

For 'new-line' in text fields pres [ALT] and [ENTER] keys on keyboard (do not insert spaces to create line shift)
Please do not change the format of the form (including name of page) as this may prevent proper registration of project data.

For new proposals, please complete the tab for 'Project Document', 'Budget' and 'Locations'
Mandatory fields are marked with an asterisk

Project Document

1. COVER (to be completed by organization submitting the proposal)

(A) Organization*	Comitato di Coordinamento delle Organizzazione per il Servizio Volontario				
(B) Type of Organization*	<input type="checkbox"/> UN Agency <input type="checkbox"/> International NGO <input type="checkbox"/> Local NGO <input checked="" type="checkbox"/> International NGO				
(C) Project Title*	Provision of life saving and life-sustaining learning opportunities to vulnerable children (girls and boys) affected by humanitarian crisis in Mogadishu Zone K IDP Camps of Kabka, Maryama, Hersi Ruug, Madag and Mabda				
(D) CAP Project Code	SOM-12/E/48352	Not required for Emergency Reserve proposals outside of CAP			
(E) CAP Project Ranking	High	Required for proposals during Standard Allocations			
(F) CHF Funding Window*	Standard Allocation 2 (Oct 2012)				
(G) CAP Budget	\$ -	Must be equal to total amount requested in current CAP			
(H) Amount Request*	\$ 290,164.00	Equals total amount in budget, must not exceed CAP Budget			
(I) Project Duration*	12 months	No longer than 6 months for proposals to the Emergency Reserve			
(J) Primary Cluster*	Education				
(K) Secondary Cluster	Only indicate a secondary cluster for multi-cluster projects				
(L) Beneficiaries Direct project beneficiaries. Specify target population disaggregated by number, and gender. If desired more detailed information can be entered about types of beneficiaries. For information on population in HE and AFLC see FSNAU website (http://www.fsnau.org)		Men	Women	Total	
	Total beneficiaries	25	25	50	
	Total beneficiaries include the following:				
	Internally Displaced People	1200	1010	2210	
	Promoters, Caretakers, committee mem	25	25	50	
	0	0	0		
	0	0	0		
(M) Location Precise locations should be listed on separate tab	Regions	<input type="checkbox"/> Awdal <input type="checkbox"/> Banadir <input type="checkbox"/> Bay <input type="checkbox"/> Gedo <input type="checkbox"/> L Juba <input type="checkbox"/> M Juba <input type="checkbox"/> Mudug <input type="checkbox"/> Sanaag <input type="checkbox"/> Togdheer <input type="checkbox"/> Bakool <input type="checkbox"/> Bari <input type="checkbox"/> Galgaduud <input type="checkbox"/> Hiraaan <input type="checkbox"/> L Shabelle <input type="checkbox"/> M Shabelle <input type="checkbox"/> Nugaal <input type="checkbox"/> Sool <input type="checkbox"/> W Galbeed			
(N) Implementing Partners (List name, acronym and budget)	1		Budget:	\$ -	
	2		Budget:	\$ -	
	3		Budget:	\$ -	
	4		Budget:	\$ -	
	5		Budget:	\$ -	
	6		Budget:	\$ -	
	7		Budget:	\$ -	
	8		Budget:	\$ -	
	9		Budget:	\$ -	
	10		Budget:	\$ -	
		Total		Budget:	\$ -
	Remaining		Budget:	\$ 290,164	
Focal Point and Details - Provide details on agency and Cluster focal point for the project (name, email, phone).					
(O) Agency focal point for project:	Name*	Fabio Gigantino	Title	Regional Coordinator	
	Email*	kenya@cosvnairobi.org	Phone*	+254738681081	
	Address	Plot 47, Rhapta Road - Westlands, Nairobi - Kenya			

3. BACKGROUND AND NEEDS ANALYSIS (please adjust row size as needed)

(A) Describe the project rationale based on identified issues, describe the humanitarian situation in the area, and list groups consulted. (maximum 1500 characters) *	A cycle of conflict and natural disasters has contributed to almost two decades of chronic emergency in Somalia. This has taken a considerable toll on the education system, with only 30 percent of all primary school-aged children (1.2 million) in school. Regional disparities indicate that enrolment rates in the conflict zones of Central and Southern Somalia (CSZ) are barely 22 percent. The level of displacement and renewed conflict in 2012, combined with the impact of natural disasters and worsening livelihoods across the country (2011 Famine) have further led to a drop in enrolment as families faced multiple shocks. The Education cluster reports that about 1.8 million children, or 78% of the estimated 2.3 million children between 5 and 17 years of age in South and central Somalia, are out of school because of internal displacement and insecurity. Latest figures from UNHCR show 12,000 more people have been displaced within Somalia since the beginning of April due to drought, civil unrest and lack of livelihoods, on top of 7,000 displaced in the first quarter of the year for the same reasons. Of particular concern are the more than 120,000 IDPs living in Mogadishu with a growing number of displaced persons in Zone K settlements, in particular women and children. Zone K is home to one of the biggest concentration of IDPs in Mogadishu, with an estimated 18,000 people living in shanty dwellings. IDPs have special needs by virtue of their displacement. Children are at heightened risk being often separated from those who care for them and exposed to sexual abuse, exploitation and recruitment into armed forces. Their entire childhood is disrupted, with little access to education and few opportunities as they grow older to take on the usual roles and responsibilities of adulthood. The on-going displacement from Kismayo is further straining existing educational institutions in Mogadishu and a larger number of children risk dropping out with insufficient places available. In addition to consistent outbreaks of natural and man-made emergencies, the lack of government services means that communities have become the duty bearers to ensure provision of basic education services in Mogadishu. However, the current humanitarian crisis has stretched the host communities own coping mechanisms to the limit, thereby severely restricting their ability to assist. Consequently, IDPs currently face even greater challenges. Another generation of children deprived of education – the foundation for not only individual livelihoods, but also collective citizenry and future leadership – will leave Mogadishu and Somalia as whole without a sustainable path for a peaceful and prosperous future. Therefore, the provision of learning opportunities to children in Mogadishu IDP settings can be both life saving and life sustaining, providing protection from exploitation and supporting especially vulnerable communities with literacy/numeracy and livelihood skills to strengthen household resilience.
(B) Describe in detail the capacities and needs in the proposed project locations. List any baseline data. If necessary, attach a table with information for each location. (maximum 1500 characters) *	According to the Mogadishu – Situation Analysis Report released by UN-OCHA in mid 2012, there is no functioning public school in Mogadishu but private and emergency education schools operate. Most of the pre-war's 194 public primary, intermediate and secondary schools were either destroyed or occupied by IDPs and/or armed militia and private business people who let out the buildings. In February 2012, the TFG started an eviction programme to reclaim public school buildings for renovation of their original intended use. The Report also revealed that most of the emergency education schools set up so far in IDP camps have two to three classrooms, do not follow the standard syllabus, and most students leave classes to line up for food at the wet feeding centers. After grade 5, many IDP children are unable to afford enrolment in private schools. These schools suffer high teacher turnover for better paying jobs although some agencies pay USD 50 to USD 80 per month as incentives to the teachers. The on-going displacement from Kismayo is further straining existing educational institutions in the city and a larger number of
(C) List and describe the activities that your organization is currently implementing to address these needs. (maximum 1500 characters)	In Somalia, COSV is engaged in the promotion and implementation of Emergency Health, Nutrition, Education, Shelter and WASH programmes targeting IDPs and host communities in the Somali Capital, Mogadishu and the war-torn and disaster affected Regions of Lower Shabelle and Gedo. COSV is currently operating in the project target area with an emergency Health project funded by the CHF within the Tri-cluster strategy. The project provides for the running of 6 mobile clinics in Zone K IDP camps of Madag, Mabda, Maryama, Hersi Ruug and Kabka. Mobile clinics are engaged in conducting routine immunization, health education and treatment of minor illness. The project adopts an inter-cluster strategy with a view of enhancing delivery of life saving community-based Health care services for the prevention (including immunization), early detection and treatment of common diseases among children under 5yrs, pregnant and lactating women and elderly. Based on the experience acquired in the implementation of multisectoral programmes, COSV intends to extend the vital PHC services being provided to the population in the camps with integrated education and protection programming targeting vulnerable school age children in the camps of Madag, Mabda, Maryama, Hersi Ruug and Kabka. COSV, under funding from UNICEF, is currently supporting basic education in 14 Primary schools in Mogadishu, Lower Shabelle and Elwak district of Gedo Region. Education activities being implemented are geared towards improving learning capacity, increasing school enrolment, attendance, retention and completion and supporting food security of the enrolled children with a view of improving the quality of education provided in the 14 target primary schools. Education activities being currently implemented encompass the following: Advocacy and social mobilization at all levels (household, community, etc.) to highlight the importance of basic education, particularly for girls, using all available channels and in collaboration with all the relevant stakeholders; Provision of school supplies (Education Kits, textbooks, non-formal education materials and kits); Enhancing Teachers' knowledge and skills in creating child-friendly learning environments and teaching life skills at school (including HIV/AIDS, sexually transmitted infections, female genital cutting, gender and other areas); Strengthening and empowerment of the Community Education Committees through continuous mentoring of their members in key skills such as school management and administration to enhance the sustainability of the community schools and assist in maintaining attendance rates; Supporting teacher remuneration; Provision of emergency school feeding and/or food vouchers to the enrolled pupils in the 14 supported primary schools.

4. LOGICAL FRAMEWORK (to be completed by organization)

(A) Objective*	Provide access to safe, protective learning spaces to vulnerable children affected by emergency and crisis in Mogadishu Zone K IDP C		
(B) Outcome 1*	Enhanced access to education for 1010 vulnerable girls (approx. 55% of the out-of school girls identified during the assessment) and 1		
(C) Activity 1.1*	Temporary Learning Spaces (TLS):- Construction of 5 temporary learning spaces with WASH facilities separated for girls and boys in		
(D) Activity 1.2	Provision of school equipment (benches, desks, cupboards) and gender sensitive teaching and learning materials (Education Kits, textb		
(E) Activity 1.3			
(F) Indicator 1.1*	Education	Number of children enrolled in school	Target* 2210
(G) Indicator 1.2	Education	Number of female and male teachers/pupils provided with gender	Target 2260
(H) Indicator 1.3	Education		Target
(I) Outcome 2	Increased enrollment, attendance, retention, gender equality and health for vulnerable girls and boys enrolled in the 5 TLS		
(J) Activity 2.1	Promotion of awareness raising campaigns advocating girls' education in each of the 5 target IDP camps with full involvement and particip		
(K) Activity 2.2	Provision of School Feeding and/or High Energy Biscuits (to be procured and released by the WFP) to 2,210 pupils (1010 girls and 1200		
(L) Activity 2.3	Provision of health screening to 1010 girls (including provision of sanitary pads to adolescent girls) and 1200 boys in 5 the TLS by the n		
(M) Indicator 2.1	Education	Number of girls enrolled in school	Target 1010
(N) Indicator 2.2	Education	Number of female and male pupils receiving School Feeding and/	Target 2210
(O) Indicator 2.3	Education	Number of female and male pupils receiving health screening and	Target 2210
(P) Outcome 3	Provision of quality education in the temporary learning spaces (TLS) through recruitment of 25 qualified female teachers and 25 qual		
(Q) Activity 3.1	Provision of 12 day-training course to 25 female and 25 male teachers recruited in the 5 TLS and project mid term refresher training or		
(R) Activity 3.2	Provision of monthly cash incentives to 25 female and 25 male teachers in the 5 TLS in Kabka, Hersi Ruug, Madag, Maryama, Mabda		
(S) Activity 3.3			
(T) Indicator 3.1	Education	Number of teachers trained	Target 50
(U) Indicator 3.2	Education	Number of female and male teachers provided with monthly cash	Target 50
(V) Indicator 3.3	Education		Target
(W) Implementation Plan* Describe how you plan to implement these activities (maximum 1500 characters)	<p>The present project intends to adopt an inter-cluster strategy through enhancing life saving health services being provided by COSV to the female and male population in the Zona K IDP settlements with integrated education and protection programming targeting vulnerable school age girls and boys in the camps of Madag, Mabda, Maryama, Hersi Ruug and Kabka. The purpose is to ensure that at least 70% of the 3,060 (1,224 boys, 1,836 girls) out-of school children identified during the assessment are provided with safe and protective learning spaces that offer psychosocial interventions, life skills, health and hygiene, nutrition, peace building activities, GBV, protection and learning and recreational opportunities. Activities under the project focus on i) Promotion of awareness raising campaigns advocating girls' education both in terms of long-term and short-term perspectives; ii) immediate provision of safe and protective learning spaces and gender sensitive education materials for 1010 out-of school girls and 1200 boys identified in the target camps; iii) capacity development of education personnel (25 female and 25 male teaching staff) on subject matters such as pedagogy, inclusive education, and psycho-social care and emotional well-being of children; iv.) school feeding to avoid students leaving early to queue at the wet feeding centers as well as school health screening to reduce spread of communicable diseases among the beneficiary pupils.</p> <p>COSV Education Specialist with support from the Field Education Supervisor will organize consultative meetings with the target IDP camp leaders, elders and women groups in order to identify the most appropriate sites for the construction of 5 TLS. COSV will provide the necessary building materials and contract a construction company through a tender process. The 5 TLS will be equipped with adequate WASH facilities including toilets separated for girls and boys. In compliance with INEE guidelines, there will be at least 1 toilet for every 30 girls in a school and 1 toilet for every 60 boys. Therefore, in light with the expected enrollment of 2,210 pupils (1010 girls and 1200 boys), a total of 34 latrines for girls and a total of 20 toilets for boys will be constructed. Special consideration will be given in the design and construction to the needs of young children and adequate privacy and security for girls will be ensured. Under guidance and supervision from teachers, boys and girls will be sharing equally responsibilities for carrying water and keeping water points and toilets/urinals clean. Camp leaders will be requested to mobilize beneficiary IDP HHs to participate in the construction of the TLS in order to foster their sense of ownership and control over the Education and WASH facilities being provided. Concurrently, COSV Education staff will consult with camp leaders (most of whom are women and elders) and local women groups to identify and recruit 25 female and 25 male teachers to be engaged in the 5 TLS. Once recruitment of teachers has been finalized, pupils enrolment will immediately commence with a major focus on encouraging girl enrollment. With full participation and involvement of camp leaders, elders and women groups, awareness raising campaigns will be therefore promoted in the target camps at least 3 times over the project period in order to advocating girls' education both in terms of long-term and short-term</p>		

5. MONITORING AND EVALUATION (to be completed by organization)

(A) Describe how you will monitor, evaluate and report on your project activities and achievements, including the frequency of monitoring, methodology (site visits, observations, remote monitoring, external evaluation, etc.), and monitoring tools (reports, statistics, photographs, etc.). Also describe how findings will be used to adapt the project implementation strategy. (maximum 1500 characters) *

The project performance will be assessed through regular monitoring, done at different levels. An Education Supervisor will oversee the day to day management of the activities in the field. Head teachers of the TLS will report on project outcomes to the field Supervisor on a weekly basis. The Programme Coordinator based in Nairobi will be responsible for ensuring that the project is implemented in accordance with the activity plan and budget set in the project document. On the other side, the Education Specialist will provide technical support to project implementation and representation and M&E of the project at the Nairobi and Mogadishu levels. Quarterly monitoring missions from the Nairobi Regional office to the project areas will allow the opportunity to address any operational and programmatic issue. Monthly financial monitoring against disbursement plan will be conducted by the Programme Administrator based in Nairobi with the support from the field finance officer. In addition to the safety provision in the design of TLS, a construction monitoring and supervision procedure will be in place to make sure that the construction quality is executed to safe construction standards according to the technical specifications and construction drawings and building codes. Equal participation of women, men, boys and girls from the target communities will be ensured in evaluation and review of project results. Together with Government Officials, members of CECs and female and male representatives from the local community ,

(B) Work Plan
Must be in line with the log frame. Mark "X" to indicate the period activity will be carried out

Activity	Timeframe					
	Month 1-2	Month 3-4	Month 5-6	Month 7-8	Month 9-10	Month 11-12
1.1* Temporary Learning Spa	X					
1.2 Provision of school equip	X	X				
1.3 Promotion of awareness	X		X		X	
2.1 Provision of School Feed	X	X	X	X	X	X
2.2 Provision of health scree	X	X	X	X	X	X
2.3 Provision of 12 day-traini	X		X		X	
3.1 Provision of monthly cash	X	X	X	X	X	X
3.2 Provision of monthly cash incentives to 25 female and 25 male teachers in the 5 TLS in Kabka, Hersi Ruug, Madag, Maryama, Mabda I						
3.3 0						

6. OTHER INFORMATION (to be completed by organization)

(A) Coordination with other activities in project area	Organization	Activity
List any other activities by your or any other organizations, in particular those in the same cluster, and describe how you will coordinate your proposed activities with them	1 COSV - CHF (Tri-cluster Strategy)	Provision of Basic Health care Services to reduce avoidable morbidity and mortality
	2 COSV - UNICEF Division of Education	Emergency education for enhanced protection of famine and conflict affected child
	3 COSV - GF HIV	Provision of Integrated HIV prevention, Treatment, Care and support Services to v
	4	
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(B) Cross-Cutting Themes
Please indicate if the project supports a Cross-Cutting theme(s) and briefly describe how. Refer to Cross-Cutting respective guidance note

Cross-Cutting Themes (Yes/No)	Outline how the project supports the selected Cross-Cutting Themes.	Write activity number(s) from section 4 that supports Cross-Cutting theme.
Gender	Yes	Gender issues will receive special focus in the implementation of the education
Capacity Building		