

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*	Comitato di Coordinamento delle Organizzazioni per il Servizio Volontario			
(B) Type of Organization*	<input type="checkbox"/> UN Agency <input type="checkbox"/> International NGO <input type="checkbox"/> Local NGO <input type="checkbox"/> International NGO			
(C) Project Title* <small>For standard allocations, please use the CAP title.</small>	Emergency education for enhanced protection of conflict and drought affected children in 7 primary schools in Merka, Lower Shabelle			
(D) CAP Project Code	SOM-11/E/40064	Not required for Emergency Reserve proposals outside of CAP		
(E) CAP Project Ranking	High	Required for proposals during Standard Allocations		
(F) CHF Funding Window*	Emergency Reserve			
(G) CAP Budget	382315	Must be equal to total amount requested in current CAP		
(H) Amount Request*	195389.00	Equals total amount in budget, must not exceed CAP Budget		
(I) Project Duration*	6 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 <small>Direct project beneficiaries. Specify target population disaggregated by number, and gender. If desired more detailed information can be entered about types of beneficiaries. For information on population in HE and AFLC see FSNAU website (http://www.fsnau.org)</small>		Men	Women	Total
	Total beneficiaries	1280	1920	3200
	Total beneficiaries include the following:			
	Children under 18	989	1484	2473
		0	0	0
		0	0	0
		0	0	0
(M) Location <small>Precise locations should be listed on separate tab</small>	Regions	<input type="checkbox"/> Awdal <input type="checkbox"/> Banadir <input type="checkbox"/> Bay <input type="checkbox"/> Gedo <input type="checkbox"/> L. Juba <input type="checkbox"/> M. Juba <input type="checkbox"/> Mudug <input type="checkbox"/> Sanaag <input type="checkbox"/> Togdheer <input type="checkbox"/> Bakooll <input type="checkbox"/> Bari <input type="checkbox"/> Galgaduud <input type="checkbox"/> Hiraaan <input type="checkbox"/> L. Shabelle <input type="checkbox"/> M. Shabelle <input type="checkbox"/> Nugaal <input type="checkbox"/> Sool <input type="checkbox"/> W. Galbeed		
(N) Implementing Partners <small>(List name, acronym and budget)</small>	1		Budget:	\$ -
	2		Budget:	\$ -
	3		Budget:	\$ -
	4		Budget:	\$ -
	5		Budget:	\$ -
	6		Budget:	\$ -
	7		Budget:	\$ -
	8		Budget:	\$ -
	9		Budget:	\$ -
	10		Budget:	\$ -
		Total	Budget:	\$ -
		Remaining	Budget:	\$ 195,389
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*	Fabio Gigantino	Title	Regional Coordinator
	Email*	kenya@cosvnairobi.org	Phone*	+254 738681081
	Address	Plot 47, Rhapsa Road House 2 – Westlands, Nairobi		

3. BACKGROUND AND NEEDS ANALYSIS (please adjust row size as needed)

(A) Describe the project rationale based on identified issues, describe the humanitarian situation in the area, and list groups consulted. (maximum 1500 characters) *	Lower Shabelle is facing a severe and increasingly acute drought which is indeed exacerbating an already dire humanitarian situation whereas civil insecurity, political instability and confrontations between armed groups continue to drive human rights abuses, violence, killings, and population displacement. The migrant populations in search of water and pasture or other viable economic activities to sustain themselves, as a result of the ongoing drought, are passing through highly endemic geographical areas for AWD and measles. Informal settlements and a population increase has been observed in urban areas such as Merka (WHO Weekly Highlights 12-18 February 2011). Children are among those who suffer most from crises – both in the short and long term. Access to education remains largely insufficient: only 28% of school age children are reported to attend school in Merka due to conflict, drought and poverty. Children's poor living conditions translate into high mortality rates. Reports by COSV Field Education Supervisor, teachers, CECs and educational boards show that attendance rates
(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) *	Due to the Acute Food and Livelihood Crisis and Humanitarian Emergency, recently made worse by severe drought, children in Merka are dropping out of school as they no longer have the physical and/or mental resources to attend school, or because they need to work in order to help sustain the family. Due to the non existence of proper drought preparedness programs, communities in Merka rely heavily on post-impact remedies. Education, which is linearly correlated with poverty reduction, is a major concern in the area. Almost all facilities are elementary or intermediate in nature, with technical, financial and secretarial based facilities being nonexistent or seriously damaged by the war. Teachers receive no salary but depend on contributions from the community or small incentives from donor agencies. Children are exposed to severe protection abuses and violations including an increase in recruitment into armed groups. Priority needs identified by COSV and teaching staff from the target primary schools include: Mobilisation of communities to send their children back to school; Rehabilitation of schools and classrooms to strengthen their capacity to absorb additional
(C) List and describe the activities that your organization is currently implementing to address these needs. (maximum 1500 characters)	In order to improve learning capacity, increase school enrollment, attendance, retention and completion, COSV is supporting basic education in 7 Primary schools in Merka Town through provision of an inclusive education support package for 2,473 school age children from IDPs, marginalized and vulnerable communities, with particular emphasis on gender and inclusion. In-service trainings for teachers have been promoted to upgrade their quality and skills in teaching methodologies. Health screenings are conducted twice during the academic year by qualified medical staff from the MCHs supported by COSV in order to monitor the health situation of the school pupils. Incentives are being provided to 112 teaching staff to meet their basic needs and ensure availability of qualified and strong teaching force in the seven primary schools throughout the academic year.

4. LOGICAL FRAMEWORK (to be completed by organization)

(A) Objective*	To increase access to education as a life-saving emergency response to drought and conflict affecting children in Merka		
(B) Outcome 1*	Life-saving and child rights-based activities integrated into the school curriculum		
(C) Activity 1.1*	Provision of peace education and inclusion of life-saving and rights based messages into the curriculum in the 7 target schools		
(D) Activity 1.2	Provision of child protection measures including psycho-social support and establishing children clubs benefiting 2,473 children		
(E) Activity 1.3	Psychosocial, pedagogical, child rights and gender awareness training for 112 teachers, 25 of which are women (7 days training sess		
(F) Indicator 1.1*	Education	Number of students (disaggregated by gender) enrolled in formal	Target* 2473
(G) Indicator 1.2	Education	2473 pupils benefitting from psycho-social support	Target
(H) Indicator 1.3	Education	112 teachers (87 male, 25 female)	Target
(I) Outcome 2	Increased access to formal education with particular emphasis on gender and inclusion and children from IDP families through renovat		
(J) Activity 2.1	Rehabilitation of the existing school buidings in 5 primary schools in Merka Town to strenghten their capacity to accomodate additiona		
(K) Activity 2.2	Provision of Emergency School feeding		
(L) Activity 2.3			
(M) Indicator 2.1	Education	Number of learning spaces rehabilitated/constructed that meet INI	Target 5
(N) Indicator 2.2	Education	Number of pupils receiving daily school meals -	Target
(O) Indicator 2.3	Education		Target
(P) Outcome 3	CEC and boards empowered on Disaster risk reduction and early warning mechanism		
(Q) Activity 3.1	Community-based training on Disaster risk reduction, mitigation, preparedness and early warning mechanism for school CECs and Ed		
(R) Activity 3.2			
(S) Activity 3.3			
(T) Indicator 3.1	Education		Target 92
(U) Indicator 3.2			Target
(V) Indicator 3.3			Target
(W) Implementation Plan* Describe how you plan to implement these activities (maximum 1500 characters)	After consultation and in close co-operation with CECs and Education Boards, COSV will support provision of peace education and inclusion of life-saving and rights based messages into the curriculum in the 7 target schools and communities nearby. This will encompass provision of child protection measures including psycho-social support and establishment of children clubs benefiting 2,473 pupils. Community mobilisation and child rights training will be promoted to increase enrolment, focusing on IDPs, girls and vulnerable groups. A Master trainer will be locally hired to conduct of a 7 days training of trainers (112 primary school teachers). Daily meals will be provided to 2,473 pupils (1484 girls and 989 boys - For further info See document on school enrolment per gender attached). In the 7 target schools, the 112 teachers receive no salary but depend on contributions from the community or small incentives from COSV/UNICEF. Teachers will therefore be considered eligible for provision of food rations. Likewise, the voluntary staff		

5. MONITORING AND EVALUATION (to be completed by organization)

(A) Describe how you will monitor, evaluate and report on your project activities and achievements, including the frequency of monitoring, methodology (site visits, observations, remote monitoring, external evaluation, etc.), and monitoring tools (reports, statistics, photographs, etc.). Also describe how findings will be used to adapt the project implementation strategy. (maximum 1500 characters) *

The internal monitoring system will conform with results-based management standards and will include a mid-term review. School attendance, enrollment and retention data will be collected and processed under a regular monitoring process. COSV Field Education Supervisor will monitor activities in line with the performance indicators; information will be loaded into a database to facilitate assessment. Data from the field will be centralized and analysed by the Country Office in Nairobi. Equal participation of women and men from the CECs and Education Board will be ensured in monitoring, evaluation and review of project progress and results. Together with them, COSV will develop monitoring and evaluation tools that specifically look at the impact of emergency education programme on beneficiaries' vulnerability, including in the design of questionnaires that examine how the needs of the target groups have been addressed.

(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					
	Week 1-4	Week 5-8	Week 9-12	Week 13-16	Week 17-20	Week 20-24
1.1* Provision of peace education	X	X	X	X	X	X
1.2 Provision of child protection	X	X	X	X	X	X
1.3 Psychosocial, pedagogical	X					
2.1 Rehabilitation of the existing	X	X	X			
2.2 Provision of Emergency	X	X	X	X	X	X
2.3 Community-based training	X	X	X	X	X	X
3.1 Community-based training on Disaster risk reduction, mitigation, preparedness and early warning mechanism for school CECs and Edu						
3.2 0						
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 UNICEF	Provision of standardized learning materials, teacher training and monitoring of tea
2	
3	
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	Psychosocial, pedagogical, child rights and gender awareness training will be	
Capacity Building		