

Organization	INTERSOS (INTERSOS)			
Project Title	Emergency education for returnee and vulnerable receiving community school-age children			
CHF Code	CHF-DMA-0489-460			
Primary Cluster	Education	Secondary Cluster		
CHF Allocation	Standard Allocation 1 (May 2013)	Project Duration	12 months	
Project Budget	197,010.00			
CAP Details	CAP Code	SOM-13/E/56527	CAP Budget	1,040,000.00
	CAP Project Ranking	B - MEDIUM	CAP Gender Marker	

Project Beneficiaries	Men			Women			Total				
	Beneficiary Summary										
Boys			Girls			Total					
			Total								
<b>Total beneficiaries include the following:</b>											
Returnees			144			120			264		
People in Host Communities			726			610			1,336		
Trainers, Promoters, Caretakers, committee members, etc.			30			30			60		

Implementing Partners	
Organization focal point contact details	Name: Marcelo Garcia Dalla Costa Title: Regional Director Telephone: +254737689300 E-mail: marcelo.garcia@intersos.org

#### BACKGROUND INFORMATION

1. Project rationale. Humanitarian context: Give a specific description of the humanitarian situation in the target region based on newest data available (indicate source) (Maximum of 1500 characters)	Over two decades of on and off armed conflict and reoccurring natural disasters in Somalia have created a situation of protracted and complex emergency. Moreover, whilst 2012 brought significant steps towards establishing democratic processes and rebuilding of institutions, the central government is not yet fully functional. Bay Region is one of the most affected areas in the country, with 40,000 IDPs (UNHCR Somalia Total IDPs by Region Feb 2013) and at least 149,000 people at risk (UNOCHA Bay Fact Sheet Mar 2012). In addition, since the beginning of 2012, there has been an increasing level of interest in return by the IDP population in Mogadishu, Puntland and Somaliland. The PMT system recorded a total of more than 6,000 individuals returned to their place of origin in Bay from Jan 2012 to Jan 2013. The results of the intention survey conducted by INTERSOS in Dec 2012 over a caseload of 1,465 IDPs show that the main push factors to return are the intention to plant/harvest their own farmland, improved security in the place of origin and lack of job opportunities in the place of displacement. However, returnees are often unable to meet essential needs in the place of origin as perpetual external shocks and insecurity in the region has resulted in limited access to basic services, especially in the rural areas, causing fluctuating levels of vulnerability among both returned and receiving populations. Within this vulnerable population, children are a specific group of concern.
2. Needs assessment. Describe the capacities in place, then identify the gaps (previous and new). Explain the specific needs of your target group(s) in detail. State how the needs assessment was conducted (who consulted whom, how and when?). List any baseline data	INTERSOS has been continuously working in Bay since 2000 with a fully operational office in Baidoa. Staff with excellent understanding of local dynamics and good relations with local communities and stakeholders sustain the overall program. A local partner will eventually be engaged if access constraints so require to guarantee effective implementation and achievement of the expected results. The service mapping conducted by sending organizations identified relevant gaps in access to education in the villages of return. Out of 5 target villages 3 do not have school infrastructures and in the other 2 the school is not functional as destroyed. Beyond the lack of facilities, the major challenges for children enrollment are related to the shortage of teachers and education materials. It is estimated that 1,100 school-age children (56% boys and 44% girls) are out-of-school in the target villages. Critical concern about the lack of education opportunities was also raised by the returnees in the FGDs held during the Interagency Mission conducted in Baidoa in Mar 2013. As clashes continue boys are exposed to exploitation and recruitment in armed forces while girls are marginalized due to household duties and early marriage. Girls marry early and start childbearing early contributing to the high child and maternal mortality rates. Moreover the lack of engagement in meaningful education activities deprives both boys and girls from sustainable ways to build up their future.
3. Activities. List and describe the activities that your organization is currently implementing to address these needs	In March 2013, thanks to the CHF, INTERSOS started implementing a project promoting education and protection for crisis-affected IDP and urban poor school-age children in Baidoa Town. The present intervention will allow extending the current program to the rural areas of Baidoa District with the aim of complementing UNHCR and FAO funded projects to further foster the sustainable reintegration of returned IDPs in their village of origin through a range of activities which addresses known gaps in education services and contribute towards improving coping mechanisms for long-term impact as well as building resilience for future return. In this framework, INTERSOS is currently active in all target villages rehabilitating water catchments through FAO Cash for Work Programme, with access through a local partner on the ground (Salama Medical Agency - SAMA). In Baidoa, INTERSOS has also established a Vocational Training Center in 2012 in partnership with UNHCR and is running IDTR/Child Protection and GBV activities through UNICEF funds. To enable more efficient achievements and wider impact, a direct referral system will be established between the target schools and the different non-formal education and protection services provided by INTERSOS or other humanitarian actors working in the area. Moreover, the activities proposed within the present action have been designed as integral part of a broader WASH strategy, through a multi-sectoral approach.

#### LOGICAL FRAMEWORK

Objective 1	To increase access to quality and integrated education services for returnee and vulnerable receiving community school-age children, while promoting accountable and equitable local education management structures and systems which will contribute towards mitigating the effects of withstand future shocks as well as building resilience for future return								
Outcome 1	At least 1,100 out-of-school children among the returnees and the receiving communities (620 boys and 480 girls) are provided with equal and sustained access to education services								
Activity 1.1	Establishment of 20 emergency temporary learning spaces (10 for boys and 10 for girls). Each target school will be equipped with furniture and ensured with boundary fence and water drainage.								
Activity 1.2	Distribution of 1,100 individual learner kits (620 to boys and 480 to girls); each kit containing 3 A4 exercise books, 2 pens, 2 pencils, 1 box of colored pencils, 1 eraser and 1 sharpener. Each target school will also be provided with teaching and learning supplies, including textbooks and recreational material for alternative educational opportunities.								
Activity 1.3	Support to 20 volunteer teachers (10 men and 10 women) through monthly incentives. Gender balance will be particularly fostered during the process of identifying the teachers.								
Indicators for outcome 1		Cluster	Indicator description				Target		
	Indicator 1.1	Education	Number of learning spaces rehabilitated/constructed that meet INEE minimum standards for facilities (particularly space)				20		
	Indicator 1.2	Education	Number of children provided with learning supplies				1100		
	Indicator 1.3	Education	Number of teachers recruited and receiving incentives				20		
Outcome 2	At least 1,100 returnee and vulnerable receiving community school-age children (620 boys and 480 girls) benefit from quality education services in a safe and protective environment								
Activity 2.1	Training of 20 teachers (10 men and 10 women) in 2 sessions in core subjects on child-centered, inclusive teaching, key life-saving messages delivery (health and hygiene education, mine risk education, etc.) and fundamental basics of pedagogy, child protection and psychosocial support. Teachers play a key role in supporting children in disclosing overwhelmed individual and relational resources to cope with difficult circumstances, but they need to be equipped with theoretical, methodological and practical instruments to the purpose. The Psychosocial Expert is crucial to effectively train the teachers and provide them with guidelines and appropriate tools to: explore and understand children emotions and behaviors by observing, offering listening and providing space for expressing; find out children personal available resources and stimulate them constructively through play and creative activities; foster children personal psychophysical development and the develop of pro-social behavior								
Activity 2.2	Establishment, capacity building and mobilization of 5 Community Education Committees (CECs) on school co-management and sustainability, school safety and hygiene, and disaster risk reduction strategies; one CEC for every target school. Each CEC will be composed of at least 8 members; gender balance will be particularly fostered in the composition of the CECs. Two members of each committee (one man and one woman) will also be specifically trained on fundamental basics of child protection, while a referral system for enhanced response capacity will be set up with services available in Baidoa Town or nearby villages. MoE Officers at Regional/District level will then be supported to plan, monitor and evaluate education programs and services.								
Activity 2.3	Conduction of 5 community awareness raising campaigns on the importance of and inclusiveness in education, with special focus on girls' education.								
Indicators for outcome 2		Cluster	Indicator description				Target		
	Indicator 2.1	Education	Number of teachers trained				20		
	Indicator 2.2	Education	Number of CEC members trained and mobilized				40		
	Indicator 2.3	Education	Number of community awareness raising campaigns conducted				5		
Outcome 3	At least 1,100 returnee and vulnerable receiving community school-age children (620 boys and 480 girls) are ensured with increased access to adequate and gender-sensitive WASH facilities and services in schools								
Activity 3.1	Construction of 28 temporary latrines in schools, internally lockable and separated for girls and boys; at least one latrine for every 60 boys and one latrine for every 30 girls as per INEE MS ratios.								
Activity 3.2	Provision of 12 hand wash basins to schools; at least one hand wash basin for every 3 latrines.								
Activity 3.3	Conduction of interactive hygiene and sanitation promotion activities on common personal and environmental practices in emergency in 5 schools, including messages on the importance of hand washing, drinking safe water and cleaning around the school as well as on the proper way of using latrines and handling food.								
Indicators for outcome 3		Cluster	Indicator description				Target		
	Indicator 3.1	Water, Sanitation and Hygiene	Number of beneficiaries, disaggregated by sex, with increased access to sanitation facilities				1100		
	Indicator 3.2	Water, Sanitation and Hygiene	Number of beneficiaries, disaggregated by sex, with increased access to water facilities				1100		
	Indicator 3.3	Water, Sanitation and Hygiene	Number of beneficiaries, disaggregated by sex, participating in hygiene and sanitation promotion activities				1100		
<b>WORK PLAN</b>									
Project workplan for activities defined in the Logical framework	Activity Description			Month 1-2	Month 3-4	Month 5-6	Month 7-8	Month 9-10	Month 11-12
	Activity 1.1 Establishment of 20 emergency temporary learning spaces (10 for boys and 10 for girls). Each target school will be equipped with furniture and ensured with boundary fence and			X	X	X			

water drainage.														
Activity 1.2 Distribution of 1,100 individual learner kits (620 to boys and 480 to girls); each kit containing 3 A4 exercise books, 2 pens, 2 pencils, 1 box of colored pencils, 1 eraser and 1 sharpener. Each target school will also be provided with teaching and learning supplies, including textbooks and recreational material for alternative educational opportunities.	X													
Activity 1.3 Support to 20 volunteer teachers (10 men and 10 women) through monthly incentives. Gender balance will be particularly fostered during the process of identifying the teachers.		X	X	X	X	X	X	X	X	X	X	X	X	X
Activity 2.1 Training of 20 teachers (10 men and 10 women) in 2 sessions in core subjects on child-centered, inclusive teaching, key life-saving messages delivery (health and hygiene education, mine risk education, etc.) and fundamental basics of pedagogy, child protection and psychosocial support. Teachers play a key role in supporting children in disclosing overwhelmed individual and relational resources to cope with difficult circumstances, but they need to be equipped with theoretical, methodological and practical instruments to the purpose. The Psychosocial Expert is crucial to effectively train the teachers and provide them with guidelines and appropriate tools to: explore and understand children emotions and behaviors by observing, offering listening and providing space for expressing; find out children personal available resources and stimulate them constructively through play and creative activities; foster children personal psychophysical development and the develop of pro-social behavior		X				X								
Activity 2.2 Establishment, capacity building and mobilization of 5 Community Education Committees (CECs) on school co-management and sustainability, school safety and hygiene, and disaster risk reduction strategies; one CEC for every target school. Each CEC will be composed of at least 8 members; gender balance will be particularly fostered in the composition of the CECs. Two members of each committee (one man and one woman) will also be specifically trained on fundamental basics of child protection, while a referral system for enhanced response capacity will be set up with services available in Baidoa Town or nearby villages. MoE Officers at Regional/District level will then be supported to plan, monitor and evaluate education programs and services.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Activity 2.3 Conduction of 5 community awareness raising campaigns on the importance of and inclusiveness in education, with special focus on girls' education.		X	X	X	X	X	X	X	X	X	X	X	X	X
Activity 3.1 Construction of 28 temporary latrines in schools, internally lockable and separated for girls and boys; at least one latrine for every 60 boys and one latrine for every 30 girls as per INEE MS ratios.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Activity 3.2 Provision of 12 hand wash basins to schools; at least one hand wash basin for every 3 latrines.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Activity 3.3 Conduction of interactive hygiene and sanitation promotion activities on common personal and environmental practices in emergency in 5 schools, including messages on the importance of hand washing, drinking safe water and cleaning around the school as well as on the proper way of using latrines and handling food.		X	X	X	X	X	X	X	X	X	X	X	X	X

## M &amp; E DETAILS

Activity Description	M & E Tools to use	Means of verification	Month (s) when planned M & E will be done														
			1	2	3	4	5	6	7	8	9	10	11	12			
Activity 1.1 Establishment of 20 emergency temporary learning spaces (10 for boys and 10 for girls). Each target school will be equipped with furniture and ensured with boundary fence and water drainage.	- 3rd party monitoring - Field visits - Photo with or without GPS data - Verification	Works Progress Reports, Pictures, Handover Notes, Project Evaluation Report	X	X	X	X	X	X									X
Activity 1.2 Distribution of 1,100 individual learner kits (620 to boys and 480 to girls); each kit containing 3 A4 exercise books, 2 pens, 2 pencils, 1 box of colored pencils, 1 eraser and 1 sharpener. Each target school will also be provided with teaching and learning supplies, including textbooks and recreational material for alternative educational opportunities.	- 3rd party monitoring - Data collection - Photo with or without GPS data - Post Distribution Monitoring	Procurement Records, Delivery Notes, Distribution Lists, Pictures, Project Evaluation Report	X	X													X
Activity 1.3 Support to 20 volunteer teachers (10 men and 10 women) through monthly incentives. Gender balance will be particularly fostered during the process of identifying the teachers.	- 3rd party monitoring - Data collection - Distribution monitoring - Verification	Attendance Sheets, Distribution Lists, Monthly Project Reports, Project Evaluation Report	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Activity 2.1 Training of 20 teachers (10 men and 10 women) in 2 sessions in core subjects on child-centered, inclusive teaching, key life-saving messages delivery (health and hygiene education, mine risk education, etc.) and fundamental basics of pedagogy, child protection and psychosocial support. Teachers play a key role in supporting children in disclosing overwhelmed individual and relational resources to cope with difficult circumstances, but they need to be equipped with theoretical, methodological and practical instruments to the purpose. The Psychosocial Expert is crucial to effectively train the teachers and provide them with guidelines and appropriate tools to: explore and understand children emotions and behaviors by observing, offering listening and providing space for expressing; find out children personal available resources and stimulate them constructively through play and creative activities; foster children personal psychophysical development and the develop of pro-social behavior	- 3rd party monitoring - Data collection - Individual interview - Photo with or without GPS data - Verification	Attendance Sheets, Pictures, Training Reports, Project Evaluation Report	X		X	X			X	X							X
Activity 2.2 Establishment, capacity building and mobilization of 5 Community Education Committees (CECs) on school co-management and sustainability, school	- 3rd party monitoring - Data collection	Monthly Project Reports, Meeting Minutes, Training	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

safety and hygiene, and disaster risk reduction strategies; one CEC for every target school. Each CEC will be composed of at least 8 members; gender balance will be particularly fostered in the composition of the CECs. Two members of each committee (one man and one woman) will also be specifically trained on fundamental basics of child protection, while a referral system for enhanced response capacity will be set up with services available in Baidoa Town or nearby villages. MoE Officers at Regional/District level will then be supported to plan, monitor and evaluate education programs and services.	- Focus group interview - Individual interview	Reports, Project Evaluation Report																									
Activity 2.3 Conduction of 5 community awareness raising campaigns on the importance of and inclusiveness in education, with special focus on girls' education.	- 3rd party monitoring - Data collection - Focus group interview - Individual interview - Photo with or without GPS data	Monthly Project Reports, Copy of Disseminated Information Material, Pictures, Project Evaluation Report	X	X	X	X	X	X	X	X	X	X	X	X	X												
Activity 3.1 Construction of 28 temporary latrines in schools, internally lockable and separated for girls and boys; at least one latrine for every 60 boys and one latrine for every 30 girls as per INEE MS ratios.	- 3rd party monitoring - Field visits - Photo with or without GPS data - Verification	Works Progress Reports, Pictures, Handover Notes, Project Evaluation Report	X	X	X	X	X	X																			X
Activity 3.2 Provision of 12 hand wash basins to schools; at least one hand wash basin for every 3 latrines.	- 3rd party monitoring - Field visits - Photo with or without GPS data - Verification	Procurement Records, Pictures, Handover Notes, Project Evaluation Report	X	X	X	X	X	X																			X
Activity 3.3 Conduction of interactive hygiene and sanitation promotion activities on common personal and environmental practices in emergency in 5 schools, including messages on the importance of hand washing, drinking safe water and cleaning around the school as well as on the proper way of using latrines and handling food.	- 3rd party monitoring - Data collection - Focus group interview - Individual interview - Photo with or without GPS data	Monthly Project Reports, Copy of Disseminated Information Material, Pictures, Project Evaluation Report	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## OTHER INFORMATION

Coordination with other Organizations in project area	Organization	Activity
	1. TCC/INTERSOS	GBV services
	2. SAMA/INTERSOS	WASH and Health services
	3. COOPI	WASH and Health services
Gender theme support	Yes	
Outline how the project supports the gender theme	The proposed activities have been designed to equally target boys and girls. Moreover, during the implementation, the activities will be tailored to respond to the specific needs of the different sex and age groups. Gender balance will be particularly fostered in the identification of the teachers and in the composition of the CECs to guarantee equal participation of men and women. Gender related issues will be mainstreamed throughout the capacity building and the raising awareness programs, ensuring confidentiality and cultural sensitivity. Beneficiary data will be collected separated by sex and age, whenever possible.	
Select (tick) activities that supports the gender theme	<input type="checkbox"/> Activity 1.1: Establishment of 20 emergency temporary learning spaces (10 for boys and 10 for girls). Each target school will be equipped with furniture and ensured with boundary fence and water drainage.	
	<input type="checkbox"/> Activity 1.2: Distribution of 1,100 individual learner kits (620 to boys and 480 to girls); each kit containing 3 A4 exercise books, 2 pens, 2 pencils, 1 box of colored pencils, 1 eraser and 1 sharpener. Each target school will also be provided with teaching and learning supplies, including textbooks and recreational material for alternative educational opportunities.	
	<input type="checkbox"/> Activity 1.3: Support to 20 volunteer teachers (10 men and 10 women) through monthly incentives. Gender balance will be particularly fostered during the process of identifying the teachers.	
	<input type="checkbox"/> Activity 2.1: Training of 20 teachers (10 men and 10 women) in 2 sessions in core subjects on child-centered, inclusive teaching, key life-saving messages delivery (health and hygiene education, mine risk education, etc.) and fundamental basics of pedagogy, child protection and psychosocial support. Teachers play a key role in supporting children in disclosing overwhelmed individual and relational resources to cope with difficult circumstances, but they need to be equipped with theoretical, methodological and practical instruments to the purpose. The Psychosocial Expert is crucial to effectively train the teachers and provide them with guidelines and appropriate tools to: explore and understand children emotions and behaviors by observing, offering listening and providing space for expressing; find out children personal available resources and stimulate them constructively through play and creative activities; foster children personal psychophysical development and the develop of pro-social behavior	
	<input type="checkbox"/> Activity 2.2: Establishment, capacity building and mobilization of 5 Community Education Committees (CECs) on school co-management and sustainability, school safety and hygiene, and disaster risk reduction strategies; one CEC for every target school. Each CEC will be composed of at least 8 members; gender balance will be particularly fostered in the composition of the CECs. Two members of each committee (one man and one woman) will also be specifically trained on fundamental basics of child protection, while a referral system for enhanced response capacity will be set up with services available in Baidoa Town or nearby villages. MoE Officers at Regional/District level will then be supported to plan, monitor and evaluate education programs and services.	
	<input type="checkbox"/> Activity 2.3: Conduction of 5 community awareness raising campaigns on the importance of and inclusiveness in education, with special focus on girls' education.	
	<input type="checkbox"/> Activity 3.1: Construction of 28 temporary latrines in schools, internally lockable and separated for girls and boys; at least one latrine for every 60 boys and one latrine for every 30 girls as per INEE MS ratios.	
	<input type="checkbox"/> Activity 3.2: Provision of 12 hand wash basins to schools; at least one hand wash basin for every 3 latrines.	
	<input type="checkbox"/> Activity 3.3: Conduction of interactive hygiene and sanitation promotion activities on common personal and environmental practices in emergency in 5 schools, including messages on the importance of hand washing, drinking safe water and cleaning around the school as well as on the proper way of using	

latrines and handling food.

## BUDGET

Code	Budget Line Description	Unit Cost	Units	Timeframe	Amount(USD)	Organization	CHF	% of CHF Total
<b>1.1 Supplies, commodities, equipment and transport</b>								
<b>1.1.1 Supplies (materials and goods)</b>								
	Furniture for learning spaces	800	20	1	16,000.00	0.00	16,000.00	
	Individual learner kits	8	1100	1	8,800.00	0.00	8,800.00	
	Teaching and learning supplies	1000	5	1	5,000.00	0.00	5,000.00	
	Hand wash basins	150	12	1	1,800.00	0.00	1,800.00	
	Material and equipment for hygiene and sanitation promotion activities	200	5	1	1,000.00	0.00	1,000.00	
	Field communication costs (Baidoa)	550	1	12	6,600.00	5,500.00	1,100.00	
	Field stationary supplies and printer consumables (Baidoa)	250	1	12	3,000.00	2,500.00	500.00	
	Field fuel and maintenance for generators (Baidoa)	375	1	12	4,500.00	3,750.00	750.00	
	<b>Subtotal Supplies</b>				<b>46,700.00</b>	<b>11,750.00</b>	<b>34,950.00</b>	<b>19.0</b>
<b>1.1.2 Transport and Storage</b>								
	Vehicle rental for activities implementation and supervision	1500	1	12	18,000.00	15,000.00	3,000.00	
	Base and warehouse rental, supplies and running costs	400	1	12	4,800.00	3,650.00	1,150.00	
	Cargo/freight costs (including packaging, loading and off loading expenses)	1000	1	1	1,000.00	0.00	1,000.00	
	Transportation and distribution costs (5 locations)	1500	1	1	1,500.00	0.00	1,500.00	
	Flights and missions costs for activities regular supervision	2200	4	1	8,800.00	0.00	8,800.00	
	Staff travel allowances and deployment costs	350	4	1	1,400.00	0.00	1,400.00	
	Security management (escorts, compound security, etc.)	1500	1	1	1,500.00	0.00	1,500.00	
	<b>Subtotal Transport and Storage</b>				<b>37,000.00</b>	<b>18,650.00</b>	<b>18,350.00</b>	<b>10.0</b>
<b>1.2 Personnel (staff, consultants, travel and training)</b>								
<b>1.2.1 International Staff</b>								
	Project Coordinator	5000	1	12	60,000.00	45,000.00	15,000.00	
	<b>Subtotal International Staff</b>				<b>60,000.00</b>	<b>45,000.00</b>	<b>15,000.00</b>	<b>8.1</b>
<b>1.2.2 Local Staff</b>								
	Security/Support Staff	400	2	1	800.00	0.00	800.00	
	Administration/Finance Staff	3000	1	1	3,000.00	0.00	3,000.00	
	Education Coordinator	970	1	12	11,640.00	6,790.00	4,850.00	
	Hygiene Promoter	300	1	12	3,600.00	2,100.00	1,500.00	
	Teacher Incentives	50	20	10	10,000.00	0.00	10,000.00	
	Psychosocial Expert	4000	1	1	4,000.00	0.00	4,000.00	
	community Mobilizer	180	2	12	4,320.00	1,260.00	3,060.00	
	<b>Subtotal Local Staff</b>				<b>37,360.00</b>	<b>10,150.00</b>	<b>27,210.00</b>	<b>14.8</b>
<b>1.3 Training of Counterparts</b>								
	80pp Training of Teachers-2 training sessions for 4 days each. unit = training sessions	3000	2	1	6,000.00	0.00	6,000.00	
	8 persons Training of Community Education Committees(unit =5 locations)	850	5	1	4,250.00	0.00	4,250.00	
	8pp Training of MoE Officers at Regional/District level- 8 participants i.e. 1 per target location +3 MoE officers.	1500	2	1	3,000.00	0.00	3,000.00	

		Unit =2 training sessions each session is 4 days							
		Awareness Raising and Information Sharing Activities	400	5	1	2,000.00	0.00	2,000.00	
		<b>Subtotal Training of Counterparts</b>				15,250.00	0.00	15,250.00	8.3
1.4 Contracts (with implementing partners)	Code	Budget Line Description	Unit Cost	Units	Timeframe	Amount(USD)	Organization	CHF	% of CHF Total
		Construction of temporary learning spaces (material and labor)	2500	20	1	50,000.00	0.00	50,000.00	
		Construction of temporary latrines (material and labor)	250	28	1	7,000.00	0.00	7,000.00	
		Visibility costs	200	5	1	1,000.00	0.00	1,000.00	
		Monitoring & Evaluation Costs (5%)	10000	1	1	10,000.00	0.00	10,000.00	
		<b>Subtotal Contracts</b>				68,000.00	0.00	68,000.00	36.9
1.5 Other Direct Costs	Code	Budget Line Description	Unit Cost	Units	Timeframe	Amount(USD)	Organization	CHF	% of CHF Total
		Communication costs (Mogadishu and Nairobi)	650	1	1	650.00	0.00	650.00	
		Contribution to office rental(75% mogadishu &25% Nairobi)	2000	1	1	2,000.00	0.00	2,000.00	
		Office supplies (75% Mogadishu & 25% Nairobi)	300	1	1	300.00	0.00	300.00	
		office utilities(75% Mogadishu & 25% Nairobi)	500	1	1	500.00	0.00	500.00	
		Bank and transfer charges and commissions (1.5%)	2000	1	1	2,000.00	0.00	2,000.00	
		<b>Subtotal Other Direct Costs</b>				5,450.00	0.00	5,450.00	3.0
<b>TOTAL</b>						269,760.00	85,550.00	184,210.00	
2.0 Indirect Costs						Amount(USD)	Organization	CHF	% of CHF Total
		Indirect Costs				12,800.00	0.00	12,800.00	6.9486
		<b>GRAND TOTAL</b>				282,560.00	85,550.00	197,010.00	100.0

## Other sources of funds

Description	Amount	%
Organization	85,550.00	43.42
Community	0.00	0.00
CHF	197,010.00	100.00
Other Donors	a)	0.00
	b)	0.00
<b>TOTAL</b>	<b>197,010.00</b>	

## LOCATIONS

Region	District	Location	Activity	Beneficiary Description	Number	Latitude	Longitude	P.Code
Bay	Baidoa	Ashagow	Construction of learning spaces; distribution of individual learner kits; provision of incentives to teachers; training of teachers and CECs; conduction of community awareness raising campaigns; construction of latrines; provision of hand wash basins; conduction of hygiene and sanitation promotion activities.	Returnees and Receiving Community	262	3.0753	43.555	NA-3802-Y02-002
Bay	Baidoa	Bali-Bali	Construction of learning spaces; distribution of individual learner kits; provision of incentives to teachers; training of teachers and CECs; conduction of community awareness raising campaigns; construction of latrines; provision of hand wash basins; conduction of hygiene and sanitation promotion activities.	Returnees and Receiving Community	294	3.33933	43.52279	NA-3802-R01-003
Bay	Baidoa	Buulo Jadiid	Construction of learning spaces; distribution of individual learner kits; provision of incentives to teachers; training of teachers and CECs; conduction of community awareness raising campaigns; construction of latrines; provision of hand wash basins; conduction of hygiene and sanitation promotion activities.	Returnees and Receiving Community	265	3.18302	43.38179	NA-3801-V31-001
Bay	Baidoa	Haween	Construction of learning spaces; distribution of individual learner kits; provision of incentives to teachers; training of teachers and CECs; conduction of community awareness raising campaigns; construction of latrines; provision of hand wash basins; conduction of hygiene and sanitation promotion activities.	Returnees and Receiving Community	327	3.25131	43.5443	NA-3802-T01-012
Bay	Baidoa	Saydheelow	Construction of learning spaces; distribution of individual learner kits; provision of incentives to teachers; training of teachers and CECs; conduction of community awareness raising campaigns; construction of latrines; provision of hand wash basins; conduction of hygiene and sanitation promotion activities.	Returnees and Receiving Community	512	3.3685	43.6726	NA-3802-R04-002
<b>TOTAL</b>					1,660			

DOCUMENTS

Document Description

1. Education Project Planned Activities and Estimated Number of Beneficiaries
2. Breakdown of Budget Unit Costs
3. Teachers Needs Assessment Questionnaire
4. PTAs Training Manual
5. Sketch of Latrine
6. Final revised BOQ