

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*	Norwegian Refugee Council			
(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*	Support to ABE and Formal education in Puntland			
(D) CAP Project Code	SOM-12/E/48501	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*	\$ 649,825.00	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	225	339	564
	Total beneficiaries include the following:			
	Internally Displaced People	2547	2993	5110
	People in Host Communities	1092	1282	2190
	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"/> Salgadood <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:	\$ 649,825
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*	Eric Demers	Title	Programme Director
	Email*	eric.demers@nrc.no	Phone*	+254(0)702181664
	Address			

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) *	As a result of long-term displacement, a generation of Somali children has spent their entire life as IDPs in Bossaso and Galkayo in Puntland, Somalia. Being IDP, female, poor and living in a displaced environment are the most pervasive reasons for children being out of school. The quality of education is also another area of concern. The poor performance among school going children is reflected in high dropout rates, high rate of class repetition and poor examination results. Less than 38% of the children who enrolled in 2001/2002 academic year in Grade One, successfully progressed to Grade Five in the academic year of 2006/2007 (UNICEF 2007, Primary Education School Survey in Somalia). Barriers to IDPs and particularly to girls' education in Bossaso and Galkayo include: Lack of Government/institutional capacity; Lack of female empowerment; Lack of teaching/learning materials; Lack of trained female teachers; Low Education Standards; Poverty; Cultural beliefs; Poor perception of IDPs and girls' needs and rights; Early marriage; Household gender roles; and lack of provision of sanitary towels. A more nuanced analysis of why children who are in school are not actually learning, indicates that a decentralized system and fragmented service provision has resulted in a lack of education standards and quality assurance systems. While motivated, qualified female teachers are the cornerstone of improved learning outcomes for girls, the leadership and management qualities of the head teacher and Community Education Committees (CECs) are also critical in uplifting learning outcomes. These key elements are in short supply in Bossaso and Galkayo. A lack, or limited supply, of good teaching/learning materials also reduces the opportunities for IDPs and their motivation to learn.
(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) *	NRC has been operating in Puntland since 2006. The capacity of the humanitarian community in these regions is not enough in regard to the needs. In Bari and Mudug districts, where Bossaso and Galkayo is located, the Ministry of Education has an active presence but their capacities are limited. MoE allocate their main available resources to the provision of formal Education and relies on INGOs, Local NGOs and UN agencies for the education services to IPDs. Although the school system has seen a massive increase in enrolment, 62% of children in Puntland are still out of school (UNICEF, School Census 2012). At least 68% of the settlements in Puntland do not have schools. Out of the 32% of the settlements that have schools, over 60% lack adequate learning spaces. Only 24% of children in the settlements attend school making an estimated number of 24,000 IDP children out of school (OCHA, Gap Analysis 2012). Girls are disproportionately affected making at least 60% of female children out of school. During April/May 2012 NRC Education team carried out a school needs assessment and Supervision of existing supported classes in Bossaso and Galkayo. 41 schools were visited and NRC conducted consultative meetings with teachers, head teacher, Community Education Committees and Focus Group Discussions with children. Main assessment conclusions: The teachers need more capacity building and training, incentives are low; involving CECs in enrolment benefits girls; there is a gap on the
(C) List and describe the activities that your organization is currently implementing to address these needs. (maximum 1500 characters)	NRC has been operating in Puntland since 2006. Supported by several donors, including the Norwegian Ministry of Foreign Affairs (NMFA), Swedish International Cooperation Development (SIDA), UNHCR, ECHO and EC, NRC intervenes in Education, Shelter, Protection and Food Security using an integrated programming approach. NRC has the main area office located in Bossaso, Bari Region and a sub-office in Garowe and Galkayo, Nugaal and Mudug Regions. In 2011, 8,460 students were enrolled in NRC supported schools in Puntland and NRC constructed 98 classrooms in the same region. NRC is currently supporting 19 schools in Bossaso where 3066 students (51% girls) attend classes. In Galkayo NRC is supporting 11 schools with 1505 (50% girls) children. The support to the schools consist of: Provision of Alternative Basic Education (ABE), which is a catch up programme designed to reach out of school children between 9 to 14 years old and giving them the opportunity to access free primary quality education. The ABE Compress grades 1 to 4 into two levels. When children finalize level 2, they are ready to be transitioned to grade 5 in the formal education system. ; Procurement/delivery of text books, uniforms and students kits; Capacity building of teachers, head teachers and Regional Education Office (REO) staff are also part of NRC support to schools

4. LOGICAL FRAMEWORK (to be completed by organization)

(A) Objective*	To enhance protection and promote the right to education of displaced children in humanitarian need by seeking durable solutions.		
(B) Outcome 1*	Access to education for children and in particular girls in humanitarian emergencies and/or chronic crisis is increased		
(C) Activity 1.1*	Support to 125 ABE classes for out of school children. This will cover teacher incentive, learning and teaching materials. This does		
(D) Activity 1.2	Accelerated grade 8 girls Participation in Education Scholarship Scheme (AFPE), in order to ensure girls transfer to secondary educ		
(E) Activity 1.3	Distribution of school uniforms, learning kits and text books. All 6236 ABE Level 1 and 2 students will receive learning kits. 3500 leve		
(F) Indicator 1.1*	Education	Number of children enrolled in school	Target* 6236
(G) Indicator 1.2	Education	# of girls enrolled and finalizing grade 8	Target 500
(H) Indicator 1.3	Education	# of learning kits, text books and uniforms distributed	Target 6236 learning kits; 7310 tex
(I) Outcome 2	The quality of education programming, integrating essential gender, protection and hygiene messages into formal and non-formal e		
(J) Activity 2.1	Support ABE teachers and head teachers with training and incentives. The teacher training provided will consist of child-centred me		
(K) Activity 2.2	Support to Female Trainee Teachers in-service teacher training. The young females will be connected to a teacher training institutio		
(L) Activity 2.3			
(M) Indicator 2.1	Education	Number of teachers trained	Target 174
(N) Indicator 2.2	Education	# of female trainee teachers enrolled and finishing in-service tea	Target 100
(O) Indicator 2.3	Education		Target
(P) Outcome 3	The protection environment of students enhanced, through awareness raising and training of MOE staff, CECs and teachers.		
(Q) Activity 3.1	Capacity building of Ministry of Education staff. Regional education officials will receive training on Education Management Informat		
(R) Activity 3.2	Training and awareness raising of CECs and teachers on gender, child protection and existing referral systems in close collaboratio		
(S) Activity 3.3			
(T) Indicator 3.1	Education		Target 10
(U) Indicator 3.2	Education	# of CEC members and teachers trained on child protection and	Target 280 (180 in Bossaso and 10
(V) Indicator 3.3	Education		Target
(W) Implementation Plan* Describe how you plan to implement these activities (maximum 1500 characters)	Accelerated grade 8 girls Participation in Education Scholarship Scheme (AFPE): The Scholarship initiatives will be transformative for marginalised girls by addressing causes of drop-out from Grade 8 like provision of school fees, scholastic materials and provision of sanitary kits. Girls in this age group are at most risk of dropping out of school and consequently being vulnerable to exploitation. Support to youth females for an in service Teacher Training: One of the main causes of girls drops out and poor attendance is the lack of female teachers. To bring a change to this trend NRC seeks to support youth females to attend 10 months in service teacher training in a High Education Institution. This way the quantity of trained female teachers will increase. These teachers will be recruited within NRC education projects if possible. NRC will also train Community Education Committees (CEC) and teachers on gender, child protection and existing referral systems. In collaboration with the NRC Protection Section, NRC's education team will sensitize Community Education Committees (CEC) members to take an active role in ensuring that schools are a safe gender sensitive environment for all children. ABE and formal school teachers will also be strongly involved in the process of sensitization. NRC will train and raise the awareness of school administrators, CECs and Camp leaders on protection related incidents and the referral mechanisms. This will enable them to refer protection incidents to child protection network organizations and preferably NRC's PMN/PMT partners. NRC will work closely with these partners to ensure the referral system is well established and the number of protection cases referred is reported. NRC has 3 PMN/PMT partners in Bossaso and plan to add one additional partner in 2013. In Galckayo, NRC currently has 1 PMN/PMT partner with two additional partners planned for next year. Ministry of Education officials will also be trained on EMIS, child protection, gender and good governance in order to promote an enhanced protection environment for students. NRC will ensure participation form the local community and local authorities. The local community will play a vital role in mobilizing parents to enroll their children in classes, participate in teacher selection and participation in awareness campaigns. CECs, comprising of members of the community, will together with head teachers comprise the board that administers the school. CECs will also play a vital role in child protection and referral of protection cases. The local authorities are the duty bearers and NRC will involve them in the school administration as well as build their capacity.		

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) *

NRC will directly implement this project. The Education Project Coordinators (one in Bossaso and one in Galkayo) will manage the project and be responsible for the day-to-day implementation, follow-up and M&E in the field. The Project Officers will assist the PCs and coordinate with education actors, including MOE, support CECs and carry out M&E activities. Project Assistants will work directly with CECs to assist in enrollment of children, distributions, administration of teacher incentives, etc. NRC has highly experienced and well-coordinated support mechanism, including an M&E advisor based in Oslo, a well-staffed M&E department for the Horn of Africa Mission in Nairobi and field based M&E staff that will support the programme staff in monitoring and evaluation of the project throughout the project period. In 2011, NRC rolled out an M&E framework detailing the essential tools for capturing data related to the FS program. In addition, NRC has an online Core Activity Database (CAD) system used for tracking project outputs. The project will be monitored through the following processes: Baseline/End line survey, monthly impact survey, monthly PDM, pre and post training tests, and beneficiary complaint mechanism. NRC will submit interim and final reports to OCHA through the online database. Additional updates will be provided as and when required by project stakeholders throughout the project period.

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

Activity	Timeframe					
	Please select 'weeks' for projects up to 6 months, and 'months' for projects up to 12 months					
	Month 1-2	Month 3-4	Month 5-6	Month 7-8	Month 9-10	Month 11-12
1.1* Support to 125 ABE clas	X	X	X	X	X	X
1.2 Accelerated grade 8 girl	X	X	X	X	X	X
1.3 Distribution of school un	X	X				
2.1 Support ABE teachers a	X	X		X	X	X
2.2 Support to Female Train	X	X		X	X	X
2.3 Capacity building of Mini			X	X		
3.1 Training and awareness	X	X	X	X		
3.2 Training and awareness raising of CECs and teachers on gender, child protection and existing referral systems in close collaboration						
3.3 0						

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 East Africa University	In -Service teacher training.
2 UNICEF	Cluster Coordination. * Primary Education. * Hygiene Promotion
3 MoE	Line Ministry. Payment of teachers allowances. * Supervision of Schools * Teach
4	
5	
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	A special focus on girls' education is relevant in light of the entrenched
Capacity Building		