

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

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:

CAP Cluster	Education
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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.

Cluster Priority Activities	Cluster Geographic Priorities
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.

Requesting Organization	Project Location(s) (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)
Food for the Hungry, South Sudan	This project shall be implemented in Jonglei - Piji and Nyirol County of Northern Jonglei States (75%) and Ulang County of Upper Nile State (25%)
Project CAP Code	
SSD-12/E/46071/8497	
CAP Project Title (please write exact name as in the CAP)	
Education in Emergency for Piji, Nyirol and Ulang counties	

Total Project Budget in South Sudan CAP	Amount Requested from CHF	Other Secured Funding
US\$ 977,809	US\$383,081	US\$193,720

Direct Beneficiaries (scaled appropriately to CHF request)		Indirect Beneficiaries (scaled appropriately to the CHF)	
Women:	57	Ulang: 28,703 (20,166 male and 8,537 female), Piji= 18,789 (11598 males and 7191 female), Nyirol= 15352 (10730 males, 4622 female) according to the above counties education departments statistics, 2011 Catchment Population (if applicable) Piji county: 99,068 (Male: 56,519, Female: 42,549) Nyirol county: 108,674 (Male: 60,567, Female: 48,107) Ulang county: 85,044 (Male: 48,202, Female: 36,842) Based on the 5 th Sudan Population and Housing Census 2008, priority results.	
Men:	324		
Girls:	768		
Boys:	1792		
Total:	2941		

Implementing Partner/s (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)	CHF Project Duration (max. of 12 months, starting date will be Allocation approval date)
	Indicate number of months: 06 months

Address of Country Office	Address of HQ
Project Focal Person Email & Tel: Education Advisor; akalsum@fh.org Tel:0956757043 e-mail Country Director: yhabumugisha@fh.org Tell: 0956585439 e-mail Finance Manager: gmoges@fh.org , Tell:0955735957 Address:	Food for the Hungry 1224 East Washington Str. Az, 85034, Phoenix, Arizona, USA. Contacts: Luis Noda, Global Executive Officer, field operations, e-mail: lnoda@fh.org Barry Gardner, Chief Finance Officer, e-mail bgardner@fh.org

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

FHSS proposed to implement this education in emergencies project in Ulang County of Upper Nile states, Pigi and Nyirol counties of Northern Jonglei State. The Government of Republic of South Sudan declared Jonglei State as a state of emergency in January 2012. The State is considered by both Government and International community as a fragile State prone to complex emergencies like deep insecurities, cattle raiding, children abduction and ethnic conflicts.

According to Ulang County Commissioner and County education director four Schools have closed down due to heavy wind, and flooding which destroyed teaching and learning materials leaving children with no access to learning. Whereas Pigi and Nyirol County were affected by flood and complex emergencies which caused a lot of death, displacement, and high number of IDP from George Athor conflicts since Nov 2011, in Pigi County of 18789 (11,598 boys and 7191 girls) by August 2011 only 8029 children (5799 boys and 2230 girls) are accessing education as a result of the complex emergency and George Athor Incident that left most schools and Scholastic materials destroyed, (Pigi County Education Director and Wunlith Payam Education Officer) .

According to UNOCHA (Status report of 30th June 2012), of 164,331 cumulative figures of new conflicts related displacement 10,150 were from Upper Nile and 111, 576 from Jonglei states. UNOCHA further noted that of 1232 cumulative number of death reported during conflict incidents in 2012 by County (Status 30/06/ 2012) 966 were in Jonglei State (37 in Nyirol County) and 49 in Upper Nile states (03 in Ulang)

This area has witnessed an increase in the dropout rate from 64% in Upper Primary up to 100% in Northern Jonglei, especially for girls in Upper Primary (EMIS 2010). This is higher than the rest of South Sudan, which stands at 24% (EMIS 2009). The number of children dropping out of school is expected to increase when IDPs, returnees and demobilized children return home the number of children dropping out of school is expected to increase when IDPs, returnees and demobilized children will return home.

The lack of fully developed educational infrastructure exacerbates the problems of access to education in emergencies. Only 11.1% of Jonglei States has sanitary facilities. According to EMIS (2011) reports indicates that; in Ulang County 93.3% of schools has no access to latrines or drinking water, while Nyirol 94.8% of with no access to drinking water, 63.5% of schools no access to latrines, and with classroom/pupil ratio of 1:275 of which 82.7% under tree or skeleton schools. Whereas in Pigi 83.5% has no access to drinking water, 83.3% with no access to latrines with classroom/pupil ratio of 1:212 regards to sanitation facilities there is very low coverage of latrines in both states. In Ulang, Nyirol and Pigi the situation is even worst according to Inter Agency assessment and Follow up assessment and observation by FH, sanitation in the area is extremely poor and defecation is done openly and majority of children without access to education.

In situation of emergencies the available infrastructures are not capable to absorb displaced school children making them vulnerable to abuse, sexual exploitation, early marriages, economically exploitation, violence and drop out. This result into hooliganism and anti social behavior, for instance most schools in Ulang (45.1%-63%), Nyirol (53.7%-96.4%) and Pigi has high dropout rates ranges from 47.4% -63.8% for male, and 53.6% -68.6% for female, and from 29.2% -69.8% (male) & 37.0% -93.1 for female in Ulang County and for Northern Jonglei Counties of Pigi from 47% to 100% (female) and 18.3-47% (male), and Nyirol from 67.8% -100% male and from 81% to 100% female (EMIS 2009-2011).

According to the County education officials between July 2011 to June 2012, 21 Schools have closed down in Pigi (County Education Director Pigi), and 18 Schools in Nyirol County. (County Education Director Nyirol and Statistic obtained from the County Education office) due to floods and conflicts, the schools were either burnt or destroyed to the ground, School materials looted, destroyed or submerged during the flooding leaving the School Children Vulnerable to all forms of abuse and exploitations as they have no access to learning.

Interagency assessments conducted in August 2012 in Nyirol revealed that all Schools have closed down in Lanken due to heavy rain that caused serious flooding and displacement destroying Schools, teaching and learning materials with exception of only two.

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

Currently operating in over 67 countries worldwide, FH as a seven member Governing Board that works through the Global Executive Office based in Washington DC, USA. The Office Comprises of four members responsible for Support Services, International Programs and Strategic Direction. Field Operations such as Food for the Hungry South Sudan (FH) Program, which exist directly under the International Programs and Country level operations. Its strategies are supervised through the Africa Regional Office whose Headquarter is based in Nairobi Kenya that reports to the Global Executive Office (HQ) based in Washington DC.

FH South Sudan has a seven member Senior Leadership Team responsible for Country level operations and strategies, which comprises of the Country Director, Programs Director, Finance Manager, HR & Admin Manager, Education Advisor, Health and Nutrition Advisor and Livelihood and food security advisor and has 59 staff. FH South Sudan Country Director reports directly to African regional Director based in Nairobi.

FH mission is to walk with churches, leaders, community and families in overcoming all forms of human poverty by living healthy relationship with God and his creation.

As FH, God called and we responded until physical and spiritual hungers ended Worldwide. FH Vision of a community is that community and its people are advancing toward their God given potential by; having a growing community loving God and one another, manifesting the fruit of holy spirit and reaching out to serve others.

Started in South Sudan since 2001 with focus on health & nutrition, livelihood & food security, education & education in emergencies, DDR, WASH, child protection, peace education and conflict resolution, FHSS has implemented projects funded by UNHCR, UNICEF, BSF (DFID funded project), UNFAO, OFDA, USAID (MYAP project), ERU in Jonglei (Northern Jonglei Counties) and Upper Nile and Northern Bar El Ghazal State.

FH, is a member of the Girls education thematic Working Group, the local education group, member of education cluster at national and state level (Jonglei and Upper Nile), education cluster lead in the proposed geographical location and is in CAP 2012 work plan in these location marked as high priority, it is well established in the area and has strong network within the community, and has capacity to operate in the location with three speed boat that is use in accessing the area throughout the year, and part of the lead agencies selected in taking lead in formation of girl child education strategy for the Republic of South Sudan that shall be

implemented in the next five years, and with extensive experience worldwide and in South Sudan.

The Government of Republic of South Sudan declared Jonglei State as a state of emergency in January 2012 and the State is considered by both Government and International community as a fragile State prone to complex emergencies like deep insecurities, cattle raiding, children abduction and ethnic conflicts. With support from CHF It is estimated that the number will increase by an additional 5120 (1536 girls and 3584 boys)

These locations have minimal to non-existent basic service provision due to poor infrastructure, the severe effects of conflict and its geographical location, resulting to multiple vulnerable populations. Majority of areas in Pigi, Nyirol and Fangak , are surrounded by Swamps cutting off it inhabitant and have received limited service during the time of conflicts and complex emergencies as resources have to be flown or taken by river increasing cost of operation. Fangak border to Pigi in particular has been closed out since 2009 due to insecurity it has just been open recently. It is important to note that during such conflicts school facilities, children especially girls are vulnerable to early marriage and forced marriage, for instance a girl is raped and the family of the victim and the perpetrator often enter into negotiation and the rape victim is often forced to marry the rapist. Girls are seen as source of wealth, during complex emergencies & famine, they are often placed under considerable societal and parental pressure to marry in order to rescue the family, cases of girls being force or beaten to give their consent to marry are not unusual in Jonglei and Upper Nile and Northern Bhar El Ghaza (Deng Akol 2011) And if several men wish to marry the same girl, (Vito Mayen 2011) reports that a form of bidding can take place, with the highest bidder marrying the girl.

It is evident in Northern Jonglei Counties for every 1 girl in school, there are 7 boys. Out of the 20% of School aged children enrolled only 2% complete primary school. Deng Akol (2011).

According to Mayen Vito (2011) there was an increase in early marriages arranged by impoverished families seeking to accrue bride price for instance in Fangak, Pigi, Nyirol County between February 2010 and June 2011 as a result of constant conflict, famine and complex emergencies.

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

This project aims at ensuring continuity of inclusive education and provision of life saving education to an additional 2560 children (768 girls and 1792 boys) affected by emergencies in in Piji, Nyirol of Northern Jonglei Counties and Ulang County of Upper Nile by March 2013

ii) Objective

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

Objectives of this project are:

1. Increase access to protective child friendly temporary learning spaces to additional 2560 children (768 girls and 1792 boys) affected by emergency in Northern Jonglei Counties and Ulang County of Upper Nile by March 2013
2. Deliver life-saving messages and psychosocial support to 200 teachers, 75 PTA/SMC (45 male and 30 female) and additional 2080 children (624 girls and 1456 boys) affected by emergencies by Dec 2013
3. Coordination with other cluster members and Partners to ensure efficient and effective response to education in emergencies by March 2013
4. Supply emergency teaching and learning materials to 200 teachers and 2560 children (768 girls and 1792 boys) affected by emergencies to ensure continuity of education

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.

1. Establishment of eight (32) Protective Child friendly temporary learning schools with gender friendly sanitation facilities for 2560 children (768 girls and 1792 boys) through community participatory approaches and use of locally available materials in Ulang Pigi and Nyirol, (INEE Minimum standard 2010, foundation standard, community participation standard 1&2, Foundation standard: community participation, analysis: access and learning environment : standard 1,2,&3) and Foundation standards, Analysis standard 1&2)
1. Positioning and distribution of teaching and learning materials to 200 teachers and 2560 children (768 girls and 1792 boys) affected by emergencies. (school in a box, recreational kits, students kits, text books, potable black board , sanitary materials for girls), in coordination with UNICEF education Sector and SMOEST (INNE Minimum Standard 2010: Foundation standard community participation, coordination and analysis, teaching and learning; standard 1, 3&4.
2. Conduct rapid training and refresher training for 200 teachers and 75 PTA/SMC (45 male and 30 female), in emergency related life skills, peace education, HIV/AIDS and psychosocial support to learners (INEE Minimum standard 2010: foundation standard, community participation, coordination and analysis; teachers and other education personnel, standard 2&3)
3. Capacity building of 75 PTA/S MC (45 male and 30 female)and 80 (20% female) local authorities on psychosocial support to children affected by emergency, PTA/SMC roles and responsibilities during education in emergencies, importance of inclusive education in emergency, peace education and conflict resolution. (INEE Minimum standard 2010: foundation standard, community participation, coordination and analysis; teachers and other education personnel, standard 2&3)
4. Monitoring, evaluations and reporting on the Education in Emergencies projects and impacts. (INEE minimum standard 2010: Foundation standard analysis standard 1, 3 &4)

iv). Cross Cutting Issues

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

FH will contribute to the development of appropriate strategies to address agreed priority cross-cutting issues; Support gender sensitive programming (ensure 40% of the PTA/SMC are women), peace education and conflict resolution, and promote gender equality at County, payam and IDPs Level ensuring that the needs, contributions and capacities of women and men as well as men and boys are addressed; and in addition support coordination with other Sectors through facilitating work with other RoSS Ministries at State Level, and with the SSRRC

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.

The expected outcome would be that 2560 children (768 girls and 1792 boys) affected by emergencies continue to have access to education in emergencies and life saving skills, by March 2013 , 32 protective child friendly temporary spaces with 04 gender segregated latrines in 04 school (in Ulang Pigi & Nyirol County) , 200 teachers, and 2560 children (768 girls and 1792 boys) affected by emergency received teaching and learning materials including recreational kits, 200 teachers, 75 PTA/SMC (45 male and 30 female) , 80 CED/local authorities (with 20% female) capacity are build in their role and responsibilities in EiE, peace education and conflict resolution, life saving skills, teachers code of conduct in EiE and psychosocial support, 04 children clubs capacity were built on awareness campaign in life saving skills , peace education & conflict resolution for constructive living, HIV/AIDS awareness, learners or children affected by emergencies reported feeling safe at the protective temporary learning space by March 203 (by end of the project. Teachers, PTA/SMC and local authorities trained are using the materials /knowledge gained in their teaching and support of children affected by emergencies.

In addition the following are the expected result of the response, that ; children and teachers affected by emergencies are supported to cope and continue to learn to ensure continuation of their education and know about life saving skills, peace education and conflict resolution for constructive living, HIV/AIDS etc, schools are respected as weapon free zones and children reporting feeling safe and secure within the schools, emergencies teaching and learning materials and recreation kits are provided to the teachers and children affected in time, EiE response are coordinated with other partners and sectors like protection and teachers and other personnel are able to provide psychosocial support.

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	# of child friendly protective temporary learning spaces constructed through community participatory approaches	100% (32 protective child friendly learning spaces constructed through community participatory approaches.)
2	# of teachers and PTA/SMC, local authorities trained on life skills, Peace education & conflict resolution and psychosocial support skills	100% (200) teachers, 80 county education officials/local authorities, 75 PTA/SMC (45 male and 30 female) members
3	# of teachers and children affected by emergencies who have received teaching and learning materials	100% (100 teachers, 2080 children (832 girls and 1248 boys)
4	# of children enrolled by gender accessing education in emergencies	100% 2560 (768 girls and 1792 boys)
5	# of PTA and local authorities trained on their roles and responsibilities in education in emergencies	100% (75 PTA/SMC members (45 male and 30 female), and 80 local authorities,(16 female and 64 male)

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.

This project aims at ensuring continuity of education to 2560 children (768 girls and 1792 boys) affected during/after the Emergencies and to ensure education in emergencies preparedness and response in Ulang and Northern Jonglei Counties by March 2013.

This will be achieved through; Increase access to protective Child friendly Protective learning spaces to children affected by flooding and complex emergencies by constructing 32 protective temporary learning space, made of iron sheet roof on top of timber structure, bamboo straw/scrubs walling with mud on top of bamboo (site identification and location identified by local authorities and communities with technical guidance from FH and SMOEST engineer on protective child friendly learning space layout, climate and environmental considerations. This shall be accomplished through community participation, conducting rapid capacity building of teachers, PTA/SMC, local authorities, and county education officials in emergencies related life skills e.g peace education and conflict resolution, HIV/AIDS, child rights & obligation, and psychosocial support to children affected by emergencies and risk mitigation management, supply emergency teaching and learning materials to ensure continuity if education to children affected in addition to deliver life saving messages.

The project will be implemented over a six month period starting 1st October 2012 and ending on March 30, 2013. And shall be implemented by food for the Hungry through community participatory approaches using child focused transformation framework model and community action cycle. FH shall use Malakal office as operation base for Upper Nile and Northern Jonglei Counties. Bor office shall be use as State coordination Unit. In the respective locations, FH has speed boats, vehicles, motor cycles and bicycles that shall be use to facilitate implementation of this project. FH shall coordinate and received teaching and learning materials .i.e school in a box (32), student kits (32 boxes), recreational kits (4 boxes), black board (32 pcs), toilet slabs for emergency latrines, hygiene promotion kits (30 pcs) from UNICEF and distributed to the children affected by emergencies.

Food for the Hungry Sudan" will work closely with the Jonglei and Upper Nile State Education Cluster, Jonglei and Upper Nile State Ministry of Education, local authorities in Piji , Nyirol and County Education Offices, UNICEF (Malakal & Bor, Juba) , INTERSOS as the education cluster lead and the cluster at the National level. FHS will also work closely with the members of the Education Cluster, Protection Cluster and Child Protection Sub-Cluster and provide them with regular updates on data and information on child protection concerns in the targeted counties

Fh shall collaborate and built linkages with other partners/cluster like WASH, Health, Protection to maximize on education in emergencies support and impact for efficient and effective response and shall conduct community mobilization and facilitate formation of children clubs and child protection network to advocate for inclusive education during education in emergencies response/implementations especially for children with disabilities and girl child who are usually denied access to education in emergencies and mapping out of school children and monitoring evaluation of protection issues affecting children during emergencies. In addition we shall collaborate with UNICEF and other agencies and provide support to children with special need (children with disabilities) and girl child education.

Project Sustainability

FH South Sudan will undertake various measures to ensure sustainability of the project. To start with, community base approaches shall be use and to guard against negative effects on the environment, FHS Will work with, local authorities, PTA/SMC, teachers, local authorities and County education officials to ensure appropriate waste and refuse disposal methods.(Behavior change on health, hygiene and sanitation). Good Hygiene and sanitation will be encourage including training on pit latrine construction, Health and Hygiene campaign (behavior change campaigns) promoting use of rubbish bins and pits.. FHS will encourage PTAs and SMC members to initiate cost sharing programmes to subsidise operations.

At the end of the project, the managment and day to day operation of the Child friendly Protective learning spaces and Schools will be handed over to Community/PTA/SMC , respective County education department, & State Ministry of education.

FH will apply three approaches that will ensure the projects sustainability:

1) **Scaling-up of FH work:** In all the outlined activities will use community based approaches, FH will work closely with relevant departments in the MOEST/SMOEST, Commissioners, chiefs, respective County Education offices/local authorities, and PTA/SMC from design, through decision making, implementation, monitoring and evaluation of the project. FH will play a facilitative role, facilitating County Education, PTA/SMC, local authorities and State Ministry of education officials to execute their duties better, up to a point where they can proceed unaided.

2) **Community Participation:** FH will work with communities from inception of projects to evaluation. Temporary protective learning spaces that require low maintance will be coconstructed for the IDPS and schools that were destroyed during floods and complex emergencies using community participation with a clear understanding from the beginning. E.g mudding of the TLS and provision other readily available materials. Community contribution either in kind or materials will be a prerequisite to quality work. The maintenance of temporary child friendly learning space will be the responsibility of community/PTA/SMC. Trained community groups, PTAs and children's groups will remain with the skills and knowledge gained, which cannot be taken away for eternity.

3) **Partnership and capacity building;** likewise the indigenous NGOs funded, trained and mentored, will grow to become a national NGOs of South Sudan. In addition, these NGOs will be trained in resource mobilization, to enable them to compete with others in the local and international scene. Skills and knowledge gained are transferable to others and can create a rich resource base of local experts. Each NGO will be required to develop an exit strategy with the communities and with FH.

Visibility

Visibility with indication of the title of the project, the logos of the donor and implementing partner (Food for the Hungry) shall be done. Eight (08) metallic sign post shall be fabricated and branded with CHF &FH logo, title of project and name of School and community participation acknowledge. Space will be left, where possible, to the creativity of the students in the individual schools. One sign post shall be put at each of the ten temporary learning spaces that shall be established.

Additionally, specific information panels or posters, used for information or awareness rising, will bear the logo of the CHF and Food for the Hungry where applicable.

vii) Monitoring Plan

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

FHS will utilise a participatory approaches of monitoring and evaluation plan involving partners at the County Education department, MoEST/SMoEST,communities, children and other project beneficiaries in monitoring and evaluation of the project. Based on the work plan, M&E reports will be produced on monthly basis and shared with the CHF and stakeholders, including the State & National Education Clusters. A final evaluation will be carried out to document outcomes and lesson learnt. M & E officer shall be based at Malkal office that is use as base for operation in Northern Jonglei Counties and Upper Nile and shall dedicate 50% of his time to this project to ensure effective monitoring, documentation of best practices and lessons learnt which will be used for advocacy work, shared learning, scaling up as well as to inform project design.

- Number of children affected by emergency accessing education in emergencies;
- Number of temporary learning spaces set up
- Number and variety of learning and teaching materials distributed.
- Number of teachers trained and providing psychosocial support to children affected by emergencies;
- Number of PTA/SMC members trained on their role, need for prioritization of education during emergencies and peace education.
- Number of County Education officials trained on Education in Emergency and Peace education
- Number of active children clubs and child protection network active
- Number of County education officials and teachers trained

Food for the Hungry Sudan will provide progress reports to CHF on a monthly and on quarterly basis or as appropriate. These reports will cover the activities undertaken, results achieved, challenges faced during the reporting period, and any other relevant information. "Food for the Hungry Sudan" will provide CHF with an activity plan and CHF will monitor the activities of the project regularly.

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)
UNCEF ,Sept 2012	193,720
Food for the Hungry ,September 2012 (In kind support: 2 Vehicles & 2Boats)	125,000

SECTION III:

LOGFRAME			
CHF ref./CAP Code: SSD-12/E/46071/8497	Project title: Education in emergencies for Piji, Nyirol and Ulang Counties.	Organisation: Food for the Hungry South Sudan	
<p>Overall Objective: This project aims at ensuring continuity of inclusive education and provision of life saving education to 2560 children (768 girls and 1792 boys) affected by emergency in Northern Jonglei Counties and Ulang County of Upper Nile by March 2013</p> <ul style="list-style-type: none"> • 	<p>Indicators of progress: <i>What are the key indicators related to the overall objective?</i></p> <ul style="list-style-type: none"> • % of children affected by emergencies (30% girls) that are accessing child friendly protective learning places continue with learning during education in emergencies • # of emergency affected children and teacher provided with teaching and learning materials. • # of child friendly Protective learning spaces and gender segregated pit latrines constructed through community participatory approaches. 	<p>How indicators will be measured:</p> <ul style="list-style-type: none"> • Progress report, pictorial progress report, County education department statistic, RRC statistic, field visit, quarterly budget report, completion report, monthly project report, final project report 	<p>Peace process is on track, Timely disbursement of funds and efficient procurement. Community support/value for education in emergencies. EIE materials received in time from UNICEF</p>
<p>Specific Project Objective/s:</p> <ol style="list-style-type: none"> 1. Increase access to protective child friendly temporary learning spaces to additional 2560 children (768 girls and 1792 boys) affected by emergency in Northern Jonglei Counties and Ulang County of Upper Nile by March 2013 2. Deliver life-saving messages and psychosocial support to 200 teachers, 75 PTA/SMC (45 male and 30 female) 2560 children (768 girls and 1792 boys) affected by emergencies by March 2013 3. Coordination with other cluster members and Partners to ensure efficient and effective response to education in emergencies by March 2013 4. Supply emergency teaching and learning materials to 200 teachers and 2560 children (768 girls and 1792 boys) affected by emergencies to ensure continuity of education 	<p>Indicators of progress:</p> <ol style="list-style-type: none"> 1. # of protective, child-friendly, temporary learning space and gender segregated latrines established. 2. # of teachers and PTA/SMC(40% female), local authorities trained on life skills and psychosocial support skills 3. # of teachers in emergency affected areas trained on life skills and psychosocial support 4. % of children affected by emergencies segregated by gender attending education in emergencies. 5. % of teachers (male and female) trained who are using training materials and apply psychosocial support and life saving principle in their teachings in emergencies affected learning spaces. 6. # of teaching and learning materials /recreational kits distributed to teachers and children affected by emergencies. 	<p>How indicators will be measured: <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <ul style="list-style-type: none"> • Reports, sites visits, TLS, • Class registrar, County education department statistic, RRC statistic, progress/monitoring report, Focus group discussion, Way bill, good received notes, 	<p>Assumptions & risks:</p> <p>Peace process is on track, Timely disbursement of funds. Community support/value for education in emergencies.</p> <ul style="list-style-type: none"> •

<p>Results - Outputs (tangible) and Outcomes (intangible):</p> <ul style="list-style-type: none"> • 32 Protective child temporary learning spaces provided in 04 schools • 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> • # of protective child friendly learning spaces established • % of children enrolled and using the child safe protective learning spaces 	<p>How indicators will be measured:</p> <ul style="list-style-type: none"> • Progress report, pictorial report, statistic at the county education report. 	<p>Assumptions & risks:</p> <p>Peace process is on track,</p> <ul style="list-style-type: none"> • Timely disbursement of funds. Community support/value for education in emergencies
<p>Activities:</p> <p><i>What are the key activities to be carried out and in what sequence in order to produce the expected results?</i></p> <ul style="list-style-type: none"> • Construction of 32 protective child temporary learning spaces in 04 schools with 04 gender segregated pit latrines • Conduct rapid training and orientation of 200 teachers, 75 PTA/SMC members (45 male and 30 female) and 80 county education officials (20% female) in emergency related life skills and psychosocial support, peace education & conflict resolution for constructive living. • Trained 200 teachers are supported to implement the training once an emergency occur • . Prepositioning and distribution of teaching and learning materials • Distribution of emergencies teaching and learning materials to 200 teachers and 2560 children (768 girls and 1792 boys) children affected by emergencies • . Formation of 04 children's clubs and child protection network to cater for psychosocial support of children affected by emergencies and return sense of normalcy. • Conduct rapid training for 04 PTA/SMC, teachers in emergency related life skills, role & responsibilities in EiE, Peace education & conflict resolution and psychosocial support • Refresher training for untrained teachers affected by emergencies on teaching and child centred methodology , • Establish or rehabilitate protective learning spaces for boys and girls affected by emergencies. • Provision of learning opportunities to children affected by emergencies. • Community mobilization and sensitization • PTA/SMC training on their roles and responsibilities toward education of their children and need to prioritized education in emergencies and peace education • Training of the County education officials, teachers, and head teachers, on education in emergency response to built their capacity to able to education in emergencies promptly , 	<p>Inputs:</p> <ol style="list-style-type: none"> 1. Human Resource \$96,236 2. Travel & Per diems \$10,200 3. Equip and Supplies \$5,400 4. Project Office \$14,700 5. Direct Service delivery \$173,080 6. Other Costs \$54,859 7. Audit Fee \$3,793 8. Admin costs \$24,813 	<p>FHSS expenditure/financial and audit reports</p>	<p>Assumptions, risks and pre-conditions:</p> <p>Timely disbursement of grant</p> <p>Natural calamities</p> <ul style="list-style-type: none"> • Security provided

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	Q3/2012			Q4/2012			Q1/2013			Q2/2013			Q3/2013		
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Activity1. Community mobilization and sensitization –on EIE and their roles and responsibilities				x	x	x	x								
Activity 1 construction of temporary learning spaces through community approaches				x	x	x	x	x							
Activity 2 capacity building of PTA/Teachers on life's skills and psychosocial support to learners				x	x										
Activity 3 capacity building of county education officials					x	x									
Activity 4 Distribution of emergencies teaching and learning materials				x	x										
Activity 5 capacity building of children clubs and child participation activities				x	x	x	x								
Activity 6 Fabrication of hand washing station and distribution				x											
Activity 7 Formation of children clubs and child protection network				x	x	x									
Activity 8 Capacity building															
Activity 9															
Activity 10 monitoring and evaluation															

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