

<b>Requesting Organization :</b>	Formal Education Network for Private Schools				
<b>Allocation Type :</b>	Reserve 2016				
<b>Primary Cluster</b>	<b>Sub Cluster</b>	<b>Percentage</b>			
Education		100.00			
		<b>100</b>			
<b>Project Title :</b>	Education Response to emergency affected School Age children (Boys and Girls) in Somalia				
<b>Allocation Type Category :</b>					
<b>OPS Details</b>					
<b>Project Code :</b>		<b>Fund Project Code :</b>	SOM-16/3485/R/Ed/NGO/3706		
<b>Cluster :</b>		<b>Project Budget in US\$ :</b>	279,999.08		
<b>Planned project duration :</b>	12 months	<b>Priority:</b>			
<b>Planned Start Date :</b>	15/11/2016	<b>Planned End Date :</b>	14/11/2017		
<b>Actual Start Date:</b>	15/11/2016	<b>Actual End Date:</b>	14/11/2017		
<b>Project Summary :</b>	<p>Education Response to emergency affected School Age children (Boys and Girls) in Somalia program is designed to ensure emergencies and crises affected children and youth have access to safe and protective learning environments and Somalia Humanitarian Fund (SHF) Priorities–2016 for addressing humanitarian needs. This project contributes to Education Cluster Objectives 1&amp;3 for 2016 Humanitarian Response Plan (HRP) through construction and rehabilitation of 12 adequate temporary primary schools each with 6 classrooms and 48 appropriate and gender responsive latrines and hygiene and sanitation promotion facilities for 3,500 vulnerable school children (1,700 girls and 1,800 boys); providing education supplies, hygiene and sanitation supplies and safe drinking water taps to improve increased enrollment and retention of learners; training 80 teachers (30 female and 50 male) and 12 head teachers (4 female and 8 male) on basic teaching skills through providing 3 days refreshment course to enhance teaching and learning activities at IDP settlements in KM7-KM15 in Mogadishu. Furthermore, management skills for community schools and creation of exit-strategy for sustainable education will be improved through resource mobilization and strengthening/supporting the technical skills and organizational capacity of 104 persons (52 male 52 female) such as parents and community education committees at 12 temporary primary schools in Daynile and Kaxda Districts (KM7-KM15 IDP settlements) in Mogadishu Somalia.</p>				
<b>Direct beneficiaries :</b>					
	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	110	86	1,800	1,700	3,696
<b>Other Beneficiaries :</b>					
<b>Beneficiary name</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Internally Displaced People	90	70	1,500	1,450	3,110
People in Host Communities	20	16	300	250	586
<b>Indirect Beneficiaries :</b>					
<p>About 140 families neighboring to 12 temporary schools will benefit latrines and other WASH facilities that will be established in these schools. Additionally, these temporary schools would serve as meeting venues for over 1,400 IDP settlements and host community members or as places for orientation towards health, hygiene and sanitation promotion activities, increasing the enrollment and retention of children in schools and other emerging issues whenever necessary, particularly in school holidays.</p>					
<b>Catchment Population:</b>					
<p>About 2,000 Vulnerable households of internally displaced persons and host community will get schooling opportunity for their children at 12 temporary schools in Daynile and Kaxda (KM7-KM15 IDP settlements) Mogadishu, Somalia</p>					
<b>Link with allocation strategy :</b>					

Shortage of education resources exist and also caused to increase number of out of school children at KM7-KM15 IDP settlements in Mogadishu, Somalia. Most of IDP camps have not learning spaces while many schools closed or near to close because of lack of teachers' incentives and lack of repairing classrooms at KM7-KM15 in Mogadishu, Somalia. 94% of the 85 IDP camps assessed had not have schools in their locations and 40,252 estimated school age children (46% girls) were present in the visited IDP camps at KM7-KM15 IDP settlements in Mogadishu (Banadir Education Cluster, Quarterly Education Needs Assessment, May-June 2016). These children face protection concerns and they are vulnerable to abnormal situations against their basic human rights such as child soldiering and abuse of child labour. The capacity of the government to provide required state for adequate learning and teaching facilities and other humanitarian support to these children is limited; hence, Somalia Humanitarian Fund (SHF) Reserve 2016 is applicable to fund the project at this time of humanitarian need. The project is linked with the 3rd envelope for 2016 Somalia Humanitarian Fund (SHF) Reserve Allocation Strategy for IDP settlements in Daynile and Dharkenley/Kaxda Districts in Mogadishu, and will address humanitarian needs in those IDP settlements by providing life-saving and life-sustaining education opportunities to 3,500 school age children (1,700 girls and 1,800 boys) from IDPs and impoverished host community through construction and rehabilitation of 12 temporary schools (rehabilitation of 8 schools and construction of 4 schools) that enhance the protection of and respond to the needs of most vulnerable children at KM7-KM15 IDP settlements in Mogadishu, Somalia.

**Sub-Grants to Implementing Partners :**

Partner Name	Partner Type	Budget in US\$

**Other funding secured for the same project (to date) :**

Other Funding Source	Other Funding Amount

**Organization focal point :**

Name	Title	Email	Phone
Abdikadir Issa Farah	Programme Manager	fenps04@hotmail.com	+252618162090

**BACKGROUND**

**1. Humanitarian context analysis**

Many years of confrontation and military offensives followed by drought, floods and other natural disasters worsened living conditions of inhabitants in southern regions of the country, particularly internally displaced persons (IDPs) and impoverished host community who account for large portion of populations in Somalia. Largest internally displaced persons of Somalia live in Mogadishu. As of 30 April 2016, UNHCR estimation of total IDPs indicated that 773,526 out of 1.1 million IDPs live in South and Central Somalia. Of those, 369,000 or 48% settle in Mogadishu, Somalia. In general, the number of poor households faced with acute food insecurity in Somalia is expected to increase until September 2016 (OCHA Humanitarian Snapshot, July 2016). Displacement and continuous movement of the population have had bad consequence on the teaching and learning routines in Somalia. Education resources are in short supply at IDP settlements and many teachers leave teaching profession because of lack of incentives to look for other jobs to cover their daily living, while some parents hold their children at homes without sending to school for the sake of unaffordability to expenses of teaching fees in the country. Available data shows that around 1.7 million school-aged children are still out of school, while inadequate learning facilities, lack of teachers and scarce basic emergency teaching and learning materials have had a serious impact on children's access to education, in particular, among displaced communities and in recently recovered areas, while also inadequate support for education in southern and central Somalia will decrease the likelihood of enrolling children who do not go to school, and increasing teacher attrition, school closure and dropouts in 2015 (Source: Humanitarian Country Team, Somalia Humanitarian Needs Overview 2016). UNICEF Situation Analysis of Children in Somalia 2016 indicates that extremely high rates of poverty in communities across Somalia made it difficult for parents to afford school fees. UNICEF report also added that studies suggest children of IDPs and minorities as the most vulnerable to violations of child rights. Recently, Daynile and Kaxda Districts of Mogadishu experienced influx of internally displaced persons who occupied public and private lands along KM7-KM15 Afgoye road, both sides of the two districts. Those IDPs burdened living conditions of the host community in Daynile and Kaxda Districts. The density of the population increased where hygiene and sanitation is very poor in those Districts. There is shortage of education services and small numbers of children have access to learning opportunities in Daynile and Kaxda Districts in Mogadishu. According to the Education Needs Assessment report conducted by Banadir Education Cluster between May 31st-June 2nd 2016 at 85 IDP camps with 104,166 persons in Daynile and Kaxda Districts (KM7-KM15) in Banadir region, 94% of the 85 IDP camps assessed had not have schools in their locations. 5 schools existed, and 4 of those 5 schools were functional which tutored 941 students (446 Boys and 495 girls) of 40,252 estimated school age children (46% girls) in the visited IDP settlements in Daynile and Kaxda Districts. The assessment team found that 59% of 40,252 children in those visited IDP settlements do not go to school, and only 2 students of the school-age children in the assessed camps completed primary education.

**2. Needs assessment**

The internally displaced persons (IDPs) are in urgent need of affordable, adequate and quality education at Daynile and Districts (KM7-KM15 IDP settlements) in Mogadishu (Banadir region), Somalia. Daynile and Kaxda Districts host many IDPs whose children lack access to education opportunities. Most of schools in KM7-KM15 IDP settlements are not functioning or are on the verge of closure because of lack of WASH facilities, insufficient teacher incentives and lack of renovation of classrooms. Inadequate emergency learning and teaching materials and shortage of teachers are paramount problems that hinder increase of enrollment and retention of IDP children in Daynile and Kaxda Districts in Banadir region.

In May and June 2016, Banadir Education Cluster found 5 schools at 85 IDP settlements assessed in Daynile and Kaxda (KM7-KM15) in Mogadishu Somalia. One of those five schools was closed, and four others had enrollment of 941 students (446 Boys and 495 girls). The team of this assessment estimated school age children about 40,252 (46% girls) at 85 IDP settlements in Daynile and Kaxda (KM7-KM15) in Mogadishu, Somalia. This is a big education gap and shows that large numbers of school age children are out of school at the visited area in Daynile and Kaxda Districts (KM7-KM15) Mogadishu, Somalia. Majority of internally displaced persons (IDPs) are educationally disadvantaged in Somalia. According to UNHCR Mogadishu Profiling Validation Feb 2016, 33% of IDPs attended school for the 2014/2015 scholastic year. Poverty and low income generation are among the barriers to education opportunities for IDP communities in Somalia. Referring to UNICEF Situation Analysis of Children in Somalia 2016, in many areas, parents are required to pay for their children's education, and poverty remains the main reason they give for not sending their children to school. Furthermore, 3,573 learners (48% girls) sat in the 2015/2016 final exam at 6 temporary schools managed by FENPS with the support of the Common Humanitarian Fund (CHF) 2015 allocation in KM7-KM13 in Banadir region, and possibility of continuing learning and teaching of these schools in the new scholastic year (2016/2017) without external financing is nil. 60 teachers (40% female) have been working in these schools. Although teachers are present in schools, but it will be difficult to continue teaching activities without monthly incentives or wages to cover their livelihoods that internally displaced persons (IDPs) and impoverished host community are not able to pay it. In addition to that, most of IDP settlements have no learning spaces in Daynile and Kaxda Districts (KM7-KM15) in Mogadishu Somalia. FENPS conducted needs assessments on 17 IDP settlements apart from 1 kilometer of the 6 schools of FENPS in KM7-KM15 in Mogadishu Somalia in June and August this year. FENPS noted that 13 of those IDP settlements have no learning centers and 1,237 students (42% or 518 girls) in 4 IDP settlements 3 in Kaxda and 1 in Daynile dropped out of schools because 4 learning spaces in the area closed in June 2015 for the sake of lacking teachers' incentives. The latrines of the 4 schools are not working well and classrooms are not suitable to learning without renovation. About 6,000 school age children (52% girls) live in the 17 IDP settlements visited and small number of them estimated 1% go to private schools outside of their settlements.

### **3. Description Of Beneficiaries**

The beneficiaries of this project are 3,500 school age children (1,700 girls and 1,800 boys) from internally displaced persons (IDPs) and low income host households at KM7-KM15 in Dharkenley/Kaxda and Daynile Districts, Mogadishu Somalia. FENPS consulted with the community (men, women, boys, girls, and local authority, youth and community elders) at IDP settlements at KM7-KM15 in Mogadishu, Somalia. Then, FENPS and community agreed to provide education support to 12 IDP settlements at KM7-KM15 in Dharkenley/Kaxda and Daynile Districts, Mogadishu Somalia (Qalafe, Bufow, Dulqaad, Saaxil, Israac and Dalsan IDP settlements in Daynile District side and Koofi, Deyman, Xuute, Maandeeq, Gurmud and Maqsuud IDP settlements in Dharkenley/Kaxda District side.). FENPS assessed and identified education gaps in those IDP camps. There are about 2,000 households in these 12 IDP settlements, and 1% of estimated 8,100 school age children (52% girls) in the area go to private schools while 55% of those children stay at homes without learning, and while 44% will drop out schools if not given means to prevent it. In order to explain the nearly coming drop out of 44%, there are 6 temporary schools managed by FENPS with the support of the Common Humanitarian Fund (CHF) 2015 allocation in KM7-KM15, Mogadishu, Somalia (Qalafe, Bufow, and Saaxil, IDP settlements in Daynile District side and Koofi, Deyman and Gurmud Dharkenley/Kaxda District side.). 3,573 learners (48% girls) sat in the 2015/2016 final exam in these schools. These schools are brink of closure that will result in dropout of 3,573 learners (48% girls) because of lack of teachers' incentives and other necessary teaching and learning aids such as exercise books, minor repairing of chairs and desk, lack of safe drinking water, lack of school hygiene promotion facilities and need of minor rehabilitation of the 6 schools structures, etc.

### **4. Grant Request Justification**

This project is line with the strategy of Somalia Humanitarian Fund (SHF) Reserve 2016 of addressing humanitarian needs through providing life-saving and life-sustaining assistance to people in need, prioritizing the most vulnerable, strengthening the protection of displaced and other vulnerable groups and catalyzing durable solutions, and it is linked to Education Cluster priorities for retention of children in the learning centers on the verge of closure, reopening already closed schools & expanding education services to children of school going age and ensuring an integrated and lasting response to the IDP households and impoverished host community.

The specific purpose for the grant requested is to facilitate enrollment and retention of 3,500 most vulnerable school age children (1,700 girls and 1,800 boys) in life-saving and life-sustaining protective temporary schools rehabilitated/constructed at 12 IDP settlements in KM7-KM15 in Mogadishu Somalia. Most of the target learners are students of 6 schools supported by FENPS with Common Humanitarian Fund (CHF) 2015 Allocation Fund. These schools need minor rehabilitation but will no longer function without teachers' incentives. There are many children who live in near these schools but did not get chance to join in because of lack of space, most of the classrooms were overcrowded hence, need to expand education services and establish extra classrooms and learning centers in order to increase enrollment and retention in learning in Kaxda and Daynile districts (KM7-KM15) in Mogadishu Somalia. Educational resources are limited and there is no public schools in the project area. The funding gap also exists in the area while the capacity of Somali government to respond these humanitarian needs is low.

The grant requested will enable to address protection concerns of school age children (boys and girls), and will create durable solution of education facilities for about 2,000 IDP households at 12 IDP settlements in KM7-KM15 in Mogadishu Somalia. It will contribute to rehabilitation and construction of 12 protective temporary schools with gender responsive materials (rehabilitation of 8 schools and construction of 4) at 12 IDP settlements in KM7-KM15 in Mogadishu Somalia. The grant will assist to recruit 80 teachers (50 male and 30 female) and pay monthly incentives to them. It will also empower the effectiveness and capacity of 104 Community Education Committees (52 male and 52 female) and 80 teachers (50 male and 30 female) to participate in sustainable and protective education processes through training them in pedagogy of teaching, protection of child rights, management of community schools, environmental protection and hygiene promotion, inclusiveness and gender equality in education, adaptation and mitigation the risks of natural disasters.

### **5. Complementarity**

Currently, Formal Education network for Private schools (FENPS) manages 41 schools with enrollments numbering to 23,000 students (49% girls) and 683 teachers (21% female) who keep on working determinedly in south and central regions of Somalia. On the other hand, FENPS implemented many education programs funded by CHF, UNICEF and other organizations at IDP settlements in Somalia. The proposed project complements those worthy programs that many IDP children benefited adequate learning and teaching opportunities in protective learning spaces. Particularly, this project will allow to prevent drop out of 3,572 students (1,700 girls) at 6 schools run by FENPS with CHF 2015 fund at KM7-KM13 IDP settlements in Mogadishu Somalia. It will also allow to expand education services in order to support 2,500 more children (52% girls) who live in KM7-KM15 IDP settlements but cannot find space in these schools because classrooms were already overcrowded.

## LOGICAL FRAMEWORK

### Overall project objective

Increase Access to Protective and Quality Education for 3,500 School Age Children (1,700 girls and 1,800 girls) at 12 IDP Settlements in Daynile and Kaxda districts in Mogadishu Somalia by 12 months

### Education

Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
Ensure emergency and crisis-affected children and youth have access to safe and protective learning environments that encourage retention and increased enrolment	Somalia HRP 2016	100

**Contribution to Cluster/Sector Objectives :** The project contributes to the Education Cluster priorities for increased enrollment and retention of children in the learning centres on the verge of closure, secondly reopening already closed schools & expanding education services to children by facilitating 3,500 vulnerable children (1,800 boys and 1,700 girls) have access to lifesaving quality education through construction and rehabilitation of temporary schools with hygiene promotion supplies and teaching and learning activities in KM7-KM15 in Mogadishu, Somalia

### Outcome 1

3,500 vulnerable children (1,800 boys and 1,700 girls) benefited quality primary education at 12 temporary schools with essential learning and recreational materials, separated latrines for boys and girls in KM7-KM15 IDP settlements, Mogadishu Somalia

### Output 1.1

#### Description

Construction and rehabilitation of temporary schools are prepared to increase enrollment and retention of children (boys and girls) at safe and protective learning environment in Daynile and Kaxda Districts (KM7-MK15 IDP settlements) in Mogadishu, Somalia.

#### Assumptions & Risks

Insufficient education resources in the area will call for adapting conflict sensitive in education approaches. The temporary huts of IDPs are made of flammable substances in conjunction area, hence schools must be established in separate corner of IDP settlements. The ownership of land intended to establish schools or the IDP settlement must be studied and recognized to prevent short coming eviction or land disputes

#### Activities

##### Activity 1.1.1

##### Standard Activity : Student enrolment

Mobilize community to achieve the enrollment and retention of 3,500 vulnerable children (1,800 boys and 1,700 girls) at 12 temporary schools in KM7-KM15 IDP settlements in Mogadishu, Somalia

##### Activity 1.1.2

##### Standard Activity : Water and sanitation infrastructure construction/refurbishment

Construct 16 latrines and rehabilitate the structure of 32 latrines that already existed with 12 safe drinking water tanks for 3,500 vulnerable children (1,800 boys and 1,700 girls) at 12 temporary schools in KM7-KM15 in Mogadishu, Somalia

##### Activity 1.1.3

##### Standard Activity : Construction of learning spaces

Rehabilitate 8 temporary schools (6 classrooms per school) and construct 4 new once each with 6 classrooms for 3,500 children (1,800 boys and 1,700 girls) in KM7-KM15 in Mogadishu, Somalia

#### Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.1.1	Education	Number of children enrolled in protected learning spaces					3,500
<b>Means of Verification :</b> Registration learners in schools by name and by gender, conduct weekly monitoring, prepare daily attendance sheets of learners, prepare monthly report							
Indicator 1.1.2	Education	Number of gender responsive latrines rehabilitated/constructed					48
<b>Means of Verification :</b> weekly supervision, take photos before, during after rehabilitation and construction, collect GPS data of exact locations of latrines, record fingerprint and signature from the work force personnel of construction and rehabilitation of latrines							
Indicator 1.1.3	Education	Number of temporary schools constructed/rehabilitated					12
<b>Means of Verification :</b> weekly supervision, take photos before, during after rehabilitation and construction, collect GPS data of exact locations of schools, record fingerprint and signature from the work force personnel of construction and rehabilitation of temporary schools							

### Outcome 2

3,500 crisis affected children (1,800 boys and 1,700 girls) received friendly teaching and learning equipment and materials (chairs desks, pens, pencils, exercise books, chalkboards, recreational and play materials, etc.), hygiene and sanitation promotion supplies in 12 temporary schools in KM7-KM15, Mogadishu, Somalia

### Output 2.1

<b>Description</b>							
Essential education equipment and materials, hygiene and sanitation promotion supplies and safe drinking water are provided to school age children (girls and boys) to improve enrollment and retention at 12 temporary schools in KM7-KM15 in Mogadishu Somalia							
<b>Assumptions &amp; Risks</b>							
Proper use of hygiene promotion supplies, and latrines must be gender responsive and culturally acceptable facilities, consider insufficient learning supplies in the area							
<b>Activities</b>							
<b>Activity 2.1.1</b>							
<b>Standard Activity : School equipment and material learning distribution</b>							
Distribute education equipment and materials to 3,500 children (1,800 boys and 1,700 girls) at 12 temporary schools in KM7-KM15 IDP settlements in Mogadishu, Somalia							
<b>Activity 2.1.2</b>							
<b>Standard Activity : Hygiene promotion</b>							
Provide 3,500 children learners (1,800 boys and 1,700 girls) with hygiene promotion supplies (soap bars, chlorine) and safe drinking water tap from water well at 12 temporary schools in KM7-KM15 in Mogadishu Somalia							
<b>Indicators</b>							
			<b>End cycle beneficiaries</b>				<b>End cycle</b>
<b>Code</b>	<b>Cluster</b>	<b>Indicator</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Target</b>
Indicator 2.1.1	Education	Number of children provided with learning supplies					3,500
<b>Means of Verification</b> : Registration learners in schools by name and by gender, conduct weekly monitoring, prepare daily attendance sheets of learners, prepare monthly report, take photos from distribution activities							
Indicator 2.1.2	Education	Number of learners (boys & girls) provided with hygiene promotion supplies					3,500
<b>Means of Verification</b> : Fill delivery and distribution forms, take photo from the distribution period, prepare report from distribution activities, list students in schools that benefited distributed supplies							
<b>Outcome 3</b>							
The competence and instructional profession of teaching for 80 teachers (50 male and 30 female) and 12 head teachers (8 male 4 female) improved and effectiveness of 104 community education committees CECs (52 female and 52 male) for managing community schools enhanced and 80 teachers (50 male and 30 female) and 12 head teachers (8 male 4 female) receive emergency incentives at 12 temporary schools in KM7-KM15 IDP settlements in Mogadishu, Somalia							
<b>Output 3.1</b>							
<b>Description</b>							
Teachers, head teachers and community education committees (male and female) are supported to participate in teaching and delivery in education plans for IDP children (boys and girls) at 12 temporary schools in KM7-KM15 IDP settlements in Mogadishu Somalia							
<b>Assumptions &amp; Risks</b>							
Shortage of qualified teachers in IDP settlements, traditional norms of denial recruiting female teachers, some IDP gatekeepers may protest against following criteria predetermined for selection teachers							
<b>Activities</b>							
<b>Activity 3.1.1</b>							
<b>Standard Activity : Teacher training - pedagogy</b>							
Conduct 3 days refreshment in-service training for 80 teachers (50 male and 30 female) and 12 head teachers (4 female and 8 male) and train in learner-centered methodology, lesson plan, use of hygiene promotion as extra curricula, inclusiveness and gender equality in education							
<b>Activity 3.1.2</b>							
<b>Standard Activity : CEC training</b>							
Conduct 3 days training session for 104 Community Education Committees (52 female and 52 male) and train in community school management, school fundraising, importance of children education and child rights							
<b>Activity 3.1.3</b>							
<b>Standard Activity : Incentive for teachers</b>							
Provide 80 teachers (50 male and 30 female) and 12 head teachers with monthly incentives							
<b>Indicators</b>							
			<b>End cycle beneficiaries</b>				<b>End cycle</b>
<b>Code</b>	<b>Cluster</b>	<b>Indicator</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Target</b>
Indicator 3.1.1	Education	Number of teachers and CEC recruited					196
<b>Means of Verification</b> : Setting selection criteria, recording names and contact of selected teachers/CECs, recording their data by name, gender and telephone, prepare monthly attendance report							
Indicator 3.1.2	Education	Number of teachers trained					92
<b>Means of Verification</b> : Register attendance sheets, monitor training sessions, record names and signatures of teachers participating in the training sessions, take photos from training sessions and group discussion, record contacts and telephone also							

Indicator 3.1.3	Education	Number of CECs Trained																		104	
<b>Means of Verification</b> : List names, signatures/fingerprints and contacts of trained CECs, take photos from brainstorming and group discussion of CECs in the training sessions, record attendance sheets of CECs																					
Indicator 3.1.4	Education	Number of teachers and head teachers (male &female) received monthly incentives																			92

**Means of Verification** : Record daily attendance of teachers at work, list full personal data of the teachers receiving incentives, sign agreement with each teacher, find monthly payroll signed by all teachers

**Additional Targets** :

**M & R**

**Monitoring & Reporting plan**

The baseline data of end targets for monitoring project activities are articulated on the logical framework section and monitoring and evaluation of the project will focus on enrollment and retention of 3, 500 most vulnerable children (48% girls) from internally displace persons (IDPs) and impoverished host community in 12 temporary schools and resources allocated to facilitate achieving those goals. FENPS has already identified areas that most vulnerable out of school children live in Daynile and Kaxda Districts (KM7-KM15 IDP settlements) in Mogadishu, Somalia through education needs assessments conducted. The FENPS monitoring team has collected data and recorded findings of education gaps and needs in the target area in Kaxda and Daynile Districts. The FENPS monitoring team will seek to improve enrollment and retention of vulnerable children (boys and girls) in 12 protective learning environments through efficiency and overall effectiveness of project implementation. The FENPS monitoring team will mentor teachers, community education committees-CECs (male and female) and students (boys and girls) in 12 temporary schools IDP settlements in Daynile and Kaxda Districts. FENPS will collaborate with teachers, students and CECs (male, female, boys and girls) to study deeply the realistic needs of learners (boys and girls) and to identify best ways forward. The FENPS monitoring team will also encourage parents and other stakeholders in the areas of 12 temporary schools to participate in the project implementation processes. The team will request beneficiaries to give feedback about positives or negatives of the project and their quotes will be added to the reports of the project. Continuous process to collect information on actual enrollment of children in the supported schools will be conducted and compared to those scheduled in the work plans, including the delivery of quality outputs as indicated and in a timely manner. Combination of data will be based on qualitative and quantitative method, and gender and human rights mainstreaming approaches will be employed in the data collection processes. In addition to that, FENPS will eliminate conflict of interest and will prevent possible risks such as misuse of properties and dispute of land tenants at all stages for implementation the activities of the project.

The FENPS personnel for this project will meet beneficiaries (men, women, boys and girls), and will consult with them regularly. The personnel will study challenges and constraints (technical, human resource, and financial) 'if any' to address and solve properly. Then, FENPS will make clear recommendations for corrective actions, and lessons learned will be recorded and presented as best practices for future scale up through monthly progress report, quarterly and final project report. FENPS will send quarterly and final narrative and financial protect reports via the designed Grant Management System (GMS) online database within reporting periods.

**Workplan**

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Mobilize community to achieve the enrollment and retention of 3,500 vulnerable children (1,800 boys and 1,700 girls) at 12 temporary schools in KM7-KM15 IDP settlements in Mogadishu, Somalia	2016											X	X
	2017	X	X	X	X	X	X	X	X	X	X		
Activity 1.1.2: Construct 16 latrines and rehabilitate the structure of 32 latrines that already existed with 12 safe drinking water tanks for 3,500 vulnerable children (1,800 boys and 1,700 girls) at 12 temporary schools in KM7-KM15 in Mogadishu, Somalia	2016											X	
	2017												
Activity 1.1.3: Rehabilitate 8 temporary schools (6 classrooms per school) and construct 4 new once each with 6 classrooms for 3,500 children (1,800 boys and 1,700 girls) in KM7-KM15 in Mogadishu, Somalia	2016											X	
	2017												
Activity 2.1.1: Distribute education equipment and materials to 3,500 children (1,800 boys and 1,700 girls) at 12 temporary schools in KM7-KM15 IDP settlements in Mogadishu, Somalia	2016											X	
	2017												
Activity 2.1.2: Provide 3,500 children learners (1,800 boys and 1,700 girls) with hygiene promotion supplies (soap bars, chlorine) and safe drinking water tap from water well at 12 temporary schools in KM7-KM15 in Mogadishu Somalia	2016											X	X
	2017	X	X	X	X	X	X	X	X	X	X		
Activity 3.1.1: Conduct 3 days refreshment in-service training for 80 teachers (50 male and 30 female) and 12 head teachers (4 female and 8 male) and train in learner-centered methodology, lesson plan, use of hygiene promotion as extra curricula, inclusiveness and gender equality in education	2016											X	
	2017												
Activity 3.1.2: Conduct 3 days training session for 104 Community Education Committees (52 female and 52 male) and train in community school management, school fundraising, importance of children education and child rights	2016											X	
	2017												
Activity 3.1.3: Provide 80 teachers (50 male and 30 female) and 12 head teachers with monthly incentives	2016											X	X
	2017	X	X	X	X	X	X	X	X	X	X		

**OTHER INFO**

**Accountability to Affected Populations**



FENPS consulted with populations at 12 IDP settlements (Qalafe, Bufow, Dulqaad, Saaxil, Israac and Dalsan IDP settlements in Daynile District side and Koofi, Deyman, Xuute, Maandeeq, Gurmud and Maqsuud IDP settlements in Kaxda District side.) in KM7-KM15 in Mogadishu Somaia. The people at the assessed IDP settlements reported emergency education needs in KM7-KM15 in Mogadishu Somalia. Parents, teachers, students and other stakeholders (men, women, boys and girls) in these IDPS camps will participate in all phases for the implementation of project activities and beneficiaries will use project resources equally and inclusively. FENPS will remove obstacles that may cause discrimination and gender inequality, and will apply conflict sensitive education and Do no Harm approaches. FENPS will also will listen and consider recommendations and advice from the teachers and CECs (male and female) and students (boys and girls) carefully. FENPS will try its best to prevent any thing that can be seen as means of human rights abuse.

#### **Implementation Plan**

Formal Education Network for Private Schools (FENPS) will start work with preparation the sites of 12 temporary schools planned to rehabilitate and construct(Qalafe, Bufow, Dulqaad, Saaxil, Israac and Dalsan IDP settlements in Daynile District side and Koofi, Deyman, Xuute, Maandeeq, Gurmud and Maqsuud IDP settlements in Darkenley/Kaxda District side.). FENPS will inform community (men, women, boys and girls) and local authorities in the target IDP settlements, and will explain precisely the objectives and requirements related to activities of this protect. After that, FENPS will recruit, and select construction and rehabilitation work force from the community in the target areas. Then, FENPS will transport rehabilitation and construction materials, and will rehabilitate and construct 12 temporary schools (rehabilitation of 8 and construction of 4 each with 6 classrooms) in KM7-KM15 IDP settlements in Mogadishu, Somalia. FENPS will establish or renovate 4 gender responsive latrines with 1 water tank for each school (rehabilitation of 32 latrines and construction of 16 latrines). FENPS will also furnish school with learning and teaching equipment (chairs, desks, etc.). FENPS will set teacher selection criteria and will recruit 80 teachers (50 male and 30 female), 12 head teachers (4 female) and 104 CECs (52 female) giving consideration present teachers/head teachers and CECs in the target schools. FENPS will conduct 3 days refreshment training sessions for 80 teachers (50 male and 30 female), 12 head teachers (4 female) and 104 CECs (52 female), and will pay monthly incentives to 80 teachers (30 female), 12 head teachers (4 female) for 12 months. FENPS will mobilize community to enroll and retain 3,500 marginalized school children (1,700 girls and 1,800 boys) at 12 temporary schools in KM7-KM15 IDP settlements in Mogadishu, Somalia. FENPS will distribute hygiene promotion materials (soap bars, chlorine) and education supplies (exercise books, pens, pencils, etc.) to 3,500 marginalized school children (1,700 girls and 1,800 boys) at 12 temporary schools in KM7-KM15 IDP settlements. The FENPS Project Officer, getting hand from FENPS Project M&E and FENPS Administration and Logistics Officers, will be responsible to fulfill these assignments, and will give feedback and regular reporting to FENPS Program Manager. The FENPS Program Manager will give timely report to the donor (progress report, mid-term and final report-narrative and financial), Ministry of Education-MoE (schools data) and Education Cluster (4W matrix, update of schools, any changes, etc.).

The concept of sustainability is based on belief that project should result in benefits that have lasting effect. FENPS will endeavor to mobilize community to participate in the program management processes to help them understand how the project should be sustained beyond the life of funding. FENPS will continue working with the Ministry of Education (MoE) and other stakeholders, and will report enrollment data of these schools to information management system (EMIS) of the MoE regularly. Furthermore, FENPS will work with local communities to develop the capacity of individuals to play an active role in governance and delivery of education in the schools after the end of the project and number of key elements into practice either in some of them or as a whole for the continuation education activities in these schools. These include encouraging the affected communities to seek public support for their children's education through advocacy and fundraising activities for the purpose of making schools sustainable, handing over schools to the government, raising money through social events, self-help schemes, charging affordable school fee on the learners. For example, USD\$3 per month per child, where USD\$10 is the lowest price taken by private primary schools per month from each child to finance education activities in IDP settlements in Mogadishu Somalia.

#### **Coordination with other Organizations in project area**

<b>Name of the organization</b>	<b>Areas/activities of collaboration and rationale</b>
DBG/Diakonia Emergency Aid	Mapping schools locations to prevent overlapping
Ministry of Education MoE	Provide schools information and learners data to EMIS department to contribute national education plan
Somali Community Concern SCC	Information sharing and coordination to study education gaps and capacity in the project area
UNICEF	Teachers and CECs Training guidelines and standard of emergency education facilities

#### **Environment Marker Of The Project**

A+: Neutral Impact on environment with mitigation or enhancement

#### **Gender Marker Of The Project**

2a- The project is designed to contribute significantly to gender equality

#### **Justify Chosen Gender Marker Code**

The program is designed to contribute to the improvement of gender equality in education. Structures of the 12 schools and 48 latrines will be designed in gender friendly way, while learning resources and recreational materials will be distributed to learners both boys and girls equally. Enrollment and retention of boys and girls will be exercised in 12 schools (at least 48% girls). Teachers (63% male and 37% female) will be recruited and trained in gender equality, inclusive education and other cross cutting issues. Teachers will apply instructional methods of teaching that eliminate gender bias and gender based violence in the learning processes. Community Education Committees (50% female and 50% male) will be trained and their capacities enhanced to participate in the management and decision-making processes of 12 temporary schools in Daynile and Kaxda Districts (KM7-KM15 IDP settlements) in Mogadishu Somalia. Environmental issues will be considered and teachers, students and CECs will practice activities for hygiene promotion and prevention of diseases. Teachers and CECs will also be trained in gender equality in education, while parents are mobilized and encouraged them on the importance of equal access to education for both girls and boys. Latrines, tools and other facilities in schools will be structured and distributed in gender friendly design. The awareness of CECs, teachers and learners will be sensitized on gender based violence or bad habits of culture to take place in the learning centers such harassment, bullying, etc. Traditional believes that may cause gender discrimination will be eliminated or prevented to happen, and beneficiaries will be trained in application of gender equality in their daily life routines.

#### **Protection Mainstreaming**

FENPS will preserve collective and individual basic human rights of direct and indirect beneficiaries of this project in KM7-KM15 IDP settlements in Mogadishu Somalia. FENPS will apply Do No Harm approaches and will provide supplies and services to the affected communities regardless of their gender, place of origin, beliefs or their clan in KM7-KM15 IDP settlements in Mogadishu Somalia. It will make the learning environment appropriate places that are applicable to the dignity and pride of students (boys and girls) and teachers (male and female). In other words, schools and latrines will be built and renovated with harmless materials, and ventilation of classrooms will be good enough structured. FENPS will raise the awareness of the target population on the issues related to violation of human rights such as corporal punishment of children, child labor, harassment and gender based violence. Teachers and other personnel will be trained to mentor the affected population, and target populations themselves will be encouraged to participate in the project processes without discrimination in KM7-KM15 IDP settlements in Mogadishu Somalia.

### Country Specific Information

### Safety and Security

Although situations of Somalia are generally volatile but safety and stability are normal and police forces of Daynile and Dharkenley Districts currently function in the project area in KM7-KM15 IDP settlements in Mogadishu, Somalia. The internally displaced persons and host community reported nothing extra ordinary and showed significant optimism that the normalcy of security is improving day after day in KM7-KM15 IDP settlements in Mogadishu, Somalia. There is no anything against the safety of FENPS staff or the beneficiaries of the project reported at the project locations in KM7-KM15 IDP settlements in Mogadishu, Somalia. Furthermore, FENPS will give job induction and risk management training sessions to its staff and assigned personnel of FENPS will regularly update the staff on the security issues in the project location.

### Access

FENPS has experience for implementation humanitarian projects in fragile context areas of Somalia particularly Banadir and other south and central regions. It is registered by the Ministries of Interior and Education of Somalia and Banadir Regional Administration. FENPS has access to implement humanitarian and social development projects in Somalia. It has education projects in this area now. FENPS is a non-profit and non-political organization, was established in 2003 with a vision of Somalia in which almost all children would have basic literacy and numeracy skills, and its mission is to strive to build a better future for out of school children in Somalia who have lost the stability of family care, the opportunities of education, the provision of adequate healthcare, and the hope of future employment and economic prospects through equitable access to affordable and quality education in collaboration with various duty bearers in and out of Somalia.

### BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
<b>Staff and Other Personnel Costs</b>							
1.1	Salary for Project Officer (100%) for 12 months	D	1	950.00	12	100.00	11,400.00
	<i>The Project Officer will be responsible for building awareness of the project, ensuring visibility of the project both internally and externally and implementation key activities. The Project Officer is responsible to lead project planning, action plans and monitoring processes; ensures submitting activity reports, meeting minutes and financial reports on regular basis to the FENPS Program Manager; lead and motivate the project team, mentor and train teaching and non-teaching staff of the project; represent education meetings in project area and coordinates work with stakeholders and beneficiaries of the project. The position must suggest recommendations to FENPS Administration and encourage affected community to help them participate in the project implementation processes. The activities of this project will take place in two different districts so that FENPS keeps in mind cost effectiveness of this position, and will recruit resourceful person who has capacity to manage multiple tasks in different locations.</i>						
1.2	Salary for Project monitoring and evaluation officers (M&E) for 12 months (80%)	D	1	600.00	12	80.00	5,760.00
	<i>Monitoring &amp; Evaluation Officer ( 1 persons)–The monitoring and evaluation officers (M&amp;E) will be responsible for overall monitoring of the project with an emphasis on supporting FENPS to track and report on activities and indicators. The officer will also lead evidence building and knowledge management initiatives and provide support to the Project Officer in the evaluation of the project. The monitoring and evaluation officers (M&amp;E) is responsible to monitor periodically the learning and teaching activities, distribution school equipment and education supplies, control uses of hygiene promotion supplies and check plan of activities developed, mentor teachers, CECs and learners. M&amp;E officer has to maintain updating the number of students who go to 12 schools (i.e. 6 schools in Daynile and 6 school in Kaxda), take photographs on activities carried out and follow up report of the activities plan and information related with any irregularity and observations identified, specifying the sex and age of them per each school and collect daily attendance sheets of the teachers at the end of every month. The M&amp;E is in charge to mentor teachers and head teachers at 12 schools and report monthly the progress and required changes to Project Officer and FENPS program Manager.</i>						
1.3	Salary for Project Accountant (50%) for 12 months	D	1	600.00	12	50.00	3,600.00
	<i>Project Accountant (1 person)-The project accountant is in charge project income and expenditures of the project. The accountant is responsible to maintain and record properly all financial documents of the project (payment vouchers, contract documents, invoices, copy of checks, payment sheets, attendance sheets, signatures and contacts of payees, etc.) The accountant is also responsible to document the teachers supported list, the incentive payment receipt for each month. The project accountant should report regularly to Project Officer and FENPS Finance officer.</i>						
<b>Section Total</b>							<b>20,760.00</b>
<b>Supplies, Commodities, Materials</b>							
2.1	Cost for construction of 4 temporary schools (each with 6 classrooms)	D	4	8,642.50	1	100.00	34,570.00
	<i>4 temporary schools each with 6 classrooms will be constructed to expand education services in KM7-KM15 IDP settlements in Mogadishu, Somalia. About 1,200 of 3,500 targeted students will benefit these schools.</i>						
2.2	Cost for rehabilitation of 8 temporary schools (each with 6 classrooms)	D	8	349.00	1	100.00	2,792.00



	<i>FENPS engineer assessed the state of 8 temporary schools. These schools require minor rehabilitation for broken floors, walls, and some chairs and desks also have broken legs to make them appropriate for learners to use. The items estimated by the engineer with their costs can be seen in Bill of Quantity (BOQ)</i>							
2.3	Cost for construction of 16 latrines with hygiene promotion kits and safe drinking water tanks	D	16	588.75	1	100.00	9,420.00	
	<i>16 new latrines will be constructed (8 for boys and 8 for girls) in 4 new temporary schools established in Km7-Km15. The cost per latrine construction and break down for the of items is in the Bill of Quantity (BOQ)</i>							
2.4	Cost for rehabilitation of 32 latrines with hygiene promotion kits and safe drinking water tanks	D	32	32.00	1	100.00	1,024.00	
	<i>32 latrines in 8 schools require minor renovation. Regarding to the engineer's report, the working conditions for using of these latrines will be appropriate after that minor rehabilitation. The Bill of Quantity (BOQ) of materials required is attached on the documents section</i>							
2.5	Cost for 360 chairs and 360 desks for 4 new schools constructed	D	720	40.00	1	100.00	28,800.00	
	<i>360 chairs and 360 desks are required for 4 new schools constructed (90 chairs and 90 desks for each school). The costs for school chairs and school desks are same. i.e. the cost of 1 school chair is equal to the cost of 1 school desk</i>							
2.6	Cost for education supplies (pens, pencils, exercise books, rulers, etc.) for 4,572 students (2,195 girls and 2,377 boys)	D	3500	3.80	1	100.00	13,300.00	
	<i>Education supplies (pens, pencils, exercise books, school bags, erasers, etc.) are highly needed to improve enrollment and retention of 3,500 students (1,700 girls) in 12 temporary schools in KM7-KM15 Mogadishu. The supplies were itemized in Bill of Quantity (BOQ) in detail</i>							
2.7	Cost for hygiene promotion supplies (Cost for Soap Bars for hands wash and chlorine) and safe drinking water for 3,500 students (1,700 girls and 1,800 boys) at 12 schools for 12 months	D	12	57.00	12	100.00	8,208.00	
	<i>The hygiene promotion supplies (soap bars for washing with hands (12 Cartons, 1 carton with 108 soap bars for each TLS per month), chlorine for sanitation latrines and school environment (12 Kg for each school per month)) and safe drinking water (Cost for Safe Drinking Water for 3,500 students at 12 TLS (324 miter cubic (M3) per month, 27 M3 per school) will provided to 3,500 students (1,700 girls and 1,800 boys) at 12 schools for 12 months to improve personal sanitation and health well-being for these children. The Bill of Quantity explains required items and cost of supplies for per school per month.</i>							
2.8	Incentives for 80 teachers (50 male and 30 female) for 12 months	D	80	100.00	12	100.00	96,000.00	
	<i>80 teachers (50 male and 30 female) will be recruited to teach 3,500 students (1,700 girls) for 12 months. FENPS will provide these teachers with monthly incentives not full salary will be provided to the teachers for 12 months.</i>							
2.9	Incentives for 12 head teachers (4 female and 8 male) for 12 months	D	12	150.00	12	100.00	21,600.00	
	<i>12 head teachers (4 female and 8 male) will be recruited for 12 months to manage daily activities of 12 temporary schools in KM7-MK15 IDP settlements. Head teachers will control and manage attendance of learners and teachers and will teachers and parents to increase and enrollment in these schools. This is to enhance their performance and assist to conduct the tasks assigned to them</i>							
2.10	Cost for 3 days training sessions for 80 teachers (50 male and 30 female), 12 head teachers (4 female and 8 male) and 104 community education committees (52 female and 52 male)	D	1	9,900.00	1	100.00	9,900.00	
	<i>FENPS will conduct 3 days training sessions for 80 teachers (50 male and 30 female), 12 head teachers (4 female and 8 male) to improve instructional and professional capacity of teachers and head teachers. FENPS will also train 104 community education committees-CECs (52 female) on community school management, risk reduction and risk management approaches, children rights as well as the importance of girls education for 3 days. In order to facilitate training activities, FENPS will hire 2 trainers (TOTs) to train 80 teachers (50 male and 30 female), 12 head teachers (4 female and 8 male) and 104 community education committees. Teachers, head teachers and CECs are required to stay whole training days to get advantage from the lessons and tutorial activities intended so that FENPS will provide the trainees (196 persons) with breakfast and lunch during two training sessions each with 3 days' time (i.e. 3 days training session for 104 Community education committees and 3 days training session for 80 teachers and 12 head teachers). The cost/DSA of 2 trainers (TOTs) and rent expense of 2 training halls will be active in 6 days (3 days for teachers training and 3 days for CECs training)</i>							
	<b>Section Total</b>						<b>225,614.00</b>	
<b>Travel</b>								
5.1	Vehicle Rent for activities of the project for 12 months	D	1	1,500.00	12	100.00	18,000.00	
	<i>One car will be rented to facilitate transportation of project staff for 12 months for monitoring and managing project activities in 12 schools in 2 different districts, supervision and controlling, meeting with the community and other stakeholders. This car will serve for the activities in two districts (100% Somalia Humanitarian Fund-SHF). FENPS is paying other administration and operational costs such as office cost, communication stationary expense for project staff.</i>							
	<b>Section Total</b>						<b>18,000.00</b>	
<b>General Operating and Other Direct Costs</b>								
7.1	Bank fee for transferring local staff fee and other activities	D	1	601.00	1	100.00	601.00	

	<i>The cost for bank transfer of money for whole project activities estimated as a lump sum</i>		
<b>Section Total</b>			<b>601.00</b>
<b>SubTotal</b>	4,390.00		<b>264,975.00</b>
Direct			264,975.00
Support			
<b>PSC Cost</b>			
PSC Cost Percent			5.67
PSC Amount			15,024.08
<b>Total Cost</b>			<b>279,999.08</b>

<b>Project Locations</b>							
Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Banadir -> Mogadishu-Daynile -> Mogadishu/Daynile	50	55	43	900	850	1,848	
Banadir -> Mogadishu-Dharkenley -> Mogadishu/Dharkenley	50	55	43	900	850	1,848	

<b>Documents</b>	
Category Name	Document Description
Signed Project documents	Allocation letter for SC and FENPS RCHC LT 065.pdf
Signed Project documents	Signed allocation letter 3706 and 2569.pdf
Project Supporting Documents	Education Needs Assessment_FENPS_2016.pdf
Budget Documents	BOQ-FENPS-3706.xls
Budget Documents	BOQ-FENPS-3706.xls
Budget Documents	BOQ-FENPS-Revised_3706.xls
Budget Documents	Bill of Quantity-FENPS-Revised_October 2016-3706.xls
Revision related Documents	BOQ-FENPS-updated_October 2016-3706.xls
Grant Agreement	HC and IP signed signed GA fenps 3706.pdf