

Organization	NRC (Norwegian Refugee Council)			
Project Title	Support to Quality Alternative Basic Education (ABE) for children affected by displacement in Garoowe, Nugaal Region.			
CHF Code	CHF-DMA-0489-462			
Primary Cluster	Education	Secondary Cluster		
CHF Allocation	Standard Allocation 1 (May 2013)	Project Duration	12 months	
Project Budget	300,000.00			
CAP Details	CAP Code	SOM-13/E/56853	CAP Budget	3,275,815.00
	CAP Project Ranking	A - HIGH	CAP Gender Marker	
Project Beneficiaries		Men	Women	Total
	Beneficiary Summary			
		Boys	Girls	Total
		Total		
	<b>Total beneficiaries include the following:</b>			
	Internally Displaced People	1,050	1,250	2,300

Implementing Partners	
Organization focal point contact details	Name: Prafulla Mishra Title: Regional Program Director
	Telephone: 0716430333 E-mail: prafulla.mishra@nrc.no

#### BACKGROUND INFORMATION

1. Project rationale. Humanitarian context: Give a specific description of the humanitarian situation in the target region based on newest data available (indicate source) (Maximum of 1500 characters)	Being IDP, female, poor and living in a displaced environment are the most pervasive reasons for IDP children being out of school. The quality of education is also another area of concern. Barriers to IDPs and particularly to girls' education include: Lack of institutional capacity; 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 lack of education standards and quality assurance systems. A limited supply of good teaching/learning materials also reduces the opportunities for IDPs and their motivation to learn. Therefore, according to the Ministry of Education (MoE) Education Sector Strategic Plan 2012-2016, education priorities are: progressively guarantee access to all to free primary education; ensure that all learning facilities and materials are equitably provided; build sufficient classrooms to match the increasing demand for access; empower communities to promote the value of education. The Humanitarian Gaps Report for Garowe IDPs (April 2013) and the Education Cluster Strategic response Plan 2013 – 2015 confirm these priorities and stress the importance of MoE capacity building.
2. Needs assessment. Describe the capacities in place, then identify the gaps (previous and new). Explain the specific needs of your target group(s) in detail. State how the needs assessment was conducted (who consulted whom, how and when?). List any baseline data	Inadequate school facilities, lack of qualified teachers and education materials have resulted in limited access to education for school age children in Puntland. 39% of primary school age children (6-13yrs) are out of school (MoE Statistics Yearbook 2012). OCHA, Gap Analysis 2012 shows that 63% of girls do not attend school, only 15% of the teachers have formal certification and only 13% of qualified teachers are females. In Nugaal, 20,007 children (45% girls) are enrolled in primary education. There are 812 teachers (18% females), but only 183 (31% F) are qualified (MoE Statistic Yearbook 2012). The GER for Garowe stands at 45%. The situation is worse in the DIP camps. MoE allocates limited resources for formal education but relies on NGOs and UN agencies to provide education for IDPS. Garowe IDP camps have 17,274 people with 3,455 school age children. Only 1,555 IDP children (45%, girls) attend schools. The camps host 6 schools with 46 teachers (18 females). Only 20 of the teachers have had some training and 12 (26%) receive a monthly incentive. In May 2013 NRC conducted School Needs Assessment and held consultative meetings with stakeholders in 40 schools. Gaps highlighted by the survey and which affect learning include; lack of education material and text books, low capacity of teachers & lack of teachers' incentives; lack of sanitary kits (impacts on attendance and retention of girls); poor management due to low I CEC's capacities
3. Activities. List and describe the activities that your organization is currently implementing to address these needs	NRC has been operating in Puntland since 2006. Supported by several donors, including the NMFA, SIDA, CHF, UNHCR, ECHO and EC, NRC intervenes in Education, Shelter, ICLA, WASH and Food Security using an integrated programming approach. NRC has the main area office located in Bossaso, and sub-offices in Garowe and Galkayo. As of May 2013, 6,265 students were enrolled in NRC supported schools in Puntland (57% girls) and 5,815 children received distributions of school materials, uniforms etc. NRC paid incentives to 218 teachers and headmasters (16% females) and trained 181 teachers (19% females) on pedagogy, child centered methodologies, psychosocial support and referral systems. Over the years, NRC constructed 98 classrooms in Puntland. In Nugaal, NRC is currently supporting 10 schools with ABE courses where 1,384 students attend classes over two levels (54% girls). ABE is a catch up programme designed to reach out of school children between 9 and 14 years and giving them the opportunity to access free primary quality education. NRC supports through enrolment campaigns and retention initiatives, procurement /delivery of text books, uniforms and students kits, capacity building of teachers, head teachers and Regional Education Office (REO) staff. In addition, NRC started in Garowe a YEP center (basic education, life skills and vocational training), where 142 youths (64% girls) are enrolled

#### LOGICAL FRAMEWORK

Objective 1	Increased access to education for vulnerable children, particularly girls, in humanitarian emergencies in Garowe District, Nugaal Region
Outcome 1	2,300 learners (50% girls) benefit from increased access to education through support in educational materials

Activity 1.1	Conduct community mobilization and enrollment of children in Alternative Basic Education (ABE) ensuring gender balance (50/50) . The ABE course will enrol children in ABE Level 1 and will include Somali, Arabic/Islamic studies, Science and Math). The ABE course will take place in already existing and identified 10 schools			
Activity 1.2	Provide schools with supplies of basic learning materials including, textbooks, teacher guides, syllabuses, uniforms and recreational materials: All the 2,100 enrolled students will receive learning kits and 1,200 level 1 learners will also receive uniforms (students in grade 2 and 3 already have uniforms). The four subjects require textbooks and the procured books will be shared at approximately three children per textbook. (A total of 2,050 books including teacher guides and syllabuses will be procured). Recreational materials (Balls, nets & field goal posts) will be procured for each of the 10 schools.			
Activity 1.3	In order to facilitate the progression of girls from primary to secondary education, NRC will support selected 200 girls with sanitary kits, school materials and food vouchers.			
Indicators for outcome 1		Cluster	Indicator description	Target
	Indicator 1.1	Education	Number of children enrolled in school	2100
	Indicator 1.2	Education	Number of children benefiting from learning supplies, including recreational materials	2100
	Indicator 1.3	Education	Number of girls supported finalizing grade 8	200
Outcome 2	Improved quality of education through capacity building of teachers and CEC members			
Activity 2.1	Training for teachers and school administrators both males and females: The teachers training will consist of child-centered methodology, classroom management, lesson planning, gender, child protection, peace education and hygiene awareness. Both induction and refresher trainings will be conducted. The training provided to Head Teachers will focus more on school management skills, but it will include also gender and child protection. Accelerated grade 8 girls will be supported through provision of sanitary kits, school material and food vouchers for retention in school and transit to secondary education.			
Activity 2.2	NRC will strengthen the CEC (male and female) organizational and operational capacities through need based trainings. Trainings topics will include disaster management, school enrolment and retention of children, monitoring of school activities, safety and maintenance of school structures. The trainings will take into consideration gender and child protection matters			
Activity 2.3	Payment of school incentives to teachers and school administrators: NRC will provide the payment of allowance to 66 teachers (60 USD each per month) and 10 head teachers (30 USD each per month). The incentive rate for the teachers is higher than that for the Head teachers because the teachers are involved in teaching on a full time basis while the Head teachers are only involved in school administration and regular monitoring of activities.			
Indicators for outcome 2		Cluster	Indicator description	Target
	Indicator 2.1	Education	Number of teachers trained	76
	Indicator 2.2	Education	Number of teachers and school Administrators (female/male) receiving incentives	76
	Indicator 2.3	Education	Number of CECs members trained	80
Outcome 3	Education systems and structures are strengthened through support to the Ministry of Education and construction of learning facilities			
Activity 3.1	Capacity building of MoE (Regional and Department level) staff: MoE officials will receive training on planning, monitoring and finance. In addition, they will receive a training in gender, child protection, DRR and human rights			
Activity 3.2	Construction of temporary learning structures: NRC will construct and furnish 6 semi-permanent classes in the IDP camps. The location where these structures will be constructed will be identified through a participatory approach involving all the stakeholders.			
Activity 3.3	Construction of 6 culturally acceptable (considering girls needs) latrines in the constructed learning structures			
Indicators for outcome 3		Cluster	Indicator description	Target
	Indicator 3.1	Education	Number of teachers and education officials (regional, district, community) trained (male/female teacher/regional/district/community)	5
	Indicator 3.2	Education	Number of temporary learning spaces established and appropriately furnished.	6
	Indicator 3.3	Education	Number of culturally acceptable and gender sensitive twin latrines constructed	6

## WORK PLAN

Project workplan for activities defined in the Logical framework	Activity Description	Month 1-2	Month 3-4	Month 5-6	Month 7-8	Month 9-10	Month 11-12	
	Activity 1.1 Conduct community mobilization and enrollment of children in Alternative Basic Education (ABE) ensuring gender balance (50/50) . The ABE course will enrol children in ABE Level 1 and will include Somali, Arabic/Islamic studies, Science and Math). The ABE course will take place in already existing and identified 10 schools	X	X					
	Activity 1.2 Provide schools with supplies of basic learning materials including, textbooks, teacher guides, syllabuses, uniforms and recreational materials: All the 2,100 enrolled students will receive learning kits and 1,200 level 1 learners will also receive uniforms (students in grade 2 and 3 already have uniforms). The four subjects require textbooks and the procured books will be shared at approximately three children per textbook. (A total of 2,050 books including teacher guides and syllabuses will be procured). Recreational materials (Balls, nets & field goal posts) will be procured for each of the 10 schools.		X	X				
	Activity 1.3 In order to facilitate the progression of girls from primary to secondary education, NRC will support selected 200 girls with sanitary kits, school materials and food vouchers.		X	X	X	X	X	X

Activity 2.1 Training for teachers and school administrators both males and females: The teachers training will consist of child-centered methodology, classroom management, lesson planning, gender, child protection, peace education and hygiene awareness. Both induction and refresher trainings will be conducted. The training provided to Head Teachers will focus more on school management skills, but it will include also gender and child protection. Accelerated grade 8 girls will be supported through provision of sanitary kits, school material and food vouchers for retention in school and transit to secondary education.			X			X		X					
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Activity 3.1 Capacity building of MoE (Regional and Department level) staff: MoE officials will receive training on planning, monitoring and finance. In addition, they will receive a training in gender, child protection, DRR and human rights			X	X	X	X	X	X	X	X	X	X	X
Activity 3.2 Construction of temporary learning structures: NRC will construct and furnish 6 semi-permanent classes in the IDP camps. The location where these structures will be constructed will be identified through a participatory approach involving all the stakeholders.	X	X	X	X	X	X	X	X	X	X	X	X	X
Activity 3.3 Construction of 6 culturally acceptable (considering girls needs) latrines in the constructed learning structures													

## M &amp; E DETAILS

Activity Description	M & E Tools to use	Means of verification	Month (s) when planned M & E will be done													
			1	2	3	4	5	6	7	8	9	10	11	12		
Activity 1.1 Conduct community mobilization and enrollment of children in Alternative Basic Education (ABE) ensuring gender balance (50/50) . The ABE course will enrol children in ABE Level 1 and will include Somali, Arabic/Islamic studies, Science and Math). The ABE course will take place in already existing and identified 10 schools	- Data collection - Field visits	Beneficiary feedback NRC school visits reports	X	X	X	X										
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Activity 1.3 In order to facilitate the progression of girls from primary to secondary education, NRC will support selected 200 girls with sanitary kits, school materials and food vouchers.	- Data collection - Distribution monitoring - Field visits	NRC school visit reports Girls registration data field visit reports				X		X	X	X			X			
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Activity 3.1 Capacity building of MoE (Regional and Department level) staff: MoE officials will receive training on planning, monitoring and finance. In addition, they will receive a training in gender, child protection, DRR and human rights	- Data collection - Individual interview	Attendance List			X	X	X	X	X	X	X					
Activity 3.2 Construction of temporary learning structures: NRC will construct and furnish 6 semi-permanent classes in the IDP camps. The location where these structures will be constructed will be identified through a participatory approach involving all the stakeholders.	- GPS data - Photo with or without GPS data	Post Construction Monitoring Report			X	X	X		X	X	X	X				
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OTHER INFORMATION											
Coordination with other Organizations in project area	<table border="1"> <thead> <tr> <th>Organization</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>1. UNICEF</td> <td>Cluster Coordination / ABE education / Life skills messages / Support to the Ministry of Education for training and DRR</td> </tr> <tr> <td>2. Cluster Coordination / ABE education / Life skills messages / Support to the Ministry of Education for training and DRR</td> <td>Payment of teachers allowances / Teacher training / Supervision of School / Construction of semi permanent classes</td> </tr> <tr> <td>3. Education Cluster</td> <td>Coordination and implementation strategies</td> </tr> <tr> <td>4. East africa University</td> <td>Consultacy services for capacity building of MoE</td> </tr> </tbody> </table>	Organization	Activity	1. UNICEF	Cluster Coordination / ABE education / Life skills messages / Support to the Ministry of Education for training and DRR	2. Cluster Coordination / ABE education / Life skills messages / Support to the Ministry of Education for training and DRR	Payment of teachers allowances / Teacher training / Supervision of School / Construction of semi permanent classes	3. Education Cluster	Coordination and implementation strategies	4. East africa University	Consultacy services for capacity building of MoE
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4. East africa University	Consultacy services for capacity building of MoE										
Gender theme support	Yes										
Outline how the project supports the gender theme	A special focus on girls' education is relevant in light of the entrenched discriminatory beliefs and practices, which constrain girls educational opportunities in Puntland. Therefore, all project activities have a strong gender focus. Not only the parity of gender is actively pursued (e.g. 50% ABE student female), but also all the training have a strong focus on gender topics. In particular, through awareness, trainings and mobilizations, communities (and parents) will be mobilized to send their girl child to school. Awareness meetings with the community and teacher trainings on gender issues and girls right to education will be facilitated by NRC. In addition, some activities are specifically designed to bridge the gender divide. AFPE scholarships will allow girls to complete primary education and transit to secondary. The activity not only takes into consideration the payment of a scholarship, but it also openly addresses the challenges that limit the participation of girls to higher levels. Also the construction takes into account the gender issue since twin latrines will be built, in order to have a separation between boys and girls. Regular monitoring by project staff will flag any negative gender impact or behaviour and enable project staff to immediately intervene and adjust the course of action.										
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## BUDGET

1.1 Supplies, commodities, equipment and transport	1.1.1 Supplies (materials and goods)								
	Code	Budget Line Description	Unit Cost	Units	Timeframe	Amount(USD)	Organization	CHF	% of CHF Total
		School uniforms for 1200 Level 1 learners	12	1200	1	14,400.00	0.00	14,400.00	
		Student kit distribution (Writing material - exercise books, pens, pencils, eraser, math set)	10	2100	1	21,000.00	0.00	21,000.00	
		Text book printing and distribution (Lumpsum)	5.5	2050	1	11,275.00	0.00	11,275.00	
		Food vouchers for grade 8 girls (200 girls x \$15 x 9 months)	15	200	9	27,000.00	0.00	27,000.00	
		Sanitary kits for grade 8 girls Participating in Accelerated Education Scholarship Scheme (AFPE)	14	200	1	2,800.00	0.00	2,800.00	
		Scholastic materials for 200 grade 8 girls Participating in Accelerated Education Scholarship Scheme (AFPE):	12	200	1	2,400.00	0.00	2,400.00	
		Recreational materials (foot and volley balls, volleyball nets etc)	300	10	1	3,000.00	0.00	3,000.00	
		construction of semi permanent learning structures	4000	6	1	24,000.00	0.00	24,000.00	
		Construction of twin latrines (2 for each learning	1200	12	1	14,400.00	0.00	14,400.00	

	structure)									
	Furnishing of classes (30 desks/chairs @ 47.63 x 6 learning centres)	1429.03	6	1	8,574.18	0.00	8,574.18			
	<b>Subtotal Supplies</b>				128,849.18	0.00	128,849.18		46.0	
<b>1.1.2 Transport and Storage</b>										
<b>Code</b>	<b>Budget Line Description</b>	<b>Unit Cost</b>	<b>Units</b>	<b>Timeframe</b>	<b>Amount(USD)</b>	<b>Organization</b>	<b>CHF</b>	<b>% of CHF Total</b>		
	Vehicle rental	1860	1	12	22,320.00	0.00	22,320.00			
	<b>Subtotal Transport and Storage</b>				22,320.00	0.00	22,320.00		8.0	
1.2 Personnel (staff, consultants, travel and training)	<b>1.2.1 International Staff</b>									
	<b>Code</b>	<b>Budget Line Description</b>	<b>Unit Cost</b>	<b>Units</b>	<b>Timeframe</b>	<b>Amount(USD)</b>	<b>Organization</b>	<b>CHF</b>	<b>% of CHF Total</b>	
		Project Manager (Time 80%)	450	1	5	2,250.00	0.00	2,250.00		
		Area Manager (Time 10%)	900	1	5	4,500.00	0.00	4,500.00		
		<b>Subtotal International Staff</b>				6,750.00	0.00	6,750.00		2.4
	<b>1.2.2 Local Staff</b>									
	<b>Code</b>	<b>Budget Line Description</b>	<b>Unit Cost</b>	<b>Units</b>	<b>Timeframe</b>	<b>Amount(USD)</b>	<b>Organization</b>	<b>CHF</b>	<b>% of CHF Total</b>	
		Project Coordinator (Time 80%)	2062.63	1	3	6,187.89	0.00	6,187.89		
		Project Officer (Time 100%)	1185.416	1	5	5,927.08	0.00	5,927.08		
		Project Assistant, Education (Time 100%)	1178.95	1	5	5,894.75	0.00	5,894.75		
	Head of sub office Garowe (Time 20%)	3204	1	1	3,204.00	0.00	3,204.00			
	<b>Subtotal Local Staff</b>				21,213.72	0.00	21,213.72		7.6	
1.3 Training of Counterparts	<b>Code</b>	<b>Budget Line Description</b>	<b>Unit Cost</b>	<b>Units</b>	<b>Timeframe</b>	<b>Amount(USD)</b>	<b>Organization</b>	<b>CHF</b>	<b>% of CHF Total</b>	
		ABE and Head teacher trainings (66 ABE teacher + 10HT)	7448	1	1	7,448.00	0.00	7,448.00		
		Training for teachers on life saving messages (disaster management, GBV, peace education)	2772	1	1	2,772.00	0.00	2,772.00		
		Awareness training for CECs on disaster management and school management	980	1	1	980.00	0.00	980.00		
		Capacity building for REO staff	4000	1	1	4,000.00	0.00	4,000.00		
		<b>Subtotal Training of Counterparts</b>				15,200.00	0.00	15,200.00		5.4
1.4 Contracts (with implementing partners)	<b>Code</b>	<b>Budget Line Description</b>	<b>Unit Cost</b>	<b>Units</b>	<b>Timeframe</b>	<b>Amount(USD)</b>	<b>Organization</b>	<b>CHF</b>	<b>% of CHF Total</b>	
		Teachers incentives (For full time teaching of students)	60	66	12	47,520.00	0.00	47,520.00		
		Head teachers incentives (For monitoring only)	30	10	12	3,600.00	0.00	3,600.00		
		Monitoring costs through mobile system (\$3,500 for enumerators - 20prs @ \$25 x 7 days) Meetings \$1,500, Allowances for MoE officials & other officials \$2,000	7000	1	1	7,000.00	0.00	7,000.00		
		<b>Subtotal Contracts</b>				58,120.00	0.00	58,120.00		20.7
1.5 Other Direct Costs	<b>Code</b>	<b>Budget Line Description</b>	<b>Unit Cost</b>	<b>Units</b>	<b>Timeframe</b>	<b>Amount(USD)</b>	<b>Organization</b>	<b>CHF</b>	<b>% of CHF Total</b>	
		Office rent & Office supplies (Rent\$2,000, Supplies \$400)	2400	2	2	9,600.00	0.00	9,600.00		
		Fuel for generator	3088	1	2	6,176.00	0.00	6,176.00		
		Travel costs (PUNT/NBO/PUNT 2prs x 4 trips @800 = 6,400. BOS/GRW/BOS 2prs x 6 trips @ 225 = 2,700)	910	10	1	9,100.00	0.00	9,100.00		
		Communication costs ((Telephone and internet for Bossaso/Garowe office @ 64 per office per month)	64	2	12	1,536.00	0.00	1,536.00		
		Dahabshii Bank Cash transfer fees: (1.2%) - Bosasso & Garowe	125743.97	0.012	1	1,508.93	0.00	1,508.93		
		<b>Subtotal Other Direct Costs</b>				27,920.93	0.00	27,920.93		10.0
<b>TOTAL</b>						280,373.83	0.00	280,373.83		

2.0 Indirect Costs					Amount(USD)	Organization	CHF	% of CHF Total
		Indirect Costs			19,626.17	0.00	19,626.17	7.0000
	<b>GRAND TOTAL</b>				300,000.00	0.00	300,000.00	100.0

## Other sources of funds

Description	Amount	%
Organization	0.00	0.00
Community	0.00	0.00
CHF	300,000.00	100.00
Other Donors	a)	0.00
	b)	0.00
<b>TOTAL</b>	<b>300,000.00</b>	

## LOCATIONS

Region	District	Location	Activity	Beneficiary Description	Number	Latitude	Longitude	P.Code
Nugaal	Garowe	Garowe	Support ABE education for IDPs	Children of the internally displaced persons, teachers, CECs and ministry of education	1000	8.40635	48.48188	NC-3913-Q11-006
<b>TOTAL</b>					1,000			

## DOCUMENTS

Document Description
1. Day One ABE
2. Child Protection Introduction
3. BoQ for Classrooms & Latrines
4. Day Two ABE
5. Teacher Training Manual
6. MoE Training Manual
7. Classroom Furniture
8. BOQ for Textbooks
9. BOQ Student kit, Sanitary kit, Recreational kit
10. BOQs for Training