

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*	DEVELOPMENT FRONTIERS INTERNATIONAL			
(B) Type of Organization*	<input type="checkbox"/> UN Agency <input type="checkbox"/> International NGO <input type="checkbox"/> Local NGO <input type="checkbox"/> International NGO			
(C) Project Title*	Increasing Access to Basic Education for Internally Displaced Persons (IDPs) children (boys & girls) in Dolow			
(D) CAP Project Code	SOM-12/E/48361	Not required for Emergency Reserve proposals outside of CAP		
(E) CAP Project Ranking	Medium	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*	\$ 261,860.00	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 ( <a href="http://www.fsnau.org">http://www.fsnau.org</a> )		Men	Women	Total
	Total beneficiaries	67	26	93
	Total beneficiaries include the following:			
		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"/> 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"/> Saalgaduud <input type="checkbox"/> Hiraaan <input type="checkbox"/> 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:	\$ 261,860	
<b>Focal Point and Details - Provide details on agency and Cluster focal point for the project (name, email, phone).</b>				
(O) Agency focal point for project:	Name*	Abdirizak Jama	Title	DFI Country Coordinator for Somalia
	Email*	abdirizak@dfisomalia.org, rizakj@gmail.com	Phone*	+254713656556
	Address	P.O.Box 389 - 00610 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) *	Dolow is among areas seriously affected by the famine in Somalia with social service facilities such as schools and health centers devastated. The huge influx of Internally Displaced Persons (IDPs - men, women, boys & girls) to the district has worsened the humanitarian condition. There is an estimated 4788 IDP house-holds that are mostly (60%) Female-headed households living in various locations including Kabasa & Qansaxley camps (figures as per IDPs working group update, May 16, 2012). The IDPs fled their homes (mainly from Bay & Bakool) due to insecurity and famine. Women and girls were the most hit as domestic care-takers during the famine with men abandoning their house-holds. The stable security condition in Dolow and its strategic advantage as a border point route to Ethiopia makes it a suitable hub for IDPs mainly women & girls. Despite security benefits, the IDPs (men & women) are faced with the hardship of surviving in a new land which makes it difficult for them to get access to education for their children. The situation is worse among girls who are heavily neglected with only boys given the opportunity of going to school when one arises for the house-hold. And boys gain education at the expense of girls who are left as domestic caretakers or in helping generate income for the family. This trend contributes to increased illiteracy rates among Somali girls. Education during emergency provides physical and psychological protection for children both boys & girls with the situation in Dolow warranting urgent priority response.
(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) *	Dolow district is currently home to 4788 IDPs (mainly female headed house-holds) whose children (boys & girls) lack access to education. The serious emergency situation facing the region has affected negatively the already poor education system in the area with schools shut down due to lack of education facilities and salaries for teachers. Among the 9 schools proposed in this project, only 3 are functioning now with 6 schools closed. In the absence of a functioning Ministry of Education, schools in Dolow were sustained through collecting small fees from children (boys & girls) and by fund-raising from local communities and donors support. As the emergency toll continued, parents failed to meet education costs with serious consequences to the system overall. The problem has affected in particular girls with boys given priority over girls in the few ongoing schools. The denial of education to girls is largely attributed to negative cultural attitudes towards girl-child education, that were reinforced by widespread poverty. According to FSNAU Post-Gu analysis report, 2012, "school costs are a greater obstacle to IDPs in continuing education for their children (boys & girls). There is lack of school facilities such as classrooms and incentives for teachers in Dolow. This is in addition to shortage of latrines & hygiene facilities in schools. There is also need to promote girl-child education and turn around the
(C) List and describe the activities that your organization is currently implementing to address these needs.(maximum 1500 characters)	DFI has been operating in Dolow and the rest of Gedo since 2008 providing much needed humanitarian support to IDPs and vulnerable communities in the areas of Education, NFI/Shelter, WASH, and Livelihood assistance. On education, the current ongoing project activities DFI is running in the region include supporting 10 schools in Elwak and Luuq districts that provide access to education for IDPs and host communities in the two districts in partnership with Norwegian Church Aid (NCA) and UNICEF. The education project activities include construction of permanent and semi-permanent classrooms, provision of incentives to 48 teachers (men 39 & women 9), and training of teachers and Community Education Committees (CECs) benefitting 1898 children (Boys 978 & Girls 920). Our program in Gedo takes an integrated approach to helping IDPs and vulnerable communities in the region. As a result, we have currently WASH activities ongoing in Elwak and Luuq supporting school communities get access to clean water. DFI, in partnership with Norwegian Church Aid (NCA), is constructing underground water reservoirs locally known as "Berkads" (3 in Elwak & 3 in Luuq). The WASH project further includes construction of 5 shallow wells and rehabilitation of 3 water pans. Hygiene and Sanitation promotion is also part of the project with construction of community latrines for IDPs (both men & women) and capacity building to enhance sanitation and hygiene issues. On the other hand, DFI is a partner with UNHCR on providing Emergency Assistance Packages (EAPs) to IDPs in Gedo. DFI is also the NFI shelter cluster focal point for Gedo.

#### 4. LOGICAL FRAMEWORK (to be completed by organization)

(A) Objective*	To increase access to basic education for 1700 IDPs & host community children (1045 boys & 655 girls) in 9 schools at Dolow		
(B) Outcome 1*	Continued access to education achieved by 1700 (1045 boys & 655 girls) emergency affected school children (IDPs & host commu		
(C) Activity 1.1*	Provision of education and recreational material to 1700 students (1045 boys & 655 girls) in 9 schools. Education material will inclu		
(D) Activity 1.2	Provision of incentives to 42 teachers (37 male & 5 female) in 9 schools for 12 months. Women will have priority in recruitment of ne		
(E) Activity 1.3	Provide technical support & supervision to 42 teachers (37 male & 5 female) in partnership with Community Education Committees		
(F) Indicator 1.1*	Education	Number of children enrolled in school	Target* 1700
(G) Indicator 1.2	Education	Number of teachers given incentives	Target 42
(H) Indicator 1.3	Education	Number of teachers that benefitted from technical support & sup	Target 42
(I) Outcome 2	1700 children (1045 boys & 655 girls) retained in 9 schools and 30% increase in enrollment achieved as a result of school construct		
(J) Activity 2.1	Construction of 39 semi-permanent classrooms and provision of school furnitures (Desks & Chairs) to 9 schools. Increased space f		
(K) Activity 2.2	Construction of 26 VIP latrines (13 for boys and 13 for girls) in 9 schools.		
(L) Activity 2.3	Construction of hand-washing facilities in 9 schools to enhance hygiene and sanitation.		
(M) Indicator 2.1	Education	Number of children enrolled in school	Target 1700
(N) Indicator 2.2	Education	Number of latrines constructed	Target 26
(O) Indicator 2.3	Education	Number of schools with hand-washing facilities	Target 9
(P) Outcome 3	Capacity building for CECs and teachers for the 9 schools in Dolow		
(Q) Activity 3.1	Organize and hold training for 42 teachers (37 men & 5 women) from 9 schools in Dolow. A need tailored teachers training prograrr		
(R) Activity 3.2	Organize and hold capacity building and training for 51 Community Education Committee members (30 men & 21 women) from 9 s		
(S) Activity 3.3			
(T) Indicator 3.1	Education	Number of teachers trained	Target 42
(U) Indicator 3.2	Education	Total number of Community Education Committees (men and w	Target 51
(V) Indicator 3.3			Target
(W) Implementation Plan*	<p>The project will be implemented by DFI in partnership with the Community Education Committees (CECs). Each school has a committee whose membership comprises of 5-9 members (men &amp; women). The CECs are tasked with mobilizing community participation and contribution for a successful education system. Their job further involves hiring and supervision of teachers as well as resolving conflicts among teachers and between teachers &amp; parents. In the absence of a government institution responsible for education in Gedo, the CEC's (men &amp; women) are considered as the trustees of public schools. DFI will involve CECs in planning and implementation of the project activities throughout the project cycle. Thus, DFI in partnership with CECs will establish temporary schools which involve construction of semi-permanent classrooms, latrines (for boys &amp; for girls), hand-washing facilities, provision of learning and recreational material, provision of incentives to teachers and capacity building/ training for teachers and CECs.</p> <p>The project demands community contribution in school construction such as gathering locally available construction material (building sticks) for semi-permanent classrooms and digging of pit-holes for latrines before construction which will be implemented in partnership with CECs. Girls latrines will be constructed in a different location that is separate from boys latrines. Constructing separate latrines for girls increases enrollment and retention of girls in schools. It also enhances girls protection status reducing possible gender violence and related abuses from using close-by latrines with boys. The proposed latrines (both for boys &amp; for girls) will be Ventilated Improved Pit-latrines (VIP) which are non-water dependent, locally viable and easy to manage. Each toilet will accommodate a minimum of Boys 60 &amp; Girls 30. School administrators and teachers will sensitize children (boys &amp; girls) on sanitation and hygiene issues such as keeping toilets clean and hand-washing after toilet use. All the 9 schools will have hand-washing facilities. This will improve schools hygiene/sanitation status and involve installing a 2m3 elevated 1m high tank with taps, stand, sink and roof-water catchment system to feed the tank. The tank will depend on rain water during rainy seasons while school communities will supply water to the tank during the dry season by drawing water from nearby water points such as the Dawa river which lies along project sites. In addition to the big tank, small 20 litre jerrycans with tap and sink will be installed near the toilets. Children (boys &amp; girls) will fill the Jerrycans drawing water from the tank. This makes hand-washing in schools sustainable even during dry seasons with water supply to Jerrycans being manageable. The use of smaller jerrycans near the toilets also reduces violence around the tank mainly against girls. The Community Education Committees (CECs) will be responsible of looking after &amp; maintenance of school WASH facilities during and after school hours. Maintenance will include ensuring proper utilization of the facilities and fixing day to day breakdowns. The CECs will be also responsible of the sustainability of the WASH</p>		

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

<p>(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) *</p> <p>(B) <b>Work Plan</b> Must be in line with the log frame. Mark "X" to indicate the period activity will be carried out</p>	<p>Monitoring and evaluation (M&amp;E) will be done on the following levels:</p> <p>1. Community level: the project will involve the beneficiaries through elected CECs in planning for implementation, monitoring activities through periodic field visits and assessment of the project outcomes through evaluation sessions. Field-based technical staff will facilitate this process through participatory techniques and methodologies.</p> <p>2. DFI Field Office in Dollow: Field-based technical staff will undertake routine field visits to assess the implementation of activities. Information collected from such visits will be used in decision-making such as increasing or reducing the number of teachers in schools (based on students/teacher ratio), increasing facilities and classrooms and for compilation of progress reports. The field office will submit quarterly progress reports, detailing results and impacts generated. The staff will hold monthly, quarterly and annual meetings to evaluate the project using field monitoring reports. Project progress reports (both narrative and financial) will be submitted to UNOCHA on a quarterly, midterm and final basis. Project information and reports will be also shared with the education cluster in the field level through Gedo Education sub-cluster meetings and at Nairobi level through the monthly meetings of the education cluster.</p>																																																																											
	<p style="text-align: center;"><b>Timeframe</b></p> <p style="text-align: center;">Please select 'weeks' for projects up to 6 months, and 'months' for projects up to 12 months</p> <table border="1"> <thead> <tr> <th rowspan="2">Activity</th> <th>Month 1-2</th> <th>Month 3-4</th> <th>Month 5-6</th> <th>Month 7-8</th> <th>Month 9-10</th> <th>Month 11-12</th> </tr> </thead> <tbody> <tr> <td>1.1* Provision of education a</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1.2 Provision of incentives to</td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>1.3 Provide technical suppo</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>2.1 Construction of 39 semi</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.2 Construction of 26 VIP la</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.3 Construction of hand-wa</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.1 Organize and hold traini</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.2 Organize and hold capa</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.3 o</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							Activity	Month 1-2	Month 3-4	Month 5-6	Month 7-8	Month 9-10	Month 11-12	1.1* Provision of education a	X						1.2 Provision of incentives to	X		X	X	X	X	1.3 Provide technical suppo	X	X	X	X	X	X	2.1 Construction of 39 semi	X						2.2 Construction of 26 VIP la	X						2.3 Construction of hand-wa	X						3.1 Organize and hold traini		X					3.2 Organize and hold capa		X					3.3 o					
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**6. OTHER INFORMATION (to be completed by organization)**

<p>(A) <b>Coordination with other activities in project area</b> 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</p>	1	Organization	Activity
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		

  

<p>(B) <b>Cross-Cutting Themes</b> Please indicate if the project supports a Cross-Cutting theme(s) and briefly describe how. Refer to Cross-Cutting respective guidance note</p>	<p><b>Cross-Cutting Themes</b> (Yes/No)</p>		<p><b>Outline how the project supports the selected Cross-Cutting Themes.</b></p>		<p><b>Write activity number(s) from section 4 that supports Cross-Cutting theme.</b></p>
	<b>Gender</b>	Yes	The project will increase girl-child enrollment and retention in schools through		
	<b>Capacity Building</b>				