

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* | Gruppo per le Relazioni Transculturali | | | |
| (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* | Facilitating Access to safe learning and recreational opportunities that promote peaceful coexistence and psychological wellbeing for Vulnerable children (girls and boys) affected by emergencies in Gaalkayco | | | |
| (D) CAP Project Code | SOM-12/E/48303 | Not required for Emergency Reserve proposals outside of CAP | | |
| (E) CAP Project Ranking | Medium | 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* | \$ 126,000.00 | 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* | Protection | | | |
| (L) Beneficiaries | Direct project beneficiaries. Specify target population disaggregated by number, and gender. If desired more detailed information can be entered about types of beneficiaries. For information on population in HE and AFLC see FSNAU website (http://www.fsnau.org) | | | |
| | | Men | Women | Total |
| | Total beneficiaries | 4207 | 6325 | 10632 |
| | Total beneficiaries include the following: | | | |
| | Children under 18 | 838 | 1322 | 2160 |
| | Promoters, Caretakers, committee mem | 0 | 0 | 132 |
| | | 0 | 0 | 0 |
| | | 0 | 0 | 0 |
| (M) Location | Precise locations should be listed on separate tab Regions: <input type="checkbox"/> Awdal <input type="checkbox"/> Banadir <input type="checkbox"/> Bay <input type="checkbox"/> Gedo <input type="checkbox"/> Juba <input type="checkbox"/> M Juba <input type="checkbox"/> Mudug <input type="checkbox"/> Sanaag <input type="checkbox"/> Togdheer <input type="checkbox"/> Bakool <input type="checkbox"/> Bari <input type="checkbox"/> 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 | (List name, acronym and budget) | | | |
| | 1 | | Budget: | \$ - |
| | 2 | | Budget: | \$ - |
| | 3 | | Budget: | \$ - |
| | 4 | | Budget: | \$ - |
| | 5 | | Budget: | \$ - |
| | 6 | | Budget: | \$ - |
| | 7 | | Budget: | \$ - |
| | 8 | | Budget: | \$ - |
| | 9 | | Budget: | \$ - |
| | 10 | | Budget: | \$ - |
| | | Total | Budget: | \$ - |
| | | Remaining | Budget: | \$ 126,000 |
| 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* | Eliana Irato | Title | Regional representative |
| | Email* | eliana.irato@gritalia.org | Phone* | 254-734-144-571 |
| | Address | GRT Nairobi Regional Office, P.O. BOX 75776 | | |

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) * | In 2012, Somalia was ranked the worst place to be a child (Save the Children Child Development Index 2012). The overall enrollment rate at primary school is one of the worlds lowest at 40% (UNDP projection). Girls and women particularly face barriers in accessing education and health representing 37% of all pupils (UNICEF Survey of School 2005/2006) and Somalia having some of the world's highest infant and mortality rates; for every 100,000 live births, 1,200 women die in childbirth; the under five mortality rate is 225 per 1,000 live births (CIA World Factbook). To add to these figures, the number of girls being raped is increasing as well as forced early marriage. According to the MoE in Puntland there are 469 formal and 118 NFE facilities in Puntland, however, the quality is quite low with an estimated 25% of teacher being paid (UNICEF 2005). Access to safe social recreational centers where children can intermix is inadequate and the safe child friendly spaces that exist are temporary and do not follow a psycho-social manual for building well being and peaceful coexistence. Since 2010, GRT has integrated psycho-social recreational activities into schools and brought communities together as a means to improve the well being of vulnerable and their performance in formal education. In 2012 GRTs psycho-social support activities became part of school agendas alongside forums to build peaceful and collaborative relationships amongst students from IDP/Ref/Host communities. |
| (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) * | Over 59,000 IDP/refugee/migrants live in Gaalkayco (UNDP 2012), with the majority of the population under 18 years old. Due to displacement, minimal clan protection and inadequate psycho-social support services in the region, the IDP children (under 15 years old) in Gaalkayco face several barriers to accessing safe learning spaces that include threatening/non supportive environments, lack of role models, lack of confidence in girls and other disadvantaged learners, and lack of qualified teachers, especially females. School attendance rates amongst IDPs and refugee children (boys and girls) remain low with dropout rates high (15% of 59 refugees failing one semester as result of poor attendance according to GRT data) with lack of access to light cited an attributing factor during FGDs conducted by GRT. Girls access to safe learning spaces and completing formal education is further comprised due to the increased risk of physical, sexual, and emotional assault (GRT reported 43 cases of GBV in Gaalkayco June-Sept. 2012). Youth (14-29 yrs) unemployment is also staggering with 67% (HDI 2012 Somalia), leading boys to leave the country or seek dangerous livelihood activities. These barriers to safe learning spaces and protection risks have alienated the IDP children and youth from host and IDPs communities and have reduced their psycho-social well being, prompting |
| (C) List and describe the activities that your organization is currently implementing to address these needs.(maximum 1500 characters) | GRT is currently conducting in Gaalkayco an integrated education program including access to formal education for refugees and Asylum seekers, recreational activities and psycho social support in 4 schools. Since 2011, through UNHCR fundings, GRT signed MOUs with four Gaalkayco schools in order to facilitate the enrolment of refugee and asylum seeking children in primary formal education. In 2011, 59 RAS children were enrolled in these schools and supported (School fees, uniforms, text books, transportation) and 41 in 2012 (595 for the whole Puntland). On top of formal Education, GRT is also providing recreational activities to vulnerable children after the school and during the holidays (as part of a psychosocial support and risk mitigation strategy). Moreover, referral are made to GRT psychosocial team when a child is presenting psychosocial distress after identification by the trained teachers. Focus is put in Early Childhood Development (ECD) and an assessment of the schools has been conducted in order to evaluate how ECD is currently tackled and how to improve it. |

4. LOGICAL FRAMEWORK (to be completed by organization)

| | | | |
|--|---|---|---------------------|
| (A) Objective* | To improve access to Recreational Activities and Psycho Social Support for vulnerable children in Galkaacyo | | |
| (B) Outcome 1* | 1320 children (60% girls) see their psychosocial wellbeing improved thanks to psychosocial recreation opportunities at schools and | | |
| (C) Activity 1.1* | Facilitate and support Psychosocial and Peaceful Coexistence Recreation activities for boys and girls ages 8-14 (utilizing GRT/CES) | | |
| (D) Activity 1.2 | | | |
| (E) Activity 1.3 | | | |
| (F) Indicator 1.1* | Education | Number of children enrolled in school | Target* 1320 |
| (G) Indicator 1.2 | Education | | Target |
| (H) Indicator 1.3 | Education | | Target |
| (I) Outcome 2 | 100 teachers gain the skills required to identify children presenting psychosocial distress and together with 40 youth (50% women) train | | |
| (J) Activity 2.1 | Train 100 teachers (focus on women teachers) - 25 teachers from each of the 4 schools - to improve their capacity to identify children | | |
| (K) Activity 2.2 | Identifying, with a gender sensitive approach, 40 youth club members (at least 50% girls and 10 in each school) and train the youth club | | |
| (L) Activity 2.3 | Participatory evaluation of the trainings to teachers and youth clubs conducted in each location. | | |
| (M) Indicator 2.1 | Education | Number of teachers trained | Target 100 |
| (N) Indicator 2.2 | Education | Number of youth club members trained | Target 40 |
| (O) Indicator 2.3 | Education | Number of teachers and youth club members evaluated post training | Target 70 |
| (P) Outcome 3 | Life-saving practices integrated in formal and non formal education settings | | |
| (Q) Activity 3.1 | 3 awareness raising initiatives directly organized by teachers and selected children on peaceful coexistence and on the importance of | | |
| (R) Activity 3.2 | | | |
| (S) Activity 3.3 | | | |
| (T) Indicator 3.1 | Protection | Number of community-driven coping mechanisms supported and | Target 3 |
| (U) Indicator 3.2 | Education | | Target |
| (V) Indicator 3.3 | Education | | Target |
| (W) Implementation Plan* Describe how you plan to implement these activities (maximum 1500 characters) | The school based psychosocial recreational activities will be facilitated by GRT field staff then later on (after 6 months) by the teachers and youth club members and GRT field staff. Children to participate in the school-based recreational activities will be identified by GRT staff and teachers through GRTs psycho-social assessment. Teachers and youth club members will be selected by GRT for training and will be evaluated by GRT field staff. The awareness raising activities on psychosocial support and nonformal education will be conducted by GRT field staff and teachers, and will engage IDP/Refugee/Migrant community members. GRT PM will guide, monitor and evaluate overall implementation of the activities. | | |

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

| <p>(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) *</p> | <p>A M and E system will be set at the beginning of the project and shared with CHF and the Education Cluster that will include monthly reports by project staff and regular meetings among all staff and community members involved in activities. Regular reports according to CHF timeframe will be submitted (both narrative and financial ones). Children will be involved in the monitoring exercise as well. This will be complemented by regular project reports compiled by project staff and regular analysis of progress that will feed into joint planning sessions. An interim report and final report will be conducted by GRT management as well as a mid year and end of year work plan evaluation and will be shared with CHF and the Education Cluster. Missions from GRT Regional office in Nairobi will be arranged for adherence of project activities with the project documents; at the same time the PM will report to GRT Regional Office staff who will visit project locations in order to guarantee control on activities coherence. Internally, a format for training evaluation will be filled by participants in order to evaluate contents, teaching, and overall comprehension. The analysis of the project outputs, registers and referral mechanisms put in place to monitor HR abuses and the available data from other agencies involved in protection in Puntland will be the source for verification of indicators of the objectives. Financial and admin will be monitored using GRT's fiscal software; procedure of purchase requests following donors guidelines; and budget control from PM, Administrator and HQ.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------|-----------|-----------|------------|-------------|--|--|-----------|-----------|-----------|-----------|------------|-------------|--------------------------------|---|---|---|---|---|---|------------------------------|--|---|---|--|---|--|-------------------------------|--|---|---|--|---|--|------------------------------|--|--|---|--|---|---|--------------------------------|--|---|--|---|--|---|---|--|--|--|--|--|--|---|--|--|--|--|--|--|-------|--|--|--|--|--|--|-------|--|--|--|--|--|--|
| <p>(B) Work Plan Must be in line with the log frame. Mark "X" to indicate the period activity will be carried out</p> | <table border="1"> <thead> <tr> <th rowspan="2">Activity</th> <th colspan="6">Timeframe</th> </tr> <tr> <th>Month 1-2</th> <th>Month 3-4</th> <th>Month 5-6</th> <th>Month 7-8</th> <th>Month 9-10</th> <th>Month 11-12</th> </tr> </thead> <tbody> <tr> <td>1.1* Facilitate and support Ps</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>1.2 Train 100 teachers (focu</td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>1.3 Identifying, with a gende</td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>2.1 Participatory evaluation</td> <td></td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> </tr> <tr> <td>2.2 3 awareness raising initia</td> <td></td> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> <tr> <td>2.3 Participatory evaluation of the trainings to teachers and youth clubs conducted in each location.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.1 3 awareness raising initiatives directly organized by teachers and selected children on peaceful coexistence and on the importance of</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.2 0</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.3 0</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Activity | Timeframe | | | | | | Month 1-2 | Month 3-4 | Month 5-6 | Month 7-8 | Month 9-10 | Month 11-12 | 1.1* Facilitate and support Ps | X | X | X | X | X | X | 1.2 Train 100 teachers (focu | | X | X | | X | | 1.3 Identifying, with a gende | | X | X | | X | | 2.1 Participatory evaluation | | | X | | X | X | 2.2 3 awareness raising initia | | X | | X | | X | 2.3 Participatory evaluation of the trainings to teachers and youth clubs conducted in each location. | | | | | | | 3.1 3 awareness raising initiatives directly organized by teachers and selected children on peaceful coexistence and on the importance of | | | | | | | 3.2 0 | | | | | | | 3.3 0 | | | | | | |
| Activity | Timeframe | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Month 1-2 | Month 3-4 | Month 5-6 | Month 7-8 | Month 9-10 | Month 11-12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1* Facilitate and support Ps | X | X | X | X | X | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2 Train 100 teachers (focu | | X | X | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3 Identifying, with a gende | | X | X | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1 Participatory evaluation | | | X | | X | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.2 3 awareness raising initia | | X | | X | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.3 Participatory evaluation of the trainings to teachers and youth clubs conducted in each location. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.1 3 awareness raising initiatives directly organized by teachers and selected children on peaceful coexistence and on the importance of | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.2 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.3 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

6. OTHER INFORMATION (to be completed by organization)

| <p>(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</p> | <table border="1"> <thead> <tr> <th>Organization</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>1 NRC</td> <td>Education</td> </tr> <tr> <td>2 TASS</td> <td>Education</td> </tr> <tr> <td>3 GECPD</td> <td>Child Friendly Spaces</td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> <tr> <td>6</td> <td></td> </tr> <tr> <td>7</td> <td></td> </tr> <tr> <td>8</td> <td></td> </tr> <tr> <td>9</td> <td></td> </tr> <tr> <td>10</td> <td></td> </tr> </tbody> </table> | Organization | Activity | 1 NRC | Education | 2 TASS | Education | 3 GECPD | Child Friendly Spaces | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
|--|---|---|---|--|-----------|--------|---|-------------------|-----------------------|---|--|---|--|---|--|---|--|---|--|---|--|----|--|
| Organization | Activity | | | | | | | | | | | | | | | | | | | | | | |
| 1 NRC | Education | | | | | | | | | | | | | | | | | | | | | | |
| 2 TASS | Education | | | | | | | | | | | | | | | | | | | | | | |
| 3 GECPD | Child Friendly Spaces | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | | |
| <p>(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</p> | <table border="1"> <thead> <tr> <th>Cross-Cutting Themes (Yes/No)</th> <th>Outline how the project supports the selected Cross-Cutting Themes.</th> <th>Write activity number(s) from section 4 that supports Cross-Cutting theme.</th> </tr> </thead> <tbody> <tr> <td>Gender</td> <td>Yes</td> <td>The services and training provided to the community-based networks will focus</td> </tr> <tr> <td>Capacity Building</td> <td></td> <td></td> </tr> </tbody> </table> | 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 services and training provided to the community-based networks will focus | Capacity Building | | | | | | | | | | | | | | | |
| 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 services and training provided to the community-based networks will focus | | | | | | | | | | | | | | | | | | | | | |
| Capacity Building | | | | | | | | | | | | | | | | | | | | | | | |