Global Partnership for Education Accelerated Fund

1. Project Summary

Project Name:	Education Support for Drought Affected Communities
Project Location	Throughout Somaliland
Country	Somaliland
Project value and Contribution:	$1,920,000_ (20% of the $9.6 GPE fund)
Beneficiaries (Direct and indirect)	Direct: 5,244 students in 35 schools, 476 teachers, and 212 Community Education Committees (CECs) Indirect:_____
Project Summary	The project aims ensure continued access to education opportunities in drought affected communities in Somaliland, through provision of teacher incentives, teaching and learning materials, Temporary Learning Spaces (TLS), school feeding programs and water trucking. The project targets an estimated 5,244 primary school students (30% of the overall effected) in 35 schools from the vulnerable drought-affected and displaced families living in Marodijeex, Sahil, Togdheer, Gabiley, Awdal, Sool and Sanaag regions of Somaliland. The project will also target 476 teacher to support students affected by the drought to continue and or catch up their education. The project will also support 212 CECs in the target schools. They will be trained to support schools in community mobilization including go to school campaigns. Assistance will help affected schools to meet their immediate and mid-term teaching and learning, feeding, and water needs as well as provide appropriate capacity building to the target communities.
Project Impact	**Children affected by drought have continuous access to a good quality basic education, school feeding, and Water Sanitation, and Hygiene facilities.**
Project Outcomes/Outputs:	***Outcome:*** 1. Vulnerable girls and boys affected by the drought have continued access to safe, protective, education through provision of support to schools. 2. Girls, boys, and their families in drought-affected communities have increased access to safe water and sanitation, school feeding, and improved hygiene practices. 3. CEC members and communities are engaged in addressing learning, protection, and basic needs of girls and boys in drought affected communities. 4. Vulnerable girls and boys displaced by the drought have continued access to safe, protective, education through provision of Temporary Learning Spaces. ***The key project outputs are***: 1.1. Formal schools are equipped with teaching and learning materials 1.2. Girls and boys attend quality education classes in a protected learning environment. 1.3. Girls and boys in drought-affected areas who have who have missed schooling attend remedial classes. 1.4. Girls and boys in drought-affected areas have access to school feeding programmes in targeted schools. 2.1. Girls and boys and their families have an improved access to water for

	drinking and domestic use 2.2. Hygiene promotion activities are conducted for girls and boys, and their families 3.1. CECs in target formal schools are operational 3.2. Training is provided for CEC members and teachers 4.1. Temporary Learning Spaces are established to ensure access to formal education 4.2. Girls and boys attend quality education in a temporary learning space and protected learning environment
Implementing Partner	SC, Ministry of Education, Local partner, Regional Education Offices (REOs), and District Education Offices (DEOs) in Somaliland
Sector	Education in emergency
Project Period	**10 months (March 2017 – December 2017)**
Contact person for the project	**Name :**

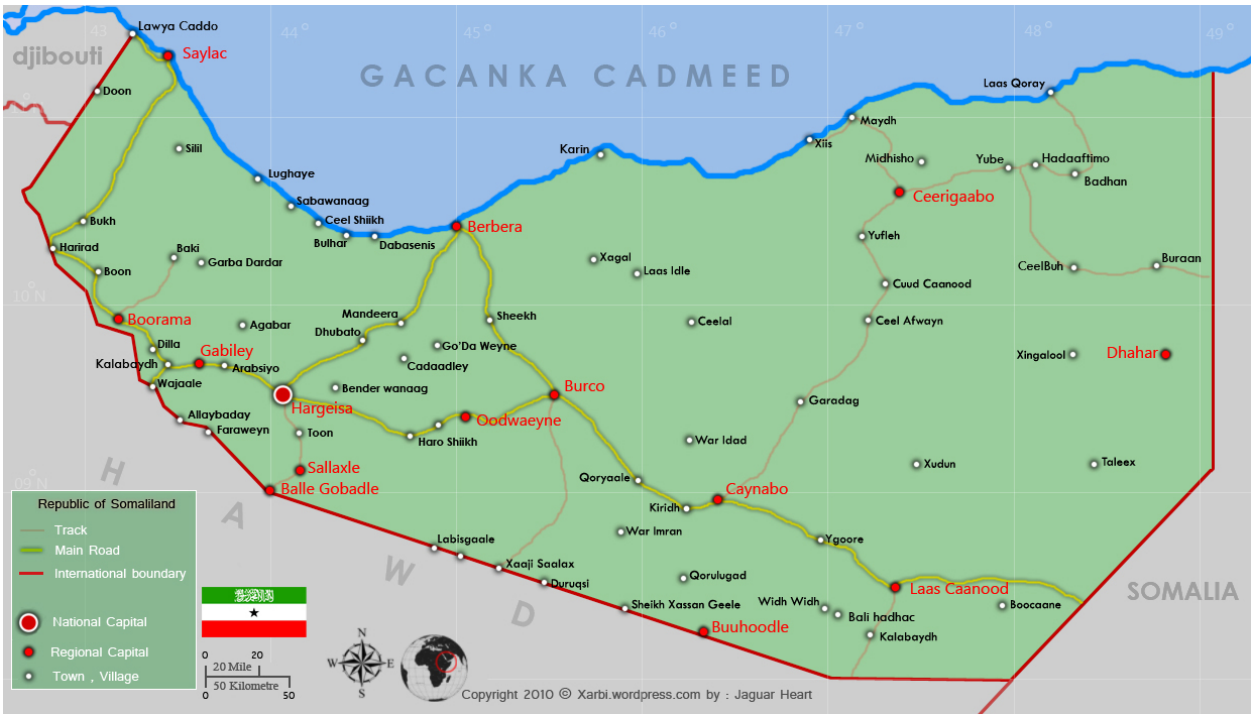
2. Strategic Framework

Save the Children's (SC) strategy is in line with that of the Government of Somaliland, supporting Government's National Strategic Plan of 2017-2021. The priority of the SC strategy is to protect life and dignity (to reduce the risks and effects of drought) of girls and boys, empowering and supporting the marginalised and vulnerable communities to voice their needs and address root causes of poverty and suffering. The Global Partnership for Education (GPE) Accelerated Funds will address the immediate needs of girls and boys affected by the drought, while continuing to build on existing structures to address the underlying causes of children dropouts, poor enrolment rate through capacity building of communities and ensuring a holistic response through integration with other sectors such as WASH and nutrition.

Since 1991, SC through its member countries, and (later its international forum), Somaliland program has addressed the short-term needs in emergencies, the medium term needs through rehabilitation programs and the longer term strategic needs of the poor through our various interventions. Our emergency interventions stabilize populations who do not, in the short term, have the capacity to meet their basic material needs. For the most part in our operation area, this has been targeted feeding programs, conditional and unconditional cash payments, water trucking, interventions and public health targeting for those suffering the effects of drought, and other disasters. Rehabilitation and longer term development interventions have built the capacity of the line ministry of Education and Higher Studies in a "Sector-wide" approach educational programs.

Through working in acute drought areas in the Western Regions of Somaliland during the 2014/2015 (Gabiley, Awdel and Salel), SC has ensured its programs targeted those who were most vulnerable. These programs include activities in food security and livelihoods, health and nutrition, water and sanitation, and child protection.

Country context



The Somaliland Constitution (2001) affirms education of all citizens as a basic human right, and this is intended to be achieved through the Free Primary Education (FPE) policy enacted in 2011. Nonetheless, Somaliland is still recovering from a long history of fragility and conflict, and the FPE is not supported by sufficient financial resources leaving gaps in terms of infrastructure, capacity of teachers and education institutions, and has thereby struggled to make significant progress toward access to and quality of equitable and inclusive education for all school-aged children. Indeed, there is still a huge population of out of school children. The current Gross Enrolment level for Somaliland is 47%[1], however enrolment rates in remote and rural areas, and for girls generally, is much lower. Both boys and girls start to drop out from Grades 5 to 8. Most girls do not complete Grade 8. The literacy rate among school children aged 6 to 13 was 42%, while the adult literacy rate was estimated at 31%: 26% for females against 36% for males[2].

Somaliland is situated in the north-west of Somalia. Since its unilateral declaration of independence in 1992, it has remained stable with functioning institutions and a peaceful transfer of power through democratic elections in 2010. Apart from evidence of improved governance, the government of Somaliland has shown a willingness to strengthen its internal financial systems through introducing robust and transparent Public Financial Management systems.

Many of Somaliland's 2.3 million inhabitants are nomadic pastoralists. Crop production is considered as a complement to the dominant economic activity of livestock production. A significant segment of the population along the coast still relies on fishing as a livelihood. The major cause of food insecurity in Somaliland continues to be recurring droughts, prolonged dry seasons and failed rains. This has drastically decreased livestock numbers over the years. Other risks to human development include inflation, chronic water shortages and environmental degradation. More than five million Somalis – 41% of the total population – are currently food insecure. This includes 1.1 million people facing Crisis and

[1] Multiple Indicator Cluster Survey Report 2014, UNICEF
[2] UNDP Somalia Human Development Report (2012)

Emergency (IPC Phase 3 and 4) food security outcomes. A large number of the population relies on remittances (money sent from extended family working overseas) in the Somali Diaspora. Remittances make up an estimated 25% of household income.

Relative stability in Somaliland within the last decade has made Somaliland a safe haven for internally displaced people (IDPs) fleeing the civil war and recurring insecurity in southern and central Somalia. Most IDPs are concentrated in makeshift camps in the cities and larger towns of Somaliland. Currently, Somaliland hosts about 94,000 IDPs, refugees and asylum seekers. IDPs and returnees live in very poor conditions – often in urban areas with inadequate water and sanitation and lacking income opportunities and access to basic social services including education.

Following Independence, educational opportunities began to expand. Mass literacy campaigns in mid-1970s stimulated the demand for education and increased school participation. However, in the mid-1980s, even before the outbreak of the civil war, educational development deteriorated and enrolment dropped off while literacy rates fell dramatically. By 1991, there were just 46 primary schools in operation.

Since then, educational provision has expanded rapidly in spite of the instability caused by the civil war. In the academic year 1995-1996 there were 159 primary schools and three secondary schools. By 2011 there were, including private schools, almost 1000 formal primary schools while by 2008 there were already 42 secondary schools. In addition, there were 69 formally recognised Alternative Basic Education (ABE) centres. These figures do not include the numerous private schools that have mushroomed over the last five years, particularly in the urban areas.

Growth in tertiary education has been equally significant. The first university, Amoud University, was launched in 1998. By 2011, there were 16 higher education institutions registered with the Ministry of Education with a total student population of about 15,000. Several of these universities have Teacher Education Colleges.

3. Project Rationale

The impact of recurrent drought-related crises in Somaliland is rapidly escalating, with more and more people being affected. In the most recent countrywide seasonal assessment conducted in December 2016, it was indicate that over 2.9 million people face Crisis and Emergency (IPC Phases 3 and 4)) across Somalia through June 2017. (Education Cluster, Keeping Children Safe, Drought #2) Drought is becoming more frequent, allowing less time for recovery in between droughts, and increasing the vulnerability of local populations. The current ability of agro-pastoralists to respond to drought is limited not only due to the increasing frequency of drought, but also due to a dwindling resource base.

The recurrent crisis is not solely due to the poor or failed rains over the past few years. Rather it is the result of the gradual erosion of population resilience and traditional coping strategies by successive shocks (droughts, floods, and conflicts) and limited development investments by the Somaliland government.

According to the 2014-2015 rains assessment, most parts of Eastern Somaliland (Sool, Togdheer and Sanaag) were classified in the stressed phase, where the Western Regions of Somaliland (Marodi-jeex, Gabiley, Awdal and Salel) were classified to be in the acute phase. In the years of 2015-2016 the rains failed throughout Somaliland, and thus termed to be in the crisis phase. At present there are acute shortages of water and pasture for grazing throughout the country. The deterioration in the body condition of livestock has reduced production and increased mortality rates due to diseases and starvation and led to decline in their market value and massive migration of human and livestock to other areas to look for better pasture and water.

Similarly, the education sector has suffered a vast set-back from the drought, currently 378,741 children (165,739 girls) are enrolled in schools in drought affected areas. 30% of these children are in immediate risk of dropping out– 113,622 children. In some areas such as Togdheer, Sool and Sanaag, around 50% of the students have already been reported to have dropped out because schools have been closed or partially closed. In addition, it is estimated that up to 50,400 school-going children will be displaced due to the drought if the situation deteriorates to 2011 levels. (Education Cluster, Keeping Children Safe, Drought #2. The latest assessment conducted by the MoE&HS indicates 118 schools were closed because of the drought and conflict and as a result 17,481 students were affected (37% girls). As a result of the drought:

- A large number of schools are closed (118)
- Many students in rural areas have been displaced in a very scattered way
- Many students were not able to sit their mid-term exams (no clear data)
- Many of the candidates for the final exams of Grade VIII and Form IV have missed their classes (no clear data)

Throughout the country the Education in Emergencies working group has conducted needs assessments, and continues to do so. Summary of findings from recent assessments include[3]:

S/N	Region	Schools Affected by Drought		No of Students before Drought			No of Students in Drought Situation			No. of Teachers Before Drought			No of Teachers in Drought Situation		
		Closed	Open	M	F	T	M	F	T	M	F	T	M	F	T
1	Badhan	6		192	147	**339**	0	0	**0**	14	1	**15**	13	1	**14**
			3	211	202	**413**	144	123	**267**	9	9	18	8	7	15
2	Odweyne	10		344	177	**521**				20	0	**20**	20	0	**20**
			7	393	233	**626**	254	120	**374**	23	0	23	23	0	23
3	Gabiley	0		0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
			10	500	306	**806**	407	227	**634**	40	1	41	39	1	40
4	M/Jeex West	6		230	78	**308**	0	0	**0**	16	0	**16**	3	0	**3**
			47	2410	827	**3237**	1323	456	**1779**	145	9	154	145	9	154
5	Sanaag	22		738	295	**1033**	0	0	**0**	53	3	**56**	53	3	**56**
			47	1945	847	**2792**	599	335	**934**	141	11	152	132	9	141
6	Saraar	17		859	667	**1526**	0	0	**0**	56	1	**57**	0	0	**0**
			22	1980	2115	**4095**	1711	1790	**3501**	108	41	149	92	36	128
7	Sool	22		1617	1209	**2826**				67	16	**83**	55	15	**70**
			15	2469	1720	**4189**	1331	1019	**2350**	93	29	122	93	29	122
8	Togdheer	18		542	248	**790**				38	3	**41**	38	3	**41**
			49	4186	1474	5660	3140	982	4122	236	27	263	233	27	260
9	Awdal	8		180	108	**288**	0	0	**0**	15	0	**15**	15	0	**15**
			6	259	113	**372**	137	61	**198**	14	0	20	20	0	20
10	Sahil	0													
			42	1234	1023	**2257**	679	541	**1220**	93	9	102	90	8	98

[3] Source from the MOEHS, Feb., 2017

11	Buuhoodle	5		219	148	**367**	0	0	**0**	17	0	**17**	17	0	**17**
			5	314	192	**506**	240	143	**383**	18	1	19	18	1	19
12	M/jeh East	4		110	63	**173**	0	0	**0**	11	0	**11**	11	0	**11**
			24	1399	857	**2261**	1083	636	**1718**	119	12	103	91	12	103
TOTAL		**118**	**277**	**2233 1**	**13049**	**35380**	**11048**	**6433**	**17481**	**1346**	**173**	**149 7**	**1209**	**161**	**137 0**

SC has designed a program with activities that will meet the immediate education needs of affected schools and students, as well as building the longer term resilience of affected communities. Activities will be implemented across the country of Somaliland. The program will capitalize on existing SC programs. The program has been designed to be responsive and flexible to the changing situation on the ground.

4. Stakeholder Analysis

The project will be implemented in close collaboration with the line ministry (Ministry of Education and Higher Studies (MOEHS)). MOEHS staff will be involved in decision making and implementation throughout the project life. Regional Education Offices (REO) and District Education Office (DEOs) will provide active centres for coordination and collaboration on general issues within project areas. The table below gives a summary of key stakeholders. The Education Cluster, UN Agencies, and International Non-governmental Organizations (INGOs) will be consulted closely to avoid duplications.

Summary of key stakeholders

Stakeholder	***Function***	***Comparative Advantage***	***Assistance to SC***
Ministry and Departments	▪ Provide know how in designing and implementing strategies. ▪ Provide guidance on priorities ▪ Leading implementation, monitoring and reporting	▪ Representation in community level	▪ Provide synergy and know-how support
Local Communities	▪ Assist in security of supplies in their respective locality	▪ Local knowledge ▪ Adaptation to local conditions	▪ Goodwill ▪ Collaboration
Regional & District Education Officers	▪ Centre for collaborations and coordination ▪ Security management	▪ Centre for stakeholders' coordination ▪ Centre for security coordination	▪ Coordination
INGOs	▪ Human and Financial resources input	▪ Avoid duplication	▪ Coordination

5. Project Overview

Overall Objective: Children affected by humanitarian crises have continuous access to a good quality basic education, school feeding, and Water Sanitation, and Hygiene facilities.

Indicator: % of targeted girls and boys who complete the formal school year (minimum 75% attendance)

Output 1: Vulnerable girls and boys affected by the drought are have continued access to safe, protective, formal education through provision of support to formal schools.

Activities:

The MOEHS will, with support from SC, conduct a rapid assessment of schools in drought affected communities. Identified schools will receive interventions agreed upon with the Education Cluster, aimed at ensuring girls and boys affected by drought remain in school. Interventions will include: 'Go-To-School' Campaign, to enrol or re-enrol girls and boys in formal schools, provision of teaching and learning materials and text books, recreational kits, and paying teacher incentives, which would otherwise be paid by communities.

Remedial classes will be provided for those children who have not been able to attend formal school for a period of weeks or months, as a result of the drought. The Remedial program will run alongside the formal school, covering missed topics, enabling students to effectively access the curriculum.

Students who attend target formal schools will participate in school feeding activities, ensuring girls and boys are able to access at least one balanced meal per day. SC will coordinate with the World Food Programme, MOEHS, the Education Cluster, and communities to avoid overlap.

Output 1.1: Formal schools are equipped with teaching and learning materials
Indicators:

- # Classroom kits distributed
- # Recreational kits distributed
- # Teachers who receive incentives

Output 1.2: Girls and boys attend quality education in a protected learning environment.
Indicators:

- # Girls and boys who received individual student kits
- # Girls and boys who enrolled/re-enrolled in formal school
- # Girls and boys attending formal school (Minimum 75% attendance)
- # Targeted formal schools which meet SC minimum standards (optional indicator)

Output 1.3: Girls and boys in drought-affected areas who have who have missed schooling attend remedial classes.
Indicators:

- # Girls and boys enrolled in remedial classes
- % Girls and boys attending remedial classes (Minimum 75% attendance)

Output 1.4: Girls and boys in drought affected areas have access to school feeding activities in targeted schools.
Indicators:

- # Girls and boys receiving school feeding
- # Food items/equipment distributed

Output 2: Girls and boys and their families, in drought affected communities have increased access to safe water and sanitation, school feeding, and improved hygiene practices

Activities:
Following the rapid assessment and identification of intervention schools, SC will ensure the immediate WASH needs for those schools are met through the provision of water trucking. At least 11 Litres, per child per day, of trucked potable water will be provided for at least 70 days. SC will also work with school Principals and Head Teachers, to ensure appropriate water storage facilities are available. Where

water storage facilities are available, SC will conduct minor rehabilitation and if water storage facilities are not available, SC will provide 20^3 meters of storage.

SC will also work with MOEHS and communities to disseminate hygiene messages to reduce the risk of cholera and acute watery diarrhoea. Information, Education and Communication (IEC) materials will be procured and distributed in schools and communities. SC will train Hygiene Promotion volunteers/CECs to work with school-aged children and their families, conducting awareness raising sessions and providing information. Individual hygiene kits will be distributed to girls and boys in target schools.

Output 2.1: Girls and boys and their families have an improved access to water for drinking and domestic use

Indicators:

Girls and boys with access to potable water (at least 11 litres, per child per day, of trucked water).
Water storage equipment distributed/facilities rehabilitated

Output 2.2: Hygiene promotion activities are conducted for girls and boys, and their families

Indicators:

Individual hygiene kits distributed.
Hygiene volunteers trained.
Girls and boys reached with hygiene and health messages.

Output 3: Community Education Committee members and communities are engaged in addressing learning, protection, and basic needs of girls and boys in drought affected communities.

Activities:

SC will work with school principals, Head Teachers, and CECs. CECs serve as a link between the community and the school management and administration. SC will work with CECs to support the 'Go-To-School' Campaign and engage the wider community. CEC members will receive training in standard CEC topics, including preparation of School Improvement Plans, school contingency planning and disaster management, school management and administration, and management of water and food supplies in a conflict sensitive manner.

CEC members and teachers will also receive training in Psychological First Aid, a set of skills and competences to help reduce the initial distress of girls and boys as a result of a critical incident, such as drought. Training includes:

- Tools for communication, reassurance and comfort for staff working directly with distressed children
- Advice and guidance for staff working with parents and primary care-givers
- Suggestions for ways to support a distressed child

Psychological First Aid is beneficial for children during an emergency situation or immediately after a crisis event, but it also part of a capacity building activity in disaster preparedness in emergency prone areas.

Output 3.1: Community Education Committees in target formal schools are operational

Indicators:

Community Education Committees
Parents, caregivers, teachers, and community members participating in CEC meetings

Monthly CEC meetings held [Optional]

Output 3.2: Training is provided for CEC members
Indicators:

CEC members trained in Psychological First Aid and standard CEC training topics
Teachers trained in Psychological First Aid

Output 4: Vulnerable girls and boys displaced by the drought have continued access to safe, protective, formal education through provision of Temporary Learning Spaces.

Activities:
SC will work in partnership with the MOEHS to undertake a rapid assessment of schools in communities where there are high numbers of IDPs. Identified schools will receive interventions agreed upon with the Education Cluster, aimed to ensure girls and boys displaced by the drought remain in school. Interventions will include: 'Go-To-School' Campaign, to enrol or re-enrol girls and boys, both IDP and those from the host community, in formal schools, provision of Temporary Learning Spaces, teaching and learning materials and text books, recreational kits, and paying teacher incentives for additional teachers, which would otherwise be paid by communities.

Remedial classes will be provided for those children who have not been able to attend formal school for a period of weeks or months, as a result of the drought. The Remedial program will run alongside the formal school, covering missed topics, enabling students to effectively access the curriculum.

Output 4.1: Temporary Learning Spaces are established to ensure access to formal education
Indicators:

Temporary Learning Spaces established for girls and boys displaced by the drought and host communities.
Classroom kits provided for Temporary Learning Spaces
Teachers provided with incentives.

Output 4.2: Girls and boys attend quality education in a temporary learning space and protected learning environment.
Indicators:

Girls and boys enrolled in Temporary Learning Spaces
Girls and boys attending Temporary Learning Spaces (Minimum 75% attendance)
Temporary Learning Spaces established which meet SC minimum standards (optional indicator)
Girls and boys enrolled in remedial classes
% Girls and boys attending remedial classes (Minimum 75% attendance)

6. Beneficiary Analysis

The proposed activities will directly benefit 5,244 students in six target Regions and with special focus in 35 drought affected school (30% of the affected schools). The project will also target 476 teacher so they can support students affected by the drought to continue and or catch up with their education. The project will also support 212 CECs in these target schools. The project's priority is to ensure children in drought-affected areas remain in school and the most vulnerable communities are targeted, through education, school feeding, and WASH interventions. The second priority are will be to support those girls and boys in communities that have been displaced as a result of the drought, through provision of additional learning spaces in communities where there are high numbers in Internally Displaced Persons (IDP).

Affected population and the target beneficiaries

Drought affected areas Somaliland	Schools	Affected Children			Affected Teachers			CECs members			Budget estimate
		Boys	Girls	total	Male	Female	total	Male	Female	total	
	118	11,048	6,433	17,481	1,209	161	1,370	472	236	708	1,920,000
Project Target (30% of the affected)	35			5,244			411			212	

As the situation is continuously changing in the drought affected areas, the above detailed beneficiary numbers by gender, district and sectors will be updated during the project's first 2 weeks after specific schools and communities are selected.

Beneficiaries will be identified through a participatory planning meeting with education authorities in the region and district and communities in the project areas. Selection criteria will be established by SC through consultation with the MOEHS, REOs and DEOs.

The direct beneficiaries will be girls and boys living in drought affected areas, or those displaced as a result of the drought. These children are at particular risk of school dropout, due to the financial burden of education on the family. Those children who have already missed several weeks, or even months of education, will be provided to remedial classes to support them catching up with the curriculum.

The resident population (families of the students) of the target schools and/or displaced communities will indirectly benefit from the availability of water and feeding.

7. Monitoring and Evaluation

Monitoring, Evaluation and Learning (MEAL) staff of SC, Education officers and MOEHS will regularly review data received from MOEHS and undertake site visits to assess progress and meet with partners and beneficiaries. They will prepare monthly progress reports that provide a summary of planned activities for the month, progress to date and plans for the upcoming month. In addition, MEAL staff, in collaboration with MOEHS, will develop standardised monitoring forms that will be used to collect information about the project. In addition to these, there will be a joint monitoring SC and MOEHS visits to the project sites to assess the progress. During the first 4 months SC and MOEHS will, in addition, report response implementation progress (selected indicators) to the Education Cluster on a bi-weekly basis, as per the overall response guidelines provided by OCHA.

8. Risk Analysis

Briefly describe context-specific risks that may affect fulfillment of planned activities and what remedial action is considered to diminish these risks, in 400 words or less. Risks may relate to political commitment, the predictability of funding, and time and capacity constraints. Given the significant long-term and operational experience of SC in implementing education and other programs in the Somali context, and notably in Somaliland, we are confident we have a strong and comprehensive understanding of the operational context and operating environment. SC Somalia has a comprehensive Risk Management Plan in place through which designated members of the Senior Management Team continually monitor, review and report against on a quarterly basis. These processes and systems will be applied to the GPE grant to ensure we can effectively adapt to contextual constrain and manage risks. Specific risks and strategies to mitigate them include:

Insecurity: The security situation in the three western regions of Somaliland remain relatively stable, we expect low levels of security issues and access to Hargeisa to undertake planned activities should not be disrupted. But the disputes between Somaliland and Puntland over areas of Sool and Sanaag, which

has led to active conflict and tension in the past, could present a risk if the situation escalates. SC has in place safety and security structures, including area specific security plans, and dedicated Safety and Security Departments.

Political context: Somaliland is stable and democratic elections are held every five years, and are expected to be held at the end of March 2017 (although it is anticipated these will be delayed). These are predicted to be peaceful and not result in a deterioration in security. However, they could affect the commitment/availability of the MOEHS to engage in the planned activities. SC will continue to maintain a fluid dialogue with the Government to ensure information for timely decision making and provide any additional support.

Completion of ESP: Although the ESP is in its final stages, it is still yet to be completed. SC will not be able to undertake the planned activities until this has transpired and may affect our ability to submit a quality application by the stipulated deadline. The completion of the ESP is not within SC's control and so presents a significant risk. SC continues to dialogue with the MOEHS and UNICEF to advocate for its timely completion.

9. Budget Narrative

SCI operates in accordance with international accounting and procurement procedures. Financial monitoring and compliance with internal and external donor requirements are conducted on a regular basis.

- ***Project Management***: This covers management and monitoring and evaluation staff, office running costs and final evaluation costs associated with SCI's overall management of the project. This includes a share of the Finance staff, Program/Project Managers and MEAL staff.
- ***Personnel:*** This covers project staff working directly on the project, as well as the necessary support staff based in Nairobi and the respective field offices. Support to staff is needed to ensure the project has the requisite human resource, procurement, logistics, and finance and project management support. Field based support and Education program team have to be included, who are responsible for the day-to-day management of the project.
- ***Office Running Costs***: This includes the costs of rent, utilities, consumables and office equipment for SCI field offices (Hargeisa/Burao).
- ***Monitoring and Evaluation***: This includes the costs of Monthly review, mid-term internal review, and end of project evaluation. It will also include the joint monitoring costs of the SCI staff and Ministry of education staff.
- ***Transport:*** This includes procurement of vehicles, and transport of staff and materials.
- ***Accommodation and per diems:*** This will be allocated for staff travelling from field-offices and Nairobi to the project sites.
- ***Supplies:*** This includes all procured materials (expendable and non-expendable need for the project.

10. Budget:

Please refer to Annex One

11. Detailed Implementation Plan:

Please refer to Annex Two

12. Log frame

Please refer to Annex Three