in many other similar contexts, acquiring a college education is not a guarantee for a successful career. Unemployment rates are very high and have grown worse since the onset of Covid-19. Equipping students with requisite technical skills is in and of itself not sufficient to build their long-term resilience. There is a very high risk that unsupported, the trained youth will most likely fall back to scrapping a living doing menial jobs that are out of tune with their training. The reasons for this are two-fold;

- i. lack of start-up capital to start their own businesses; and
- ii. lack of entrepreneurial skills to sustain businesses even where capital is provided.

It therefore follows that providing one kind of support without the other is self-defeatist. Start-up capital without basic training in entrepreneurship would only provide short-term fixes that cannot be sustained. Likewise, imparting entrepreneurial skills without providing start-up funding would also not complete the empowerment cycle.

Training in Entrepreneurship Skills

While the first two phases (institute-based training and internship programme) have equipped the students with technical competence in their areas of specialization, there is need to equip them with practical skills that will produce all-rounded individuals who are ready to cope with a difficult employment and entrepreneurship environment. The result will be citizens with adequate resilience to prosper as employees or better still as job creators/entrepreneurs. The mentorship programme, christened “Youth Mentorship in Entrepreneurship Programme (**Y-MEP**) will contribute to building well-adjusted young adults with both an outstanding character and resilience.

Objective: To enhance the economic resilience of young adults/trained technicians by equipping them with practical entrepreneurship skills in the face of pervasive unemployment rates in Somalia.

Activities

- i. Development Y-MEP **curriculum** for training of the 80 trainees on entrepreneurship. Proposed content will include:
 - Identifying business opportunities
 - Planning and implementing business plans
 - Marketing and Customer care
 - Leadership and strategic management
 - Capital Mobilization for start-ups
 - Financial Literacy
 - Book Keeping
 - Business pitching: persuasion and negotiation
 - Overcoming start-ups barriers and set-backs
 - Business Networking

- Writing a business plan
 - Business Legal and Regulatory processes
 - Tendering and Bidding
- ii. **Training:** the programme will be a practical-oriented training program focused on building young adults' entrepreneurial skills. The training will consist of 13 customized class-based entrepreneurial modules as in the curriculum above lasting for about 5 days per module. Students who will successfully complete the modular training will be certified and eligible to entry into the second phase of start-up funding.

Start-Up Funding

The students who successfully complete training phase will be organised into 10 groups of 8 students each. For each group, continuous business mentorship will be offered by trainers from the Consultant firm and the collaborating TVET. Additionally, the young adults will work alongside successful real-life entrepreneurs from the industry. During the first module "identifying business ideas", the trainees will be guided to come up with a list of business ideas for presentation to their mentors for polishing and thereafter select the most viable business idea. At the end of the second module - Planning and implementing plans - each group will be given a working capital of USD 500 to start the business operations. The total capital lay-out from GIZ for the 10 groups will therefore be USD 5000. Structured reporting mechanisms will be set-up to allow for robust mentorship by their supervisors during this trial phase.

The business start-ups will be operated for a maximum of three months after which students will be expected to refund back the working capital (USD 500) and retain the profits which can be re-invested into businesses of their choice. The recovered seed capital may be used to establish a revolving fund for further support in scaling Y-MEP programme to other colleges even after the life of the proposed project. In the roll-out, trainees who make losses will not be penalized, but will be expected to account for the losses incurred as part of responsible mentorship. Additionally, the groups will be supported to procure start-up kits for the various professional profiles as outlined in the budget below:

Proposed Budget

No	Description	Unit	Quantity	Unit Cost(USD)	Amount(USD)
Y-MEP Training					
1.	Curriculum development (experts engagement)	experts	3*20 days	150	9000
2.	Modular training (13 modules) for 5 days each-trainers allowance	modules	13	100*5 days	6500
3.	Design and printing of training materials	bulk	13	50	650
Start-up funding					
4.	Funding for the groups to set-up business	groups	10	500	5000

	operations (premises, permits etc)				
Procurement of Kits/tool boxes(details provided in the attached excel sheet)					
5.	Media and Design	units	20	719	14380
6.	Plumbing and pipe-fitting	units	15	217	3255
7.	Metal work and welding	units	15	313.5	4702
8.	Auto Mechanic	units	20	241	4820
9.	Renewable Energy/Solar	units	15	247.6	3714
TOTAL					52021

Annex II: Photo Gallery





