

<b>Requesting Organization :</b>	World Vision Somalia				
<b>Allocation Type :</b>	Standard Allocation 1 (Jan 2017)				
<b>Primary Cluster</b>	<b>Sub Cluster</b>	<b>Percentage</b>			
Education		100.00			
		<b>100</b>			
<b>Project Title :</b>	Emergency education response in drought affected schools in Waajid				
<b>Allocation Type Category :</b>					
<b>OPS Details</b>					
<b>Project Code :</b>	SOM-17/E/101289	<b>Fund Project Code :</b>	SOM-17/3485/SA1 2017/Ed/INGO/4672		
<b>Cluster :</b>	Education	<b>Project Budget in US\$ :</b>	169,067.74		
<b>Planned project duration :</b>	8 months	<b>Priority:</b>	B - Medium		
<b>Planned Start Date :</b>	15/03/2017	<b>Planned End Date :</b>	15/11/2017		
<b>Actual Start Date:</b>	15/03/2017	<b>Actual End Date:</b>	15/11/2017		
<b>Project Summary :</b>	<p>To address the ongoing disruptions to schooling in Waajid due to the protracted drought conditions in the region, the project will address the immediate humanitarian needs for 1011 learners (587 boys and 424 girls); 50 teachers (25 male, 25 female) and 50 CEC members (30 male, 20 female) in 5 target schools. The project seeks to provide clean and safe water, sanitation facilities, teaching and learning materials as well as feeding programmes to improve access and retention in schools during emergencies. This will improve the well-being of the most vulnerable and at risk children contributing to life saving outcomes in the region. The project will also build the capacity of the Community Education Committees (CECs) to manage water resources in schools, the through training opportunities in the management of the water, sanitation and hygiene (WASH) facilities that will be constructed/rehabilitated. Teacher incentives will be covered by the project to increase the number of available and motivated teachers to attend to the students. The project will run for 8 months (with no activities during the school break) and will promote sustainability by transferring knowledge and skills to manage community assets and ensure local ownership by encouraging active involvement of beneficiaries throughout the project cycle.</p>				
<b>Direct beneficiaries :</b>					
	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	55	45	587	424	1,111
<b>Other Beneficiaries :</b>					
<b>Beneficiary name</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Children under 18	0	0	587	424	1,011
Committees	30	20	0	0	50
Other	25	25	0	0	50
<b>Indirect Beneficiaries :</b>					
<b>Catchment Population:</b>					
<b>Link with allocation strategy :</b>					
<p>The project links with the allocation strategy on promoting access to safe learning environment and increase retention in school for crisis-affected children and youth, especially girls. Through better equipment of schools with proper infrastructure such as water and sanitation facilities, sufficient teachers, and education materials, the project intends to ensure the continuation of education with improved quality even in the time of stress. By providing school feeding and dignity kits, the project will provide motivation and reduce barriers of access from the households' level.</p>					
<b>Sub-Grants to Implementing Partners :</b>					
	<b>Partner Name</b>	<b>Partner Type</b>	<b>Budget in US\$</b>		

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

Other Funding Source	Other Funding Amount

**Organization focal point :**

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**BACKGROUND****1. Humanitarian context analysis**

Conflict, insecurity, forced displacement, flooding, drought and other emergencies remain significant impediments that have severely disrupted education opportunities in Somalia (OCHA, 2017). According to the Educational Characteristics of the Somali People, access to education is already a challenge in Somalia given that an estimated 30 per cent of children are in school and 3 million children remain out-of-school in southern and central Somalia (UNFPA 2016). Fifty percent (50.07%) of girls are out of school in the region (WV, ADRA education rapid assessment, 2015).

The drought in particular has had a profound negative effect on the Somalia education system given the continued dropout rates and closure of some schools; and is expected to worsen as various agencies predict continued failure of rainfall (FSNAU, 2017). The Somalia education cluster estimates that 90% of schools do not have access to safe drinking water and 61% of the schools do not have functional latrines in central and southern regions (OCHA, 2017).

Lack of adequate teaching and learning facilities, WASH facilities and feeding programmes in schools have particularly affected provision of quality education and retention. Weak and limited capacity by the government to pay teacher incentives and salaries has further aggravated the education system due to inadequate numbers of teachers to support learning in the schools (WV and ADRA 2015 assessment). According to the Humanitarian Needs Overview, at least 28,000 children were reported to have dropped out of schools due to unavailability of teachers as a result of lack of incentives (OCHA, 2017).

The ongoing displacement crises in Somalia and the influx of refugee returnees from neighboring countries has further put a strain on existing education services and other basic services. In cases of emergencies, out-of-school children are increasingly vulnerable to forced recruitment to armed groups, child labor, forced marriages, sexual violence and exploitation, physical attacks and other risks detrimental to their well-being (UNICEF 2015). Additionally, education access for nomadic and pastoralist communities is extremely low, with families due to the movement from place in search of pasture and water, which are going to exacerbated by the drought condition.

Girls are even more disadvantaged in their ability to access education due to existing gendered cultural and social barriers that give more preference to boys and their needs. In cases of emergencies, many families opt not to prioritize education when income decreases. Children will very often be pushed to engage in income generating activities. Girls are even more disadvantaged in their ability to access education due to existing cultural and social barriers that favor boys. Dropout rates among displaced girls are particularly high due to early marriage and parental pressures to earn income in time of stress. The lack of sanitary kits and privacy in accessing latrines and other WASH facilities in schools further discourages adolescent girls from going to school (WV and Girl Inc., 2016).

Further, communal conflicts and the threat of armed insurgencies have resulted in closure and seizure of schools by armed groups particularly in inaccessible areas such as Waajid. This has been an impediment in providing learning opportunities for children as well as limiting their access to life-saving skills and knowledge such as disaster risk reduction, hygiene, physical safety; as well as access to health and nutrition services such as school feeding programmes.

This proposed intervention will therefore provide/rehabilitate emergency WASH facilities, learning materials, school feeding and teacher incentives support to 5 schools in Wajid District in Bakool region in southern Somalia to address the immediate emergency needs for the most vulnerable children.

**2. Needs assessment**

According to a rapid assessment carried out in November 2016 by WV, there are 5 schools (1 public and 4 private schools) in Waajid. There is an estimated 22,650 children residing in the district accounting for 32.5% of the total population; yet only 1011 ((587 boys, 424 girls) children are enrolled in these schools. The schools offer classes up to grade six and are currently accessible. As in most parts of the country, the schools in Waajid have fewer girls enrolled in primarily due to existing gendered cultural and social practices that devalue girl's rights to education.

Existing barriers to adequate, quality and equal access to education are multi-dimensional; these include not only lacking resources to keep the school functional, such as lacking teachers incentives and education materials, lacking clean water and sanitation facilities, but also cultural hindrance that devalue education, especially for girls. The lack of dignity kits for adolescent girls in particular has restricted access and retention in schools forcing them to miss school due to discomfort and stigma associated with menstruation. The schools also lack recreational materials that limit both teachers' and students' engagement in physical education activities which are essential for their well-being, especially in the times of stress.

The assessment also revealed that there are no current feeding programmes at the schools in Waajid hence affecting children's ability to effectively and actively attend and participate in learning programmes.

According to the local authorities and community opinion leaders, the schools do not have adequate number of teachers to offer necessary skills to children. The WV assessment highlighted a glaring gap in the lack of provision of teacher incentives noting that there are no agencies covering teacher's incentives in Waajid. Provision of teacher incentives was previously supported by UNICEF and WV in 2015 but was discontinued due to funding constraints. The existing teachers work on a voluntary basis which affects the stability of service and they also lack proper training to ensure quality education.

While community education committees exist in the area, their capacity to understand and carry out their duties in school supervision and management has been limited by lack of financial and technical support. Their roles in resource management such as water management, school feeding and disaster risk management are critical however they do not have the appropriate capacity to support the schools and minimize the effects of disasters on children.

This proposed intervention will therefore provide/rehabilitate emergency WASH facilities, learning materials, school feeding and teacher incentives support to 5 schools in Wajid District in Bakool region in southern Somalia to address the immediate emergency needs for the most vulnerable children.

### **3. Description Of Beneficiaries**

The project will target a total of 1011 ((587 boys, 424 girls) in Waajid already in the 5 target schools who will benefit from increased WASH services and food provision in the schools to promote access and retention. 50 teachers (25 male, 25 female) will receive monthly incentives to keep them in school to teach. In addition 50 CEC members (30 male, 20 female) will be trained on efficient water management in schools and other key responsibilities on ensuring proper management of school resources to mitigate the adverse effects of the drought.

### **4. Grant Request Justification**

With limited humanitarian support on education services available in Wajid, WV endeavors to fill this gap in the time of stress. This project will look at improving the well-being of school aged children by promoting access to conducive learning environments through WASH and school feeding programmes. WV will support 5 primary schools in Waajid. Teaching and learning materials will be provided to increase the functionality of the schools. Dignity kits will be distributed to female students to minimize their absence and dropout rates. The target schools will also receive bar soaps and sanitation utilities. Garbage pits will be excavated to promote proper waste disposal in schools. WASH facilities will be rehabilitated and proper hygiene and sanitation will be promoted through training to reduce break out of water borne diseases that affect child mortality. Rehabilitation of water tanks, shallow wells and other water sources will enhance consumption of clean and safe water. Children will benefit from feeding programmes to meet their nutritional needs as well as motivate their interest in staying in school. To promote efficient management of water resources in schools, Community Education Committees will receive training to build their capacity on effective school management, supervision as well as promote local ownership of the education projects. In order to ensure that the most vulnerable children in the community are accessing primary school, WV will mobilize community leaders, elders, teachers and WV staff to have conversations with the targeted families. Through the proposed activities, this project will contribute to life-saving outcomes for vulnerable boys and girls in Waajid. The project will run for 8 months with no activities during the school break. However WV will develop continuity plans to ensure the project activities will be implemented on course right after the break.

### **5. Complementarity**

The proposed project will complement existing WV programmes as well as other external initiatives in Bakool. In Waajid, WV will seek to continue and build on its education programming in the area following the program's expulsion by the Al-Shabab in 2010, and discontinuation of funds in 2015. This proposed project will also be linked to existing WV emergency health, nutrition, WASH, and livelihood programming in Waajid to increase the reach and impact of the interventions to benefit the most vulnerable populations in the region.

## **LOGICAL FRAMEWORK**

### **Overall project objective**

To improve attendance and retention rates for boys and girls in 5 schools through provision of emergency education services in Waajid, Bakool region

### **Education**

<b>Cluster objectives</b>	<b>Strategic Response Plan (SRP) objectives</b>	<b>Percentage of activities</b>
Ensure vulnerable children and youth are engaged in life-saving learning that promotes personal well-being and social cohesion	Somalia HRP 2017	100

### **Contribution to Cluster/Sector Objectives :**

#### **Outcome 1**

Improved access to safe water supply and hygiene in 5 schools in Waajid

#### **Output 1.1**

<b>Description</b>							
1011 ((587 boys, 424 girls) have increased access to safe and clean water in 5 schools in Waajid							
<b>Assumptions &amp; Risks</b>							
Assumption: Peaceful and secure conditions prevail that allow the project implementation is carried out according to the work plan Risk: Insecurity rises in the target areas of operation forcing postponement or suspension of activities. To mitigate this threat, WV will Conduct regular security assessments and plan activities accordingly; as well as adhere to the security policy to ensure safety of staff, partners and beneficiaries.							
<b>Activities</b>							
<b>Activity 1.1.1</b>							
<b>Standard Activity : Water and sanitation infrastructure construction/refurbishment</b>							
The project will rehabilitate 5 water points/wells to increase access to water in 5 schools targeting 1011 (587 boys, 424 girls). The project will assess the existing water points and will rehabilitate them to maximize the amount of clean water that can be distributed to the schools							
<b>Activity 1.1.2</b>							
<b>Standard Activity : Water distribution in schools</b>							
1 collapsible bladder water tank per school will be provided in the 5 schools to ensure safe and efficient storage of water for learners.							
<b>Activity 1.1.3</b>							
<b>Standard Activity : Water distribution in schools</b>							
Provision of Lifestraw water filters: Lifestraw water filters will be provided to each school to treat water at school to ensure it is suitable for human consumption. This will also minimize the outbreak of AWD/cholera and other ailments caused by consumption of contaminated water; and is expected to minimize absenteeism caused by preventable illnesses.							
<b>Activity 1.1.4</b>							
<b>Standard Activity : Water distribution in schools</b>							
Provision of water jerry cans 50 jerry cans will be distributed to facilitate easier delivery of water from the water points to the school classes, kitchen etc.							
<b>Activity 1.1.5</b>							
<b>Standard Activity : CEC training</b>							
As part of their core responsibility in ensuring proper management of school resources, CECs will be trained on efficient water management in the target schools. This will include supervision and management of the newly rehabilitated water points to ensure they are well maintained and serve the needs of the learners. The project will conduct 1 trainings in the beginning of the project per school, to ensure the CECs have the capacity and knowledge to manage the water points well after the project has come to an end. The CECs will also be trained in hygiene promotion to make schools aware of the conjunction between clean water, proper sanitation facilities and good hygiene practices.							
<b>Indicators</b>							
			<b>End cycle beneficiaries</b>				<b>End cycle</b>
<b>Code</b>	<b>Cluster</b>	<b>Indicator</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Target</b>
Indicator 1.1.1	Water, Sanitation and Hygiene	Number of people with sustained access to safe water					1,011
<b>Means of Verification</b> : Monthly project reports, field monitoring reports, training reports, end of project evaluation							
Indicator 1.1.2	Education	Number of CECs members trained					50
<b>Means of Verification</b> : Monthly project reports, field monitoring reports; end of project evaluation							
<b>Output 1.2</b>							
<b>Description</b>							
1011 ((587 boys, 424 girls) have increased hygiene knowledge in Waajid district							
<b>Assumptions &amp; Risks</b>							
Assumption: The school administration, learners and surrounding communities are supportive and willing to learn and apply improved hygiene practices. Risk: Unwillingness of target groups to embrace new hygiene practices due to decades of practicing unhygienic behavior. Transforming attitudes and behavior takes time and communities may not view this as a priority. The project will ensure that hygiene promotion and related messaging creates linkages between hygiene and health of the community for example hygiene and it's relation to prevention of water borne diseases.							
<b>Activities</b>							
<b>Activity 1.2.1</b>							
<b>Standard Activity : Water and sanitation infrastructure construction/refurbishment</b>							
Installation of hand washing stations for schools. Hand washing stations will be installed near the latrines to promote proper hand washing by students after using the facilities so as to improve on their health outcomes							

**Activity 1.2.2****Standard Activity : Hygiene promotion**

Hygiene Promotion/Training- CHAST for 1011 ((587 boys, 424 girls).

To facilitate adoption of good hygiene practices for improved health status, 1011 ((587 boys, 424 girls) will be trained on proper hygiene behavior in the beginning of the project. 5 Hygiene clubs will also be established to motivate children to engage in basic health seeking behaviors. Follow up sessions will be conducted every month to instill the good hygienic behavior in the students.

**Activity 1.2.3****Standard Activity : Hygiene promotion**

Provision of 100 pieces of soaps in 5 schools and 100 sanitary kits for 100 girls

100 pieces of bar soaps will be distributed to the 5 schools to improve hygiene practices mainly proper hand washing behavior.

To promote access and retention to schools for girls, the project will provide sanitary kits for 100 girls in the 5 target schools. Adolescent girls often skip schools during their menses due to lack of proper sanitary materials and the stigma associated with it. Therefore to reduce dropout rates related to menses for girls, the project will ensure that the sanitary kits reach the affected girls.

**Indicators**

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.2.1	Water, Sanitation and Hygiene	Number of people with access to emergency sanitation facilities					1,011
<b>Means of Verification</b> : Monthly project reports, field monitoring reports; end of project evaluation							
Indicator 1.2.2	Water, Sanitation and Hygiene	Number of people who have participated in hygiene promotion activities					1,011
<b>Means of Verification</b> : Monthly project reports, field monitoring reports; end of project evaluation							
Indicator 1.2.3	Water, Sanitation and Hygiene	Number of people who have received hygiene kits					100
<b>Means of Verification</b> : Monthly project reports, field monitoring reports; case study, end of project evaluation							

**Outcome 2**

Improved functionality of learning centers through provision of school learning materials, emergency incentives to teachers and feeding programmes

**Output 2.1****Description**

1011 ((587 boys, 424 girls) have increased access to functional learning centers that provide teaching materials, remunerated and motivated teachers and regular nutritious meals in 5 schools in Waajid

**Assumptions & Risks****Activities****Activity 2.1.1****Standard Activity : School equipment and material learning distribution**

Provision of teaching and learning material (books, writing materials, school bags, desks, chairs).

5 schools in Waajid will receive teaching and learning materials such as books, writing books, chalk, school bags and other materials that are appropriate for the Somalia context. This will improve learning outcomes for 1011 ((587 boys, 424 girls) as the schools will be more functional learning centers due to the availability of the materials.

**Activity 2.1.2****Standard Activity : Incentive for teachers**

Provision of teacher incentives for 50 teachers (25 men and 25 women) in 5 target schools in Waajid.

The project will provide monthly the incentives for 50 teachers (as the MoE does not have the capacity or the ability to meet their salaries. In Waajid in particular, there are no agencies currently paying teacher salaries which has significantly reduced the number of teachers to work in the schools.

**Activity 2.1.3****Standard Activity : School feeding**

Provision of food rations to vulnerable children targeting 5 schools in Waajid.

To promote access in schools, the project will provide the target schools with food rations every month for 6 months to enable feeding programmes that meet the nutrition needs of the 1011 ((587 boys, 424 girls). The project will provide 2 hot meals - breakfast and lunch – mainly CSB (, pulses, cereals, vegetable oil that meets the nutritional needs of the children. The beneficiaries will receive 320g per ration (200g cereals, 30g pulses, 20g vegetable oil; 50g CSB and 20g sugar) per ration per child per day. The meals will be prepared by volunteer cooks selected by the community. The meals provided at school is expected to increase enrolment and retention of children in schools; as well as promote their well physical wellbeing and improve on learning outcomes.

**Indicators**

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.1.1	Education	Number of children(Boys&Girls) provided with learning supplies					1,011
<b>Means of Verification</b> : Monthly project reports, field monitoring reports; end of project evaluation							
Indicator 2.1.2	Education	Number of teachers receiving emergency incentives					50
<b>Means of Verification</b> : Monthly project reports, field monitoring reports; end of project evaluation							
Indicator 2.1.3	Education	Number of children accessing food through feeding programmes					1,011
<b>Means of Verification</b> : Monthly project reports, field monitoring reports; distribution reports, end of project evaluation							
<b>Additional Targets :</b>							

## M & R

### Monitoring & Reporting plan

The M&E strategy for the proposed project will be based on the World Vision framework of Learning through Evaluation with Accountability and Planning (LEAP) and international standards of measurement through SPHERE and HAP.

The project management team and technical advisors will promote coordinated learning and results monitoring in the target locations so as to ensure quality assurance for the programme's technical components. The project staff will be responsible for day to day monitoring of project activities. They will also develop internal project reports for process monitoring. Their reports will provide the information needed to guide any adjustment to programming that proves to be necessary.

Regular visits will be conducted with the M&E team, with support and review by the Area Manager and other stakeholders. A detailed Indicator Tracking Table (ITT) will be created for this project. In addition, the project team will document success stories for learning and sharing with other stakeholders. The MEAL component of the program will ensure that continuous monitoring captures changes in the conditions of both displaced and host populations, capturing evolving levels of vulnerability within and between groups and articulating how activities can be enhanced to address dynamic community needs.

Community led engagement will be promoted to serve and address the overarching fragility of affected areas. The participation of project beneficiaries and local partners will be ensured at all levels of the project cycle. Linkages will be made to existing programmes in livelihoods/food security/resilience to maximize on impact and long term sustainability.

### Workplan

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: The project will rehabilitate 5 water points/wells to increase access to water in 5 schools targeting 1011 (587 boys, 424 girls). The project will assess the existing water points and will rehabilitate them to maximize the amount of clean water that can be distributed to the schools	2017			X									
Activity 1.1.2: 1 collapsible bladder water tank per school will be provided in the 5 schools to ensure safe and efficient storage of water for learners.	2017			X									
Activity 1.1.3: Provision of Lifestraw water filters: Lifestraw water filters will be provided to each school to treat water at school to ensure it is suitable for human consumption. This will also minimize the outbreak of AWD/cholera and other ailments caused by consumption of contaminated water; and is expected to minimize absenteeism caused by preventable illnesses.	2017			X									
Activity 1.1.4: Provision of water jerry cans 50 jerry cans will be distributed to facilitate easier delivery of water from the water points to the school classes, kitchen etc.	2017			X	X								
Activity 1.1.5: As part of their core responsibility in ensuring proper management of school resources, CECs will be trained on efficient water management in the target schools. This will include supervision and management of the newly rehabilitated water points to ensure they are well maintained and serve the needs of the learners. The project will conduct 1 trainings in the beginning of the project per school, to ensure the CECs have the capacity and knowledge to manage the water points well after the project has come to an end. The CECs will also be trained in hygiene promotion to make schools aware of the conjunction between clean water, proper sanitation facilities and good hygiene practices.	2017				X					X			
Activity 1.2.1: Installation of hand washing stations for schools. Hand washing stations will be installed near the latrines to promote proper hand washing by students after using the facilities so as to improve on their health outcomes	2017				X	X							

Activity 1.2.2: Hygiene Promotion/Training- CHAST for 1011 ((587 boys, 424 girls). To facilitate adoption of good hygiene practices for improved health status, 1011 ((587 boys, 424 girls) will be trained on proper hygiene behavior in the beginning of the project. 5 Hygiene clubs will also be established to motivate children to engage in basic health seeking behaviors. Follow up sessions will be conducted every month to instill the good hygienic behavior in the students.	2017				X	X	X			X	X		
Activity 1.2.3: Provision of 100 pieces of soaps in 5 schools and 100 sanitary kits for 100 girls 100 pieces of bar soaps will be distributed to the 5 schools to improve hygiene practices mainly proper hand washing behavior. To promote access and retention to schools for girls, the project will provide sanitary kits for 100 girls in the 5 target schools. Adolescent girls often skip schools during their menses due to lack of proper sanitary materials and the stigma associated with it. Therefore to reduce dropout rates related to menses for girls, the project will ensure that the sanitary kits reach the affected girls.	2017				X	X							
Activity 2.1.1: Provision of teaching and learning material (books, writing materials, school bags, desks, chairs). 5 schools in Waajid will receive teaching and learning materials such as books, writing books, chalk, school bags and other materials that are appropriate for the Somalia context. This will improve learning outcomes for 1011 ((587 boys, 424 girls) as the schools will be more functional learning centers due to the availability of the materials.	2017			X	X	X							
Activity 2.1.2: Provision of teacher incentives for 50 teachers (25 men and 25 women) in 5 target schools in Waajid. The project will provide monthly the incentives for 50 teachers (as the MoE does not have the capacity or the ability to meet their salaries. In Waajid in particular, there are no agencies currently paying teacher salaries which has significantly reduced the number of teachers to work in the schools.	2017			X	X	X	X			X	X		
Activity 2.1.3: Provision of food rations to vulnerable children targeting 5 schools in Waajid. To promote access in schools, the project will provide the target schools with food rations every month for 6 months to enable feeding programmes that meet the nutrition needs of the 1011 ((587 boys, 424 girls). The project will provide 2 hot meals - breakfast and lunch – mainly CSB (, pulses, cereals, vegetable oil that meets the nutritional needs of the children. The beneficiaries will receive 320g per ration (200g cereals, 30g pulses, 20g vegetable oil; 50g CSB and 20g sugar) per ration per child per day. The meals will be prepared by volunteer cooks selected by the community. The meals provided at school is expected to increase enrolment and retention of children in schools; as well as promote their well physical wellbeing and improve on learning outcomes.	2017			X	X	X	X			X	X		

## OTHER INFO

### Accountability to Affected Populations

This programme will be delivered taking into consideration the IASC Commitments to Affected Population. The 5 commitments include: 1) Leadership and Governance; 2) Transparency; 3) Feedback and complaints; 4) Participation; and 5) Design, monitoring and evaluation. There will be a deliberate effort by WVI to ensure accountability to the target population through open, transparent and inclusive project implementation and management processes. The target beneficiaries will be highly involved in the planning, implementation and monitoring of the project activities. In addition, proper feedback mechanisms will be set in place to continuously improve on the quality of programming and ensure that WVI is responsive to the community needs. This will also facilitate learning from the programme that will inform current and on-going education interventions to promote good practices in Somalia and other contexts.

### Implementation Plan

To improve monitoring of this project, the field staff with support of the Nairobi based Program Development and Quality Assurance Team will develop a Detailed Implementation Plan (DIP), and other M&E tools to ensure effective implementation of the project. The DIP will be based on the agreed upon work plan for the project and will be closely monitored by the staff to ensure activities are carried out on time and are aligned to the overall objectives of the project. WVI will implement the project and work with relevant government and non-governmental organizations and will ensure primary responsibility of implementation of the project as per the donor guidelines. The project staff will undertake regular monitoring and supervision of the implementation of the activities according to the DIP. The proposed project will coordinate and build synergy with other interventions in education, health, nutrition and food security implemented by other agencies in Waajid district. Coordination with other projects will maximize the reach of the project to ensure more vulnerable girls, boys, women and men benefit from the various interventions and receive more integrated basic services that address their most basic and pressing humanitarian needs in times of stress. WVI will continue to attend regular cluster and inter-agency meetings to ensure there is stronger collaboration amongst humanitarian actors and that duplication of efforts is minimized.

### Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale
UNICEF	WV will continue to collaborate with UNICEF who is implementing a health and nutrition project in Waajid to extend the reach to vulnerable children and their families. The hygiene and feeding activities proposed by WV have a direct impact on the health of children in that if children have access to clean water, nutritious food and develop hygienic behaviour, they will fall sick less often.
African Relief and Development (ARD)	WV will seek to collaborate with ARD on their nutrition programming since the project will support feeding programmes in the 5 target schools. Working with ARD will ensure that both organisations reach a maximum number of children that are malnourished and provide relevant dietary needs to promote their well being.

### Environment Marker Of The Project

### Gender Marker Of The Project

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

### Justify Chosen Gender Marker Code

The project will promote access and retention of both boys and girls in the target schools to ensure they have the opportunity to learn and develop both physically and mentally. Access to quality education had a direct impact on gender equality in that it addresses poverty, child labor and early marriages and other challenges that have adverse effects especially on girls. Out of school children in emergency contexts are also vulnerable to gender based violence in times of stress. By providing the children with a conducive learning environment with clean water, food and dignity kits for girls, the project is promoting gender equality by minimizing dropout rates especially by girls and giving them equal opportunity to learn and develop.

### Protection Mainstreaming

Protection will cut-across all actions to ensure safe and equal access for all target beneficiaries paying special attention to girls who are vulnerable to protection risks. The project will increase the protection of female learners by ensuring water points and sanitation facilities are located in safe places that are easily accessible in the schools. Latrines and other facilities will be designed with adequate private space for the girls to be able to clean and to dispose sanitary materials with dignity. Latrines for boys and girls will also be separated and lockable to enhance privacy particularly for girls.

The project will also promote equal participation of both men and women in decision-making processes in the community education committees to ensure that their needs are adequately considered and included throughout the design, planning, monitoring and overall implementation of the project.

### Country Specific Information

### Safety and Security

The security context in Waajid district is fluid with the threat of on-going conflict, recurrent clan disputes and crime impacting access for humanitarian action. Recognizing the risk associated with working in Somalia, WV has a robust security structure to protect international and national staff members. The program's security protocols and procedures are in accordance with WV international security policy and Core Security Requirements (CSR) for high-risk contexts. WV has a full-time expatriate Security Advisor who continuously monitors the context in each of the program's area of operation. The Security Advisor is responsible for ensuring that all response activity occurs in a safe environment and that staff safety is managed; and is supported by regional-level Security Officers who provide continuous updates, advising field-based teams on the evolving security environment.

WV also liaises closely with the UN Department for Safety and Security (UNDSS) and NGO Safety Program (NSP) both at Nairobi and in the field, ensuring the WV has access to the latest security information. The security team prepares a weekly security report informs decision-making at all levels of the program.

The security team undertakes a security risk assessments and develops security management plans for each of the program's area of operation. These plans are updated on a quarterly basis. In areas of high risk, these security risk assessments are supported by in-depth Do No Harm (DNH) assessment which appraises the socio-political environment of the context, providing decision-makers important information to mitigate risk associated with resource allocation.

### Access

In areas of limited access due to insecurity, WV partners with local administrations, partners and third-party entities to implement and monitor projects, limiting exposure of WV staff members. Core security requirements inform standard operating procedures for travel and staff safety at the field level. The Security Advisor and Security Officers coordinate the implementation of security protocols, approving field travel, engaging armed escorts, equipping staff members with quick run bags and communication equipment, and liaising with local security apparatus in each location. To reduce the risk and impact of targeted attacks, each field-based office is protected by full time static guards. WV employs armed escorts when traveling to field sites. The security team appraises the context and advises on access for different categories of staff members. Field-based Security Officers monitor the security context and provide updates to all visitors to field locations.

### BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
<b>Staff and Other Personnel Costs</b>							
1.1	WASH Technical Specialist	D	1	8,800.00	8	10.00	7,040.00

	<i>The WASH technical specialist will provide technical WASH support to steer project interventions and align with objectives ensuring they are delivered on time and on budget</i>						
1.2	Program officer	D	1	1,200.00	8	50.00	4,800.00
	<i>The programme officer will ensure overall coordination and implementation of project activities in Waajid</i>						
1.3	WASH and Infrastructure Engineer	D	1	1,500.00	8	10.00	1,200.00
	<i>The engineer will ensure the construction/rehabilitation of WASH infrastructure in the target schools meets SPHERE standards and other international humanitarian standards</i>						
1.4	Hygiene promoters	D	2	500.00	8	80.00	6,400.00
	<i>The hygiene promoters will be responsible for coordinating and providing awareness raising and training on hygiene practices in the target locations</i>						
1.5	Administration officer	D	1	900.00	8	5.00	360.00
	<i>Admin officer responsible for providing support to project staff including logistics, office space, communication, supplies and also ensuring project resources eg vehicle hire are used efficiently for the benefit of the project.</i>						
1.6	M&E Officer	D	1	900.00	8	10.00	720.00
	<i>"Evaluates the quality of the data provided by the field teams, supporting them in solving data collection issues. Ensure project quality during design and implementation through routine analysis of project data. Provide evidence learning and technical support in report writing</i> "						
1.7	Operations Manager	S	1	8,500.00	8	5.00	3,400.00
	<i>Oversees and ensures integration and collaboration between other projects in different zones and other sector projects in the same districts. Responsible for the safety and security of all staff. Based in Dollow with regular visits in South and Central Somalia areas of operation</i>						
1.8	Finance and Support Services Manager	S	1	8,800.00	8	5.00	3,520.00
	<i>Responsible for day-to day financial reporting of expenditures of the project, while supporting the field team in making of payments. Responsible for day-to day financial reporting of expenditures of the project, while supporting the field team in making of payments.</i>						
1.9	Program officer - Nairobi	D	1	6,700.00	8	5.00	2,680.00
	<i>This Nairobi based position, supports and monitors the project from a to ensure the project is implemented according to agreed upon donor guidelines and objectives of the proposal. Supports monitoring and reporting of the project to the donor and attends education coordination mechanisms in Nairobi (including the education cluster)</i>						
1.10	Supply Chain Manager	S	1	3,000.00	8	5.00	1,200.00
	<i>Ensure that high quality supplies and services (Vehicle Hire and venue for workshops) are procured at the best value for money and transported in a timely to the targeted project location</i>						
1.11	Grants Accountant	S	1	3,500.00	8	10.00	2,800.00
	<i>Responsible for reviewing financial reports for compliance with donor grant agreements</i>						
	<b>Section Total</b>						<b>34,120.00</b>
<b>Supplies, Commodities, Materials</b>							
2.1	Rehabilitation of existing water points	D	5	3,530.00	1	100.00	17,650.00
	<i>5 water points will be rehabilitated at a cost of \$3530 to benefit 1011 learners (587 boys and 424 girls)</i>						
2.2	Water collapsible bladder tanks	D	5	500.00	1	100.00	2,500.00
	<i>5 bladder tanks each 10m3 (1 per school) will be provided @ \$500 for safe storage of water in the schools 1011 learners (587 boys and 424 girls)</i>						

2.3	Lifestraw Water filters	D	5	220.00	1	100.00	1,100.00
	<i>5 water filters will be distributed to the target schools each costing \$ 220 to ensure the water provided in the schools is safe for human consumption for 1011 learners (587 boys, 424 girls)</i>						
2.4	Non Food Item - water Jerry Cans	D	50	3.00	1	100.00	150.00
	<i>50 pieces of jerry cans distributed to the 5 schools each costing \$3 per can will be distributed</i>						
2.5	Train community education committees (CECs) on school water management	D	1	2,674.00	1	100.00	2,674.00
	<i>50 community education committee members will be trained for 1 day on efficient water management in schools</i>						
2.6	Installation of hand washing stations for schools	D	5	200.00	1	100.00	1,000.00
	<i>5 hand washing stations @ \$200 will be installed in the schools to promote proper hand washing. These basins will be made from plastic and can hold about 100 litres of water. The hand washing stations will minimise AWD/cholera and other diseases for 1011 learners</i>						
2.7	Hygiene Promotion/Training- Child Hygiene and Sanitation Training (CHAST)	D	1	2,670.00	1	100.00	2,670.00
	<i>5 school hygiene clubs established and trained to hold sessions/activities for 1011 learners (587 boys, 424 girls)</i>						
2.8	Non Food Item - Soaps and sanitary kits	D	200	3.00	1	100.00	600.00
	<i>100 girls will be provided with reusable sanitary kits each costing \$3 per kit and 100 soaps provided each costing \$3 per soap for 1011 learners. The kits will contain reusable sanitary pads.</i>						
2.9	Provision of teaching and learning materials in the form of books, school bags and writing materials	D	1	3,843.00	1	100.00	3,843.00
	<i>Teaching and learning materials (assorted materials exercise books,pens and, chalk) @ \$3843 provided to 5 schools</i>						
2.10	Teachers including those from displaced and host communities receive monthly incentives	D	50	80.00	6	100.00	24,000.00
	<i>50 teachers receive monthly incentives @ \$80 per person for 6 months since there will be a 2 month school break in July and Aug</i>						
2.11	School feeding rations to schools	D	1	54,911.01	1	100.00	54,911.01
	<i>1011 children receive monthly food rations @ \$54,911.01 in 6 months since there will be a 2 month school break in July and August. The project will provide 2 hot meals - breakfast and lunch – mainly CSB (, pulses, cereals, vegetable oil that meets the nutritional needs of the children.</i>						
	<b>Section Total</b>						<b>111,098.01</b>
<b>Travel</b>							
5.1	Monitoring & Supervision of Nairobi based Staff	D	1	1,200.00	2	50.00	1,200.00
	<i>This allows Nairobi based staff (including Program Officer and Grants Accountant) to travel to the target locations to monitor and provide support to the project team</i>						
5.2	Vehicle hire for supportive supervision	D	1	1,800.00	8	30.00	4,320.00
	<i>"This will allow project staff, including the WASHTechnical Specialist, to visit and supervise the project. Additional support will be provided through complementary projects.</i>						
	<b>Section Total</b>						<b>5,520.00</b>
<b>General Operating and Other Direct Costs</b>							
7.1	Office Rent	D	1	2,500.00	8	10.00	2,000.00
	<i>Monthly office rent for the Waajid sub office. This will be shared out to the projects in the sub-office based on an appropriate basis. We estimate about 15% of the cost will be charged to this project.</i>						
7.2	Office Utilities (Water and Electricity)	D	1	2,000.00	8	10.00	1,600.00
	<i>"This is cost for office electricity, water and other utilities for the Waajid sub-office. This will be shared across projects in the sub-office based on an appropriate basis. We estimate about 15% of the cost will be charged to the project.</i>						

7.3	Communications for Project Staff	D	2	100.00	8	50.00	800.00
	<i>This is cost of internet and communication for the M&amp;E and operations manager each receiving \$100 for airtime and internet charges. The cost relate to the sub-office where the project will be implemented. We estimate about 100% will be charged to the project</i>						
7.4	Bank charges	D	1	2,869.22	1	100.00	2,869.22
	<i>This is commission paid to the money transfer agent at a rate of 1.95% of the direct cost to facilitate sending funds to the field offices which will add up to \$ 2,869.22</i>						
	<b>Section Total</b>						<b>7,269.22</b>
<b>SubTotal</b>			343.00				<b>158,007.23</b>
Direct							147,087.23
Support							10,920.00
<b>PSC Cost</b>							
PSC Cost Percent							7.00
PSC Amount							11,060.51
<b>Total Cost</b>							<b>169,067.74</b>
<b>Project Locations</b>							
Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Bakool -> Waajid	100	55	45	587	424	1,111	
<b>Documents</b>							
Category Name		Document Description					
Budget Documents		SHF education BOQ's-30th.xlsx					
Budget Documents		SHF education draft budget-30th(1).xlsx					
Budget Documents		SHF education BOQ's-050317.xlsx					
Budget Documents		SHF education budget-revised_050317.xlsx					
Budget Documents		SHF education budget-revised_080317.xlsx					
Budget Documents		SHF education BOQ's-080317.xlsx					
Budget Documents		SHF education budget-revised_100317.xlsx					
Budget Documents		SHF education BOQ's-100317.xlsx					
Budget Documents		final WVI HF education BOQ's-100317.xls					
Budget Documents		Final version 2 WVI HF education BOQ's-100317.xls					
Grant Agreement		HC signed GA for WVI 4672.pdf					