Coordination Saves Lives						Pro	oject Proposa
Organization	FENPS (Formal Education	on Network for Private S	Schools)				
Project Title	Increased Access to Prot Somalia	tective Quality Education	on for Vulnerable S	chool Age (	Children (Boys and Girl	s) at KM7-KM13 I	IDP Settlements in Mogadish
CHF Code	CHF-DDA-3485-687						
Primary Cluster	Education		Secondary Clu	ster			
CHF Allocation	Standard Allocation 1 (Fe	eb 2015)	Project Duratio	1		12	months
Project Budget	289,999.48						
HRP Details	HRP Code	SOM-15/E/71608	HRP Budget	451	,400.00		
Project Beneficiaries	HRP Project Ranking	A - HIGH	HRP Gender Marker Me	n	Women	Total	
,	Beneficiary Summary			55	47	102	_
	Beneficially Cultimary		Boy		Girls	Total	-
				1,620	1,620	3,240	_
				Tota		3,342	
	Total beneficiaries inc	lude the following:		1012		3,342	_
	Children under 18	.aae ale lollowilig.		1,620	1,620	3,240	
	Other			55	47	102	_
						.02	
Implementing Partners	Name: Abditedir less Co	rob Title: Drogromm	n Managar				
Organization focal point contact details	Name: Abdikadir Issa Fa Telephone: +252618162						
PACKGROUND INCORMATION			@hotmail.com				
1. Project rationale. Humanitarian context: Give a specific description of the humanitarian situation in the target region based on newest data available (indicate source)	humanitarian crisis they e estimated that about 1,02 These worsened livelihoo estimation report issued i	experienced in the last 25,000 people (62%IDF ods and serious emerge in November 2014, abo	2 years. The findin Ps) would remain ir ency situations hav out 369000 IDPs liv	gs from a jo Crisis and e had nega e in Mogad	pint assessment conduct Emergency (IPC Phase ative impact on access to dishu and 59000 of thos	cted by FSNAU ar es 3 & 4) through to education for ch e IDPs reside in [	December 2014 in Somalia hildren. As of UNHCR IDPs Dharkenley and Daynile
Project rationale. Humanitarian context: Give a specific description of the humanitarian situation in the target region based on newest data available (indicate source) (Maximum of 1500 characters)	humanitarian crisis they estimated that about 1,02 These worsened livelihor estimation report issued i Districts. Education is on children, between the agr FENPS assessment repoeducation are missing in and nearest school is two	experienced in the last 25,000 people (62%IDF ods and serious emerge in November 2014, abc e of the most needed s es of 5 to 17 of 107009 ort on 18 IDP settlemen that area. There is no a billiometers far from the	in KM7-KM13 (Dh 2 years. The findin 5°s) would remain ir ency situations have out 369000 IDPs in ervices by IDPs at IDPs at X-Control IDPs at X-Control its with 4321 house any school in those ose 18 IDP settlem	gs from a jo Crisis and e had nega e in Mogad d host com KM13 in M holds in KN 18 IDP set ents. Refer	point assessment conductive impact on access it attive impact on access it aliashu and 59000 of thos immunity in KM7-KM13. I logadishu do not attend W7-KM13 in November titlements except two chrring to interviews with o	cted by FSNAU ares 3 & 4) through to education for che IDPs reside in ENearly all male (82 school (Somalia 2014 indicates the ild friendly spaces	nd FEWS NET in July 2014, December 2014 in Somalia hildren. As of UNHCR IDPs Dharkenley and Daynile 2%) and female (82%) Tri-cluster report, 2013). at most necessary activities s with 470 children (35%girls
1. Project rationale. Humanitarian context: Give a specific description of the humanitarian situation in the target region based on newest data available (indicate source)	humanitarian crisis they estimated that about 1,02 These worsened livelihor estimation report issued in Districts. Education is on-children, between the agreed the same of th	experienced in the last 25,000 people (62%IDF ods and serious emerge in November 2014, above of the most needed sees of 5 to 17 of 107009 ort on 18 IDP settlemen that area. There is no a billion to the serious end of the most needed sees of 5 to 17 of 107009 ort on 18 IDP settlemen that area. There is no a billion the serious hard the serious h	in KM7-KM13 (Dh 2 years. The findin 2s) would remain in ency situations have ut 369000 IDPs in IDPs at X-Control its with 4321 house any school in those see 18 IDP settlem of the most pervas thildren, between t annot respond to t teachers (men and acher incentives, s iir settlements. Acc IDP settlements have ve viable sites but should be offered h	gs from a jo Crisis and e e had negac e in Mogac d host corr KM13 in M holds in KN 18 IDP set ents. Refer ents have n ive challen- ne ages of the needs of women), boortage of to rording to inve no acce- grino, The r they can nu	point assessment conductive the conductive impact on access it ative impact on access it ative impact on access it aliashu and 59000 of those immunity in KM7-KM13. I logadishu do not attend M7-KM13 in November tttlements except two chring to interviews with conflowing access to education.  If these of IDPs in KM7-KM is to 17 of 107,009 IDPs if these children. FENPs if these children. FENPs is the conduction in the conflowing access to education. There is to education. There is the conduction is about either afford building ne	exted by FSNAU ares 3 & 4) through to education for che IDPs reside in IN early all male (82 school (Somalia 2014 indicates the ill friendly spaces community and obtained as the indicates the indicate indicates the indicate indicates the indicate indicates the indicate indicates the indicates th	nd FEWS NET in July 2014, in December 2014 in Somalia hildren. As of UNHCR IDPs Dharkenley and Daynile 2%) and female (82%) Tri-cluster report, 2013), at most necessary activities is with 470 children (35%girls oservations made by FENPS 2013 Somalia Tri-Cluster 113 in Mogadishu do not atter the sassessment in November M7-KM13 in Mogadishu. The as and recreational materials tions made by FENPS, abou in those 18 IDP settlements of from the 18 IDP settlements of from the 18 IDP settlement y incentives to teachers.
1. Project rationale. Humanitarian context: Give a specific description of the humanitarian situation in the target region based on newest data available (indicate source) (Maximum of 1500 characters)  2. Needs assessment. Describe the capacities in place, then identify the gaps (previous and new). Explain the specific needs of your target group(s) in detail. State how the needs assessment was conducted (who consulted whom, how and when?). List any baseline	humanitarian crisis they estimated that about 1,02 These worsened livelihor estimation report issued in Districts. Education is on children, between the agreement of the second of the	experienced in the last 25,000 people (62%IDF ods and serious emerge of sense of 5 to 17 of 107009 or to 18 IDP settlement that area. There is no a billometers far from the children (65% girls) in t	in KM7-KM13 (Dh 2 years. The findin 2s) would remain in ency situations hav but 369000 IDPs lit lDPs at X-Control ts with 4321 house any school in those soe 18 IDP settlem the 18 IDP settlem of the most pervas children, between t annot respond to t teachers (men and acher incentives, s ir settlements. Act IDP settlements ha 170 children (35% ve viable sites but should be offered r children in these a e education to 109 eachers (17% fema is working toward neir children with e and impoverished mergency educatio cies for IDP Childre ir, Region" of UNIC current schools or needs. The 30 TL	gs from a joc Crisis and e had negate e in Mogac d host com kM13 in Mholds in K1 18 IDP set ents. Referents have n vive challenne ages of set ents. Referents have n vive challenne ages of set ents. The referents have n vive challenne ages of set ents. The referents have n vive challenne ages of set ents have n vive challenne ages of set ents have n vive challenne ages.  678 student lie) and witt set, training the mphasis on familities, are n projects in (Foys & General Lie) and with set in the challenne and projects in (Foys & General Lie) and set in the challenne	point assessment conduct Emergency (IPC Phass taitve impact on access the stative impact on access to education. The statistic impact is the statistic impact of the statistic impact o	cted by FSNAU ar es 3 & 4) through to education for che lDPs reside in I Nearly all male (82 school (Somalia) 2014 indicates the idld friendly spaces community and ob  13. Regarding to at X-Control-KM 6 conducted need settlements in KN education supplie tipple and observat is no any school i two kilometers far w schools nor pay further deteriorati  Im low income fan girls) at SCZ in S ing staff, raising the d building new on- a supplies and rec 100 IDP children (complete in the Somaliam of CHF Somaliam of	nd FEWS NET in July 2014, in December 2014 in Somalia hildren. As of UNHCR IDPs Dharkenley and Daynile 2%) and female (82%) Tri-cluster report, 2013). at most necessary activities is with 470 children (35%girls oservations made by FENPS 2013 Somalia Tri-Cluster 113 in Mogadishu do not atter its assessment in November M7-KM13 in Mogadishu. The iss and recreational materials tions made by FENPS, about in those 18 IDP settlements in from the 18 IDP settlement y incentives to teachers. It incentives to teachers. It is in from the deducational materials to learne (3,700 girls) at 30 TLS in fund and "Education full complement each other in new schools and will
1. Project rationale. Humanitarian context: Give a specific description of the humanitarian situation in the target region based on newest data available (indicate source) (Maximum of 1500 characters)  2. Needs assessment. Describe the capacities in place, then identify the gaps (previous and new). Explain the specific needs of your target group(s) in detail. State how the needs assessment was conducted (who consulted whom, how and when?). List any baseline data  3. Activities. List and describe the activities that your organization is currently implementing to address these needs	humanitarian crisis they destimated that about 1,02 These worsened livelihor estimation report issued in Districts. Education is on children, between the agreement reproducation are missing in and nearest school is two about 10802 school age.  Barriers to education acc report nearly all male (82 school. The capacity of the 2014 and consulted with respondents told FENPS and limited protection sup 10,802 school age childre except two child friendly visited. IDPs and host compared the conditions pertinent to the Since established in 2003 FENPS is running 50 sch CHF, UNICEF, AET and community on the importneedy children from inter Most importantly, FENPS Mogadishu. "Supporting I Emergency response ID because many IDP childreceive education opport	experienced in the last 25,000 people (62%IDF ods and serious emerge of sense of 5 to 17 of 107009 or to 18 IDP settlement that area. There is no a billometers far from the children (65% girls) in t	in KM7-KM13 (Dh 2 years. The findin 2s) would remain in ency situations hav but 369000 IDPs lit lDPs at X-Control ts with 4321 house any school in those soe 18 IDP settlem the 18 IDP settlem of the most pervas children, between t annot respond to t teachers (men and acher incentives, s ir settlements. Act IDP settlements ha 170 children (35% ve viable sites but should be offered r children in these a e education to 109 eachers (17% fema is working toward neir children with e and impoverished mergency educatio cies for IDP Childre ir, Region" of UNIC current schools or needs. The 30 TL	gs from a joc Crisis and e had negate e in Mogac d host com kM13 in Mholds in K1 18 IDP set ents. Referents have n vive challenne ages of set ents. Referents have n vive challenne ages of set ents. The referents have n vive challenne ages of set ents have n vive challenne ages of set ents have n vive challenne ages of set ents have n vive challenne ages.  678 student lie) and witt set, training the mphasis on familities, are n projects in (boys & gent ents of the projects in (boys & gent ents of the projects in (boys & gent ents of the projects in for the projects in	point assessment conduct Emergency (IPC Phass taitve impact on access the stative impact on access to education. The statistic impact is the statistic impact of the statistic impact o	cted by FSNAU ar es 3 & 4) through to education for che lDPs reside in I Nearly all male (82 school (Somalia) 2014 indicates the idld friendly spaces community and ob  13. Regarding to at X-Control-KM 6 conducted need settlements in KN education supplie tipple and observat is no any school i two kilometers far w schools nor pay further deteriorati  Im low income fan girls) at SCZ in S ing staff, raising the d building new on- a supplies and rec 100 IDP children (complete in the Somaliam of CHF Somaliam of	nd FEWS NET in July 2014, in December 2014 in Somalia hildren. As of UNHCR IDPs Dharkenley and Daynile 2%) and female (82%) Tri-cluster report, 2013), at most necessary activities is with 470 children (35%girls oservations made by FENPS 2013 Somalia Tri-Cluster 113 in Mogadishu do not atte dis assessment in November M7-KM13 in Mogadishu. The as and recreational materials tions made by FENPS, about in those 18 IDP settlements in from the 18 IDP settlements in from the 18 IDP settlement in incentives to teachers. Lion of the educational millies in Somalia. Currently, somalia, getting support from the awareness of the less for the sake of educating creational materials to learne (3,700 girls) at 30 TLS in fund and "Education vill complement each other in new schools and will
1. Project rationale. Humanitarian context: Give a specific description of the humanitarian situation in the target region based on newest data available (indicate source) (Maximum of 1500 characters)  2. Needs assessment. Describe the capacities in place, then identify the gaps (previous and new). Explain the specific needs of your target group(s) in detail. State how the needs assessment was conducted (who consulted whom, how and when?). List any baseline data  3. Activities. List and describe the activities that your organization is currently implementing to address these needs  LOGICAL FRAMEWORK	humanitarian crisis they estimated that about 1,02 These worsened livelihoc estimation report issued in Districts. Education is on children, between the agreement of the second of the	experienced in the last 25,000 people (62%IDF ods and serious emerged in November 2014, above of the most needed sees of 5 to 17 of 107009 ort on 18 IDP settlement that area. There is no a bid kilometers far from the children (65% girls) in the sess have become one (%) and female (82%) or he MoE is limited and colocal leaders, parents, lack of schools and teapport that existed in the en (65% girls) in these spaces which support 4 mmunity in the area hasses that these people see needs of school age of the region of the state of schools that for the region of the state of education for the mally displaced people is implementing two effects of the state of the st	in KM7-KM13 (Dh 2 years. The findin 2s) would remain in ency situations hav ut 369000 IDPs lit ervices by IDPs ar IDPs at X-Control ts with 4321 house any school in those sose 18 IDP settlem he 170 children (35% he viable sides he viable sides he reducation to 109 he 10 IDP settlem he 10 IDP childre he 10 IDP Childre he 10 IDP Childre he 10 IDP Childre he 10 IDP Settlements he 10 IDP settlements he 10 IDP settlements he 10 IDP settlements	gs from a jo Crisis and e had negate in Mogac d host com KM13 in Miholds in KN 18 IDP seicents. Referents have n ive challenne ages of the needs of women), the contrage of the contrage of the contrage of the contrage of the needs of women), the contrage of the contrage	coint assessment conduct Emergency (IPC Phas attive impact on access it ative impact on access it alishu and 59000 of thos immunity in KM7-KM13. I logadishu do not attend M7-KM13 in November titlements except two chring to interviews with con access to education.  If the second is a considered in the second is a considered in the second is a considered in the second is about each of the second is about either afford building ment assistance to prevent the second is about each er and non-teach are renovating schools and distributing education both targeting same 7,4 girls) in Banadir region, fund. The new project a ble to get space in thos is in Mogadishu now are do to establish new TLS able host communities.	cted by FSNAU ares 3 & 4) through to education for che in DPs reside in I Nearly all male (82 school (Somalia 2014 indicates the ild friendly spaces community and observation of the indicates the ild friendly spaces community and observation of the indicates the ild friendly spaces community and observation of the indicates the indicate of the indi	nd FEWS NET in July 2014, in December 2014 in Somalia inlidren. As of UNHCR IDPs Dharkenley and Daynile 2%) and female (82%) Tri-cluster report, 2013), at most necessary activities is with 470 children (35%girls oservations made by FENPS 2013 Somalia Tri-Cluster 113 in Mogadishu do not atte dis assessment in November M7-KM13 in Mogadishu. The as and recreational materials tions made by FENPS, about in those 18 IDP settlements of from the 18 IDP settlement y incentives to teachers, cition of the educational millies in Somalia. Currently, somalia, getting support from the awareness of the less for the sake of educating creational materials to learne (3,700 girls) at 30 TLS in fund and "Education vill complement each other in new schools and will discurrently afe and protected temporary afe and protected temporary
1. Project rationale. Humanitarian context: Give a specific description of the humanitarian situation in the target region based on newest data available (indicate source) (Maximum of 1500 characters)  2. Needs assessment. Describe the capacities in place, then identify the gaps (previous and new). Explain the specific needs of your target group(s) in detail. State how the needs assessment was conducted (who consulted whom, how and when?). List any baseline data  3. Activities. List and describe the activities that your organization is currently implementing to address	humanitarian crisis they destimated that about 1,02 These worsened livelihor estimation report issued in Districts. Education is on children, between the agreement of the second of the	experienced in the last 25,000 people (62%IDF ods and serious emerged in November 2014, above of the most needed sees of 5 to 17 of 107009 ort on 18 IDP settlement that area. There is no a box kilometers far from the children (65% girls) in the sees have become one 1%) and female (82%) of the MoE is limited and colocal leaders, parents, lack of schools and teapport that existed in the en (65% girls) in these spaces which support 4 mmunity in the area hasses that these people seeneds of school age of the 1% of 1	in KM7-KM13 (Dh 2 years. The findin 2s) would remain in ency situations hav ut 369000 IDPs lit ervices by IDPs ar IDPs at X-Control tts with 4321 house any school in those sose 18 IDP settlem he 19 IDP he 18 ID	gs from a jo Crisis and e had negate e in Mogac d host com KM13 in Miholds in KN 18 IDP seit ents. Referents have n ive challenne ages of the new of the contrage of the contr	point assessment conduction access it ative impact on access it ative impact on access it alies in MAT-KM13. It alies as a conductive impact on access it and it alies in MAT-KM13 in November titlements except two chring to interviews with conductive in access to education.  If these of IDPs in KM7-KM5 to 17 of 107,009 IDPs of these children. FENPs on the search of	cted by FSNAU ares 3 & 4) through to education for che in DPs reside in Interest and in early all male (82 school (Somalia 2014 indicates the ild friendly spaces community and observation of the interest and inter	nd FEWS NET in July 2014, in December 2014 in Somalia inlidren. As of UNHCR IDPs Dharkenley and Daynile 2%) and female (82%) Tri-cluster report, 2013), at most necessary activities is with 470 children (35%girls oservations made by FENPS 2013 Somalia Tri-Cluster 113 in Mogadishu do not atter dis assessment in November M7-KM13 in Mogadishu. The as and recreational materials tions made by FENPS, about in those 18 IDP settlement by incentives to teachers, cition of the educational millies in Somalia. Currently, somalia, getting support from the awareness of the less for the sake of educating creational materials to learne (3,700 girls) at 30 TLS in fund and "Education vill complement each other in new schools and will d cannot accept new
1. Project rationale. Humanitarian context: Give a specific description of the humanitarian situation in the target region based on newest data available (indicate source) (Maximum of 1500 characters)  2. Needs assessment. Describe the capacities in place, then identify the gaps (previous and new). Explain the specific needs of your target group(s) in detail. State how the needs assessment was conducted (who consulted whom, how and when?). List any baseline data  3. Activities. List and describe the activities that your organization is currently implementing to address these needs  LOGICAL FRAMEWORK  Objective 1	humanitarian crisis they destimated that about 1,02 These worsened livelihor estimation report issued in Districts. Education is on children, between the agreement of the second of the	experienced in the last 25,000 people (62%IDF ods and serious emerge of so and serious emerge of the most needed sees of 5 to 17 of 107009 ort on 18 IDP settlemen that area. There is no a billiometers far from the children (65% girls) in the sess have become one 1%) and female (82%) of the MoE is limited and colocal leaders, parents, lack of schools and teapport that existed in the en (65% girls) in these spaces which support 4 mmunity in the area has sess that these people seen eds of school age of 3, FENPS provided free ones that these people seen eds of school age of 3, FENPS provided free the staffed with 670 to the ragencies. FENPS ance of education for the mally displaced people seed under the staffed with 670 to the staffed with 670	in KM7-KM13 (Dh 2 years. The findin 2s) would remain ir ency situations hav ut 369000 IDPs ii ervices by IDPs ar IDPs at X-Control ts with 4321 house any school in those soe 18 IDP settlem he 18 IDP settlem of the most pervas children, between t annot respond to t teachers (men and acher incentives, s eir settlements. Acc IDP settlements. Acc IDP settlements have ve viable sites but should be offered h children in these a e education to 109 eachers (17% ferm s is working toward neir children with e and impoverished mergency educatic ir, Region" of UNIC current schools or needs. The 30 TL 3 IDP settlements, % boys) from IDPs and improved enre solled and retained i g water tap constr	gs from a joc Crisis and e had negate e in Mogac d host com KM13 in Micholds in KN 18 IDP sei ents. Referents have n ive challenge ages of the needs of women). Leading to including the incomplete ages of the needs of women, but the contage of the	point assessment conduction and control in the cont	cted by FSNAU ares 3 & 4) through to education for che in DPs reside in Interest and in early all male (82 school (Somalia 2014 indicates the ild friendly spaces community and obtained in the interest and interest	nd FEWS NET in July 2014, in December 2014 in Somalia inlidren. As of UNHCR IDPs Dharkenley and Daynile 2%) and female (82%) Tri-cluster report, 2013). at most necessary activities is with 470 children (35%girls oservations made by FENPS 2013 Somalia Tri-Cluster 113 in Mogadishu do not atte dis assessment in November M7-KM13 in Mogadishu. The as and recreational materials tions made by FENPS, about in those 18 IDP settlements or from the 18 IDP settlement by incentives to teachers, it is incompleted in the same soft the educational materials to learner (3,700 girls) at 30 TLS in fund and "Education will complement each other in new schools and will do annot accept new Mogadishu, Somalia

Indicators for outcome 1		Cluster	Indicator	description						Targe
	Indicator 1.1	Education	Number	f children enrolled in protected learning spaces						3240
	Indicator 1.2	Education	Number	f protective temporary learning spaces with safe drin	nking wate	er construc	cted			6
	Indicator 1.3	Education	Number of construct	of gender responsive latrines with hygiene and sanita ed	ation prom	otion mate	erials and	water tank	(S	24
Outcome 2				boys) benefited hygiene and sanitation materials, te 6 IDP settlements in Mogadishu, Somalia	aching an	d learning	materials	and recre	ational fac	cilities in
Activity 2.1				d 1,620 boys) with basic teaching and learning supp nd 90 school desks for each TLS) at 6 temporary sc						
Activity 2.2				nd 1,620 boys) with recreational materials (i.e. volley ements in Mogadishu, Somalia	balls, footl	balls, footl	oall nets) a	at 6 tempo	orary	
Activity 2.3	Provide 3,240 settlements in			d 1,620 boys) with hygiene promotion and sanitation	n materials	s at 6 tem	porary sch	nools/learn	ing space	s in 6 ID
Indicators for outcome 2		Clust	er I	dicator description						Target
	Indicator 2.1	Educa	ation N	umber of children provided with learning supplies					:	3240
	Indicator 2.2	Educa	ation N	umber of children provided with recreational materia	ıls				;	3240
	Indicator 2.3	Educa	ation N	umber of children provided with hygiene promotion a	and sanita	tion mate	rials		:	3240
Outcome 3				hrough enhanced capacity building and monthly inco committees CECs (21 female and 21 male) at 6 tem						
Activity 3.1	management,	, lesson plan	ning, gend	ers (24 female and 30 male) and 6 head teachers (2 rr equity approaches, child protection, school manag lements in Mogadishu, Somalia						oom
Activity 3.2				0 male) and 6 head teachers (2 female) and provide lements in Mogadishu, Somalia	with eme	rgency inc	centives in	12 month	s at 6 tem	porary
Activity 3.3				2 community education committees/CECs (21 femal ildren, monitoring of school activities, safety and mai						
Indicators for outcome 3		Cli	uster	Indicator description					Та	rget
	Indicator 3.1	Ed	ucation	Number of teachers trained					60	
	Indicator 3.2	Ed	ucation	Number of teachers and Head Teachers received	ed incentiv	es			60	
	Indicator 3.3	Ed	ucation	Number of community education committees (C	ECs) train	ned			42	
WORK PLAN										
Implementation: Describe for each activity how you plan to implement it and who is carrying out what	settlements in IDP settlement safe drinking up monthly in management, (21male) in ris personnel will activities. FEN community ow	n KM7-KM13 Ints in Daynile water and hy ncentives to I lesson plan Isk mitigation I mobilize co NPS will also wnership in s	IDP settler e District) ir giene pron 54 teacher ning, gende, monitoring mmunity to create exic chools and	ming spaces (TLS) each with 6 classrooms and eac ments (Khayre, Muruq Maal and Golwayn IDP settler Mogadishu. FENPS will establish 4 latrines and 1 w lotion materials. It will provide 3,240 children (1,620 s (24 female) and 6 head teachers (4 male) and will be equity, child protection, school management, awar school activities, safety and maintenance of school enroll and retain 3,240 children (1,620 girls) in the 6 strategy by establishing teacher-parent association encourage them to combine their beliefs, motivation end of the project.	ments in D rater tank to female) w train them eness on structures TLS and w and mento	harkenley for each T ith educat in learner hygiene p s, gender a will regula oring teacl	District a LS and wi ion materi -centered romotion. and child prly monito hers and control of the control of th	nd Gardi, ill supply e als. FENF pedagogy It will train protection r and eval community	Deq Alle a each school S will recronous classroon 42 CEC romatters. For the second romatters and the second control of the second co	nd Saxi ol with uit and m nember ENPS ation
					Month	Month 3-4	Month 5-6	Month 7-8	Month 9-10	Mont 11-1
Project workplan for activities defined in the	Activity Des	scription			1-2				Х	
	Activity 1.1	Facilitate enre		retention of 3,240 learners (1,620 girls and 1,620 boys) at at 6 IDP settlements in Mogadishu, Somalia	1-2 X	х	Х	Х		
activities defined in the	Activity 1.1 at safe and se  Activity 1.2 3,240 learners IDP settlemen  Activity 1.3 (1,620 girls ar	Facilitate enring  Construct 6 ps (1,620 girls and Mogadist Construct 24 and 1,620 boys	rotective ter and 1,620 b shu, Somalia gender resp ) hygiene pi	t at 6 IDP settlements in Mogadishu, Somalia  sporary learning spaces (each with 6 classrooms) for copy) that are lifesaving and with safe drinking water at 6		х	х	X		
activities defined in the	Activity 1.1 at safe and se 3,240 learners IDP settlemen Activity 1.3 (1,620 girls ar temporary sch Activity 2.1 learning supplichairs and 90 settlements in Activity 2.2	Facilitate enricecure learning  Construct 6 ps (1,620 girls ats in Mogadis  Construct 24 and 1,620 boys nools/learning  Provide 3,24(lies (text and school desks in Mogadishu, Provide 3,24()	rotective ter and 1,620 b shu, Somalia gender resp i) hygiene pi spaces at 6 0 learners (1 exercise bo for each TL Somalia learners (1	t at 6 IDP settlements in Mogadishu, Somalia  approary learning spaces (each with 6 classrooms) for cys) that are lifesaving and with safe drinking water at 6 consive latrines with 6 water tanks for 3,240 learners comotion activities and protection services in 6	x	x x x x	x	X X X	x	

Activity 3.1 Conduct 10 days training for 54 teachers (24 female and 30 male) and 6 head teachers (2 female) in learner-centered methodology, classroom management, lesson planning, gender equity approaches, child protection, school management and hygiene awareness at 6 temporary schools/learning spaces in 6 IDP settlements in Mogadishu, Somalia	Х				Х	
Activity 3.2 Recruit 54 teachers (24 female and 30 male) and 6 head teachers (2 female) and provide with emergency incentives in 12 months at 6 temporary schools/learning spaces in 6 IDP settlements in Mogadishu, Somalia	Х	х	х	x	х	х
Activity 3.3 Conduct 8 days training session for 42 community education committees/CECs (21 female and 21 male) and train them in disaster management, school enrollment and retention of children, monitoring of school activities, safety and maintenance of school structures, gender and child protection matters	Х				х	

			٨	lon	h (s	) wl	en	plan	ned	М 8	E	vill b	e do	ne
Activity Description	M & E Tools to use	Means of verification	1	2	3	4	5	6	7	8	9	10	11	1
Activity 1.1 Facilitate enrollment and retention of 3,240 learners (1,620 girls and 1,620 boys) at safe and secure learning environment at 6 IDP settlements in Mogadishu, Somalia	Data collection     Field visits     Focus group interview     Individual interview     Photo with or without GPS data     Post Distribution Monitoring     Survey     Verification	Conduct surveys and control registration files to ensure enrollment and retention of children in schools, collect data disaggregated by gender, visit school site and organize interviews with learners, made observations on school attendance record	X	х	х	X	X	X	X	X	X	X	X	
Activity 1.2 Construct 6 protective temporary learning spaces (each with 6	Biometry with fingerprint     Contact details     Distribution monitoring     Field visits     GPS data     Photo with or without GPS data     Verification	Conduct field visit, take photos with or without GPS before-and after-construction, collect GPS data, monitor construction activities and distribution construction materials, collect Biometry with fingerprint and contact details from labor force (construction workers), verify and confirm schools are constructed on the planned design	X											
classrooms) for 3,240 learners (1,620 girls and 1,620 boys) that are lifesaving and with large drinking water at 6 IDP settlements in Mogadishu, Somalia	Biometry with fingerprint     Contact details     Field visits     Photo with or without GPS data     Verification	Conduct field visit, take photos with or without GPS before-and after-construction of latrines, collect GPS data, monitor construction activities and distribution materials, collect Biometry with fingerprint and contact details from labor force (construction workers), verify and confirm latrines are constructed on the planned design	X											
Activity 1.3 Construct 24 gender responsive latrines with 6 water tanks for 3,240 learners (1,620 girls and 1,620 boys) hygiene promotion activities and protection services in 6 temporary schools/learning spaces at 6 IDP settlements in Mogadishu, Somalia  Activity 2.1 Provide 3,240 learners (1,620 girls and 1,620 boys) with basic teaching.	Data collection     Distribution monitoring     Focus group interview     Individual interview     Photo with or without GPS data     Post Distribution Monitoring     Verification	Monitor distribution activities of education supplies, interview with learners, take photos from distribution activities, verify items provided to each learner, list learners benefited from distributed items		X										
Activity 2.1 Provide 3,240 learners (1,620 girls and 1,620 boys) with basic teaching and learning supplies (text and exercise books, pens, pencils), friendly school equipment (90 school chairs and 90 school desks for each TLS) at 6 temporary schools/learning spaces in 6 IDP settlements in Mogadishu, Somalia	Data collection     Distribution monitoring     Field visits     Focus group interview     Post Distribution Monitoring     Verification	Monitoring distribution activities, interview with learners, take photos from distribution activities, verify items procured to	^											

				learner, list learners benefited from distributed recreational materials												
Activity 2.3 Provide 3,240 learners (promotion and sanitation materials at settlements in Mogadishu, Somalia			Distribution monitoring     Field visits     Photo with or without GPS data     Post Distribution Monitoring     Verification	Conduct school field visits and monitor distribution hygiene promotion supplies, verify M3 drinking water used per month per school, record and keep distribution forms monthly, take photos during distribution supplies	X	x	X	X	x	x	X	X	×	X	х	×
Activity 3.1 Conduct 10 days trainin head teachers (2 female) in learner-or lesson planning, gender equity approx hygiene awareness at 6 temporary so Mogadishu, Somalia	entered methodology, classroom raches, child protection, school ma	nanagement, nagement and	Biometry with fingerprint     Contact details     Photo with or without GPS data     Verification	Record teachers' list, phone numbers, attendance sheets, take photos from the teachers meetings, keep signatures of teachers and payment sheets, make interviews with teachers after training	X							X				
Activity 3.2 Recruit 54 teachers (24 female) and provide with emergency is schools/learning spaces in 6 IDP settlements.	incentives in 12 months at 6 tempo		- Biometry with fingerprint - Contact details - Field visits - Individual interview - Other - Photo with or without GPS data - Survey - Verification	Monitor teachers' performance, conduct surveys to evaluate teachers' activities, record teachers' list, phone numbers, keep attendance sheets, take photos from the teachers meetings, keep signatures of teachers and payrolls and monthly payment sheets	X	x	X	X	X	X	х	X	X	X	X	x
Activity 3.3 Conduct 8 days training committees/CECs (21 female and 21 school enrollment and retention of chi maintenance of school structures, ger	male) and train them in disaster mildren, monitoring of school activities	nanagement,	- Biometry with fingerprint - Contact details - Focus group interview - Individual interview - Photo with or without GPS data - Survey - Verification	CECs' list, phone numbers, attendance sheets, photos, signature sheets, individual and group interviews		X						X				
OTHER INFORMATION			<u> </u>	·												
Coordination with other	Organization	Activity														
Organizations in project area	1. UNICEF	coordination, i	nformation sharing													_
	2. SCC	coordination, i	nformation sharing													
	3. MoE	Feeding EMIS	with students and teachers data													
Gender theme support	Yes															
Outline how the project supports the gender theme	teachers and eliminate any dretain many children (50% gi incorporating extra-curricular prevention HIV/AIDS and oth gender, age, location, etc. FE learning environment. The presafety and security and reson	lisengagement of the stand 50% boy of activities such offer contagious of ENPS will also in the support of the support of allocation a	udy to monitor teachers' intera that can lead to drop-out rates ys) in schools and teachers (5 as peace education, protection isseases into classroom teach mprove gender enrollment poli of t CEC members (50% male a among schools to ensure that into account different roles, re	or gender disparity. FE 56% male and 44% fen n of the environment, P ing. School enrollment icies and practices (50 and 50% female) to par gender and conflict ser	ENP nale) nygie data /50), rticip nsitiv	S will I will I will I will I will I curri ate ir	also oe tr oe c culu dec once	raine otion ollec im re cisio erns	obilized or act cted eleven n m	ze co n me tivitie thro ant, akin choo	ommethodes ar ugh teac g probles a	dolog nd av disa cher oces re id	y to gies ware iggre depl sses entit	enrolleness egation for the field a	Il and s on on by ent, he so	y
Select (tick) activities that supports the gender theme	settlements in Mogadishu	ı, Somalia	tention of 3,240 learners (1,620 g							-						
			orary learning spaces (each with ements in Mogadishu, Somalia	6 classrooms) for 3,240	lear	ners (	1,62	0 gir	ls ar	nd 1,6	620	boys	) tha	t are	lifesa	ving
			nsive latrines with 6 water tanks for			and 1	,620	) boy	s) h	ygier	ne pr	romo	tion	activi	ties a	nd
	protection services in 6 to	emporary schools	s/learning spaces at 6 IDP settlen	•										_	9.3	
	protection services in 6 to  Activity 2.1: Provide 3,3	emporary schools 240 learners (1,6		sic teaching and learning	supp											shu,

0.00

0.00

0.00

185-687-231	8-Propo	osal			ŀ	nttp://fu	anding.c	ochasom	alia.org/chf/	printchfpro	jectnew.	aspx?rec
			<b>V</b>	Activity 2.3: Provide 3,240 learners (1, in 6 IDP settlements in Mogadishu, Som	620 girls and	1,620 boy	s) with hygic	ene promotio	n and sanitation ma	aterials at 6 tempor	rary schools/	learning space
			√	Activity 3.1: Conduct 10 days training classroom management, lesson planning schools/learning spaces in 6 IDP settlem	g, gender equ	uity approa	ches, child p					
			<b>V</b>	Activity 3.2: Recruit 54 teachers (24 fe temporary schools/learning spaces in 6 learning spac					e) and provide with	n emergency incen	itives in 12 m	onths at 6
			<b>V</b>	Activity 3.3: Conduct 8 days training somanagement, school enrollment and reterprotection matters								
BUDGET												
A:1 Staff and	1.1 Interr	national S	taff									
Personnel Costs	Code	Budget L	ine D	Description	Units	Unit Cost	Duration	TimeUnit	Amount(USD)	Organization	CHF	%charged to CHF
	1.1.1											
	1.1.2											
	1.1.3											
	1.1.4											
	1.1.5											
	1.1.6											
	1.1.7											
	1.1.8											
	1.1.9											
	1.1.10											
	1.1.11											
	1.1.12											

## **Budget Narrative:**

Subtotal

# 1.2 Local Staff

1.1.13 1.1.14 1.1.15 1.1.16 1.1.17 1.1.18

Code	Budget Line Description	Units	Unit Cost	Duration	TimeUnit	Amount(USD)	Organization	CHF	%charged to CHF
1.2.1	Salary for Project Manager	1	950	12	months	11,400.00	0.00	11,400.00	100.00
1.2.2	Salary for project accountant 50%)	1	600	12	months	7,200.00	3,600.00	3,600.00	50.00
1.2.3	Salary for project monitoring and evaluation officer (80%)	1	600	12	months	7,200.00	1,440.00	5,760.00	80.00
1.2.4									
1.2.5									
_1.2.6									
_1.2.7									
_1.2.8									
1.2.9									
_1.2.10									

	_ 3.1.2									
	_3.1.1									
C:3 Equipment	Code	Budget Line Description	Units	Unit Cost		TimeUnit	Amount(USD)	Organization	CHF	%charged to CHF
	Budget N	larrative:								
		Sub Total					250,545.00	0.00	250,545.00	
	2.1.18									
	2.1.17									
	2.1.16									
	2.1.15									
	2.1.14									
	2.1.13									
	2.1.12	Cost for egnineer for construction 6 TLS, 24 latrines and 6 water Tanks	1	1500	1	lumpsum	1,500.00	0.00	1,500.00	100
	2.1.11	Vehicle rent for project for 12 months	1	1500	12	months	18,000.00	0.00	18,000.00	100
	2.1.10	Training cost for and 42 CEC members (21 female and 21 male)) for 8 days training	1	6480	1	lumpsum	6,480.00	0.00	6,480.00	100
	2.1.9	Inservice training for 54 teachers (30 male) and 6 head teachers (2 female) for 10 days training	1	10800	1	lumpsum	10,800.00	0.00	10,800.00	100
	2.1.8	Incentives for 6 head teachers for 12 months	6	150	12	months	10,800.00	0.00	10,800.00	100
	2.1.7	Cost for hygiene promotion Supplies (i.e. 1 carton of soap bars, and 1 Kg of chlorine for each TLS of the 6) for 6 TLS for 12 months (6 cartons of soap and 6 Kg of chlorine per month)	6	30	12	months	2,160.00	0.00	2,160.00	100
	2.1.6	Cost for safe drinking water from water tap for 3240 students at 6 TLSx27 M3=162m3 per month for each TLS per month for 12 months)	6	27	12		1,944.00	0.00	1,944.00	100
	2.1.5	Incentives for 54 teachers for 12 months  Cost for safe dripking water from water tap for 2240	54	100		months	64,800.00	0.00	64,800.00	100
	2.1.4	Cost for education supplies for 3240 students (1620 girls and 1620 boys) at 6 TLS in KM7-KM13 IDP settlements in Mogadishu	1	23652	1	lumpsum	23,652.00	0.00	23,652.00	100
	2.1.3	Cost for 540 school chairs (table) and 540 school desks (forms) for 6 TLS each with 6 classrooms (90 chairs and 90 desks for each TLS)	1	43200	1	lumpsum	43,200.00	0.00	43,200.00	100
	2.1.2	Cost for construction of 24 gender sensitive latrines with hands wash kits for 6 TLS (4 latrines for each TLS, 2 twin latrines and girls 2 twin latrines for boys and water tank in each TLS)	1	14460	1	lumpsum	14,460.00	0.00	14,460.00	100
waterials	2.1.1	Cost for construction of 6 TLS each with 6 classrooms at KM7-KM13 IDP settlements in Mogadishu	1	52749	1	lumpsum	52,749.00	0.00	52,749.00	100
B:2 Supplies, Commodities, Materials	Code	Budget Line Description	Units	Unit Cost	Duration	TimeUnit	Amount(USD)	Organization	CHF	%charged CHF
	Budget N	larrative:					·	·		
	1.2.18	Sub Total					25,800.00	5,040.00	20,760.00	
	1.2.17									
	1.2.16									
	1.2.15									
	1.2.14									
	1.2.13									
	1.2.12									
	1 2 12									

	3.1.5									
	3.1.6									
	3.1.7									
	3.1.8									
	3.1.9									
	3.1.10									
	3.1.11									
	3.1.12									
	3.1.13									
	3.1.14									
	3.1.15									
	3.1.16									
	3.1.17									
	3.1.18									
		Sub Total					0.00	0.00	0.00	
	Budget N	arrative:								
D:4	Code	Budget Line Description	Units	Unit Cost	Duration	TimeUnit	Amount(USD)	Organization	CHF	%charged to
Contractual Services	4.1.1			Cost						CHF
	4.1.2									
	4.1.4									
	4.1.5									
	4.1.6									
	4.1.7									
	4.1.8									
	4.1.9									
	4.1.10									
	4.1.11									
	4.1.12									
	4.1.13									
	4.1.14									
	4.1.15									
	4.1.16									
	4.1.17									
	4.1.18	Sub Total					0.00	0.00	0.00	
	Budget N						0.30	0.30	0.00	
E:5 Travel	Code	Budget Line Description	Units	Unit Cost	Duration	TimeUnit	Amount(USD)	Organization	CHF	%charged to
	_5.1.1									
	_5.1.2									
	_5.1.3	J.								

			1			1				
	5.1.4									
	5.1.5									
	5.1.6									
	5.1.7									
	5.1.8									
	5.1.9									
	5.1.10									
	5.1.11									
	5.1.12									
	5.1.13									
	5.1.14									
	5.1.15									
	5.1.16									
	5.1.17									
	5.1.18									
		Sub Total					0.00	0.00	0.00	
	Budget N	arrative:								
F:6 Transfers and Grants to	Code	Budget Line Description	Units	Unit Cost	Duration	TimeUnit	Amount(USD)	Organization	CHF	%charged to CHF
Counterparts	6.1.1									
	6.1.2									
	6.1.3									
	6.1.4									
	6.1.5									
	6.1.6									
	6.1.7									
	6.1.8									
	6.1.9									
	6.6.10									
	6.1.11									
	6.1.12									
	6.1.13									
	6.1.14									
	6.1.15									
	6.1.16									
	6.1.17									
	6.1.18									
		Sub Total					0.00	0.00	0.00	
	Budget N	arrative:								
G:7 General Operating	Code	Budget Line Description	Units	Unit Cost	Duration	TimeUnit	Amount(USD)	Organization	CHF	%charged to
and Other Direct Costs	7.1.1	Bank fee for transfering local staff fee and check books	1	1610	1	lumpsum	1,610.00	0.00	1,610.00	100.
	_7.1.2									

7.1.4					
7.1.5					
7.1.6					
7.1.7					
7.1.8					
7.1.9					
7.1.10					
7.1.11					
7.1.12					
7.1.13					
7.1.14					
7.1.15					
7.1.16					
7.1.17					
7.1.18					
Sub Total		1,610.00	0.00	1,610.00	
Budget Narrative:					

H.8 Indirect Programme Support Costs

Code	Budget Line Description		Amount(USD)	Organization	CHF	%charged to CHF
8.1.1	Indirect Programme Support Costs		0.00	0.00	17,084.48	6.26
	GRAND TOTAL		277,955.00	5,040.00	289,999.48	

#### Other sources of funds

Description		Amount	%
Organization		5,040.00	1.71
Community		0.00	0.00
CHF		289,999.48	98.29
Other Donors	a)	0.00	
	b)	0.00	
TOTAL		295,039.48	

### LOCATIONS

Region	District	Location	Standard Cluster Activities	Activity	Beneficiary Description	Number	Latitude	Longitude	P.Code
Banadir	Mogadishu- Daynile	Mogadishu/Daynile	CEC training, Construction of learning spaces, Hygiene promotion, Incentive for teachers, Recreational activities, School equipment and material learning distribution, Student enrolment, Teacher training - pedagogy		School age childer from IDPs and host community, teachers and CEC memberss	1671	2.073503	45.28	NA-3807- Y07-002
Banadir	Mogadishu- Dharkenley	Mogadishu/Dharkenley	CEC training, Construction of learning spaces, Hygiene promotion, Incentive for teachers, Recreational activities, School equipment and material learning distribution, Student enrolment, Teacher training - pedagogy		School age childer from IDPs and host community, teachers and CEC memberss	1671	2.009499	45.25	NA-3807- Z06-001
TOTAL			3,342						

#### DOCUMENTS

DOCUMENTS	
Document Description	
1. Assessment needs	
2. Sketch of FENPS School Construction	
3. Sketch of doors	
4. Sketch of schools Construction_Plan A	
5. Sketch of Latrines	

6. Daily attendence Sheet for Teachers	
7. budgtary guideline and BOQ template	
8. cash memo	
9. Memo for cash grant internal controls-1	
10. BOQ for A:1, B:2 and H:8 BOQ_Rev.ised	
11. Revised FENPS BOQ	
12. 687 FENPS- Budget and BoQ- final	