

Requesting Organization :	Norwegian Refugee Council		
Allocation Type :	Reserve 2016		
Primary Cluster	Sub Cluster	Percentage	
Education	CEC Training	100.00	
		100	
Project Title :	Expanded Access to Inclusive Quality Basic Education for the displacement affected Children in Mudug and Middle Shabelle regions		
Allocation Type Category :			
OPS Details			
Project Code :		Fund Project Code :	SOM-16/3485/R/Ed/INGO/3168
Cluster :		Project Budget in US\$:	514,490.25
Planned project duration :	12 months	Priority:	
Planned Start Date :	01/11/2016	Planned End Date :	02/11/2017
Actual Start Date:	01/11/2016	Actual End Date:	02/11/2017
Project Summary :	<p>Expanded Access to Inclusive Quality Basic Education for the displacement affected Children in Mudug and Middle Shabelle regions is 12 months project designed to contribute to the fulfillment of the rights of displaced children in Mudug region of Puntland and Middle Shabelle regions of Southern Somalia to quality basic education services.</p> <p>The objective of the project is that children affected by emergencies and crisis including IDPs, returnees, refugees and vulnerable host communities have access to inclusive and quality basic education in protective learning environment that promote well being of children.</p> <p>The project will be implemented in Mudug region of Puntland and Middle Shabelle region of South Central Somalia where large numbers of displacement affected communities are living. The project will be implemented in collaboration with the education authorities in these regions to ensure its success, ownership and sustainability.</p> <p>The main purpose of the project is to retain and support 8,102 students in 39 schools in Galkacayo and Balcad districts, supported by NRC and Intersos in collaboration with local NGO called Aid Vision, with CHF funding which are now closed or on the verge of closure due to lack of funding. In Balcad district, CHF funded project implemented by INTERSOS in collaboration with local NGO called Aid Vision in 16 schools has ended in June 2015 leading to the closure of the schools and dropout of learners due to lack of support while CHF funded project implemented by NRC in 23 schools in Galkacayo IDP has ended in June 2016. The end of these 2 project has affected the target schools' capacity to operate, pay its teachers to provide education service for the enrolled and new students. Extremely high rates of poverty in communities across these IDP settlements make it difficult for parents to afford school fees forcing these students to dropout of schools worsening the already low enrollment rate in the IDP settlements. Apart from the retention of these 8,102 students, the project will enroll new 4,898 out of school-children in the IDP settlements of Galkacayo and Balcad in order to expand access to basic education in these IDP settlement.</p> <p>The project will also support 434 teachers, head teachers and CEC members and local education authorities. Special consideration will be given to the enrollment of the girls, children with disabilities and those from minority clans.</p> <p>In order to achieve its objective and contribute to the cluster objective, the project will conduct community mobilization, enrollment and back to school campaigns in order to retain and bring back the current students to the schools and enrol new students, provide learning materials, recreational materials, sanitary kits for the students. The project will train and provide incentive for the teachers and head teachers. Child to Child clubs in the target schools will be strengthened and Child club facilitators will be trained to support the student clubs. The project will also train CEC members, head teachers and local education authorities on education in emergencies, child rights, Disaster Risk Reduction (DRR), teachers code of conducts etc. The Local education supervisors will be supported to regularly visit the schools, supervise and provide on-job training for teachers to ensure the quality of education. The project will also put special emphasis on community mobilizations in order to change the IDPs' attitude toward education, increase their participation and involvement in the project, school management and send their children to school instead of sending them for work or keeping them at home.</p> <p>In Balcad district, NRC will engage with local NGO called Aid Vision to regularly supervise the schools and support the CECs and the local communities in organizing community sensitization campaigns in the IDP settlements. Aid Vision will not be an implementing partners but will carry out regular school supervision.</p>		
Direct beneficiaries :			

Men	Women	Boys	Girls	Total
317	117	6,500	6,500	13,434

Other Beneficiaries :

Beneficiary name	Men	Women	Boys	Girls	Total
Internally Displaced People/Returnees	100	50	4,550	4,550	9,250
People in Host Communities	217	67	1,950	1,950	4,184
Internally Displaced People/Returnees	0	0	0	0	0
People in Host Communities	0	0	0	0	0

Indirect Beneficiaries :

The project indirect beneficiaries are over 26,868 children and adults out of which 8,368 are from the host communities. Of these 26,868 indirect beneficiaries, 13,000 are girls and 13,000 are boys while female and male indirect beneficiaries are 234 and 634 respectively. The Adults such as teachers, head teachers, MoE supervisors, CEC members will benefit from capacity building initiatives and the incentives.

Catchment Population:

The project services will benefit displacement affected communities in Galkacayo and Balcad districts.

Link with allocation strategy :

This project is not stand-alone project. It will continue supporting the 8,102 students from 39 schools in Galkacayo and Balcad districts previously supported by NRC and INTERSOS in collaboration with local NGO called Aid Vision through funding from CHF. This project will be build on the successes, the lessons learnt of the previous projects and address the current gaps in these schools.

CHF funded a project implemented by INTERSOS in 19 schools in Balcad that ended in June 2015 while NRC implemented a project supporting 23 schools in Galkacayo ending in June 2016. Due to lack of funding, since the project ended the schools are either closed or on the verge of being closed affecting the education services of more than 8,102 students (3,102 students in Galkcayo and 5,000 students in Balcad) enrolled in the schools. The projects provided support including the provision of incentives for over 200 teachers and head teachers, constructions of classrooms and WASH facilities, learning materials, training/capacity bulding etc.

Poverty in the IDP communities of the target areas make parents difficult to afford school fees forcing many children to dropout out of school worsening the already low enrollment rate in the IDP camps. The project will also enroll new 4,898 out-of-school children in these IDP camps in Galkacayo and Balcad to expand to basic education for the IDP children in these locations.

This project is aligned with the allocation strategies in terms of objectives and activities. It is lined to the objective one of the Humanitarian Response Plan for 2016.

The project will give special attention to the sustainability of the schools. From the onset of the project implementation, NRC will engage with the MOEs and the communities to develop and implement exit and sustainability strategy for the schools. As of the part of this strategies, community sensitization will be enhanced throughout the project life to increase community understanding of the value of education, build stronger school-community relations and community ownership of the schools. Communities Education Committees (CEC) and head teachers will be strengthened through capacity building training to take part the effective management of the schools. NRC and MOEs will support the schools to develop School Development Plans to address school gaps and keep the schools open once the project phase out. The CEC members and the head teachers will be trained on fundraising techniques and will be encouraged to raise resources and funds locally to support the school operation include incentives of teachers.

NRC will also push the MOEs to add the project supported teachers in the IDP schools to be included into the government payroll. Further, NRC will work with the MOEs and Education Partners to ensure that these supported teachers also benefit the in-service teacher training programs. These measure will contribute to the sustainability of schools' once the project phase out.

Sub-Grants to Implementing Partners :

Partner Name	Partner Type	Budget in US\$

Other funding secured for the same project (to date) :

Other Funding Source	Other Funding Amount

Organization focal point :

Name	Title	Email	Phone
Abdelgadir Ahmed	Country Director	abdelgadir.ahmed@nrc.no	+252 618454597
Barnabas Asora	Head of Programs	Barnabas.asora@nrc.no	+252 61 7219993

BACKGROUND

1. Humanitarian context analysis

Somalia faces acute humanitarian crisis. Conflict, cyclones, floods, droughts, disasters, disease outbreaks affected millions in Somalia. Continued displacement and returns of vulnerable Somalis from neighboring countries have further exacerbated the situation. Vulnerability levels remain critical, due to continued insecurity and extremely low levels of socio-economic development — resulting in limited ability to absorb recurrent shocks. In 2015, Some 4.7 million people (40 per cent of the population) were in need of life-saving and livelihoods support and 1.1 million remain internally displaced (2016 Humanitarian Response Plan for Somalia). In 2015, Somalia has also experienced influx of returnees and asylum seekers fleeing from the Yemen crisis. According to the Somalia Task force on Yemen situation update 43 issued Dec. 2015, nearly 30,000 asylum seekers and Somali returnees fleeing the Yemen crisis have arrived Somalia. According to the OCHA's Somalia Flash Update 3 issued on 13th Nov. 2015, tropical cyclones, Chapala and Megh which hit eastern coast of Puntland and floods in several regions of South and Central Somalia affected more than 132,000 people.

In Galkacayo city, Flood flashes caused by heavy rains in early Oct.2015 have affected IDP settlements and schools (Somalia: Flash Update 1 Humanitarian Impact of heavy rains, 27th Oct 2015, OCHA). Nearly 1,500 IDPs and 4,000 school children were affected as water flooded into their settlements and schools. The city is prone to flash flooding due to poor drainage as a result of a blocked natural drainage system and unplanned expansion. Most IDPs in Galkacayo are at a high risk of being affected by floods as most settlements are situated in low-lying areas prone to flooding. An armed conflict between Puntland and Galmudug forces inside Galkacayo city on 22nd, 28th Nov. and 3rd December 2015 left approximately 20 people dead and estimated 120 injured. As a result, over 90,000 people including 40,000 IDPs who lived in the IDP settlements in Galkacayo, displaced to nearby villages and IDP settlements in the outskirts of North and South Gaalkacyo creating overcrowding in many settlements which seriously put pressure on already strained services. Some of the displaced people sought shelter in schools or health facilities (Somalia: Flash Update Humanitarian impact of fighting in Gaalkacyo | 8 December 2015, OCHA). According to Puntland MOE, schools in Galkacayo were closed for 3 weeks and many students did not return to schools. Similarly, flash floods caused by heavy Deyr seasonal rains affected 28,000 people Middle Shabelle region in Oct. 2015. This not only adversely affected livelihoods but also brought about displacement to nearby communities. Somali Initial Rapid Needs Assessment (SIRNA) conducted by REACH in Nov. 2015 found that the flooding in the Middle Shabelle areas has caused limited and highly localized displacement. Most households surveyed were within their home community, either in settlements or with other host community members. The assessment also found that the communities assessed already suffered from poor diet prior to flooding, with poor Food Consumption Scores (FCS) reported by more than 48% of respondents in Balcad town area. Issues with water quality and quantity were widely reported in Balcad town areas with 88% of the households receiving less than 10 Liters per day which is significantly below humanitarian standards. Around 27% of the households in Balcad town areas reported that one or more of their family members separated from the family leading to suspicion that they were recruited into armed forces such as extremist groups like Al-Shabab.

Conflicts, disasters, poverty and lack of adequate funding for the schools made access to education in the displacement affected communities very hard. The return of Somalis from Yemen & other neighboring countries also put pressure on the already strained social services in the IDPs such a

2. Needs assessment

Somalia has one of the world's lowest primary school enrolments and literacy rates in the world as a result of poverty, protracted conflicts and recurrent natural disasters such cyclones, drought, flooding, El Niño etc. The enrollment stands as low as 22% leaving almost 78% of the children out-of-schools. Children from displacement affected communities, refugee and returnees forms large part of the out-school children. Girls are among the most disadvantaged in terms of access to education which leads to a high gender disparity both at school and employment opportunities.

Lack of funding has hampered efforts to support these out-of-school children. In 2015, the Education Cluster was able to reach only 44,000 children despite crisis and disasters left around 1.7 Million school-aged children in need of education service across Somalia. About 12 per cent of the 1.7million children out of school in Somalia have been targeted by the education cluster in 2016, according to the Somalia Humanitarian Dashboard - May 2016 issued by OCHA on 30 June 2016.

Education Needs Assessment conducted by NRC in February 2014 in 16 IDP settlements in North Galkayo found that of 44,582 people within the settlements, 10,474 were identified as school-aged children (between the ages of 6-15) and that 54% of these children are out of school and are not exercising their right to education. The main education challenges identified include: distance of existing schools; lack of learning spaces in the IDP camps; limited number and weak capacity of teachers; lack of incentives for teachers; low perception of the community on the benefit of education, particularly girls' education, poor household income to afford direct and indirect costs of education, particularly affecting IDPs and poor host communities; shortage of text books and teaching materials. Flash floods in Oct. 2015, affected the education of nearly 4,000 students as their schools were affected by the floods. Armed conflict between Puntland and Galmudug forces in Galkacayo also forced the closure of all schools in the city of 3 weeks. In some areas, displaced people sheltered the schools.

Between April 2015 and June 2016, with the financial support of CHF, NRC has supported 23 schools in North Galkacayo IDPs which supported over 4,185 students. The poor access to education by IDPs children accompanied by the end of the CHF-DDA-3485-689 project in June 2016 will worsen access to basic education in these IDP settlements causing many students in these supported schools to dropout. Although the Puntland Ministry of Education has an active presence in Galkacayo its capacities, particularly for IDP education is limited.

Somali Initial Rapid Needs Assessment conducted by REACH in Middle Shabelle region in Nov. 2015 found that only 24% of boys and 17% of school aged girls are attending in schools. 44% of the households interviewed reported that the major reason children did not attend school was because of the flooding while 22% of the households in Balcad town areas reported that children did not attend school because of labour commitments. In Balcad town areas, households reported that many students stopped attending schools four month prior the assessment which was conducted in Nov. 2015 due to inability of paying of schools. This data shows the effect of the lack of support to IDP schools in the Balcad town areas since the CHF funded project implemented in 19 schools by INTERSOS ended in June 2015.

According assessment conducted in 2015, 19 schools in Balcad district of Middle Shabelle region previously supported by INTERSOS in partnership with Aid Vision, a Local NGO that works in the South Central Somalia, are on the verge of closure or closed due to lack of funding affecting the education of over 5,000 children (2,937 boys and 2,063 girls). This is primarily due to lack of/ or inadequate payment of teachers' salaries/incentives accompanied low educational values by the communities.

3. Description Of Beneficiaries

In general, the project will target 13,000 displacement affected and vulnerable school-aged children between the age of 6 to 14 years old in the IDP settlements of Galkacayo and Balcad districts. This include the retention of 8,102 displacement affected students in 39 schools in Galkacayo and Balcad districts who were enrolled and supported with funding from CHF. The project will enable the students to continue their education for another one year, 2016/17 academic year. Of the 8,102 students to be retained, 3,102 students are in 23 schools in Galkacayo while 5,000 students are 16 schools in Balcad districts. The 39 schools supported by CHF are the verge of being closed due to lack of funding. Without support the 8,102 learners will not be able to continue with their education since they cannot afford to pay school fees and other school-related cost. In addition, 3 more schools will be supported bringing the total number of targeted schools to 42. Approximately 4898 new out-of-school displacement affected and vulnerable children in the IDP settlements of Balcad and Galkacayo districts will be enrolled and provided with free quality basic education addressing the issue of low enrollment in IDP settlements in these areas. NRC, Education authorities, target schools Community Education Committees (CECs) and IDP community leaders will work together in the identification, selection and the enrollment of the 4,898 new students to be enrolled using an agreed selection criteria.

Furthermore, 434 teachers, head teachers and CEC members and education authorities will also benefit from the project through provision of incentive and training. Teachers working in the target schools will be recruited in accordance with teacher recruitment procedures of the respective education authorities.

4. Grant Request Justification

Education is a vital basic human right enshrined in Somali constitution and several international and national protocols, conventions and treaties. Despite efforts from the Somali federal, state governments and the international communities, 78% of the school-aged children in Somalia remain out-of-school due to poverty, lack of schools, long distance to schools etc. Children of the Displacement affected communities form large portion of these out-of-school children. This project intends to provide access to inclusive basic quality education for children affected by crisis and displacements in Balcad and Galkacayo districts of Middle Shabelle and Mudug regions of Somalia. Specifically, the main purpose of this project is to retain 8,102 students in 39 schools in Galkacayo and Balcad districts which were previously supported by CHF but now closed or at the verge of being closed due to lack of funding. The project will enable the re-opening of the closed schools in Balcad districts and prevent the closure of the schools in Galkacayo district. By supporting these schools, the project will retain 8,102 students in these schools and enroll additional new 4,898 out-of-school children in these areas so that access to basic education in the IDP settlements is increased and low enrollment rate is reduced.

In order to retain the existing students and enroll new students, the project will conduct community mobilization and enrollment campaigns, provide learning materials, recreational materials and sanitary for the students. Teachers will be trained and given incentive to improve quality of teaching and teachers' attendance, motivation and commitment. Community Education Committees, head teachers and education authorities will be trained to build their capacity to effectively manage education including education in emergencies. Their training will also help to make the schools more safe and protective learning environment where corporal punishment is not practiced. Child to Child Clubs existing in the 42 target schools (39 previously funded schools and additional 3 new schools) will be supported and strengthened.

The project will put special emphasis on community mobilization and sensitization campaigns throughout the project lifetime with the goal of increasing communities' understanding of the value of education, building stronger school-community relations and community participation of the schools management in order to help the sustainability of the schools after the project phase out. Community Education Committees (CEC) of all target schools will be strengthened to advocate for the schools and raise local resource for the schools to remain open and operational. NRC and MOEs will provide technical support for the schools to develop School Development Plans and encourage the communities to look for local resources to implement the plans including payment of teachers incentives. Fund raising techniques will be trained on CEC members during their training. NRC will push Puntland MOE to teachers teachers supported by the project in Galkacayo in the government payroll in order to address the issues of lack of incentive for the teachers which leads to the closure of the schools.

These activities are line in with the Education Clusters priorities and strategic objective of "Ensuring that emergencies and crisis affected children and youth have access to safe and protective learning environments that promote well-being of children and that Children and youth affected by emergencies and crisis including IDPs, returnees and vulnerable host communities have access to lifesaving learning that promotes social cohesion practices

5. Complementarity

The project will be implemented in 42 (39 previously funded schools and an additional 3 new schools in Galkacayo) schools under CHF funds. The project will build on the successes and the lesson learnt from the previous projects and will address gaps currently existing in these schools.

This project will be implemented alongside with other life-saving projects which NRC is implementing in the target areas especially the IDP settlements in Mudug region. These projects include food security, shelter, WASH, Information Counseling and Legal Assistance (ICLA) which are currently on-going in Galkacayo city of Puntland.

In September 2016, NRC will start the implementation of vocational Skills training project funded by UNICEF in Galkacayo targeting 220 displacements affected youth in Galkacayo between the age of 15 and 24 years old. This project will target the same IDP settlements targeted by this project and the vocational skills training will enable the displacement affected youth who did not get chance to access basic education to gain employable skills thereby contributing the betterment of their families including access to education. These youth will be agent of change in their communities encouraging communities to send their children to school and becoming role models for the uneducated youth.

As Active member of the Education, food security, Shelter, WASH and Protection, NRC will work the different clusters members and government authorities to ensure synergy and compliment the project with the programs implemented in the target areas by other organizations. NRC ICLA program assists the displacement affected communities in the protection and legal assist areas which will help the target schools to be protective and safe learning environments.

LOGICAL FRAMEWORK

Overall project objective

The overall objective of the project is that "Children and youth affected by emergencies and crisis including IDPs, returnees, refugees and vulnerable host communities have access to inclusive quality basic education in protective learning environment that promote well being of children"

Education		
Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
Ensure emergency and crisis-affected children and youth have access to safe and protective learning environments that encourage retention and increased enrolment	Somalia HRP 2016	100
<p>Contribution to Cluster/Sector Objectives : This proposed project will contribute to the Education cluster's 3 objectives. Through community mobilization, enrollment of 13,000 students and provision of learning and recreational materials for learners and payment of incentives, the project will increase access to free quality and inclusive basic education for children affected by crisis and displacements living in Galkacayo and Balcad towns of Somalia. Further the project will target 434 teachers, head teachers and CEC members and will improve schools' friendliness to students and the quality of learning. Trainings will be conducted for the local education authorities on Education in Emergencies, DRR and child protection in order to enhance their understanding on Education in Emergencies. Regular supervision of schools by the local supervisors will also improve quality of the education and the learning environment for learners.</p>		
Outcome 1		
13,000 (50 % girls) displaced and returnee children and youth gain increased access to inclusive quality basic education		
Output 1.1		
Description		
13,000 Displacement affected children are enrolled into basic education in safe and protective learning environment		
Assumptions & Risks		
Activities		
Activity 1.1.1		
Standard Activity : Student enrolment		
Enroll and provide quality basic education for 13,000 displaced children (50% girls).		
NRC, Education authorities and the school CECs will conduct enrollment campaigns in the IDP settlements. Door to door campaigns and community meeting will be organized to reach the maximum number of families in order to enroll out-of-school children in the IDP settlements.		
Activity 1.1.2		
Standard Activity : School equipment and material learning distribution		
Provide learning materials for 13,000 (50% girls) students NRC will procure and distribute basic learning materials that include books, pencils, pens, sharpeners, eraser, mathematical set for students. Dustless chalks, school registers and teachers' geometric will be procured and distributed for the schools. The learning materials will enable children from poor families to learn. It will also promote equality of the learners in the classrooms. The learning materials will be distributed once schools are opened for the new academic year.		
Activity 1.1.3		
Standard Activity : Recreational activities		
Provide recreational materials for all learners		
Recreational materials including footballs, volley balls and nets, jumping ropes, whistles etc will be procured and distributed for all supported schools in order to promote children well-being and make the schools friendly with the learners.		
Activity 1.1.4		
Standard Activity : Back to school Campaign		
Conduct Mobilization campaigns		
NRC, Education authorities and CECs will conduct series of comprehensive community mobilization and sensitization campaigns in the IDP settlements. The main purpose of the campaigns is to increase communities' understanding and acceptance of education to send their children to schools. The campaign will also promote girls education, child rights and protection and elimination of traditional harmful practices in the communities include FGM, GBV, early and forced marriages etc. Banners with slogans will be used. The IDP communities will be part of the campaign teams who will visit community centers, homes and organize meeting in order to reach the maximum number of communities.		
Activity 1.1.5		
Standard Activity : Incentive for teachers		
Provide incentive for teachers and head teachers		
Poverty is among the key reason for low access to basic education in the IDP settlement. In order to address this challenge, the project will provide incentives for 254 teachers and head teachers (216 male and 38 female) The payment of the incentive will enable the provision of free education to 13,000 children and motivate teachers in the IDP schools who suffer lack of salaries. The incentive will also promote teachers presence and commitment to the schools and students. In Puntland, NRC will transfer the incentive to the ministry of Education bank account which will disburse the incentive to agreed teachers through Dahabshil Money Transfer. The MOE will also supervise the teachers' presence and teaching methodology on regular basis. NRC will verify the teachers payroll on monthly basis and that teachers received their incentive. NRC and MOE will jointly update the payroll on monthly basis so that incentive is provided only for the actual numbers of teachers working in the schools in that month. MOE will also provide financial report of the previous installment before the next one is released to make sure that the agreed list of teachers received the incentive. in South Central SOMalia, NRC will directly pay the teachers in the payroll through Dahabshil Money Transfer. Education authorities and Community Education Committees will lead the teachers recruitment.		
Activity 1.1.6		

Standard Activity : Hygiene promotion

The project will procure and distribute sanitary kits for 2,083 needy girls in the upper primary classes who cannot afford to buy the pads and minimize the dropout and enhance their retention and completion of their schooling.

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.1.1	Education	Number of children enrolled in protected learning spaces					13,000
Means of Verification : School record and quarterly supervisions							
Indicator 1.1.2	Education	Number of children provided with learning supplies					13,000
Means of Verification : School records and quarterly supervision							
Indicator 1.1.3	Education	Number of children provided with recreational materials					13,000
Means of Verification : School records and quarterly supervision							
Indicator 1.1.4	Education	Number of community mobilisation and sensitisation conducted					2
Means of Verification : Meeting minutes, project report							
Indicator 1.1.5	Education	Number of teachers receiving incentives					254
Means of Verification : government payroll, monitoring reports							
Indicator 1.1.6	Education	Number of girl students received sanitary kits					2,083
Means of Verification : Distribution list, delivery notes and quarterly school monitoring reports							

Outcome 2

Learning integrated with life-saving and social cohesion practices enhanced

Output 2.1**Description**

Displacement affected children receive education with life-saving practices and skills

Assumptions & Risks**Activities****Activity 2.1.1****Standard Activity : Teacher training - pedagogy**

4 days intensive pedagogical training will be organized for 156 low performing teachers (133 male and 23 female) in the target schools in order to build the capacity of teachers and improve the quality of teaching and learning. The training topics will be tailored to their needs. The training will also cover topics that include psycho-social support, Child right and protection etc. NRC will work with education authorities in this training. Teachers will be assessed prior to the training to set benchmarks. Regional supervisors will provide follow up supervision and on-job training for the teachers to further help them build their capacity and confidence in applying newly learnt skills. Monitoring and teacher observation will be conducted to assess progress made and the impact of the training. The findings will be reported.

Activity 2.1.2**Standard Activity : Teacher training - pedagogy**

Support 50 female teachers in Galkacayo to complete in-service training

Under CHF-DDA-3485-689 project funded by OCHA, NRC has been providing in-service training for 50 untrained female teachers in Galkacayo. The project will continue to support them. The training is hosted by local University in Galkacayo which has the experience and capacity to conduct teacher trainings. Trainees will attend classes every Thursday and Friday and will sit for their third semester exams in December 2016. The project will help them to complete the fourth semester (Sept to Dec. 2016). This will increase the number of female teachers in the teaching profession and will boost girls enrolment in both locations

Activity 2.1.3**Standard Activity : Psychosocial support for teachers**

Provide training for teachers on psychosocial support and Child club facilitation

The project will organise 4 days training for 38 teachers (27 male and 11 female) on psychosocial support and child club facilitation in Balcad district. The training will help teachers to identify and support students who requires psychosocial support and counselling. These trained teachers will train other teachers in their schools. In Galkacayo, all target schools has functional Child Clubs and teachers were trained on child clubs facilitation.

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.1.1	Education	Number of teachers trained					156

Means of Verification : School records and quarterly supervisions

Indicator 2.1.2	Education	Number of female teachers trained						50
Means of Verification : Classroom observation report,								
Indicator 2.1.3	Education	Number of teachers trained on psychosocial support						38
Means of Verification : Classroom observation report,								
Outcome 3								
Emergency education systems and structures are strengthened through improving school infrastructure and the capacity building of the Ministry of Education.								
Output 3.1								
Description								
Community Education Management committees and local education authorities capacities are enhanced								
Assumptions & Risks								
Activities								
Activity 3.1.1								
Standard Activity : CEC training								
Provide capacity building training on DRR, Education in Emergency management, protection etc for CEC members, head teachers and education authorities staff								
NRC in collaboration with the education authorities will recruit teachers, select CECs, organize and conduct 3 days training on DRR, GBV, Education in Emergency and school management for 181 (44% female) CEC members, head teachers and education authorities. This training is expected to improve their capacity to manage schools effectively, deal with Education in Emergency and make the schools safe and protective learning environment. Qualified facilitators will train the CEC, head teachers an education authorities staff.								
Activity 3.1.2								
Standard Activity : Teacher mentoring								
Provide on-job training for 50 (15 female and 35 male) less performing teachers in the target schools.								
NRC will support the Education Authorities in the target areas to provide on-job training for the less performing teachers working in the target schools. Experienced supervisors will be engaged to support the less performing teachers on areas include class management, student-centered teaching methodology, disciplinary methods used by teachers. This on-job training will complement the pedagogical training to be given the teachers and help less qualified teachers to improve their knowledge, skills, confidence and overall improvement of their teaching abilities thus contributing to the improved teaching and learning system in the schools and the students learning performance. The Experienced supervisors will visit each teacher identified as less qualified teacher once in every two weeks for at least 5 months.								
NRC will assist the supervisors to visit schools by arranging their transportation to the schools and providing DSA to them								
Activity 3.1.3								
Standard Activity : Data collection - baseline or needs assessment								
NRC and Ministry of Education will carry out 4 quarterly joint monitoring exercise during the project lifetime to ensure the quality and the impact of the project. Besides, NRC will support the regional supervisors in Galkayo and Balcad districts to conduct regular schools monitoring and supervision in data collection. This will ensure the quality of the teaching and learning process in the schools, the quality of the learning environment, teachers' presences, teaching methodology, school management, community participation in the education system etc. Schools will be visited on regular basis- once in every two weeks. Findings from these supervisions will be used to improve the schools management, teaching and learning process, teacher training including the on-job training for less performing teachers and the conduciveness of the learning environment. NRC Education team will also conduct regular monitoring and supervision in the schools. Critical gaps and challenges in the schools will be collected during these supervisions. NRC will arrange transportation and DSA for the supervisors to conduct regular supervision.								
Indicators								
			End cycle beneficiaries				End cycle	
Code	Cluster	Indicator	Men	Women	Boys	Girls	Target	
Indicator 3.1.1	Education	Number of Community Education Committees (CEC) and education officials (regional and district level) trained (44% female)					181	
Means of Verification : School records								
Indicator 3.1.2	Education	Number of teachers trained					50	
Means of Verification : training reports								
Indicator 3.1.3	Education	Number of joint monitoring conducted					4	
Means of Verification : Joint monitoring reports								
Additional Targets :								
M & R								

Monitoring & Reporting plan

NRC will put special emphasis on the project monitoring and reporting. Monitoring and reporting plan will be integral part of the project implementation. The project indicators are easy to track and can be readily available from the supported schools, communities and the project documents. Student enrollment figures will be closely monitored, recorded and documented. Teacher's records will be kept by NRC and the education authorities.

NRC jointly with MoE will be responsible for monitoring and supervision of the targeted schools. NRC project officers and assistant will be responsible for the collection and the initial analysis of the data gathered from the fields. Education Coordinators will be responsible for the further analysis and sharing of the report with the necessary stakeholders. All monitoring reports will be used to track individual indicator performance so as to take timely corrective action should deviations from plans are detected or some indicators are not progress as planned. The monitoring will also be used to assess whether the project is on track and that approaches used are working. Data collection tools comprising both qualitative and quantitative parts tailored to the project indicators will be developed and used for data collection.

Data will be collected on monthly basis. All finding will be documented and Action plan tracker will be developed for the project. The findings will be discussed in the project review meeting and captured in the project progress reports. Lesson learnt, challenges and best practices and success stories will also be documented and shared with stakeholders. The Monitoring and reporting plan will be part and parcel of the project implementation. The education coordinators are ultimately responsible the effective monitoring and reporting of the project.

Ministries of Education will be part of all project monitoring exercises both the regular and the quarterly joint monitoring. MoEs will also conduct their own independent monitoring exercise and will share their findings with NRC for decision making and improvements.

Workplan

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Enroll and provide quality basic education for 13,000 displaced children (50% girls). NRC, Education authorities and the school CECs will conduct enrollment campaigns in the IDP settlements. Door to door campaigns and community meeting will be organized to reach the maximum number of families in order to enroll out-of-school children in the IDP settlements.	2016												
	2017									X			
Activity 1.1.2: Provide learning materials for 13,000 (50% girls) students NRC will procure and distribute basic learning materials that include books, pencils, pens, sharpeners, eraser, mathematical set for students. Dustless chalks, school registers and teachers' geometric will be procured and distributed for the schools. The learning materials will enable children from poor families to learn. It will also promote equality of the learners in the classrooms. The learning materials will be distributed once schools are opened for the new academic year.	2016												
	2017									X			
Activity 1.1.3: Provide recreational materials for all learners Recreational materials including footballs, volley balls and nets, jumping ropes, whistles etc will be procured and distributed for all supported schools in order to promote children well-being and make the schools friendly with the learners.	2016												
	2017												
Activity 1.1.4: Conduct Mobilization campaigns NRC, Education authorities and CECs will conduct series of comprehensive community mobilization and sensitization campaigns in the IDP settlements. The main purpose of the campaigns is to increase communities' understanding and acceptance of education to send their children to schools. The campaign will also promote girls education, child rights and protection and elimination of traditional harmful practices in the communities include FGM, GBV, early and forced marriages etc. Banners with slogans will be used. The IDP communities will be part of the campaign teams who will visit community centers, homes and organize meeting in order to reach the maximum number of communities.	2016											X	
	2017	X	X				X	X					
Activity 1.1.5: Provide incentive for teachers and head teachers Poverty is among the key reason for low access to basic education in the IDP settlement. In order to address this challenge, the project will provide incentives for 254 teachers and head teachers (216 male and 38 female) The payment of the incentive will enable the provision of free education to 13,000 children and motivate teachers in the IDP schools who suffer lack of salaries. The incentive will also promote teachers presence and commitment to the schools and students. In Puntland, NRC will transfer the incentive to the ministry of Education bank account which will disburse the incentive to agreed teachers through Dahabshil Money Transfer. The MOE will also supervise the teachers' presence and teaching methodology on regular basis. NRC will verify the teachers payroll on monthly basis and that teachers received their incentive. NRC and MOE will jointly update the payroll on monthly basis so that incentive is provided only for the actual numbers of teachers working in the schools in that month. MOE will also provide financial report of the previous installment before the next one is released to make sure that the agreed list of teachers received the incentive. in South Central Somalia, NRC will directly pay the teachers in the payroll through Dahabshil Money Transfer. Education authorities and Community Education Committees will lead the teachers recruitment.	2016											X	X
	2017	X	X	X	X	X	X	X	X	X			
Activity 1.1.6: The project will procure and distribute sanitary kits for 2,083 needy girls in the upper primary classes who cannot afford to buy the pads and minimize the dropout and enhance their retention and completion of their schooling.	2016												
	2017				X								

Accountability to Affected Populations

The project beneficiaries will play crucial role throughout the project lifetime. During the proposal development, some of the beneficiaries were consulted and their inputs were incorporated into the proposal. Prior to the implementation, NRC will conduct project kick off meeting with the beneficiaries and the school management, teachers, CEC members and the wider communities members in order to clarify expectation, understand project scope, duration and the donor. During the meeting, adequate information about the project will be shared with the beneficiaries so that the beneficiaries have clear understanding of the project. This will increase community participation and ownership of the project. It will also reduce conflict and misunderstanding among the beneficiaries and the implementing partner. In each school, the school management, CEC members, teachers and students will be consulted throughout the project lifetime. They will also take part in the project monitoring and reviews. Beneficiaries concerns, suggestion and complaints will be taken seriously and addressed as much as possible within the scope of the project.

NRC has Compliant Response Mechanism (CRM) in place which enables beneficiaries to provide feedback and complaint about the quality, quantity and timeliness of the service provided or look for information. Beneficiaries are encouraged to come forward and share their concerns and suggestions with the project staff and management.

NRC has also dedicated M&E staff that supports the program implementation and effective management of complaints. Project activities reflect the local need; respect of the local cultures and adhere to the principle of DO No Harm. All activities are gauged against Do No Harm principle to ensure that they do not cause any problems to the communities or they are against their communities believes and cultures.

Implementation Plan

This project will be implemented in 42 schools in Galkacayo city of Puntland and Balcad town of Middle Shabelle region of South Central Somalia. NRC Education coordinators based in Garowe and Mogadishu are responsible the overall management and reporting of the project in their respective locations. However, The Education coordinator in Puntland will be responsible the overall management and reporting of the project. Project officers and assistants who are based in the field will be responsible for the day to day implementation and monitoring of the project. They will share progress update with the coordinator. The Education Coordinators will carry out regular supervision and provide technical support to the officers in the day to day implementation of the project.

In Balcad district of Middle Shabelle region, NRC will directly implement the project activities such as procurement of learning materials and recreational materials, trainings, provision of incentives, joint monitoring and review meeting etc but will also engage local NGO called Aid Vision to support NRC in the day to day monitoring and supervision of the schools. MOU will be signed with this organization to clarify roles and responsibilities. Aid Vision role in this project is limited to day to day monitoring students, teacher attendances, function of the CEC members, teaching methodology in all supported schools in the district and supporting the CECs in organizing regular community sensitization campaigns in the IDP settlements. NRC will pay two Aid Vision staff and provide one vehicle to conduct this regular school supervision. Aid Vision staff will provide regular supervision reports to the NRC Education Coordinator in Mogadishu. Besides, NRC Education staff will also conduct regular monthly supervision to these schools. Quarterly Joint monitoring with Aid Vision, Education Authorities and local communities will be organized once in every three months followed review meeting.

Education authorities in the 2 areas will be consulted and collaborated throughout the project implementation. NRC and the Education authorities will have periodic project review meeting to assess whether the project is on track.

NRC and Education authorities in collaboration with communities will jointly plan and conduct mobilization and enrollment campaigns and distribute learning materials. NRC will work with the Education authorities in the training of teachers, head teachers, CEC members and education authorities' staff. In Puntland, NRC will sign Memorandum of Understanding (MOU) with the Puntland Ministry of Education and Higher Education regarding the project implementation and the payment of the teachers' incentives. Under this MOU, NRC will transfer teachers' incentive to the MOE' bank account on monthly basis and the ministry will disburse the incentive to the agreed list of teachers through Dahabshiiil Money transfer. NRC will monitor to ensure that teachers receive their incentive regularly and in a timely manner. The MOE will provide monthly financial report to NRC before the next month's incentive is released. In Balcad town, NRC will directly pay the teacher incentive through Dahabshiiil Money Transfer.

Besides, NRC will brief the respective clusters on the project progress and will play active role in the cluster work. NRC is the Education Cluster chair in Mudug region and active members in other regions. This will enable NRC to coordinate the project implementation with the cluster members to avoid overlapping and promote synergy with

Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale
UNICEF	During the project implementation, NRC will establish closer collaboration with UNICEF in all project areas in order to optimize project impact. UNICEF implements many life-saving project and therefore having closer collaboration and information sharing with UNICEF will help to synergize the project with UNICEF interventions toward Education in Emergencies. Furthermore, in early 2017, UNICEF will start the implementation of 3 year project funded by Global Partnership for Education (GPE) which will provide incentive and training for teachers. NRC will collaborate with UNICEF in this area so that more teachers in the IDP schools benefit from this project. This will help improve the quality and the sustainability of the schools once this project ends in July 2017.
INTERSOS and Aid Vision	NRC will closely work with and establish close coordination with INTERSOS and Aid Vision who have been supporting schools in Balcad district to learn more about challenges, success, best practices. This information will help the effective implementation of the project

Ministry of Education	NRC will closely collaborate with the Education Authorities in Puntland and South Central Somalia in the smooth and effective implementation of the project. NRC will jointly plan and involve the Education Authorities. Ministry of Education will help NRC in solving challenges and ensuring the quality of the education. The Education Authorities will conduct regular supervision and teachers mentoring. Both MOE and NRC will have quarterly review meeting to assess the project and its impact.
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Environment Marker Of The Project

A: Neutral Impact on environment with No mitigation

Gender Marker Of The Project

2a- The project is designed to contribute significantly to gender equality

Justify Chosen Gender Marker Code

The project promotes girls right to access to education thereby increasing girls' enrollment in primary education. Community mobilization campaigns targeting the entire communities will be conducted to promote understanding and acceptance of girls right to education. The campaign will also conduct awareness raising sessions for the community on the impact of the traditional harmful practices such as Female Genital Mutilation (FGM) and early and forced marriage. The community mobilization teams and the student enrollment and verification committee will comprise of equal number of male and female in order to ensure that more girls are enrolled into the education system. Further, the project will support training of female teachers to improve the quality of the education and boost girls enrollment.

Protection Mainstreaming

NRC has closer collaboration with the beneficiaries in the target locations. Some of the Beneficiaries were consulted to make sure that project activities do not undermine their dignity, safety and protection and do not bring any harm to them. Furthermore, The community mobilization campaigns are and will be partially used to promote human rights, protection and sensitize the community on the traditional harmful practices like Female Genital Mutilation (FGM), early marriage etc. These campaigns also are avenues to promote the girl's' right to education.

In the schools, the CEC members and school management serves to alerts the implementing partners if their activities are causing harm to the beneficiaries.

Equal access to project services will be encouraged. Enrollment campaign team comprises equal members of male and female to avoid gender bias. Equally, student registration and verification committee will comprise of equal members of male and female. On top of this arrangement, NRC and Education authorities will regularly supervise the student registration and assess whether both gender has equal chance of being selected for project service should they meet the criteria. The selection criteria will also be jointly set to avoid gender bias. Recruitment of female teachers will be encouraged in order to get more female teachers in the schools.

Child rights and protection will be given priority in all target schools. The Teachers' code of conduct will rolled out in all target schools and enforced. This includes mechanism for reporting abuses. Child clubs will also be strengthened to advocate their rights and encourage students to report abuses.

NRC Information, Counseling and Legal Assistance (ICLA) department who works in the same IDP settlement in Galkacayo will also assist the education team in the development of the beneficiaries self-protection.

Country Specific Information

Safety and Security

The project will be implemented in (North) Galkacayo and Balcad towns which are relatively calm. NRCs has safety and security procedures in place which are designed for the safety and the well-being of the staff. NRC has dedicated security team in Puntland who regularly monitor the security situation and advice the staff. All staff working in these towns is given regular security updates and advises. NRC will continue to monitor the situation and act according to their security Standard Operating Procedures in case of conflict or other emergency. Staff going to the field for work will be briefed and their visit suspended should situation emerges. NRC have close working relationship with the local authorities and the local communities that enable them to work among the communities peacefully.

Access

NRC has full access to the project implementation sites in both Galkacayo and Balcad. in Puntland, NRC Galkacayo office will be responsible the implementation of the project in Galkacayo. The project staff will be based in Galkacayo. This will help them to have closer relation with the community and the beneficiaries. NRC has been implementing many life-saving project in Galkacayo IDPs and developed closer collaboration with the community and the local authorities. Similarly, NRC has access to Balcad and Mogadishu office will be responsible the implementation of the project. Local NGO called Aid Vision will support NRC in the day to day monitoring of the schools in Balcad district.

BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
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Staff and Other Personnel Costs

1.1	Education project coordinator for PL	D	1	2,334.00	12	30.00	8,402.40
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The project Coordinator will be working in the field and his role is to oversee implementation and monitor the Education projects' activities in Puntland. He will ensure timely and quality implementation through providing technical support to the front staff on quality programming and ensuring effective networking and coordination with the MoE and other education actors. SHF will contribute the 30% of the coordinator's salary which is 30% x 2,334 x 12 months.

1.2	Education project officer- PL	D	1	1,401.00	12	80.00	13,449.60
	<i>The Project Officer is based at Galkayo and will spend 80% of his/her time in the implementation of this project. The project officer will work closely with the coordinator, community and beneficiaries, logistics and finance to ensure timely implementation of the project. SHF will contribute 80% of the salary of the Education officer in Galkacayo which is \$1401 x 12 months</i>						
1.3	Education assistant for PL	D	1	875.00	12	100.00	10,500.00
	<i>The Project Assistants will give 100 % of his time to this project. He will work closely with the Program Coordinator, Program Officer, community and beneficiaries, logistics and finance to ensure timely implementation of the project. SHF will contribute 100% salary of the project assistants in Galkacayo which is 875 USD x 12 months</i>						
1.4	Education program coordinator- SC	D	1	2,500.00	12	20.00	6,000.00
	<i>The project Coordinator is responsible the overall management, implementation and monitoring of the project. He will support the project staff in their day to day work. He will be based in Mogadishu. He will ensure timely and quality implementation through providing technical support to the front staff on quality programming and ensuring effective networking and coordination with the Ministry of Education and other education actors. SHF will contribute the 20% of the coordinator's salary which is 20% x 2,500</i>						
1.5	Education project officer- SC	D	1	1,500.00	12	50.00	9,000.00
	<i>The Project Officer will be responsible the day to day implementation of project activities and school monitoring. He will work with support fully the project implementation. The project officer will work closely with the Education coordinator, community and beneficiaries, logistics and finance to ensure timely implementation of the project. SHF will contribute the 50% salary of the Education officer which is 1,500 USD X 12 months</i>						
1.6	Education project supervisor- SC	D	1	1,000.00	12	100.00	12,000.00
	<i>The Project supervisor will give 100 % of their time to this project. He will work closely with the Education Coordinator, community and beneficiaries, logistics and finance to ensure timely implementation of the project. SHF will contribute 100% salary of the project assistants in Balcad which is 1000 USD x 12 months</i>						
1.7	Area manager- PL	S	1	8,000.00	12	5.00	4,800.00
	<i>"The Area Manager will be working in the field and his role is to oversee implementation and monitor the project's activities within Puntland. The salary is 8000 USD per month. It is inclusive of all benefits. SHF will contribute \$4800 to the cost of this position."</i>						
1.8	Head of Office Galkacayo- PL	S	1	4,918.10	12	20.00	11,803.44
	<i>Head of office will be based in Galkayo and incharge of the daily running and administration of the Galkayo office. He will be involved in the supervision, control and management of the all resources within Galkayo and fully in charge of the office. He will give 20% of his time to this project. The cost includes leave and medical allowance, eid bonus. The cost per month is \$4918 and SHF will contribute \$11,803 of the total cost</i>						
1.9	Finance Assistant- galkacayo	S	1	841.50	12	15.00	1,514.70
	<i>The Finance assistant-will be based in Galkayo and will provide financial support to the implementation of the project. He or she will dedicate 15 % of his/her time in the implementation of this project. The cost per month that includes benefits is \$841.5 and SHF will contribute \$1514.70 to the position from this project</i>						
1.10	Logistic Officer galkacayo	S	1	1,295.80	12	15.00	2,332.44
	<i>Logistics officer will be based in Galkayo and support all project procurements and distributions. The position will spend 15% of its time on the project. The cost of this position is \$1295.8 per month, inclusive of all benefits. SHF will contribute \$2,332.44 to this position.</i>						
1.11	Finance coordinator	S	1	2,334.20	12	20.00	5,602.08
	<i>The Finance Coordinator role will be the financial oversight of the project and ensuring budget monitoring and reporting. The rate for this position is \$2,334 per month, which is inclusive of all benefits. SHF will contribute \$5,602 to this position.</i>						
	Section Total						85,404.66
Supplies, Commodities, Materials							
2.1	student learning materials	D	1	44,811.30	1	100.00	44,811.30
	<i>Teaching and learning materials will be distributed targeting all the learners. The kit will include exercise books for Arabic, a pencil, a sharpener, eraser and a white chalk per school. See BOQ for more detail</i>						
2.2	Recreational materials (footballs, volleyballs, nets, jumping ropes)	D	1	8,866.00	1	100.00	8,866.00
	<i>The football and volley balls, volleyball nets, jumping robes, air pumps will be given to enhance learners curriculum activities. See BOQ for more detail</i>						

2.3	sanitary kits for 2083 girls in upper primary classes	D	1	12,500.00	1	100.00	12,500.00
	<i>This will target the grade girls and the kit will include Sanitary pads, 2 underwear and box of Bilan Always containing 10 pads.</i>						
2.4	Conduct community Mobilizations in the target areas	D	1	2,300.00	1	100.00	2,300.00
	<i>The campaigns will target areas that have been identified by NRC to ensure enrollment. This will cover refreshments and other related costs. See BOQ for more detail</i>						
2.5	Provide incentive for the teachers and head teacher-Puntland	D	1	10,168.00	10	100.00	101,680.00
	<i>A total of 155 teachers and 23 head teachers will receive incentives so as to exempt students from paying school fees. Teachers in Galkacayo will receive the incentives for 10 months when schools are on session apart from June and July when students are gone for holiday. See the BoQ for details.</i>						
2.6	Provide pedagogical training for teachers	D	1	16,977.00	1	100.00	16,977.00
	<i>"TEACHER TRAINING: The training will target both male and female teachers. The costs will cover facilitation, transport, refreshments and venue rent and stationeries. It will cover areas in pedagogy, child centred teaching methodologies, classroom management, examination and questioning techniques.</i>						
2.7	In-service training for female teachers in Galkacayo	D	1	20,940.00	1	100.00	20,940.00
	<i>IN-SERVICE FEMALE TRAINING: this project will help 50 female teachers to complete the 4th semester of their 2 year in-service training program. The CHF funded SOM-15/DDA-3485/SA 1/Ed/INGO/2315 project which ended in June 2016 has funded the first 3 semesters of the in-service training and this project will support the fourth semester of the in-service training program which is four months.</i>						
2.8	Training of Community Education Committee (CEC) members, head teachers and education authorities	D	1	13,779.00	1	100.00	13,779.00
	<i>Training on Inter-agency Network in Education in Emergency standards, Disaster Risk Reduction (DRR), contingency planning, school management, Gender-Based Violence (GBV) protection, school management and psychological support. See BOQ for more detail</i>						
2.9	Training of CHild Club Facilitators	D	1	2,952.00	1	100.00	2,952.00
	<i>This training will be provided for Child to Child Club facilitators in 19 schools in Balcad district in order to strengthen the Child-to-Child Clubs for schools in Balcad. See BOQ for more detail</i>						
2.10	Vehicle for supervision	D	1	2,172.31	12	100.00	26,067.72
	<i>Vehicle will be hired to support project implementation and monitoring. See the BoQ for details.</i>						
2.11	Project semi-annual review meeting	D	2	1,732.00	1	100.00	3,464.00
	<i>The review meeting will help the project team to assess the project success, bring the project stakeholder and beneficiaries. See the BoQ for details.</i>						
2.12	Regular supervision to schools	D	1	600.00	10	100.00	6,000.00
	<i>The NRC project staff and Ministry of Education at regional and district level supervisors will conduct daily supervision in all schools throughout the academic year which is 10 months. The daily supervision will be conducted to ensure the quality of the teaching and learning process in the supported schools, the quality and the safety of the learners, teacher presence and the overall school function. See the BoQ for details of the cost</i>						
2.13	Incentives for quartely joint monitoring/supervision	D	1	600.00	4	100.00	2,400.00
	<i>NRC and MOE at central level will conduct 4 quarterly joint monitoring in all target schools to assess the project progress towards the project objectives and results against the set indicators in the project logframe. The joint monitoring will help identify gaps and challenges in the schools for improvement and ensuring the overall quality of the teaching and the learning process and the safety of the students. NRC will provide incentive for the MOE central supervisors conducting the quarterly monitoring with the NRC team. See the BoQ for the details of the incentive.</i>						
2.14	Incentive for the project focal points in Balcad	D	2	200.00	12	100.00	4,800.00
	<i>The two project focal points will conduct regular supervision and monitoring to the schools to ensure quality of teaching, proper use of resources procured from the projects and given to the schools, teachers and students attendance and the overall quality and the safety of the 19 schools in Balcad District. Since Aid Vision staff have been supporting these schools earlier under the CHF funded project implemented by INTERSOS, their monitoring will help the success of the project since they have developed relationships with the local communities, beneficiaries, school management etc. NRC and Ministry of Education will conduct regular monthly and quarterly monitoring to the 19 supported schools.</i>						
2.15	Provide incentives for the teachers and head teacher-Balcad	D	1	7,600.00	12	100.00	91,200.00
	<i>A total of 57 teachers and 19 head teachers will receive incentives so as to exempt students from paying school fees. Teachers in Balcad will receive the incentives for 12 months. Unlike in Puntland, in South Central incentive teachers are remunerated during vacation. See BoQ for details.</i>						
	Section Total						358,737.02

Travel							
5.1	Travel cost	D	1	15,714.00	1	100.00	15,714.00
	<p>The project staffs (Project Manager, Project Coordinator and the Project Assistant) role is to implement and monitor projects in the field. They will travel to Nairobi or within Puntland/Mogadishu to attend trainings, planning and cluster meetings.</p> <p>a. 4 trips for the education Program coordinator based in Puntland to Nairobi to attend coordination meetings</p> <p>b. 6 trips for Project staff within Puntland to monitor projects(2 trips-Education project coordinator, 4 trips education project officer, assistants and support staff such logistics officer and finance assistant for support and verifications</p> <p>c. 2 trips for the education Project Manager Nairobi-Mogadishu to attend coordination meetings</p> <p>d. 3 trips for Project staff within the project target areas to monitor projects(1 trip-Education project coordinator, 2 trips education project officer and supervisor)</p> <p>See BOQ for more detail</p>						
	Section Total						15,714.00
General Operating and Other Direct Costs							
7.1	Office rent-Galkacayo	S	1	1,800.00	12	25.03	5,406.48
	<p>NRC Galkacayo office will host the project staff and is responsible the project activities implementation throughout the project lifetime. The project will contribute to the office rent which costs 1,800 USD per month. The project will contribute 5,406.48 USD which is 25.03% x 1800 USD x 12 months.</p>						
7.2	Electricity in Garowe and Galkacayo offices	S	1	1,200.00	12	10.00	1,440.00
	<p>Electricity charge per month is estimated at \$1,200 in Galkayo and Garowe totaling to \$28,800 per year. The area office for Puntland is based in Garowe and hosts both the Education Project Manager and Area Manager, who will both be directly involved in the implementation of this project. CHF will contribute \$1440 to this cost.</p>						
7.3	Communication cost for the project staff in Galkacayo	S	1	40.00	12	100.00	480.00
	<p>the project Staff in Mudug region of Puntland will regularly communicate to the Education authorities, stakeholders, beneficiaries and school management. the project will contribute to the communications allowance of the project assistant which 40 USD per month for 12 months.</p>						
7.4	Office stationery supplies- Galkacayo	S	1	96.00	1	100.00	96.00
	<p>The office stationery will be useful for the project implementation including meeting with different parties, printing documents for dissemination like training handouts, meeting minutes, registrations, reports etc. The folders will be used for the project documents filing. See BOQ for more detail</p>						
7.5	Internet subscription- Garowe and Galkacayo offices	S	1	1,900.00	12	10.00	2,280.00
	<p>Internet subscription for Galkayo and Garowe offices. CHF is paying a contributory cost of \$2,280. The area office for Puntland is based in Garowe and hosts both the Education Project Manager and Area Manager, who will both be directly involved in the implementation of this project. See BOQ for more detail</p>						
7.6	Bank transfer- Puntland	S	1	1,501.14	1	100.00	1,501.14
	<p>Bank charges is approximately 1.2% of the direct project costs or based on agreement partner has with Dahabshii. This bank charge is for Puntland.</p>						
7.7	Office rent- Mogadishu	S	1	3,000.00	12	8.33	2,998.80
	<p>Mogadishu office will support the implementation of the project activities, the cost for rent is USD 3000, the project will contribute 8.33% for the rent</p>						
7.8	Office electricity- Mogadishu	S	1	1,500.00	12	16.66	2,998.80
	<p>The office electricity in Mogadishu is \$1500 per month and this project will only cover 16.66% of the total cost</p>						
7.9	Bank Charge- Mogadishu	S	1	1,975.11	1	100.00	1,975.11
	<p>The bank charges will be used for transfer charges of money to the field office. This bank charge cost which is approximately 0.987% of the total project cost is for Mogadishu office.</p>						
7.10	Communication cost for project staff in Mogadishu	S	4	40.00	12	93.75	1,800.00

<p>The project staff in Mogadishu will regularly communicate with the Education authorities, stakeholders, communities, head teachers, teachers and beneficiaries to ensure proper implementation and coordination of the project. The project will contribute to the communication allowance of 4 project staff, the manager, coordinator, project supervisor and assistant. The project SHF contribute 1,800 USD of this cost.</p>							
Section Total							20,976.33
SubTotal					42.00	480,832.01	
Direct							433,803.02
Support							47,028.99
PSC Cost							
PSC Cost Percent							7.00
PSC Amount							33,658.24
Total Cost							514,490.25
Project Locations							
Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Middle Shabelle -> Balcad	38	98	38	2,500	2,500	5,136	
Mudug -> Gaalkacyo	62	219	79	4,000	4,000	8,298	
Documents							
Category Name		Document Description					
Signed Project documents		HC signed Combined Allocation letter for NRCs and WV.doc.pdf					
Signed Project documents		HC signed combined FTR for NRC and WV.pdf					
Signed Project documents		HC IP and EO Signed allocation letter 281016.pdf					
Budget Documents		SHF 2016 Project Budget- Old version.xlsx					
Budget Documents		Revised Budget of SHF project.xlsx					
Budget Documents		Revised SHF project Budget- 11 Aug 2016.xlsx					
Budget Documents		Revised SHF project Budget- Final budget.xlsx					
Budget Documents		Revised SHF project Budget- Final budget 29-8-2016.xlsx					
Budget Documents		Revised SHF project Budget- Final budget 29.8.2016.xlsx					
Budget Documents		Revised Education SHF Budget-14-09-2016.xls					
Budget Documents		Revised Education SHF Budget-15-09-2016.xls					
Budget Documents		Revised Education SHF Budget-15-09-2016.xls					
Budget Documents		Education SHF project Budget- Final budget 31-8-2016.xlsx					
Budget Documents		Revised SHF project Budget- Final budget 4th Sept. 2016.xlsx					
Budget Documents		NRC Education SHF project Budget- Final budget 5-9-2016.xlsx					
Budget Documents		COMMENTS revised BOQ NRC Education - 6-9-2016.xls					
Budget Documents		Revised Education SHF Budget-08-09-2016.xls					
Budget Documents		Revised Education SHF Budget-14-09-2016.xls					
Revision related Documents		Comments on budget-3168 NRC.xls					
Revision related Documents		comments on BOQ Revised Budget of SHF project.xls					
Grant Agreement		Grant Agreement SOM 16-3485-R-ED-INGO-3168.pdf					

Grant Agreement	HC and IP signed GA for NRC 3168.pdf
Grant Agreement	EO Signed MOU 3168.pdf