

## 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 IN EMERGENCIES(EIE)</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)
PEACE CORPS ORGANIZATION(PCO) SOUTH SUDAN	Warrap State; Counties; Kuajok, Tonj South(Tonj, Thiet Manalor Payams), North(Awuol) Payam, East and Gogrial East(Panthuon East and West)
<b>Project CAP Code</b>	
SSD-12/E/46079	
<b>CAP Project Title</b> (please write exact name as in the CAP)	
Emergency life saving Education Project for Stranded Returnees, IDPs and Refugees in Warrap and Western Bahr El Gazal States of South Sudan.	

<b>Total Project Budget in South Sudan CAP</b>	<b>Amount Requested from CHF</b>	<b>Other Secured Funding</b>
US\$ 916,000	US\$200,529	US\$677,020

<b>Direct Beneficiaries</b> (scaled appropriately to CHF request )	<b>Indirect Beneficiaries</b> (scaled appropriately to the CHF)
Women: 105	7,000 girls, 5,000 boys, 1,500 women and 1,000 men including those with disabilities amongst, stranded returnees, host communities, IDPs and refugees.
Men: 125	
Girls: 2,000	
Boys: 2,000	
<b>Total:</b> 4,230	<b>Catchment Population (if applicable)</b>

<b>Implementing Partner/s</b> (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts) NOTAPPLICABLE	<b>CHF Project Duration</b> (max. of 12 months, starting date will be Allocation approval date) Indicate number of months: 6 Months
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<b>Address of Country Office</b>	<b>Address of HQ</b>
Project Focal Person KENNEDY ONGUNY Email & Tel: <a href="mailto:Konguny@gmail.com">Konguny@gmail.com</a> and <a href="mailto:peacecorps@pcosouthsudan.org">peacecorps@pcosouthsudan.org</a> , 0929240054 e-mail country director: <a href="mailto:peacecorpssudan@gmail.com">peacecorpssudan@gmail.com</a> , 0926100371 e-mail finance officer: <a href="mailto:peacecorpssudan@gmail.com">peacecorpssudan@gmail.com</a> . Address: ICCO Compound, HAI TARAWA AREA, JUBA CITY	e-mail desk officer E-mail finance officer; <a href="mailto:peacecorps@pcosouthsudan.org">peacecorps@pcosouthsudan.org</a> . Address: ICCO COMPOUND, HAI TARAWA AREA, JUBA CITY(REPUBLIC OF SOUTH SUDAN)

## 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>

Warrap State borders Sudan, with the contested area of Abyei considered one of the counties; following the military seizure of Abyei in May 2011, over 100,000 boys, girls, men and women fled into the area; considering the ongoing conflict in South Kordofan, and Blue Nile states of Sudan, a situation that has led to thousands of IDPs and refugees moving into the border states of South Sudan including Warrap and the fact that issues such as border demarcation, oil transit fees, debt sharing, citizenship etc are yet to be resolved, the situation is likely to get worse. In addition IOM reports indicate that over 25% of those that have returned to that state are stranded thus unable to reach their final destination areas due to logistical constraints, lack of employment among other reasons.

Seasonal flooding in parts of the state is another major cause of humanitarian emergency for example, following heavy rainfall in the area in the months of July and August this year, the state floods task force was reconstituted and an interagency assessment carried out on 21-24<sup>th</sup> August 2012 that revealed large scale displacements in low lying areas of Tonj South, North, East and Gogrial East Counties; for example RRC displacement figures indicating Gogrial West- 48,973 girls, boys, men and women; Twic County; 67,091 girls, Boys, Men and Women; Greater Tonj-85,872 girls, boys, men and Women; Gogrial East-23,134 girls, boys, men and women, a situation that is extremely devastating particularly for boys and girls especially for those with disabilities. These findings also indicate that Some Schools and villages have been evacuated and girls, boys, men and women moved to high grounds areas; examples include Kuach South Payam( Wunkiel, Manyielhom, Mabiior Atuot, Weel, Thurnyoor- school structures totally damaged); Akon South Payam( All the 16 schools including Makuei, Rensyiny and Akon basic schools – school structures including teaching and learning materials destroyed)

Large scale displacements in the state as a result of conflict and or flooding as discussed above has resulted in acute need for safe protected temporary learning spaces equipped with gender segregated sanitation facilities that takes into consideration the needs of those with disabilities; including additional teaching and learning materials and; considering the psychological impact of these calamity, the need for psychosocial support and life skills training for the affected girls, boys, men and women.

PCO South Sudan is currently implementing education in emergencies activities with the support of CHF (1<sup>st</sup> allocation) and UNICEF PCA in Warrap State; with this proposal, the organization aims to scale up ongoing activities particularly in areas that have been affected by flooding, a situation that requires additional resources in order to reduce suffering amongst boys, girls, men and women including those with disabilities.

### 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

PCO-SS is working in a context where the general educational needs are extremely high; whilst progress has been made since 2005, the education system in the country is still relatively weak, with net enrolment for primary school standing at 44.4% (37.1% girls and 50.8% boys) and net enrolment for secondary school at 1.6% (1.3% girls and 1.8% boys). EIE Cluster analysis shows the hugely detrimental impact emergencies on a system that is already stretched. For example according to displacement figures from the OCHA report of August 2011, 33,025 boys and girls were displaced from their homes and fled into Warrap State following the invasion of Abyei by SAF in May 2011; a situation that has been worsened by the prevailing floods and expected to get even more difficult due to other unresolved issues e.g. border demarcation, debt sharing, citizenship etc. Due to logistical constraints thousands of returnees are unable to return to their final destination areas;

This scenario is expected to impact the learning as follows;

- The affected children are likely to miss out an entire learning year or more if urgent remedial actions are not taken, for example the in Akon South Payam a total of 19 schools have been damaged by floods there by displacing approximately 2000 boys, 1800 girls hence the urgent need for safe protected temporary learning spaces.
- Boys and girls from the displaced communities and stranded returnees are also facing a myriad of protection related issues especially girls who have to fetch firewood and water in unfamiliar environments face the risk of sex attacks or forced marriages; Boys have to take care of cattle thereby risking fighting with host community, due to crop damage by animals; hence the need for safe protected learning spaces where they can interact with their peers and learn life skills and an opportunity for lost children to be reunified with their parents.
- With the current flooding in many parts of the state WASH in schools is a key component of a protective learning environment and has been identified as an urgent need across the country, with analysis undertaken jointly by the WASH and Education Clusters finding that several counties most affected by instability/conflict, flooding and returnees report the worst indicators in terms of percentage of children in school without access to water and latrines; for example in Akon South, Kuach Payams-all households are using flood water for domestic use, a risky situation considering the widespread practice of open defecation.
- Temporary learning spaces for emergency affected children must be equipped with emergency teaching and learning materials; safety is only possible if teachers, PTAs are trained to be able to support learners and provide lifesaving information and emergency relevant life-skills as well as psychosocial support. Considering that many of the displaced persons and returnees are adolescents, they may be tempted into risky sexual behavior thereby exposing them to STIs such as HIV/AIDS. The need for firewood and charcoal for cooking and as a source of incomes is also increasing environmental degradation; issues that can be addressed during training.

<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.

C. Project Description (For CHF Component only)
<p><b>i) Purpose of the grant</b> Briefly describe how CHF funding will be used to support core cluster priorities</p> <p>The CHF funds will be used to scale up ongoing activities currently being implemented in the state particularly the construction of 20 additional Temporary learning spaces(TLS) that are equipped with gender segregated sanitation facilities designed to take account of the needs of those with disabilities; the supply of assorted teaching and learning including recreation materials. In addition, these funds will be used to train 40 male and 30 female teachers as well as 40 PTAs including 70 local leaders to enable them impart life skills and psychosocial support to emergency affected boys, girls, men and women.</p> <p>The funds will also be used to procure all inputs needed to effectively implement the project, support all logistics and remuneration package of staff associated with the project.</p>
<p><b>ii) Objective</b> State the objective/s of the project. Objective/s should be specific, measurable, achievable, relevant and time-bound (SMART)</p> <p>The general objective of the this project is to ensure that by 31st March 2013; 2000 girls and 2000 boys (including those with disabilities) amongst stranded returnees, IDPs and refugees living in Warrap who have been affected by the prevailing flooding in parts of the State as well as ongoing conflict in Abyei and South Kordofan have access to life-saving education.</p> <p>The specific objectives for the project are:</p> <ol style="list-style-type: none"> <li>1. Provide 20 protective temporary learning spaces including water and sanitation facilities in safe areas (INEE Access and Learning Standards 1, 2 and 3), that take into account the special needs of boys, girls, men and women with disabilities.</li> <li>2. Supply assorted emergency teaching and learning materials to ensure continuity of quality and relevant education (INEE Teaching and Learning Standard 3) for 2,000 boys and 2,000 girls including those with disabilities.</li> <li>3. Deliver life-saving messages and psychosocial support related to conflict and or floods to the affected 2,000 boys and 2,000 girls, 40 PTAs, as well as 40 male and 30 female teachers and local leaders both male and female.</li> </ol>
<p><b>iii) Proposed Activities</b> <u>List the main activities to be implemented with CHF funding.</u> As much as possible link activities to the exact location of the operation and the corresponding number of <u>direct beneficiaries.</u></p> <ul style="list-style-type: none"> <li>• Establish or rehabilitate 20 safe and protective learning spaces in floods affected locations in Tonj East, South and Gogrial East for 2,000 boys and 2,000 girls- these will be carried out using locally available materials and in order to facilitate peaceful coexistence, these materials would be procured from the host community and; men and women from the returnees, IDPs invited to participate in Cash For Work to construct the learning spaces; special consideration will also be given to those with disabilities; thereby facilitating the realization of INEE standard 1 on Access and Learning Environment in a non-discriminatory manner.</li> <li>• Provide equal learning opportunities for conflict/floods affected boys and girls in the state- efforts will be made to negotiate with existing unaffected schools to take additional pupils.</li> <li>• Construction and or rehabilitation in each of the learning spaces of; safe water sources and separate sanitation facilities for boys and girls, men and women taking special consideration for those with disabilities.</li> <li>• Distribution of essential teaching and learning materials that include 40 chalk boards, 40 school in a box kits, 40 recreation kits as well as other IEC materials on safety and child protection issues to emergency affected schools and communities thereby facilitating instruction and learning processes that are learner centered, participatory and inclusive hence realize INEE Standard 3-Teaching and Learning.</li> <li>• Conduct rapid training or orientation of 70 teachers, 40 PTAs and local leaders in emergency-related life skills and psychosocial support; where practicable, the teachers will be recruited amongst the emergency affected communities; thereby ensuring that the teachers and other education personnel receive periodic, relevant and structured according to psychosocial needs, rights and development of learners(INEE standard 2 –Teaching and Learning)</li> <li>• 70 Trained teachers, PTA and local leaders will be facilitated to implement the training (emergency related life skills and psychosocial support) when conflict and or flooding occurs.</li> <li>• Monitoring and Evaluation; Formats and tools will be developed to invite feedback from the Teachers, PTA, pupils, local leaders and general community members; PCO-SS will also send in narrative and financial reports to UNDP as mutually agreed; a consultant will be invited to carry out a real time and end of project evaluation; PCO-SS will also liaise with UNDP to undertake an audit</li> <li>• Support increased EIE coordination at state level as well as inter-cluster work particularly with child protection sub-cluster mainly on information sharing and collaborative implementation.</li> </ul>
<p><b>iv). Cross Cutting Issues</b> Briefly describe how cross-cutting issues are taken into consideration (i.e. gender, environment, HIV/AIDS)</p> <p>PCO currently implementing an HIV/AIDS awareness project in Raja County of WBeG state; staff from this project will therefore be periodically deployed to support HIV/AIDS mainstreaming in all programme activities planned for this project in the neighbouring Warrap state; all the community committees formed round the education facilities will act as forums for disseminating relevant information, Communication and Education (IEC) materials as well as discussing key information, and all staff will be sensitized on key aspects of HIV/AIDS pandemic. In addition, PCO through the ongoing life skills and psychosocial support training to be scaled up under this project; Teachers, and PTA members will be supported to pass important information particularly to adolescent/youthful girls and boys about the management, prevention and control of HIV/AIDS as well as importance of girl child education thus making a contribution to gender equality.</p> <p>For CFW activities, PCO will prioritize female headed households, who are comparatively more vulnerable and presently make up the majority of the displaced and stranded returnee families. Culturally, women bear the burden of accessing food for their families and managing children related issues at household level. PCO, through this proposed project, will reduce the workload amongst</p>

women and girls thus contributing to their level of participation, access and control of household incomes and decision making in other productive activities

PCO in partnership with SCiSS (through the Dutch Consortium for Rehabilitation-DCR) is also implementing an integrated education, community governance and food security and livelihoods project in neighbouring Jur river county. The project will form the ideal forum for PCO staff from this project to discuss and implement initiatives that contribute to better water resource management, soil conservation and general environmental conservation technologies, without additional cost

**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.

- 70 % of school-aged emergency affected children/youth 1400 Girls and 1,400 Boys from the stranded returnees, IDPs and refugees families using the safe and protected learning spaces.
- 100 % of required i.e. 20 temporary learning spaces available to emergency affected boys and girls in the targeted locations, needs of disabled persons taken into consideration in the design of the spaces. WASH facilities included in the design and separate sanitation facilities constructed for boys and girls, male and female teachers.
- 75% of Boys and Girls reporting feeling safe and protected in affected learning environments.
- 100 % of essential school supplies and recreation materials distributed to emergency affected boys and girls; male and female teachers:
  - School in a box- 40
  - Recreation kits-40
  - Textbooks- 2,000 assorted
  - Blackboards-40
- 70 teachers; 30 male and 30 female in affected areas trained on life skills(including helping boys and girls with disabilities) and psychosocial support
- 80% of trained teachers, PTAs and local leaders both male and female using training materials and apply psychosocial and lifesaving principles in their teaching in the temporary learning spaces.
- 75% of the targeted boys, girls, women and men are aware about the basics of natural resource management; the ABCs of HIV/AIDS transmission, prevention and control.
- 75% of the affected boys and girls report awareness about natural resource management particularly soil, water and trees conservation; 100% PTA members both male and females are able to make and confirm the benefits of using fuel efficient stoves; 70% of all PTA members have vegetable garden plots in at their homes including 100 % of the targeted schools
- 75% of all emergency affected boys and girls, male and female teachers and PTA members express awareness about the basics of HIV/AIDs transmission, control and management

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).

	<b>Indicator</b>	<b>Target (indicate numbers or percentages)</b>
1	Number of temporary learning spaces(TLS) established	20 TLS constructed, one space for every 150 learners( 80 Girls, -70 boys including those with disabilities)
2	Number of emergency affected learning spaces provided with gender segregated latrines	20 Units, separate ones for boys, girls; men and women; design takes in account the needs of those with disabilities.
3	Number of teachers (M/F) in emergency affected areas trained on life skills and psychosocial support	40 male, 30 female teachers and local leaders,40 PTAs; able to impart life skills training and offer psychosocial support to conflict/floods affected, boys, girls, men and women including those with disabilities amongst their respective communities.
4	Number of School in a Box distributed to emergency affected children, youth and teachers	40 school in a box kits provided to emergency affected boys and girls
5	Percentage of children and youth (M/F) reporting feeling safe and protected in emergency affected learning environments	80% of the targeted girls and boys express positive response to safety and protection within the temporary learning spaces.

**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.

In order to ensure effective implementation of this project, PCO-South Sudan will as an entry point hold a meeting with the community leaders, local authorities including the ministries of Education/Water officials; Education and WASH cluster leads and PTA members from schools in the emergency affected areas. The purpose of the meeting would be to introduce the project, discuss and agree on roles and responsibilities of each of these stakeholders, develop beneficiary selection criteria and agree on an implementation as well as coordination modalities. Thereafter PCO-South Sudan will hold general community meetings in each of the targeted areas introduce the project, explain the agreed roles and responsibilities, selection criteria for targeting beneficiaries, TLS locations and describe the proposed implementation plan/schedule of the project. During these general meetings, the communities will be sensitized to form implementation committees in locations with existing schools or planned TLS facilities; to ensure gender equity, women will comprise 50% of these committees. The committees will be responsible for community mobilization for CFW activities as well as procurement of the local construction materials from their respective localities.

Whilst these mobilization and sensitization activities are on ongoing at community level, our programme support teams will procure the necessary inputs and put in place all the logistics needed to quickly deliver the project. Schools and their respective teachers and PTAs will be specifically targeted for life skills and psychosocial support training including HIV/AIDs awareness.

In order to address critical child protection issues such as early marriages, Gender based violence, intra-community conflict amongst

the targeted communities, PCO will support the training of school PTA members, and opinion leaders for example church leaders on floods/conflict related life-skills and psychosocial support needs. The organization will then support the trainees to provide life-skills and psychosocial support amongst their own communities. In addition relevant IEC materials will also be designed with technical support from key partners such as UNICEF, Save the Children etc and circulated amongst the targeted communities.

For CFW activities, PCO will prioritize female headed households, who are comparatively more vulnerable and presently make up the majority of the displaced and stranded returnee families. Culturally, women bear the burden of accessing food for their families and managing children related issues at household level. PCO, through this proposed project will not only increase access to incomes but also reduce the workload amongst women and girls thus contributing to their level of participation, control and decision making in other productive activities.

As one of the EIE Cluster partners in Warrap State, PCO will work closely with other key stakeholders such as ADRA, WVI, UNICEF, IOM among others to ensure that the planned activities are well coordinated so as to ensure effective coverage, avoid duplication and ensure efficient implementation.

**vii) Monitoring Plan**

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

PCO has developed a sound process and impact monitoring system for this project, building up results and data that can be easily verified. This monitoring system will be subject to verification from EIE cluster leads both at state and national level in order to match specific project indicators as stated in this proposal document (Refer to the log frame in Section iii).

**Monitoring:** As a starting point for the project, PCO-South Sudan will invite a consultant to carry out a real-time evaluation that will not only be used to identify the prevailing status of EiE needs in the areas targeted for scale up but also of the existing WASH facilities in the damaged schools, prevailing protection issues, KAP on communicable diseases and determine the capacity building needs particularly in terms of life-skills and psychosocial support; these will also be used to benchmark indicators that will be used to track performance in the course of programme implementation. The report will be shared widely at cluster level for critique before final adoption. PCO-South Sudan will work very closely with EiE cluster leads as well as State UNICEF Officials to design the terms of reference as well as tools and agree on a schedule that will be needed to effectively carry out this activity; in general terms both progress and impact indicators will be closely monitored on a quarterly basis. Regular site visits will also be made by middle and senior management from PCO-South Sudan; reports will be prepared and shared with UNDP and EiE Cluster leads as needed.

**Regular reviews:** PCO- Sudan will work very closely with the technical staff from the ministry of Education/UNICEF and other stakeholders carry out quarterly reviews of the project so as to identify programmatic, administrative and logistical support needs of the organization in order to strengthen programme delivery at community level.

**Reporting:** PCO-South Sudan will submit financial and narrative progress reports to UNDP/EiE cluster; a mid and end of project report will also be submitted or as mutually agreed

**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)
COMMON HUMANITARIAN FUND(CHF 1 <sup>st</sup> Allocation) April 2012	293,020.00
UNICEF PCA, June 2012	384,000.00

## SECTION III:

LOGFRAME			
<b>CHF ref./CAP Code:</b> SSD-12/E/46079	<b>Project title:</b> Emergency Life Saving Education Project for Stranded Returnees and IDPs in Warrap and Western Bahr El Gazal states of South Sudan	<b>Organisation:</b> PEACE CORPS ORGANIZATION (PCO) SOUTH SUDAN	
<p><b>Overall Objective:</b> <i>What is the overall broader objective, to which the project will contribute? Describe the expected long-term change.</i></p> <p>The general objective of the this project is to ensure that by 31st March 2013; 2000 girls and 2000 boys (including those with disabilities) amongst stranded returnees, IDPs and refugees living in Warrap who have been affected by the prevailing flooding in parts of the State as well as ongoing conflict in Abyei and South Kordofan have access to life-saving education</p>	<p><b>Indicators of progress:</b> <i>What are the key indicators related to the overall objective?</i></p> <ul style="list-style-type: none"> <li>- Number of temporary learning spaces established</li> <li>- Number of emergency affected learning spaces provided with gender segregated latrines</li> <li>- Number of teachers (M/F) in emergency affected areas trained on life skills and psychosocial support</li> <li>- % of trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces</li> <li>- Percentage of children and youth (M/F) reporting feeling safe and protected in emergency affected learning environments</li> </ul>	<p><b>How indicators will be measured:</b> <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> <li>- Real Time Evaluation Report</li> <li>- End of project Evaluation Report</li> <li>- Quarterly progress Reports</li> <li>- Pictures</li> <li>- Community Feedback(from girls, boys, men and women including those with disabilities)</li> <li>- Field Visits</li> </ul>	
<p><b>Specific Project Objective/s:</b> <i>What are the specific objectives, which the project shall achieve? These relate to the immediate effect of the intervention measured at the end of the project.</i></p> <p>The specific objectives for the project are:</p> <ol style="list-style-type: none"> <li>1. Provide 20 protective temporary learning spaces including water and sanitation facilities in safe areas (INEE Access and Learning Standards 1, 2 and 3), that take into account the special needs of boys, girls, men and women with disabilities.</li> <li>2. Supply assorted emergency teaching and learning materials to ensure continuity of quality and relevant education (INEE Teaching and Learning Standard 3) for 2,000 boys and 2,000 girls including those with disabilities.</li> <li>3. Deliver life-saving messages and psychosocial support related to conflict and or floods to the affected 2,000 boys and 2,000 girls, 40 PTAs, as well as 40 male and 30 female teachers as well as 70 local leaders both male and female</li> </ol>	<p><b>Indicators of progress:</b> <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <ul style="list-style-type: none"> <li>- 20 TLS constructed, one space for every 150 learners (80 Girls, -70 boys including those with disabilities).</li> <li>- 20 Units, separate ones for boys, girls; men and women; design takes in account the needs of those with disabilities.</li> <li>- 40 male, 30 female teachers and; local leaders, 40 PTAs; able to impart life skills training and offer psychosocial support to conflict/floods affected, boys, girls, men and women including those with disabilities amongst their respective communities.</li> <li>- 40 School in a box kits provided to emergency affected boys and girls.</li> <li>- 80% of the targeted girls and boys express positive response to safety and protection within the temporary</li> </ul>	<p><b>How indicators will be measured:</b> <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"> <li>- Real Time Evaluation Report</li> <li>- End of project Evaluation Report</li> <li>- Quarterly progress Reports</li> <li>- Pictures</li> <li>- Community Feedback(from girls, boys, men and women including those with disabilities)</li> <li>- Field Visits</li> </ul>	<p><b>Assumptions &amp; risks:</b> <i>What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</i></p> <ul style="list-style-type: none"> <li>- Absence of heightened conflict in the targeted project locations.</li> <li>- Targeted project locations accessible</li> </ul>

	learning spaces		
<p><b>Results - Outputs (tangible) and Outcomes (intangible):</b></p> <ul style="list-style-type: none"> <li>• Please provide the list of concrete DELIVERABLES - outputs/outcomes, leading to the specific objective/s:</li> <li>• 70 % of school-aged emergency affected children/youth 1400 Girls and 1,400 Boys from the stranded returnees, IDPs and refugees families using the safe and protected learning spaces.</li> <li>• 100 % of required i.e. 20 temporary learning spaces available to emergency affected boys and girls in the targeted locations, needs of disabled persons taken into consideration in the design of the spaces. WASH facilities included in the design and separate sanitation facilities constructed for boys and girls, male and female teachers.</li> <li>• 75% of Boys and Girls reporting feeling safe and protected in affected learning environments.</li> <li>• 100 % of essential school supplies and recreation materials distributed to emergency affected boys and girls; male and female teachers: <ul style="list-style-type: none"> <li>○ School in a box- 40</li> <li>○ Recreation kits-40</li> <li>○ Textbooks- 2,000 assorted</li> <li>○ Blackboards-40</li> </ul> </li> <li>• 70 teachers; 30 male and 30 female in affected areas trained on life skills(including helping boys and girls with disabilities) and psychosocial support</li> <li>• 80% of trained teachers, PTAs and local leaders both male and female using training materials and apply psychosocial and lifesaving principles in their teaching in the temporary learning spaces.</li> <li>• 75% of the targeted boys, girls, women and men are aware about the basics of natural resource management; the ABCs of HIV/AIDS transmission, prevention and control.</li> <li>• 75% of the affected boys and girls report awareness about natural resource management particularly soil, water and trees conservation; 100% PTA members both male and females are able to make and confirm the benefits of using fuel efficient stoves; 70% of all PTA members have vegetable garden plots in at their homes including 100 % of the targeted schools</li> <li>• 75% of all emergency affected boys and girls, male and female teachers and PTA members express awareness about the basics of HIV/AIDS transmission, control and management</li> </ul>	<p><b>Indicators of progress:</b></p> <p><i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <ul style="list-style-type: none"> <li>- Signed contracts with contractors undertaking the construction of the TLS and WASH facilities</li> <li>- Teachers and pupils using teaching and learning materials.</li> <li>- Trainers providing psychosocial support and life skills education to teachers, PTA and community leaders</li> </ul>	<p><b>How indicators will be measured:</b></p> <p><i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> <li>- Real Time Evaluation Report</li> <li>- End of project Evaluation Report</li> <li>- Quarterly progress Reports</li> <li>- Pictures</li> <li>- Community Feedback(from girls, boys, men and women including those with disabilities)</li> <li>- Field Visits</li> <li>- Attendance list at safe protected TLS</li> <li>- Participant lists of the TOT</li> <li>- Distribution list of the teaching and learning materials</li> <li>- Training reports for TOT, HIV/AIDS awareness workshops</li> </ul>	<p><b>Assumptions &amp; risks:</b></p> <p><i>What external factors and conditions must be realized to obtain the expected outcomes and results on schedule?</i></p> <ul style="list-style-type: none"> <li>- Absence of heightened conflict in the targeted project locations.</li> <li>- Targeted project locations accessible</li> </ul>

<p><b>Activities:</b>  <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"> <li>• Establish or rehabilitate 20 safe and protective learning spaces in floods affected locations in Tonj East, South and Gogrial East for 2,000 boys and 2,000 girls- these will be carried out using locally available materials and in order to facilitate peaceful coexistence, these materials would be procured from the host community.</li> <li>• Provide equal learning opportunities for conflict/floods affected boys and girls in the state- efforts will be made to negotiate with existing unaffected schools to take additional pupils.</li> <li>• Construction and or rehabilitation in each of the learning spaces of; safe water sources and separate sanitation facilities for boys and girls, men and women taking special consideration for those with disabilities.</li> <li>• Distribution of essential teaching and learning materials that include 40 chalk boards, 40 school in a box kits, 40 recreation kits as well as other IEC materials on safety and child protection issues to emergency affected schools and communities.</li> <li>• Rapid training(TOT) including a refresher course for 70 teachers, 40 PTAs and local leaders on floods/conflict-related life skills and psychosocial support.</li> <li>• 70 Trained teachers, PTA and local leaders will be facilitated to implement the training (emergency related life skills and psychosocial support) to respond to the needs of those affected by flooding presently and in future.</li> <li>• Monitoring and Evaluation; Formats and tools will be developed to invite feedback from the Teachers, PTA, pupils, local leaders and general community members; PCO-SS will also send in narrative and financial reports to UNDP as mutually agreed; a consultant will be invited to carry out a real time and end of project evaluation; PCO-SS will also liaise with UNDP to undertake an audit.</li> <li>• Support increased EIE coordination at state level as well as inter-cluster work particularly with child protection sub-cluster mainly on information sharing and collaborative implementation</li> </ul>	<p><b>Inputs:</b>  <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i></p> <ul style="list-style-type: none"> <li>- Local construction materials(timber, wooden poles, bamboo reeds etc) iron sheets, roofing nails, binding wire</li> <li>- Sand, cement, Wire mesh and plastic sheeting/tarpaulin sheets</li> <li>- Assorted hand pump spare parts; sand cement, plastic latrine slabs, tarpaulin sheets etc</li> <li>- Transport facilities for the construction materials.</li> <li>- Assorted teaching and learning materials, will be provided through PCA with UNICEF</li> <li>- Stationery supplies, food and refreshments, accommodation facilities.</li> <li>- Transport facilities for staff</li> </ul>		<p><b>Assumptions, risks and pre-conditions:</b>  <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i></p> <ul style="list-style-type: none"> <li>- Absence of heightened conflict in the targeted project locations.</li> <li>- Targeted project locations accessible</li> </ul>
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## PROJECT WORK PLAN

This section must include a work plan 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
Activity 1. Procurement of local and other construction materials for 20 TLS, 20 WASH Facilities				x	x	x									
Activity 2. Construction of 20 TLS, 20 WASH facilities, excavation of solid waste disposal pits					x	x	x	x							
Activity 3 Distribution of emergency Teaching and Learning materials					x	x	x	x	x						
Activity 4. TOT on Life skills and Psychosocial support					x										
Activity 5. Refresher TOT on life skills and psychosocial support							x								
Activity 6. Project Monitoring (progress and impact) including reporting.				x	x	x	x	x	x						
Activity 7. Project Audit										x					

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