

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* | INTEROSOS | | | | |
| (B) Type of Organization* | <input type="checkbox"/> UN Agency | <input type="checkbox"/> International NGO | <input type="checkbox"/> Local NGO | International NGO | |
| (C) Project Title* <small>For standard allocations, please use the CAP title.</small> | Emergency education for crisis-affected IDP and urban poor school-age children in Baidoa Town (Bay Region, South-Central Somalia) | | | | |
| (D) CAP Project Code | SOM-12/E/48220 | 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* | \$ 386,201.00 | 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 | Water, Sanitation and Hygiene <small>Only indicate a secondary cluster for multi-cluster projects</small> | | | | |
| (L) Beneficiaries <small>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)</small> | | Men | Women | Total | |
| | Total beneficiaries | 101 | 101 | 202 | |
| | Total beneficiaries include the following: | | | | |
| | Internally Displaced People | 640 | 1014 | 1654 | |
| | Urban Poor | 1035 | 1400 | 2435 | |
| Promoters, Caretakers, committee mem | 101 | 101 | 202 | | |
| | 0 | 0 | 0 | | |
| (M) Location <small>Precise locations should be listed on separate tab</small> | 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"/> Salgaduud <input type="checkbox"/> Hiraan <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 <small>(List name, acronym and budget)</small> | 1 | Budget: \$ - | | | |
| | 2 | Budget: \$ - | | | |
| | 3 | Budget: \$ - | | | |
| | 4 | Budget: \$ - | | | |
| | 5 | Budget: \$ - | | | |
| | 6 | Budget: \$ - | | | |
| | 7 | Budget: \$ - | | | |
| | 8 | Budget: \$ - | | | |
| | 9 | Budget: \$ - | | | |
| | 10 | Budget: \$ - | | | |
| | | Total | Budget: \$ - | | |
| | Remaining | Budget: \$ 386,201 | | | |
| 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* | Alessandro Romio | Title | Head of Mission | |
| | Email* | somalia@intersos.org | Phone* | +254 (0) 734000710 | |
| | Address | Sports Road, House No.17, Westlands, Nairobi | | | |

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) * | Despite in the last 6 months significant steps have been moved forward the key challenges of assisting millions of people in emergency and establishing democratic processes and institutions in South-Central Somalia; in Baidoa, as per estimate from the local authorities, around 30,000 people continue to live in extremely dire conditions in densely populated scattered IDP settlements with no or inadequate access to basic services. Moreover, civil insecurity, recurrent droughts/floods and lack of livelihood opportunities remain key-contributing factors to massive movement of population, particularly in and to Bay Region. As highlighted by the NGOs working in the area during the Inter-Agency Coordination Meeting for Bay and Bakool held on the 19th of September, main gaps are in WASH and Education services for IDPs and, generally, for urban poor population. In this human insecurity context, children are severely exposed to physical instability, psychological distress, violence, recruitment in armed forces, exploitation and abuses. As conflicts continue, the lack of engagement in meaningful education activities on the one hand renders children more vulnerable and on the other hand deprives them from any future opportunities. Offering children and parents a sense of normality and a vision for the future, schooling help reduce the effect of trauma and foster resiliency while improved hygienic-sanitary conditions and practices help reduce the risk of related diseases among the children. |
| (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) * | In Baidoa Town, the number of school-age children out of school is dramatically high, particularly in the IDP settlements. The education needs assessment carried out by INTERSOS Field Staff between April and May 2012 highlighted that 42% of the children out of school are boys and 58% girls. As fighting continues, boys are extremely vulnerable to exploitation and recruitment in armed forces while a large number of girls do not go or do not complete school because of household work and early marriage. Girls marry early and start child bearing early, thereby contributing to the high child and maternal mortality rates. Moreover, the lack of engagement in meaningful education activities deprives both boys and girls from any future opportunities. The major challenges for children enrolment are related to lack of school facilities, including access to water and sanitation; shortage of teachers and shortage of educational material. These gaps have been subsidised also through the field visits and the FGDs conducted in August 2012 by INTERSOS Programme Manager and Protection Advisor during the day missions to Baidoa. There is the need to advocate for teachers among the community and provide them with incentives and proper training to respond to the specific needs of the different sex and age target groups. <u>The lack of health and hygiene related knowledge and skills</u> |
| (C) List and describe the activities that your organization is currently implementing to address these needs. (maximum 1500 characters) | INTEROSOS is working in South-Central Somalia since 1992 providing civil population with healthcare, protection, education, livelihoods, nutrition and WASH services, with special focus on most vulnerable groups. The experience and the knowledge of the territory gained in twenty years of operation is a valuable asset in the design and implementation of INTERSOS intervention programs and strategy. In Baidoa, INTERSOS has a fully operational Field Office and is currently running a Vocational Training Center (VTC) as well as Family Tracing Reunification (FTR) and GBV activities. The activities proposed within the present action will complement and reinforce the running program in the area by promoting involvement of youth graduated from Baidoa VTC in the building works and establishing a referral and follow up system between the target schools and the FTR/GBV services. Moreover, to enable more efficient achievements and wider impact, the Education intervention has been designed as integral part of a broader planned intervention including WASH specific activities through a multi-sectoral approach. |

4. LOGICAL FRAMEWORK (to be completed by organization)

| | | | |
|--|--|--|---------------------|
| (A) Objective* | To promote education and protection for crisis-affected IDP and urban poor school-age children in Baidoa Town while enhancing ca | | |
| (B) Outcome 1* | At least 1,650 IDP and urban poor out of school children are provided with equal and sustained access to education services in Baid | | |
| (C) Activity 1.1* | Establishment of 22 emergency Temporary Learning Spaces and rehabilitation of 12 existing Permanent Learning Spaces (50% for | | |
| (D) Activity 1.2 | Distribution of 1,650 individual learner kits; each kit composed of 3 A4 exercise books, 2 pens, 2 pencils, 1 box of colored pencils, 1 | | |
| (E) Activity 1.3 | Support to 76 volunteer teachers (50% men and 50% women) through monthly incentives. | | |
| (F) Indicator 1.1* | Education | Number of children enrolled in school | Target* 1650 |
| (G) Indicator 1.2 | Education | Number of children provided with individual learner kit | Target 1650 |
| (H) Indicator 1.3 | Education | Number of teachers supported through monthly incentives | Target 76 |
| (I) Outcome 2 | At least 4,000 crisis-affected IDP and urban poor school-age children benefit from enhanced quality of education in safe and protec | | |
| (J) Activity 2.1 | Training of 76 teachers (50% men and 50% women) on core subjects as well as grassroots concepts and principles of pedagogy, c | | |
| (K) Activity 2.2 | Building the capacity of 17 Community Education Committees (CECs) on school co-management and sustainability, school safety a | | |
| (L) Activity 2.3 | Conduction of 6 community awareness raising campaigns on the importance of and inclusiveness in education, with special focus o | | |
| (M) Indicator 2.1 | Education | Number of teachers trained | Target 76 |
| (N) Indicator 2.2 | Education | Number of CECs trained | Target 17 |
| (O) Indicator 2.3 | Education | Number of community awareness campaigns conducted | Target 6 |
| (P) Outcome 3 | At least 4,000 crisis-affected IDP and urban poor school-age children are ensured with increased access to adequate WASH facilitie | | |
| (Q) Activity 3.1 | Construction of 48 temporary latrines internally lockable and separated for girls and boys in schools; at least one latrine for every 60 | | |
| (R) Activity 3.2 | Provision of 11 hand wash basins to schools; at least one hand wash basin for every 3 latrines in schools with no access to town wa | | |
| (S) Activity 3.3 | Conduction of interactive hygiene and sanitation promotion activities on common personal and environmental practices in emergenc | | |
| (T) Indicator 3.1 | Education | | Target 1650 |
| (U) Indicator 3.2 | Education | Number of children with increased access to appropriate hand w | Target 1100 |
| (V) Indicator 3.3 | Education | Number of children who have participated in hygiene and sanitati | Target 4000 |
| (W) Implementation Plan* Describe how you plan to implement these activities (maximum 1500 characters) | <p>While implementing the program, INTERSOS will apply and actively promote globally approved principles, standards and tools as well as relevant clusters' guidelines. □</p> <p>All proposed activities will be developed involving and building the capacity of the target communities throughout the assessment, planning, implementation and monitoring phases. Through the community-based approach, beneficiaries will not be passive recipients of the action but integral part of it. They will participate in the decision making process guaranteeing a more effective and sustainable impact both in a short and long term perspective. Close cooperation with the Line Ministry and all relevant stakeholders will be also established and maintained along the project implementation.</p> <p>The site of the learning spaces to be newly established will be identified to allow easy access for out of school children; while the site of the latrines will be determined observing the minimum distance from settlements of people and water points. The construction and rehabilitation works will be carried out through a qualified contractor in compliance with INEE Minimum Standards and WHO/UNICEF Guidelines on Minimum Standards for WASH. The target communities will be asked to contribute to the works aiming at encouraging a feeling of ownership towards the intervention. The CEC members of each target school will be trained and mobilized to ensure proper and sustainable cleaning and maintenance of the built/rehabilitated facilities, including the WASH facilities. In the target locations with no access to town water pipeline system, the access to safe water will be guaranteed through the construction/rehabilitation of shallow wells in the framework of INTERSOS WASH intervention in Baidoa Town.</p> <p>The teachers for the newly established learning spaces will be recruited in a participatory and transparent process based on shared selection criteria. Gender equality will be fostered during the process. Teachers' Terms of Reference, Code of Conduct and Incentives will be established in coordination with all relevant stakeholders. Teachers will be trained by experts and their performance regularly monitored and evaluated.</p> <p>Teaching and learning supplies will be procured by INTERSOS according to the language, culture, age and sex of the beneficiaries. The individual learner kits will be distributed directly to the pupils while the other teaching and learning supplies will be delivered to the school administrations.</p> <p>Through the establishment and the training of CECs, the resources of the community will be mobilized around the schools. Gender equality will be fostered in the composition of the CECs. Each trained CEC will be provided with material inputs to sustain the school of their community through specific agreed upon activities.</p> <p>The awareness campaigns as well as the hygiene and sanitation promotion activities will be designed and organized with the active involvement of teachers, CEC members and pupils, taking into consideration the specific needs of girls and boys. Two members of</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 implementation of the project activities will be daily coordinated and supervised by the Field Education Coordinator and documented through monthly reports, including information on achievements, beneficiaries and challenges. The Hygiene Promoter and the Community Mobilizers will report directly to the Field Education Officer. Constant communication will be maintained between the Field Education Coordinator and the Project Coordinator who will be responsible for providing guidance and ensuring proper management of the project. The sources of verification will include pictures, delivery notes, distribution lists, training pre- and post-tests, appraisal of teachers' performances and attendance lists as well as all project administrative and accounting documents. Copy of the project documents will be maintained in Baidoa Office while the originals will be sent monthly to Nairobi Office. Detailed information about pupils' school daily attendance and learning outcomes will be also registered. Six regular field missions of the Project Coordinator will be then carried out to directly monitor the progress of the activities and the quality of the service delivery; one supervision mission of INTERSOS Senior Staff is also foreseen. A mid-term and final evaluation of the impact of the intervention will be conducted. To the purpose, the education needs assessment data that have been used to identify the priority needs and outline a baseline will be updated to verify the level of response. If the security situation allows, structured Focus Group Discussions will be also conducted in accordance with AGDM principles to improve the quality of the information collected. The outcomes of the evaluations will be shared with the donor, project

(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* Establishment of 22 ems | X | X | | | | |
| 1.2 Distribution of 1,650 ind | X | X | | | | |
| 1.3 Support to 76 volunteer | X | X | X | | X | X |
| 2.1 Training of 76 teachers | X | | | X | | |
| 2.2 Building the capacity of | X | X | X | X | X | X |
| 2.3 Conduction of 6 commu | X | X | X | X | X | X |
| 3.1 Construction of 48 temp | X | X | | | | |
| 3.2 Provision of 11 hand wa | X | X | | | | |
| 3.3 Conduction of interacti | X | X | X | X | X | X |

6. OTHER INFORMATION (to be completed by organization)

(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

| Organization | Activity |
|----------------|-----------------|
| 1 INTERSOS | FTR services |
| 2 INTERSOS/TCC | GBV services |
| 3 INTERSOS | WASH services |
| 4 COOPI | WASH services |
| 5 COOPI | Health services |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

(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 | The proposed activities have been designed to equally target boys and girls. |
| Capacity Building | | |