

Requesting Organization :	World Vision Somalia				
Allocation Type :	Reserve 2017				
Primary Cluster	Sub Cluster	Percentage			
Food Security		33.33			
Education		33.33			
Water, Sanitation and Hygiene		33.34			
		100			
Project Title :	Integrated Education, WASH and Food Security support to displacement affected children in Baidoa				
Allocation Type Category :					
OPS Details					
Project Code :		Fund Project Code :	SOM-17/3485/R/FSC-Ed-WASH/INGO/6283		
Cluster :		Project Budget in US\$:	732,537.29		
Planned project duration :	6 months	Priority:			
Planned Start Date :	12/07/2017	Planned End Date :	12/01/2018		
Actual Start Date:	12/07/2017	Actual End Date:	12/01/2018		
Project Summary :	<p>The proposed project intends to improve the capacity of existing public schools to cater to the educational needs of newly arrived IDPs children as well as vulnerable children from host communities. Through construction of additional learning spaces, rehabilitation of classrooms, provision of teaching and learning material, the project will increase the capacity of three public schools to accommodate new enrollments. 2,138 learners (1066 boys and 1072 girls) will be targeted with a special focus on new IDP arrivals. In addition 53 teachers (23 male and 20 female) will be supported through monthly incentives as well as trained on child centered teaching methodologies for emergency settings. 30 CEC members (20 male, 10 female) will also be trained on overall school management with a focus on water and school feeding management of the target schools.</p> <p>To protect children from AWD/ Cholera and any other communicable diseases, the project will also improve access to safe water supply, sanitation facilities and hygiene by constructing WASH facilities and carry out hygiene promotion.</p> <p>While recognizing the barrier of accessing education also lies at the household (HH) level mainly due to wide spread food insecurity and depleting HH economic capacity, World Vision also proposes to support school feeding for learners and conditional and unconditional cash support in the school catchment area to motivate and enable parents to send their children to school as well meet other basic needs of children. 200 people (140 men and 60 women) from IDPs and vulnerable host HH will be assisted with CfW that tie with the improvement of schools' physical infrastructure. 6 female cooks will receive incentives to support feeding programmes in the target schools. An additional 360 HH (2160 individuals -1500 women and 660men) from the most vulnerable HH will receive unconditional cash transfers to allow them access to basic services even though they are not able to work.</p>				
Direct beneficiaries :					
Men	Women	Boys	Girls	Total	
843	1,596	1,066	1,072	4,577	
Other Beneficiaries :					
Beneficiary name	Men	Women	Boys	Girls	Total
Internally Displaced People	559	966	990	970	3,485
People in Host Communities	264	620	76	102	1,062
Committees	20	10	0	0	30
Indirect Beneficiaries :					
<p>It is estimated that over 2000 HH (12000 individuals) from the students' family will benefit from improved access to education for their children where teaching materials, clean water and food are available thus lessening the burden on the families.</p> <p>53 HH (318 individuals) from the target teachers' families and families for the 6 cooks will also benefit indirectly from monthly incentives that will be used to pay for basic household needs.</p> <p>200 HH (1200 individuals) will also benefit from increased income from CfW activities.</p> <p>Overall an estimated 4000 HH (24,000 individuals) in the surrounding communities will benefit from the cash injected into the local economy.</p>					

Catchment Population:**Link with allocation strategy :**

The project links with the allocation strategy on mitigating the impact of the drought on education by ensuring continued access to education and retention of children already enrolled in school, especially girls.

The first priority of the Education Cluster and Education Partners' is ensuring continued access to education and retention of girls and boys in drought affected communities, through school feeding programs, water provision, hygiene promotion activities, teaching and learning materials, and psycho social support. The second priority is to support girls and boys where they move to and ensure they can continue with their education. In addition to the life-saving assistance (food, water, AWD/Cholera prevention), establishment of temporary learning spaces, and provision of teaching/learning materials are required to ensure continued access to education, protection and survival. Through constructing additional education space with water facilities, providing incentives to teachers and teaching materials, carrying out school feeding program at the school level as well as assisting newly arrived and vulnerable with schooling materials and income generating opportunities, the proposed interventions seeks to provide motivation and reduce barriers of access to education at the household levels. Evolving around education, the proposed interventions also align with WASH and Health clusters direction in addressing the issue of continuous AWD/ Cholera outbreak with a focus on one of the most vulnerable groups – children, using schools as a platform to strengthening this initiative. The multi-sectoral approach of this project also intends to support emergency food and basic service access through CFW and unconditional cash transfer. Having tied the interventions with school improvement and among the school catchment, the immediate cash inject aims to increase households' economic capacity that can allow them to provide for the children's need on food and education.

Sub-Grants to Implementing Partners :

Partner Name	Partner Type	Budget in US\$

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

Other Funding Source	Other Funding Amount

Organization focal point :

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Esther Njuguna	Senior Program Officer	Esther_Njuguna@wvi.org	+254719849870
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BACKGROUND**1. Humanitarian context analysis**

Consecutive seasons of poor rainfall across Somalia has led to near total crop failures, resulting in rapidly diminishing food access among poor households as staple food prices continue to rise sharply. While almost the entire Somalia is suffering from stressed to emergency level of food insecurity, the southern and central part of the country has observed to be in a more worrying situation due to continuous poor rain performance. As in most parts of the country, 2016 Gu and Deyr rainy seasons have been poor in Bay region resulting in poor crop, pasture failure and water scarcity. One of the major obstacle for drought-affected communities to afford food and water are the depletion of purchasing power. This has contributed to the diminishing of household economic capacity which effects access to basic goods and service, including food, education for children.

As a result of the current prevailing drought, hundreds of families are moving in search of water, pasture and humanitarian assistance. The Protection & Return Monitoring Network (PRMT) estimates that there are approximately 135,754 displaced persons, with the number growing daily in urban centers like Baidoa, one of the areas with the highest number of IDPs influx. In the month of April alone, Baidoa received 34,771 new drought-affected persons. Newly displaced IDP's have joined thousands of long-standing IDP populations which have stressed the resources and catering capacity of Baidoa district to a breaking point.

The joint mission in Baidoa by various UN agencies conducted in May 2017 also depicted cross-sectoral challenges faced by IDPs and vulnerable host communities. With the rapidly increasing number of IDPs, many children were observed not to be enrolled in any temporary learning spaces or schools. Existing TLS and schools are not well equipped nor do they have proper infrastructure such as latrines, hand washing facilities or water points. Access to hygiene promotion is also inconsistent in different locations.

Reports from the Somalia Education Cluster indicate that school attendance is very low and children are dropping out of schools as they are required to support their families with water collection, begging, or income generation. The drought has also led to complex child protection issues. An increase of early marriages has also been reported, as families marry their daughters earlier to secure dowry money thus inhibiting access to continued learning for girls. An assessment conducted by REACH in Baidoa in April 2017 has reported an enrollment rate of students to be 14,950 but with a 19% increase in drop-out rates over the last year. The high enrollment and low attendance of IDPs suggests schools are stressed with the host populations and that additional IDPs are unlikely to be absorbed into the existing school facilities.

The ongoing drought crisis puts more children at risk of dropping out similar to the 2011 famine where an estimated 90% of the children who dropped out of school never returned to complete their education. Children who do not continue their learning are at great risk of joining the cohorts of out of school children and adolescents putting them at risk of harmful practices, especially child marriage, possible child labor and recruitment by armed groups.

Ensuring that children have access to continued education is vital for future opportunities.

2. Needs assessment

According to the assessment conducted by REACH in IDP settlements in Baidoa (April 2017), the majority of school children recently displaced due to the effects of the drought do not have access to education in areas they migrated to. While the assessment reported relatively high student enrolment rates, it was further analyzed that only 8% of the children were attending school. The low attendance rates could be linked to the fact that existing schools are overstretched with the existing population. The low attending rate has also been linked to the inability of drought-affected families to send their children to school. As a result of poverty and poor living conditions, IDP households do not prioritize education for their children due to the associated costs related to education such as materials, transport, uniform, and school fees.

A rapid assessment carried out in May 2017 in Baidoa by World Vision also corroborates the findings by noting the immense needs of existing schools in the area. WV is therefore targeting 3 existing public schools which are Baladul Amin 1 School, Towfiiq (cluster of 4 IDPs), and Hanan 1 IDP school all located within the displacement camps in Baidoa. Based on the WV assessment, with the identified schools have limited capacities to cater for new IDP arrivals as well as existing students from surrounding communities. The schools have dilapidated classrooms and limited spaces, insufficient teaching materials, furniture and lack clean water and sanitation facilities. In addition the schools do not have adequate number of teachers and those already present are not remunerated. The schools also lack recreational materials that limit both teachers' and students' engagement in physical education activities which are essential for the well-being of children. However, the schools are permanent public schools and have space for expansion to accommodate new arrival learners and offer basic education services.

Another WV evaluation also highlighted that only 45% of the population has access to improved water sources and only 6% reported practicing proper hand washing with water and soap at critical times. Baidoa has recorded the highest number of AWD reported cases, according to the Ministry of Health and the WHO. Since children are the most affected, the target schools will be important platforms to promote good hygiene practices that protect children from communicable diseases.

The food security situation is worrying with more than 50% of the assessed households reporting a poor food consumption score. The average food spending per week amounts to USD 6 – an amount which is way below the food minimum basket for the region established at USD 70. Almost all of the respondents said they survive on 1 meal a day and that there are no current feeding programmes at the schools. Households are obviously facing significant challenge to provide for their own needs including education. The high morbidity rates recorded among the Baidoa IDPs (37/10,000) children indicates further worsening of the food crises.

The CECs supporting the schools also have had limited capacities to understand and carry out their duties in school supervision and management especially water management, school feeding and disaster risk management which are critical skills required to support the schools and minimize the effects of disasters on children.

In order to address the education needs of IDP and host community children, additional support is needed to increase existing schools' capacity. This proposed intervention will therefore provide learning spaces and materials, essential emergency WASH facilities, school feeding and teacher incentives support to 3 schools in Baidoa to provide safe and continuous learning during times of stress.

3. Description Of Beneficiaries

The program will target a total of 4577 beneficiaries (843men, 1596 women, 1066 boys and 1072 girls). The breakdown is as follows:

2138 (1066 boys and 1072 girls) learners will be supported to access basic education services in the 3 target schools Awil Barwaqq School, Towfiiq (cluster of 4 IDPs) and Hanan 1 IDP school within the IDP camps in Baidoa town of Bay region. Out of the 2138 target learners, only 178 are enrolled with Awil school recording 97 learners (40 boys and 57 girls), Hanan has 81 learners, (36 boys and 45 girls) while Towfiiq has no students enrolled currently. 1960 (970 girls and 990 boys) learners will be enrolled to the schools. These learners will be from the IDP families in the camps as well as vulnerable boys and girls from the host community children and the new arrivals.

The project will also provide 53 teachers (23 male and 20 female) with incentives. This includes 6 already existing teachers and 47 new hires to keep them in school. With the increased IDP influx, more children will be in need of education in the settlements and will therefore require additional teachers to cater to this booming education need.

In addition at least 30 CEC members (20 male, 10 female) will be trained on efficient school management and administration in an emergency context. They will be responsible in ensuring proper management of schools and the resources to mitigate the effects of drought on learning.

There will be provision of food in the schools to promote access and retention of students in the schools and especially the new arrivals (IDPs) who have no means of livelihood.

200 people (140 men and 60 women) from IDPs and vulnerable host HH will be assisted with CFW that tie with the improvement of schools' physical infrastructure. 6 female cooks will receive incentives to support feeding programmes in the target schools.

An additional 360 HH (2160 individuals -1500 women and 660 men) from the most vulnerable HH will receive unconditional cash transfers to allow them access to basic services even though they are not able to work.

These have already been registered under SCOPE for food by WFP and have children in the targeted schools. This cash will give the women an opportunity to afford basic amenities such as food, clothes, and enable their children to attend classes for learning.

4. Grant Request Justification

To prevent further deterioration of the affected communities and retain school children, World vision Somalia through SHF funding aims to provide support to 2,781 individuals including men, women, boys, girls with total of 2,138 being school children, through provision of safe drinking water and school feeding in the target schools, rehabilitation of WASH facilities in schools and trainings and interactive hygiene sessions in the communities and in schools. This will not only save the lives of children but also retain them in school in order to continue learning in a safe and supportive environment. The provision of school supplies (teaching and learning materials) will enable children to access quality basic education. Children from low-income households and those left with relatives by their parents who migrated with livestock in search for pasture and water will be prioritized for distributions of materials.

In this way, schools will be utilized as vital community platforms where basic food and water needs of girls and boys are met, and in turn children in drought-affected areas are able to continue their education. Teachers will be provided with incentives to keep them in school and teaching during the crisis. With construction and furnishing of Temporary Learning Spaces and renovation of dilapidated classes, more spaces will have been created to decongest classrooms and provide safe learning environment to children from displaced communities. Similarly, training of adults including teachers and Community Education Committees (CEC) on the school management, administration and resource mobilization for the education in emergency will be designed to improve the capacity of teachers and community structures to develop sustainable coping mechanisms in the context of climate change and other emergencies.

With enrollment drive campaigns within the target IDP camps through the CECs, teachers and education local authorities, will see the re-enrollment of children who dropped out as a result of the drought, and also retain children attending school. The project will create recreational facilities such as playground, complement with recreational materials through to ensure student can participate in recreational activities, play, and relax during a period of such stress. It is also anticipated that recreational materials will contribute to closing the existing gender gap caused by social norms and culture which denies girls their right to play.

World Vision Somalia is well placed to respond to these urgent needs through this integrated emergency life-saving approach. WV proposes to run this project for a period of 6 months.

5. Complementarity

World Vision has been implementing multi-sectoral interventions in Baidoa which covers health, nutrition, shelter, WASH and food security and livelihood. The proposed project will complement existing WV project as well as other external initiatives in Bay Region. In Baidoa, with other emergency projects focus on assisting drought-affected communities with the increasing access to life-saving commodities, basic services and protection/ recovering livelihood, the proposed project will complement the emergency endeavors to address the specific educational and protection needs of children, the most vulnerable among the disaster affected. The project will also utilize schools as a platform to mobilize different groups among the communities and therefore strengthen communities' level interventions such as the prevention of AWD/ Cholera.

LOGICAL FRAMEWORK

Overall project objective

To improve access to basic education, food and water for vulnerable boys and girls affected by displacement in Baidoa

Food Security

Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
Support rehabilitation and/or restoration of household and community productive assets and capacity to build resilience to withstand future shocks and prevent further deterioration	2017-SO4: Support the protection and restoration of livelihoods, promote basic services to build resilience to recurrent shocks, and catalyse more sustainable solutions.	40
Improve household immediate access to food through provision of unconditional transfer depending on the severity of food insecurity as per IPC classification, vulnerability and seasonality of the livelihoods.	2017-SO1: Provide life-saving and life-sustaining integrated multi-sectoral assistance to reduce acute humanitarian needs and reduce excess mortality among the most vulnerable people	60

Contribution to Cluster/Sector Objectives : The project will increase the capacity of vulnerable HH through cash for work activities to enable them to afford basic needs such as food, water, education and other basic necessities. The money from the CfW will be injected into the economy and will support various livelihood and income generating activities that will enhance the resilience of affected communities in times of stress.

Outcome 1

Improved access to food for children and families for IDP and host communities in the surrounding target schools in Baidoa

Output 1.1

Description

Increased access to food for school going children in the target public schools

Assumptions & Risks

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.1.1	Food Security	Number of boys and girls with access to food in the 3 target schools					2,138

Means of Verification : school records, project reports, case studies

Indicator 1.1.2	Food Security	Number of people that benefited from conditional transfers to improve access to food and protection of livelihood assets								6
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Means of Verification : Project reports, case studies

Activities

Activity 1.1.1

Standard Activity : School feeding

Provide school feeding to children:

The project will promote regular attendance to school by providing 2 meals for girls and boys from new IDP arrivals, existing IDP children as well as those from host communities. The food will comprise of porridge in the morning to serve as breakfast. Porridge will be made from the local flour which comprise of wheat, and sorghum to enable the children enjoy the taste they are used to. Hot meal at lunch will comprise of rice, beans and vegetables. The meals will be prepared by casual women selected from the IDP and host communities on CfW activities. The meals are expected to increase the enrollment and retention of children in schools besides promoting the physical wellbeing and nutrition of the children.

Activity 1.1.2

Standard Activity : School feeding

Incentives for cooks for school feeding programme:

Engagement of 6(2 per school) cooks (food prepares) at the rate of \$5per day incentive. The food preparers will ensure that the cooking of the meals is done and cutlery kept clean to the expected standards. These will be selected from within the IDP communities.

Output 1.2

Description

Increased household capacity and income to access food and education for children

Assumptions & Risks

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	
Indicator 1.2.1	Food Security	Number of people that benefited from conditional transfers to improve access to food and protection of livelihood assets					200

Means of Verification :

Indicator 1.2.2	Food Security	Number of people in crisis and IDPs receiving unconditional support to improve access to food					2,160
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Means of Verification : Project reports, beneficiary records, case studies

Activities

Activity 1.2.1

Standard Activity : Cash for Work

Cash for work for 200 HH under CfW for 5\$ per day:

The 200(140 men and 60women) individuals in the school catchment area will be remunerated with a CfW incentive of 5\$ per person per day and these will include parents to the students enrolled in the schools. Key CfW will include establishment of recreational spaces including leveling the play ground, putting up playground equipment; Digging of four rubbish pits; one for each school; and garbage collection in and around the schools/IDP community

Activity 1.2.2

Standard Activity : Conditional or unconditional Cash transfer

Unconditional cash transfers:

360HH (2160 people) from the most vulnerable households targeted from new arrivals and have already been registered under SCOPE for food by WFP and have children in the targeted schools, will received unconditional cash vouchers.

Additional Targets :

Education											
Cluster objectives		Strategic Response Plan (SRP) objectives		Percentage of activities							
Ensure emergency and crisis-affected children and youth have access to safe and protective learning environments that encourage retention and increased enrolment		2017-SO1: Provide life-saving and life-sustaining integrated multi-sectoral assistance to reduce acute humanitarian needs and reduce excess mortality among the most vulnerable people		30							
Ensure vulnerable children and youth are engaged in life-saving learning that promotes personal well-being and social cohesion		2017-SO1: Provide life-saving and life-sustaining integrated multi-sectoral assistance to reduce acute humanitarian needs and reduce excess mortality among the most vulnerable people		30							
Strengthened capacity to deliver effective and coordinated education in emergencies preparedness and response within the education system		2017-SO4: Support the protection and restoration of livelihoods, promote basic services to build resilience to recurrent shocks, and catalyse more sustainable solutions.		40							
Contribution to Cluster/Sector Objectives : The proposed project intends to improve the capacity of existing public schools to cater to the educational needs of newly arrived IDPs children as well as vulnerable children from host communities through an integrated Education, WASH and FS project approach premised on improving attendance and retention rates in schools.											
Outcome 1 Improved absorption capacity of existing public schools for newly arrived IDP children and host communities											
Output 1.1											
Description Increased enrollment and retention of vulnerable children in safe learning spaces											
Assumptions & Risks											
Indicators											
Code	Cluster	Indicator	Men	Women	Boys	Girls					
Indicator 1.1.1	Education	Number of children (Male&Female) enrolled in protected learning spaces									
Indicator 1.1.2	Education	Number of temporary learning spaces or rehabilitated classrooms									
Indicator 1.1.3	Education	Number of new learning spaces constructed									
Indicator 1.1.4	Education	Number of recreational spaces created									
Indicator 1.1.5	Education	Number of children provided with learning supplies									
Means of Verification : School registers, field monitoring reports, project reports											
Indicator 1.1.2	Education	Number of temporary learning spaces or rehabilitated classrooms									
Indicator 1.1.3	Education	Number of new learning spaces constructed									
Indicator 1.1.4	Education	Number of recreational spaces created									
Indicator 1.1.5	Education	Number of children provided with learning supplies									
Means of Verification : Case studies, project reports											
Activities											
Activity 1.1.1											
Standard Activity : Back to school Campaign Conduct enrollment sessions targeting new 1960 learners (1066 boys and 1072 girls (both host and IDP) in learning programs: The project aims to increase enrollment for 1960 new arrivals (IDP children) as well as vulnerable children from the host communities to be enrolled and absorbed in the existing schools surrounding the displacement camps. Children from marginalized communities as well as those with disabilities and special needs will be targeted to promote inclusion in the schools. The project team will work with the MoE, religious leaders, host communities, IDPs, returnees, youth, women and the diaspora will be targeted so as to raise their awareness on available education opportunities to facilitate access for vulnerable children in the target public schools.											
Activity 1.1.2											
Standard Activity : Refurbishment of learning spaces Rehabilitation of 6 existing classrooms in the 3 target public schools: 6 classrooms (Awil Barwaqaq School, 2 in Hanan IDP school and 2 in Awil Barwaqaq school) will be renovated and rehabilitated to enable proper learning for learners. Currently the walls, floors, doors and windows of the classrooms are quite dilapidated to support a conducive environment for learning. This will also enable the existing classes to accommodate new arrival pupils.											
Activity 1.1.3											
Standard Activity : Construction of learning spaces											

Construction of Temporary Learning Spaces (TLS):

5 new temporary classrooms in Towfiq primary school will be constructed to provide learning spaces for new enrolments. The school does not currently have adequate learning spaces that will accommodate the lower primary learners.

Activity 1.1.4**Standard Activity : Recreational activities**

Establishment of playing/recreational spaces:

The project will create recreational spaces in the 3 target schools and will provide materials such as football, sportswear, volley balls, volley ball bars plus net, basket balls, basketball net, football nets, jumping rope, football goal bars to facilitate physical education.

Activity 1.1.5**Standard Activity : School equipment and material learning distribution**

Provision of learning materials for the 3 public schools for 2138 learners (1066 boys and 1072 girls):

The 3 schools will receive teaching and learning materials that will consist of writing books, chalk, school bags, crayons, chairs, desks and other materials that are appropriate for the Somalia context. This will improve learning outcomes for all the targeted students as the schools will be more functional learning centers.

Output 1.2**Description**

: Increased number of teachers and CECs with enhanced capacity to ensure quality education in emergencies

Assumptions & Risks**Indicators**

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	
Indicator 1.2.1	Education	Number of male and female teachers recruited					47
Means of Verification : School registers, government documents, project monitoring reports							
Indicator 1.2.2	Education	Number of teachers (M&F) trained					53
Means of Verification : Training reports, case studies, project reports, assessment reports							
Indicator 1.2.3	Education	Number of teachers receiving emergency incentives					53
Means of Verification : Government pay roll, project reports, assessment reports							
Indicator 1.2.4	Education	Number of CECs members trained					30
Means of Verification : Training reports, project reports, case studies							

Activities**Activity 1.2.1****Standard Activity : Capacity building**

Recruitment of additional teachers:

The available school teachers will be overwhelmed with the additional number of students being absorbed from the IDPs. WVS will support the MoE to identify and recruit teachers that meet the required government criteria. The project will facilitate the hiring of 47 (male 23, female 20) additional teachers to cater for the additional pupils in the schools.

Activity 1.2.2**Standard Activity : Teacher training - pedagogy**

Train teachers /increase teachers capacity on education in emergencies (fragile contexts):

The training will also focus on the head teachers and teachers to help them understand the management of their schools and to be able to mobilize the community to participate and support the school management, sustainability and durability of the schools.

Activity 1.2.3**Standard Activity : Incentive for teachers**

Provision of monthly teacher incentives:

The project will provide teacher incentives for 6 existing teachers and 47 new hires totaling to 53 teachers (23 male & 20 female) in 3 target schools in Baidoa. The incentives will be monthly at the UNICEF accepted rate of USD 80 per month per teacher. There are no agencies currently offering teacher incentives for the target schools. The salaries will be paid through the government payroll but with clear monitoring standards by WV and to ensure transparent and accountable process. The teachers will still receive their remuneration even during the school break as they will be preparing learning materials and lessons during the break.

Activity 1.2.4**Standard Activity : CEC training**

Training of community education committees:

Community education committees (CECs) oversee the running, management and administration of the schools. 1 CEC per school will be trained on basic roles and responsibilities to support management of the existing public target schools in an emergency context. 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 CECs will also oversee the school feeding programmes as part of their core responsibilities. The training will help them to understand their primary roles in order to effectively manage the schools in core areas of disaster risk reduction, resource management, community participation, child protection and other social-cultural and economic issues. Improving the capacity of the CECs will contribute to continuity of the activities and ownership of the project well after the project has come to an end which is key for sustainability.

This training will be carried out in consultation with the Ministry of Education.

Additional Targets :

Water, Sanitation and Hygiene

Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
Provide access to safe water, sanitation and hygiene for people in emergency need	2017-SO1: Provide life-saving and life-sustaining integrated multi-sectoral assistance to reduce acute humanitarian needs and reduce excess mortality among the most vulnerable people	60
Provide reliable and sustained access to sufficient safe water-based on identified strategic water points and establishment of sustainable management structures	2017-SO4: Support the protection and restoration of livelihoods, promote basic services to build resilience to recurrent shocks, and catalyse more sustainable solutions.	40

Contribution to Cluster/Sector Objectives : The project will provide WASH in schools to facilitate access to clean and safe water for school going children. Functional latrines and hand washing facilities will be provided to the target schools as well as promoting of proper hygiene practices. This is expected to have positive effect in increasing access and retention in schools

Outcome 1

Improved access to safe water and sanitation facilities in 3 target public schools in Baidoa

Output 1.1

Description

Increased water supply to 3 target schools

Assumptions & Risks

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	
Indicator 1.1.1	Water, Sanitation and Hygiene	Number of people with sustained access to safe water					2,138

Means of Verification : Project reports, assessment reports, case studies

Activities

Activity 1.1.1

Standard Activity : Water point construction or rehabilitation

Installation of water storage tanks/berkards in the target schools

In order to improve access and storage of clean water in the 3 schools, WV will install 1 water tank in each school to help in improving watering points for the pupils. Currently the schools have water catchment facilities but have no clean water and the sources are thus unreliable thus will be connected to the existing Baidoa water supply mains

This will enable pupils to access clean water from the school without queuing for long hours, which end up eating into their time their time of studies.

Output 1.2

Description

Increased hygiene and sanitation in the 3 target schools

Assumptions & Risks

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	
Indicator 1.2.1	Water, Sanitation and Hygiene	Number of students with access to hand washing facilities					2,138

Means of Verification :

Indicator 1.2.2	Water, Sanitation and Hygiene	Number of schools with access to sanitation tools					3
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Means of Verification : Project reports, field assessments						
Indicator 1.2.3	Water, Sanitation and Hygiene	Number of people assisted with access to sustainable sanitation				2,138
Means of Verification : Field assessments, monitoring reports, project reports, case studies						
Indicator 1.2.4	Water, Sanitation and Hygiene	Number of people who have received hygiene kits				2,138
Means of Verification : case studies, project reports						
Indicator 1.2.5	Water, Sanitation and Hygiene	Number of girls receiving sanitary kits				1,500
Means of Verification : Case studies, project reports, school records						
Indicator 1.2.6	Water, Sanitation and Hygiene	Number of people who have participated in hygiene promotion activities				2,138
Means of Verification : case studies, field and project reports						
Indicator 1.2.7	Water, Sanitation and Hygiene	Number of children participating in child club events on hygiene promotion				2,138
Means of Verification : case studies, project reports						
Indicator 1.2.8	Water, Sanitation and Hygiene	Number of community members involved in hygiene promotion and their awareness raised				200
Means of Verification : Project reports, case studies, field assessments						
Activities						
Activity 1.2.1						
Standard Activity : Hand washing facilities construction						
Installation of hand washing stations: This will include Installation of 6 hand washing stations for 3 schools in Baيدoa. These will be installed near the latrines to promote proper hand washing by students after using the facilities so as to improve on their health hygiene.						
Activity 1.2.2						
Standard Activity : Hygiene item distribution (single items e.g. soap, jerrycans)						
Provision of sanitation and CFW tools: WV will procure and distribute assorted sets of sanitation tools to each school . Each set will consist of a wheelbarrow, a rake, a shovel and two brooms. This will enable pupils carry out school cleanup sessions and dispose the collected waste into the garbage pits to make the school environment cleaner and conducive for learning.						
Activity 1.2.3						
Standard Activity : Latrine construction or rehabilitation						
Construction/rehabilitation of pit latrines: WV proposes to construct 6 latrines (2 per target school) to cater for the increasing number of student's hygiene and sanitation needs. Currently, the sanitation facilities are stretched beyond the recommended Sphere standards and putting the children at risk of contracting communicable diseases related to poor hygiene and sanitation						
Activity 1.2.4						
Standard Activity : Hygiene item distribution (single items e.g. soap, jerrycans)						
Provision of soap WV will procure and distribute 1500 bar soaps to the schools to be used for handwashing, hence, help in improving on the personal hygiene of the pupils, especially, after visiting latrines.						
Activity 1.2.5						
Standard Activity : Hygiene kit distribution (complete kits of hygiene items)						
Provision of sanitary kits: The project will also provide sanitary kits for 1500 girls that will contribute to access and retention to schools for girls, who often skip schools during their menses due to lack of proper sanitary materials and the stigma associated with it.						
Activity 1.2.6						
Standard Activity : Institutional based Hygiene promotion						
Hygiene promotion and child protection awareness in schools: To facilitate adoption of good hygiene practices for improved health status, hygiene promoters will train the pupils and teachers on proper hygiene behavior in the beginning of the project and consistently with 1 visit every month. The schools will conduct 1 hygiene promotion per month which will involve students, their parents, teachers, CECs and the neighboring community. This will be conducted to coincide with the major hygiene and behavior change celebrations such as world toilet day, global handwashing day, world menstrual hygiene day and world water day. The topics which will be covered will include but not limited to importance of handwashing after visiting a latrine, safe excreta disposal, solid waste disposal, environmental hygiene, food hygiene, personal hygiene, safe water storage and other key hygiene concerns.						
Activity 1.2.7						
Standard Activity : Institutional based Hygiene promotion						

Establishment of WASH / protection clubs in schools to promote hygiene, sanitation and protection of child rights:
As part of promoting personal hygiene among children, WV will establish WASH/Protection clubs in each of the 3 target schools to motivate children to engage in basic health seeking behaviors.
Using a range of exercises and educational games to teach children aged between 5-12 years about the links between personal hygiene and health and protection needs, the clubs will aim at cultivating the culture of good hygiene practices amongst the children from a tender age.
WV will ensure at least a half of the club members are girls and conduct gender specific awareness raising sessions to address specific issues faced by boys and girls in the schools. For example these sessions will be used to provide the girls with sanitary towels and educate the school girls on menstrual hygiene and safe ways of sanitary towels disposal. Most of these school girls, who because of their family cultural beliefs, have not been educated on menstrual hygiene and hence, tend to feel ashamed and miss school during their periods.

Activity 1.2.8

Standard Activity : Community Hygiene promotion

Cleaning day involving the community/educating the community on proper sanitation:

Members of the community will be mobilized to participate in one day cleaning event that will be used as an opportunity to raise their awareness on hygiene and proper sanitation. The project will distribute information and education materials to the community members on the cleaning day so they have basic information on proper hygiene behavior.

Additional Targets :

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: Installation of water storage tanks/berkards in the target schools In order to improve access and storage of clean water in the 3 schools, WV will install 1 water tank in each school to help in improving watering points for the pupils. Currently the schools have water catchment facilities but have no clean water and the sources are thus unreliable thus will be connected to the existing Baidoa water supply mains This will enable pupils to access clean water from the school without queuing for long hours, which end up eating into their time their time of studies.	2017							X	X	X			
Activity 1.1.1: Conduct enrollment sessions targeting new 1960 learners (1066 boys and 1072 girls (both host and IDP) in learning programs: The project aims to increase enrollment for 1960 new arrivals (IDP children) as well as vulnerable children from the host communities to be enrolled and absorbed in the existing schools surrounding the displacement camps. Children from marginalized communities as well as those with disabilities and special needs will be targeted to promote inclusion in the schools. The project team will work with the MoE, religious leaders, host communities, IDPs, returnees, youth, women and the diaspora will be targeted so as to raise their awareness on available education opportunities to facilitate access for vulnerable children in the target public schools.	2017							X	X				
Activity 1.1.1: Provide school feeding to children: The project will promote regular attendance to school by providing 2 meals for girls and boys from new IDP arrivals, existing IDP children as well as those from host communities. The food will comprise of porridge in the morning to serve as breakfast. Porridge will be made from the local flour which comprise of wheat, and sorghum to enable the children enjoy the taste they are used to. Hot meal at lunch will comprise of rice, beans and vegetables. The meals will be prepared by casual women selected from the IDP and host communities on CFW activities. The meals are expected to increase the enrollment and retention of children in schools besides promoting the physical wellbeing and nutrition of the children.	2017							X	X	X	X	X	X

Activity 1.1.2: Rehabilitation of 6 existing classrooms in the 3 target public schools: 6 classrooms (Awil Barwaqaq School, 2 in Hanan IDP school and 2 in Awil Barwaqaq school) will be renovated and rehabilitated to enable proper learning for learners. Currently the walls, floors, doors and windows of the classrooms are quite dilapidated to support a conducive environment for learning. This will also enable the existing classes to accommodate new arrival pupils.	2017			X	X			
Activity 1.1.3: Construction of Temporary Learning Spaces (TLS): 5 new temporary classrooms in Towfiq primary school will be constructed to provide learning spaces for new enrolments. The school does not currently have adequate learning spaces that will accommodate the lower primary learners.	2017			X	X	X		
Activity 1.1.4: Establishment of playing/recreational spaces: The project will create recreational spaces in the 3 target schools and will provide materials such as football, sportswear, volley balls, volley ball bars plus net, basket balls, basketball net, football nets, jumping rope, football goal bars to facilitate physical education.	2017			X	X	X		
Activity 1.1.5: Provision of learning materials for the 3 public schools for 2138 learners (1066 boys and 1072 girls): The 3 schools will receive teaching and learning materials that will consist of writing books, chalk, school bags, crayons, chairs, desks and other materials that are appropriate for the Somalia context. This will improve learning outcomes for all the targeted students as the schools will be more functional learning centers.	2017			X	X	X		
Activity 1.2.1: Cash for work for 200 HH under CfW for 5\$ per day: The 200(140 men and 60 women) individuals in the school catchment area will be remunerated with a CfW incentive of 5\$ per person per day and these will include parents to the students enrolled in the schools. Key CfW will include establishment of recreational spaces including leveling the play ground, putting up playground equipment; Digging of four rubbish pits; one for each school; and garbage collection in and around the schools/IDP community	2017			X	X	X	X	
Activity 1.2.1: Installation of hand washing stations: This will include Installation of 6 hand washing stations for 3 schools in Baidoa. These will be installed near the latrines to promote proper hand washing by students after using the facilities so as to improve on their health hygiene.	2017			X	X	X		
Activity 1.2.1: Recruitment of additional teachers: The available school teachers will be overwhelmed with the additional number of students being absorbed from the IDPs. WVS will support the MoE to identify and recruit teachers that meet the required government criteria. The project will facilitate the hiring of 47 (male 23, female 20) additional teachers to cater for the additional pupils in the schools.	2017			X	X	X		
Activity 1.2.2: Provision of sanitation and CFW tools: WV will procure and distribute assorted sets of sanitation tools to each school . Each set will consist of a wheelbarrow, a rake, a shovel and two brooms. This will enable pupils carry out school cleanup sessions and dispose the collected waste into the garbage pits to make the school environment cleaner and conducive for learning.	2017			X	X	X		
Activity 1.2.2: Train teachers /increase teachers capacity on education in emergencies (fragile contexts): The training will also focus on the head teachers and teachers to help them understand the management of their schools and to be able to mobilize the community to participate and support the school management, sustainability and durability of the schools.	2017			X	X			
Activity 1.2.2: Unconditional cash transfers: 360HH (2160 people) from the most vulnerable households targeted from new arrivals and have already been registered under SCOPE for food by WFP and have children in the targeted schools, will receive unconditional cash vouchers.	2017			X	X	X	X	X
Activity 1.2.3: Provision of monthly teacher incentives: The project will provide teacher incentives for 6 existing teachers and 47 new hires totaling to 53 teachers (23 male & 20 female) in 3 target schools in Baidoa. The incentives will be monthly at the UNICEF accepted rate of USD 80 per month per teacher. There are no agencies currently offering teacher incentives for the target schools. The salaries will be paid through the government payroll but with clear monitoring standards by WV and to ensure transparent and accountable process. The teachers will still receive their remuneration even during the school break as they will be preparing learning materials and lessons during the break.	2017			X	X	X	X	X
Activity 1.2.3: Construction/rehabilitation of pit latrines: WV proposes to construct 6 latrines (2 per target school) to cater for the increasing number of student's hygiene and sanitation needs. Currently, the sanitation facilities are stretched beyond the recommended Sphere standards and putting the children at risk of contracting communicable diseases related to poor hygiene and sanitation	2017			X	X	X		

Activity 1.2.4: Training of community education committees: Community education committees (CECs) oversee the running, management and administration of the schools. 1 CEC per school will be trained on basic roles and responsibilities to support management of the existing public target schools in an emergency context. 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 CECs will also oversee the school feeding programmes as part of their core responsibilities. The training will help them to understand their primary roles in order to effectively manage the schools in core areas of disaster risk reduction, resource management, community participation, child protection and other social-cultural and economic issues. Improving the capacity of the CECs will contribute to continuity of the activities and ownership of the project well after the project has come to an end which is key for sustainability. This training will be carried out in consultation with the Ministry of Education.	2017					X	X	
Activity 1.2.4: Provision of soap WV will procure and distribute 1500 bar soaps to the schools to be used for handwashing, hence, help in improving on the personal hygiene of the pupils, especially, after visiting latrines.	2017				X X			
Activity 1.2.5: Provision of sanitary kits: The project will also provide sanitary kits for 1500 girls that will contribute to access and retention to schools for girls, who often skip schools during their menses due to lack of proper sanitary materials and the stigma associated with it.	2017			X X X X X X				
Activity 1.2.6: Hygiene promotion and child protection awareness in schools: To facilitate adoption of good hygiene practices for improved health status, hygiene promoters will train the pupils and teachers on proper hygiene behavior in the beginning of the project and consistently with 1 visit every month. The schools will conduct 1 hygiene promotion per month which will involve students, their parents, teachers, CECs and the neighboring community. This will be conducted to coincide with the major hygiene and behavior change celebrations such as world toilet day, global handwashing day, world menstrual hygiene day and world water day. The topics which will be covered will include but not limited to importance of handwashing after visiting a latrine, safe excreta disposal, solid waste disposal, environmental hygiene, food hygiene, personal hygiene, safe water storage and other key hygiene concerns.	2017			X X X X X X				
Activity 1.2.7: Establishment of WASH / protection clubs in schools to promote hygiene, sanitation and protection of child rights: As part of promoting personal hygiene among children, WV will establish WASH/Protection clubs in each of the 3 target schools to motivate children to engage in basic health seeking behaviors. Using a range of exercises and educational games to teach children aged between 5-12 years about the links between personal hygiene and health and protection needs, the clubs will aim at cultivating the culture of good hygiene practices amongst the children from a tender age. WV will ensure at least a half of the club members are girls and conduct gender specific awareness raising sessions to address specific issues faced by boys and girls in the schools. For example these sessions will be used to provide the girls with sanitary towels and educate the school girls on menstrual hygiene and safe ways of sanitary towels disposal. Most of these school girls, who because of their family cultural beliefs, have not been educated on menstrual hygiene and hence, tend to feel ashamed and miss school during their periods.	2017				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.

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 Baidoa 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
Norwegian Refugee Council	NRC is currently targeting IDP and host populations in provision of basic education services in Baidoa. The WV team is coordinating with NRC to minimise overlaps/duplication and maximise synergies in project implementation
INTERSOS	INTERSOS is also providing education and protection services in Baidoa. The WV team will work closely with INTERSOS who are our partner already in ensuring there is minimal duplication of activities as well as promote collaboration and sharing of information.

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 marriage and child protection 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 conductive learning environment with clean water and food, the project is promoting gender equality by minimizing dropout rate especially among girls and giving them equal opportunity to learn and develop

The project is also deliberate in balancing the ratio of male to female in teaching (number of teachers), school management (CEC members) and hygiene promotion (hygiene promoters). This does not only intend to minimize the gender barriers that keep girls from attending schools in Somalia's context; it also strike to offer equal opportunities for both gender to participate in teaching profession and contribute in teachers, the project strikes to minimize the cultural barriers that keep girls attending school due to lacking female teachers as well as to provide equal opportunities for both gender to participate and contribute to the education prospect of their communities.

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. 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 Baidoa districts is fluid with the threat of on-going conflict, recurrent clan disputes and crime impacting access for humanitarian action. Government controls a 35 km radius within the Baidoa town, the remaining areas of the district is controlled by Al Shabaab. Most of humanitarian agencies, including World Vision, are operating within the government controlled radius. Probing attacks by Al Shabaab have increased over the past few weeks in the town as well as other villages in the outskirts of Baidoa.

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
1. Supplies (materials and goods)							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
2. Transport and Storage							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
3. International Staff							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
4. Local Staff							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
5. Training of Counterparts							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
6. Contracts (with implementing partners)							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
7. Other Direct Costs							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
8. Indirect Costs							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
11. A:1 Staff and Other Personnel Costs: International Staff							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00

12. A:1 Staff and Other Personnel Costs: Local Staff							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
13. B:2 Supplies, Commodities, Materials							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
14. C:3 Equipment							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
15. D:4 Contractual Services							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
16. E:5 Travel							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
17. F:6 Transfers and Grants to Counterparts							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
18. G:7 General Operating and Other Direct Costs							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
19. H.8 Indirect Programme Support Costs							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
20. Staff and Other Personnel Costs							
1.1	Commodities Officer	D	1	7,600 .00	6	30.00	13,680.00
	"Based in Baidoa. The person will provide strategic programmatic and technical support to the program and is responsible for reporting on the project progress. This person will also engage with external stakeholders and attend strategic, operational and inter-agency coordination meetings and will oversee the school feeding program and the cash for work activities "						
1.2	Education Manager	D	1	8,800 .00	6	25.00	13,200.00
	"Based in Baidoa. The technical manager will support the educational activities within this project. Providing leadership to all educational sector activities (EDUCATION)"						

1.3	WASH Technical Specialist	D	1	8,800 .00	6	10.00	5,280.00
<i>Based in Baidoa. 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>							
1.4	Education & Protection Coordinator	D	1	1,500 .00	6	35.00	3,150.00
<i>"Based in Baidoa. The Child Protection coordinator will be responsible for the on the ground coordination of child protection activities/Training and will report on child issues (EDUCATION)</i>							
1.5	WASH Project Officer	D	1	1,200 .00	6	15.00	1,080.00
<i>"Based in Baidoa. The officer will work hand in hand with the WASH manager in implementing the WASH activities (WASH) in the program which entails construction of water storage and tanks, hand washing stations, rehabilitation of pit latrines and sanitation</i>							
1.6	Project Assistant (Food&Livelihood)	D	1	800.0 0	6	100.00	4,800.00
<i>"Based in Baidoa. The project assistant FSL will work hand in hand with the Commodities officer in implementing the food feeding program and the cash for work activities to ensure they are carried out in accordance to the standards.</i>							
1.7	Hygiene promoters	D	2	500.0 0	6	100.00	6,000.00
<i>"Hygiene promoters will be in charge of promoting hygiene in the schools and the neighbouring environment around the schools (WASH)"</i>							
1.8	Finance and Support Services Manager	S	1	8,800 .00	6	20.00	10,560.00
<i>"Based in Dollow with frequent travels to Baidoa the FSS Manager will support the Project team in financial management, accounting and budgeting. He/She will supervise/monitor the financial reporting and works closely with the Grant Accountant who prepares the financial reports. Ensures financial compliance on donor regulations and in adherence to consortium agreements.</i>							
1.9	Supply Chain Manager	S	1	3,000 .00	6	25.00	4,500.00
<i>"Based in Nairobi. The person will ensure coordination of all Logistics and Procurement functions within program and ensure offices get the best prices based on quality and ensure WV procurement policies are followed and documentation harmonized.</i>							
1.10	Administration officer	S	1	900.0 0	6	30.00	1,620.00
<i>"Based in Baidoa. The Administration Officer based in the field will assist in all administrative issues for the office including vehicle hire management, office and travel arrangements for the project staff</i>							
1.11	M&E Officer	D	1	900.0 0	6	30.00	1,620.00
<i>Based in Baidoa. 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>							
1.12	Program officer - Nairobi	S	1	6,700 .00	6	40.00	16,080.00
<i>Based in Nairobi. The Programme Officer will handle donor reporting as well as support the project team on implementation within donor rules regulation</i>							
1.13	Grants Accountant	S	1	3,500 .00	6	50.00	10,500.00
<i>"The Grant Accountant based in Nairobi will manage the Financial Reporting to internal and external stakeholders ensuring compliance of expenses to donor requirements and coordinate the expenditure verification</i>							

1.14	Incentives for cooks (new arrival/ IDP)	D	6	140.00	6	100.00	5,040.00
	"6 food preparers will work for 28days per month @ \$5.00 per day per person. The project runs for 6 months. "						
1.15	Seconded staff from ministry of Education	D	3	400.00	6	100.00	7,200.00
	""The project will engage 3 staff seconded from the MOE to work closely with WV staff and facilitate any issues that requires government attention (EDUCATION) In addition the district education officer will be part of the team to make sure that these schools are incorporated into the government system"" "						
1.16	Provision of monthly teacher incentives	D	53	80.00	6	100.00	25,440.00
	"53 Teachers incentive at \$80 per teacher per month for 6 months. This is the rate recommended by UNICEF (EDUCATION)"						
	Section Total						129,750.00
21. Supplies, Commodities, Materials							
2.1	Conduct enrolment sessions targeting 1090 boys and 1170 girls (both host and IDP) in learning programs	D	1	2,280.00	1	100.00	2,280.00
	This is community awareness for activities, this entails speaking with local authorities and the ministries including the local leaders. The amounts will cover for the security personnel and their vehicles, and water refreshments, radio announcements and messaging campaigns						
2.2	Rehabilitation of 6 existing classrooms in the 3 target public schools	D	6	5,230.00	1	100.00	31,380.00
	6 classrooms will be rehabilitated in the target schools at a cost of \$5230 (EDUCATION)						
2.3	Construction of Temporary Learning Spaces (TLS)	D	3	18,680.00	1	100.00	56,040.00
	3 TLS will be constructed in each school at a cost of \$ 18,680 to increase learning spaces for additional students (EDUCATION)						
2.4	Establishment of school recreation/playground areas	D	3	3,200.00	1	100.00	9,600.00
	3 reacreatonal/playing spaces will be created in the target schools at a cost of \$3200 (EDUCATION)						
2.5	Provision of learning materials for 2138 learners in the 3 public schools	D	2138	36.50	1	100.00	78,037.00
	2138 learners will receive assorted learning materials at a cost of \$36.5 each (EDUCATION)						
2.6	Training of community education committees	D	1	2,139.00	3	100.00	6,417.00
	"CECs trained for 3 months @ \$2139 (EDUCATION) " "CECs trained for 3 months @ \$2139 (EDUCATION) "						
2.7	Installation of water storage tanks in the target schools	D	3	13,127.00	1	100.00	39,381.00
	1 storage tank in each of the 3 schools will be installed at a cost of \$13127 to provide safe storage for clean water (WASH)						
2.8	Installation of hand washing stations	D	12	2,305.00	1	100.00	27,660.00
	4 hand washing stations will be installed in each of the 3 schools at a cost of \$2520 (WASH)						
2.9	Provision of sanitation and CFW tools	D	1	3,430.00	1	100.00	3,430.00
	This set of tools costs \$5495 and consists of assorted tools mainly wheelbarrow, a rake, a shovel and two brooms (WASH)						
2.10	Construction/rehabilitation of pit latrines	D	12	410.00	1	100.00	4,920.00

	<i>4 latrines at a cost of \$410 will be constructed in each of the 3 schools (WASH)</i>						
2.11	Provision of bars of soap	D	1500	2.00	1	100.00	3,000.00
	<i>1500 bars soaps will be procured each at a cost of \$2 (WASH). 1 bar of soap is 2\$. Targeting 2138 children</i>						
2.12	Provision of sanitary kits	D	1500	2.00	1	100.00	3,000.00
	<i>1500 pieces of sanitary towels will be procured each at a cost of \$2 (WASH). Targetting 1072 girls</i>						
2.13	Hygiene promotion and child protection awareness in schools	D	1	1,644 .00	1	100.00	1,644.00
	<i>3 hygiene promotion sessions will be conducted in the 3 schools at a cost of 1644 (WASH). This includes banners with messages at IDPs placed visibly.</i>						
2.14	Establishment of WASH / protection clubs in schools to promote hygiene, sanitation and children protection rights	D	3	1,614 .00	1	100.00	4,842.00
	<i>3 child clubs will be established and each will be supported at a cost of \$1614 to implement hygiene promotion acitivities (WASH), child protection rights and issues</i>						
2.15	Cleaning day involving the community/educating the community on proper sanitation	D	2	3,550 .00	1	100.00	7,100.00
	<i>Promotion materials, mobilization of community, These are the tools to be used up for the cleaning day"" (WASH)"</i>						
2.16	Purchase of School Feeding Cutlery	D	1	1,572 .00	1	100.00	1,572.00
	<i>"This is for the purchase of School Feeding cutlery, (spoons, plates, cooking pots) provided in 3 schools (FSL)"</i>						
2.17	Purchase of Food Supplies&Charcoal	D	1	53,55 4.50	1	100.00	53,554.50
	<i>2138 learners receive daily food rations at a cost of \$53,554.50 (FSL) These are calculated based on 28 days of the month the children will be in school excluding the 1 day of the weekend prayer</i>						
2.18	Unconditional cash transfer	D	360	57.95	6	100.00	125,172.00
	<i>360 beneficiaries receiving USD 57.95 per month for 6 months (FSL) This is the value offered by WFP for food basket per HH in Baidoa</i>						
2.19	CFW for 200 HH	D	200	80.00	1	100.00	16,000.00
	<i>""Targeted beneficiaries 200 in number to work for 16 days @ \$5.00 per day per person (FSL) They will be removing stones from the ground, levelling smooth for safe working places for the kids"" "</i>						
	Section Total						
	475,029.50						

22. Equipment

NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						
	0.00						

23. Contractual Services

4.1	Train teachers /Increase teachers capacity on education in emergencies (fragile contexts)	D	1	8,000 .00	1	100.00	8,000.00
	<i>"Consultant will be hired to assess the capacity of the teachers and work out the capacity building plan. The consultancy will run for 5 months at a rate of \$1600 per month (EDUCATION)</i>						
	<i>"</i>						
4.2	Security services	D	1	2,500 .00	6	30.00	4,500.00

	<i>"Security escort to the field in Baidoa during the delivery of School feeding cutlery, supplies, project monitoring, provision of bars of soap and sanitary towels. The monthly rate of \$2500 includes cost of hiring the armed guards, meals for the personnel and vehicle hire for the security team as per WV security protocols and agreement with the security provider.</i>						
	Section Total						12,500.00
24. Travel							
5.1	Flights&Visa for Project Monitoring	D	1	12,36 0.00	1	100.00	12,360.00
<i>"This allows Nairobi based staff (Quality Assurance Manager to travel to the target locations to monitor and provide support to the project at a team . Also includes 3 trips for project staff return ticket for Education manager, Commodities officer and WASH manager including transfers, visa and security. Flits from Nairobi-Baidoa and includes flight and visa costs</i>							
5.2	Accomodation&Food (Meals) for Project Monitoring Staff	D	1	6,930 .00	1	100.00	6,930.00
<i>This will cater for the meals and accommodation of 3 staff (Commodities officer, Education manager and WASH Manager)</i>							
5.3	Vehicle hire for supportive supervision	D	1	1,800 .00	6	100.00	10,800.00
<i>"This will allow project staff, including the commodity office,M&E Officer and Voucher reporting officer to visit and supervise the project. Additional support will be provided through complementary projects.</i>							
5.4	Transportation of supplies (Nairobi>Baidoa)	D	1	15,00 0.00	1	100.00	15,000.00
<i>The costs include transportation of recreation tools and equipment from Nairobi to Baidoa</i>							
	Section Total						45,090.00
25. Transfers and Grants to Counterparts							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
26. General Operating and Other Direct Costs							
7.1	Office Rentals	S	1	2,500 .00	6	35.00	5,250.00
<i>"Monthly office rent for the sub-office in Baidoa where the project is implemented. This will be shared out to the projects in the sub-office based on an appropriate basis. We estimate about 35% of the cost will be charged to this project.</i>							
7.2	Office Utilities (Water and Electricity)	S	1	2,000 .00	6	40.00	4,800.00
<i>""This is cost for office electricity, water and other utilities for the Baidoa sub-office. This will be shared across projects in the sub-office based on an appropriate basis. We estimate about 40% of the cost will be charged to the project.</i>							
7.3	Communications for Project Staff	S	1	420.0 0	1	100.00	420.00
<i>""This is cost of communication for the project staff each receiving \$100 for airtime 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	4,424 .79	1	100.00	4,424.79
<i>"Being 0.65% of the direct project costs. This relates to bank charges levied on transactions and commission charged by money transfer agent for sending cash to the field.</i>							
	"						

7.5	Office Internet services	S	1	3,500 .00	6	35.00	7,350.00
	"Monthly office internet cost for the sub-office where the project is implemented. This will be shared out to the projects in the sub-office based on an appropriate basis. We estimate about 35% of the cost will be charged to this project. "						
	Section Total						22,244.79
SubTotal		5,835.00					684,614.29
Direct							623,534.29
Support							61,080.00
PSC Cost							
PSC Cost Percent							7.00
PSC Amount							47,923.00
Total Cost							732,537.29
Project Locations							
Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Bay -> Baidoa	100	843	1,596	1,066	1,072	4,577	
Documents							
Category Name	Document Description						
Project Supporting Documents	WVI compliance memo_290617.pdf						
Budget Documents	SHF BOQ 29.05.2017.xlsx						
Budget Documents	Revised BoQs 05062017.xlsx						
Budget Documents	SHF Revised BOQ 09.06.2017.xlsx						
Budget Documents	WVI - BOQ 09.06.2017 - SHF comments.xlsx						
Budget Documents	SHF Revised BOQ 15.06.2017.xlsx						
Budget Documents	SHF Intergrated Review Comments +WVS Feedback 15062017.docx						
Budget Documents	SHF Revised BOQ 15.06.2017 (1) - SHF comments.xlsx						
Budget Documents	SHF Revised BOQ 16.06.2017- SHF comments+WVS Feedback.xlsx						
Budget Documents	WVI BoQs - 19 June - SHF comments.xlsx						
Budget Documents	SHF Integrated Budget _BOQ SWS review 200617.xlsx						
Budget Documents	WVI -6283 BOQs Final.xlsx						
Budget Documents	SHF Baidoa BOQ revised_280617.xlsx						
Grant Agreement	HC signed GA for WVI 6283.pdf						
Grant Agreement	Grant Agreement for signature SOM-17-3485-R-FSC-Ed-WASH-INGO-6283_WV Signed.pdf						