

Requesting Organization :	Diakonie Katastrophen Hilfe		
Allocation Type :	Reserve 2016		
Primary Cluster	Sub Cluster	Percentage	
Education		100.00	
		100	
Project Title :	To ensure IDP children (girls and boys) benefit from safe primary education in emergencies inside K7-K15 IDP camps in Mogadishu.		
Allocation Type Category :			
OPS Details			
Project Code :	SOM-16/E/86978	Fund Project Code :	SOM-16/3485/R/Ed/INGO/3777
Cluster :	Education	Project Budget in US\$:	200,000.00
Planned project duration :	9 months	Priority:	A - High
Planned Start Date :	01/12/2016	Planned End Date :	31/08/2017
Actual Start Date:	01/12/2016	Actual End Date:	31/08/2017
Project Summary :	<p>The objective of this project is to provide access to primary education in emergencies for 1,646 IDP children (823m, 823f) in Banadir (K7-K15) through conditional and restricted vouchers for school fees and for learning materials each for the second and third term in the school year 2016/2017 which can be redeemed at Temporary Learning Spaces (TLS) and in contracted shops. The vouchers will be handed out to the parents/guardians (P/G), mostly single mothers, of the learners. The eligible shops have a framework agreement with the Somali partner of Diakonie Katastrophenhilfe (DKH), Daryeel Bulsho Guud (DBG), for the distribution of relief items against vouchers including learning materials. The vendors are assessed for their capacity to supply the items listed on the voucher for the number of beneficiaries in the area.</p> <p>This project will compliment two other projects currently been implemented DKH and its local partner DBG in the K7-K15 IDP camps and one in planning.</p> <p>In the first component, through funding from the German Bureau of Foreign Affairs (AA), DKH is implementing a 15 months' (start 01/04/2016) multi-sectoral project in the K7-K15 IDP Camps in Mogadishu. The AA-project plans, amongst objectives in other sectors, the construction of 30 TLS which comply with International Network for Education in Emergencies (INEE) standards in the camps along Afgooye Road. Each TLS shall be composed by 4 classrooms. The camp community shall make an active contribution to the identification of the construction site. Important aspects are the safety of the place and the negotiation of the communities with the land owners to ensure temporary land tenure for the TLS. The classrooms with the measurements of 5 by 8 meters shall host 24 students and 1 teacher each. The AA project will also mobilize 150 teachers from the IDP community to form 30 Teacher Associations (TA), one for each TLS, and train them in Education in Emergencies (EIE). The TLS will be handed over to the TA after construction. Exit strategy for comp. 1 is that the TA will be the owners of the TLS already during a part of the project period.</p> <p>Component 2 concerns the training of TA in Management and Operation. DKH through means from the German Federal Ministry for Economy and Cooperation (BMZ) supports income generating activities (IGA) for IDPs in the same camps. A TA shall operate one TLS as an IGA thus generating teachers' incentives and operational costs for the TLS through education fees. The BMZ-project will train the TA in business management and the operation of the TLS as private sector institutions and follow-up on the application of the learned stuff. The TA will continue to run the TLS as learning institutions after the end of the project as their own IGA.</p> <p>Components 1 and 2 are a boost to setup the infrastructure that is capable to enrol 3000 children and that can continue self-sustained as IGA.</p> <p>Component 3 and the overall objective of DKH's education programme is to enrol 2880 IDP children (1440f) in gender parity from the IDP camps along Afgooye road. The present proposal will take on one part of this objective. The target group are children in the age between 5 and 12 years of single female headed households (SFHH) with complex vulnerability that is often gender based and that limit the capacity to earn money. The number of beneficiaries that is not covered through this project will be covered through an anticipated funding provided by Caritas Germany combined with DKH own funds. This will be a project on its own and it will apply the same approach as the presently proposed SHF project.</p> <p>The poorest and most vulnerable IDP households, especially SFHH, may remain in need of external aid for school fees as long as their livelihood situation would not change. Therefore, as an exit strategy, DKH will continue to raise funding for vouchers for education for their children. The BMZ project also targets the same group for gender based IGAs.</p>		

Direct beneficiaries :

Men	Women	Boys	Girls	Total
42	41	823	823	1,729

Other Beneficiaries :

Beneficiary name	Men	Women	Boys	Girls	Total
Children under 18	0	0	823	823	1,646
Trainers, Promoters, Caretakers, committee members, etc.	42	41	0	0	83

Indirect Beneficiaries :

The indirect beneficiaries of this project are the remaining members of the 1646 households being home to the 1646 directly targeted children with an anticipated total of 9876 persons (4938f) (household size 7 persons). The members of the households of the 83 teachers are also 498 (249f) indirect beneficiaries through stabilized livelihoods from the incentives that the teachers earn. The owners and employees of 10 stationary shops will also indirectly benefit from the project through the market they get with the supply of the stationary. In general terms, the micro economy in the concerned camps is expected to benefit through the injection of cash for the redemption of the vouchers since the project contributes to the impact of the sum of all cash programming projects in the same area.

Catchment Population:

Accordingly to the network "Informing more effective humanitarian action" (REACH), approximately 162,000 IDPs settle in the IDP camps along Afgooye road in Mogadishu. Applying the rate of 7 persons per household this corresponds to 23,143 households. Based on DKH own assessment, approximately 60% of all households are Single Female Headed Households (SFHH). Hence the catchment target group is 13,886 households with complex vulnerability. The proposed project aims at serving approximately 7% of this group within the limits of available funding.

Link with allocation strategy :

This project is part of the approved Somalia Humanitarian Response Plan (HRP) for 2016. It is informed by the prevailing humanitarian priorities identified by DKH in recent own needs assessments. The focus is in line with the 2016 HRP strategic objective to, "Strengthen the protection of displaced and other vulnerable groups and catalyse durable solutions". The planned project will address the education needs of 1646 IDP children in Dharkeynley (Kahda) side of the Afgooye Road with the so-called K7-K15 IDP camps by providing access to primary education through vouchers for school fees and vouchers for learning materials which can be redeemed at TLS for the payment of teacher incentives and at contracted stationary shops for learning materials. It is part of a larger multi-donor funded programme by DKH to bring 2880 IDP children to school. The objective is to provide protective learning environment for these children.

Sub-Grants to Implementing Partners :

Partner Name	Partner Type	Budget in US\$
Daryeel Bulsho Guud (DBG)	National NGO	182,595.89
		182,595.89

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

Other Funding Source	Other Funding Amount

Organization focal point :

Name	Title	Email	Phone
Juergen Feldmann	Head of Mission	juergen.feldmann@diakoniekatastrophenhilfe.org	+254 788888292

BACKGROUND**1. Humanitarian context analysis**

Despite political progress and the New Deal, acute humanitarian needs persist in Somalia and require urgent attention. After more than two decades of violence and political turmoil, Somalia is on a positive trajectory but insecurity remains a major challenge; further conflict, a poor harvest, or a drop in humanitarian assistance to the most vulnerable, could easily plunge hundreds of thousands of people into renewed crisis.

According to UNICEF, about 1.7 million children are out of school and Somalia ranks extremely low across a range of human development indicators, as well as humanitarian and development indexes. In Banadir Region, the capital Mogadishu alone hosts 369,000 IDPs or 33% of the 1.1 M IDPs in Somalia, out of which more than 300,000 settle along Afgooye Road, also called the Afgooye Corridor, or K7-K15. These camps exist since many years. IDPs are waiting to return to their homes but the situation remains volatile. About 40% of the K7-K15 IDPs seek integration in Mogadishu with very little opportunities. The two major reasons for forced displacement are the volatile crisis and cyclical natural disasters. Many IDPs arrived during the last draught in the Horn of Africa when they lost their livelihoods as pastoralists.

In the protracted crisis in Somalia, certain pattern of the crisis repeat, be it triggered by events, seasonally or climate. Certain situations are predictable for a medium timeframe:

- The IDP camps in the Bandir Region in K7-K15 will continue to exist at least for the next few years with all the emergency impact that they bear inherently
- The conflict with armed clashes between Somali government forces, supported by AMISOM, with fundamentalist Islamic militias will continue to force people to migrate and either to settle in IDP camps or to seek asylum in foreign countries
- Clans will continue to clash over different or rival interests as soon as the Al Shabaab militia is edged out thus also generating forced migration
- Political events like the 2016 elections will also trigger clashes, forced migration and evictions of IDPs from camps
- Evictions from IDP sites will force IDPs to displace again to other IDP sites, by experience preferably to K7-K15, thus expanding these IDP camps
- IDPs deprived from their livelihoods and with features of special vulnerability of the household will continue being unable to pay school fees thus depriving the poor from access to their children's education
- The Ministry of Education will not be able to build new schools and to pay teacher salaries within the next future

In an own assessment in the project area done in 2015 with the means of mobile technology thus creating a data base that is shared with the shelter cluster, the educational situation has been assessed as such:

- Only 19% of IDP households send their children to school
- Out of these 19%, 1% send them to government schools, 8% to private sector schools, 9% to Madrassas, and 82% to schools run by NGOs.

In a previous education project in 2014/15 funded by Caritas Germany, DKH with DBG rehabilitated 23 schools in Deynile, Dharkeynley and "Zona K" in Hodan districts. None reached an enrolment rate of IDP children above 20% (thus confirmed the data of the previous assessment), and 60% amongst the enrolled IDP children were boys. The reason for the low rate of IDP enrolment was lack of income especially in IDP households with the complex vulnerabilities and the cultural preference to favour boys for education. There are very few schools/learning spaces in Dharkeynley (Kahda) at all because most of the area was previously bushland. The area became populated through the arrival of IDPs. Lack of camp management resulted in the lack of public spaces and institutions in general, including especially learning spaces. Hence this area of the IDP camps at Afgooye Road is more disadvantaged than the Deynile side in terms of access to learning spaces.

2. Needs assessment

The humanitarian situation for school going children in Somalia, ranks extremely low across a range of human development, as well as humanitarian and development indicators. According to a report by UNICEF, about 1.7 million children in Somalia, are out of school. According to DKH's Own Needs Assessment (ONA) in K7-K15 IDP camps, 31% of children in the IDP camps K7-K15 are in primary school age (5 to 11 years) with only 19% of those enrolled in schools. 81% of IDP children do not attend school due to displacement and poverty. Girls are specially disadvantaged for school enrolment by culture with 40% of enrolled children (ONA) and prone to SGBV including FGM and early marriage which prevents girls' education. Only 15% of teachers in South Central Somalia are female. The demographic ratio shows strong absence rates of youths of both sexes between 12 and 24 years (ONA). Youths are prone for recruitment by armed groups (Somalia Human Development Report; UNDP 2012). Education can help girls to protect themselves against SGBV, it can protect youth of both gender from recruitment for militia or unlawful activities, and it can protect families from getting torn apart through recruitment. The Somali Ministry of Education (MoE) does not have the budget to pay salaries for teachers nor to build and maintain schools. It is assumed that only 20% of schools are operational. In practice, schools fund themselves through charging school fees. Consequently, mostly well-earners' children have access to education. Most IDP households cannot enrol their children due to lack of income. Monthly school fees per child range from 5\$ (43%) to more than 15\$ (20%) and a still big minority of 30% is paying 10\$ (ONA). About the half of IDP households achieve monthly incomes of between 60\$ and 130\$ and 24% of the IDPs earn less than 20\$ monthly (ONA). The latter includes special groups with vulnerabilities that hamper their ability to work for income: 61% are single female headed households, 43% of households have at least 1 pregnant and/or lactating woman as a member of the household, 15% have mentally or physically disabled members (ONA). There are only few operational learning spaces inside the camps as the IDP camps are erected mostly on private land. There is an acute shortage of teachers across the system, and where they exist, most are untrained and unmotivated. Teacher shortages are worst in rural areas but are still acute in towns and there is currently no plan to train people above primary level. Moreover, gender disparities are also high, with females constituting only 14% of the teaching staff. Especially at the side of Dharkeynley along the Afgooye Road there are very few learning spaces at all. Since it is unpredictable when the MoE would be able to pay teacher incentives, taking on this commitment by an agency would be an activity without exit strategy. Raising of contributions is the most crucial income to keep schools running and teachers paid in the protracted Somali crisis. Therefore, i.e. for the purpose of a crucial exit strategy and the need for education for children of IDPs, this project proposes a voucher system that enables the head of households to be more owner driven in the provision of education for their children that also allows the payment of incentives to the teachers that work in the TLS.

The general needs analysis of the education sector in South Central Somalia, and the experience of DKH through previous education projects funded through Caritas Germany and Bread for the World, confirms that under the conditions of the low capacity of the MoE it is the private sector that has the strength to operate schools with the limitation of the economic capacity of the users of this structure, i.e. the P/G's households of the learners. Without public funding the education sector depends on the payment of school fees to the schools. New schools cannot be built and the maintenance of the existing ones is at a substandard level.

3. Description Of Beneficiaries

The project supports 1646 (823 female and 823 male) IDP children from complex vulnerable households in K7-K15 IDP camps.

Selection criteria of complex vulnerability are:

- Single female headed household (SFHH)
- Lactating and/or pregnant women as members of SFHH
- Disabled persons as members of SFHH
- Above average ratio of children under 5 as members of SFHH
- Disadvantaged access to income generating activities of SFHH

Hence the project will especially benefit children of the poorest households amongst the IDPs in K7–K15 either in emergency or in protracted crisis. The selection of the beneficiaries will be done in close consultation with the informal leadership in the settlements: clan elders, religious leaders and other leaders, and in community meetings of potential beneficiaries thus applying social control in order to increase the hit rate and to ensure that the most vulnerable will benefit most from the project.

Furthermore, the project will support 83 teachers (41f) who will operate the TLS during the initial training phase from direct payment of incentives to each teachers. These training activities are provided through the complementary projects funded by the AA and the BMZ.

The project will target gender parity in the selection of direct beneficiaries. This will be done through filling first the female quota of respective target groups. As for children, the partner will have discussions with the individual beneficiary households to convince them to enrol girls. The names of the registered girls will then appear on the beneficiaries' list and on the individual vouchers for school fees. Only when this is completed, boys will be registered as beneficiaries and their names will appear on their individual vouchers. As per the principle of equal employment opportunities, also in the selection process of teachers, first the quota of female teachers that meet the professional criteria will be filled before the selection of male teachers. This approach is realistic to work out since the potential of both groups, children for targeting as beneficiaries from complex vulnerable households and IDP teachers available in the camps, is bigger than the target numbers.

The indirect beneficiaries of this project are the remaining members of the 1646 households being home to the 1646 directly targeted children with an anticipated total of 9876 persons (4938f) (household size 7 persons). The members of the households of the 83 teachers are also 498 (249f) indirect beneficiaries through stabilized livelihoods from the incentives that the teachers earn. The owners and employees of 10 stationary shops will also indirectly benefit from the project through the market they get with the supply of the stationary. In general terms, the micro economy in the concerned camps is expected to benefit through the injection of cash for the redemption of the vouchers since the project contributes to the impact of the sum of all cash programming projects in the same area.

4. Grant Request Justification

To respond to the need of education in the K7-K15 IDP camps which host more than 162,000 IDPs, DKH adopted a multi-donor funded educational programme. Objective of the combined funding, of which this project is designed as a part, is to enrol 2880 children from female single headed IDP households from the Dharkeynley side of the Afgooye road camps with limited sources of income at school. The particular objective of this proposal is to provide access to primary education in emergencies for 1590 IDP children, male and female, in Banadir (K7-K15) through vouchers for school fees and vouchers for learning materials which can be redeemed at TLS and at contracted shops. The proposed SHF-project will provide vouchers to the P/G of 1646 learners (823f) for two terms (second and third term in 2017) and the same number of vouchers to the same beneficiaries for learning materials. The vouchers can be redeemed in the 30 TLS (for the school fees) and in nearby shops (for learning materials). TLS and shop owners will then be reimbursed by the project through the Somali banking or Hawala system. No money will be handed out by the project in cash.

The programme experienced difficulties in fund raising for all components from one single funding source for various reasons:

- The present funding for the components 1 and 2, stretched over 2 donors AA and BMZ, amounts to circa 220,000 USD.
- Some activities, especially the training of the TA in the function as IGA, are not considered as emergency aid. Hence donors with different mandates for funding had to be involved.
- The costs for component 3 amounts to 400,000 to 500,000 USD annually per school year. The present proposal will cover only a part of it due to the shortage of coverage of the humanitarian funding, hence the request for the minimum amount of 200,000 USD. The difference to the full needs which will be 200,000 to 300,000 USD will be covered by an anticipated project funded by Caritas Germany cum DKH own means.

Thus, the budget/beneficiary ratio of the SHF contribution is 121.51 USD per beneficiary.

The funding plan as outlined above covers all needs to reach the objective to enrol 2880 children from poor and vulnerable IDP households at school.

5. Complementarity

The project is complemented by 3 other projects funded by different donors in 3 different components. 2 of these 3 grants are in implementation stage, the 3rd one is in planning stage.

Component 1, funded by the German Government through the Auswärtiges Amt (Federal Bureau of Foreign Affairs, AA), is the construction of the 30 TLS in the IDP camps and the selection of 150 teachers from the IDP community and their training in EIE as part of an emergency project. This component is widely community driven as the IDP communities shall negotiate land tenure with the respective owners and the teachers will be organized in TA which also shall run the TLS as temporary schools.

Component 2 is the training of the TA as small scale enterprises to enable them to operate the TLS and as such to be the owners of the TLS as income generating activities. The income of the TA will be the school fees that the parents or guardians of the learners will have to pay. While the programme is designed in a way that the learners will pay the school fees through vouchers in a cash programming system, it is not excluded that also parents that do not benefit from the voucher system can enrol their children and pay school fees directly to the TA. Training for the transparent accounting of the income and its use for the payment of teacher incentives and the operational costs for the TLS is the most important task of this component. It is also funded through the German Government as an activity in a project for transitional aid between emergency and development funded by the Ministry for economy and cooperation, BMZ.

These first and second components render the TLS and the TA ready to offer a service in primary education to the IDP community. The outcome will be that the teachers know how to teach under the condition of an emergency and how to manage the TLS.

Component 3 then concerns the "customers" of the programme, which are the beneficiaries of the proposed project. 2880 children, boys and girls in parity, shall be targeted to receive conditional vouchers for enrolment in the TLS and restricted to the payment of school fees to the TA that operate the TLS and a restricted flexible voucher from which the parents can choose items either to cover the basic needs for learning materials such as exercise books or compliment the own capacity of the households to provide such materials to their children. Within the budgetary limit of this project it will target 1646 learners with vouchers and 83 teachers to be paid exceptionally a monthly incentive during the training phase of 2 months. The difference of 1234 learners and 67 teachers will be catered for through the 3rd complementary project with the same design funded through Caritas Germany and matched with DKH own means. Hence the proposed project is integral part of a wider programme with multiple funding and 4 projects.

Also, the project is backed-up by a market assessment that took place in 2015/2016 with funding from Caritas Germany in the context of other cash programming projects carried out by DKH and DBG. Commodity streams for typical relief items for various sectors have been analysed in Mogadishu for the whole sequence between importation point and retail sales, including whole sales stocks, transports and restocking speeds in retail shops. As a result the partner DBG has a framework MoU with about 40 retail traders along Afgooye road that have been tested to have sufficient stocks for a number of beneficiaries and that can replenish stocks including stationaries within 1 or 2 days. It is with these traders under MoU that the partner will make special agreements for the redemption of vouchers including price binding during the redemption period and giving the traders time to prepare their stocks for the number of beneficiaries allocated to a certain shop. With this approach and in this framework a shortage of supplies is not to be expected.

LOGICAL FRAMEWORK

Overall project objective

Access to primary education in emergencies for 1646 IDP children, male and female, in Banadir (K7-K15) is provided through vouchers for school fees and vouchers for learning materials which can be redeemed at TLS and at contracted shops

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

Contribution to Cluster/Sector Objectives : 1646 IDP children (823 male and 823 female) in Banadir (K7-K15) have access to primary education through provision of vouchers for school fees and vouchers for learning materials which can be redeemed at TLS and at contracted shops.

Outcome 1

100% of 1646 (823f) school aged children are supported through vouchers for the payment of school fees in TLS in the IDP camps along Afgooye Road, K7 – K15, in Banadir, and through vouchers for the procurement of learning materials in shops in the area.

Output 1.1

Description

1646 (823f) school aged children of complex vulnerable IDP households in the camps in K7-K15 are selected and enrolled in TLS in the IDP camps and attend classes on a regular basis

Assumptions & Risks

- Teacher associations will be able to manage and run the TLS successfully
- Selection criteria for vulnerable households with the targeted children can be applied in cooperation with camp leadership and the application of social control to the households

Activities

Activity 1.1.1

Standard Activity : Student enrolment

Select households of targeted children and sensitize guardians of targeted children to enrol 1646 (823 f) beneficiaries at TLS constructed through a complementary project and monitor the attendance rate of enrolled children

Activity 1.1.2

Standard Activity : School equipment and material learning distribution

Hand out 2 vouchers per child per term for second and third terms of 2017 to guardians for payment of school fees and for learning materials for the second and the third terms and monitor the correctness of the redemption of vouchers by the guardians of the selected children at the TA in TLS for the payment of school fees and in local shops under MoU for the learning materials to avoid fraud and corruption of the vouchers

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					1,646

Means of Verification : Enrolment lists show 823 boys and 823 girls enrolled in the rewspective TLS with a minimum attendance rate of 70%

Output 1.2

Description

83 IDP teachers (41f) have received on an exceptional basis incentives during their initial training period of 2 months and receive regular payment of incentives from the encashment of redeemed vouchers

Assumptions & Risks

Teachers will understand that they will not be paid incentives permanently by the project but through their activity of operation their TLS and the delivery of education as service to the guardians of the enroled children

Activities

Activity 1.2.1

Standard Activity : Incentive for teachers

Pay out exceptional incentives to teachers that receive training through complementary projects during training phase

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.2.1	Education	Number of teachers and CEC recruited					83

Means of Verification : List of payment of incentives to teachers

Additional Targets :

M & R

Monitoring & Reporting plan

The project will be managed and monitored by DKH while the implementation in the field will be outsourced to the Somali partner organization Daryeel Bulsho Guud (DBG). DBG is a long standing partner of DKH since 1992 and has implemented tens of projects in cooperation with DKH. DBG is also in charge of the implementation of the components 1 and 2. Based on the work plan that is synchronized with the AA and BMZ projects, the project will be managed by a Project Management Unit (PMU) that is chaired by DKH and meets monthly together with the DBG Project Implementation Manager and other relevant DKH and DBG staff. Project progress and achievement of outcomes will be monitored monthly through field visits by DKH staff. DBG will monitor more detailed technical outputs. Project progress is documented in monthly project reports by the partner to the DKH office, both narratively including digital graphical evidence of progress from the project sites like pictures with GPS and time stamps and financially, which is part of the standardized monitoring tools of DKH. The DKH office sends consolidated reports every 3 months to the HQ for further internal controls including financial controls. Towards the end of the project an evaluation will be conducted by an external consultant, who will give an independent picture of the general implementation of the project in relation to the set objective.

Workplan

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
		Activity 1.1.1: Select households of targeted children and sensitize guardians of targeted children to enrol 1646 (823 f) beneficiaries at TLS constructed through a complementary project and monitor the attendance rate of enrolled children	2016										
	2017	X			X								
Activity 1.1.2: Hand out 2 vouchers per child per term for second and third terms of 2017 to guardians for payment of school fees and for learning materials for the second and the third terms and monitor the correctness of the redemption of vouchers by the guardians of the selected children at the TA in TLS for the payment of school fees and in local shops under MoU for the learning materials to avoid fraud and corruption of the vouchers	2016												
	2017	X			X								
Activity 1.2.1: Pay out exceptional incentives to teachers that receive training through complementary projects during training phase	2016												X
	2017												

OTHER INFO

Accountability to Affected Populations

DKH has adapted a complain response mechanism based on the nine commitments proposed by the CHS and already used during a number projects. All project related complaints will be documented, taken seriously and followed up. DKH will handle all complains swiftly so far as reasonably practicable depending on the nature and complexity of the matter, ensuring that they are dealt with in a timely manner. The process for making a complaint will be made clear to all stakeholders including project beneficiaries and leaders. DKH complaint response mechanism entails a hotline for receiving complaints and a help desk at the field level managed by the partner organization. A telephone number is communicated on the printed vouchers where beneficiaries can call or send text messages with their complaints. For the time being this number is managed by the partner DBG but as soon as DKH has a local monitoring position staffed it will be managed by the DKH liaison office in Mogadishu. DKH also sets up progressively camp committees as an activity of the aforementioned BMZ project. Where they exist, these committees will be a link between the organization and the beneficiaries in cases where beneficiaries are not able to use the hotline or the help desk.

Implementation Plan

The beneficiary community will be involved in the selection of the beneficiary households in order to ensure that the very vulnerable are selected. The selection of the beneficiaries will be done based on the selection criteria such as:

- Single female headed household (SFHH)
- Lactating or pregnant women as members of SFHH
- Disabled persons as members of SFHH
- Above average ratio of little children as members of SFHH
- Thus disadvantaged access to income generating activities of SFHH

It will be done in close consultation with the formalized camp committees that are created under the aforementioned BMZ project or, where such committees do not exist, with the informal leadership in the settlements: clan elders, religious leaders and other leaders, and in community meetings of potential beneficiaries thus applying social control in order to make sure that the very vulnerable will benefit from the project. The local economy will be involved in the voucher system. The voucher approach is considered at a higher level of owner driven approach than in-kind distributions. The act of redeeming the voucher supports the perception of acquiring the items as an owner. DKH tops this aspect through the introduction of a flexible voucher. The beneficiaries can actually choose from a list of learning materials items up to the defined value of the voucher.

Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale
Daryeel Bulsho Guud (DBG)	DBG is a long standing implementation partner of DKH since 1992 and has implemented tens of projects in cooperation with DKH. DBG will be in charge of the implementation of this project in line with DKH's planning, management and monitoring. DBG is also in charge of the implementation of the components 1 and 2 as mentioned f.i. in the cover page and the background page. There will be no other implementing partner to DKH in this project. DBG will also coordinate with the regional education cluster's members including SC and FENPS
National Education Cluster	DKH coordinates its activities with the education cluster also at national level. The education cluster meetings are hosted and coordinated by Unicef and attended by a wide range of education partners in Somalia
Regional Education Cluster	Members in the regional education that have also projects in the same intervention area will especially be considered in cooperation to ensure the avoidance of double targeting and to achieve synergetic effects across projects run by different NGOs. This will apply especially for Save the children as well as to numerous other actors e.g. the FENPS

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 approach is generally very gender sensitive. In the needs assessment, particular emphasis was placed on the most vulnerable members like single female headed households, pregnant or lactating mothers. The project directly targets 50% female beneficiaries. The project will target most vulnerable IDP households as selection criteria for the distribution of vouchers for education in emergencies. The project will especially benefit single female headed households or with pregnant and lactating women that otherwise would not have the ability to access education for their children. The rate of single female headed households is 61% amongst the K7-K20 IDPs, 43% of households have at least 1 female member that is pregnant and/or lactating, and 15% of households have members with physical or mental disabilities.

Protection Mainstreaming

The project will pay special attention to individuals and groups who may be particularly vulnerable or have difficulty accessing assistance and services. The project will especially benefit single female headed households or with pregnant and lactating women that otherwise would not have the ability to access education for their children. The selection of the beneficiaries will be done in close consultation with the informal leadership in the settlements: clan elders, religious leaders and other leaders, and in community meetings of potential beneficiaries thus applying social control in order to make sure that the very vulnerable will benefit from the project. DKH will also set-up appropriate mechanisms through which affected populations can measure the adequacy of interventions, or address concerns and complaints.

Country Specific Information

Safety and Security

DKH has developed a Health Safety and Security (HSS) plan as well as Standard Operation Procedures (SOP) for all offices and project areas to which DKH staff and partners are bound.

The project sites are generally accessible by DKH and DBG staff. Staff with western ethnic profile will be escorted by security teams. Before each trip to Somalia and before each trip to the project sites, a risk assessment on the basis of information provided by the INSO (former NSP), and other trusted people will be conducted. Exposure to the risk while being on movement will be reduced to a minimum (changing routes, limited time frame). DKH office in Mogadishu is placed in Peace Hotel 1, which is not associated with the conflict parties. DKH staff is accommodated there, too.

Access

The project sites are generally accessible by DKH and DBG staff. DKH has been working in K7-K20 IDP camps for a number of years now. DKH/DBG is currently implementing a number of projects and is well known in the area. Nonetheless, in order to ensure safety of its staff and those of the partner organization, DKH shall apply strict security management and SOPs as described above.

BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
Staff and Other Personnel Costs							
1.1	Diakonie Katastrophenhilfe (DKH) Monitoring staff	D	1	2,400.00	9	20.00	4,320.00
	<i>Tasked with project monitoring in the field and reporting to donor. The monitoring staff also monitors other projects therefore the SHF share is 20%.</i>						
	Section Total						4,320.00
Supplies, Commodities, Materials							
2.1	Voucher for school fees for vulnerable IDP children	D	1646	25.00	2	100.00	82,300.00
	<i>The average of 25\$ per term per learner complies with the average in most schools. Planned for 2 terms until the end of the school year 2016/2017 in June 2017. Vouchers are conditional to enrolment in a TLS and restricted to be redeemed with a TLS under MoU of the project. TLSes can cash the vouchers with the partners who will pay them through the Somali banking system (by check or by Hawala)</i>						
2.2	Teacher emergency incentives	D	83	125.00	9	22.22	20,747.93
	<i>Teacher incentives during the initial training phase in the 4th quarter 2016 are exceptionally paid by the project because teachers cannot be expected to neglect their daily search for work for a future occupation whilst their families are actually starving. The unit costs correspond to the average teachers get in other schools. The number of teachers is proportional to the number of learners supported by this project. Incentives are only paid and booked during initial training phase. Afterwards teachers receive their incentives through the encashment of the redeemed vouchers. However, in compliance with HFU regulations the incentives are calculated as if they were paid monthly for the entire project period with a percentage of SHF contribution.</i>						
2.3	Voucher for learning materials for vulnerable IDP children	D	1646	10.00	2	100.00	32,920.00
	<i>Flexible vouchers for learning materials can be redeemed in nearby shops under contract with the project. The whole list is worth \$10. Beneficiaries will have to choose not exceeding the total value of the voucher. Vouchers are conditional (school enrolment) and restricted to a choice of items from a proposed list. This list includes: - Exercise book 200 page - Pencil - Pencil sharpener - Ruler - Eraser"</i>						
2.4	Voucher printing cost: Card Boards	D	17	10.00	1	100.00	170.00
	<i>The partner DBG will print vouchers in-house to save costs. DBG already is equipped with a printer for card board carton, a paper cutter and a numbering stamp. 4 vouchers to be printed onto 1 sheet A4 of cardboard and then cut into 4 quarters at the size A6. The number of cardboards is the double to the number of supported learners, divided by 4 and multiplied by two distributions, then rounded up to the next full ream of cardboards (100 cardboards/ream).</i>						
2.5	Voucher printing cost: Toners	D	1	380.00	1	100.00	380.00
	<i>1 set of toner with 1 black and 3 colour cartridges. This is a special toner that prints on card board.</i>						
	Section Total						136,517.93
Transfers and Grants to Counterparts							
6.1	Daryeel Bulsho Good Project Implementation Manager	D	1	1,270.00	9	60.00	6,858.00
	<i>Position shared with the complementary simultaneous Caritas project at the rate 60%:40%. Tasks are the overall management of the field implementation of the voucher-for-education programme including the SHF-funded activities for 1679 learners and 84 teachers (approx. 60% of target group). This is a key position in the project and must therefore be funded by the donor of the related activities.</i>						

6.2	Daryeel Bulsho Good Field assistants	D	4	650.00	9	77.78	18,200.52
	<i>Position is needed from December 2016 through June 2017 hence 7 months and staff costs will be booked as 100% contribution during those months. Before that period and afterwards it is on budgets funded by other donors. However, in compliance with HFU regulations the staff costs are calculated as if they were paid monthly for the entire project period with a percentage of SHF contribution. Tasks are the follow-up with beneficiaries on beneficiaries' registration, enrolment, attendance rate, operation of Temporary Learning Spaces, etc.</i>						
6.3	Daryeel Bulsho Good Admin assistant	S	1	300.00	9	100.00	2,700.00
	<i>Tasked with daily office work for this project, e.g. the printing and cutting of vouchers, filling of forms for reimbursement of vouchers, filing of field reports, etc. The incumbent works with the Admin and HR department, the Finance department and, most of all with the programme department</i>						
6.4	Daryeel Bulsho Good CEO cum Programme Manager	S	1	3,000.00	9	10.00	2,700.00
	<i>This position is part of the operational resources of this project at 10% of its working time. The CEO cum Programme Manager is in charge of the overall responsibilities for the part of the project that delegated to the local partner Daryeel Bulsho Good including communication between Daryeel Bulsho Good and Diakonie Katastrophenhilfe, reporting and approval for spending in compliance with SHF procedures</i>						
6.5	Daryeel Bulsho Good Monitoring Officer	S	1	1,060.00	9	10.00	954.00
	<i>This position is part of the operational resources of this project at 10% of its working time. The monitoring officer monitors the achievement of the project against the logframe. He/she works together with the Daryeel Bulsho Good Project Implementation Manager</i>						
6.6	Daryeel Bulsho Good Human Resource Officer	s	1	900.00	9	10.00	810.00
	<i>This position is part of the operational resources of this project at 10% of its working time. Tasks include the availing of the needed human resources for this project</i>						
6.7	Daryeel Bulsho Good Logistic and Procurement Officer	s	1	900.00	9	10.00	810.00
	<i>This position is part of the operational resources of this project at 10% of its working time. Tasks include to ensure that procurements through vouchers are compatible with UNOCHA procurement policies and to implement procurements including Memorandum of Understandings with vendors</i>						
6.8	Daryeel Bulsho Good Accountant	s	1	1,100.00	9	10.00	990.00
	<i>This position is part of the operational resources of this project at 10% of its working time. Tasks include the booking of expenses for this project</i>						
6.9	Daryeel Bulsho Good Security Officer	s	1	900.00	9	10.00	810.00
	<i>This position is part of the operational resources of this project at 10% of its working time. The position is tasked with the recon of field trips of staff, real time risk analysis during field trips and movement of protection guards and staff during field trips</i>						
6.10	Daryeel Bulsho Good Guard	S	8	300.00	9	10.00	2,160.00
	<i>This position is part of the operational resources of this project at 10% of its working time. Tasks include the escorting of field staff to the field</i>						
6.11	Daryeel Bulsho Good Office Rent	s	1	2,000.00	9	10.00	1,800.00
	<i>10% contribution to the costs of office rent for each month of the project period</i>						
6.12	Daryeel Bulsho Good Car hire	s	1	1,090.00	9	10.00	981.00
	<i>Daryeel Bulsho Good uses only rented cars for field trips of staff and for admin trips in town. 10% contribution of the costs to cover the use for this project</i>						
6.13	Daryeel Bulsho Good Telephone Communication	S	1	700.00	9	10.00	630.00
	<i>10% contribution to telephone communication costs</i>						
6.14	Daryeel Bulsho Good Internet costs	S	1	800.00	9	10.00	720.00
	<i>10% contribution to Internet connection costs. Especially the voucher approach shows a high data transfer rate. Registration of beneficiaries and following data of the voucher redemption/ distribution process needs to be uploaded and matched with the data of the complementary projects for the purpose to achieve the intended synergies as described in the narrative parts</i>						
6.15	Daryeel Bulsho Good Office stationery	S	1	464.44	1	100.00	464.44

	<p>"This is a proportional contribution of the project to the costs for: - printing paper (not vouchers, 6 reams @ 4.5=27.00) - toner (for printing beneficiary lists, follow-up on beneficiaries distribution list for the voucher distribution and redemption verifications; 89.0634% of 1 set @ 380=338.44) - maintenance of printer (1 times=50.00) - box files (10@1.5=15) - markers (20@1.5=30) - flip charts (2@2=4.00) Total = 464.44"</p>						
6.16	Sign Boards at Temporary Learning Space-classrooms with Somalia Humanitarian Fund-sponsored learners (Visibility)	S	83	30.00	1	100.00	2,490.00
	<p>Each classroom with a teacher that is part of this project will be equiped with a sign board made of plywood and spray painted with the logos of UNOCHA, Diakonie Katastrophenhilfe and the partner Daryeel Bulsho Good fixed next to the entry door of the classroom. The classrooms may be scattered as stand-alone buildings in a camp (cf sections "Cover Page", project summary, and "Background", point 5). Therefore each individual class room with a teacher under this project needs it's own visibility.</p>						
	Section Total						44,077.96
General Operating and Other Direct Costs							
7.1	Bank Charges	s	1	2,000.00	1	100.00	2,000.00
	Bank charges for transfers and provision of bank slips are by experience approximately 1%						
	Section Total						2,000.00
SubTotal			3,503.00				186,915.89
Direct							165,896.45
Support							21,019.44
PSC Cost							
PSC Cost Percent							7.00
PSC Amount							13,084.11
Total Cost							200,000.00
Project Locations							
Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Banadir -> Mogadishu-Dharkenley -> Mogadishu/Dharkenley	100	42	41	823	823	1,729	<p>Activity 1.1.1 : Select households of targeted children and sensitize guardians of targeted children to enrol 1646 (823 f) beneficiaries at TLS constructed through a complementary project and monitor the attendance rate of enrolled children</p> <p>Activity 1.1.2 : Hand out 2 vouchers per child per term for second and third terms of 2017 to guardians for payment of school fees and for learning materials for the second and the third terms and monitor the correctness of the redemption of vouchers by the guardians of the selected children at the TA in TLS for the payment of school fees and in local shops under MoU for the learning materials to avoid fraud and corruption of the vouchers</p> <p>Activity 1.2.1 : Pay out exceptional incentives to teachers that receive training through complementary projects during training phase</p>
Documents							
Category Name		Document Description					
Signed Project documents		compliance and memo for cash grants for project SOM-163485REdINGO3777.pdf					
Signed Project documents		Cooperation agreement OCHA signed.pdf					
Project Supporting Documents		15. Memo for cash grants.docx					

Project Supporting Documents	3777 DKH- Memo for Food and NFI vouchers.docx
Budget Documents	Budget - DKH Edu SHF project.xlsx
Budget Documents	SHF Budget acc sample w BOQ.xlsx
Budget Documents	QUOTATION FAROOK INTERNATIONAL STATIONERY.jpg
Grant Agreement	3777-DKH.pdf