

<b>Requesting Organization :</b>	Save the Children			
<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>	Support to quality basic Education for Drought affected children in Hiran region			
<b>Allocation Type Category :</b>				
<b>OPS Details</b>				
<b>Project Code :</b>		<b>Fund Project Code :</b>	SOM-17/3485/SA1 2017/Ed/INGO/5037	
<b>Cluster :</b>		<b>Project Budget in US\$ :</b>	349,839.50	
<b>Planned project duration :</b>	6 months	<b>Priority:</b>		
<b>Planned Start Date :</b>	31/03/2017	<b>Planned End Date :</b>	30/09/2017	
<b>Actual Start Date:</b>	31/03/2017	<b>Actual End Date:</b>	30/09/2017	
<b>Project Summary :</b>	<p>This project will address the needs of 9 drought-affected schools and 3,500 girls and boys at risk of dropping out. Schools will be supported to keep children in school, and to support drought-affected children through the crisis. Schools will also be utilized as essential platforms for meeting the basic needs of young people, including water and food.</p> <p>With general poor performance of Gu and Deyr rain season of 2016 in Somalia. The resultant drought had severely affected conditions of pasture, crops and water availability resulting in the migration of pastoralists from the affected areas. UN OCHA led inter cluster assessment conducted in December, 2016 in the region, revealed an estimated population of 10,000 pastoralists who migrated into Hiran region. The harvests for farming communities were poor for cereals due to low rainfall. Similarly, livestock deaths had also been witnessed in some areas. The drought impact on education is also already felt in the shrinking enrolment due to dropout of learners as a result of families' migration in search for food, water and pasture elsewhere. The most critical needs include lack of clean, safe drinking water, poor hygiene and sanitation condition, school dropout among others. Children, especially the girl child is forced to move a long distance with their parents in search of water and food for the family, leading to high rate of drop out for the girls compared to the boys. Many drought-affected children end up displaced in new locations (schools) without adequate teaching-learning materials,. The massive displacement of children in the new locations means additional pressure on the already over stretched host schools facilities like classrooms and hygiene and sanitation facilities.</p> <p>The Local authorities in Beletweyne reported 1,150 households (6,900 individuals) arriving in major towns including Beletweyne since Dec 2016. Further displacement is anticipated if intervention is delayed and the drought continues. Based on FSNAU recent reports, an estimated 14,000 IDPs are in Crisis (IPC 3) and 3,000 in Emergency (IPC 4) food security. The Global Acute Malnutrition (GAM) rate in rural population is 15.3%, which is above the 'Critical' threshold, and a SAM rate is 4.1%.</p> <p>In addition, some of the schools in the pastoral and agro-pastoral zones are already experience low enrollment due to migration as a result of the current severe drought impacts. Schools in the worst hit areas had already reported rapid decline in attendance of pupils and teachers. Statistically, approximately 3500 school enrolled in SC supported schools other schools in Hiran region are increasingly facing the risk of children dropping out of school due to severity of the current drought and the resultant migration. The low enrollment rate in south Somalia therefore calls for an urgent need to intervene to retain these children in the schools especially with research showing that children who drop out of school due to emergencies will most likely not return to school after the emergency. In line with Somalia education cluster objectives and SHF funding strategy, the proposed intervention will provide life-saving assistance in response to drought situation working with existing community structures like community education committees (CECs) and child welfare committee (CWCs) to ensure the drought affected children continue learning in a protected learning environment through: provision of school feeding programme, recreational facilities, critical basic services, the much needed safe drinking water, building the capacity of the school managers and as well construction of temporary learning spaces for additional IDP children.</p>			
<b>Direct beneficiaries :</b>				
<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
50	43	1,750	1,750	3,593

<b>Other Beneficiaries :</b>					
<b>Beneficiary name</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Committees	35	28	0	0	63
Staff (own or partner staff, authorities)	15	15	0	0	30
<b><u>Indirect Beneficiaries :</u></b>					
Indirect beneficiaries will include the parents/caregivers and broader community reached through community sensitization/awareness campaign					
<b><u>Catchment Population:</u></b>					
199452					
<b><u>Link with allocation strategy :</u></b>					
Through the establishment and support to temporary learning spaces, school feeding programme and clean water available in the schools the project's objectives and outcomes contribute directly towards increasing access to education for drought affected school children.					
<b><u>Sub-Grants to Implementing Partners :</u></b>					
<b>Partner Name</b>	<b>Partner Type</b>		<b>Budget in US\$</b>		
<b><u>Other funding secured for the same project (to date) :</u></b>					
<b>Other Funding Source</b>			<b>Other Funding Amount</b>		
<b><u>Organization focal point :</u></b>					
<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Phone</b>		
Mengistu Koricha	Head of education	Mengistu.koricha@savethechildren.org	+254739968275		
Laura Jepson-Lay	Head of Program Development	laura.jepson@savethechildren.org	0732 888852		
<b>BACKGROUND</b>					
<b><u>1. Humanitarian context analysis</u></b>					
<p>Drought situation in Hiran has deteriorated due to poor performance of Gu and Deyr rain season of 2016 that has severely affected conditions of pasture and crops in Hiran region and decreased water availability resulting in the migration of pastoralists from the affected areas. Communities living in the Drought affected area have experience water shortages and among riverine communities, farmers from riverine areas have begun selling fodder as a coping strategy for their livestock. According to UN OCHA led inter cluster assessment conducted in December, 2016, an estimated 10,000 pastoralists have migrated from Mudug, and Galgaduud regions as well as from west of Beledweyne district to parts of Matabaan, Mahas, east of Beledweyne district of Hiran region. The harvests for farming communities (Beledweyne, Buloburto and Jalalaqsi) along the Shebelle River in the region were very low especially for cereals due to low rainfall and attacks from pests and birds. Livestock deaths have been witnessed in some areas due to the drought as migration continues. There is an increase of AWD/Cholera related to the drought and affecting mainly children under 5 years in many parts of the region. Nutritional situation of the region have depreciated, due to drought most of the people started to use coping strategies of reducing the number of meals per day. Admissions have increased significantly at the outpatient therapeutic programme (OTP) centres in East Beletweyne run by the Save the children.</p> <p>Some of the schools that are located in the worst affected area have witnessed water shortage, dropout of learners because pupils moved with their families in search for pasture and water for their livestock. Acute shortage of water and pasture have led to increased migration and displacement among drought-affected population putting pressure on the receiving areas (areas between Mahas and Mataban) which have received the largest population. With enrolment rate in Central South Somalia only being 30%, the continuing dropout witnessed in the drought affected areas will worsen the situation. More than 2,400 people had been reported to have crossed into Ethiopia in January 2017 in search of water and food (January UNHCR). If the 2017 Gu season performs poorly as forecasted, the impact of the current drought will be catastrophic and famine of IPC Phase 5 would be expected. (FEWS NET, FSNAU, 16 Jan 2017).</p>					
<b><u>2. Needs assessment</u></b>					

An estimated 10,000 people have already been affected in the 2 months. In major towns and cities, such as Beletweyne, Mataban, Mahas and other villages in the region, are experiencing an influx of people fleeing the drought. The Local authorities in Beletweyne reported 1,150 households (6,900 individuals) arriving in major towns and are integrating with the families since Dec 2016. 60% of this population had been reported to have joined the existing IDP settlements, thereby putting pressure on already overstrained resources and infrastructures. Further displacement is anticipated if intervention is delayed and the drought continue.

Based on FSNAU recent reports, an estimated 14,000 IDPs are in Crisis (IPC 3) and 3,000 in Emergency (IPC 4) food security. The GAM rate in rural population is 15.3%, which is above the 'Critical' threshold, and a SAM rate is 4.1%. Half (51%) of respondents stated that they had food stocks for less than 10 days or no food stocks at all.

The findings of an interagency assessments carried out by the NGOs in Hiran shows that an estimated 10,000 pastoralists have migrated from regions which include Mudug, Galgaduud, Middle Shebelle, Zone five of Ethiopia and from west of Beletweyne district to parts of Mataban, Mahas, east of Beletweyne district of Hiran region. Similarly, the drought had impacted the education sector in Hiran in multiple ways. Some of the schools in the pastoral and agro-pastoral zones already experience low enrollment due to migration as a result of the current severe drought impacts (shortages of water, pasture and basic services). Communities have migrated with their livestock in search of water and pasture, thus some pupils have already moved with their parents while others were moved to other major town to stay with their relatives. Schools in the worst hit areas had already reported rapid decline in attendance. Whereas, the agro-pastoralist along the river are struggling to irrigate their farms to get fodder for their livestock. School children are also engaged in this activity missing classes for extended period and finally dropping out of school. A total of 3500 school children from El-gal, Hiran, Lafole, Ba'ad and Luq-dhere primary schools (Agro-pastoralists), Osman Malin and Bergadid primary schools in the pastoral zone are increasingly at risk of dropping out of school due to severity of the current drought and the resultant migration which is the only coping strategy the drought affected communities are left with.

Existing gaps in the 9 targeted schools include:

- Recreation materials.
- Shortage of safe drinking water in the schools affected by the current drought.
- Temporary learning spaces to accommodate children displaced by the drought
- School feeding programme

SC will therefore provide the above to the targeted schools for a period of 6 months starting April 2017 with a focus on addressing the impact of the prolonged drought on the education sector in the region. The project will also adopt an integrated approach, by addressing not only the drought impact, but focusing on life saving interventions, protection aspect of our programming, complementarity with our current interventions in Beletweyne and Mataban, and also encouraging inter-sectoral synergies among the current ongoing projects

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

The SHF project will target 9 of the 18 schools affected by the current drought in Beletweyne and Mataban districts of Hiran. The intervention will support the retention of 3500 children (50% girls) already in SC supported schools who are at risk of dropping out of school due to effects of drought. Children from both the IDPs and the host communities will benefit from the project interventions. 300 out of school IDP children will be targeted as direct beneficiaries and be enrolled in the existing schools. They will benefit directly from access to education, school supplies, classrooms and temporary learning spaces (TLS), clean and safe drinking water and access to food through a feeding programme.. The project will, in its quest to build capacity, train 30 teachers and 63 CECs identified from the targeted schools in consultation with the REO and DEO on impact of the drought. 18 mothers who will be identified through the CECs from the drought affected communities will also benefit from the project activities through training on cooking demonstration.

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

Enrollment rate in South central Somalia being as low as 30% (Somalia Education Cluster), an action must be taken to stop further decrease in enrollment due to the impact of current drought in the region. Through provision of safe drinking water and school feeding within the target schools, the project will not only save lives of children but also retain them in schools to continue learning in safe learning and supportive environment. The provision of school supplies (recreational materials) will enable children access quality basic education with focus on those from low income households and those left with relatives by their parents who migrated with livestock in search for pasture and water. In this way, schools will be utilized as vital community platforms with which to both meeting basic food and water needs of girls and boys, whilst keeping them in education during the crisis. The increasing arrival of drought-displaced populations in Hiran region particularly in the Eastern side will obviously exert pressure on the existing educational facilities. With construction and furnishing of temporary learning spaces, more spaces will have been created to de-congest classrooms and provide protection and safe learning environment to children from displaced communities. Furthermore, psycho-social support and resilience building sessions will improve ability of children to withstand shocks in the future and develop strong coping strategies to locally occurring disasters. Similarly, the project's plan to enhance capacity of adults including teachers and community education committees on impact of local hazards (drought, famine, flooding etc) is expected to improve capacity and skills in the community based structure and the teachers to enable sustainable coping mechanism against the continually changing climate. With enrolment drive campaigns within the target communities through the CECs, teachers and education local authorities will see the enrollment of new out of school children and retain the already enrolled children by emphasizing importance of education. The project will further provide recreational materials (which will be tailored to the needs of the children and dis-aggregated by age) to the target schools to close in the existing gender gap in education. To avoid further cases of school dropouts, this project will be active throughout the school holidays in June and July with an aim of ensuring the targeted children are kept in school during this period of prolonged drought and do not migrate with their families in search for food and water. This will also reduce the protection concerns associated drought where children are required to support their families with water collection, begging and working to contribute to household income, and forced early marriages all of which increases their exposure to abuse and violence. SC therefore proposes to have this project run for a period of six months including school holidays where such cases of children abuse are high.

### **5. Complementarity**

Save the children has an established field office in Hiran which had been operational for more than two decades with running multi-sect-oral programmes including nutrition, health, food security, WASH and education in emergency project. The proposed activities of this SHF project will complement the on-going education interventions in 9 out of 18 SC supported schools in Hiran. This project will build on the achievements of the on-going Norwegian Ministry of Foreign affairs (NMFA) funded education project, benefitting from the lessons learned and best practices for further improvement of children's learning: working closely with the community and local authorities to ensure ownership and smooth running of the schools despite clan conflicts; focusing on improving children's learning outcomes by provision of regular joint monitoring of schools and continued professional support to teachers. The proposed SHF activities will support further relevant improvement in education and prevent children from dropping out of school as a result of the current drought. This project will aim to retain already enrolled children and mobilize out of school children for enrollment. Besides NMFA funded education activities, SC is implementing WASH interventions including water tracking, rehabilitation of water storage facilities and hygiene promotion campaigns for the drought affected communities around the SC supported schools. The SHF project will complement these activities through provision of safe clean drinking water at school level which will be accessible to children while at school. The proposed school feeding for the school children will strengthen food security among the drought affected communities along the currently running SC food security interventions within the targeted communities.

## LOGICAL FRAMEWORK

### Overall project objective

Ensure vulnerable drought- affected girls and boys in Hiran region in South Somalia, continue their education throughout the crisis, and have their basic needs met within safe and supportive learning environments

Education							
Cluster objectives		Strategic Response Plan (SRP) objectives			Percentage of activities		
Ensure emergencies and crises affected children and youth have access to safe and protective learning environments		Somalia HRP 2017			100		
<b>Contribution to Cluster/Sector Objectives :</b> Through the establishment of and support to temporary learning spaces and supporting existing drought affected schools, this project's objectives and outcomes contribute directly towards increasing access to education for crisis-affected children, namely boys and girls in IDP settlements and host communities in Hiran region.							
<b>Outcome 1</b>							
Increased access and retention of 3500 children (50% girls) in safe and supportive learning environments in nine drought affected schools in Hiran region. 3200 children already in school will be retained, while 300 new IDP children of school going age will be enrolled in school.							
<b>Output 1.1</b>							
<b>Description</b>							
Increased number of boys and girls enrolled and retained in the 9 targeted schools in Baledweine and Mataban districts in Hiran region							
<b>Assumptions &amp; Risks</b>							
<b>Indicators</b>							
Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.1.1	Education	Number of temporary learning spaces or rehabilitated classrooms					12
<b>Means of Verification :</b> School visits, Temporary Learning Spaces constructed							
Indicator 1.1.2	Education	Number of community members reached with outreach community mobilization activities. (150 men, 150 female)					300
<b>Means of Verification :</b> Activity reports with attendance list							
Indicator 1.1.3	Education	Number of CECs members and teachers trained					93
<b>Means of Verification :</b> Training reports (Target 28 female and 35 male) CEC members and 30 teachers (15 Female)							
Indicator 1.1.4	Education	Number of school children benefiting from the recreational materials					3,500
<b>Means of Verification :</b> Distribution list							
<b>Activities</b>							
<b>Activity 1.1.1</b>							
<b>Standard Activity : Construction of learning spaces</b>							
Construction of 10 Temporary learning spaces in targeted schools. 300 drought displaced students (150 boys, 150 girls) are expected to benefit from the construction of the classrooms							
<b>Activity 1.1.2</b>							
<b>Standard Activity : Back to school Campaign</b>							
Conduct enrollment drives and awareness campaigns to promote education for out of school children and how to retain the already enrolled children by emphasizing importance of education in the 9 targeted schools in Mataban and Beletweyne districts							
<b>Activity 1.1.3</b>							
<b>Standard Activity : CEC training</b>							
Provide training to 63 (28 female) Community Education Committees (CECs) and 30 teachers (15 female) in order to support the needs of drought-affected children and support them to stay in school. Topics will be tailored based on consultation with children and community and will include DRR school planning, climate change, safeguarding, child safeguarding.							
<b>Activity 1.1.4</b>							
<b>Standard Activity : Recreational activities</b>							
Provision of recreational materials for 9 schools (which will be tailored to the needs of the children and dis-aggregated by age)							
<b>Outcome 2</b>							
Increased access to clean safe drinking water in 9 drought affected schools.							
<b>Output 2.1</b>							
<b>Description</b>							
Increased number of people benefiting from safe and clean drinking water and hygiene promotion messages							
<b>Assumptions &amp; Risks</b>							
<b>Indicators</b>							

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.1.1	Education	Number of school children and school personnel with access to safe drinking water in the 9 schools for a period of 6 months. (target beneficiaries 150 men, 150 women, 1750 boys, 1750 girls)					3,800
<b>Means of Verification :</b> Activity reports, FGDs with beneficiaries							
Indicator 2.1.2	Education	Number of water storage facilities provided/constructed. (target beneficiaries 150 men, 150 women, 1750 boys, 1750 girls)					9
<b>Means of Verification :</b> Monitoring visits to schools, quarterly reports							
Indicator 2.1.3	Water, Sanitation and Hygiene	Number of people who have participated in hygiene promotion activities					40
<b>Means of Verification :</b> (target beneficiaries; 20 girls, 20 boys) Monitoring visits, training reports, FGD with club members							
<b>Activities</b>							
<b>Activity 2.1.1</b>							
<b>Standard Activity : Water distribution in schools</b>							
Provide safe and clean drinking water to learners in 9 drought affected schools in Hiran region for 3 months (2.5 litres per child per day)							
<b>Activity 2.1.2</b>							
<b>Standard Activity : Water and sanitation infrastructure construction/refurbishment</b>							
Construct 9 ground water tanks in nine drought affected schools.							
<b>Activity 2.1.3</b>							
<b>Standard Activity : Hygiene promotion</b>							
Train school clubs in good practices of health, hygiene and nutrition practices							
<b>Outcome 3</b>							
Improved nutrition status of 3500 school going children in the 9 targeted schools in Beledweine and Mataban districts in Hiran region							
<b>Output 3.1</b>							
<b>Description</b>							
Provide supplementary school feeding program to 3500 school children in the 9 drought affected schools							
<b>Assumptions &amp; Risks</b>							
<b>Indicators</b>							
Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 3.1.1	Education	Number of children benefiting from the supplementary school feeding programmes					3,500
<b>Means of Verification :</b>							
Indicator 3.1.2	Education	Number of schools that benefited from cooking utensils					9
<b>Means of Verification :</b>							
Indicator 3.1.3	Food Security	Number of individuals trained					18
<b>Means of Verification :</b>							
<b>Activities</b>							
<b>Activity 3.1.1</b>							
<b>Standard Activity : School feeding</b>							
Provide 3500 children(50% girls) in the 9 drought affected schools with meals ( milk powder, dates, sugar, porridge) for 6 months							
<b>Activity 3.1.2</b>							
<b>Standard Activity : School feeding</b>							
Provide cooking utensils/cooking/serving materials for 9drought affected schools							
<b>Activity 3.1.3</b>							
<b>Standard Activity : School feeding</b>							
Train 18 mothers (CEC members) on cooking demonstration in 9 drought affected schools in Hiran							
<b>Additional Targets :</b>							

**M & R**

**Monitoring & Reporting plan**

Save the Children follows a new and comprehensive Monitoring and Evaluation (M&E) approach called Monitoring, Evaluation, Accountability and Learning (MEAL), which means Monitoring, Evaluation, Accountability, and Learning framework that guarantees quality assurance, and this is coordinated by our MEAL manager. They support the programme team to set up a functional M&E system. This is an integrated system that generates detailed, field-based information and continuously improves program quality and learning. Programme monitoring will be conducted by a dedicated independent field-based MEAL staff rather than programme implementation staff and will report directly to Nairobi team. The MEAL team will use program quality benchmarks, with indicators that define expected quality standards and discuss outcomes of their monitoring with program team to come up with management decisions and improvement actions. This system ensures stakeholder opinions are actively sought and accounted for, activities are assessed against quality benchmarks, program improvement actions are planned and completed, and findings feedback into management decision making and organizational knowledge. A monitoring and evaluation plan will be developed for the project. This will include a detailed indicator performance tracking table that will be used to track progress towards performance targets. The MEAL Teams will develop project specific data collection tools, basing on the project's measurable indicators. At project level, there will be a monthly review and analysis of data from program implementation and the results will be used to make any required implementation adjustments. Monthly review meetings will also include discussions of key findings, challenges and actions on how to address the challenges. The last project review meeting will include an analysis of the overall project performance and of lessons learnt. MEAL will conduct independent monitoring of program quality following standards that are agreed upon by the technical and the MEAL team. Outcomes of these monitoring visits will be discussed with the project team to address quality shortcomings. The information and data generated by the MEAL team will feed into the reports submitted to SHF according to the agreed schedule

**Workplan**

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Construction of 10 Temporary learning spaces in targeted schools. 300 drought displaced students (150 boys, 150 girls) are expected to benefit from the construction of the classrooms	2017			X	X	X	X						
Activity 1.1.2: Conduct enrollment drives and awareness campaigns to promote education for out of school children and how to retain the already enrolled children by emphasizing importance of education in the 9 targeted schools in Mataban and Beletweyne districts	2017				X		X	X					
Activity 1.1.3: Provide training to 63 (28 female) Community Education Committees (CECs) and 30 teachers (15 female) in order to support the needs of drought-affected children and support them to stay in school. Topics will be tailored based on consultation with children and community and will include DRR school planning, climate change, safeguarding, child safeguarding.	2017				X	X							
Activity 1.1.4: Provision of recreational materials for 9 schools (which will be tailored to the needs of the children and dis-aggregated by age)	2017					X							
Activity 2.1.1: Provide safe and clean drinking water to learners in 9 drought affected schools in Hiran region for 3 months (2.5 litres per child per day)	2017				X	X	X						
Activity 2.1.2: Construct 9 ground water tanks in nine drought affected schools.	2017			X	X	X	X						
Activity 2.1.3: Train school clubs in good practices of health, hygiene and nutrition practices	2017				X	X							
Activity 3.1.1: Provide 3500 children(50% girls) in the 9 drought affected schools with meals ( milk powder, dates, sugar, porridge) for 6 months	2017			X	X	X	X	X	X	X			
Activity 3.1.2: Provide cooking utensils/cooking/serving materials for 9drought affected schools	2017				X								
Activity 3.1.3: Train 18 mothers (CEC members) on cooking demonstration in 9 drought affected schools in Hiran	2017				X								

**OTHER INFO**

**Accountability to Affected Populations**

Save the Children has accountability mechanism that ensures participation of beneficiaries, and giving feedback on the progress of the project. The project will have a detailed M&E plan, which indicates roles of different stakeholders during the project life cycle. Joint monitoring visits by Save the Children and the other project stakeholders will be conducted on quarterly basis. The outcomes of these monitoring visits will be discussed with the project team to address quality shortcomings. Further key stakeholders, including children, will be given platforms to participate in critical reflection and feedback processes on the performance of this project. Save the Children's child participation tools will be applied to ensure meaningful, safe, inclusive and voluntary participation of children. A robust and user friendly accountability mechanism will be agreed between beneficiaries (children – boys and girls, and community adults) who are stakeholders in the project. The system will involve sharing project information with beneficiaries, creating opportunities for beneficiaries to participate in implementing the project and a mechanism for receiving and handling feedback and complaints. Outcomes of the accountability system will be fed into monthly review meetings to inform decision making in regard to improving the quality of services delivered to beneficiaries. Communities will be able to provide feedback confidentially using the Save the Children's hotline number.

**Implementation Plan**

The project will provide life-saving assistance in response to the severe drought situation in the region through existing community structures like community education committees (CECs) ) to ensure the drought affected children continue learning in a protected learning environment through provision of school feeding programme and recreational facilities. The project will also mainly focus on creation of access to most critical basic services. The project's intervention will include provision of much needed safe drinking, building the capacity of the school management structures. Based on needs assessment, construction of temporary learning spaces would be done to accommodate the drought displaced children. Priority will be given to SC supported schools located in the hard-hit areas in Beletweyne and Mataban districts. School children through student clubs & communities will be supported to identify and analysis risks and hazards that affect their wellbeing, safety, school attendance including climate change issues with the help of trained teachers

In collaboration to MoE at central level, the project team will organize community meetings and facilitate discussions on relevant education issues and possible solutions. Different community members such as mothers, elders, religious leaders, youth and children will be engaged to participate in these discussions and more awareness will be created among them in educating their children and actively participate in the education activities.

**Coordination with other Organizations in project area**

Name of the organization	Areas/activities of collaboration and rationale
EiE (Education in Emergencies) cluster	To ensure effective coordination with other actors and sharing of lessons learnt/best practices
Ministry of Education	Community mobilisation and oversight of construction work, including site selection, and coordination on teacher incentives and capacity building
Other education actors	To ensure effective coordination and avoid duplication of activities in the IDP camps

**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**

In Somalia, women and girls continue to be considered as legal minors (in customary law) and generally inferior to men and boys. Women and girls have little or no agency in choices and decisions that affect their lives. Despite the advantages female education brings (increased economic productivity, increased awareness of rights, improved maternal health, and reduced infant mortality and fertility rates), girls face a unique set of barriers that prevents them from going to school, including many cultural and economic hurdles. Many families, when faced with costly school fees, choose to educate boys rather than girls as the girl will eventually join the home of her husband and so the parents do not expect to see the benefits of her education. Other reasons cited by Somali parents and teachers for gender disparities in education are: the inadequate number of female teachers (only 15% of teachers are female), lack of gender-segregated latrines, and inaccessible schools amidst conflict and heightened insecurity. For Save the Children, realizing our vision means a world where all girls and boys can hold diverse hopes and dreams for their futures, and have equal opportunity to make these come true. Our vision is for a world where both girls and boys are safe from harm, where they are equally heard and valued, and where they have equal access and time to devote to education, to work, to rest, and to play. The project will, through its community sensitization activities, will specifically promote the benefits and value of educating girls, to boost the enrollment and retention of girls in school. This will be complemented by girls involvement in school clubs, particularly girls forums, and the provision of sanitary kits to girls (done through the Norway MFA education project in Hiran), as they will often not attend school during menstruation . The project will also take ensure the inclusion of female teachers and female CEC members in capacity building the activities to ensure the female voice is heard (part of which will require sensitization with male head teachers and CEC members to ensure their involvement is productive and not just tokenistic).

**Protection Mainstreaming**

Save the Children has strong Child safeguarding policy that applies to all its staffs, consultants, contractors, or people who get in touch with children in the course of doing Save the Children's work. All staff are trained before being deployed to the field, and they must sign to show that they have read and understood the policy, and that they will not harm the children. Consent of the parents or the children is sought before engaging with the children. Provision of water to children in the school will also ensure that the children, especially the girls remain at school and they do not get abused as they travel out to look for water. The community will be actively participated throughout the project implementation process. The project will give training to the CECs and teachers on Child Rights and Child protection committees, and regular review meeting will be conducted. They will be points of reference and reporting of any child abuse emanating within the school and the community

**Country Specific Information**

**Safety and Security**

Save the Children has comprehensive safety and security guidelines with specific recommendations for teams operating in Somalia and has a robust Safety and Security Plan to safeguard SC beneficiaries, staff, and property, and undertaken a risk assessment and implemented mitigating measures. These guidelines are updated regularly in order to ensure appropriateness to the prevailing context. We have a fully-fledged safety and security department centrally led by the Head of Safety & Security who oversees a team of dedicated area security managers based in each area office. This network of professional safety and security staff continuously gather and analyse security information and generate security advice to staff and the country Senior Management Team for decision making. Weekly staff meetings are held at both Nairobi and field level which include updating all staff about security incidents, how these impact our programmes and staff, and the decisions/actions taken. The safety and security team work closely with the regional security forums as well national security bodies such as the NSP (National Security Protection), (NGO security programme), UNDSS (UN department for safety and security) and the local security authorities to access security information which often serves the early warning and early action purpose. Save the Children is committed to minimising safety and security risks to staff and ensuring staff are given training, support, and information to reduce their risk exposure while maximizing the impact of our programmes for children and families. Save the Children International seeks to provide safe and healthy working conditions for all staff, mindful that each individual staff member also has responsibility for achieving this. All Save the Children staff will have access to, and orientate themselves on, the Safety and Security policy, standards, procedures and supporting tools and guidelines. All staff are required to complete Personal Safety & Security training course as part of their induction; receive Basic First Aid training at least twice a year, and Psychological First Aid training at least once a year; and newly recruited staff must participate in a Resilience Profiling Training prior to starting their mission. All Save the Children staff and consultants must undergo a mandatory online personal safety and security trainings before deployment in the field for an assignment.

#### Access

Our field presence in Hiran ensures that our staffs are near to the beneficiary communities, hence making their accessibility easier. Over 98% of our field staffs are Somalis, and this makes it easier for them to operate in most parts of the state, without any kind of restriction. SC also works through partners and community based structures based in the community. These structures make a strong bridge between SCI staffs and the community, making access very easy. Save the Children will participate in the regular INGO – Donor – UN coordination group that is monitoring humanitarian access in critical areas of Somali. Should access to the area of intervention (or parts of it) be limited due to political/military events/decisions save the children will do everything possible to negotiate access. Should the area become and remain inaccessible save the Children will discuss with the donor about further procedures

#### 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	Head of Education	D	1	6,186.00	6	12.00	4,453.92
	<i>Head of Education based in Nairobi will oversee all Education projects, he will also be responsible for the project design, monitoring to ensure high quality standards are maintained. He responsible for project implementation and provides technical advice on day to day project implementation and also assist in the technical review of the project report. The unit cost is \$ 4,453.92 inclusive of medical and pension SHF will contribute 12% of his salary.</i>						
1.2	Education Cluster Coordinator	D	1	5,958.00	6	10.00	3,574.80
	<i>This Education Cluster will assist during the trainings, coordination with the other agencies, as well as provide input during the project design stage as well as implementation. The unit cost is \$ 3,574.80 inclusive of medical and pension SHF will contribute 10% of his salary.</i>						
1.3	Education Programme Manager	D	1	2,700.00	6	25.00	4,050.00
	<i>The Education Program Manager is responsible for planning, organizing, directing, coordinating, monitoring and evaluation of Save the Children International's education programme (including primary/secondary education, teachers training, skills training and employment and capacity building of education administrations) in Puntland. The Manager will play a key role in establishing and maintaining sound working relationships and partnerships with local education administration bodies, local and international NGO partners. The unit cost is \$4,050 inclusive of terminal benefits, eid bonus and medical insurance and SHF will contribute 25% over the life of the award.</i>						
1.4	Education Project Officers	D	2	1,400.00	6	35.00	5,880.00
	<i>The Project Officers based in beledweyne will be responsible for the day to day implementation of the activities. The unit cost is \$ 5,880 inclusive of medical, terminal benefits and eid bonus and SHF will contribute 35% of their cost over the life of the project.</i>						
1.5	Technical Assistant	D	1	275.00	3	100.00	825.00
	<i>The Technical assistance will be involved in the kick off meetings, project monitoring and review of the reports hence SHF will contribute 3 days of their cost at \$275 each.</i>						
1.6	Monitoring Evaluation Accountability and Learning Officer	D	1	1,450.00	6	15.00	1,305.00
	<i>The Monitoring and Evaluation Officer based in Mogadishu will be responsible for monitoring and evaluation of the project to ensure the project meets its intended objectives while recording the lesson learnt. The unit cost is \$1305 inclusive of medical, terminal benefits, eid bonus and SHF will contribute 15% of his cost over the life of the project.</i>						
1.7	Area Representative-South Central	D	1	5,895.00	6	15.00	5,305.50
	<i>The Area Representative based Mogadishu has oversight over the field team in the area where the program is being implemented. The unit cost is \$5,305.50 which is inclusive of medical, terminal grants and eid bonus in accordance with the SCI policy and SHF will contribute 15% over the life of the award.</i>						
1.8	Area Finance Manager	D	1	3,300.00	6	20.00	3,960.00

	<i>The Finance Manager is based in Mogadishu will be will be responsible the budget monitoring, review and approve programme payments, salaries and provision of ontime information and data processing. The unit cost is \$3,960 which is inclusive of medical, terminal grants and eid bonus in accordance with the SCI policy and SHF will contribute 20% over the life of the award.</i>						
1.9	Donor Reporting Officer	D	1	1,700.00	6	20.00	2,040.00
	<i>The Donor Reporting Officer based in Nairobi will be responsible for coordinating the reporting process, reviewing the narrative reports against financials and submitting this to the donor and member. The unit cost \$2,040 is inclusive of social security, medical and terminal grants and SHF will contribute 20% over the life of the award.</i>						
1.10	Admin/HR Officer	D	1	1,558.00	6	20.00	1,869.60
	<i>The Admin/HR officer based in Beledyweene will be responsible for recruiting the staff, capacity building for staff to ensure they are able to perform there duties effectively and efficiently and performing other HR functions. She/He is also responsible for the admin functions like organising meetings and workshops as well as flight bookings.ms and during workshops. The unit cost is \$1,869.60 inclusive of medical, terminal grants and eid bonus in accordance with the SCI policy and SHF will contribute 20% over the life of the award.</i>						
1.11	Logistics Officer	D	1	1,965.00	6	20.00	2,358.00
	<i>The Logistics Officer is based in Beledyweene will be responsible for procurement will work closely the procurement manager on the construction tenders for this project and also procurement supplies as well as managing inventory. The unit cost is \$2,358 which is inclusive of medical, terminal grants and eid bonus in accordance with the SCI policy and SHF will contribute 20% over the life of the award.</i>						
1.12	IT Officer	D	1	1,965.00	6	20.00	2,358.00
	<i>The IT officer based in Mogadishu will be responsible for ensuring the internet is working to enable the project staff and the support staff perform their work without interruptions. He will be responsible for ensuring effective communication system are put in place and data back up during project implementation and reporting. The unit cost is \$2,358 which is inclusive of medical, terminal grants and eid bonus in accordance with the SCI policy and SHF will contribute 20% over the life of the award.</i>						
1.13	Awards Officer	D	1	1,396.00	6	20.00	1,675.20
	<i>The Awards Officer based in Mogadishu and will primarily responsible for ensuring compliance with donor/SCI regulations, contract management, donor reporting and auditing. The unit cost is \$1,675.20 which is inclusive of social security, medical and terminal benefits. SHF will contribute 20% over the life of the award.</i>						
	<b>Section Total</b>						<b>39,655.02</b>
<b>Supplies, Commodities, Materials</b>							
2.1	Construction of temporary classrooms (TLS)	D	10	2,502.20	1	100.00	25,022.00
	<i>This is the cost of constructing 10 temporary classrooms for the six schools (2 classrooms per school) at the unit cost of \$2,502.20 per class room. The overall cost is \$ 25,022.00. This will improve access to education by enrolling children out of school and retaining those in school, SHF will cover 100% of the cost. BOQ attached</i>						
2.2	Conduct enrolment drives and awareness campaigns	D	1	2,967.20	1	100.00	2,967.20
	<i>Enrolment drives and awareness campaign will be conducted in all the target schools for the community to understand the value of the education and bring their children to schools. It is also a good opportunity to create awareness to families/parents who have taken their children from schools in order to bring back their children to school. The cost is \$2,967.20 for refreshment and perdiem for 45 people doing mobilization for 2 days.</i>						
2.3	Provision of recreational materials for nine schools	D	9	1,200.00	1	100.00	10,800.00
	<i>The recreational materials will be procured and distributed to the learners in all 9 schools in Mataban and Beledweyne districts. This will increase the morale of students in the school. 3,500 learners will benefit from this recreational materials. It also part of physical education and will keep children in school. The overall cost will be \$10,800. The SHF will contribute 100% over the life of the award. See BOQ attached.</i>						
2.4	Train teachers and Community Education Committee members on DRR planning , Climate change and child safeguarding	D	1	9,429.60	1	100.00	9,429.60
	<i>Teachers and Community Education Committee will be trained on Topics will be tailored based on consultation with children and community and will include Disaster Risk Reduction(DRR) planning, climate change and child safeguarding to ensure broader life saving environment. This will enable them to prepare the contingency plans of their respective schools . It will also build the capacity of the Community Education Committee members to protect the environment and ensure that the learning environment is safe. The total cost for the training is \$9,429.60 for 93 participants( 63 Community Education Committee members and 30 teachers) for 3 days. SHF will contribute 100% . See BOQ attached.</i>						
2.5	Construct 9 ground water tanks in nine drought affected schools targeting 3500 children	D	9	699.40	1	100.00	6,294.60
	<i>Nine ground water tank will be constructed in the nine drought affected schools, (target This will attract more children to schools since most of children run away from school because of no water. This will improve access to water, total cost of \$6,294.60 SHF will cover 100% cost of this. BOQ attached.</i>						
2.6	Provide safe drinking water for the 3500 learners and 300 school personnel in 9 drought affected schools	D	209000	0.20	3	100.00	125,400.00

	<i>Safe drinking water will be provided to the nine schools. This will attract more children who were seeking water from far places to come to school . The cost of safe drinking water is \$125,400 ( 3800( 3500 children plus 300 school personnel)*2.5litres per child per day(22 days per month) *3 months*0.2 USD/per litre) and SHF will contribute 100%. We will only provide water for 3 months with anticipation that the rains will fall.See BOQ attached.</i>							
2.7	Train School child clubs on good practices of health, hygiene, and nutrition practices	D	1	3,084.40	1	100.00	3,084.40	
	<i>School club members will be refreshed and trained on good practices of health, hygiene and nutrition to make sure that the learning environment is clean. This will also give new knowledge to children to keep cleanliness and tidiness in the schools. The unit cost 3,084.40 and we intend to train 40 children.SHF will contribute 100%.See BOQ attached.</i>							
2.8	Provide supplementary school feeding program for 9 schools	D	1	73,764.00	1	100.00	73,764.00	
	<i>The project will provide feeding for the children for six(6) months that they will be at school. This will comprise of powdered Milk, sugar, porridge and dates will be provided to the schools. The food will provide additional nutritional values to the children besides retaining or keeping them at school. Total costs of \$73,764 will be used and SHF will contribute 100% over the life of the project. See the attached BOQ.</i>							
2.9	Provide cooking utensils/cooking/serving materials for 9 schools	D	1	2,385.00	1	100.00	2,385.00	
	<i>Cooking materials such as utensils will be distributed to the 9 schools. Each school will be provided 2 sauce pans and 5 buckets, this will help in cooking and serving of food. The total cost is \$2,385 and SHF will contribute 100%. See BOQ attached.</i>							
2.10	Train 18 mothers( CEC members) on cooking demonstration in 9 drought affected schools in Hiran	D	1	2,614.20	1	100.00	2,614.20	
	<i>Eighteen mothers ( community education committee members) will be trained on cooking demonstration for 3 days to deeply understand the concept of the feeding program. The total cost is \$2,614.20 and SHF will contribute 100%. See BOQ attached.</i>							
	<b>Section Total</b>						<b>261,761.00</b>	
<b>Travel</b>								
5.1	Staff travel and Lodging	D	1	4,350.00	1	100.00	4,350.00	
	<i>The costs include travel costs for key project staff based in the field consisting staff movement between Hiran, Mogadishu and Nairobi. This includes flight costs, per diems and accomodation expenses for the SHF head of education and Education program manager for monitoring, kick off, project implementation, program review meetings and close out. It also includes travel for the education cluster coordinator for coordination meetings and trainings. It also includes travel cost for the Area representative and Area Finance manager for kick off meetings , program review meetings and close out meetings .The total cost is \$4,350.BOQ is attached.</i>							
5.2	Vehicle Hire Incl (Fuel/Driver costs)	D	1	1,800.00	6	80.00	8,640.00	
	<i>This will cover the cost of hiring 1 vehicle plus other associated costs such as vehicle fuel and driver. The vehicle will be used by the project staff during the field visits, meetings and trainings. The unit cost is \$ 1,800 .Rates based on prevailing market rates. SHF will contribute 80% the total cost is 8,640. BOQ is attached</i>							
	<b>Section Total</b>						<b>12,990.00</b>	
<b>General Operating and Other Direct Costs</b>								
7.1	Office Rent	S	1	4,500.00	6	20.00	5,400.00	
	<i>This covers office rent for the office in Hiran .The office will support the project activities. The program review meetings, kick off meetings, close out meetings and budget variance meetings will held in this office. See BOQ attached.</i>							
7.2	Utilities	S	1	800.00	6	20.00	960.00	
	<i>This covers the cost of electricity and water. This is meant to ensure the office has electricity which powers the laptops/desktops, the servers thus enabling communication and also water for staff to drink and maintain a clean working environment. See BOQ attached.</i>							
7.3	Office Internet and Communication Costs	S	1	1,500.00	6	20.00	1,800.00	
	<i>This will cover internet costs which enables the staff to communicate, exchange of project documents, storing of digital data gathered and also liaison with the different stakeholders. See BOQ attached.</i>							
7.4	Contribution to Bank Charges	S	1	3,396.78	1	100.00	3,396.78	
	<i>This will cover transfer charges for the salaries paid to staff and payments to suppliers. Dahabshil charges 1.08% of the total amount being transferred. See BOQ attached.</i>							
7.5	Office supplies	S	1	990.00	1	100.00	990.00	

	<i>This will cover the cost of office supplies which will be used by the project team when printing TORs for documentation, training attendance sheets, work plans and monthly reports.</i>			
	<b>Section Total</b>			<b>12,546.78</b>
<b>SubTotal</b>		209,055.00		<b>326,952.80</b>
Direct				314,406.02
Support				12,546.78
<b>PSC Cost</b>				
PSC Cost Percent				7.00
PSC Amount				22,886.70
<b>Total Cost</b>				<b>349,839.50</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	
Hiraan -> Belet Weyne	100	50	43	1,750	1,750	3,593	<p>Activity 1.1.1 : Construction of 10 Temporary learning spaces in targeted schools. 300 drought displaced students (150 boys, 150 girls) are expected to benefit from the construction of the classrooms</p> <p>Activity 1.1.2 : Conduct enrollment drives and awareness campaigns to promote education for out of school children and how to retain the already enrolled children by emphasizing importance of education in the 9 targeted schools in Mataban and Beletweyne districts</p> <p>Activity 1.1.3 : Provide training to 63 (28 female) Community Education Committees (CECs) and 30 teachers (15 female) in order to support the needs of drought-affected children and support them to stay in school. Topics will be tailored based on consultation with children and community and will include DRR school planning, climate change, safeguarding, child safeguarding.</p> <p>Activity 1.1.4 : Provision of recreational materials for 9 schools (which will be tailored to the needs of the children and dis-aggregated by age)</p> <p>Activity 2.1.1 : Provide safe and clean drinking water to learners in 9 drought affected schools in Hiran region for 3 months (2.5 litres per child per day)</p> <p>Activity 2.1.2 : Construct 9 ground water tanks in nine drought affected schools.</p> <p>Activity 2.1.3 : Train school clubs in good practices of health, hygiene and nutrition practices</p> <p>Activity 3.1.1 : Provide 3500 children(50% girls) in the 9 drought affected schools with meals ( milk powder, dates, sugar, porridge) for 6 months</p> <p>Activity 3.1.2 : Provide cooking utensils/cooking/serving materials for 9drought affected schools</p> <p>Activity 3.1.3 : Train 18 mothers (CEC members) on cooking demonstration in 9 drought affected schools in Hiran</p>

<b>Documents</b>	
Category Name	Document Description
Project Supporting Documents	Targeted Drought affected schools.docx
Budget Documents	SHF Budget education -Hiran.xls

Budget Documents	Revised BOQ 20.03.2017.xls
Budget Documents	Revised BOQ 21.03.2017.xls
Budget Documents	Final 2 Revised BOQ 21.03.2017.xls
Grant Agreement	HC signed GA for SC 5037.pdf
Grant Agreement	SC - signed GA 030417 -5037.pdf