

Plan Consortium GEC Expansion: Supporting Primary School Girls and Children with Disabilities in the Context of the Government's Ebola Transition and Recovery Plan.

Detailed submission

12th June 2015

Project Details

1.1. Current GEC Project Reference	5096
1.2. Project name	Supporting Primary School Girls and Children with Disabilities in the Context of the Government's Ebola Transition and Recovery Plan
1.3. Lead Project Organisation	Plan International UK
1.4. Consortium Partners	Plan Sierra Leone, International Rescue Committee, Handicap International
1.5. Project contact name at lead agency	Maggie Korde

1. Project Summary

Schooling was brought to a halt for all children from August 2014 to April 2015 during the Ebola outbreak. Sierra Leone already had low educational outcomes, and a concerted effort is needed to support education following the re-opening. The government is finalising its Transition and Recovery Plan, which includes the following priorities for education: 1) ensure all children return to school, 2) ensure zero Ebola transmission in schools, and 3) to accelerate learning. An adjusted academic calendar is already in place to compress two school years into a 15-month period, with a planned return to the standard academic calendar in September 2016.

Girls and children with disabilities already faced particular physical, social, and economic obstacles to accessing high-quality education, and the gap in schooling and other social and economic impacts of the crisis are likely to have hit the most vulnerable the hardest. The consortium plans to provide targeted support to children who are likely to encounter related challenges: the 7,477 girls who were previously beneficiaries of the BRAC GEC community girls' schools.

When selected for the BRAC project, these children had low educational levels for their ages and many were out of school. They were briefly supported by BRAC until the Ebola outbreak led to school closure, disrupting their education. There is currently no updated information about the girls following the closure of BRAC programming. An initial needs assessment and verification will be critical to understanding the current locations of and education opportunities available to these children. While a number of assumptions have been made to develop the proposed activities, planning will need to be re-assessed and confirmed once more information about the students is collected and analysed.

Based on discussions with previous BRAC students, as well as prior experience with GEC, the consortium seeks to address the following anticipated challenges: financial barriers to access, community and family reluctance to prioritize education for these children, unsupportive learning environments, and children's difficulties in catching up academically.

The consortium plans to enable these girls to successfully return to and stay in quality school environments through interventions at several levels. The project proposes engaging with these children directly, through bursaries and study groups; with their schools, through support to protection, PSS, and the accelerated learning core content roll-out; with their communities, through social mobilization; and with MEST, through advocacy and close coordination. Where we are unable to locate or enrol all of these girls in to this new project, we will aim to still support up to 7,477 children, by identifying children with disabilities. More children are also expected to benefit directly from study groups, which will have a membership of up to 10,000.

Planned activities will contribute to the government's Transition and Recovery Plan by supporting the enrolment and accelerated learning of the beneficiaries formerly supported by BRAC. It will also contribute more widely to the plan by doing further outreach to encourage children to enrol and remain in school and by supporting schools to implement the accelerated curriculum. In recognition that children with disabilities are a particularly underserved group, we will also use the renewed focus on improving the education system as an opportunity to advocate to the Ministry of Education, Science and Technology (MEST) for more inclusive schools and improved access to education.

Plan International is the lead organisation, with International Rescue Committee (IRC) and Handicap International (HI) as partners. The development of this proposal followed consultation with girls previously supported by BRAC, their parents, and teachers and boys from their communities, in Moyamba, Port Loko and Kenema. We also held a series of meetings with the MEST and other key actors, including the Education Consortium led by IRC, to ensure appropriateness of activities and good coordination.

The project will run for 20 months, from 1st August 2015 to 31st March 2017, if approval is received by late June. It will take place in 12 districts of Sierra Leone.

2. Outcome and outputs, locations and beneficiaries

Outcome: Children, especially lower primary school girls and children with disabilities, return to and attend school in a quality learning environment

The project will contribute to efforts to ensure children return to school; receive a quality education in order to catch up following school closure; and to ensure that children are safe when in school. It directly contributes to the government's Ebola Transition and Recovery Plan focusing on two objectives: to ensure all children return to school and to accelerate learning. It targets two particularly vulnerable groups directly: girls who had previously participated in the BRAC GEC project and children with disabilities.

Output one: Children, in particular 7,477 girls and children with disabilities in 12 districts of Sierra Leone, are supported to go to school.

This output aims to ensure 7,477 girls previously supported by BRAC enrol and remain in school. Where we are unable to enrol all of them, we will aim to still support 7,477 children by identifying additional children – specifically those with disabilities. A number of the activities under this output will directly

contribute to the Transition and Recovery Plan initiative to support enrolment in school, by providing bursary support for particularly vulnerable children and supporting campaigns to encourage enrolment and attendance at school. We will also support infrastructural adaptations in pilot schools to promote a model of disability-friendly schools and work with the Ministry of Education, Science and Technology (MEST) and District Education Offices (DEOs) at various levels to improve disability inclusion.

Output two: Children, in particular 7,477 girls and children with disabilities, are supported to learn in a quality, safe environment.

This output aims to improve the quality of learning for 7,477 girls previously supported by BRAC. It will directly support the government’s Transition and Recovery Plan initiative to accelerate learning by supporting the roll-out of the accelerated curriculum in an estimated 400 schools, and running outside-of-school study groups for up to 10,000 girls, children with disabilities, and other interested children, to provide additional learning time on the accelerated curriculum and foundational skills.

Psychosocial support and child protection will also be strengthened in an estimated 400 schools, to promote opportunities for children to learn in a safe and supportive environment.

Location: The project will take place across the 12 districts where girls were previously supported by the BRAC GEC project (however, please note that as the budget stands, working in Kambia is dependent on exceeding the budget of £4m), as follows:

District	Lead Consortium Partner	Implementing Partner	# girls previously supported by BRAC
Moyamba	Plan International	Pikin-to-Pikin	660
Port Loko	Plan International	Pikin-to-Pikin	598
Western Rural Area	Plan International	New partner	719
Bombali	Plan International	New partner	600
Koinadugu	Plan International	New partner	600
Pujehun	Plan International	New Partner	630
Tonkolili	International Rescue Committee	International Rescue Committee	720
Kenema	International Rescue Committee	International Rescue Committee	630
Kono	International Rescue Committee	International Rescue Committee	600
Kailahun	International Rescue Committee	International Rescue Committee	433
Bo	International Rescue Committee	International Rescue Committee	597
Kambia	International Rescue Committee	ABC	690

We are finalising selection of local implementing partners for remaining districts at present.

Coordination with the Education Consortium (EdCo, the former ISIS education consortium):

To ensure coordination with the Education Consortium (EdCo), a monthly meeting will be held between the Project Manager for this project and the Chief of Party for EdCo to discuss planned activities, progress and identify any key issues to be resolved (e.g. potential duplication of work). Additionally, two staff members (Plan’s Education Advisor and IRC’s Education Coordinator) already work across the two consortia, which will help facilitate good information flow and identification of potential issues which need to be resolved through higher-level coordination.

During discussions at design stage between the two consortia, an issue identified is that some of the schools that the girls previously supported by BRAC will be attending are likely to already be supported

by EdCo. In these instances, the consortium will continue to support the girls on an individual basis through bursaries and study groups, but will not provide wider support to the school. Instead, other schools will be targeted to ensure we reach the planned number of schools, assuming this is logistically feasible as per the verification and needs assessment. Selection of additional schools will be done in coordination with the District Education Offices to target schools in order of priority.

The consortium and EdCo have already collaborated at the design stage of this project and we will seek to support the roll-out of the core content training in supported schools. Although planning is not finalised, EdCo currently plans to deliver this during the academic break in August 2015.

Direct beneficiaries:

- 7,477 girls and children with disabilities to be supported through bursaries
- Up to 10,000 children will benefit from study groups – we will encourage and support as many of the 7,477 girls and children with disabilities mentioned above to be part of this group
- 400 facilitators, who will be trained to run study groups
- 800 teachers (estimated as two teachers for each of the 400 schools) via monitoring and support to the roll-out of MEST training. Some of these teachers, but not all, may be among the 400 facilitators above.
- 400 teachers, 400 study group facilitators (i.e. this is a duplication of the 400 facilitators above) and 400 Community Focal Points (three individuals per each of the estimated 400 schools that bursary recipients will attend) will also receive support to deliver improved psychosocial support, and identification and referral of children protection cases in schools.

As the target group of girls is already pre-defined and it is not possible to say the exact number of schools they will be enrolled in, the figure of 400 schools has been estimated as follows:

- Approximately 19 girls/children with disabilities enrolled per school
- BRAC data on nearest government school gives approximately 100 schools
- Some beneficiaries may attend the “next nearest” government school
- 2/3rd beneficiaries will attend community schools, rather than government schools

We expect this figure to represent a reasonable top-end estimate and have budgeted on the basis on this to ensure funds are sufficient. In the event that there are surplus funds, we would expand activities.

Indirect beneficiaries:

- 80,560 pupils (48.8% female), as the estimated population of 400 primary schools benefitting improved psychosocial support and child protection mechanisms in schools
- 3,022 teachers (40% female), as the estimated number of teachers in 400 schools, benefitting from support to the roll-out of accelerated curriculum.

Other target groups:

As part of the project, we will also target 400 School Management Committees (SMCs), Community-Teacher Associations (CTAs) and Back to School Committees (BSCs), as well as parents and community leaders as part of campaigns to promote enrolment.

Assumptions

For the program to succeed as it is currently outlined, a number of preconditions must be met, which cannot be verified before project start. These include: being able to locate the majority of the girls, girls' and parents' interest in their return to school, supportive communities and families, and schools that are close enough for supportive children to access. The consortium recognizes that, as a result of the randomized selection process done by BRAC, program team members are likely to spend a significant amount of time traveling to access communities of intervention, limiting the amount of time available for school-level support. Because there is no information available about the current educational status or

location of the girls previously supported by BRAC, the activities, scope, and scale of the program will have to be adjusted based on the verification process.

3. Situation analysis

This analysis draws on our experience, secondary sources and consultations held in with girls, boys, parents and teachers in some of the communities previously reached by the BRAC project. In May 2015, the consortium held focus group discussions in Kenema, Port Loko and Moyamba with 36 in-school girls and 12 out-of-school girls previously supported by the BRAC project, 36 parents of girls involved in the BRAC project, 6 teachers, and 30 boys from communities where the BRAC project took place. The consultation was intended to give an initial insight in to the challenges and needs facing girls previously supported by BRAC, rather than provide a representative picture. A full verification and assessment will take place at the start of the project to gain a complete picture of their situation and finalize programme design decisions accordingly.

Prior to the Ebola outbreak, there were already substantial barriers to education, particularly for girls and children with disabilities, with respect to access, quality, and wellbeing in school. School closure has caused further disruption. The government's Ebola Recovery and Transition Plan has three priority areas in education: maintaining zero cases in schools, enrolling all students back to school, and accelerating learning. Teacher training on the accelerated core content is soon to be rolled out, pending agreement on modalities, and adapted school years are already in place. The current school year runs from April to December 2015, and the next year runs January to July 2016. Beyond the direct effects of school closure, the economic and social impacts of the crisis – such as restricted livelihood opportunities, and the stigma often associated with those affected by Ebola – are likely to negatively impact children's education and create further risk of non-enrolment, drop-out, poor educational outcomes and unsafe environments for those who are most vulnerable.

Included in this group are the 7,477 girls initially targeted by the BRAC GEC programme. These girls face a particularly difficult situation: as well as having been out of school from September – April, they were selected because they were out of school and had particularly low educational levels. They were only able to engage briefly with the parallel school system which was established to accelerate their learning and reintegrate them into mainstream education before Ebola brought the project to a halt.

The remainder of the situation analysis breaks down issues by output of the proposed intervention. Whilst the general barriers to girls' education are still highly relevant, we pay particular attention to the additional problems faced due to the Ebola outbreak, the situation faced by girls previously participating in the BRAC GEC project, and children with disabilities.

Access and continued attendance at school:

21% of children of official primary school age (6-11) are out of school in Sierra Leone (EPDC 2015). Prior to the Ebola outbreak, there were still about 250,000 school aged children that were out of school¹. Many barriers contribute to this, and most tend to affect girls more than boys. These include household financial constraints (out of school children are more likely to be from the poorest households, and are more likely to be from rural areas, EDPC 2015), distance from school, time constraints due to domestic obligations, and violence in and on the way to school.

As part of the drive to reopen schools, the government has waived school fees in government assisted schools and led a campaign to promote enrolment. There is limited data available about enrolment since school re-opening. However, in UNICEF RapidPro surveys only 23.5% of respondents from monitored schools estimated that enrolment after seven days of school reopening was "high", meaning respondents felt that enrolment was about 70%-100% of what it was previously. Nearly a third said it was 30% or less of what it was prior to the Ebola outbreak. Whilst more recent and complete data is unavailable, this indicates that much work remains to be done to return to and increase enrolment on pre-Ebola levels.

¹ The Government of Sierra Leone, Ministry of Education, Science & Technology, Education Sector Plan 2014 to 2018.

The Ebola outbreak appears to have exacerbated existing barriers to schooling. There are lingering concerns about the safety of children in schools. Many parents are reluctant to send their children back to school because 'Ebola isn't finished' (Education Needs Assessment, 2015). Anecdotal evidence from existing programmes and our recent consultation pointed to misinformation about Ebola and school safety. The Education Needs Assessment also found that some girls no longer saw themselves as students and many had taken on extra work responsibilities. In some cases children have become caregivers to orphaned family members, and breadwinners to offset loss of family income. In spite of government taking action to reduce costs, the tougher economic situation for households is likely to exacerbate financial barriers to schooling. This will be particularly problematic for girls, since preference and prioritisation of funds for boys' education was already prevalent at household level.

The target beneficiaries face many of the above challenges, which may deter them from re-entering school. The BRAC GEC baseline found that distance, affordability and household obligations were the three most commonly cited barriers to education among households. Whilst only a full verification process with girls previously participating in the BRAC project will give us a complete picture, it is likely they are particularly affected by many of the above issues, for example, as they were selected due to already being out of school and being from communities where distance to schools was a barrier to schooling. Additionally, most of the girls previously participating in the BRAC project were over-age for their grade, which may be a further deterrent to enrolment.

Among the 7,477 girls supported by BRAC, 4% were estimated to have disabilities. Children with disabilities are exceptionally vulnerable to exclusion in education. In spite of various provisions for the protection and promotion of the rights of children with disabilities (e.g. the Education Sector Plan: a road map to a better future 2007 – 2015), they are significantly more likely to be out of school, to receive minimal support to help them engage in school, and to experience stigma and discrimination. Whilst data on children with disabilities is not readily available, the most recent National Population and Housing Census (2004) indicated that the proportion of children/people with disabilities aged 6-29 years who were attending school was 11% compared to 40% for non-disabled persons. The State of the World Children 2013: Children with disabilities report states that 5% of the children aged 14 or younger live with a moderate or severe disability (p3). According to the report on the rights of people with disabilities in Sierra Leone (UNHCR, 2011), "Persons with disabilities remain highly disadvantaged in their physical access to the facilities as well as to studying material.... Teachers are often supportive to their situation but they largely lack training".

Quality learning and opportunities to catch up

While all children will now need to try to catch up within the two condensed school years, the former BRAC CGS students must also navigate entering the formal school system, in many cases for the first time.

The beneficiaries in this project had very low learning levels before programming started. In the BRAC GEC baseline, 91% of out-of-school girls aged 8-12 could not read and write a letter in English – a figure that was more than twice the proportion of in-school girls. While BRAC intended to cover grades 1-3 in a 27-month accelerated curriculum, programming was only implemented for a few months before schools closed. It is unlikely that they were able to make significant learning gains during the brief implementation period.

While significant efforts were made nationally to promote access to education through radio programming during school closure, the GEC Education Needs Assessment found that many learners did not engage in education activities while out of school (not even the government radio programmes) and many girls were worried that their 'brains are now weak' and they will have difficulty catching up. Many participants pointed to challenges like competing responsibilities in the home/at work, as well as a lack of parental support. While it will be difficult for the average learner to return to school after such an extended gap in learning, those coming in with limited foundational skills will struggle even more. Many will be over-age and will find it difficult to keep up, particularly as teachers aim to cover the condensed curriculum and may find it discouraging to have to learn with students much younger than they are.

There will be huge challenges for teachers, many of whom are untrained and unqualified (46% of teachers are untrained and unqualified at the primary level and only 10% of teachers have accessed any form of in-service training), who will have to teach a condensed curriculum to potentially over-crowded and mixed ability classes. They will also have to manage a classroom environment with over-age children, as well as children traumatized by the Ebola crisis.

Although a revised school calendar has been rolled out for 27 and 29 week academic years, the scope and sequence remains to be developed. Teachers from each school will be trained on core content, pedagogy, school roll-out, and peer mentoring.

In addition to the specific challenges of the girls previously supported by BRAC, girls and children with disabilities face general obstacles to learning, which are important to recognise here. Girls are often subjected to harassment from both boys and teachers within the classroom, or overlooked in class, which can create an unfriendly environment un conducive to learning (GEC baseline). Teaching methods in schools still lack active teaching methods, which is a hindrance to learning. During consultations with girls previously supported by BRAC, they noted that they appreciated the active learning techniques used in BRAC schools and other approaches, such as peer reading circles. Children with disabilities face additional challenges to learning effectively, including a lack of knowledge among teachers on how to include them in classes, lack of resources adapted to their needs and stigma specifically associated with their disability. When students were asked about the impact of the Ebola crisis and school closure on children with disabilities it was said that they are more likely to experience social isolation than their peers (Education Needs Assessment, 2015).

4. Overall approach

Overview

The GEC consortium began work in 2013 to improve life chances for marginalised girls in Sierra Leone. The consortium focuses on girls who are least likely to complete basic education and seeks to address the interrelated barriers that exist at the school, community, and systematic levels. The consortium now seeks to expand its programme to support new marginalised girls, previously supported by BRAC, as well as children with disabilities. The programme will also support the government's Ebola Transition and Recovery Plan working closely with the MEST throughout.

In developing the design of this expanded programme, the consortium has made a number of decisions to establish an appropriate balance between the need to support the girls previously supported by the BRAC project and to address the wider educational challenges left in the wake of the Ebola outbreak. The level of educational challenges that the previous beneficiaries of the BRAC project are going to face merits greater support than bursaries alone. However, the breadth of geographical coverage required to support previous beneficiaries in the BRAC project, and the timeframe to implement the project have been key factors to account for in the design of the project – especially in determining the feasibility of implementing activities which require frequent and intensive support in multiple locations.

Therefore, the consortium has opted for an approach which provides targeted support to previous BRAC beneficiaries via bursaries and provision of additional educational opportunities, and a wider piece of work which contributes to efforts to address access, quality and safety concerns, aligned with Transition and Recovery Plan, in schools – including those which the 7,477 girls and children with disabilities are expected to attend. Finally, given the pressing educational needs of both girls and children with disabilities gender and disability have been mainstreamed through the project to as great an extent as possible.

Tackling barriers at different levels

At the individual level, the consortium will provide bursaries for 7,477 girls and children with disabilities to encourage enrolment in nearby mainstream schools. They will also receive additional learning opportunities via study groups, to develop their foundational skills and to assist them in catching up and keeping pace with the accelerated curriculum. Children with disabilities will also be supported to access assistive devices and learning aids. The BRAC baseline found very low levels of literacy and numeracy

among target beneficiaries and the cost of schooling was cited by 87% of care givers as a barrier to education at household level – additionally, the Ebola outbreak is likely to have exacerbated the financial barriers to education. These activities are therefore prioritised to address financial barriers to enrolment and to ensure supported girls and children with disabilities are able to catch up with their peers on foundational skills. Bursary support will alleviate financial barriers and encourage children to return to school, and the consortium will encourage more positive community attitudes to girls' schooling in implementation areas to have as great an impact as possible during and after the project period. However, we recognize that the underlying challenges are unlikely to be fully addressed in a 20-month period and recommend DfID and PWC consider whether support can be provided after the project period, to at least the point of primary school graduation.

At the community level, the project will engage in the communities where the 7,477 targeted beneficiaries live through campaigns with key stakeholders to build trust and encourage local support for enrolment and education, particularly for girls and children with disabilities. The campaigns will aim to address any confusion which may have resulted from the closure of BRAC CGS, address fears about returning children to school due to the Ebola outbreak, and challenge negative attitudes towards the education of girls and children with disabilities. These will be complemented by radio broadcasts which will air key educational messages, which will be developed in coordination with MEST.

At the school level, overcrowded classrooms and overstretched (and in many cases, untrained and unqualified) teachers, trying to cover an accelerated curriculum, will create difficult learning environments for students. The consortium will support the MEST roll-out of teacher training on the accelerated curriculum. We will also support teachers to deliver improved psychosocial support and improve child protection systems in schools, to help manage the existing and increased risks to children's wellbeing in school following the Ebola outbreak.

Cross-cutting issues and mainstreamed approaches

Within the approach above, the consortium members will ensure that the project:

- Considers child protection across all activities
- Promotes our own accountability to beneficiaries, through regular participatory monitoring exercises
- Contributes to tackling gender inequality and exclusion
- Promotes active participation of children, especially girls and children with disabilities, and their communities wherever possible
- Engages with wider civil society – for example to ensure good coordination with key actors such as the Education Consortium and to identify opportunities for synergy
- Influences and works with government to promote improved practice
- Aligns with the government Transition and Recovery Plan to the greatest extent possible

Other specific methodologies will also be employed, such as the Community-Based Rehabilitation approach to working with children with disabilities – working with Community-Based Rehabilitation Volunteers to identify children with disabilities, assess their needs, link them and their schools with relevant services, and support inclusion across activities (e.g. community campaigns).

5. Project activities

Start-up and monitoring

0.1 Staff recruitment, start-up and induction

If approval of the project can be confirmed by the end of June, the consortium will aim to have most new staff in place by mid-August. Subsequently, a start-up workshop will be held with project staff from all partners and other relevant stakeholders, to ensure familiarity with project, undertake detailed planning for the first three months of the project – with a particular focus on the verification and needs assessment

– and to commence development of the detailed monitoring and evaluation framework. All project staff will also receive an induction, which will include training on child protection and inclusion.

0.2 Coordination and monitoring meetings

The project team will hold monthly meetings, led by the Programme Manager, to review progress, plan for the following month and to identify and resolve any key challenges. These meetings will take place in person on a quarterly basis, and on the phone on a monthly basis. As per the current GEC project, the executive committee, formed of directors from each partner organisation, will meet on a quarterly basis, to review progress and to resolve any escalated issues which cannot be dealt with at the team level.

In communities, we will hold quarterly participatory reviews with girls, children with disabilities, parents and teachers involved in the project, to review progress and solicit feedback, which will then be brought to quarterly team meetings to input in to planning. Due to the geographic spread of the project, these will take place in two locations per district per quarter. During the social mobilisation work in communities however (output one), we will also provide details on how beneficiaries can contact the project team and provide feedback on an ad-hoc basis.

0.3 Verification and needs assessment:

The consortium will carry out verification and needs assessment of the 7,477 girls previously supported by BRAC, led by Plan and IRC. This will serve to identify them; understand their current schooling status (enrolment, grade level, and school); understand their locations relative to available schools; assess special support needs (disabilities, type of impairment, and accessibility gaps); and gain a basic understanding of their learning needs.

This is a critical activity for understanding the current status and needs of the girls and ensuring the consortium is able to provide the most appropriate support. This proposal has been built on our best assumptions about, for example, how many schools we will need to work with, and designed to incorporate flexibility, given that we do not have information on a number of critical issues in relation to the girls previously targeted by BRAC. However, the findings of this assessment will likely lead to adaptations to the project.

The assessment will take place September – November 2015, once schools have restarted and the rainy season has subsided. It will be done in collaboration with MEST through the District Education Offices.

Where we are not able to identify and enrol some of the 7,477 previously-supported girls, we will aim to replace them with children with disabilities (both girls and boys). The selection process will take place in partnership with DEOs, SMCs and community leaders, based on technical support and guidance from Handicap International (HI). HI have a tool for selecting these children based on what the Verification Process tells us.

0.4 End evaluation:

A consultant will be recruited to undertake the final evaluation of the project during January-March 2016. The ToR will be developed in the second last quarter of the project. The evaluation will collect qualitative and quantitative data to assess the project's progress against indicators in the logframe, and undertake a participatory review with staff and beneficiaries to assess their perspectives of the effectiveness of the project against the planned outcome and outputs.

Output 1: Children, in particular 7,477 girls and children with disabilities in 12 districts of Sierra Leone, are supported to go to school.

1.1 Social mobilization:

A national-level workshop will be held to design the various components of the campaigns, including the development of key messages, materials, approaches and mapping key actions and entry points in to

communities. The consortium will outline clear communication protocols for community entry and systematic engagement to build trust and promote a clear understanding of how this intervention differs from the previous one. Apart from partners, members of Plan's Youth Advisory Panel will be invited to attend to support in the development of child-friendly content. Development of content will be done in coordination with MEST and the Social Mobilisation Pillar to ensure our key messages align.

At community-level we will hold dialogue sessions with parents and children previously involved in the BRAC project and invite wider community members. The dialogue sessions will primary focus on: addressing concerns about the end of the BRAC project; encouraging enrolment of children and discussing the importance of education – particularly girls and children with disabilities; supporting children to study whilst at home; and addressing stigma and fear associated with Ebola. We estimate these dialogue sessions will need to take place in 400 locations. We will aim to engage a wide set of other stakeholders to help facilitate dialogue sessions, including community leaders, SMCs, CTAs, Back to School Committees and children's and youth groups. Radio messages will also be developed and disseminated on community radio stations to further increase the reach of campaign work.

The campaigns will incorporate a methodology of community engagement which has proved successful within the work of the social mobilisation pillar as carried out by HI's Community Based Rehabilitation volunteers, to do outreach to transfer the critical key messages of the Back to School campaign, and support the enrolment of children with disabilities in schools. Where appropriate messages will be adapted to different communication needs; good practice within the special needs working group of the social mobilisation pillar have included translation of critical messages into Braille and sign language, adapted pictorial messages for illiterate people, translation into local languages and adapting messages into a children's story book relevant to the age levels.

Campaigns will take place in December-January 2016 and August-September 2016 in the run-up to and during the start of new school years.

All partners will work jointly to develop radio messaging, whereas Plan and IRC will support community-level campaigns in the respective districts, with HI leading on the integration of disability inclusion activities. The consortium will coordinate with the Social Mobilisation sub-committee throughout.

1.2 Bursaries:

A bursary package will be provided to the 7,477 girls who previously benefitted from the BRAC project. As mentioned, if all of these girls cannot be located after reasonable efforts, the consortium will aim to select children with disabilities.

Bursaries will be distributed at the beginning of the school year commencing January 2016 and September 2016, the latter being conditional on minimum attendance and completion. For the purposes of budget planning, we have estimated that 2/3rd of students will attend a community school, rather than government school. All pupils will receive a standardised material bursary. For those at community schools, school fees will also be paid. As fees vary, it is difficult to estimate the exact amount needed to be budgeted for this. We have based our estimate on fees being the same as JSS government fees (i.e. 105,000 le).

Plan and IRC will be responsible for the distribution of bursaries in their respective districts.

1.3 School Access for Children with Disabilities

To reduce barriers to the enrolment and attendance of children with disabilities, HI will provide individual level support to children with disabilities, and undertake a wider piece of advocacy work to promote disability inclusion in education planning, through establishing model disability-friendly schools.

The BRAC baseline indicated that 4% of their beneficiaries were children with disabilities – approximately 300 children. For the purposes of budgeting for individual support, we have estimated that 5% of the existing girls who do not have disabilities will not join this project for various reasons, and be

replaced by children with disabilities (approximately 375 children) – i.e. an estimated 675 children with disabilities will be supported in total.

All children with disabilities will be assessed to determine what individual support can be provided directly and through referral. 250 will be selected for support with individual assistive devices according to need, as well as the availability of disability specific services available. Assistive devices may include mobility devices such as crutches and callipers and devices to help students to access learning such as tape recorders for children with learning or visual impairments, and low tech communication aids for children with speech impairments, from basic communication books using pictograms to simple battery operated voice output communication aids. Where possible, children will also be referred to and linked with appropriate services such as the physical rehabilitation centres in Freetown, Bo and Kono; Schools for the Blind; eye health care service providers; and Disabled People's Organisations providing specific disability services (such as mobility training). This will ensure a level of sustainability and follow up and reinforcement of existing services.

10 schools will be selected in coordination with MEST to become model disability-friendly schools. Technical assessments will be done and a basic, but holistic, set of infrastructural adaptations will be undertaken in these schools to aid movement across the school and improve the classroom environment to support learning for children with disabilities. This might include, for example, minor infrastructure changes to latrines such as door widening; hand rails and ramps with yellow edges; barrier free playgrounds with a smooth surface; lighting improvements such as increasing the size of windows and clear visually accessible signposts around the school.

The model will form part of an advocacy strategy targeted at district and national level to create buy-in for low cost adaptations to existing schools and for disability inclusive planning, including new school infrastructure. This will include documenting the model to provide evidence and a demonstration of what is possible, holding collaborative workshops with government and engaging with key MEST officials. We will use education clusters as one channel for this: the Education of Children with Disabilities Network (of which HI and PLAN are members) and the Back to School special needs subcommittee chaired by MEST (where HI is a member and secretary of the disability working group). We will also engage with the Ministry of Social Welfare, Gender and Children's Affairs (MoSWGCA - line ministry for disability) – particularly around protection issues – and the National Commission for people with disabilities (NCPD).

Output 2: Children, in particular 7,477 girls and children with disabilities, are supported to learn in a quality, safe environment.

2.1 Study groups:

Study groups will increase marginalised children's opportunities for learning through the provision of a safe place to study and additional, targeted academic support.

The consortium will support study groups for targeted beneficiaries and other interested students to address challenging topics and ensure foundational skills are developed. The program will carefully assess intervention methodology during the development phase to find an approach that is acceptable to students, parents, and teachers in view of the relatively young age of pupils, the distances involved, and the increased school hours over the next two academic years. In particular, we will work with children to determine the best times to hold the study sessions and to ensure that the location of these is safe and accessible. The consortium recognises that in some cases study groups may simply not be feasible, for example, due to distance.

Based on one study group per school, we estimate that 400 study groups will need to be formed, with 400 facilitators trained to run the groups. Study groups will have up to 25 members (i.e. up to 10,000 children). We will encourage planned 7,477 girls and children with disabilities to participate although we appreciate that not all may wish to. The additional children to participate will be selected based on need.

Each group will be provided with a facilitator selected by the community, with the support of project staff based on criteria that will be agreed upon with children and their communities. Facilitators will either be teachers from the children's schools, or another appropriate adult, such as retired teachers. To avoid

overburdening teachers, in cases where girls and children with disabilities are attending schools supported by EdCo, facilitators will not be selected from among teachers at this school. Facilitators will be provided with a monthly allowance of 100,000 Leones and basic teaching and learning materials.

A guide for facilitators on running study groups will be developed and shared with MEST. Facilitators will receive training from IRC and Plan in facilitation techniques, and will focus their facilitation on the core content (developed as part of the accelerated learning initiative under the recovery and transition plan), with a particular focus on language and mathematics to promote foundational skills among participants. The training will include basic inclusive methodologies for children with disabilities, Gender Responsive Pedagogy, active learning methods, and components of IRC's Healing Classrooms approach. As an added value of this activity, many facilitators will be existing teachers, so that they can take this new knowledge of teaching techniques into their classrooms.

The facilitators will organise study groups at least once a week based on an activity plan that will be developed in collaboration with project staff. In addition to monitoring attendance and activities, the consortium will regularly assess student perceptions of the relevance of the study groups to their needs.

Each study session will allocate time for questions and answers to ensure students are able to ask specific questions across grade levels. Time will also be allocated for sessions on life-skills topics and children's rights (for example, incorporating our components of work on child protection in schools by facilitating discussions on child protection issues). MEST is currently developing a life-skills curriculum which we will make use of if appropriate and available in time.

As well as regular one-to-one supervision from the project team, once a term, we will hold a review meeting with all facilitators in each district to offer support and advice on any arising issues and to give facilitators the opportunity to seek support from their peers.

2.2 Support for accelerated curriculum roll-out in 400 primary schools:

Many teachers have not been involved in educational activities for almost a year, and using teaching methodologies effectively was a challenge in many locations even prior to the outbreak. The Education Consortium is working with MEST to roll-out training for two teachers, including the head teacher, from all schools on core content of the accelerated learning curriculum, pedagogy, and peer mentoring techniques. These teachers are then responsible for disseminating the training and related activities at their own schools.

The consortium will provide support to this initiative in 400 schools through at least one visit per school per term to support monitoring, for instance through classroom observation and targeted engagement with the peer mentor and Head Teacher. This activity will start in 2016 and be undertaken by our own, or local partners Education Officers. In addition to ensuring maximum impact of this MEST initiative, this activity will support positive learning environments for the target beneficiaries who are re-entering mainstream schooling.

Although teachers will not have been trained in inclusive methodologies during the accelerated learning training, coaches can refer to the HI Inclusion Technical Unit / local CBRVs for technical support if it is observed that children with disabilities are not able to participate fully in classroom activities.

2.3 Strengthening child protection and psychosocial support in schools

In each of the expected 400 schools that recipients of bursaries will attend, the consortium will provide follow up support and training to three people (one community focal point, the study group facilitator, and one teacher) to reinforce the Psychosocial Support training delivered by MEST to all teachers earlier this year.

The focal-point teachers will then be supported to develop a plan, with the participation of pupils at the schools, to strengthen PSS and child protection in their schools. A small budget will be made available per school to support this, for example, for recreational equipment.

We intend to coordinate with the planned DfID-funded Protection Consortium to the extent possible to ensure child protection is improved in schools.

6. Work plan

If approval can be received by the end of June, the consortium anticipates beginning work in August. This should enable activities to begin during the second term of the current school year in September. The work plan has been inserted as an appendix at the end of this document.

7. Management structure and human resources

IRC

IRC Sierra Leone has strong programmatic and operational structures in place to ensure effective overall implementation. The IRC will hire a new project manager, additional education officers, and M&E team members to undertake expansion activities for this project specifically, but whenever possible will connect to GEC and Education Consortium staff to minimize duplication and share learning in areas of intervention. Joint planning among the different projects will take place regularly. Like all IRC Sierra Leone education projects, the expansion will be overseen by the national-level Education Coordinator, and will also benefit from support from other existing and planned national-level positions (Education M&E Manager, Senior Education Manager - Implementation, and Senior Education Manager - Quality). The IRC's Child and Youth Protection and Development Technical Unit will provide technical guidance throughout implementation. IRC will engage a local partner to ensure coverage in Kambia, and will work closely with the partner to ensure appropriate and timely support and capacity-building.

HI

HI will recruit one project manager based in Freetown to manage the expansion program; five district officers in districts to be determined through the verification and assessment exercise, to coordinate and monitor community based volunteers (approximately 70 each with a caseload of 10 children) and district activities; one M&E/communications officer; one data management officer and two technical advisors for the Inclusion Technical Unit based in Freetown. The technical unit will lead on adaptation of IEC materials, training on inclusion methodologies for the study group facilitator training; supervision of school adaptation work; supervision of the quality of the individual accessibility support; linkages and referrals to other support services; and advocacy activities.

The unit will be mobile, to enable it to work with schools, consortium partners, and communities across the districts where there is no permanent HI presence. These are additional staff and volunteers to the existing GEC structure and the project manager will coordinate closely with the existing inclusive education project manager responsible for HI's overall education program. The Social Inclusion and Rights Coordinator has overall coordination of the programs and provides technical support and input to the teams. It is to be noted that a certain level of flexibility is required as the exact location of children with disabilities is to be determined during verification and allocation of staff will depend on clusters, feasibility and cost effectiveness.

Plan CCU

The Plan CCU will be responsible for overall coordination and leadership of the project, along with compilation and delivery of reports to the Plan UK office. Additional staff will be incorporated in to the existing CCU structure to increase capacity.

A Programme Manager, recruited internationally (note that salary appears in Plan UK's budget) will work 100% on this project and be overall responsible for the coordination and leadership of the project. They will receive managerial support from the existing Chief of Party, who will now have their time divided 50% to this project and 50% to the existing GEC. A new Monitoring and Evaluation Coordinator will be recruited and assigned 100% to this project and will oversee and support the work of M&E staff for each of the consortium partners. A Finance Office will also be recruited, managed by the existing Finance and Admin manager – both will be assigned 50% to this project and 50% to the existing GEC project –

together they will oversee and support finances teams for each partner. Finally, the existing Administrative Officer, working on the GEC project will have their time split across the two projects to support the work of the CCU.

Plan in Sierra Leone

Plan already has offices in Bombali, Moyamba, Port Loko and Western Area Rural, where existing staff will support the project through part of their time. New operational presence will be established for implementation in Pujehun and Koinadugu, supported through our Moyamba and Bombali offices respectively. Plan will work through local partners in all areas except Western Area rural. The project team, which will include a two Project Coordinators (100%) working at district-level, a Project Officer (100%) at national-level, and M&E Officer (100%) overseen by the Project Manager (part assigned to this project and part to the existing GEC project), will be supported by existing staff in the national office, including the Education Advisor and various programme and grant support staff.

Plan in the UK

Plan UK will provide technical support and oversight of the whole project, liaising through the CCU. A Programme Officer (50%) will have the main oversight function, supporting start-up, monitoring overall progress of project management, and supporting the development and delivery of quarterly reports. A Monitoring and Evaluation Officer (50%) will directly support the Monitoring and Evaluation Coordinator in the CCU, in the development and implementation of the M&E framework, including the development of tools and data collection and analysis methodologies. They will also work with the Programme Officer in working with the CCU to develop ToRs for consultancy work, such as the final evaluation. Additionally, the Education Advisor (10%) – already supporting the existing GEC – will provide technical input and oversight; the GEC Programme Manager (20%) will manage the Programme Officer and Monitoring and Evaluation Officer and have UK management oversight of the new project; finally, a Grants Finance Officer (25%) will provide support to the finance staff in the CCU on financial monitoring and reporting.

8. Value for money:

The consortium has worked through several iterations of the project design to arrive at an approach that is realistic, given the timeframe and geographical scope of the project, and offers value for money.

There are a three overarching key cost drivers that are necessarily associated with parameters of this project which are worth highlighting because of the significant impact they have on the budget. Whilst they are unavoidable, we believe our consortium is in the best position to be able to manage these:

Driver	Impact	Mitigation and comparative advantage of consortium
Timeframe (20 months)	Project needs to be resourced to run at speed, quickly. A significant proportion of the project timeframe will need to be spent locating and assessing beneficiaries	<p>Run some activities in parallel with verification and assessment</p> <p>In-country presence and existing GEC work means wider management and operational structures are already in place and new project team can be in place with relative speed.</p> <p>Consortium is already familiar and has structures in place to manage certain activities (e.g. bursary distribution)</p> <p>Learning from the existing project will be fed into the inception phase and beyond.</p>

Spread of geographic locations (12 districts)	New resource needs to be established in new locations. Travel requirements for oversight of project.	Working through local partners with a district presence – consortium already has relationships with local partners. Base staff in existing offices in neighbouring districts.
Target beneficiaries already selected but status unknown	Low control over cost drivers in design of the project. For example, the more community schools that bursary beneficiaries attend, the higher the budget per beneficiary due to school fees. We also do not know how many “clusters” of beneficiaries will exist – the unit which will determine, for example, the number of locations where campaigns take place.	Budget has been based on reasonable assumptions and we are hopeful these we cover any worst-case scenario. In the event of over-budgeting, we can allocated to increase reach or depth of activities to further improve value for money. Consortium has implemented a number of activities (study groups, bursaries), meaning we have a high degree of certainty over certain unit costs, even if other factors remain unknown.

We follow DFID’s approach to value for money in the following ways:

Economy: *ensuring inputs are of appropriate quality and acquired at the right price*

The consortium partners have significant experience working in Sierra Leone and so have built institutional knowledge of how to procure goods and services of a high quality at the right price.

Economies of scale are achieved in a number of ways:

- Increasing the capacity of the CCU, rather than establishing a completely new unit
- Making use of existing office space
- Centralizing procurement through Plan (e.g. for bursary materials) to enabling lower prices for bulk purchases
- Drawing on expertise and support of existing staff (involved in the existing GEC or otherwise)

Staffing: we acquire quality staff at appropriate salary scales, which ensures good recruitment and retention without over-paying. Each partner has HR policies that set out the way they benchmark salaries to the market and adjust as appropriate.

Efficiency: *converting inputs into the greatest possible quality and quantity of outputs*

The consortium has significant experience in implementing similar projects in Sierra Leone, therefore the partners have developed technical expertise, approaches, and resources which will be drawn on to implement the project – informing how inputs are used to their maximum value.

The consortium will work in close coordination with MEST and other actors (such as EdCo), so that activities are aligned and coordinated, and take advantage of existing structures and work done – for example, making use of tools designed by EdCo for use in this project, or benefitting from MEST’s input on key messages requiring inclusion in social mobilization campaigns.

Community and children’s participation is also key across the project, helping to ensure the relevance of activities, and also contributing to efficiency through providing their voluntary input to the quality of the project.

Effectiveness: *ensuring the outputs create the largest possible impact on poverty reduction*

A number of design decisions have also been made at proposal stage to maximize effectiveness (some of these also related to efficiency). For example, given the large geographical spread of the project, activities risk becoming very thinly spread, potentially minimizing quality and impact. We have therefore chosen a small selection of activities which complement each other (e.g. bursaries with additional learning support for the 7,477) and offer potential for wider impact (e.g. through supporting the accelerated curriculum).

A number of our activities will have a wide reach, and a meaningful impact in relation to some critical needs, such as:

- Support to the accelerate curriculum: children have been out of school for eight months and two school years are being compressed. A whole generation has been affected by disruption to the school calendar – and many others have been affected by other impacts of the Ebola outbreak. This generational impact could have severe long-term consequences due to the halt in educational advancement of the population, if not addressed properly. The project will contribute to the national drive to ensure children can catch-up on their education
- Disability-friendly schools: as well as benefitting a number of children with disabilities directly, this activity is designed as part of an advocacy strategy to take advantage of the current drive to recover and improve education by trying to embed disability-inclusion across planning in education

The potential for added value in activities has been considered in their design wherever possible. For example, training for study group facilitators – many of whom will be teachers – will mean that they can take their new knowledge and skills in to the classroom, to improve the quality of teaching.

Equity: *ensuring the intervention reaches those with the greatest need of support.*

The project is specifically targeted at supporting particularly marginalised children.

As outlined in the situation analysis, the girls previously supported by BRAC had very low learning levels for their age and most were out-of-school at the point that BRAC began working with them. Most of them will now be aged 9-13, and if we do not support them now, there is a strong likelihood that they will entirely miss out on their schooling. Children with disabilities are also a particularly vulnerable group. Facilities and teaching practices are not set up to support children with disabilities and stigma can limit their educational opportunities.

9. Sustainability

The project will focus on sustainability at three broad levels: 1) Community 2) Systematic 3) Learning.

Community: the program will engage strategically with community structures and parents to promote changes in attitudes around girls and their education. The program aims to shift the dialogue at the local level in order promote longer-term support for educational opportunities for girls. This will include an emphasis on the importance and relevance of mainstream schooling to encourage all parents to enrol their children in formal classroom settings. In this way, long after the project has finished working with these communities, ownership of the importance of their girls' education will sit firmly with them.

Systematic: the consortium will work closely with the Ministry of Education, Science and Technology (MEST) and with school systems at district and national level to build capacity in inclusion of vulnerable girls, and children with disabilities, that will outlast the project duration. Identifying and encouraging enrolment of the most marginalized girls is something that the schools are not always able to do given the huge investment in resource required for this outside of the classroom. Once the project has done this for them and facilitated a pool of such girls in to the education system, the schools can then work on their retention, attendance and learning.

Learning: the program will focus on continued learning, documentation, and contributions to the wider GEC evidence base. We are working with hard to reach children in hard to reach locations. The existing post conflict structural issues with the Sierra Leone education system in rural localities were already

poorly documented, further complicate this with the Ebola outbreak and the full impact on girl's education is even less known. The project will, albeit it with a small number of girls representing a limited sample, get a detailed picture of the lives of girls before, during and after the Ebola outbreak.

10. Risks

<i>RISK DESCRIPTION</i>	<i>LIKELIHOOD OF RISK</i>	<i>IMPACT ON PROJECT</i>	<i>COUNTERMEASURES AND CONTINGENCIES</i>
Project-related Risks			
Increase in Ebola outbreak results in limited access to communities or another period of school closure.	Medium	High	Close coordination with MEST and health actors to ensure consortium is informed and able to react as fast as possible. Contingency planning at proposal design and project opening stages.
Parents are reluctant to send children to mainstream schools.	Medium	High	Community engagement; support to link with schools.
Confusion about two different GEC programs.	Medium	Medium	Clear messaging at a community, district and national level will be given priority.
Communities are uninterested in and/or opposed to engagement.	Medium	Medium	Careful sensitization and community entry.
Program may be unable to find some targeted beneficiaries.	Medium	Low	Establish consortium-wide protocols to ensure systematic approach to beneficiary tracing process. Select additional children with disabilities to benefit from the project
Lack of coordination among key partners.	Low	Medium	Regular formal and informal communication; strong coordination from the CCU with robust governance and communication structures.
Dropout of targeted beneficiaries.	High	Medium	Proactive communication; follow-up of individual cases if dropout seems likely.
Stigma during identification or distribution process.	Medium	Medium	Consortium planning to make sure the identification, distribution, and support processes minimize the risk of creating stigma.

11. Monitoring and evaluation of progress

The proposed expansion will include an initial verification and assessment to inform program design and collect data that can be used as a baseline measurement for indicators in the logframe, as well as a final evaluation in early 2017. A full monitoring and evaluation framework will be developed during the project start-up.

The short timeframe for the project and the large amount of work to be completed mean it is imperative that monitoring processes are streamlined, whilst remaining robust. The indicators in the logframe are the main means by which we will judge the success of the project. Overall, the project will ensure that children can learn within a good school environment. Educational progress is commonly operationalised

through both school retention as well as learning outcomes. Given the methodological challenges and the short timeframe of the project, we cannot realistically expect to reliably measure learning outcomes. Instead, we proxy learning outcomes through an indicator on how confident beneficiaries feel about their own learning progress. We argue that levels of confidence about learning progress and actual learning outcomes are strongly correlated. In addition, we include a quantitative measure on school retention. School level outcome changes will be measured through an indicator on proportion of children that feel safe at school.

Output level indicators are largely perception related, such as girls', children with disabilities' and District Education Offices' impressions of the usefulness of support provided. Again, we argue that perceptions of project stakeholders strongly correlate with the actual change that materialises at the different levels.

Each quarter, starting in 2016, data collection and analysis for relevant indicators will take place, as explained in the logframe milestones. Enrolment and attendance data will be obtained from schools, whilst surveys and focus group discussions are planned for the remainder of indicators. This will allow the consortium to gauge project progress on a quarterly basis. In addition to formal monitoring data, participatory reviews will take place on a quarterly basis, in at least two locations per district. These will be informal discussions held separately with children, teachers, parents and community leaders, to gauge the progress of the project and to seek feedback to be collated for project team meetings.

In addition to quarterly monitoring, the consortium will undertake an end-of the project evaluation, led by an external consultant, to validate ongoing monitoring findings and determine the overall effectiveness of the project against the various project output and outcome indicators, document lessons learnt, and make recommendations for future programming. The endline will also include participatory data-collection methodologies with beneficiaries and project staff to broaden the evidence base and develop a more holistic picture on project outcome.

Plan's Monitoring and Evaluation Coordinator in Sierra Leone will be overall responsible for the development and completion of the monitoring and evaluation framework, for coordinating the implementation of the framework, and collating and analysing data at the project-level. Supervision and technical support will be provided by a Monitoring and Evaluation Officer in the Plan UK office, and they will be supported by partner-level monitoring and evaluation staff to design and operationalise the monitoring and evaluation framework, implement data collection, collate evidence and quality assurance of both M&E process and results.

As described earlier, the project team will meet on a monthly basis, to review progress over the past month, and the results of quarterly participatory reviews when relevant. The project steering committee will also meet on a quarterly basis, to review the overall progress of the project and to resolve any issues escalated from the project team.

The consortium will also organise learning events at key intervals, using an after-action review approach, to ensure deeper analysis and capture and documentation of core lessons. The consortium envisions that these events can include both current and expanded consortium team members to maximize information sharing and learning.

In addition to the planned in-project monitoring and evaluation, the consortium intends to support District Education Offices to strengthen monitoring and coordination. Discussions on the modality of this are ongoing with MEST.

Appendix one: Work Plan

Activity	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Organisation	
Start-up and monitoring activities																						
0.1 Staff recruitment, start-up and induction																						
0.1.1 Recruitment	X																					All
0.1.2 Start-up workshop	X																					All
0.1.3 Staff induction and training	X																					All
0.2 Coordination and monitoring meetings																						
0.2.1 Project team meetings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	All
0.2.2 Steering committee meetings	X			X			X			X			X			X			X			All
0.2.3 Participatory community reviews			X			X			X			X			X			X				All
0.3 Verification and needs assessment																						
0.3.1 Design needs assessment	X	X																				All
0.3.2 Recruit researchers to undertake survey (where necessary)	X	X																				Plan CCU

Activity	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Organisation
0.3.3 Undertake needs assessment with 7,477 girls (plus children with disabilities where girls are replaced);		X	X	X																	Plan, IRC, with consultant
0.3.4 Identify schools where girls and children with disabilities will be enrolled			X	X																	Plan, IRC
0.3.5 Compile and analyse assessment				X	X																Plan, IRC, with consultant
0.4 End evaluation																					
0.4.1 Develop ToR, advertise and recruit consultant																X	X				Plan CCU, with partners
0.4.2 Under take evaluation																		X	X		Consultant
0.4.3 Review report and develop management response																				X	All
Output one																					
1.1 Social mobilisation																					
1.1.1 Workshop to develop content		X	X																		All
1.1.2 Meetings with community stakeholders to develop campaigns				X																	All

Activity	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Organisation	
1.1.3 Procurement of campaign materials				X																		Plan, IRC
1.1.4 Adaptation of IEC materials for accessibility				X	X			X					X					X				HI
1.1.5 Develop radio jingles with key messages				X																		Plan, IRC
1.1.6 Implement community campaigns					X	X							X	X								Plan, IRC
1.1.7 Air radio jingles					X	X			X				X	X								Plan, IRC, HI
1.1.8 Community radio discussions						X			X	X			X	X								HI
1.1.9 Identify and train community based rehabilitation volunteers			X	X	X					X	X				X	X						HI
1.2 Bursaries																						
1.2.1 Tender for bursary items				X								X										Plan
1.2.2 Procurement of bursary items					X								X									Plan
1.2.3 Distribution of bursary items						X								X								Plan, IRC, HI
1.2.4 Payment of school fees to community schools						X								X								Plan, IRC, HI
1.3 Accessibility improvements in schools and support for children with disabilities																						

Activity	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Organisation	
1.3.1 Design school needs assessment						X	X	X														HI
1.3.2 Complete needs assessment in schools							X	X														HI
1.3.3 Infrastructural adaptations in schools (including tendering for work, supervision of work etc.);									X	X	X	X	X	X	X	X	X					HI
1.4.4 Procurement of services for assistive devices						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	HI
1.4.5 One stakeholder workshops showcasing accessibility																X						HI
1.4.6 Participation in Special Needs advocacy groups and MEST)			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		HI
1.4.7 Advocacy events and communications					X	X								X	X		X	X				HI
Output 2																						
2.1 Study groups																						
2.1.1 Recruitment of consultant				X																		Plan, IRC
2.1.2 Design of study group guide			X	X																		Plan, IRC

Activity	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Organisation
2.1.3 Identification and selection of teachers/facilitators for study groups				X																	Plan, IRC
2.1.4 Training of teachers/facilitators					X								X								Plan, IRC, HI
2.1.5 Selection of premises to conduct study groups				X	X																Plan, IRC, HI
2.1.6 Procurement and provision of materials for study groups					X	X															Plan, IRC
2.1.7 Regular monitoring of study groups						X	X	X	X	X	X	X		X	X	X	X				Plan, IRC
2.2 Support for accelerated curriculum roll-out																					
2.2.1 Recruitment of coaches		X	X																		Plan, IRC
2.2.2 Development of training module	X	X																			Plan, IRC
2.2.3 Training of coaches to support teachers on core content delivery			X	X																	Plan, IRC
2.2.4 Regular supervision and support visits to schools				X	X	X	X	X	X	X	X	X		X							Plan, IRC

Activity	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Organisation	
2.3 Strengthening child protection and psychosocial support in schools																						
2.3.1_Development of IEC materials			X	X	X	X	X	X														Plan
2.3.2 Workshop to develop key messages for campaign						X	X	X														Plan
2.3.3 Training of teacher, PV and community focal point on PSS and Ebola prevention					X	X	X	X														Plan, IRC
2.3.4 Procurement of recreation materials and protection kits						X	X	X		X												Plan, IRC
2.3.5 Protection envelope (recreational materials etc.) for psychosocial support activities						X	X	X		X												Plan, IRC