

## South Sudan 2012 CHF Standard Allocation Project Proposal

*Proposal for CHF funding against Consolidated Appeal*

For further CHF information please visit <http://unocha.org/south-sudan/financing/common-humanitarian-fund>  
or contact the CHF Technical Secretariat [chfsouthsudan@un.org](mailto:chfsouthsudan@un.org)

This proposal shall be submitted by cluster partners in two stages to the Cluster Coordinators and Co-coordinators for each project against which CHF funds are sought. In the first stage, before cluster defenses, applying partners fill sections I and II. The proposal should explain and justify the activities for which CHF funding is requested and it is intended to supplement information already available in the CAP Project Sheets. The proposals will be used by the cluster Peer Review Team in prioritizing and selecting projects for CHF funding during CHF Standard Allocation round. Partners should also fill and submit to cluster coordinator/ co-coordinator the CHF Project Summary (Annex 1). In the second stage projects recommended for funding by the CHF Advisory Board must complete Section III of this application and revised/update sections I and II if needed.

### SECTION I:

<b>CAP Cluster</b>	<b>Education</b>
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#### CHF Cluster Priorities for 2012 Second Round Standard Allocation

This section should be filled by the cluster Coordinators/Co-coordinators before sending to cluster partners. Provide a brief articulation of Cluster priority activities and geographic priorities that the cluster will recommend for funding from the CHF.

<b>Cluster Priority Activities</b>	<b>Cluster Geographic Priorities</b>
Provide protective temporary learning spaces in emergencies	Unity, Upper Nile, Jonglei, Warrap, Lakes, NBeG and WBeG States
Supply emergency teaching and learning materials to ensure continuity of education	
Deliver life-saving messages and psychosocial support to emergency affected children and youth	

#### Project details

The sections from this point onwards are to be filled by the organization requesting for CHF.

<b>Requesting Organization</b>	<b>Project Location(s)</b> (list State, County and if possible Payam where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per state)
Adventist Development and Relief Agency South Sudan	Warrap State – 100%
<b>Project CAP Code</b>	Twic County
SSD-12/E/46058/6579	Gogrial West County
<b>CAP Project Title</b> (please write exact name as in the CAP)	
Education in Emergency for IDPs in Warrap and Western Equatoria	

<b>Total Project Budget in South Sudan CAP</b>	<b>Amount Requested from CHF</b>	<b>Other Secured Funding</b>
US\$1,330,088	US\$376,573	US\$126,300 UNICEF in-kind

<b>Direct Beneficiaries</b> (scaled appropriately to CHF request)		<b>Indirect Beneficiaries</b> (scaled appropriately to the CHF)	
Women:	30 teachers	Parents of children ≈ 9,635 (5,781 F; 3,854 M)	
Men:	70 teachers	Other IDPs in community ≈ 12,542 (7,525 F; 5,017 M)	
Girls:	16,667	<b>Catchment Population (if applicable)</b>	
Boys:	17,057	55,741 IDPs	
<b>Total:</b>	<b>33,824</b>		

<b>Implementing Partner/s</b> (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)	<b>CHF Project Duration</b> (max. of 12 months, starting date will be Allocation approval date)
None	Indicate number of months: 6

<b>Address of Country Office</b>	<b>Address of HQ</b>
Project Focal Person: Wilson Daniel Email & Tel: <a href="mailto:wilsondan74@yahoo.com">wilsondan74@yahoo.com</a> ; 0914811627 e-mail country director: <a href="mailto:associatecd@adrasouthsudan.org">associatecd@adrasouthsudan.org</a> e-mail finance officer: <a href="mailto:jamesdoctor@adrasouthsudan.org">jamesdoctor@adrasouthsudan.org</a> Address: Munuki SDA Church Compound off Kuwait Estate Rd PO Box 247 Juba, South Sudan	e-mail desk officer e-mail finance officer Address:

## SECTION II

### A. Humanitarian Context Analysis

Briefly describe (in no more than 500 words) the current humanitarian situation in the specific locations where CHF supported activities will be implemented. Provide evidence of needs by referencing assessments and key data, including the number and type of the affected population<sup>1</sup>

**Emergency Context** - Warrap State continues to experience high numbers of people movements and displacements with confounding factors. In the Education Cluster's vulnerability index, Warrap ranks amongst those most vulnerable to emergencies.

In Warrap sporadic militia uprisings and traditional cattle raiding create insecurity. In May 2011, neighboring Abyei area experienced an escalation of clashes between SAF and SPLA, resulting in displacement of over 110,000 Abyei residents, mostly into Twic County (OCHA, Sep 2012). Although small numbers are beginning to return to Abyei (4,700 between July and August) the majority is still displaced and the situation remains tenuous as national level negotiations take place between Sudan and South Sudan. In addition, heavy rains in July 2012 caused widespread flooding throughout the State. These incidences have caused massive displacement, deaths, injury and destruction of property.

**Classroom Space** - The influx of IDPs in Warrap has exerted pressure on already inadequate social services —Warrap, in particular, ranks amongst the worse in a majority of the key humanitarian education indicators. It is estimated that 75% of the 104 existing schools in Twic County have to try and accommodate an additional 28,000 students (Warrap SMOE, Sep, 2011). Already, 64% of learners in Warrap have no access to permanent or semi-permanent classrooms and the pupil to classroom ratio is 128:1 in the State—with current conditions more likely 173:1 (EMIS, 2010).

**Teaching and Learning Materials** - The estimated 18,000 learners displaced from Abyei to Agok had to flee at a moment's notice, forcing them to leave behind all personal belongings. In such moments, teaching and learning materials are not likely to even register on the mind's "radar".

**Emergency-specific Teacher Training** - In Warrap, teachers and children alike remain fearful of sudden attacks from cattle raiders or militia groups which are on-going, but also still suffer from the experience of being displaced from Abyei. Teachers, equally affected by the chaos, have to handle children with psychosocial problems as well as manage their own fears while trying to teach effectively (Ed Assessment, 2012). These events highlight the critical need for emergency-specific teacher training that ensures all schools have the necessary information to provide support and lifesaving information (HIV and AIDS awareness, basic hygiene and sanitation, landmines awareness, etc.). Furthermore, during times of social upheaval, gender based violence within and around schools is more prevalent, highlighting the need for teacher training on critical protection principles, psychosocial support practices and referral needs (PCNA, 2010).

**Gender Considerations** - Analysis of the emergency/education data available shows a clear gender disparity in terms of education access in emergency affected Warrap. Normally, girls are less likely to attend TLS than boys and more so in emergency situations. Also, there are fewer female teachers being trained as part of emergency response programming. Furthermore, evidence from cluster actors indicates that the biggest barrier to girl's ed is not security- or access- related to the emergencies, but more a result of traditional beliefs and attitudes. This is evident in that the five neighboring states (Unity, NBG, Warrap, Lakes and WBG – in order of decreasing disparity) have the highest differences in gross enrolment rates between male and female learners, leaving out two other states most vulnerable to emergencies (UN and Jonglei)(EMIS 2010).

**Other** - Children affected by disabilities are hugely vulnerable in emergency situations (INEE 2010) and yet are rarely accounted for in programming. There is very little data available relating to this part of the school-aged population, a situation in itself that needs to be addressed as part of this project

### B. Grant Request Justification

Briefly describe (in no more than 500 words) how proposed activities support the agreed cluster priorities and the value added by your organization

ADRA's approach to geographic prioritization will be to target interventions in Warrap for the most vulnerable in emergencies. Currently, IDPs are primarily located in Twic and Gogrial West Counties, so these will be the primary target locations for educational infrastructure, school supplies and life-saving skills and psychosocial support. The proposal envisages three main overarching objectives in support of these three main cluster priority activities: coordination, preparedness, and response (described more fully in section C.i below). The three cluster priority activities are encapsulated in 'response' but there are certainly preliminary steps to effective and efficient implementation of that response. Therefore, ADRA's intervention will address the need for emergency education in areas where the service is in high demand and is in line with the cluster priorities.

#### **ADRA Advantage**

At the beginning of 2012, ADRA South Sudan was implementing 16 projects in seven of the ten states of South Sudan, covering the portfolios of education, health, food security, women's empowerment, livelihoods enhancement, and general integrated development. Many take a service oriented approach due to the pervading context of conflict and instability, but the country strategy is slowly making a transition towards more development and civil society strengthening for long-term impact. This includes crosscutting issues such as sustainability, gender sensitization, hygiene and sanitation.

For education specifically, ADRA has received support from five different international donors. Each of these partners and supporters have played a role in providing education services, capacity building of the civil society/local communities and authorities. More specifically, ADRA SS has been implementing education projects in Warrap State for the past decade in partnership with ADRA Denmark and DANIDA funding. Currently ADRA manages a UNICEF funded EiE project in Warrap and Western Equatoria States. The current grant request is meant to provide a continuum of emergency coordination and services for the state, building on ADRA's long standing experience and presence, strong network, good collaboration with the local education authorities and gained

<sup>1</sup> To the extent possible reference needs assessment findings and include key data such as mortality and morbidity rates and nutritional status, and how the data differs among specific groups and/or geographic regions. Refer situation/data/indicators to national and/or global standards.

trust of the beneficiary community from the combined efforts of the past (current, recent, past). This project will continue to utilize existing assets of former projects such as compound, offices, furniture, and others.

### C. Project Description (For CHF Component only)

#### i) Purpose of the grant

Briefly describe how CHF funding will be used to support core cluster priorities

ADRA's approach to geographic prioritization will be to target interventions in Warrap that are for the most vulnerable in emergencies. In essence, ADRA proposes to address education in emergency issues throughout the State, however, currently, IDPs are primarily located in Twic and Gogrial West Counties, which will be the primary target locations. Should emergencies appear in other places, the project will remain flexible enough to adjust allocation of some resources appropriately and in consultation with the donor and local authorities.

The proposal envisages three main overarching objectives in support of the three main cluster priority activities: coordination, preparedness, and response. The three cluster priority activities are encapsulated in 'response' but there are certainly preliminary steps to effective and efficient implementation of that response.

#### **Coordination**

Together with the County Education Office, State Ministry of Education, and Relief and Rehabilitation Commission (RRC) at the state and county levels, ADRA will utilize data and information provided by these bodies as well as UN agencies to ensure genuine beneficiaries are reached and their basic education needs are met.

ADRA is the Education Cluster Co-Lead in Warrap. The focal persons in ADRA, UNICEF and the State MoE will form a 3-person surge response committee that will coordinate policy, planning and response to humanitarian emergencies that affect education within their state. The Education Cluster will also establish a network of communication among other education partners and MoEd counterparts that will effectively function in times of emergency.

The same committee will also support regular state level Education Cluster Coordination Meetings and liaise with other sectors, such as child protection and WASH, for a joint and coordinated response to conflict related scenarios. Child protection issues may arise while teachers become more skilled at addressing psychosocial needs of their students and they may need assistance for referrals and/or specific services. This project considers hygiene and sanitation awareness raising an important intervention, but it will also need to coordinate with the WASH sector to avoid overlaps with other key players in the area.

#### **Preparedness**

Functions of preparedness are closely entwined with those of coordination. Preparedness for this project not only entails strategic prepositioning of critical education supplies in secure locations, but also training and skills-building for coordination partners (and those mechanisms described earlier) and teachers in order for emergency activities to be effectively and efficiently carried out. All the focal persons within the communication loop will be trained on emergency preparedness and response and will be facilitated to mobilize communities and disseminate the attained knowledge and skills relevant to disaster management to teachers and community members.

UNICEF has already prepositioned vital supplies in its supply hub in Wau. These supplies will be transported and prepositioned in key areas/points in Warrap that will be relocated by the MoEd and the Education Cluster group. Whereas some supplies may need to be on standby, other supplies may need to be immediately distributed to the IDPs and host communities. As soon as supplies are allocated and distributed to school sites, the cycle of pre-positioning will begin again.

#### **Response**

Activities of "preparedness" appear to indicate that an emergency event has not yet happened. But this is not the case. Warrap State is currently in a state of emergency for the education of their citizens and this requires an immediate response. As the NGO Cluster Lead for Warrap, ADRA prioritizes the extensive need for continued attention, support and resourcing based on emergency rapid assessments. Emergency response for education in this project reflect the needs of those assessments and include a variety of activities: establishing temporary learning spaces (TLS), hygiene, sanitation and HIV/AIDS awareness raising, promotion of girls' education, construction of emergency and permanent latrines and supplies distribution.

#### ii) Objective

State the objective/s of the project. Objective/s should be specific, measurable, achievable, relevant and time-bound (SMART)

By the end of the project:

Objective 1: A coordination network of education in emergency partners is well-organized for effective and efficient response

Objective 2: The local education sector is pre-positioned with basic education supplies and emergency response skills in strategic locations

Objective 3: Response to education in emergency is rapid in establishing temporary learning spaces, distributing critical materials and providing critical health education awareness and life-saving messages at the community level

#### iii) Proposed Activities

List the main activities to be implemented with CHF funding. As much as possible link activities to the exact location of the operation and the corresponding number of direct beneficiaries.

In June 2012, ADRA was selected as the NGO Education Cluster Co-Lead in Warrap. The SMOE and ADRA take the overall lead in coordination and provision of education services during emergencies. The existing education facilities/ structures and supplies are not adequate to provide access to learning for all the IDP children as well as children of the host community—which can be an overwhelming challenge. Considering this gap, ADRA coordinates with other partners such as Mercy Corps, Peace Corps, World

Vision, Norwegian Refugee Council and the Norwegian Church Aid who participate in the Education Cluster.

- 1.1 Be responsible for duties of the State Cluster Co-Lead Agency in Warrap including coordination of state level Education Cluster Coordination Meetings.
- 1.2 Coordinate and activate the surge response committee during a humanitarian emergency.
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- 2.1 Conduct rapid needs assessments using established mechanisms for affected communities, including identifying possible temporary learning spaces and IDP teachers on site and report.
- 2.2 Map out education in emergency response capacity of Education Cluster member agencies in Western Equatoria.
- 2.3 Preposition education supplies as part of emergency preparedness.
- 2.4 Train teachers and education managers to administer education in emergency including psychosocial support, peace building skills and other key health components (i.e., HIV&AIDS, hygiene and sanitation).
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- 3.1 Arrange safe temporary learning spaces integrated with other Clusters (WASH and Child Protection) and community services in affected areas.
- 3.2 Distribute emergency teachers' kits, school in box kits, recreational kits, chalkboards and school bags.
- 3.3 Support school clubs to learn about and then promote messages on girls' education and other topics in camps/settlements.
- 3.4 Provide HIV&AIDS awareness raising and basic hygiene and sanitation messages through the school clubs in camps/settlements.
- 3.5 Assist CED to provide psychosocial support to affected teachers and students in affected areas.
- 3.6 Construct emergency pit latrines in IDP/host community schools.
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- 4.0 Monitor project activities based on INEE Minimum Standards on a monthly basis and conduct final evaluation.

#### iv). Cross Cutting Issues

Briefly describe how cross-cutting issues are taken into consideration (i.e. gender, environment, HIV/AIDS)

##### **Gender**

The project will seek to apply a gender balanced approach. However, this also means that the project will put a special focus on girls and women as they are most negatively impacted during emergencies. Women and girls often experience gender-based violence during conflict and emergencies. They also tend to be left out of education and other organized activities, such as sports. Women and men will be involved in planning processes at the community level with appropriate representation in the targeted groups (e.g., health campaigns and PTAs).

##### **Democratization**

Through the capacity building of various community groups, with women as well as men represented, the project seeks to empower group members collectively for the benefit of the community as a whole. Through training and support supervision, the project will seek to develop competencies that improve the community members' ability to engage in discussions and decisions that influence the life of the individual, vulnerable groups and the community as a whole during emergencies. Though access to education is often ignored as a need during emergencies, the project will also emphasize and seek to promote an approach that makes parents and other duty bearers understand that access to quality education, even during times of emergencies, is a human right – and helps bring some sense of stability for children.

##### **HIV/AIDS**

The project will support school clubs to raise awareness on the dangers of HIV/AIDS, preventive measures and how to reduce stigmatization. The HIV/AIDS clubs not only target the children and youth in and out of schools, but the entire community through various campaigns and performances.

##### **WASH**

ADRA considers hygiene and sanitation a cross-cutting issue that can be incorporated in most any program sector. This education in emergency project lends itself well to the inclusion of WASH promotion. This will be accomplished with awareness raising activities with students and PTAs at the schools, and coordinated work to establish emergency pit latrines and hand washing facilities.

#### v) Expected Result/s

Briefly describe (in no more than 300 words) the results you expect to have at the end of the CHF grant period.

- 1.1 6 monthly Education Cluster Coordination meetings conducted.
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- 2.1 Conduct at least 3 assessments in each of 3 counties.
- 2.2 Rapid Needs Assessment tool used for assessments and reports shared with UNICEF.
- 2.3 3 pre-position points in Warrap supplied and ready for response.
- 2.4 100 teachers and education managers (70M; 30F) trained to administer education in emergency including emergency response preparedness and response procedures such as assessment, coordination, implementation, evaluation as well as psychosocial support, peace building skills and other key health components (i.e., HIV&AIDS, hygiene and sanitation).
- 
- 3.1 20 safe learning spaces established (10 protective tents; 10 semi-permanent structures).
- 3.2 School supplies distributed as necessary and also established and prepositioned for times of crisis (if a balance of supplies).

Item	#
School in a box	100
Blackboards	100
School bags	5,000
Recreational kits	30
Hygiene promotion kits	30
Handwashing centers	10

- 3.3 4 school clubs established to learn about and then promote messages on girls' education and other topics in camps/settlements (2 clubs/county)
- 3.4 4 awareness raising sessions (HIV&AIDS, hygiene/sanitation, promotion of girls' ed) conducted through school clubs in camps/settlements.
- 3.5 5 emergency pit latrines and 5 permanent toilets constructed in IDP/host community schools. Following are UNICEF identified in-kind contributions towards this deliverable.

For emergency latrines	#
Toilet slabs	5
Plastic sheets	5
Latrine digging kits	5

List below no more than five indicators you will use to measure the extent to which those results will have been achieved. At least three of the indicators should be out of the cluster defined Standard Output Indicators (annexed).

	Indicator	Target (indicate numbers or percentages)
1	Temporary learning spaces established	10 tents 10 semi-permanent learning spaces
2	Emergency affected learning spaces provided with gender segregated latrines	5 emergency pit latrines 5 permanent toilets
3	School in a Box distributed to emergency affected children, youth and teachers	100
4	Recreation Kits distributed to emergency affected children, youth and teachers	30
5	Teachers (M/F) in emergency affected areas trained on life skills and psychosocial support	100 (70M; 30F)

#### vi) Implementation Mechanism

Describe planned mechanisms for implementation of the project. Explain if it is implemented through implementing partners such as NGOs, government actors, or other outside contractors.

As Education Cluster Co-Lead for Warrap State, ADRA will engage in that role as coordinator of regular cluster meetings, information sharing and dissemination and implementation of the selected response activities together with all Education Cluster members as relevant.

ADRA will have a project team consisting of a Project Manager, Education Officer, Psychosocial Support Officer, as well as other project support staff such as Logistics Officer, Cashier/Office Manager, Driver, Guard and Cook. Administrative support will also be available from the head office in Juba where oversight of the overall program is seen by a Programs Director and Education Coordinator with support from the HR, Finance and Logistics Departments.

In addition to coordination with area stakeholders and Education Cluster members, ADRA seeks to engage the beneficiaries themselves in the project activities to ensure local involvement and ownership. Community-based approaches to emergency response will help people to be prepared and assist them with coping mechanisms to maintain as much stability and normalcy as possible. This type of approach will be incorporated in temporary shelter and latrine site selection and construction, as well as PTA establishment, trainings and school and community awareness campaigns.

ADRA recognizes the importance of inter-cluster coordination. For this project, activities of psychosocial support for affected children and youth and then also hygiene and sanitation and latrine construction, indicate a need to closely work with the Child Protection sub-Cluster and WASH Cluster, both at state and national levels, with information sharing and dissemination of best practices and challenges.

Finally, the Project Manager will coordinate closely with UNICEF's Education Officer based in Wau for reporting of project activities, procurement and supply needs, coordination meetings, as well as assistance in communications with state and local authorities as necessary.

#### vii) Monitoring Plan

Describe how you will monitor progress and achievements of the project.

A detailed implementation plan will be developed to guide the quarterly implementation of the project. This implementation plan will be reviewed monthly by field and management staff, under the auspices of the ADRA SS ProCom (ProCom consists of Project

Manager, Programs and Finance Directors, M&E and Logistics Managers), for adjustments and strategic improvements as necessary and to compare expenditures against program targets to ensure that funds are released on a timely basis. Apart from the quarterly planning schedules, weekly and monthly plans will be developed to incorporate program details which will be matched appropriately with the budget.

**Monitoring plan**

Monitoring and evaluation tools will be developed by ADRA South Sudan's M&E Department in accordance with the project design, objectives and indicators and INEE Minimum Standards. Field staff will monitor the project on a regular basis, highlighting any shortfalls in planned activities. As much as possible, joint supervisory visits to established TLSs will include government counterparts. Reports will be submitted to ADRA management to inform them about the progress of work and needs for adjustment. M&E staff will formalize an appropriate visiting schedule to the field sites to determine program performance vis-à-vis objectives and targets.

UNICEF, Juba zone office education staff will undertake regular monitoring, oversight and evaluation of the PCA Program, giving overall guidance, technical assistance support, and leadership for the implementation of the PCA Program, as part of the implementation and making it available for consultations as requested of the partner.

**Reporting plan**

ADRA has a Programs Director for the overall operations of the organization in South Sudan, while in the field the implementation of projects is guided by the Project Manager who will liaise with the local education authorities and other relevant partners for monitoring, and contractual accountability. The Project Manager will ensure the timely preparation of project reports in line with the project's planned activities. ADRA will adopt a reporting format provided by UNICEF.

Field officers will send monthly reports to the Project Manager who will compile programmatic reports and send them to the Programs Director at the end of every month. After a thorough review of the monthly reports, they will be forwarded to UNICEF and any other relevant stakeholder.

Financial reporting will follow ADRA standard expenditure report formats and summarised in a budget control sheet and final financial statement (as per UNICEF set guidelines).

**E. Committed funding**

Please add details of committed funds for the project from other sources including in-kind supports in monetary terms.

Source/donor and date (month, year)	Amount (USD)
UNICEF (Oct, 2012 projected) in kind	126,300

### SECTION III:

LOGFRAME			
<b>CHF ref./CAP Code:</b> SSD-12/E/46058/6579	<b>Project title:</b> Education in Emergency for IDPs in Warrap and Western Equatoria	<b>Organisation:</b> ADRA South Sudan	
<b>Overall Objective:</b> <ul style="list-style-type: none"> <li>Children in emergencies are able to continue their education</li> </ul>	<b>Indicators of progress:</b> <ul style="list-style-type: none"> <li>Pupils' enrollment rate is stable or in growth.</li> <li>Teachers' enrollment rate is stable or in growth.</li> </ul>	<b>How indicators will be measured:</b> <ul style="list-style-type: none"> <li>Reports and statistics by schools to CED.</li> </ul>	
<b>Specific Project Objective/s:</b> <p><b>1</b> A <u>coordination</u> network of education in emergency partners is well-organized for effective and efficient response</p> <p><b>2</b> The local education sector is <u>pre-positioned</u> with basic education supplies and emergency response skills in strategic locations</p> <p><b>3</b> <u>Response</u> to education in emergency is rapid in establishing temporary learning spaces, distributing critical materials and providing critical health education awareness and life-saving messages at the community level</p>	<b>Indicators of progress:</b> <ol style="list-style-type: none"> <li>1.1 Education Cluster partners meeting regularly</li> <li>1.2 EC partners coordinate for emergency planning</li> <li>2.1 Local education sector capable of supplying basic education supplies on call</li> <li>2.2 Education managers and teachers skilled and ready to support each other and students.</li> <li>3.1 EC partners coordinate for emergency response and deliver</li> <li>3.2 Schools in emergency situation continue due to temporary shelters in place</li> <li>3.3 School in emergency situation continue due to rapid delivery of supplies</li> <li>3.4 Communities involved in school continuation due to promotion activities of clubs</li> <li>3.5 Temporary schools function with hygiene and sanitation in place</li> </ol>	<b>How indicators will be measured:</b> <ul style="list-style-type: none"> <li>Attendance list of ECC meetings</li> <li>ECCs minutes</li> <li>Waybills of supplies delivered</li> <li>Training attendance lists</li> <li>Training reports</li> <li>Follow-up monitoring reports</li> <li>Project reports and photos of events</li> <li>GPS location points</li> <li>Signed distribution lists and waybills</li> </ul>	<b>Assumptions &amp; risks:</b> <ul style="list-style-type: none"> <li>Continued Education in Emergency partners support and participation for EECs and EiE interventions.</li> <li>Accessibility to the areas of intervention remains stable in the form of security and weather (particularly floods avoided)</li> <li>Coordination and support from local education partners</li> <li>Continued SMOE and County Education Departments commitment to SECs</li> <li>Continued education related partners commitment to SECs</li> <li>Accessibility to the areas of intervention remains stable in the form of security and weather (particularly floods avoided)</li> <li>Coordination and support from local education partners</li> <li>Teachers' and PTA members' participation in trainings sessions is high and their commitments in EiE issues continue</li> <li>Overall community interest and participation in education and other promotion activities</li> </ul>

			remain high														
<p><b>Results - Outputs (tangible) and Outcomes (intangible):</b></p> <p>1.1 Monthly Education Cluster Coordination meetings conducted</p> <p>1.2 Regular participation of SMOE staff</p> <p>2.1 Assessments conducted in both counties</p> <p>2.2 Assessments reported to UNICEF and partners</p> <p>2.3 Pre-position points supplied and ready for response</p> <p>2.4 Teachers and education managers trained to administer emergency response preparedness and provide support for other emergency school issues.</p> <p>3.1 Safe learning spaces established</p> <p>3.2 School supplies distributed as per need</p> <p>3.3 School clubs established to learn about and then promote messages on girls' education and other topics in camps/settlements</p> <p>3.4 Awareness raising sessions (HIV&amp;AIDS, hygiene/sanitation, promotion of girls' ed) conducted through school clubs in camps/settlements.</p> <p>3.5 Emergency pit latrines and permanent toilets constructed in IDP/host community schools.</p>	<p><b>Indicators of progress:</b></p> <p>1.1 6 monthly Education Cluster Coordination meetings conducted.</p> <p>1.2 At least 1 member of SMOE attends each EEC monthly meeting</p> <p>2.1 Conduct at least 3 assessments in each of 2 counties.</p> <p>2.2 Rapid Needs Assessment tool used for assessments and reports shared with UNICEF.</p> <p>2.3 3 pre-position points in Warrap supplied and ready for response.</p> <p>2.4 100 teachers and education managers (70M; 30F) trained to administer education in emergency including emergency response preparedness and response procedures such as assessment, coordination, implementation, evaluation as well as psychosocial support, peace building skills and other key health components (i.e., HIV&amp;AIDS, hygiene and sanitation).</p> <p>3.1 20 safe learning spaces established (10 protective tents; 10 semi-permanent structures).</p> <p>3.2 School supplies distributed as necessary and also established and prepositioned for times of crisis (if a balance of supplies).</p> <table border="1"> <thead> <tr> <th>Item</th> <th>#</th> </tr> </thead> <tbody> <tr> <td>School in a box</td> <td>100</td> </tr> <tr> <td>Blackboards</td> <td>100</td> </tr> <tr> <td>School bags</td> <td>5,000</td> </tr> <tr> <td>Recreational kits</td> <td>30</td> </tr> <tr> <td>Hygiene promotion kits</td> <td>30</td> </tr> <tr> <td>Handwashing centers</td> <td>10</td> </tr> </tbody> </table> <p>3.3 4 school clubs established to learn about and then promote messages on girls' education and other topics in camps/settlements (2 clubs/county)</p> <p>3.4 4 awareness raising sessions (HIV&amp;AIDS, hygiene/sanitation, promotion of girls' ed) conducted through school clubs in camps/settlements.</p> <p>3.5 5 emergency pit latrines and 5 permanent toilets constructed</p>	Item	#	School in a box	100	Blackboards	100	School bags	5,000	Recreational kits	30	Hygiene promotion kits	30	Handwashing centers	10	<p><b>How indicators will be measured:</b></p> <ul style="list-style-type: none"> <li>• Attendance list of ECC meetings</li> <li>• ECCs minutes</li> <li>• Assessment reports</li> <li>• RNA tool in place</li> <li>• GPS location points</li> <li>• Waybills of supplies delivered</li> <li>• Training attendance lists</li> <li>• Training reports</li> <li>• Project reports</li> <li>• GPS location points</li> <li>• Signed distribution lists and waybills</li> </ul>	<p><b>Assumptions &amp; risks:</b></p> <ul style="list-style-type: none"> <li>• Same as above</li> </ul>
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	<p>in IDP/host community schools. <i>Following are UNICEF identified in-kind contributions towards this deliverable.</i></p> <table border="1"> <thead> <tr> <th>For emergency latrines</th> <th>#</th> </tr> </thead> <tbody> <tr> <td>Toilet slabs</td> <td>5</td> </tr> <tr> <td>Plastic sheets</td> <td>5</td> </tr> <tr> <td>Latrine digging kits</td> <td>5</td> </tr> </tbody> </table>	For emergency latrines	#	Toilet slabs	5	Plastic sheets	5	Latrine digging kits	5		
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<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1.1 Be responsible for duties of the State Cluster Co-Lead Agency in Warrap including coordination of state level Education Cluster Coordination Meetings.</li> <li>1.2 Coordinate and activate the surge response committee during a humanitarian emergency.</li> <li>2.1 Conduct rapid needs assessments using established mechanisms for affected communities, including identifying possible temporary learning spaces and IDP teachers on site and report.</li> <li>2.2 Map out education in emergency response capacity of Education Cluster member agencies in Western Equatoria.</li> <li>2.3 Preposition education supplies as part of emergency preparedness.</li> <li>2.4 Train teachers and education managers to administer education in emergency including psychosocial support, peace building skills and other key health components (i.e., HIV&amp;AIDS, hygiene and sanitation).</li> <li>3.1 Arrange safe temporary learning spaces integrated with other Clusters (WASH and Child Protection) and community services in affected areas.</li> <li>3.2 Distribute emergency teachers' kits, school in box kits, recreational kits, chalkboards and school bags.</li> <li>3.3 Support school clubs to learn about and then promote messages on girls' education and other topics in camps/settlements.</li> <li>3.4 Provide HIV&amp;AIDS awareness raising and basic hygiene and sanitation messages through the school clubs in camps/settlements.</li> <li>3.5 Assist CED to provide psychosocial support to affected teachers and students in affected areas.</li> <li>3.6 Construct emergency pit latrines in IDP/host community schools.</li> <li>4.0 Monitor project activities based on INEE Minimum Standards on a monthly basis and conduct final evaluation.</li> </ol>	<p><b>Inputs:</b></p> <ul style="list-style-type: none"> <li>• Project staff for coordination and secretary of meetings</li> <li>• Transportation</li> <li>• Meeting hall</li> <li>• Refreshments</li> <li>• Coordination</li> <li>• Project staff for coordination</li> <li>• Rapid assessment budget</li> <li>• Supplies: school in a box, chalkboards, school bags, recreational kits, hygiene promotion kits, handwashing centers</li> <li>• Project staff for coordinating trainings</li> <li>• Training budget as listed</li> <li>• Project staff for coordination</li> <li>• Transportation</li> <li>• Supplies: school in a box, chalkboards, school bags, recreational kits, hygiene promotion kits, handwashing centers</li> <li>• Contracts for transport to schools</li> <li>• Project staff for facilitation and coordination with PTAs, local leaders</li> <li>• Campaign budget</li> <li>• Hygiene promotion kits</li> <li>• Psychosocial Officer for training and follow-up</li> <li>• Training budget</li> <li>• Project staff for coordination with schools/communities</li> <li>• Pit latrine construction supplies</li> <li>• Contracts for construction</li> <li>• M&amp;E staff for monitoring</li> <li>• Travel budget (ticket, per diem, accom, etc.)</li> <li>• M&amp;E budget</li> </ul>		<p><b>Assumptions &amp; Risks:</b></p> <ul style="list-style-type: none"> <li>• Assumptions &amp; risks same as above</li> <li>• Continued education related governmental and non-governmental partners commitment to ECCs</li> <li>• Environmental or climatic adversity (ex. floods) is minimal</li> <li>• Support and participation from local actors are constant</li> <li>• Rapid provision of materials by UNICEF</li> <li>• Support and coordination with SMOE, County Educational Department and Education related partners continue;</li> <li>• Availability of EiE material from the stores/containers;</li> <li>• Continued teachers commitment to EiE preparedness and response</li> <li>• Strong participation from communities</li> </ul> <p><b>Preconditions:</b></p> <ul style="list-style-type: none"> <li>• UNICEF supplies are provided without delay</li> <li>• CHF funds are provided without delay</li> </ul>								

## PROJECT WORK PLAN

This section must include a workplan with clear indication of the specific timeline for each main activity and sub-activity (if applicable).

The workplan must be outlined with reference to the quarters of the calendar year.

Activities	Q4/2012			Q1/2013			Q2/2013			Q3/2013					
	Wk 4 Oct	Nov	Dec	Jan	Feb	Mar	Apr								
Activity 1.1 Be responsible for duties of the State Cluster Co-Lead Agency in Warrap including coordination of state level Education Cluster Coordination Meetings.	X	X	X	X	X	X	X								
Activity 1.2 Coordinate and activate the surge response committee during a humanitarian emergency.	X	X	X	X	X	X	X								
Activity 2.1 Conduct rapid needs assessments using established mechanisms for affected communities, including identifying possible temporary learning spaces and IDP teachers on site and report.	X	X													
Activity 2.2 Map out education in emergency response capacity of Education Cluster member agencies in Western Equatoria.		X													
Activity 2.3 Preposition education supplies as part of emergency preparedness.		X													
Activity 2.4 Train teachers and education managers to administer education in emergency including psychosocial support, peace building skills and other key health components (i.e., HIV&AIDS, hygiene and sanitation).		X	X												
Activity 3.1 Arrange safe temporary learning spaces integrated with other Clusters (WASH and Child Protection) and community services in affected areas.			X	X	X	X	X								
Activity 3.2 Distribute emergency teachers' kits, school in box kits, recreational kits, chalkboards and school bags.			X	X	X	X	X								
Activity 3.3 Support school clubs to learn about and then promote messages on girls' education and other topics in camps/settlements.			X	X	X	X	X								
Activity 3.4 Provide HIV&AIDS awareness raising and basic hygiene and sanitation messages through the school clubs in camps/settlements.			X	X	X	X	X								
Activity 3.5 Assist CED to provide psychosocial support to affected teachers and students in affected areas.	X	X	X	X	X	X	X								
Activity 3.6 Construct emergency pit latrines in IDP/host community schools.		X	X	X	X										
Activity 4.1 Monitor project activities based on INEE Minimum Standards on a monthly basis and conduct final evaluation.	X	X	X	X	X	X	X								

\*: TIMELINE FOR EACH SPECIFIC ACTIVITY MUST BE MARKED WITH AN X AND SHADED GREY 15%