**PROJECT DOCUMENT\_FENPS\_2019**

**ORGANIZATION:** Formal Education Network for Private Schools (FENPS)

**TITLE:** Send 500 Children to School in Somalia for a Year

**NEEDS ANALYSIS:**

Lack of access to quality education and protection services put strain on the social cohesion, increase psychological and communal tensions and hamper peace and development in the Banadir region. To explain this, insufficient services and parents' inability to send their children to school have deteriorated living conditions of internally displaced people in Kaxda and Daynile districts of Banadir. Small numbers of those children have access to education and protection opportunities. According to UNHCR-led PRMN report in September 2018, over half of 59,000 new displacements due to conflict within Somalia came to Banadir from Lower Shabelle. In September 2018, Education Cluster Partners reported that 19,848 school age children (10,321 girls) did not receive any educational facilities (8816 children in Dayniile, 1217 children in Dharkeynley and 9815 in Kahda districts) 52% girls, while18,852 school children 40% girls in Daynile and Kaxda were out of education due to fund gaps. The partners also noted new arrivals (Newly displaced people of whom about 7716 school age children) joined IDP settlements in Banadir region (1551 in Dayniile, 3870 in Kaxda and 2295 in Dharkeynley). Children do not only lack access to education opportunities but also experience negative socio-cultural practices and actions against their dignity and their basic human rights. “1-27 September, the Country Task Force on Monitoring and Reporting (CTFMR) documented a total of 336 incidents of grave violations affecting 626 children (547 boys and 79 girls). The children were victims of killing and maiming (105), abduction (96), recruitment and abuse (395), and rape (30)” Source: HUMAN RIGHTS AND PROTECTION GROUP September 2018. FENPS assessment conducted September this year, indicates that the schooling of 4,047 IDP children (1,863 girls) was interrupted by the closure of 19 temporary schools that had been hosting them for reasons related to a lack of funding. 15 of those schools are located in Banadir region (9 in Daynile IDP settlements and 6 in Kaxda IDP camps). FENPS also noted that new internally displaced persons (1,214 households) from Lower and Middle Shebelle put extra burden on the former IDP caseload in 3 IDP camps visited in Kaxda District. The team noted from respondents in the visited IDP camps that many children, especially girls work as housemaids to find livelihoods for their families who live in abject poverty. The team also noted that many families send their children to wet feeding centers, 3-4 kilometers far from their camps to get food. Furthermore, only 7.4% of the children are enrolled in government schools with the remainder in some form of private or community schools. National survival rates to Grade 5 across Somalia are 64%, suggesting high drop-out rates. The gender ratio in schools is also uneven with 44% of the enrollment being girls (Source: FEDERAL GOVOVERMENT OF SOMALIA, MOE ESSP 2018-2020).

**PROJECT GOAL:**

To increase access to life-saving and protective quality education for 3000 vulnerable children (1500 girls and 1500 boys) in Daynile and Kaxda districts of Banadir region

**Expected Results:**

1. 3000 vulnerable children (1500 girls and 1500 boys) have access to safe and protective learning environments in Kaxda and Daynile districts of Banadir region
2. 3000 vulnerable children (1500 girls and 1500 boys) receive lifesaving learning and teaching that promotes personal well-being and social cohesion in Kaxda and Daynile districts of Banadir region
3. 84 teachers (30 female and 54 male) received capacity building workshops, and delivered effective integrated education and Protection (Child Protection) services and response within the education system in Kaxda and Daynile districts of Banadir region

**PROJECT ACTIVITIES:**

* Mobilize community to improve enrollment and retention of 3,000 crisis affected children (1500 girls and 1500 boys) at protective learning environment
* Rehabilitate 90 classrooms with child friendly and inclusive WASH facilities for 3,000 crisis affected children (1500 girls and 1500 boys)
* Conduct protection awareness sessions for 3,000 crisis affected children (1500 girls and 1500 boys)
* Provide 3,000 crisis affected children (1500 girls and 1500 boys) with emergency learning and teaching materials
* Provide 3,000 crisis affected children (1500 girls and 1500 boys) with safe drinking water in schools
* Provide 3,000 crisis affected children (1500 girls and 1500 boys) with school feeding
* Train 84 teachers (30 female)in pedagogy, lifesaving skills, hygiene promotion, gender, risk reduction and psycho-social support, Safe Schools, contingency planning, DRR, maintenance and management of learning spaces

**FENPS STRATEGIC RESPONS:**

EFENPS implemented different programs funded by Somalia Humanitarian Fund (SHF), Education Cannot Wait (ECW), UNICEF and other donors in Banadir region. This project will complement these efforts of FENPS, and will support the continuation of education and protection assistance for crisis and conflict affected population in Kaxda and Daynile districts of Banadir region. The project strengthens the capacity of FENPS organization and will help it respond to humanitarian emergencies in place through reopening 15 schools closed due to funding gaps, and serving over 3,000 vulnerable out of school children in Kaxda and Daynile districts of Banadir at present. In other words, this project will create opportunities of protection, education, skill training and psychosocial support for 3,000 crisis affected children (1500 girls and 1500 boys) at schools in displacement camps in Kaxda and Deynile Districts, and it initiates interventions that genuinely respond to the education and protection needs and rights of the disaster-affected populations, especially the children in displacement camps because of their particular vulnerability, sharing the responsibility for the education and protection of disadvantaged children, enrolling them in safe temporary learning spaces where children are educated, cared for, loved, respected and protected against discrimination, violence, abuse and exploitation.