

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*	Formal Education Network for Private Schools		
(B) Type of Organization*	<input type="checkbox"/> UN Agency <input type="checkbox"/> International NGO <input type="checkbox"/> Local NGO <input type="checkbox"/> Local NGO		
(C) Project Title*	Support for Education for School Age Children in Somalia Suffering from the Effects of Drought		
<small>For standard allocations, please use the CAP title.</small>			
(D) CAP Project Code	SOM-12/E/48494	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*	\$ 332,888.00	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	Protection		
(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)		
	Total beneficiaries	Men	Women
	195	220	415
	Total beneficiaries include the following:		
	Children under 18	2200	2500
	Promoters, Caretakers, committee mem	195	220
		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"/> Galgaduud <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:	\$ 332,888
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*	Abdikadir Issa Farah	Title
	Email*	tenps04@hotmail.com	Phone*
	Address	KM4 street, Makka Al-mukarama, Mogadishu-Somalia	
			Program Officer
			+252-618162090

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) *	The populations at Zonak in Banadir region are suffering from the vulnerabilities caused by complex emergencies and insufficient responses that exist in the area. Although aid agencies made their best to support these needy people but the influx of IDP settlements in Zonak are more than the efforts of the relief organizations. UNHCR estimation report for totaling IDP settlements in different regions in Somalia in this September numbered those IDP settlements in Banadir region about 184,000 people most of whom live in Zonak. The alarming problems that imperil the life expectations of IDP settlements and host community in Zonak include: poor sanitation, gender based violence, absence or little access to education opportunities, shortage of clean water sources, food security crisis and lack of risk management awareness programs. The populations in Zonak comprise of relocation IDP settlements from Afgoye Corridor, 2011 drought affected IDP settlements, host community and new displaced from Shabelle and Lower Juba regions. The Population Movement Tracking network recorded about 8,300 movements between July and September 2012 into Mogadishu and Afgoye. FENPS assessment report conducted in September 2012 shows that 90% of the children (boys and girls) from the displaced people and host community in Zonak are out of school and they are vulnerable to join in armed forces or to engage in labor. The team visited 21 IDP settlements in Zonak. 21,850 (10,500 male and 11,350 female) people out of whom 17,480 are children live in these IDP settlements. 8740 school age children in whom 53% are girls live in the visited IDP settlements. Four schools with 966 pupils (516 boys and 450 girls) reported in the visited area; latrines and other WASH facilities in the visited IDP settlements are poor and without gender responsive materials.
(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) *	Through surveys in September 2012 on the IDP settlements in Zonak, FENPS consulted with men, women, boys and girls in the IDP settlements in Zonak who identified particular areas of concern related to food security, shortage of WASH facilities, lack of access to education and incidents against child protection. Then, FENPS prioritized 10 IDP settlements in Zonak (Hobyo, Ilays, Budbud, Hanta, Nasro, Bilan,Sahansaho,Ma'ido, Furqaan, Bacaadley-between Somali National University and Jalle Siyad College, Zonak, Hodan District, Banadir region, Somalia) out of the 21 assessed IDP settlements in Zonak to establish 10 temporary schools equipped with chairs and desks, 4 classrooms, 4 gender responsive latrines and supplied with safe drinking water in each school in Zonak. FENPS will provide the people (2395 male and 2720 female) in these 10 temporary schools in Zonak with sustainable tap water from neighboring water wells within 12 months and then people in these schools will adopt hygienic behaviors and health environment for a long time. The children (boys and girls) in 2 IDP settlements (Hobyo and Bilan between Somali National University and Digfeer Hospital) in Zonak have signs of malnutrition so FENPS decided to feed 850 students (400 boys and 450 girls) with breakfast in 3 months time in these 2 IDP settlements. Thus, FENPS proposes this project to support thousands of school age vulnerable children (2200 boys and girls 2500) teachers and parents (195 male and 220 female) in Zonak through providing them access to quality education, WASH facilities and child protection services to prevent further worsening the situation of these people.
(C) List and describe the activities that your organization is currently implementing to address these needs.(maximum 1500 characters)	The activities that FENPS is currently implementing to address these needs include: rehabilitating schools/learning spaces and establishing new ones, mobilizing community to adapt new skills to face risk management and child protection approaches in emergency situations, training teachers and CECs in teaching and risk reduction methodologies, distributing UNICEF education materials to running schools/learning spaces, providing schools/learning spaces with proper hygiene and sanitation activities and coordinating and sharing information with education actors who want to implement education activities in the area. Other activities/projects that currently FENPS implementing include: - Peace and Human Rights Education in schools project funded by NED that is intended to reach 8,000 students and 350 teachers at 24 formal schools in Banadir region. - operating and controlling 20 formal schools and 16 non-formal schools with enrollment 14,600 students (8025 male and 6575 female) through curriculum development, distributing education materials teacher training, and capacity building for school administrators with getting support from UNICEF, AET, NRC and diaspora in South and Central Somalia

4. LOGICAL FRAMEWORK (to be completed by organization)

(A) Objective*	Provide 4,700 children (2,200 boys and 2,500 girls) in Zona K with access to protective and quality education		
(B) Outcome 1*	Number of students (2,200 boys and 2,500 girls) received quality learning materials, enough classrooms and gender responsive latrines		
(C) Activity 1.1*	Enroll and teach 4700 school age children (2,200 boys and 2,500 girls) through Construction 10 safe and secure temporary school		
(D) Activity 1.2	Provide 4700 students (2200 boys and girls 2500) with education supplies and recreational materials at 10 temporary schools in Zona K		
(E) Activity 1.3	Provide 850 students (450 girls and 400 boys) with breakfast in 2 schools in ZonaK in 3 months period		
(F) Indicator 1.1*	Education	Number of children enrolled in school	Target* 4700
(G) Indicator 1.2	Education	Number of children (boys and girls) received education supplies	Target 4700
(H) Indicator 1.3	Education	Number of children (boys and girls) received school feeding in 2	Target 850
(I) Outcome 2	Number of teachers, CECs, parents and community elders (195 male and 220 female) in the targeted IDP settlements in ZonaK trained		
(J) Activity 2.1	Train 70 teachers (45 male and 25 female), 75 CECs (45 female and 30 male) and parents and community elders (120 males and 100 females)		
(K) Activity 2.2	Recruit and provide with monthly incentives 10 70 primary school teachers (45 male and 25 female) in 10 temporary schools in Zona K		
(L) Activity 2.3			
(M) Indicator 2.1	Education	Number of teachers trained	Target 415
(N) Indicator 2.2	Education	Number of teachers (male and female) received incentives within 3 months	Target 70
(O) Indicator 2.3			Target
(P) Outcome 3	Number of students, teachers, parents and CECs (2395 male 2720 female) at 10 temporary schools in ZonaK received safe drinking water		
(Q) Activity 3.1	Provide teachers (45 male and 25 female) in 10 temporary schools in ZonaK with capacity building trainings and skills to teach students		
(R) Activity 3.2	Provide students, teachers, parents and CECs (2395 male 2720 female) with hygiene promotion and sanitation improvement messages		
(S) Activity 3.3	Construct 10 safe and secure temporary schools each with four classrooms, establish 40 gender responsive latrines with hands wash facilities		
(T) Indicator 3.1	Education	Number of teachers trained	Target 70
(U) Indicator 3.2	Education	Number of people (students, parents teachers and CECs) trained	Target 5,115
(V) Indicator 3.3	Education	Number of children (boys and girls) benefited safe and child friendly	Target 4845
(W) Implementation Plan* Describe how you plan to implement these activities (maximum 1500 characters)	<p>The job will start with two days training. Then, the personnel of the project will establish 10 temporary schools each with safe drinking water point, 4 gender responsive latrines and 4 classrooms, equip each classroom of the 10 temporary schools with 20 chairs and 20 desks, blackboards and other teaching aids, recruit and train teachers, train CECs and community members. The manager will contract with 2 persons to provide children of 2 schools (850 children) a daily breakfast in three months time. FENPS will request WFP to complete school feeding the rest months of the school year. The personnel of the project with community elders and local authority in ZonaK will select 850 children in 2 schools out of the 4700 pupils in 10 targeted IDP schools with vulnerability basis. They will follow guidelines and selection criteria set by WFP for school feeding. The manager will provide hygiene and sanitation promotion to the 10 targeted schools and confirms the enrollment and retention of 4700 pupils (2500 female and 2200 male) in the 10 targeted IDPs in ZonaK in 12 months time. All activities will be done through consultation with beneficiaries and all stakeholders in the project area. The FENPS personnel of the project will record all activities including financial transactions (i.e. teachers' incentives pay rolls, invoices and vouchers for purchasing supplies, written contracts, quotations and procedures for selection of suppliers, list of trainees, etc) and will keep in folders for audit track. CECs and parents of the schools are responsible to safe guard school properties including wash facilities and three or two persons from the community will be assigned to each school to be accountable for keeping wash facilities and other properties of the schools. Carpenters and other workers for building schools, teachers and CECs will be selected by a committee comprising of community elders, local authority and FENPS from the IDP settlements and host community in ZonaK and will be selected on skill basis.</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>The M&E officer from FENPS will track the day to day activities of the project and will disseminate the data to all stakeholders. Teachers, students and CECs (2395 male and 2720 female) in the targeted schools in ZonaK will be regularly consulted and will be involved in monitoring activities. The M&E officers will give project manager weekly report about positive or negative impact of the project on the targeted beneficiaries. The role and responsibilities of the M&E officers are to systematically and regularly collect teachers' performance, children's enrollment in the targeted schools and CECs activities data, monitor and control the usage of WASH facilities in the targeted IDP schools, starting with baseline information and following with tracking of subsequent changes and trends. The M&E will analysis successes and failures of the project and will record findings to benefit next programs. The beneficiaries' data will be disaggregated by gender, age, disability, etc. Evaluation processes will concentrate on program relevance, efficiency, effectiveness and FENPS will share the lessons learned widely with the broader national, local community and other stakeholders. Furthermore, FENPS will take strong internal controls to mitigate financial and management risks through financial monitoring, accounting records, delegation of authority, separation of duties and physical assets control</p>																																																																												
<p>(B) Work Plan Must be in line with the log frame. Mark "X" to indicate the period activity will be carried out</p>	<table border="1"> <thead> <tr> <th rowspan="2">Activity</th> <th colspan="6">Timeframe</th> </tr> <tr> <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* Enroll and teach 4700 students</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>1.2 Provide 4700 students (43 m)</td> <td>X</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>1.3 Provide 850 students (43 m)</td> <td>X</td> <td>X</td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>2.1 Train 70 teachers (45 m)</td> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>2.2 Recruit and provide with 70 teachers</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>2.3 Provide teachers (45 m)</td> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>3.1 Provide students, teachers and materials</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>3.2 Construct 10 safe and secure temporary schools each with four classrooms, establish 40 gender responsive latrines with hands wash</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.3 Construct 10 safe and secure temporary schools each with four classrooms, establish 40 gender responsive latrines with hands wash</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Activity	Timeframe						Month 1-2	Month 3-4	Month 5-6	Month 7-8	Month 9-10	Month 11-12	1.1* Enroll and teach 4700 students	X	X	X	X	X	X	1.2 Provide 4700 students (43 m)	X				X		1.3 Provide 850 students (43 m)	X	X			X		2.1 Train 70 teachers (45 m)	X		X		X		2.2 Recruit and provide with 70 teachers	X	X	X	X	X	X	2.3 Provide teachers (45 m)	X		X		X		3.1 Provide students, teachers and materials	X	X	X	X	X	X	3.2 Construct 10 safe and secure temporary schools each with four classrooms, establish 40 gender responsive latrines with hands wash	X						3.3 Construct 10 safe and secure temporary schools each with four classrooms, establish 40 gender responsive latrines with hands wash	X					
Activity	Timeframe																																																																												
	Month 1-2	Month 3-4	Month 5-6	Month 7-8	Month 9-10	Month 11-12																																																																							
1.1* Enroll and teach 4700 students	X	X	X	X	X	X																																																																							
1.2 Provide 4700 students (43 m)	X				X																																																																								
1.3 Provide 850 students (43 m)	X	X			X																																																																								
2.1 Train 70 teachers (45 m)	X		X		X																																																																								
2.2 Recruit and provide with 70 teachers	X	X	X	X	X	X																																																																							
2.3 Provide teachers (45 m)	X		X		X																																																																								
3.1 Provide students, teachers and materials	X	X	X	X	X	X																																																																							
3.2 Construct 10 safe and secure temporary schools each with four classrooms, establish 40 gender responsive latrines with hands wash	X																																																																												
3.3 Construct 10 safe and secure temporary schools each with four classrooms, establish 40 gender responsive latrines with hands wash	X																																																																												

6. OTHER INFORMATION (to be completed by organization)

<p>(A) Coordination with other activities in project area 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>	<p>Organization</p> <ol style="list-style-type: none"> 1 UNICEF 2 SCC 3 SOFEN Umbrella 4 5 6 7 8 9 10 	<p>Activity</p> <p>Education supplies and recreational materials Coordination and information sharing project implementation</p>									
<p>(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</p>	<table border="1"> <thead> <tr> <th>Cross-Cutting Themes (Yes/No)</th> <th>Outline how the project supports the selected Cross-Cutting Themes.</th> <th>Write activity number(s) from section 4 that supports Cross-Cutting theme.</th> </tr> </thead> <tbody> <tr> <td>Gender</td> <td>Yes</td> <td>Gender mainstreaming and human rights programming approaches are the</td> </tr> <tr> <td>Capacity Building</td> <td></td> <td></td> </tr> </tbody> </table>		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 mainstreaming and human rights programming approaches are the	Capacity Building		
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 mainstreaming and human rights programming approaches are the									
Capacity Building											