

Requesting Organization :	Adventist Development and Relief Agency				
Allocation Type :	Reserve 2016				
Primary Cluster	Sub Cluster	Percentage			
Education		100.00			
		100			
Project Title :	Supporting Emergency Education in Kismayo (SEEK) Project - Increasing Access to Quality Education in Dalxiiska Umbrella IDP Camp in Kismayo District				
Allocation Type Category :					
OPS Details					
Project Code :		Fund Project Code :	SOM-16/2470/R/Ed/INGO/2530		
Cluster :		Project Budget in US\$:	300,000.00		
Planned project duration :	12 months	Priority:			
Planned Start Date :	01/08/2016	Planned End Date :	31/07/2017		
Actual Start Date:	01/08/2016	Actual End Date:	31/07/2017		
Project Summary :	<p>The proposed project aims to build on gains of the ongoing intervention on "Increased access to quality education services for vulnerable IDPs and Host Communities in Kismayo District, Lower Juba Region" (Project Number CHF-DDA-3485-685 / SOM-15/DDA-3485/SA) funded by OCHA under the Standard Allocation in 2015, and which will be ending in August 2016. This intervention will be implemented in Dalxiiska IDP camp (Latitude -0.3297°; Longitude: 42.568802°) in Kismayo district, which is currently witnessing an influx of IDPs forced to move into the area due to conflict, forced eviction and other natural hazards like drought and seasonal flooding in surrounding regions. Resulting from the foregoing, the IDP population in the camp has grown beyond its holding capacity making the Dalxiiska camp very congested. The influx of displaced populations into Kismayo (and particularly the Dalxiiska umbrella camp) has placed pressure on limited basic education services and facilities (including learning spaces and teaching/learning materials, and other amenities required for suitable and conducive learning environment). The proposed intervention is therefore aimed at providing immediate life-sustaining and integrated assistance to education services for IDP girls and boys, as well as host communities at Dalxiiska IDP camp. During emergency situations like is the case currently in Dalxiiska, girls and boys have different vulnerabilities and capacities and, therefore, different protection needs. ADRA also recognizes that education can both be empowering and protective for girls and boys, and this action is therefore also designed to be protective for all children affected by the crisis in the camp.</p> <p>The intervention will adopt an integrated response model that will address protection concerns consisting of forced evictions, sexual and gender based violence and denial to assistance, which are commonplace in IDP settlements. Key activities to be implemented by the project include but are not limited to: (a) provision of teaching & learning materials, (b) rehabilitation/ construction of learning spaces, (c) provision of teacher incentives, (e) teacher training, (d) capacity development of community education committees and children's clubs on child protection and peace-building, (f) provision of psycho-social support through recreational after school activities, (g) rehabilitation and construction of gender sensitive WASH facilities, (h) implementation of hygiene promotion using the 3 star approach for WASH in targeted schools, and (i) training of school children on Participatory Hygiene and Sanitation Transformation (PHAST) and Child Hygiene and Sanitation Training (CHAST), among other key activities. The project will target a total of 2,000 learners (900 girls; 1,100 boys), and purposes to support two existing schools and construct 3 new schools within the Daxiiska camp.</p>				
Direct beneficiaries :					
Men	Women	Boys	Girls	Total	
35	20	1,100	900	2,055	
Other Beneficiaries :					
Beneficiary name	Men	Women	Boys	Girls	Total
Internally Displaced People	0	0	735	601	1,336
People in Host Communities	0	0	365	299	664
Committees	35	20	0	0	55
Indirect Beneficiaries :					

Besides the direct beneficiaries highlighted above, this project will benefit at least another 4,500 other indirect beneficiaries. This includes the parents to the 2,000 children targeted to learn in the schools (note that each child ideally should have two parents), the families of the at least 20 teachers who will be teaching in the schools, families of the CECs, the contractors for construction firms (each employing at least 5 people each benefitting together with their families), the suppliers, transporters, ADRA staff and their families etc. In deed, the number of indirect beneficiaries far outstretch the direct beneficiaries to the project.

Catchment Population:

The catchment population will include all the IDPs and host communities living in the Dalxiiska Umbrella camp and its environs, who can access any of the five supported schools. The global population of the Dalxiiska IDP camp is roughly estimated at approximately 40,000 people.

Link with allocation strategy :

Lower Juba Region of South Central Somalia is home to around 31,000 IDPs, the bulk of whom are located at Dalxiiska IDP Camp, the largest camp in Kismayu district. According to UNDP, a significant number of these IDPs (40%) are within school going age (5-19). This places the number of internally displaced children that is of school going age in Lower Juba alone at approximately 12,400. Whilst there are already ongoing education interventions at the Daxiiska camp, there still remains a need for continued support for existing schools, as well as for expansion of education services by establishing new educational facilities to allow more children to access quality education. Further, in order to align with the Education Cluster's desire for continued education services, there is need to: (1) ensure retention of already enrolled learners at schools within the Dalxiiska IDP camp; (2) ensure retention of the teachers already engaged in offering services by continuing with the teachers support program (provision of teachers incentives); and, (3) ensure that already established temporary education facilities are rehabilitated and supported to continue providing the much needed learning environment. Considering the ongoing education project being implemented by ADRA, (Project No. CHF-DDA-3485-685 known as "Increased Access to Quality Education Services" (IAQES) that is funded under CHF will be coming to an end in August 2016, this proposed action comes in handy to effectively foster continuity. Monitoring and assessment visits for the ongoing project indicate the need to support children currently in school, as well as expand access to quality education for children currently out of school. In supporting the close working partnership between the Education and the WASH Cluster and the Child Protection Working Group, there is also need to provide education which covers the holistic needs of children, including an increased focus on child and gender friendly WASH facilities, hygiene promotion with a specific focus on prevention of AWD/Cholera, and increased focus on ensuring protection in schools addressing physical and psychosocial protection needs for children and youth in schools.

Sub-Grants to Implementing Partners :

Partner Name	Partner Type	Budget in US\$

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

Other Funding Source	Other Funding Amount

Organization focal point :

Name	Title	Email	Phone
Luiz Camargo	Country Director	info@adrasom.org	+254733633363
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BACKGROUND

1. Humanitarian context analysis

In Somalia notably, nearly 648,040 people or 68 percent of the total number of people in Crisis and Emergency are IDPs (FSNAU/FEWSNET and partners, Feb 2016). In Lower Juba, there are a total of 31,000 IDPs, the bulk of whom are in Kismayu. These IDPs continue to live in crowded settlements, in poor shelter conditions, exposed to protection risks and with limited access to basic services including health, sanitation and hygiene facilities. Consequently, IDP settlements are prone to disease outbreaks such as water-borne diseases and measles. Already, there is an increase in reported cases of acute watery diarrhoea (AWD) and cholera in Kismayu. Further aggravating the humanitarian situation in Kismayo is the massive influx of displaced populations due to conflict, forced eviction and seasonal flooding in surrounding regions. IDP settlements notably in the Dalxiiska area of Kismayo have become very congested. This also exerts further pressure on the limited basic services and increases the transmission rates of communicable diseases to populations already facing high mortality and morbidity rates. While lack of strong rule of law institutions continue to impede effective protection of civilians, including host communities, IDPs continue to bear the brunt of protection violations such as forced evictions, sexual and gender based violence, harassment and denial of access to assistance by gatekeepers and armed militias as they do not have the clan protection that host communities enjoy. Addressing protection concerns and supporting activities such as shelter and education that enhance the protective environment of the most vulnerable is thus vital for the adoption of an integrated response model in IDP settlements.

2. Needs assessment

Over the last twenty years, conflict, instability and famine/drought have caused massive displacement, destroyed coping mechanisms, and halted institutional investment critical to ensure services (e.g. education) and livelihoods in Lower Juba. In Kismayu, displacement has also led to a sharp increase in the number of children forced to join militias and an increase in incidents of gender-based violence (ADRA Rapid Assessment - 2015). Findings of ADRA's assessment indicate that access to education for IDPs in Kismayu remains extremely poor due to weak governance, lack of structures (including learning spaces and WASH facilities), lack of teaching and learning materials, insufficient numbers of teachers, and low and irregular salaries. Girls in particular lack access to protected spaces and latrines. During the implementation of the CHF education project at Dalxiiska IDP camp, ADRA has been consulting local authorities as well as camp managers who have provided vital information used to develop this proposal. It is imperative to have interventions on provision of immediate and integrated assistance to education services for IDP girls and boys in Dalxiiska IDP camp. This proposed intervention is a continuation of the CHF project and is targeting 2,055 vulnerable IDPs at Dalxiiska. ADRA will design this project to ensure that services and aid delivered will protect all segments of the target population and will not put some at risk, especially girls. As a strategy, gender will be significantly entrenched in this project, to ensure protective environments for girls and boys.

3. Description Of Beneficiaries

- a) 900 girls of school-going age: A total of 900 girls drawn from two existing schools within Dalxiiska IDP camps (Buulo Abliito and Janey Abdalla), as well as 3 new schools to be constructed will be supported by the project. The girls will be selected from an inclusive process bringing together camp managers, ADRA and Jubbaland Ministry of Social Affairs.
- b) 1,100 boys of school-going age: A total of 1,100 boys drawn from two existing schools within Dalxiiska IDP camps (Buulo Abliito and Janey Abdalla), as well as 3 new schools to be constructed will be supported by the project. The boys will be selected from an inclusive process bringing together camp managers, ADRA and Jubbaland Ministry of Social Affairs.
- c) 20 volunteer teachers will be selected to receive monthly incentives as well as receive in-service training. The teachers will be drawn from two existing schools (Buulo Abliito and Janey Abdalla), as well as from three new schools to be constructed. The Jubbaland Ministry of Social Affairs will identify new teachers (30% female) from existing GPE database.
- d) 35 CEC members (30% female) will be trained on school management.

4. Grant Request Justification

This proposed interventions aims to build on successes of the CHF funded Increased Access to Quality Education Services (IAQES) Project currently being implemented in Dalxiiska IDP camp, and other smaller camps in Kismayu District. The proposed intervention intends to support continuation of education services in Dalxiiska IDP camp, for two schools - Buulo Abliito and Janey Abdalla, as well as construct 3 new schools in different parts of the expansive camp. Continuation of existing education services and expansion of education to other parts of the camp have been identified as key needs, by camp managers and education authorities in Jubbaland Region. The proposed intervention therefore intends to support a total of 2,000 learners (900 girls) to access education through key activities consisting of: construction of new learning spaces, improvement of learning spaces earlier constructed/rehabilitated during CHF 2015, provision of teaching, learning and recreational materials, provision of teacher incentives in the targeted 5 schools, in-service training for teachers, training of CEC members, implement hygiene promotion using the 3 Star Approach for WASH in targeted schools including training of female teachers in menstrual hygiene management and provision of menstrual hygiene kits, construction of gender sensitive WASH facilities, training of school children on Participatory Hygiene and Sanitation Transformation (PHAST) and Child Hygiene and Sanitation Training (CHAST) and child protection activities and psychosocial support, among other key activities.

5. Complementarity

ADRA is currently implementing a 5 year NORAD funded education project in South Central Somalia (including Lower Juba Region, Kismayo District), whose total funding is US\$ 5 million. The Project aims to ensure that vulnerable children and youth, particularly girls and young women, affected by conflict or rural/urban inequality, and those that are disabled, have access to relevant and inclusive education. The proposed intervention will work in complementarity with the larger NORAD project to implement key components on teacher training, CEC training, PHAST and CHAST training and sanitation campaigns in the targeted schools. The baseline that was done for the NORAD project will also be instrumental in implementing this OCHA intervention. Moreover, project staff will be shared across both projects. ADRA Somalia has been active in Somalia since 1992 and in the education sector since 1996, working mainly on Basic Education, Non-Formal Education, expansion of learning spaces, Technical Vocational Education and Training (TVET) and education-quality improvement (teacher training, development of learning material etc.). ADRA Somalia has, in collaboration with the government, implemented special initiatives when it comes to IDPs and children with disabilities and innovations at school level. ADRA is registered under the Juba Administration and is therefore free to operate in Kismayo, where the Agency has a fully-fledged office. The intervention has also been designed to dovetail with the ongoing CHF funded IAQES project which will be ending in August 2016. Two of the target schools under the CHF project have been proposed for continued support under this new intervention, with 3 new learning centres being constructed in a separate part of the camp.

LOGICAL FRAMEWORK

Overall project objective

"To ensure access to quality, holistic and relevant emergency education services for vulnerable IDP girls and boys, and children from host communities in Kismayo district".

In order to realize this broad objective, this action has aligned to the overall Strategic Objective of the SHF and the education sector, which is "Lifesaving and life sustaining integrated response to IDPs and host communities in Kismayo district", Lower Juba Region. ADRA acknowledges the fact that the right to education has not been effectively realized for girls and boys from displaced and host community members living in conflict-affected and fragile areas like Kismayo district. Despite the Education Cluster and its partners having made tremendous effort to provide enabling environment, facilities and other requisite support to children in emergency situations, there are still wide gaps that need to be addressed to ensure the objective is achieved.

To achieve this objective, the cluster has outlined three key strategies that would be pursued; and these are (i) Continuation of education services; (ii) Expansion of education services, and (iii) Integrated response. Concordant to the first strategy, this action will look to continuing with the emergency education interventions that ADRA is already implementing and that are already supporting internally displaced children and youth in the in the Dalxiiska and neighboring IDP settlements. ADRA will focus on ensuring retention of learners who are already supported by the cluster partners not to drop out of school for lack of support or continuity. Effort will be made to strengthen community committees to be more active in the day to day management of schools affairs to ensure there is continuity in future even if ADRA exits the scene. The desire is to see a situation where the relevant government ministries and the local community are able to take over, provide and manage all the required education services. Secondly, ADRA will facilitate expansion of education services by establishing new learning spaces to expand access to quality education for children currently out of school. The provision of enabling learning facilities where they are needed but lacking will ensure that more children and youth in Dalxiiska IDP camp and its environs have access to quality life-saving education. And thirdly, ADRA will provide and support education services, which covers the holistic needs of children. This action will ensure increased focus on child and gender sensitive WASH facilities, hygiene promotion with a specific focus on prevention of AWD/Cholera, and increased focus on ensuring Protection in Schools addressing physical and psychosocial protection needs for children and youth in schools. Teachers and CECs will be trained and capacitated to provide some of the relevant support in some of these areas. This action embraces the Education Cluster's desire of an integrated service delivery by working closely with the WASH Cluster and Child Protection Working Group to ensure a high quality of the cross sectorial activities. Where need be, ADRA will through this action support the Nutrition Cluster in piloting a School Nutrition initiative targeting adolescent girls.

Education		
Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
Ensure emergency and crisis-affected children and youth have access to safe and protective learning environments that encourage retention and increased enrolment	Somalia HRP 2016	60
Ensure vulnerable children and youth are engaged in life-saving learning that promotes personal well-being and social cohesion	Somalia HRP 2016	20
Strengthened capacity to deliver effective and coordinated education in emergencies preparedness and response within the education system	Somalia HRP 2016	20

Contribution to Cluster/Sector Objectives :

This action will address all the three sector / cluster objectives:

- (1) Ensure emergency and crisis-affected children and youth have access to safe and protective learning environments that encourage retention and increased enrolment
 -This action will continue supporting two schools already established under the ongoing project (Buulo Abliko and Janaay Abdalla schools) and will also establish three new schools at strategic locations within Dalxiiska to expand room to allow for more enrolment. The location of the schools is normally a careful process involving the local authorities and leadership to ensure that the security of the children and teachers is paramount and is taken into consideration. The community also forms CECs that play and oversight role in the goings on within the school to ensure that the welfare and interest of the school community is protected.
- (2) Ensure vulnerable children and youth are engaged in life-saving learning that promotes personal well-being and social cohesion
 -Besides the normal school syllabus, the schools also offer other amenities that the children Require for effective development. Extra-curricular activities and events will be supported and promoted to ensure the children (especially the girl child) have appropriate environments for learning. The 3-Star Approach for WASH (hygiene) approach will help inculcate a culture in children and the youth that embraces good hygiene and sanitation practices and help improve their personal hygiene. Special attention will be given to the girl with respect to menstrual hygiene management and provision of menstrual hygiene kits will enhance girls' confidence and promote their participation in public / school activities. Formation of children's clubs and club activities will promote social cohesion among learners.
- (3) Strengthen capacity to deliver effective and coordinated education in emergencies preparedness and response within education sector
 -This action will work in very close partnership with the CECs and the responsible line ministries (Ministry of Education). Deliberate step will be taken to build the capacities of both the CECs (that will be offering an oversight role) and the teachers (who will be teaching and imparting knowledge to the children and the youth). Training programs suitable and appropriate to the context and that address emergency preparedness needs will be designed and conducted. The teachers will undergo an in-service training to help build their capacities. The activities will be closely coordinated by the Education Cluster, Ministry of Education and other relevant stakeholders to ensure the services provided are effective and in line with sector and country objectives.

Outcome 1

2,000 children and youth (including 1,100 boys and 900 girls both continuing and out of school) from IDPs and host communities access quality sustained education opportunities in safe and protected learning spaces.

Output 1.1

Description

12 temporary learning spaces (TLS) in 3 new schools established, furnished and equipped and 6 existing damaged TLS in 2 existing target primary schools renovated/refurbished .

Assumptions & Risks

The first assumption is that local community and regional authorities will be receptive and will provide space for the establishment of the new learning spaces. The main risk that normally surround issues of school establishment are related to land ownership disputes. It is assumed that through an all involving community process and participation such issues should be surmounted.

Activities

Activity 1.1.1

Standard Activity : Community based participation

Community mobilization and identification of suitable locations for establishment of new schools within Dalxiiska

Activity 1.1.2

Standard Activity : Construction of learning spaces

Construction of learning spaces

Activity 1.1.3

Standard Activity : Community based participation

Mobilize IDP and host community to enroll children in school

Activity 1.1.4

Standard Activity : Refurbishment of learning spaces

Rehabilitate/refurbish the learning spaces within already existing schools

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.1.1	Education	Number of children enrolled in protected learning spaces					2,000

Means of Verification : School records

Class registers
Monitoring reports
Evaluation Report / Final Report

Indicator 1.1.2	Education	Number of temporary learning spaces established and furnished with learning materials					18
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Means of Verification : Procurement records,
Photographs Before, During and After Construction,
Construction Contracts,
Monitoring Reports,
Payment Records,
Final Report

Output 1.2

Description

Basic teaching and learning supplies and recreational materials (including learning resources for learners with disabilities) provided for vulnerable IDP girls and boys in 5 emergency schools in Kismayo.

Assumptions & Risks

It is assumed that the parents and the local community will mobilize their children to go to school to get the much needed education. It will be useless to provide the facilities required to facilitate learning yet the school enrolment remains poor. The main risk related to school enrollment is where the children and youth are already engaged in doing some form of work (child labor) to fend for their poor households' food and income, a common philosophy among the vulnerable IDP and urban poor households.

Activities

Activity 1.2.1

Standard Activity : School equipment and material learning distribution

Procurement and distribution of school equipment, teaching and learning materials

Activity 1.2.2

Standard Activity : Recreational activities

Provide schools with recreational materials for holistic development and learning

Activity 1.2.3

Standard Activity : Hygiene promotion

Provide IEC materials for BCC (behavior change communication).

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.2.1	Education	Number of children provided with learning supplies					2,000

Means of Verification : Procurement records,
Goods Received Notes (GRN),
Payment vouchers,
Dispatch/Distribution Notes,
School Beneficiary Lists

Output 1.3

Description

20 volunteer teachers (30% female) supported with monthly emergency incentives to facilitate learning in supported schools.

In order to ensure that the teachers facilitating the learning process in the 5 supported schools do not digress into other activities to be able to provide for their household basic needs during school time, this action will support the teachers with monthly stipends. The incentives (monthly stipends) will help teachers fend for their households' minimum food basket requirements even as they continue to support education (learning in schools). This support will be targeted to teachers and the CECs will be required to support in other areas. Special attention will be taken to sensitize the teachers, the CECs and the ministry department about this support for accountability. This action targets to support 12 new volunteer teachers (in the 3 new schools) and support 8 other teachers from the 2 already established schools.

Assumptions & Risks

The incentive is not a salary and the teachers will be expected to volunteer their services. It is assumed that the stipend will be acceptable and will be adequate to hold/maintain the teachers in the schools throughout the program (at least 1 year). The main risk related to this output is that the teachers usually mistake this stipend/incentive for a salary. In many cases, the teachers always complain that the money provided is inadequate and cannot adequately compensate them for their work. The first assumption is always that the teachers volunteer to offer their services to support their own children's education freely.

The other risk is over-reliance on donor support for this incentive and risk of lack of continuity if the project comes to an end. It should be realized that the education of children is a parents', society and government role. It is expected that with time, the government will be able to establish itself and become able to support the provision of basic services to its citizenry. It is assumed that in due course, the government should therefore be able to stabilize, collect revenue and support the payment of teachers salaries and other emoluments (and provision of other required basic services).

Activities

Activity 1.3.1

Standard Activity : Community based participation

New teacher recruitment exercise involving the school CECs

Activity 1.3.2

Standard Activity : Teacher mentoring

The newly recruited teachers are mentored to do their work diligently

Activity 1.3.3

Standard Activity : Incentive for teachers

Teachers receive their monthly incentives as they continue to support learning in schools

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.3.1	Education	Number of teachers trained					20

Means of Verification : Participants Lists

Monitoring reports
Training reports
Photographs
Evaluation /End line reports

Outcome 2

Capacities of 20 teachers and 35 CEC members built through trainings on implementation and management of quality, sustainable and resilient emergency education programs; and the trained teachers and CECs are able to support the establishment, strengthening, resilience and sustainability of emergency education systems and structures, in crisis affected areas of Kismayo.

Output 2.1

Description

55 teachers and CEC members trained on implementation and management of quality, sustainable and resilient emergency education programs.

A total of 55 people (20 male and female teachers and 35 male and female CEC members) will be trained separately on areas relevant to their roles in the service. In order to achieve good standards of implementation and management of quality, sustainable and education services it is paramount the capacities of the key players in the provision of these services are built, strengthened and enhanced.

Workshops facilitated by qualified consultants will be carried out early enough to build their teachers/CECs capacities and strengthen their roles in the provision of education service. For the teachers, an in-service scheme will be adopted and fast-tracked during the workshop. It is however expected that as a basic, all the selected teachers will have either gone through a teachers training course or will have acceptable qualifications to be engaged as untrained teachers and that the in-service training will either refresh or sharpen the teachers on certain requisite needs in this service.

Assumptions & Risks

The first assumption is that there exists in the local community people qualified enough as teachers and who will, on their own volition, willingly and freely offer their services for the education of their children. Similarly, it is assumed that the people selected as CECs by the local community will accept and take the responsibility of stewardship and steering the schools to achieve the desired objectives.

Because these (teachers and CECs) are not paid positions, but voluntary service to the community, there is often the risk of desertion. For teachers, this is usually very bad especially if the deserting teacher is good and has been with the learners for a period and has created a special bond and relationship with the children. This disrupts the continuity of learning (especially in subject where qualified teachers are hard to get).

The other risk is if the CECs put in place are weak and do not take exception to safeguard, protect and care for the resources provided for the schools to facilitate learning for their children. The responsibility and mandate of provision of security and protecting property in the schools lies squarely with the CECs. If this is not observed, then goods and materials provided to the school can be looted, wasted and mismanaged. It is envisaged that the CECs coming in place will hold the interest of the schools at heart, protect school property and ensure proper management of school affairs in line with the education sector requirements.

Activities

Activity 2.1.1

Standard Activity : Capacity building

Teachers & CEC training

The in-service teacher training (for 20 teachers of which at least 30% will be women) will focus on improving quality, enhancing equity and sustainability in the education profession. The training will integrate life-saving messages on key issues on education in emergencies (such as DRR/CRR, mine/UXO risk reduction, gender based violence and peace education) and on child-centered, inclusive teaching, and fundamental basics of pedagogy, child protection and psycho social support, in an emergency setting.

Activity 2.1.2

Standard Activity : CEC training

A training workshop (5 days) will be conducted for all the CEC members drawn from the supported schools. Training will focus on school management of and provision quality, sustainable and resilient emergency education programs - the role of CECs in facilitating this in their communities. Participative processes of ensuring support, strengthening resilience and ensuring sustainability in the provision of education systems, and their roles/responsibilities in the education structure will be articulated during this workshop. It is expected that realistic lessons/learnings, steps and actions will be articulated and embarked on to improve service provision.

It is expected that during this workshop, ministry of education, regional authority leadership, and local community leadership and influential businessmen and women, etc. will be invited to have some sessions especially when formulating the CECs roles in supporting education services in the schools, linkages that they need to establish and protocols to pursue when discharging their mandates.

Activity 2.1.3

Standard Activity : Capacity building

Learning continuing in schools using approved curriculum by the Ministry of Education (MoE)

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.1.1	Education	Number of teachers trained					20

Means of Verification : Participants Lists

Monitoring reports
Payment records
Training reports
Photographs
Evaluation reports

Indicator 2.1.2	Education	Number of teachers and CEC recruited					55
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Means of Verification : Participants lists

Monitoring reports
Training reports
Photographs
Evaluation reports

Outcome 3

2,055 girls, boys, women and men from IDP and host communities who use the school facilities have increased access to adequate and gender-sensitive WASH facilities in schools.

Output 3.1

Description

12 temporary gender-sensitive school latrines and fitted with hand washing facilities constructed (in consultation with WASH cluster) in 3 new schools.

Assumptions & Risks

Latrines will be constructed to approved Cluster standards and quality requirements.

Activities

Activity 3.1.1

Standard Activity : Water and sanitation infrastructure construction/refurbishment

Construction of latrines fitted with hand washing facilities.

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 3.1.1	Water, Sanitation and Hygiene	Number of people with access to emergency sanitation facilities					2,055
Means of Verification : Photographs (Before, During and After) Construction Contracts for construction contractors Payment Records Monitoring Reports End line/Evaluation Reports							
Output 3.2							
Description							
School children trained on Participatory Hygiene and Sanitation Transformation (PHAST) and Child Hygiene and Sanitation Training (CHAST) and conduct interactive hygiene and sanitation campaigns in 5 supported schools.							
The trainings to include messages on hand washing, drinking safe water and environmental hygiene within the school and its surrounding, among other important sanitation & hygiene messages. The messages will be formulated using the WASH cluster guidelines.							
Assumptions & Risks							
The 3 Star WASH Approach approved by UNICEF will be adopted during this intervention.							
Activities							
Activity 3.2.1							
Standard Activity : Hygiene promotion							
Training of school children, teachers and CECs on PHAST and CHAST							
Activity 3.2.2							
Standard Activity : Hygiene promotion							
Procure and distribute hygiene promotion and sanitation materials to schools							
Activity 3.2.3							
Standard Activity : Hygiene promotion							
Hygiene promotional activities in schools using the 3 Star Approach and participation in major international celebrations (e.g. world toilet day, world water day, world hand washing, etc.)							
Indicators							
Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 3.2.1	Education	Number of people with access to emergency sanitation facilities					2,055
Means of Verification : Progress reports Photographs Monitoring reports Final reports							
Indicator 3.2.2	Water, Sanitation and Hygiene	Number of people who have participated in hygiene promotion activities					2,055
Means of Verification : Progress reports Photographs Participants lists Monitoring report Final Report.							
Additional Targets :							
M & R							
Monitoring & Reporting plan							
The implementation of the project will be regularly monitored to generate information on availability of the required inputs, timeliness of the implementation of activities and achievement of the targeted milestones. This information will facilitate management's timely understanding of delays if they occur, enabling appropriate modification of the implementation plan and better predict financial focus in each month of the project. The project's planned activities and expected results will be shared with respective project stakeholders (school administration, children, parents, CECs and MoE officials). Consequently, information generated by the monitoring system on progress in project implementation and expected results will be shared while at the same time providing platforms and mechanism for stakeholders to give feedback or complain where there is dissatisfaction. Opportunities and platforms for participation of different stakeholders in monitoring the project will be provided to further enhance accountability. A range of M&E tools will be adopted during implementation and monitoring, and will consist of: 3rd party monitoring, field visits, GPS data, individual interviews, photographs, post distribution monitoring, verification among other tools. Additionally, means of verification for various project activities will consist of: monthly monitoring reports, photographs, survey reports and end of project reports. The monitoring system adopted during the project will also monitor unexpected outcomes and impacts of the project at school, community, districts, regional and national level. Information on unexpected outcomes and impacts will be used for learning and continual improvement by future interventions.							
Workplan							

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Community mobilization and identification of suitable locations for establishment of new schools within Dalxiiska	2016								X	X			
	2017												
Activity 1.1.2: Construction of learning spaces	2016									X	X		
	2017												
Activity 1.1.3: Mobilize IDP and host community to enroll children in school	2016									X	X	X	X
	2017	X											
Activity 1.1.4: Rehabilitate/refurbish the learning spaces within already existing schools	2016								X	X	X		
	2017												
Activity 1.2.1: Procurement and distribution of school equipment, teaching and learning materials	2016									X	X	X	
	2017				X	X							
Activity 1.2.2: Provide schools with recreational materials for holistic development and learning	2016											X	X
	2017	X			X	X							
Activity 1.2.3: Provide IEC materials for BCC (behavior change communication).	2016												
	2017												
Activity 1.3.1: New teacher recruitment exercise involving the school CECs	2016									X	X		
	2017												
Activity 1.3.2: The newly recruited teachers are mentored to do their work diligently	2016									X	X	X	
	2017												
Activity 1.3.3: Teachers receive their monthly incentives as they continue to support learning in schools	2016								X	X	X	X	X
	2017	X	X	X	X	X	X	X					
Activity 2.1.1: Teachers & CEC training The in-service teacher training (for 20 teachers of which at least 30% will be women) will focus on improving quality, enhancing equity and sustainability in the education profession. The training will integrate life-saving messages on key issues on education in emergencies (such as DRR/CRR, mine/UXO risk reduction, gender based violence and peace education) and on child-centered, inclusive teaching, and fundamental basics of pedagogy, child protection and psycho social support, in an emergency setting.	2016										X	X	
	2017												
Activity 2.1.2: A training workshop (5 days) will be conducted for all the CEC members drawn from the supported schools. Training will focus on school management of and provision quality, sustainable and resilient emergency education programs - the role of CECs in facilitating this in their communities. Participative processes of ensuring support, strengthening resilience and ensuring sustainability in the provision of education systems, and their roles/responsibilities in the education structure will be articulated during this workshop. It is expected that realistic lessons/learnings, steps and actions will be articulated and embarked on to improve service provision. It is expected that during this workshop, ministry of education, regional authority leadership, and local community leadership and influential businessmen and women, etc. will be invited to have some sessions especially when formulating the CECs roles in supporting education services in the schools, linkages that they need to establish and protocols to pursue when discharging their mandates.	2016										X	X	
	2017												
Activity 2.1.3: Learning continuing in schools using approved curriculum by the Ministry of Education (MoE)	2016								X	X	X	X	X
	2017	X	X	X	X	X	X	X					
Activity 3.1.1: Construction of latrines fitted with hand washing facilities.	2016										X	X	X
	2017	X											
Activity 3.2.1: Training of school children, teachers and CECs on PHAST and CHAST	2016												
	2017	X	X	X	X								

Activity 3.2.2: Procure and distribute hygiene promotion and sanitation materials to schools	2016																				
	2017			X	X	X	X	X													
Activity 3.2.3: Hygiene promotional activities in schools using the 3 Star Approach and participation in major international celebrations (e.g. world toilet day, world water day, world hand washing, etc.)	2016																				
	2017		X	X	X	X	X	X													

OTHER INFO

Accountability to Affected Populations

In the course of implementing this program, ADRA Somalia will be fully accountable to its targeted beneficiaries (women, men, boys and girls) whose lives the intervention aims to improve. In the course of programming, ADRA will ensure accountability to affected populations by way of increasing their participation and feedback in programme identification, design, delivery and lesson learning - beneficiaries will thus be involved in all these 4 stages of the project. Further, the intervention will establish effective information sharing and communication channels with beneficiaries. Information will be shared in a timely, accessible and inclusive way to enable beneficiary communities be in a position to understand and shape decisions that impact their lives, as far as project implementation is concerned. Additionally, ADRA will establish feedback mechanisms, to enable the Agency know the impact of the program, and will also incorporate feedback and address problems raised rapidly.

Implementation Plan

1) Construction of temporary learning spaces and renovation of existing dilapidated temporary spaces in target primary schools. This activity will be implemented using monitoring reports that are conducted monthly by ADRA for the ongoing UN OCHA funded intervention, as well as using results from needs assessment that was done by ADRA in early May 2016. 2) Provision of basic teaching and learning supplies: This package will contain 3 A4 exercise books, 2 pens, 2 pencils, 1 box of colored pencils, 1 eraser and 1 sharpener. Each target school will also be provided with teaching and learning supplies, consisting of textbooks, blackboards and chalk as well as recreational materials consisting of skipping ropes and balls. 3) Identify and support a total of 20 volunteer teachers (30% female) with monthly emergency incentives: The teachers to benefit from incentives will be selected from a pool that ADRA is currently training through the ongoing NORAD Project in Kismayu, and OCHA funded intervention. 4) Provide training to 80 CEC members (30% female) in 20 primary schools to implement and manage quality, sustainable and resilient education in emergencies programs in the targeted schools in Kismayo. 5) : Construction/rehabilitation of 20 temporary gender sensitive latrines: Latrines will be VIP (twin door/double-cabin) type to ensure learners have access to sanitation enabling facilities. The latrines will be segregated by sex (separate blocks for males/females); and located within 50m of the classrooms, in line with SPHERE standards.

Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale
Education Cluster	4W Matrix and Coordination of activities and locations to avoid duplication
UNICEF	Coordination on activities and locations to avoid duplication and information sharing
INGOs and LNGOs in Dalxiiska IDP Camp	Coordination on activities and locations to avoid duplication and information sharing
Camp Managers at Dalxiiska IDP Camp	Consultation and coordination within the camp
Jubbaland State, Ministry of Social Affairs	Coordination and inclusion during inception, implementation and monitoring of project activities
Somalia Federal Government Ministry of Education	Coordination and inclusion during inception and implementation

Environment Marker Of The Project

A+: Neutral Impact on environment with mitigation or enhancement

Gender Marker Of The Project

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

Justify Chosen Gender Marker Code

ADRA understands that conflict and natural disasters affect women, girls, boys and men differently; they face different risks and are victimized in different ways. ADRA understand these differences and have designed the project to ensure that services and aid delivered will assist all segments of the target population and will not put some at risk. As a result, gender has been entrenched in this project, with a view to ensuring access to both boys and girls. In implementing the Project, ADRA will use the ADAPT and ACT-C Frameworks for gender equality programming, to ensure inclusivity of all target groups. Given the historic disadvantages women face in accessing education in Kismayu, specific activities targeting female learners are included. These are intended to remove barriers to accessing education and include construction of separate protected WASH facilities for girls, which are well lit and are lockable from the inside to ensure privacy. To ensure that the project has a positive impact, ADRA plans to involve women, girls, boys and men equally in the entire process of implementation. The project will analyse and take into consideration needs, priorities and capacities of both the female and male population to ensure that they all have equal access to quality education services. ADRA will also ensure that women and men from the affected communities take an active role in deciding on the location and the design of the new/temporary school facilities. Emergency learning materials will also be revised to ensure they are culturally relevant and equally empowering of girls and of boys.

Protection Mainstreaming

The intervention has been planned to mainstream protection principles and to promote meaningful access, safety and dignity for all beneficiaries during implementation. Key protection principles of safety, dignity and avoiding to cause harm, Equality, Accountability to Beneficiaries and Participation/Empowerment have been incorporated into most if not all project activities. Key actions on protection to be implemented by the project include: location of learning facilities and sanitation facilities close to safe, sheltered and settlement areas, close monitoring and responding to any forms of discrimination in accessing the newly established/rehabilitated educational facilities, identification and responding to any barriers to individuals or groups to access education facilities within the camp. ADRA will further ensure that the community plays a central role in identifying locations for the new learning spaces, and will ensure that these spaces are located in safe places, with regular monitoring of the safety of surrounding areas. The project will further train teachers and CEC members on how to offer psychosocial support, so that learners can easily access this support. Additionally, education opportunities will be provided taking into consideration the diverse needs of different beneficiaries in Dalxiiska. Participation of persons with disabilities will be fully supported and encouraged, and all planned programs will be adequately adapted to their needs.

Country Specific Information

Safety and Security

For all its interventions in Lower Juba, ADRA Somalia works towards further acceptance of its mandate and operational activities and has built working relationships with local authorities as well as the traditional leadership in the Region. As part of its security assessment for May 2016, ADRA feels that degrees of risk can be contained to an acceptable, productive level, due to the Agency's commitment to develop knowledge and understanding of the working context that the Agency is able to handle the remaining localized risk factors in Kismayu. Additionally, ADRA has a dedicated security management committee (SMT) that ensures all measures being taken with regards to field programmatic activities adhere to the Agency's detailed staff safety, security and evacuation procedures outlined by its "Safety First" Policy. ADRA has detailed, specific security and safety guidelines for Somalia as a whole as well as specific plans for all field project offices, including Lower Juba, the location of the proposed intervention. Situational analysis on security is updated daily and as the situation dictates, the various security measures – namely precautionary and restricted movement, program suspension and evacuation – are effected accordingly. ADRA is also a member of NGOs Focal Points – A Security Coordination Body that encompasses all NGOs working in Somalia and coordinates all issues related to security.

Access

ADRA is registered by the Jubbaland Administration, and can therefore operate freely in the intervention area. Further, the agency has a fully fledged office in Kismayu, with easy access to the population in most need at Dalxiiska IDP camp. The Agency has been operating in Lower Juba for the past 4 years, implementing development and relief interventions on education, livelihoods and emergency response. In this program, ADRA will actively collaborate with the Jubbaland Ministry of Social Services and local administrators to ensure access and acceptance by target communities.

BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
Staff and Other Personnel Costs							
1.1	Project Manager /Project Coordinator (Expat Field)	D	1	5,300.00	12	50.00	31,800.00
	<i>The overall person overseeing all project management, activities, M&E, compliance and reporting incl. final EoP reporting.</i>						
1.2	Project Officer (Local Field)	D	1	1,200.00	12	60.00	8,640.00
	<i>Person in-charge of day-to-day project running activities & community liaison.</i>						
1.3	Project/Program Assistant (Local Field)	D	1	875.00	12	70.00	7,350.00
	<i>Person responsible for mobilization and implementation of field activities.</i>						
1.4	Admin/Finance Officer (Local Field)	D	1	900.00	12	60.00	6,480.00
	<i>Person responsible for general administration of the field office, petty cash, payments, financial records and bookkeeping and preparation of spreadsheets.</i>						
1.5	Project Accountant (Expat HQ)	S	1	1,200.00	12	47.50	6,840.00
	<i>Time based-salaries & benefits for project accountant, preparing of monthly statements and financial reports.</i>						
1.6	Programs Director (PD)/Finance Director (FD)	S	1	5,600.00	12	8.00	5,376.00
	<i>The person(s) directing and providing organizational leadership in ADRA programs and ensuring compliance with donor strategic interest and regulations as well as compliance with financial requirements.</i>						
	Section Total						66,486.00
Supplies, Commodities, Materials							
2.1	Construction of new temporary learning spaces (TLS)	D	12	3,000.00	1	100.00	36,000.00
	<i>12 new TLS 4in each school for the 3 newly established schools</i>						
2.2	Refurbishment of old learning learning spaces (TLS)	D	6	1,250.00	1	100.00	7,500.00
	<i>6 existing TLS to be rehabilitated/refurbished in 2 existing schools</i>						

2.3	Provision of furniture for the classrooms (desks, tables & chairs)	D	240	90.00	1	100.00	21,600.00
	<i>Pupils classroom desks, chairs and tables for teachers</i>						
2.4	Provision of Individual learning kits	D	2000	10.00	1	100.00	20,000.00
	<i>Kit incl. exercise books, pens, pencils, sharpeners, rubbers, rulers, bags, etc.</i>						
2.5	Provision of school equipment, teaching and learning supplies	D	18	500.00	1	100.00	9,000.00
	<i>Black boards, rulers, dusters, chalks, balls, skipping ropes,</i>						
2.6	Construction of school latrines fitted with handwashing facilities	D	12	1,500.00	1	100.00	18,000.00
	<i>Twin block VIP latrines fitted with hand-washing facilities</i>						
2.7	Materials for sanitation campaigns and hygiene promotional activities	D	5	1,230.00	1	100.00	6,150.00
	<i>Rakes, brooms (hard and soft), rubbish bins, soaps, fliers.</i>						
2.8	In-service training for teachers	D	1	8,000.00	1	100.00	8,000.00
	<i>Training workshop for teachers (capacity building program for teachers)</i>						
2.9	Training of Community Education Committees (CECs)	D	1	5,250.00	1	100.00	5,250.00
	<i>Training workshop for the CECs (capacity building program)</i>						
2.10	Incentives for teachers	D	20	100.00	12	100.00	24,000.00
	<i>Monthly stipends issued to motivate volunteer teachers for their effort</i>						
2.11	Transportation / Vehicle rental costs	D	1	2,000.00	12	65.00	15,600.00
	<i>Vehicle hire/rental costs (4x4 vehicles to support project monitoring)</i>						
2.12	Visibility, Information & Communication	D	1	1,900.01	1	100.00	1,900.01
	<i>Donor visibility and information, websites, logos, materials, journals, videos (incl. YouTube if/where possible).</i>						
2.13	Information, education and communication (IEC) materials for BCC	D	1	1,772.82	1	100.00	1,772.82
	<i>Supporting school clubs with IEC materials (booklets, fliers, pamphlets, and other materials useful in enhancing WASG (3-Star), GBV, protection among school children.</i>						
	Section Total						174,772.83
Equipment							
3.1	Printer / Copier / Scanner	D	1	860.00	1	100.00	860.00
	<i>The printer/photocopier will provide direct support to the teachers in the preparation and reproduction of teaching materials, test papers and some examination term papers for the different classes in all the supported schools.</i>						
3.2	Android cellphone for data collection (M&E)	D	1	200.00	1	100.00	200.00
	<i>1 Android cellphone suitable to support "ODK Collect" program in M&E</i>						
	Section Total						1,060.00
Travel							
5.1	Air travel / (return trips to Somalia)	D	12	600.00	1	100.00	7,200.00
	<i>Air fare return trips (commercial flights)</i>						
5.2	Freight costs	D	12	150.00	1	100.00	1,800.00
	<i>Per Trip (visa costs, airlifting of cargo,taxi etc.)</i>						
5.3	Per diems and DSA for project staff (accommodation, meals, etc)	D	1	5,520.00	1	100.00	5,520.00
	<i>Subsistence allowances (DSA) during trips, hotel, accomm., per diems etc</i>						
	Section Total						14,520.00

General Operating and Other Direct Costs							
7.1	Office rental and maintenance	D	1	1,000.00	12	60.00	7,200.00
	<i>Office rent and maintenance, repairs, etc.</i>						
7.2	Office supplies	D	1	2,505.00	1	100.00	2,505.00
	<i>Stationeries, general office materials & supplies, electricity & water bills.</i>						
7.3	Communication costs	D	1	475.00	12	60.00	3,420.00
	<i>Costs include monthly internet, telephone, cell phone expenses</i>						
7.4	Bank Charges	D	1	325.00	12	100.00	3,900.00
	<i>Bank and courier, money transfer based on 2% of all transferred sums</i>						
7.5	Security costs	D	1	850.00	12	40.00	4,080.00
	<i>Costs of seconded PSU guarding office & providing field escorts</i>						
7.6	Office Utilities	D	1	4,860.00	1	50.00	2,430.00
	<i>Water, electricity and related costs</i>						
	Section Total						23,535.00
SubTotal				2,357.00			280,373.83
Direct							268,157.83
Support							12,216.00
PSC Cost							
PSC Cost Percent							7.00
PSC Amount							19,626.17
Total Cost							300,000.00
Grand Total CHF Cost							300,000.00
Project Locations							
Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Lower Juba -> Kismayo -> Dalxiiska	100	35	20	1,100	900	2,055	
Documents							
Category Name		Document Description					
Project Supporting Documents		Temporary classroom section view -SEEK.pdf					
Project Supporting Documents		Temporary classroom section view -SEEK.pdf					
Budget Documents		BoQ for New Temporary Learning Space.xlsx					
Budget Documents		BOQ for School Latrine-SEEK.xlsx					
Budget Documents		BoQ Revisions for SEEK project.xls					
Budget Documents		BoQ for School Furniture -Desks-Tables & Seats.xlsx					
Budget Documents		ADRA 2530 BOQs - ek.xlsx					
Budget Documents		2530 BoQ Revisions for SEEK project-16.07.12.xls					

Budget Documents	2530 BoQ Revisions for SEEK project-16.07.13.xls
Budget Documents	2530 BoQ Revisions for SEEK project-16.07.15.xls
Budget Documents	ADRA 2530 BOQs - 18.7.16.xlsx

Comments For Cover Page

By agwaro@un.org On 7/5/2016 2:23:30 PM (Under TR HFU)

Please complete the sections on indirect beneficiaries and catchment population

By bkaranja@unicef.org On 7/1/2016 11:05:31 AM (Under Pre-SR)

Projects' Summary

- Overall a very clear and well-structured proposal
- "ADRA understands that in emergencies..." This statement need to be restructured.
- Revise number of CEC members. You mention 35 under outcome 2 and 80 under implementation plan

Beneficiaries Names:

- Who are the promoters, trainers? This project needs to focus on CECs, teachers and learners. This need to be changed.
- Note that with the integration, other ADRA programmes should complement education project and not this SHF project supporting the integration presuming the promoter, caretaker are more inclined to protection

Comments For Background

By bkaranja@unicef.org On 7/1/2016 11:06:18 AM (Under Pre-SR)

Humanitarian Context

- This section is well done however the issues outlined should be linked with the education situation in the IDPs settlement. Strengthen this link with education in emergencies.
- Indicate the reference of the 68%.

Comments For Logical Framework

By bkaranja@unicef.org On 7/1/2016 11:19:16 AM (Under Pre-SR)

Log frame

- The overall objective for this project has been lost in the narrative section. It will be great to outline it at the beginning of the section.
 - Output 1.1: Specify if the 12 TLS will be in the already existing school or new school. Also indicate the schools for the 6 TLS to be rehabilitated. E.g. Construction 3 new schools (12 TLS) and rehabilitation of 2 existing schools (6 TLS).
 - Output 2.1: revise description
 - Indicator 3.1.1: Number of learners might not be the best indicator for construction of latrines. Kindly revise
 - Indicator 3.2.1: kindly revise
 - Indicator 3.2.2: kindly revise
- Assumption and Risk
- Do you mean there will be no risk for this project?

Comments For Work Plan

By info@adrasom.org On 7/13/2016 2:55:53 PM (TR Draft)

The refurbishment works will now take place within the first 3 months of the project only. We had intended to do minor repair works at the beginning of the second semester in 2017 to fix any possible damages before the start of term.

By agwaro@un.org On 7/18/2016 1:48:50 PM (Under TR HFU)

ok all comments addressed

By agwaro@un.org On 7/12/2016 3:06:08 PM (Under TR HFU)

Please respond to the issues of refurbishment going on till 2017

By agwaro@un.org On 7/5/2016 3:32:06 PM (Under TR HFU)

1.1.4 Why are you still refurbishing schools in 2017? In addition the refurbishment of TLS in already existing schools will take 5 months?

1.2.1 Same issue as above - procurement and distribution - why is it spread into 2017? Please clarify

You indicate that teacher recruitment starts in ?September yet incentives will be paid from august - please clarify

By bkaranja@unicef.org On 7/3/2016 10:49:35 AM (Under Pre-SR)

Log frame

- Activity 1.1.2: Remove the procurement of contractor as this is a process. This should state "construction of learning spaces..."
- Activity 1.1.5 (Capacity): This should be removed as this follows under the outcome 2 and output 2.1

Comments For Budget

By info@adrasom.org **On** 7/15/2016 10:07:11 AM **(TR Draft)**

All the pending issues raised in the budget section have now been addressed: -
2.8 Breakdown for the stationery provided.
3.1 Printer - the required information now included in the remarks section of the budget line.

By info@adrasom.org **On** 7/13/2016 2:49:13 PM **(TR Draft)**

All the comments have been addressed as requested. However, we strongly feel that our request for the computer should have been considered. We have removed the computer from the budget but retained the printer. We feel the printer/photocopier will provide a lot of direct support to the teachers in preparing and reproduction of teaching material, tests and some examination term papers for the different classes. Please reconsider this request.

All the other items have been aligned as requested and BoQs provided.

By brewsterp@un.org **On** 7/19/2016 5:59:58 PM **(Under TR Finance)**

Budget cleared

By kundu@un.org **On** 7/18/2016 1:37:31 PM **(Under TR HFU)**

Budget queries have been addressed. Refer to the file "ADRA 2530 BOQs - 18.7.16.xlsx" for the latest set of BoQ's.

By kundu@un.org **On** 7/14/2016 4:37:36 PM **(Under TR HFU)**

2.8 Training- the stationery budget has increased from \$145 to \$170. Provide the breakdown table for this new amount.
3.1 Printer- please refer to my comment on this item provided on 8/7/16. I requested for specific details on what the equipment is to be used for and none was forthcoming. This information is critical for the reviewers to decide whether an item is directly or indirectly related to the project. You need to put the information provided in your comment into the Remarks field of the budget line if we are to retain this item.