

For 'new-line' in text fields pres [ALT] and [ENTER] keys on keyboard (do not insert spaces to create line shift)
Please do not change the format of the form (including name of page) as this may prevent proper registration of project data.

For new proposals, please complete the tab for 'Project Document', 'Budget' and 'Locations'
Mandatory fields are marked with an asterisk

Project Document

1. COVER (to be completed by organization submitting the proposal)

(A) Organization*	Norwegian Church Aid			
(B) Type of Organization*	<input type="checkbox"/> UN Agency <input type="checkbox"/> International NGO <input type="checkbox"/> Local NGO <input checked="" type="checkbox"/> International NGO			
(C) Project Title* <small>For standard allocations, please use the CAP title.</small>	Emergency Education Support in Gedo Region			
(D) CAP Project Code	SOM-12/E/48222	Not required for Emergency Reserve proposals outside of CAP		
(E) CAP Project Ranking	High	Required for proposals during Standard Allocations		
(F) CHF Funding Window*	Standard Allocation 2 (Oct 2012)			
(G) CAP Budget	\$ -	Must be equal to total amount requested in current CAP		
(H) Amount Request*	\$ 245,390.00	Equals total amount in budget, must not exceed CAP Budget		
(I) Project Duration*	12 months	No longer than 6 months for proposals to the Emergency Reserve		
(J) Primary Cluster*	Education			
(K) Secondary Cluster	Only indicate a secondary cluster for multi-cluster projects			
(L) Beneficiaries <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	18	12	30
	Total beneficiaries include the following:			
	Internally Displaced People	2178	1452	3630
	Other (Select)			0
Other (Select)			0	
Other (Select)			0	
(M) Location <small>Precise locations should be listed on separate tab</small>	Regions <input type="checkbox"/> Awdal <input type="checkbox"/> Banadir <input type="checkbox"/> Bay <input type="checkbox"/> Gedo <input type="checkbox"/> Juba <input type="checkbox"/> M Juba <input type="checkbox"/> Mudug <input type="checkbox"/> Sanaag <input type="checkbox"/> Togdheer <input type="checkbox"/> Bakool <input type="checkbox"/> Bari <input type="checkbox"/> Galgaduud <input type="checkbox"/> Hiraaan <input type="checkbox"/> Shabelle <input type="checkbox"/> M Shabelle <input type="checkbox"/> Nugaal <input type="checkbox"/> Sool <input type="checkbox"/> W Galbeed			
(N) Implementing Partners <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:	\$ 245,390	
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*	Pio Ding	Title	Area Representative, Kenya & Somalia
	Email*	pio.ding@nca.no	Phone*	+254 708984834
	Address	P.O Box 52802-00200 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) *	Like many other parts of south central zone, education in Gedo region has been facing a number of humanitarian crisis which have which have consequently impacted negatively on the progress and development efforts of the vulnerable population. Recurrent drought and food shortages leave the Gedo region aid‐dependent, with very limited employment and trade opportunities. Humanitarian access in the region remains challenging. According to the UNOCHA February 2012 Gedo fact sheet, There are currently 77,200 displaced people in the region. In 2011, displaced Somalis from Gedo accessed refugee camps in Ethiopia and Kenya due to the severe drought. Temporary IDP settlements established in Doolow to assist those transiting became permanent IDP centres. People returning from Ethiopia for the Deyr harvest and clan clashes have also increased pressure on the IDP population. According to an education mapping assessment conducted by NCA earlier this year, Dollow was identified as one of the regions that is undeserved in terms of education. There are only 11 schools serving the communities in Dollow, while about 9 villages were identified as totally undeserved. The existing schools have glaring gaps in terms of basic amenities and facilities that provide a conducive learning environment. Since schools also provide protection spaces for children from recruitment as soldiers and other armed groups inadequate learning spaces translate to children's vulnerability to these dangers.
(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) *	There are a number of schools that meet the education needs of the population in Dollow.NCA education mapping assessment conducted in Gedo this year found that there are 11 schools in Dollow out of which only 8 receive support from different organizations.Accessibility to education for boys and girls is a challenge due to long distance and the fact that there are no schools in the targeted IDP camps which have an approximated total of 12,600 residents.(information from NCA partner ASEP who recently implemented a project in the camps) among whom about 6300 are school going children.Girls in this school going category are about 40%.The existing schools are also located distance away from the IDP camps, making it difficult for both boys and girls to access education facilities in the camps.In most cases girls are most affected,since long distances exposes them to diverse dangers& mainly participate in IGA activities,hence limiting their participation and access to education.The project will focus on providing equal access to primary education for boys and girls in the camp which will include provision of gender friendly services.Further consultation with local authorities and community elders gave an indication out of the 6300 estimated children,3600 between ages 6-13 years require basic primary education which will be the project focus;others are of post primary
(C) List and describe the activities that your organization is currently implementing to address these needs.(maximum 1500 characters)	NCA is currently in partnership with UNICEF implementing education and is working in six districts in Gedo region namely Garbaharrey, Burdhubo, Elwak,Bardera, Elwak and Luuq. The education project NCA is currently implementing focuses on scaling up emergency education in Gedo, to enhance assess to quality education for boys and girls in the target areas. Some of the project activities include construction and renovation of classrooms and wash facilities, provision of desks and other teaching materials, provision of stationary building the capacity of teachers, Community Education Committees and partners among other activities. In Doolow, NCA in March 2012 conducted an education status mapping assessment Gedo region which indicated that there were education gaps in doolow among other districts, hence this will be the focus of the new project.

4. LOGICAL FRAMEWORK (to be completed by organization)

(A) Objective*	To provide access to quality education for 3600 boys&girls in 2 IDP camps among which 40% are girls		
(B) Outcome 1*	Enhanced enrollment and access to quality education for boys& girls in IDP camps		
(C) Activity 1.1*	Construct 20 semi permanent classrooms & provide learning materials such as desks, textbooks and other teaching aid in 2IDP schools		
(D) Activity 1.2	Recruit 20 new teachers-10 per school(40% females) for the new IDP classrooms & establish10 CECs among which 40% are female		
(E) Activity 1.3	Provide recreation facilities alongside psychosocial support in the 2 IDP schools.		
(F) Indicator 1.1*	Education	Number of children provided with learning supplies	Target* 3600
(G) Indicator 1.2	Education	Number of Teachers and CECs in target schools	Target 30 (20 teachers and 10 CECs)
(H) Indicator 1.3	Education	No. of children who benefited from psychosocial services in schools	Target 3600
(I) Outcome 2	Enhanced capacity for teachers,CECs(40% female respectively to facilitate quality education in IDP schools		
(J) Activity 2.1	Train 20teachers(40% females) on classroom management, curriculum development, life-skills and psychosocial support.		
(K) Activity 2.2	Train10CECs (40% females) on School management, life skills and psychosocial support		
(L) Activity 2.3			
(M) Indicator 2.1	Education	Number of teachers trained	Target 20
(N) Indicator 2.2	Education	Number of CECs trained on school management, life-skills and psychosocial support	Target 10 CECs
(O) Indicator 2.3			Target
(P) Outcome 3	Improved hygiene& sanitation with gender segregated latrines with hand-washing facilities in IDP schools		
(Q) Activity 3.1	Construct 4 toilet blocks with 4 stances (2 blocks per school separate for boys and girls with hand washing facilities		
(R) Activity 3.2	Train 10 CECs (5 per school) and 20 teachers (10 per school)40%female hygiene and sanitation		
(S) Activity 3.3			
(T) Indicator 3.1	Education	Number of children enrolled in school	Target 3600
(U) Indicator 3.2	Education	Number of CECs and teachers trained on hygiene and sanitation	Target 30
(V) Indicator 3.3			Target
(W) Implementation Plan* Describe how you plan to implement these activities (maximum 1500 characters)	The project will be implemented within a period of 12 months. NCA will implement the planned activities in Doolow directly through the Mandera office. This will be in collaboration with the community members who will assist in the identification of CECs for school management. The local authorities and other education stakeholders will be critical and NCA will liaise with them from time to time. NCA will focus on implementing the following activities:Construct 20 semi permanent classrooms, construct 4 blocks of latrines (3 for boys and 3 for girls)with hand washing facilities & provide learning materials such as desks and other teaching aid in 2 IDP schools. Provide recreation facilities in 2 IDP schools & provide psychosocial support in the 2 IDP camps. Recruit 20 teachers (40% females) and provide incentives, Establishment of CECs among which 40% are female (5 in each of the 2 IDP schools) who will include Water, Environment and Sanitation committees for support of wash intervention in the IDP schools.Train 20 teachers (40% females) to enhance their skills for delivery of quality education in 2 IDP schools and 10 CECs (40% females) to enhance delivery of quality management in the target IDP schools as well as train them psychosocial support.NCA has recently implemented WASH interventions and food assistance to the targeted IDPs in the two camps through partnership with ASEP. Further,an education mapping assessment in Gedo region cited Doolow as one of the districts having gaps in education.		

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) *

Monitoring will be an ongoing activity throughout the project period. This will be done through regular field visits, monitoring reports, meetings and use of detailed work plans, which are part of NCA's M&E plan. Since NCA will be implementing the project activities directly, the field office staff will be responsible of regular monitoring and offering the necessary support to the teachers and the CECs in the target IDP schools. They will further report progressively on quarterly basis using the field monitoring tools provided on the progress of the project implementation. The CEC and key stakeholders in collaboration with NCA, will be part of the monitoring process, and will hold regular meetings to provide feedback on the project execution, challenges experienced and impact in the lives of the IDP camp residents. Success stories and other relevant project information will be documented to show the impact of the project on the beneficiaries. The Nairobi program office will take occasional field visits and will regularly review field progress reports submitted on quarterly basis by the field office, which will then be submitted to the donors. Complaints from the beneficiaries will be discussed openly with CEC committees, authorities and education stakeholders for action. A midterm and end of project evaluation will be conducted to review the progress of implementation and lessons learnt, impact and project relevance respectively and this will inform future planning.

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

Activity	Timeframe					
	Please select 'weeks' for projects up to 6 months, and 'months' for projects up to 12 months					
	Month 1-2	Month 3-4	Month 5-6	Month 7-8	Month 9-10	Month 11-12
1.1* Construct 20 semi perm	X	X				
1.2 Recruit 20 new teachers	X					
1.3 Provide recreation facilit				X	X	X
2.1 Train 20 teachers (40% fe		X	X			
2.2 Train 10 CECs (40% fem		X	X			
2.3 Construct 4 toilet blocks	X	X				
3.1 Train 10 CECs (5 per sc		X	X	X	X	X
3.2 Train 10 CECs (5 per school) and 20 teachers (10 per school) 40% female hygiene and sanitation						
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	Scaling up Emergency Education in Gedo
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	The project will be keen on ensuring that gender is mainstreamed in all aspects.
Capacity Building		