

2009 CAP SOMALIA - CLUSTER PLANS & PROJECT SHEETS

Cluster Plans - Education

Objective	Major Activities	Indicators	End-May Targets	Year-end Targets
Education				
OBJECTIVE SOM_E_1				
Increase access and retention to formal and non-formal education channels with special emphasis on gender equity and inclusive education particularly in areas of HE and AFLC	<p>(1) Rehabilitation and construction of learner friendly education facilities, including adequate WASH facilities</p> <p>(2) Provision of temporary learner friendly education facilities including adequate WASH facilities</p> <p>(3) Support for conversion of community structures into temporary education facilities</p> <p>(4) Community mobilisation and awareness to increase enrolment and ensure gender equity and inclusive education</p> <p>(5) Provision of education (life skills based youth education, technical and vocational training, radio education, formal and non-formal education)</p> <p>(6) School feeding and take home ration for learners and teachers</p> <p>(7) Facilitate recruitment of community based teachers taking into account the gender balance (only where no education authorities are in place)</p> <p>(8) Provision of necessary NFI for girls and vulnerable groups to increase enrollment</p>	<ul style="list-style-type: none"> • 200 schools/learning facilities constructed/rehabilitated (50% of targeted education facilities) • Emergency education programmes have gender parity in enrolment rates • All education facilities are provided with separate latrines for boys and girls/males and females 	<ul style="list-style-type: none"> • 80 schools/learning facilities constructed/rehabilitated/accommodated • 30,000 boys/males and 30,000 girls/females have access to education • 160 education facilities have separate latrines for boys and girls/males and females 	<ul style="list-style-type: none"> • 200 schools/learning facilities constructed/rehabilitated/accommodated • 71,200 boys/males and 71,200 girls/females have access to education • 400 education facilities have separate latrines for boys and girls/males and females

Cluster Plans - Education

Objective	Major Activities	Indicators	End-May Targets	Year-end Targets
OBJECTIVE SOM_E_2				
Provide and improve quality education particularly in areas of HE and AFLC	<p>(1) Short term teacher training (child-centred teaching methodologies, psycho-social issues, HIV, inclusion, gender and protection issues, subject matters)</p> <p>(2) Provision of teaching and learning materials (text books, teacher instruction materials, recreational materials)</p> <p>(3) Provision of psycho-social support to children and youth (link with Protection Cluster)</p> <p>(4) Provision of peace and life skills based education incl. HIV awareness and prevention</p> <p>(5) Adjustment of school calendars and timetables as relevant</p> <p>(6) Establishment of recreational possibilities and club activities</p> <p>(7) Community mobilisation on provision and monitoring of quality education</p> <p>(8) Provision of incentives to attract qualified female and male teachers with a focus on rural communities</p>	<ul style="list-style-type: none"> • All teachers in targeted schools/education facilities trained • Number of "schools in a box" distributed. (This school box contains all the materials for both teachers and students to enable the running of a school) • Number of kits for individual students distributed • Number of schools and education centres implementing psycho-social activities 	<ul style="list-style-type: none"> • 750 male teachers and 750 female teachers trained • 160 "school in a box" distributed • 16,000 individual kits (Kit B) distributed • 20 schools/education facilities implement psycho-social activities 	<ul style="list-style-type: none"> • 1,750 male teachers and 1,750 female teachers trained • 400 "school in a box" (Kit A) distributed • 40,000 individual kits (Kit B) distributed • 40 schools/education facilities implement psycho-social activities
OBJECTIVE SOM_E_3				
Strengthen capacity building of local education authorities and communities in preparedness planning and implementation of emergency education particularly in areas of HE and AFLC	<p>(1) Establish and/or support education cluster coordination mechanisms at Nairobi, regional and zonal level</p> <p>(2) Conduct mid-year and year-end self assessment</p> <p>(3) Develop Information Management Strategy</p> <p>(4) Train LOCAL EDUCATION AUTHORITIES (lower levels) and other education actors in "Minimum Standards for Education in Emergencies, Chronic Crisis and Early Recovery"</p> <p>(5) Train local education authorities and other education actors in the provision and monitoring of emergency education</p> <p>(6) Support the development of Emergency Preparedness Plans at district and school level</p> <p>(7) Train Community Education Committees (CECs) and Parent Teacher Associations in school management</p> <p>(8) Advocacy for the promotion and protection of education facilities</p>	<ul style="list-style-type: none"> • Cluster members and other education stakeholders satisfied with performance of the Education Cluster • Number of visits to the field and meetings with field clusters • Education authorities trained in "Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction" and emergency preparedness planning • 50% of Regional Education Authority Boards have emergency preparedness plans 	<ul style="list-style-type: none"> • Self assessment plans in place • 8 visits to meetings with field clusters • 8 district Education Authorities trained • 8 Regional Education Authority Boards have emergency preparedness plans 	<ul style="list-style-type: none"> • Self assessment conducted • 20 visits to meetings with field clusters • 25 district Education Authorities trained • 25 Regional Education Authority Boards have emergency preparedness plans

Supporting Projects - Education

Project Code	Project Title	Objective	Main Activities	Key Outcome	Beneficiaries	Implementing Partners	Financial Requirements
Education							\$29,062,338
ADA							
Active in Development Association SOM-09/E(1496) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No	Enhancing Access to Education for Vulnerable Communities in Luuq District, Gedo Region	1. Increase access to primary education to children from emergency affected communities in 6 locations within Luuq district 2. Improve the quality of primary education in 6 schools in Luuq district 3. Build the capacity of local education authorities and communities in preparedness planning and implementation of emergency education in Luuq district	1. Conduct community mobilization (promote objectives of project and increase girl child enrolment rates) in target areas 2. Rehabilitate 24 classrooms and build 12 latrines 3. Oversee recruitment of additional teachers and train 42 teachers on aspects of emergency education, incl. psycho-social issues and preparedness planning 4. Implement school feeding program in 6 schools 5. Purchase and supply schools with learning materials and teaching aids. 6. Provide psychosocial counselling in 6 schools 7. Monitor and evaluate activities 8. Train local education authorities and Parent Teacher Authorities on identified aspects of emergency education incl. preparedness planning 9. Provide 42 teachers with incentives (USD70 per teacher per month)	1. Free basic education for 1720 boys and 1370 girls (3090 children) from emergency affected communities accessed 2. Quality basic education with well trained teachers, sufficient materials and a learner- friendly environment for 6 schools provided 3. Educational authorities and school stakeholders plan and implement emergency education in Luuq effectively 4. Communities and schools have planned for possible emergency situations	3090 children (1,720 boys and 1,370 girls) 42 teachers 114 PTA members (78 men and 36 women) 30 local education authorities (15 men and 15 women).	1. Local education authorities in Luuq. 2. Parent Teachers Association (PTA) in 6 schools.	\$133,854
AFREC							
African Rescue Committee SOM-09/E(1498) [HIV][Gnd] SOM_E_1 SOM_E_2 Supports UNTP: No	Improving access to education at primary level for vulnerable communities in Middle and Lower Juba	1. Improve the learning environment by rehabilitating 16 existing schools in Kismayo, Jilib, Badade and Afmadow 2. Increase quality of teaching by recruiting teachers and supplying learning materials to the 16 schools	1. Rehabilitate 32 classrooms, i.e. 2 classrooms for each of the 16 schools 2. Construct 64 pit latrines in the 16 schools targeted, i.e. 4 per school 3. Provide 16 schools with teaching and learning materials 4. Support communities to recruit 32 teachers and provide essential skills, with particular focus on female teachers	1. 16 existing schools achieve a friendlier environment through functional classrooms (32) and sanitation facilities (64 latrines) 2. At least 50% increase in pupil enrolment in the 16 schools 3. 32 teachers acquire essential skills and are retained to provide quality teaching 4. 16 existing schools receive learning materials	960 conflict and displacement-affected school age children (600 girls and 360 are boys). Each class currently in disuse will take an average of 30 pupils once it becomes functional 32 teachers (10 female and 22 male) .	1. Local Community	\$312,400
CARE							
Care SOM-09/E(1546) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No	Integrated Basic Education in Conflict Affected Areas and IDP Strongholds	1. Ensure access to quality and relevant education opportunities 2. Ensure a secure learning environment that promotes the protection, mental and emotional well-being of learners 3. Ensure education facilities are conducive to the physical well-being of learners	1. Community mobilisation 2. Enrol IDP's in both formal and informal education system 3. Train teachers (80 teachers) for delivery of quality education 4. Train education stakeholders to promote safety, security and protection for learners including IDP's 5. Rehabilitate 20 schools 6. Provide girl-friendly sanitation and hand washing facilities in 10 schools 7. Construct 20 rooms for staff offices/ storage in 20 schools 8. Refurbish rehabilitated classrooms 9. Provision of teaching and learning materials	1. Teachers provide quality basic education to learners 2. Secure learning environment promoted through education authorities, communities and teachers 3. Learning environment of 20 schools enhanced	8,000 school aged children (of which 1/3 will be girls and 2,000 will be IDPs) in 20 formal and non-formal schools 80 teachers.	1. Local Education Authorities 2. Ministry of Education 3. CEC's 4. Education Management committees	\$1,805,000

Supporting Projects - Education

Project Code	Project Title	Objective	Main Activities	Key Outcome	Beneficiaries	Implementing Partners	Financial Requirements
Caritas							
<p>Caritas SOM-09/E(1518) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3</p> <p>Supports UNTP: No</p>	<p>Strengthening the livelihoods of deprived and drought-ravaged IDP/returnees communities in humanitarian need through training in tradable skills, literacy and numeracy</p>	<p>1. Provide access to basic education in literacy and numeracy for youth and adults from the age of 15 and above, who have not had chance for education due to conflicts or displacement 2. Provide access to practical trade skills training for adults and youth affected by conflict and persistent droughts in order to increase opportunities for regular income provision 3. Improve capacity of key stakeholders (MOE, LNGOs and CECs) to manage, maintain and operate non-formal education (NFE) facilities and service for 30 communities</p>	<p>1. Advocacy campaigns for the right to education for all carried through mass media 2. Upgrading of the managerial and community development skills of partners through short term trainings 3. Rehabilitation of existing NFE centers in IDP/returnees settlements in target areas 4. Recruitment and training of teachers on adult teaching methodologies and provision of incentives to teachers 5. Provision of teaching and learning materials as well as furniture to NFE centres to increase quality of education 6. Literacy and numeracy and skills trainings for youth and adults 7. Provide business support to skills graduates in order to start own small scale businesses 8. Conducting local market survey of marketable skills for the skill trainings and commencement of skills 9. Integrate cross-cutting themes on HIV/AIDS, Human rights, FGM and Peace studies in skills training programme 10. Support to MoE to actively participate in monitoring and supervision of the project</p>	<p>1. 12 centres in Hargeisa, Togdheer and Sool are rehabilitated and implementing NFE services 2. 3000 women and youth have obtained functional literacy and numeracy levels as well as skill trainings so that they can improve their livelihood by gaining marketable skills that can help them generate income and increase their level of self reliance 3. 120 local teachers identified and trained in NFE delivery 4. Functional knowledge of basic business management and trade skills for 500 trainees increased 5. MoE representatives, local NGO partner staff and CECs capacities to manage NFE courses is enhanced through trainings, workshops and financial support 6. Community leaders and vulnerable groups have gained skills on the danger of HIV/AIDS, FGM, and importance of women's human rights</p>	<p>3000 students in 10 IDPs settlements and conflict and drought prone areas (90% girls and young mothers) trained in literacy and numeracy 500 L&N graduates(90% young mothers and girls) trained in relevant and employable trade skills 120 literacy and numeracy and 30 skills training teachers (minimum 40% of each will be female teachers).</p>	<p>1. 10 local NGOs and 2 urban NFE centres 2. 4 line Ministries (MoHL, MFA, MoE, MoRRR) 3. 60 CECs members 4. 30 enterprise based groups</p>	<p>\$776,000</p>
CED							
<p>Centre for Education and Development SOM-09/E(1522) [Gnd] SOM_E_1 SOM_E_2 SOM_E_3</p> <p>Supports UNTP: No</p>	<p>Provision of primary education for children affected by emergencies in Galgadud and Lower Shabelle</p>	<p>1. Improve access to basic education for emergency affected children in Galcad and Qoryoley districts of Galgadud and Lower Shabelle regions 2. Enhance capacity of teachers and school committees through provision of skill training and education awareness workshops</p>	<p>1. Construct 2 schools 2. Rehabilitate 4 schools 3. Provide school furniture 4. Mobilise community to raise awareness on the importance of education (particular focus on girl's education) 5. Provide 5 skills training to 60 teachers and school administrators in project management cycle in advanced teaching skills 6. Provide 5 capacity-building trainings to 6 school committees on school maintenance and conflict resolution</p>	<p>1. Access to basic education for 1750 school age children improved 2. 60 teachers and 6 school committees have enhanced capacity to better teach and manage emergency-affected schools 3. CEC have enhanced conflict resolution skills</p>	<p>1750 school age children whereby 50% are girls.</p>	<p>1. Community Education Committees and District Education Authorities</p>	<p>\$249,470</p>

Supporting Projects - Education

Project Code	Project Title	Objective	Main Activities	Key Outcome	Beneficiaries	Implementing Partners	Financial Requirements
CISP							
Comitato Internazionale Per Io Srijippo dei Popoli SOM-09/E(1525) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No	Support to quality emergency pre-primary and primary education in South Mudug and Galgaduud Regions	1. Provide access and increase retention of pre-primary and primary schools for all children, with particular attention to gender equity and IDPs 2. Enhance the capacity of teachers to provide quality education 3. Build the capacities of District Education Boards and Community Education Committees in provision, management and monitoring of quality education in emergency	1. 12 Primary schools and 12 early childhood education centers rehabilitated/reconstructed with WASH facilities 2. Facilitate recruitment (at least 30% female) and incentive provision for teachers of 25 schools 3. Train primary school teachers in 25 schools on teaching methodology, life skills (including HIV/AIDS prevention) and child protection (with special focus on girls) 4. Train early childhood, nomadic and Qu'ranic school teachers in 30 schools on literacy and numeracy, teaching methodology, sanitation and hygiene, health (including HIV/AIDS prevention) and child protection, with special focus on gender 5. Provide teaching and learning material for 30 early childhood centers and 25 primary schools 6. Provide school feeding centers in 25 schools 7. Conduct advocacy campaign on the the right of education for all (EFA), to increase enrolment (especially IDPs) and ensure gender equity 8. Train DEBs and 25 CECs on sustainable planning, management and monitoring of schools	1. School facilities (including WASH) rehabilitated/constructed 2. 165 childhood and primary school teachers recruited and trained 3. Children from 25 schools benefit from school-feeding activities 4. Capacities of District Education Boards and Community Education Committees in provision and management of education in emergency increased 5. Organized education for all campaigns in rural and urban areas, and in IDP camps conducted	Approximately 5500 pupils (of which 40% girls and approx 1500 IDPs) in 25 primary schools and 30 pre-primary and nomadic schools Approx 125 teachers of 25 primary schools Approx 40 teachers of 30 early childhood/quranic/nomadic school teachers 50 DEB members 125 CEC members.	1. District Councils and District Education Authorities	\$500,000
InterSOS							
InterSOS SOM-09/E(1529) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No	Emergency Primary Education as a Protection Tool for conflict affected children in South and Central Somalia	1. Increasing access to primary education services for conflict affected boys and girls (with particular attention to IDPs) 2. Improving provision of quality education (including life skills based education, protection issues and psycho social support) 3. Strengthen capacity of education actors in school management	1. Establishment of 25 temporary schools and rehabilitation of 3 schools 2. Establishment of facilities for school feeding (kitchen and storage space) in 25 schools 3. Provision of teaching, learning materials, recreational materials and NFIs for vulnerables in the 25 targeted schools and in additional 30 rural and IDP camp schools established in previous programs. 4. Training and provision of incentives for 300 school staff (teachers and headmasters) 5. data collection (disaggregated by gender and age) in 55 schools 6. mobilization and sensitization of community towards education as protection tool and gender mainstreaming in targeted communities 7. Establishment and training of school protection committees in 25 targeted schools (with attention to gender parity) 8. Establishment of temporary and girl-friendly latrines in 25 schools 9. Development and improvement of remote management and distant monitoring strategies and tools 10. Workshop on inclusion of protection issues and psycho social support activities in school program for educational staff (including GBV and HIV prevention)	1. Increased enrolment in targeted primary schools (with special focus on displaced and other vulnerable boys and girls) 2. 25 functional temporary school facilities, including latrines and school feeding facilities 3. Improved capacity of school staff to provide education and to include protection issues and psycho social support activities in school programs (including ERP, GBV and HIV prevention, gender equity, MRE etc.) 4. Basic educational materials provided in targeted schools 5. Education data (disaggregated by gender and age) collected, analysed and used for planning	11,700 primary school children and 300 school staff (6,250 primary school children, 125 teachers and 25 headmasters in the 25 schools constructed within this project; 5,450 primary school children and 150 teachers in 30 schools established in previous projects supported within this project with materials, information and incentives).	1. Shedu 2. Wocca 3. Bay Women Development Network	\$843,832

Supporting Projects - Education

Project Code	Project Title	Objective	Main Activities	Key Outcome	Beneficiaries	Implementing Partners	Financial Requirements
InterSOS SOM-09/E(1530) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No	Support to Vocational training (VT) for conflict affected young people in Middle Shabelle (with special focus on IDPs and youth at risk of recruitment or engaged in armed groups)	1. Improve access to vocational training for conflict affected youth (male and female) with particular attention to IDPs and youth at risk of recruitment or involved in armed groups 2. Enhance capacity of VT staff to provide quality vocational education, facilitate IGA and address relevant protection issues in the training center and within the wider community 3. Facilitate start up of income generating activities for young people who attended vocational training	1. Provision of vocational training for 200 conflict affected young people (with focus on IDPs and gender parity): carpentry, tailoring, computer, literacy, health support, farming 2. Establishment and training of 1 Community Vocational Education Committee 3. Training of managerial and educational staff of Vocational training centre. (30 people) 4. Organization of awareness raising campaigns and outreach activities in Jowhar districts (rural and urban areas) with focus on 14 schools and 4 idp camps in Jowahr district 5. Organization of psycho social support activities, distribution of materials and workshops in 14 schools in Jowhar urban and rural area including 4 IDP camps to promote vocational training as alternative protective life sustaining and saving learning space 6. Provision of teaching and learning materials and incentives for VTC staff (both managerial, support and teaching) 7. Provision of start up kits for IGA and self employment training for 100 students 8. Data collection (disaggregated by age and gender) 9. Provision of training on inclusion of relevant protection issues in VTC program (including GBV, HIV awareness and prevention, MRE, Peace promotion)	1. Increased access to quality technical vocational training for 200 conflict affected young people (male and female) 2. Enhanced pedagogical, technical capacity and crisis response and preparedness of 30 managerial and educational staff 3. Awareness raised in targeted community about importance of vocational training as a reintegration and protection tool for conflict affected young people (both boys and girls) 4. Improved access to relevant protection issues (including SGBV, MRE, HIV/AIDS, Peace Promotion) and psyc social support for students and teachers 5. IGA activities facilitated through provision of start up kits	200 conflict affected young people (50% female) are enrolled and attend the VTC. 30 members of the VTC staff (managerial, teachers, social workers, support staff) receive training and materials, approximately 2000 young IDPs (youngsters between 15 and 25) and approx 4300 school students and their families in Jowhar district benefit from provision of materials, access to information about vocational opportunities and psycho social support activities, approx 70 stakeholders (selected CEC members and teachers of 14 schools in Jowhar district) participate to workshops informing and promoting vocational education as protection tool.	1. Shedu 2. Wocca	\$430,000
IR							
Islamic Relief SOM-09/E(1531) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No	Emergency Education support to Somalia (EESS) in Lower Shabelle, Sanaag, Mudug and Nugal.	1. Increase access to quality and inclusive basic education to primary school children 2. Improve quality of teaching and school management 3. Strengthen the capacity of education actors in emergency preparedness planning and risk mitigation	1. Rehabilitate 24 classrooms, 6 staff room, procure 480 desk and benches to enhance child friendly spaces 2. Equip all schools with sanitary facilities through construction of latrines 3. Provide training/refresher course for teachers 4. Provide teacher support/incentives 5. Community mobilization and sensitization meetings to promote girl's education 6. Provide psychosocial support to children and youth 7. Provide schools kits and teaching materials 8. Provide water to schools through water trucking 9. Implement school feeding programmes 10. Support development of education emergency response plans for targeted schools/communities	1. Enrolment and retention of learners increased and improved 2. Quality of teaching increased and enhanced through teacher training 3. Capacity of CECs in terms of school management and administration enhanced 4. Involvement of parents all education stakeholders in promoting education and training as an important protection increased 5. Emergency preparedness plans available in targeted schools	5,000 girls and 5,000 boys 60 CEC.		\$550,600

Supporting Projects - Education

Project Code	Project Title	Objective	Main Activities	Key Outcome	Beneficiaries	Implementing Partners	Financial Requirements
Muslim Aid							
Muslim Aid SOM-09/E(1532) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No	Providing educational opportunities for children affected by emergencies in Puntland	1. Increase access and retention to formal and non formal education channels to emergency affected children, especially for marginalised boys and girls 2. Support teachers and other education personnel to improve quality of emergency education	1. Establishment of 50 temporary schools in IDP camps, rural/pastoral villages and quranic structures to ensure quality education 2. Monitoring of learning activities, teachers and community elders will be carried out constantly by MA UK staff on the ground 3. Provision and distribution of learning material that has been approved by e.g. UNICEF, SV and Parents at large 4. 425 teachers trained on basic grammar, social studies, hygiene and biology (curriculum to be advised by UNICEF and SV and other Stakeholders) 5. Facilitate communities to recruit and support teachers as a community contribution and sustainability of the rural schools 6. Payment of teacher incentives (425 teachers) through small incentives provided by the project 7. Life skills for learners e.g. on HIV/AIDS, conflict resolution, gender etc 8. Community mobilization/sensitization to ensure access to education for emergency affected and vulnerable children through prep. planning sessions 9. Merge Quranic schools with regular and secular curricula ie English, basic sciences etc 10. Capacity building for education authorities and 250 CECs	1. 50 schools in make shift temporary structures will be fully functional in IDP camps, in rural pastoral villages and in suitable quranic structures 2. Arrangements for double shift schooling implemented in order encourage as many learners to participate and enrol in the education system 3. Improved learning conditions of students through provision of teaching and learning material 4. Increased enrollment of children through advocacy campaign targeted parents, religious leaders and community elders	17,750 persons incl. 17,000 children (6,800 girls), 425 teachers (128 female), 75 head masters and 250 CECs.	1. MoE 2. Regional Education Offices 3. Local NGOs	\$1,120,558
NCA							
Norwegian Church Aid SOM-09/E(1533) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No	Emergency Education Response in Gedo and Puntland	1. Increase access to basic education for boys and girls from vulnerable communities in Gedo and Nuugal regions, Somalia 2. Improve quality of basic education in 30 schools in Gedo and Nugaal regions 3. Improve capacity of local education authorities and communities in preparedness planning and implementation of emergency education in Gedo and Nuugal Regions	1. Conduct community mobilization with emphasis on promotion of girl's enrolment among school communities in target areas. 2. Conduct training for teachers and members of CECs 3. Undertake rehabilitation work in target schools (30) including construction of water and sanitation facilities 4. Procure and distribute school kits to target schools (30) 5. Oversee a school feeding program in target schools (30) 6. Support extra-curricular activities that promote cross-cutting issues 7. Monitor and evaluate 8. Facilitate recruitment of teachers and support for payment of teacher incentives (USD60 per teacher per month)	1. Quality basic education for 4276 boys and 3537 girls (7813 children) in 30 functional emergency schools provided. 2. 120 school kits supplied 3. 142 male and 44 female teachers trained in learner centered teaching methods and cross cutting issues for effective delivery of emergency education 4. 126 male and 84 female members of community education committees (CEC) trained on emergency preparedness planning	8209 persons (4,276 boys, 3537 girls, 268 men, 128 are women) from 30 settlements.	1. Community education committees in 30 schools 2. School authorities in Nugaal Region	\$591,507

Supporting Projects - Education

Project Code	Project Title	Objective	Main Activities	Key Outcome	Beneficiaries	Implementing Partners	Financial Requirements
NRC							
<p>Norwegian Refugee Council SOM-09/E(1534) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No</p>	<p>Youth Education Pack (YEP) Project for IDPs and Returnees in Somaliland and Puntland</p>	<p>1. Provide access to basic education in literacy and numeracy for youth between the ages of 15 and 24, who have not had access to primary education due to conflict and displacement 2. Provide access to life-skills training for youth in a safe environment for personal development and psychosocial support 3. Provide access to practical trade skills training for youth in order to increase opportunities for regular income provision</p>	<p>1. Local market survey of skills for selection of skills 2. Train in HIV/AIDS awareness, peace building, environmental awareness, recycling, electrical, computer, plumbing, masonry. 3. Select learners/staff from the community 4. Enrol 360 learners (50:50 Male-Female ratio) in 4 centres 5. Recruit and train 26 teachers 6. Provide training manuals, teaching and learning material 7. Form Parent Teacher Association (PTA) 8. Support 4 New YEP Centers - 2 Somaliland/2 Puntland (Construction, supplies, workshops) 9. Provide facilities for children/child care staff to encourage participation of young mothers 10. Monitor regularly with participation of Ministry of Education representatives 11. Post graduation monitoring and support for setting business and becoming self sustaining</p>	<p>1. Functional literacy and numeracy levels and/or computer skills for 360 students, especially for women, acquired 2. Self-reliance and responsibility including better knowledge of business management/trade skills, increased 3. Conflict resolution skills and human rights understanding for 360 students obtained</p>	<p>360 displaced youth: 50% female students (240 students in Somaliland/120 in Puntland).</p>	<p>1. Doses of Hope, GAVO, Ayoda (Somaliland) 2. Ministry of Education</p>	<p>\$600,000</p>
<p>Norwegian Refugee Council SOM-09/E(1535) [Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No</p>	<p>Alternative Basic Education for the Displaced and Returnee Children in Somaliland, Puntland and South Central</p>	<p>1. Support right to quality basic education for displaced/returnee vulnerable children (9-14 years) 2. Increase access to basis education for displaced and returnee children 3. Increase capacity of local authorities, teachers and communities in providing quality education</p>	<p>5. Assess and identify areas with high density of displaced populations in close cooperation with MoE, local authorities and CEC. 6. Enrol new learners in Level 1 and continued learning in Level 2&3 ensuring 50% girls 7. Train alternative basic education (ABE) and formal teachers in identified needs 8. Provide quality learning material to ABE and formal classes 9. Develop human rights-based educational teaching modules focusing on the Somali context with a particular focus on the rights of women/children 10. Carry out girls education campaign in selected locations 7. Train MOE members in enhancing female participation in education 8. Provide technical support to MOE Gender Unit and education coordination mechanism 9. Recruit and train staff and teacher (50% female teachers) 10. Construct and rehabilitate classrooms as learning spaces; and latrines/office space for the provision of education</p>	<p>1. Support right to quality basic education for displaced/returnee vulnerable children (9-14 years) 2. Increase access to basis education for displaced and returnee children 3. Increase capacity of local authorities, teachers and communities in providing quality education 4. Coordination capacity of the MoE increased</p>	<p>11,500 pupils enrolled in level 1,2 and 3 of ABE (5100 Somaliland, 3200 Puntland, 3200 South Central). 50% of all children are girls will be female.</p>	<p>1. Ministry of Education (MOE) 2. CECs</p>	<p>\$1,710,000</p>

Supporting Projects - Education

Project Code	Project Title	Objective	Main Activities	Key Outcome	Beneficiaries	Implementing Partners	Financial Requirements
RI							
Relief International SOM-09/E(1544) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No	Emergency Education through Information and Communication Technology (ICT)Centres (EDICT): Secure Space for Access to Critical Knowledge	1. Increased access to independent information on life-saving skills 2. Increased capacity of state and non-state actors to provide emergency education 3. Improved access to informal education opportunities for IDPs	1. Set-up and equip 50 EDICT centres 2. Set-up 400 life-saving skills workshops 3. Train representatives from 25 local authorities, communities, and community-based organizations in the right for education 4. Train representatives from 25 local authorities, communities, and community-based organizations in monitoring of emergency education activities 5. Train 64 education moderators in guiding non-formal emergency education classes 6. Set-up 250 non-formal emergency education classes for IDPs	1. IDPs access secure education space to learn life-saving skills (WASH, health, HIV/AIDS, DDR, human rights) 2. Local education authorities trained in Minimum Standards of Emergency Education 3. IDPs right to education met through informal education opportunities	35,000 individuals, mostly IDPs. The project foresees that 75% of all the beneficiaries will be women/girls IDPs (=26,250).	1. Somali Women Concern (SWC) 2. Advancement for Small Enterprise Programme (ASEP)	\$816,491
SADO							
Social-Life & Agricultural Development Assoc. SOM-09/E(1536) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No	Provision of education to emergency affected areas in South Gedo	1. Increase access to quality education for 2000 vulnerable, marginalised and displaced school aged children affected by droughts, floods and hyperinflation 2. Improve hygiene education, sanitation and HIV/AIDS awareness in schools and rural areas 3. equip teachers and Community Education Committees (CECs) with necessary teaching and school management skills through capacity building	1. Community mobilisation and sensitisation for learning 2. Construction of six primary schools in rural villages in order to create a learning space for school aged children 3. Provide incentives to teachers 4. Establishment of six Community Education Committees for the new schools ensuring gender balance (equal female and male representation in the CECs) 5. Provision of teaching and learning materials including text and exercise books, and sports facilities to newly constructed schools 6. training of teachers on teaching methodology and Community Education committees in school management for all six schools. 7. Implementation of school feeding programs 8. Promotion of Hygiene education, sanitation and girls' access to schools and learning opportunities and Introduce HIV/AIDS education. 9. Support and facilitate communities recruit teachers with especial consideration of female teachers 10. Establishment of Project Community Committes prior to implementation of the project (This implementing committee will consist of both male and female)	1. Increased enrolment of displaced and marginalized children 2. Improved learning structures for over 2000 children in six villages 3. The capacity of 45 teachers and six CECs groups in six schools are improved and hence service delivery is enhanced 4. 2000 vulnerable school childrens' benefited from school feeding programme	2000 school aged children of which 600 are girls	1. Project Community Committees (implementing committees consisting of local authorities, local elders, women and religour authorities) and Community Education Committees	\$295,742

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Project Code	Project Title	Objective	Main Activities	Key Outcome	Beneficiaries	Implementing Partners	Financial Requirements
SCD							
<p>Save the Children Denmark SOM-09/E(1538) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No</p>	<p>Emergency Primary Education Project for IDP Children</p>	<p>1. Ensure access to primary education through formal and Alternative Basic Education with particular emphasis on girls 2. Improve the quality of emergency education 3. Enhance the capacity of education personnel, community education committees (CECs) and children in terms of school management and child protection in emergencies</p>	<p>1. Identify target groups and make the necessary arrangements with education authorities to absorb/provide primary education to targeted children 2. Construct additional classrooms in existing schools and establish Alternative Basic Education centers 3. Support the deployment of teachers and conduct training to teachers on inclusive education, classroom management and follow up on application 4. Provide teaching learning material, establish and run co-curricular activities 5. Train, establish and support child protection peer groups (on non discrimination, gender, violence, abuse, HIV/AIDS etc) 6. Facilitate the process of identifying key protection issues, prepare safe school policy for targeted schools and provide implementation support 7. Prepare tailor-made training materials and provide training to educational authorities, personnel and CEC members on schools' management and child protection in emergency 8. Provide psychosocial support by adapting/producing psychosocial materials and establishing psychosocial peer support groups. 9. Establish and support referral system for children in need of further psychosocial, medical or legal support 10. Facilitate the identification of main risks in and around the school environment by children and support the development of risk mitigating materials</p>	<p>1. 3,000 (of which 50% girls) children that migrate to urban cities due to emergencies provided with access to continue and/or start primary education within receiving communities 2. Teachers in targeted schools apply inclusive education measures and promote the participation of IDP children in classroom and co-curricular activities 3. Necessary education and learning materials provided to targeted schools and IDP children 4. Safe schools' policy developed and applied in targeted schools or learning centers by students through the support of education personnel 5. 30 local education authorities, 100 teachers and 100 CEC members trained in school management and child protection in emergencies 6. Psychosocial support mechanisms established and made operational through training of teachers and peers 7. Awareness of disaster risk reduction created within the school environment</p>	<p>8,000 children of which 3,000 are IDP children affected by emergencies (drought, conflicts, etc) 30 local education authorities 100 teachers 100 CEC members of the targeted schools or learning centers</p>	<p>1. Ministry of Education and its regional/district offices 2. Community Education Committees 3. Local NGOs (CCBRS and HAVOYOCO)</p>	<p>\$1,018,000</p>
<p>Save the Children Denmark SOM-09/E(1545) [Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No</p>	<p>Education Cluster Coordination</p>	<p>1. Support the overall coordination of the education cluster in Somalia 2. Build the capacity of education cluster members (incl. local education authorities)</p>	<p>1. Conduct/support Education Cluster meetings in Nairobi and at field level 2. Provide general and technical support to field clusters 3. Develop Information Management Strategy for the Education Cluster 4. Development of standards as relevant (e.g. in terms of food aid in schools and teacher incentives) 5. Support the conduct of needs assessments 6. Identify areas of support/capacity building (e.g. cross cutting issues, emergency preparedness planning etc.) 7. Implement studies and trainings for Education Cluster members as relevant 8. Advocacy towards the need and benefits of emergency education (e.g. development of key advocacy messages)</p>	<p>1. Coordination of the Education Cluster at and between Nairobi and field level improved 2. Capacity building activities for the Education Cluster implemented as relevant</p>	<p>All Education Cluster members (incl. local education authorities).</p>	<p>1. Local Education Authorities 2. (I)NGO's 3. Consultants</p>	<p>\$232,380</p>

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Project Code	Project Title	Objective	Main Activities	Key Outcome	Beneficiaries	Implementing Partners	Financial Requirements
SCUK							
<p>Save the Children - UK SOM-09/E(1537) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3</p> <p>Supports UNTP: No</p>	<p>Ensure basic services for children affected by drought, displaced by internal conflict, and children in need of emergency assistance through provision of quality education</p>	<p>1. Deploy accelerated learning programme for children, mainly girls, at risks in emergency/post-emergency situations for early recovery 2. Build the competency of primary school teachers in the three regions of Somaliland to avert emergency crisis and maintain peace and stability 3. Strengthen the educational planning and management capacity of 60% of Local Education Authorities (LEAs) for emergency situations in 2009</p>	<p>1. Establish 30 accelerated learning centres in the three regions 2. Supply furniture and educational materials for 30 accelerated learning centres 3. Construct girl-friendly latrines in each accelerated learning centre 4. Conduct needs assessment and data collection (gender and age-disaggregated data) 5. Provide short term training for primary school teachers on classroom management, child-centred methodology, etc 6. Train teachers in monitoring and implementing emergency education for vulnerable groups of children (girls, IDPs, refugees, minority groups, etc) 7. Build the emergency management capacity of local, and regional education authorities in Somaliland 8. Train 30 male and 60 female teachers and 150 Community Education Committee (CEC) members on gender issues, emergency risk management, HIV/AIDS prevention and awareness, etc. 9. Train 150 Community Education Committee members in emergency prevention and preparedness through accelerated learning programme</p>	<p>1. Psychosocial rehabilitation of 60% of emergency affected children (50% girls) provided through basic education services in 2009 3. Short term training in managing education in emergency situations provided to all female and 50% male teachers 4. 60% of Local Education Authority personnel trained in emergency education management</p>	<p>6,000 children (50% girls) 90 (60 females) teachers 300 CEC members (30% females) of pastoralist and agro-pastoralist communities affected by drought, displacement due to conflicts, etc.</p>	<p>1. Local and Regional Education Authorities 2. Local communities</p>	<p>\$892,732</p>
<p>Save the Children - UK SOM-09/E(1539) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3</p> <p>Supports UNTP: No</p>	<p>Emergency Education In Hiran Region, South Central Somalia</p>	<p>1. Secure access to good quality Basic Education and support the protection of 2,000 children 2. Improve teaching, learning and participation outcomes for children in 8 schools with a special focus on girls 3. Build the capacity of Local Education Authority to deliver Emergency education and protection</p>	<p>1. Rehabilitate infrastructure of 8 schools 2. Construct 32 toilets in accordance with appropriate gender and SPHERE standards 3. Implement short time teacher training to enhance and sustain teachers pedagogical skills 4. Provide psychosocial support to affected children 5. Provide emergency education kits to supported schools 6. Support CECs with incentives to supplement payment of teachers working in the emergency environment. 7. Facilitate formation of school clubs with special focus on child participation and protection 8. Provide school starter kits for girls to promote their enrolment 9. Carry out short training for Local Education Authority on school monitoring and teacher mentoring 10. Conduct training on child rights and child protection for teachers and children</p>	<p>1. Infrastructure of 8 schools improved and the learning environment made friendly 2. 2000 children enrolled in the eight supported school communities 3. Teaching/learning quality improved 4. Girls enrolment in eight communities increased by 50% 5. Pedagogical skills of 64 teachers and their capacity to handle children in emergencies enhanced</p>	<p>2000 children who will be enrolled in supported schools 64 teachers (30% women) will receive training and incentive support 54 CEC members (40% women) who will be trained on school supervision and the organisation and management of the schools</p>	<p>1. The Hiran Regional Education Authority (HREA)</p>	<p>\$200,000</p>

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Project Code	Project Title	Objective	Main Activities	Key Outcome	Beneficiaries	Implementing Partners	Financial Requirements
TROCAIRE							
TROCAIRE SOM-09/E(1540) [Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: No	Primary Education Support in Northern Gedo Region of Somalia	1. Deliver good quality emergency education to 4,000 primary school children and young people 2. Retain children and youth in primary school in a time of drought and food crisis 3. Strengthen community education committees (CECs), Gedo Education Network and community ownership of the programme	1. "Pay monthly subsidies to teachers 2. "Procure and prepare of food for school feeding programme 3. On-going training of teachers and capacity building of CECs to improve delivery of quality education in emergency context 4. Conduct monthly monitoring visits by Trócaire PO to all schools, including data collection and monitoring report 5. Provide school materials 6. Attend quarterly meetings of Gedo Education Network 7. Support rehabilitation of Qur'anic schools 8. Conduct regular meetings between Trócaire and donor partners to monitor progress 9. Support AET examinations	1. Academic learning and performance of 4,000 pupils improved 2. School attendance during the drought, as a result of provision of school feeding, sustained 3. Capacity of school teachers, CECs and GEN to provide quality education in an emergency setting enhanced	4000 school going children (18% are IDPs and 38% are girls).	1. Community Education Committees	\$422,282
UNESCO							
United Nations Education Scientific & Cultural Org. SOM-09/E(1542) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 Supports UNTP: No	Improve the Livelihood of IDPs youth, women and ex-militias/combatants through provision of literacy, vocational and entrepreneurial skills in Somalia	1. Provide vulnerable IDPs youth, women and ex-combatants with literacy, vocational and entrepreneurial skills 2. Build/enhance capacity of literacy and vocational skills providers and supervisors in order to offer quality training and products 3. Involve the private sector in providing vocational skills	1. Identify potential trainees from the target groups of which 40 % are women 2. Survey the market to identify trade/skill areas with market demand and potential for vocational training 3. Develop appropriate trade/skill syllabi with market demand 4. Assess potential enterprise owners (host trainers) to offer vocational skills through enterprise based training 5. Conduct literacy and skills training through enterprises and/or vocational training centers 6. Build/enhance the capacity of literacy and vocational skills of providers and supervisors 7. Assist trainees to form cooperative groups and networking 8. Provide trainees with start-up toolkit to facilitate entry into the world of work 9. Engage private sector in providing attachment for trainees 10. Carry out monitoring and follow-up of training activities	1. 1000 IDPs youth and ex-militias/combatants (both boys and girls) provided with literacy and vocational skills and engaged in gainful employment 2. Appropriate trade/skills syllabi and training materials developed and ready for use 3. Selected vocational training centers and host trainers supported to offer training 4. Capacity of instructors, managers, supervisors and host trainers built/enhanced 5. Sensitized private sector participates positively in providing vocational skills	1,000 IDPs youth, ex-combatants/militias, girls, women, minorities and disabled, of whom 40% are female 50 host trainers, 60 instructors and 15 managers of vocational training centres 10 supervisors of technical and vocational education.	1. Ministry of Education 2. Ministry of Social Development and Family Affairs and Ministry of Labour 3. Vocational Training Centers 4. Enterprise Owners (host trainers) 5. Local and International non governmental organizations	\$1,096,100

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Project Code	Project Title	Objective	Main Activities	Key Outcome	Beneficiaries	Implementing Partners	Financial Requirements
United Nations Education Scientific & Cultural Org. SOM-09/E(1543) [HIV][Gnd][CB] SOM_E_2 SOM_E_3 Supports UNTP: No	Support to Emergency Teacher Training in conflict situations with focus on IDP camps and other vulnerable populations	1. Ensure displaced and other vulnerable children receive quality education and proper psychosocial support in schools 2. Train local education authorities at primary and secondary levels to effectively coordinate education activities	1. Together with other partners, conduct a rapid needs assessment 2. Refine/develop and/or provide appropriate necessary materials and tools 3. Train lead trainers and teachers in teaching methodologies for effective provision of quality education in conflict and post-conflict situations, incl. psycho-social support 4. Train local education authorities, school managers, and CECs/PTAs at all levels to better supervise and ensure delivery of education to the most vulnerable groups 5. Support training institutions with equipment to better train teachers 6. Support teacher training institutions to adopt and promote fast-track teacher training modules for emergency situation	1. A cadre of lead trainers increased to improve quality of teaching/learning in IDP camps and among the most vulnerable populations. 2. Teachers and school managers have skills to provide quality education to school-children/students, and teachers affected by conflict and other psychosocial distress 3. Increased capacity of education authorities at all levels (national, regional and local) to better address the needs of education in IDP camps and rural areas - especially quality of teachers among IDP groups and other vulnerable populations and the application of INEE standard 4. Fast track teacher training modules developed and ready for use	1,000 teachers and school managers (300 of whom are women) in IDP communities and other most vulnerable populations.	1. Ministry of Education 2. I/LNGOs 3. Teacher Training Institutions 4. Host Communities	\$1,076,890

UNICEF

United Nations Children's Fund SOM-09/E(1541) [HIV][Gnd][CB] SOM_E_1 SOM_E_2 SOM_E_3 Supports UNTP: Yes - objective 4.1	Providing educational opportunities and protection for children affected by drought, conflict and other emergencies in Somalia	1. Increase access and retention through formal and non formal education pathways to emergency affected children in Somalia, especially for girls and protect them from the harmful effects of these emergencies 2. Support teachers and other education personnel to improve quality of emergency education provided to the emergency affected and other vulnerable children in Somalia 3. Provide technical support and capacity building to local education authorities, communities and national and international NGOs in preparedness planning and implementation of emergency education in Somalia	1. Provide up to 200 child-friendly and tented/traditional learning spaces with WASH facilities as well as rehabilitation of up to 20 damaged schools 2. Provide educational and recreational materials for 214,000 displaced and other vulnerable children in Somalia, especially for girls including Life Skills Based Education for out-of-school youth 3. Implement short-term training and incentives to 3,000 teachers; train 500 Community Education Committees (CECs) to ensure effective management, increased enrolment and improved retention, Life skills and HIV prevention 4. Train regional and zonal education authorities and education cluster members in Minimum Standards for Education in Emergencies (MSEE) to enhance their capacity in emergency preparedness plan and response 5. Undertake community mobilization and sensitization to ensure access to education for emergency affected and vulnerable children 6. Establish regional and zonal education coordination mechanism to ensure effective coordination and information sharing	1. Access to education for 214,000 children and 10,000 youth in areas affected by emergencies and those in displaced camps, especially for girls, increased 2. Education authorities, communities and teachers have the skills and the capacity to provide quality education including psychosocial support to children affected by the emergencies 3. Coordination among education actors including regional and zonal education authorities, improved 4. Capacity of education authorities in emergency preparedness and response, improved	217,000 persons including 214,000 children (85,500 girls) 3,000 teachers (600 female) 500 CECs (250 female).	1. MOE(s) 2. Regional Education Offices 3. International and National NGOs	\$13,388,500
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