

<b>Requesting Organization :</b>	Save the Children				
<b>Allocation Type :</b>	Reserve 2016				
<b>Primary Cluster</b>	<b>Sub Cluster</b>	<b>Percentage</b>			
Education		100.00			
		<b>100</b>			
<b>Project Title :</b>	Education in emergency for IDPs in Kahda and Daynile districts of Banadir region				
<b>Allocation Type Category :</b>					
<b>OPS Details</b>					
<b>Project Code :</b>		<b>Fund Project Code :</b>	SOM-16/3485/R/Ed/INGO/3929		
<b>Cluster :</b>		<b>Project Budget in US\$ :</b>	285,000.06		
<b>Planned project duration :</b>	12 months	<b>Priority:</b>			
<b>Planned Start Date :</b>	01/12/2016	<b>Planned End Date :</b>	30/11/2017		
<b>Actual Start Date:</b>	01/12/2016	<b>Actual End Date:</b>	30/11/2017		
<b>Project Summary :</b>	<p>The largest proportion of Internally Displaced Persons in Mogadishu reside in the two newly established districts of Deynille (33%) and Kahda (19%), which hosts both newly arrived Internally Displaced Persons, returnees, economic migrants as well as longer term Internally Displaced Persons forcefully evicted from other parts of the city. Daynille and Kaxda districts have the highest number of settlements – 142 and 120 settlements respectively, and Internally Displaced Persons are consistently more vulnerable, experiencing a lower standard of living, and basic services are extremely limited. In particular, access to education is poor. Only 35% and 39% of children are able to attend school in Daynille and Kaxda compared to 45% for other districts. Inability to afford private school fees (\$20/month) and lack of education facilities nearby are the most frequently given reasons. The number of school facilities available are minimal, and those that are available have insufficient infrastructure to absorb the number of children, there are limited teaching and learning materials available, and the quality of teaching is poor, resulting in poor retention and poor performance. To address these, the project will construct and furnish 18 additional temporary learning spaces in 6 existing schools (3 classrooms per school) to accommodate new influx of Internally Displaced Persons and returnees (note: these schools already have 18 classrooms, so this will bring the total number of classrooms to 36), as well as provide the 6 targeted schools with teacher and learning materials, and provide 600 girls with sanitary materials recognizing that this is one of the many barriers facing girls' access to education. This will be complemented by community mobilisation campaigns to highlight the importance of education for Internally Displaced Persons children, with a special focus on girls and children with disabilities/special needs, who are typically excluded from education due to socio-cultural barriers. It will also provide in-service teacher training to 24 teachers (4 per school) to improve the teacher's skills in basic child centered teaching and learning approaches including multi grade and multi age teaching system and cross cutting issues on child rights, child protection and teacher code of conduct to enhance high quality education delivery, as well as provision of incentives to support their continued motivation and commitment; and specific training and mentoring activities for headteachers (1 per school) and the Community Education Committees (42 members in total (7 per school)) in managing and maintaining the school, including engagement of the local community and local resource mobilisation. The project will also support the establishment of school clubs, enabling students (boys and girls) to come together and work on different initiatives (for example school hygiene, girls forums, sports &amp; recreation, debating etc).</p>				
<b>Direct beneficiaries :</b>					
	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	38	28	1,140	1,140	2,346
<b>Other Beneficiaries :</b>					
<b>Beneficiary name</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Children under 18	0	0	1,140	1,140	2,280
Committees	24	18	0	0	42
Staff (own or partner staff, authorities)	14	10	0	0	24
<b>Indirect Beneficiaries :</b>					
Indirect beneficiaries will include the parents/caregivers and broader community reached through community sensitization/awareness campaigns.					

**Catchment Population:**

215,151 (the concentration of IDPs is slightly higher in Daynille - 138,412 internally displaced persons - followed by Kaxda which hosts 76,739 displaced persons)

**Link with allocation strategy :**

Through the establishment of and support to temporary learning spaces, the project's objectives and outcomes contribute directly towards increasing access to education for crisis-affected children, namely boys and girls in Internally Displaced Persons settlements in Kahda and Deynile.

**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
Laura Jepson-Lay	Head of Program Development	laura.jepson@savethechildren.org	0732 888 852
Mengistu Koricha	Head of Education	mengistu.koricha@savethechildren.org	0739 968 275

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

Decades of conflict and recurring cycles of disasters has resulted in over 1 million people displaced within Somalia, 70-80% of which are women and children (UNDP 2012). An estimated 370,000 Internally Displaced Persons are in and around the country's capital, Mogadishu; thereby severely stretching the infrastructure and services of an already-underdeveloped city. Indeed, the protracted and chronic Internally Displaced Persons crisis, combined with the existence of middlemen, warlords, and gatekeepers, as well as a fledgling government with limited local governance structures, have hindered the provision of humanitarian assistance. The largest proportion of Internally Displaced Persons in Mogadishu reside in the two newly established districts of Deynille (33%) and Kahda (19%), which hosts both newly arrived Internally Displaced Persons, returnees, economic migrants as well as longer term Internally Displaced Persons forcefully evicted from other parts of the city. Daynille and Kaxda districts have the highest number of settlements – 142 and 120 settlements respectively, or a total of 262 settlements. According to the findings of the Internal Displacement profiling exercise in Mogadishu, Internally Displaced Persons are consistently more vulnerable, experiencing a lower standard of living than others living in the same informal settlements. Due to its nascent state and location on the city's periphery, livelihood opportunities and basic services are extremely limited in Deynille and Kahda.

**2. Needs assessment**

Access to education facilities varies considerably between Daynille, Kaxda and the rest of the districts. While only 35% and 39% of the profiled population were able to attend school in Daynille and Kaxda, the level of access stands at 45% for other districts. Inability to afford private school fees (\$20/month) and lack of education facilities nearby are the most frequently given reasons (Internal Displacement Profiling in Mogadishu 2016). 69% of the profiled population aged 15 years and above are illiterate (72% of adult Internally Displaced Persons compared to 50% host community members). Findings indicate that only 29% of the population 5 years of age and above has ever attended school. This is higher for males at 37% compared to females at 22%. Among those who ever went to school, 56% attended Quranic school/Madrasa and 34% attended primary school.

According to the emergency education assessment conducted in Banadir by the Banadir Regional Education Cluster (June 2016), only 5 Internally Displaced Persons camps out of the 85 assessed camps have schools, that is just 6% of the total camps; 4 out of the 5 schools were functional Alternative Basic Education, these schools were in good condition but without school furniture. 1 out of the 5 schools were non-functional and closed due to lack of funds. There were in total 25 teachers, but only 8 (32%) had been trained and most of these teachers work voluntarily without incentive. The assessment recommends: To expand equally number of schools in all parts of the Internally Displaced Persons settlements in Banadir region. • Refunding of existing school constructions in Mogadishu. • Providing incentives to school teachers to re-start the hibernated schools. • To get school supplies for the schools in the target areas.

**3. Description Of Beneficiaries**

The project will reach 2,280 school-aged children in Daynille and Kahda district, of which 50% will be girls. This has been calculated on the number of students per classroom. The 6 targeted schools already have 18 classrooms, and under this project and additional 18 temporary classrooms will be constructed, bringing the total number of classrooms to 36. The number of children is based on approximately 60 children per classroom. The project will also recruit and train 18 teacher (10 male and 8 female), 6 head teachers (4 male and 2 female with Head teacher per school) and 42 Community Education Committee members (18 female), based on 1 Community Education Committee per school with at total of 7 members each.

**4. Grant Request Justification**

Education is a fundamental right for all children including those living in conflict zones. It also plays a significant role in development and peace building especially in conflict affected zones, so as to strengthen resilience, social cohesion & human security in conflict affected contexts. To address low access to education, the project will establish 18 temporary learning centers in 6 existing schools and furnish them with the necessary desks, benches, and chalk boards that will create conducive learning environments for both boys and girls. Distribution of scholastic learning materials to 2,280 children plus the provision of recreational equipment will allow boys and girls to learn and play in a safe and conducive environment. This will have positive impact on their physical and mental development for learning. This project will also distribute sanitary kits to 600 girls in the targeted schools to help them practice safe and better sanitary practice with confidence and to comfortably stay and attend their learning in school. In order to enhance the wellbeing and protection of children in established centres, teachers and parents will be provided with the necessary skills to provide learners with psychosocial support and ensure protective environments in and out of schools. The schools will also be used as a vital community space for dissemination and delivery of lifesaving information to children and to prepare the community to better cope with disasters. 24 teachers will be trained on child centered methods of instruction to enhance the teaching and learning process. Trained 42 Community Education Committees members (18 female) will have their capacity strengthened to enable them to effectively manage the schools in the longer term. This project will reach a total of 2,352 beneficiaries for \$284,999 - a cost per beneficiary of \$121, which is in line with cost per beneficiary for Education in Emergency in Somalia.

## 5. Complementarity

Save the Children will implement the fund secured from Somalia Humanitarian Fund through an integrated programming approach to fully address the multi-dimensional needs of the target communities - in health, nutrition, Water, Sanitation and Hygiene, protection, education, and child poverty - in a holistic approach (Save the Children has applied to all the other clusters under this Somalia Humanitarian Fund allocation). Therefore, the proposed intervention will give full package to the communities living in the targeted Internally Displaced Persons in Kahada and Daynile district. This education project will specifically be integrated with the child protection sector project which will address the needs of vulnerable children (orphans, separated/unaccompanied minors, children with physical and/or mental disabilities, children recruited by armed groups, children victims of violence, etc.) with Education playing a key role in supporting psychosocial development to children and youth who have experienced such kind of situations, the protection given by education will be physical, cognitive, psychosocial, or a combination of the three. This project will also build on Save the Children's extensive experience and lessons learnt in Education in Emergencies in Somalia, where Save the Children has been implementing an Education in Emergency project in Hiran region under Ministry of Norway funding and in Mogadishu specifically, this project will build on Save the Children's four year (2015-18) Norwegian Agency for Development Cooperation (NORAD)- funded project which uses Basic Education as the overarching theme, whilst integrating Child Protection, Child Rights and Governance, school health/nutrition and Child –Centered Disaster Risk Reduction.

### LOGICAL FRAMEWORK

#### Overall project objective

Increased access to good quality education in protective and safe environment for children in IDP settlements

#### Education

Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
Ensure emergency and crisis-affected children and youth have access to safe and protective learning environments that encourage retention and increased enrolment	Somalia HRP 2016	100

**Contribution to Cluster/Sector Objectives :** Through the establishment of and support to temporary learning spaces, the project's objectives and outcomes contribute directly towards increasing access to education for crisis-affected children, namely boys and girls in IDP settlements in Kahda and Deynile.

#### Outcome 1

Increase access to education services in Kahda and Daynile districts

#### Output 1.1

##### Description

Increase enrolment of children (boys and girls) in 6 existing schools

##### Assumptions & Risks

Security situation remains stable to allow SCI continued access to area of operation  
 Security situation remains stable to allow beneficiaries to access schools  
 No mass population influx or exodus in area of operation  
 Project is accepted by target communities  
 Key stakeholders, especially teachers and CECs, are willing and able to participate in the project

#### Activities

##### Activity 1.1.1

##### Standard Activity : Student enrolment

Conduct enrolment drives and awareness campaigns to promote education for out of school children in Internally Displaced Persons Camps (as well as host community), with a specific focus on girls and other vulnerable/marginalized children. Undertaken by community leaders, Community Education Committees members in conjunction with Save the Children staff through community meetings with parents/caregivers.

#### 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					2,280

<b>Means of Verification</b> : School enrolment data, school records							
Indicator 1.1.2	Education	Number of female children enrolled in protected learning spaces					1,140
<b>Means of Verification</b> : School enrolment data							
<b>Output 1.2</b>							
<b>Description</b>							
Increased and improved physical learning environment							
<b>Assumptions &amp; Risks</b>							
Security situation remains stable to allow SCI continued access to area of operation Security situation remains stable to allow beneficiaries to access schools No mass population influx or exodus in area of operation Project is accepted by target communities Key stakeholders, especially teachers and CECs, are willing and able to participate in the project							
<b>Activities</b>							
<b>Activity 1.2.1</b>							
<b>Standard Activity : Construction of learning spaces</b>							
Construction of 18 temporary learning spaces in 6 existing schools							
<b>Activity 1.2.2</b>							
<b>Standard Activity : Refurbishment of learning spaces</b>							
Furnish 18 temporary learning spaces in 6 existing schools with tables and chairs							
<b>Activity 1.2.3</b>							
<b>Standard Activity : School equipment and material learning distribution</b>							
Provision of teaching materials (blackboard, chalk, pens, registers, text books) and learning materials (exercise books and pencils) in 6 target schools							
<b>Activity 1.2.4</b>							
<b>Standard Activity : Recreational activities</b>							
Provision of recreational and sports materials to 6 schools							
<b>Activity 1.2.5</b>							
<b>Standard Activity : Hygiene promotion</b>							
Provision of sanitary materials (sanitary pads, underwear, soap) to 600 girls across the 6 target schools							
<b>Indicators</b>							
			<b>End cycle beneficiaries</b>				<b>End cycle</b>
<b>Code</b>	<b>Cluster</b>	<b>Indicator</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Target</b>
Indicator 1.2.1	Education	Number of Temporary Learning Spaces constructed and furnished in 6 existing schools (3 per school)					18
<b>Means of Verification</b> : Project records, construction records, monitoring reports							
Indicator 1.2.2	Education	Number of children provided with learning supplies					2,280
<b>Means of Verification</b> : Distribution records, monitoring reports							
Indicator 1.2.3	Education	Number of schools provided with teaching materials					6
<b>Means of Verification</b> : Distribution reports, project monitoring.							
Indicator 1.2.4	Education	Number of girls provided with sanitary materials					600
<b>Means of Verification</b> : Distribution records, Monitoring reports							
<b>Outcome 2</b>							
Learning outcomes for children improved through capacity building of teachers, head teachers and Community Education Committees with a focus on improving the quality of education							
<b>Output 2.1</b>							
<b>Description</b>							
Increase capacity and motivation of 18 teachers and 6 Head teachers in the 6 targeted schools							
<b>Assumptions &amp; Risks</b>							
Security situation remains stable to allow SCI continued access to area of operation Security situation remains stable to allow beneficiaries to access schools No mass population influx or exodus in area of operation Project is accepted by target communities Key stakeholders, especially teachers and CECs, are willing and able to participate in the project							
<b>Activities</b>							
<b>Activity 2.1.1</b>							

**Standard Activity : Teacher training - pedagogy**

Training of 18 teachers and 6 Head teachers (10 female) in 6 schools on basic child centered teaching and learning approaches including multi grade and multi age teaching system and cross cutting issues on child rights, child protection and teacher code of conduct

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

Provision of monthly incentives to 18 teachers (8 female) and 6 Head teachers (2 female) in the 6 targeted schools

**Indicators**

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.1.1	Education	Number of teachers trained					24

**Means of Verification** : Training attendance records

Indicator 2.1.2	Education	Number of female teachers trained					10
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**Means of Verification** : Training attendance records

Indicator 2.1.3	Education	Number of teachers receiving incentives					24
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**Means of Verification** : Project records, monitoring reports

**Outcome 3**

Enhanced school management capacity through meaningful participation of communities and children

**Output 3.1****Description**

Increase capacity of Community Education Committees in school management

**Assumptions & Risks**

Security situation remains stable to allow SCI continued access to area of operation  
 Security situation remains stable to allow beneficiaries to access schools  
 No mass population influx or exodus in area of operation  
 Project is accepted by target communities  
 Key stakeholders, especially teachers and CECs, are willing and able to participate in the project

**Activities****Activity 3.1.1****Standard Activity : Capacity building**

Form and support school clubs in the 6 target schools (comprised of students, boys and girls) to come together and undertake different initiatives/activities, such as school hygiene promotion, debates, sports/recreations, girls forums and to give a voice for children to the Community Education Committees

**Activity 3.1.2****Standard Activity : CEC training**

Provide refresher training for 42 Community Education Committees members on school improvement plans, school management and resource mobilization

**Indicators**

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 3.1.1	Education	Number of schools with functional school clubs					6

**Means of Verification** : Project reports, monitoring reports

Indicator 3.1.2	Education	Number of teachers and CEC recruited					42
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**Means of Verification** : Note: We need to provide a standard indicator for this output, but none available are relevant so have selected this one, but it is actually 'Number of CEC members trained'

**Additional Targets :****M & R****Monitoring & Reporting plan**

Save the Children's Monitoring, Evaluation, Accountability and Learning strategy is an integrated system that generates detailed, field-based information and continuously improves program quality and learning. Led by an independent Monitoring, Evaluation, Accountability and Learning team, this system ensures stakeholder opinions are actively sought, activities are assessed against quality benchmarks, program improvement actions are planned and completed, and findings feedback into management decision making and organizational knowledge. Joint monitoring visits will be conducted with the Ministry of Education and in coordination with the Community Education Committees who are responsible for the day-to-day management and monitoring of the schools. A Monitoring, Evaluation, Accountability and Learning plan will be developed for this project. This will include a detailed indicator performance tracking table that will be used to track progress towards performance targets. Save the Children data collection tools for the existing education activities will be used to collect and analyze project data. At project level, there will be a monthly review and analysis of data from program implementation and the results will be used to make any required implementation adjustments. Monthly review meetings will also include discussions, key challenges and actions on how to address the challenges. The last project review meeting will include an analysis of the overall project performance and of lessons learnt. Save the Children's Monitoring, Evaluation, Accountability and Learning will conduct independent monitoring of program quality following standards that are agreed upon by the education technical and the Monitoring, Evaluation, Accountability and Learning team. Outcomes of these monitoring visits will be discussed with the project team to address quality shortcomings. In addition, monthly narrative reports on the project progress will be documented as well as data on attendance and participation of targeted beneficiaries in project activities. With the consent of beneficiaries, photographs will be taken as appropriate, and cases studies developed to highlight the project impact.

Workplan													
Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Conduct enrolment drives and awareness campaigns to promote education for out of school children in Internally Displaced Persons Camps (as well as host community), with a specific focus on girls and other vulnerable/marginalized children. Undertaken by community leaders, Community Education Committees members in conjunction with Save the Children staff through community meetings with parents/caregivers.	2016												X
	2017	X											
Activity 1.2.1: Construction of 18 temporary learning spaces in 6 existing schools	2016												X
	2017	X											
Activity 1.2.2: Furnish 18 temporary learning spaces in 6 existing schools with tables and chairs	2016												
	2017		X										
Activity 1.2.3: Provision of teaching materials (blackboard, chalk, pens, registers, text books) and learning materials (exercise books and pencils) in 6 target schools	2016												
	2017		X					X					
Activity 1.2.4: Provision of recreational and sports materials to 6 schools	2016												
	2017		X										
Activity 1.2.5: Provision of sanitary materials (sanitary pads, underwear, soap) to 600 girls across the 6 target schools	2016												X
	2017	X	X	X	X	X	X	X	X	X	X	X	
Activity 2.1.1: Training of 18 teachers and 6 Head teachers (10 female) in 6 schools on basic child centered teaching and learning approaches including multi grade and multi age teaching system and cross cutting issues on child rights, child protection and teacher code of conduct	2016												X
	2017	X		X			X			X			
Activity 2.1.2: Provision of monthly incentives to 18 teachers (8 female) and 6 Head teachers (2 female) in the 6 targeted schools	2016												X
	2017	X	X	X	X	X	X	X	X	X	X	X	
Activity 3.1.1: Form and support school clubs in the 6 target schools (comprised of students, boys and girls) to come together and undertake different initiatives/activities, such as school hygiene promotion, debates, sports/recreations, girls forums and to give a voice for children to the Community Education Committees	2016												X
	2017	X		X		X		X		X			
Activity 3.1.2: Provide refresher training for 42 Community Education Committees members on school improvement plans, school management and resource mobilization	2016												
	2017		X										

**OTHER INFO**

**Accountability to Affected Populations**

Key stakeholders, including children, will be given platforms to participate in critical reflection and feedback processes on the performance of this project. Save the Children's child participation tools will be applied to ensure meaningful, safe, inclusive and voluntary participation of children. A robust and user friendly accountability mechanism will be agreed between beneficiaries (children – boys and girls, and community adults) who are stakeholders of the project. The system will involve sharing project information with beneficiaries, creating opportunities for beneficiaries to participate in implementing the project and a mechanism for receiving and handling feedback and complaints. Outcomes of the accountability system will be fed into monthly review meetings to inform decision making in regard to improving the quality of services delivered to beneficiaries. Communities will be able to provide feedback confidentially using the Save the Children complaint number.

**Implementation Plan**

In collaboration to MoE at Central level, the project team will organize community meetings and facilitate discussions on relevant education issues and possible solutions. Different community members such as mothers, elders, religious leaders, youth and children will be engaged to participate in these discussions and more awareness will be created among them in educating their children and actively participate in the education activities. The MoE and SC Technical Engineers will work together in consultation with communities and children in the design, implementation and monitoring of all the construction work. Basic education materials will be procured and supplied to all the target schools. Teacher's capacity gaps will be assessed and given practical training with skilled facilitators.

**Coordination with other Organizations in project area**

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

**Environment Marker Of The Project**

A: Neutral Impact on environment with No mitigation

**Gender Marker Of The Project**

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

**Justify Chosen Gender Marker Code**

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

**Protection Mainstreaming**

Save the Children has strong accountability framework policy. The project will utilize an effective and efficient community mobilization and sensitization mechanism in which all community members in the targeted project locations will be fully informed about the project through in public community meetings. The information that will be shared with the targeted communities are; potential beneficiaries, project duration, beneficiary selection criteria, project benefits and the implementation methodology of the project. This community wide approach in which all community members are present to be informed about the project, will significantly minimize the potential conflict that may arise from community members in the targeted project locations. The community will actively participated throughout the project implementation process. From the community the project team will use/establish village level committees, and regular review meeting will be conducted. The proposed activities are crafted to ensure the full and active participation of women in project implementation and on-going monitoring-based planning, particularly in the community components of the project. Opportunities to directly encourage women's participation exist through ensuring a 50:50 gender balance in the community structures such as village committees, community based volunteer. The mobile nutrition sites will be selected in collaboration with the village committee in area that is Save from any violence to the beneficiaries. Save the Children will make a beneficiary feedback mechanism that is convent based on the context.

**Country Specific Information**

**Safety and Security**

Despite significant territorial gains by AMISOM and the Somalia National Government, there has been only slight improvement in the security situation in South and Central Somalia. It represents and complex and dynamic security environment for humanitarian operations. SCI operations have largely continued despite ongoing military and insurgent operations within the city. Could result in limited or reduced access to areas of operation/project sites/beneficiaries and possible disruption to supply chain. □ SCI has area specific security plans in place and each area office has a Security Focal Point who plan, regularly monitor and update all staff about the security issues/concerns. We have a dedicated Safety and Security Department in place, whose main task is to gather regular security information and to take precautionary measures. Acceptance, negotiation, active engagement and advocacy with all stakeholders, especially authorities and target communities. All staff delivering programmes in Mogadishu are required to: complete Personal Safety & Security training course as part of their induction; receive Basic First Aid training at least twice a year, and Psychological First Aid training at least once a year; and newly recruited staff must participate in a Resilience Profiling Training prior to starting their mission. Traumatic and Stress Management Training is required for Managers running the programme to support their junior staff. All staff operating in the IDP camps in Mogadishu are briefed on the IDP Camp safety and security protocols that are currently in place and are continuously reviewed and upgraded to meet the security demands. All SC staff, both national and expat staff, are provided with comprehensive health insurance and personal accident and disability insurance.

**Access**

Save the Children will participate in the regular INGO – Donor – UN coordination group that is monitoring humanitarian access in critical areas of Somali. Should access to the area of intervention (or parts of it) be limited due to political/military events/decisions save the children will do everything possible to negotiate access. Should the area become and remain inaccessible save the Children will discuss with the donor about further procedures

#### BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
<b>Staff and Other Personnel Costs</b>							
1.1	Head of Education	D	1	6,186.00	12	10.00	7,423.20
	<i>Head of education based in Nairobi will be oversee all Education projects, he will also be responsible for the project design, monitoring to ensure high quality standards are maintained, responsible for project implementation and provides technical advice on day to day project implementation and also assist in the preparation of the narrative report. The unit cost is \$6,186 inclusive of medical and pension SHF will contribute 10% of his salary.</i>						
1.2	Education program Manager	D	1	2,789.00	12	30.00	10,040.40
	<i>The Education program manager based in Mogadishu will be responsible for overseeing the project implementation at the field level. He will act as the liaison with the ministry, site visits for the constructions, ensure quality reporting as well as line manager the Project officers. His unit cost is \$2,789 inclusive of medical, terminal benefits and eid bonus and SHF will contribute 30% of his cost over the life of the project.</i>						
1.3	Education project officer	D	1	1,450.00	12	100.00	17,400.00
	<i>The Project Officer based in Mogadishu will be responsible for the day to day implementation of the activities. The unit cost is \$1,450 inclusive of medical, terminal benefits and eid bonus and SHF will contribute 100% of their cost over the life of the project.</i>						
1.4	M&E officer	S	1	1,450.00	12	15.00	2,610.00
	<i>The Monitoring and Evaluation Officer based in Mogadishu will be responsible for monitoring and evaluation of the project to ensure the project meets its intended objectives while recording the lesson learnt. The unit cost is \$1,450 inclusive of medical, terminal benefits and eid bonus and SHF will contribute 15% of their cost over the life of the project.</i>						
1.5	Director of Operations	S	1	7,205.00	12	8.00	6,916.80
	<i>The Director of Operations based in Puntland will be responsible for overall management of the humanitarian operation including coordination - where the programs will be implemented including oversight of procurement, logistics and administration functions. He will provide input during project design stage as well as be involved in the program review meetings. He is in charge of the area operations and line manages the Area representative. The unit cost is \$7,205 inclusive of medical, terminal benefits and eid bonus and SHF will contribute 8% of their cost over the life of the project.</i>						
1.6	Awards and Compliance Director	S	1	5,969.00	12	10.00	7,162.80
	<i>The Awards and Compliance Director based in Nairobi is primarily responsible for ensuring compliance with donor/SCI regulations, contract management, donor reporting and auditing. The unit cost is \$5,969 which is inclusive of social security, medical and terminal benefits. SHF will contribute 10% over the life of the award.</i>						
1.7	Communications Officer	S	1	1,572.00	12	20.00	3,772.80
	<i>The Communications Officer based in Mogadishu will be responsible for taking pictures, writing case studies and necessary documentation for the implementation of this project. The unit cost is \$1,572 inclusive of medical, terminal benefits and eid bonus and SHF will contribute 20% of their cost over the life of the project.</i>						
1.8	Accountant	S	1	1,468.00	12	20.00	3,523.20
	<i>The accountant will be responsible for assisting the Finance officer in managing this award, reviewing payments to make sure they are in line with donor regulations, processing payroll and cash forecast. The unit cost is \$1,468 which is inclusive of medical, terminal benefits and eid bonus and SHF will contribute 20% of their cost over the life of the project.</i>						
1.9	Finance Assistant	S	1	929.00	12	20.00	2,229.60
	<i>The Finance Assistant based in Mogadishu will be responsible preparing payments and maintaining cash. The unit cost is \$929 inclusive of medical, terminal benefits and eid bonus and SHF will contribute 20% of their cost over the life of the project.</i>						
1.10	Logistics Assistant	S	1	880.00	12	20.00	2,112.00
	<i>The logistics Assistant based in Mogadishu will be assisting the Log officer for purchasing supplies and services for this project, as well as organising transport for the mobile teams and during workshops. The unit costs is \$880 inclusive of medical, terminal benefits and eid bonus and SHF will contribute 20% of their cost over the life of the project.</i>						



1.11	Admin/HR Assistant	S	1	773.00	12	20.00	1,855.20
<p><i>The Admin/HR Assistant will assist the Admin/HR Officer in recruiting staff, capacity building for staff to ensure they are able to perform their duties effectively and efficiently and performing other HR functions. She/He is also responsible for the admin functions like organising meetings and workshops as well as flight bookings. The unit cost is \$773 inclusive of medical, terminal benefits and eid bonus and SHF will contribute 20% of their cost over the life of the project.</i></p>							
<b>Section Total</b>							<b>65,046.00</b>
<b>Supplies, Commodities, Materials</b>							
2.1	Construction for 18 temporary classrooms in 6 existing schools	D	18	2,502.20	1	100.00	45,039.60
<p><i>This is the cost of constructing 18 classrooms for the six schools (3 classrooms per school) at the cost of \$2,502. This will improve access to education by enrolling children out of school and retaining those in school. BOQ attached</i></p>							
2.2	Furnishing 18 temporary classrooms	D	18	1,000.00	1	100.00	18,000.00
<p><i>This is the cost of furnishing constructed classrooms with the necessary tables and benches for sitting during the classes. This will create a conducive learning environment for the children. The total cost is \$18,000 for the 18 classrooms. See BOQ attached.</i></p>							
2.3	Provision of teaching/learning materials to 6 supported schools	D	6	3,730.00	1	100.00	22,380.00
<p><i>This is the cost of providing stationery and registration books to the school children to facilitate learning. We are targeting to provide this to 2280 school children at the costs of \$22,380 in total. See BOQ attached</i></p>							
2.4	Provision of teacher incentive to 24 teachers in 6 schools	D	24	100.00	12	100.00	28,800.00
<p><i>This is the cost of incentives to the 24 teachers (18 class teachers and 6 head teachers) in the 6 schools for taking up extra hours. We plan on paying them \$100 over 12 months.</i></p>							
2.5	Provision of sanitary kits to 600 girls in 6 schools	D	600	25.00	1	100.00	15,000.00
<p><i>This is the cost of providing sanitary kits to 600 school going girls selected from the 6 schools. This is meant to encourage the girls practice safe and better sanitary practice with confidence and will help the girls to comfortably stay and attend their learning in school. The unit cost per kit is \$25. See BOQ attached.</i></p>							
2.6	Training of 24 teachers in 6 schools on basic child centered teaching and learning approaches including multi grade and multi age teaching system and cross cutting issues on child rights, child protection and teacher code of conduct	D	1	7,092.80	1	100.00	7,092.80
<p><i>This is a training for 24 teachers on the Methodology of teaching which is different from the rest. The cost of training will be for \$7,092.80 in total which will be conducted for 4 days for 24 participants.</i></p>							
2.7	Provide refresher training for 42 CEC members on school improvement plans, school management and resource mobilization	D	1	5,725.60	1	100.00	5,725.60
<p><i>This is a different training on School improvement plans and management for the CECs only. This is the cost of training 42 CEC members the training will be for 2 days at a cost of \$5,725.60.</i></p>							
2.8	Community mobilization on importance of education for children in IDP camps.	D	1	4,897.60	1	100.00	4,897.60
<p><i>This will cover training and meeting cost to be conducted for the community to enroll their children to school and retain those in school, community will give different sessions on important of education at a cost of \$4,897.60</i></p>							
2.9	Form and train school club committees in 6 IDP schools	D	1	7,377.60	1	100.00	7,377.60
<p><i>This will cover training given to 6 schools club committees that consist of children, teachers, CEC and community elders at a cost of \$7,377.60. There will be one school club per school and each will have 10 members.</i></p>							
<b>Section Total</b>							<b>154,313.20</b>
<b>Equipment</b>							
3.1	Laptops	D	1	1,650.00	1	100.00	1,650.00
<p><i>The laptop will be used by the education project officer who will be recruited for this project. He will use this laptop to prepare the training materials, the terms of reference for the trainers/facilitators, prepare monitoring visit reports, store the beneficiary details and also for preparation of the narrative report for this project. The unit cost is \$1,650 which is based on the current prevailing rate.</i></p>							
<b>Section Total</b>							<b>1,650.00</b>

Travel							
5.1	Staff travel and accommodation	D	1	4,350.00	1	100.00	4,350.00
	<i>"This is the cost of staff travel for the Education Project manager, Head of Education for project implementation, kick off meeting, program review meetings, monitoring and close out of the project. The Awards &amp; Compliance Director and Director of Operations will travel for project kick off meetings, monitoring and review as well as close out meeting. BOQ is attached.</i>						
5.2	Vehicle Hire	D	1	1,800.00	12	100.00	21,600.00
	<i>The costs constitute monthly costs for hiring a vehicle including monthly rental plus associated costs such as vehicle fuel and driver. The vehicle will be used by the project staff during the school visits, meetings and during trainings. Rates based on prevailing market rates. BOQ is attached</i>						
	<b>Section Total</b>						<b>25,950.00</b>
General Operating and Other Direct Costs							
7.1	Office Rent	S	1	10,000.00	12	5.00	6,000.00
	<i>This covers office rent for the office in Mogadishu. The office will support the project activities. The program review meetings, kick off meetings, close out meetings and budget variance meetings will held in this office. Where possible some trainings will also be conducted in the office. See BOQ attached.</i>						
7.2	Office Utilities	S	1	3,000.00	12	5.00	1,800.00
	<i>This covers the cost of electricity and water. This is meant to ensure the office has electricity which powers the laptops/desktops, the servers thus enabling communication and also water for staff to drink and maintain a clean working environment. See BOQ attached.</i>						
7.3	Office Internet and Communication	S	1	2,000.00	12	5.00	1,200.00
	<i>This will cover internet costs which enables the staff to communicate, exchange of project documents, storing of digital data gathered and also liason with the different stakeholders. See BOQ attached.</i>						
7.4	Office Security	S	1	12,500.00	12	5.00	7,500.00
	<i>This will cover the cost of office security. SCI has a contract with a security company. The company provides escorts to project staff going for field visits during trainings, meetings and also for the office where some of the project meetings like the review meetings will be conducted. See BOQ attached.</i>						
7.5	Contribution to Bank Charges	S	1	2,896.00	1	100.00	2,896.00
	<i>This will cover transfer charges for the salaries paid to staff and payments to suppliers. Dahabshil charges 1% of the total amount being transferred. SCI has provided 1% of the total project direct cost. See BOQ attached.</i>						
	<b>Section Total</b>						<b>19,396.00</b>
<b>SubTotal</b>			689.00				<b>266,355.20</b>
Direct							216,776.80
Support							49,578.40
PSC Cost							
PSC Cost Percent							7.00
PSC Amount							18,644.86
<b>Total Cost</b>							<b>285,000.06</b>

## Project Locations

Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Banadir -> Mogadishu-Daynile -> Mogadishu/Daynile	100	38	28	1,140	1,140	2,346	<p>Activity 1.1.1 : Conduct enrolment drives and awareness campaigns to promote education for out of school children in Internally Displaced Persons Camps (as well as host community), with a specific focus on girls and other vulnerable/marginalized children. Undertaken by community leaders, Community Education Committees members in conjunction with Save the Children staff through community meetings with parents/caregivers.</p> <p>Activity 1.2.1 : Construction of 18 temporary learning spaces in 6 existing schools</p> <p>Activity 1.2.2 : Furnish 18 temporary learning spaces in 6 existing schools with tables and chairs</p> <p>Activity 1.2.3 : Provision of teaching materials (blackboard, chalk, pens, registers, text books) and learning materials (exercise books and pencils) in 6 target schools</p> <p>Activity 2.1.1 : Training of 18 teachers and 6 Head teachers (10 female) in 6 schools on basic child centered teaching and learning approaches including multi grade and multi age teaching system and cross cutting issues on child rights, child protection and teacher code of conduct</p> <p>Activity 3.1.1 : Form and support school clubs in the 6 target schools (comprised of students, boys and girls) to come together and undertake different initiatives/activities, such as school hygiene promotion, debates, sports/recreations, girls forums and to give a voice for children to the Community Education Committees</p>

## Documents

Category Name	Document Description
Project Supporting Documents	Signed FTR 3929 3911 3826 3789 4155.pdf
Budget Documents	SHF_Education budget-15.09.2016.xlsx
Budget Documents	SHF_Education budget-22.09.2016.xlsx
Budget Documents	BOQs Revised 10. 10. 2016.xlsx
Budget Documents	SHF Contribution to Staff costs 10.10. 2016.xlsx