

South Sudan 2012 CHF Standard Allocation Project Proposal <i>Proposal for CHF funding against Consolidated Appeal</i> 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 <u>two stages</u> to the Cluster Coordinators and Co-coordinators for each project against which CHF funds are sought. In the <u>first stage</u> , 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 <u>second stage</u> 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)
Mercy Corps	Unity State:
Project CAP Code	Rubkona, Mayendit, and Mayom and Abiemnhom (security / access permitting)
SSD-12/E/46075	
CAP Project Title <i>(please write exact name as in the CAP)</i>	
Provision of safe formal learning environments for conflict affected populations	

Total Project Budget in South Sudan CAP	Amount Requested from CHF	Other Secured Funding
US\$ 1,237,500.00	\$549,349	\$499,682 (CHF Round 1)

Direct Beneficiaries <i>(scaled appropriately to CHF request)</i>		Indirect Beneficiaries <i>(scaled appropriately to the CHF)</i>	
Women:	24	105,000 (estimated at an average hh size of 7 people)	
Men:	40		
Girls:	7500		
Boys:	7500		
Total:		Catchment Population (if applicable)	

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)
Start Date: October 1, 2012 End date: April 30, 2013 Indicate number of months: 7 months

Address of Country Office
Project Focal Person : Mathieu Rouquette
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e-mail finance officer: ndodero@uk.mercycorps.org
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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 population¹

Unity State reported 68² separate incidents of conflict in 2011 – 2012 resulting in the displacement of 78,000³ people. The State, which borders the Sudan, is concurrently hosting refugees (Yida: 62,000 Nubians) from border conflicts in Southern Kordofan, IDPs from the conflict over the oil producing region of Heglig / Panthou (400 IDPs displaced to Rubkona County), the conflict-induced displacement of vulnerable populations from Mayom and Abiemnhom due to insecurity, land mines and the presence of Rebel Militia Groups from Koch and Mayendit due to cattle raiding, and the influx of 88,016⁴ returnees. To add to these complexities, Unity State has very poor infrastructure and access to remote counties is extremely difficult, particularly during the wet season. This is a huge impediment to humanitarian access during a crisis.

As a nascent country still trying to cope with food shortages, trade route closures and fuel shortages, education indicators for primary education in Unity State are also among the worst in the country. The Education Statistics report for South Sudan 2011 indicated that there were only 316 primary schools across the state with a total pupil population of 148,982 pupils of which only 38% are girls. With only 2,094 teachers (5.1% females), the pupil to teacher ratio (PTR) stood at 71.1 and the pupil to classroom ratio (PCR) was an alarming 230.3. These indicators place Unity as the second worst state in the country after Jonglei state. Owing to continued conflict, displacement and returnee influx, Mercy Corps' data collection across 3 counties in Unity State shows a sharp deterioration from the 2011 reported statistics for primary education in Unity State. According to the survey conducted by Mercy Corps in 12 schools in both rural and urban locations, with a particular focus on girls' enrollment and drop out, the findings indicate 29% girls enrollment- a steep drop in the number of girls to boys with a progressive increase in the gender gap as the age group increases – particularly among the 10 – 13 age group. For example, in Primary 8 (P8) there was only 1 girl for every 6 boys enrolled compared to 1 girl for every 2 boys in P7. Pupil access to teachers was equally dismal with only 1 trained teacher for every 123 children (State reported 1:71), only 1 latrine constructed for every 598 children and 368 children per existing classroom structure (prior to Mercy Corps' TLS construction)⁵.

Mercy Corps' discussions with parents and communities point to cultural inhibitions against girls' education, including early marriage, the need to involve girls in income generation and farm labor. In urban locations, including Rubkona, parents reported spending an average of SSP 385 per child on education costs (including scholastic materials, school uniforms and registration and examination fees). Additionally, frequent school closure on account of conflicts and disasters, the poor quality of education owing to lack of trained teachers and the difficulty in access to schools (vis-à-vis proximity to home) further impedes education, particularly for girls.

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

Mercy Corps' proposed activities include the construction of 50 Temporary Learning Spaces (TLS), the provision of scholastic supplies, and addressing other unmet needs such as sanitation in schools. The proposed project will also promote life skills and work with children affected by conflict and disasters to improve their awareness on topics such as Mine Risk, WASH, Disaster Risk Reduction and psychosocial support. Mercy Corps' proposed activities are therefore in line with all 3 of the education cluster's

¹ 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.

² Annual Needs and Livelihood Assessment, 2012

³ UN OCHA estimates, 2012

⁴ UN OCHA estimates, 2012

⁵ Mercy Corps South Sudan data collection – Rubkona, Gwit and Leer, Unity State, Aug 2012

priorities and are implemented in underserved locations in Unity State which is the geographical priority of the cluster.

Mercy Corps' response will target 4 remote counties in Unity State. Mayom and Abiemnhom – counties impacted by insecurity, the presence of land mines and Rebel Militia Groups, (RMGs) Mayendit, which is an underserved county, and Rubkona County where school facilities are overcrowded on account of the large number of IDPs (12,000 IDPs from previous conflicts in neighboring counties) and 18,000 returnees.

Mercy Corps has been present in Unity State since 2003 focusing on capacity building for civil society organizations and on mobilizing communities to address their priority needs including health, education and governance. With a fully functioning office in Bentiu (state headquarters) and a sub-office in Leer, our long term presence and operational capacity in Unity State has helped us to forge strong relationships with the community, local authorities, and CSO partners in Unity State. Mercy Corps is currently implementing an economic recovery and livelihoods program (OFDA / USAID), also working on shelter, WASH, peace building and returnee assistance (UNHCR). Mercy Corps has also been active in the education sector since April 2012 and has successfully constructed 30 TLS in 3 of the 5 target counties (Rubkona, Gwit and Leer) and is making preparations to distribute scholastic materials and conduct teacher trainings to assist children at risk. Mercy Corps is an active member of the humanitarian coordination platforms in Unity state and works in close collaboration with the education cluster at state and national level in information exchange, needs assessment and data collection and harmonization.

Through the proposed project, Mercy Corps will capitalize on its existing experience and achievement from implementing activities funded through the 1st round CHF funding and expands its interventions to remote and underserved counties. Mercy Corps will also use construction of TLS as an entry point to continue to gather key data around the enrolment of girls and boys, Water and Sanitation facilities and teacher training needs. Mercy Corps will share this information with the Cluster and Ministry of Education to help improve the information base and enhance accurate and targeted planning and implementation of future education projects.

Mercy Corps will also use its networks and engagement and rapid response mechanisms to respond to education emergencies in case of crisis. To this effect, Mercy Corps will identify local authorities and CBOs and implement the program in consultation with local partners. Mercy Corps will also discuss with the state cluster and pre-position limited quantity of contingency supplies in these counties, to ensure that in an emergency we drastically reduce our response time.

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

Although Mercy Corps and other actors working in the education sector have made tremendous efforts to meet the emergency education gaps in Unity state, the needs in remote and underfunded counties remain overwhelming. Based on the success stories and lessons learned from the current CHF program implementation, Mercy Corps will use funds from 2nd round CHF allocation to:

1. Provide 50 (additional) temporary and protective learning spaces in 4 counties that exhibit high need and are among the most underserved in Unity State – Mayom, Abiemnhom, Mayendit and Rubkona;
2. Address Education in Emergencies (EiE) through the provision of 12 (additional) tents and scholastic supplies to benefit 15,000 additional children in the 4 target counties. Mercy Corps will also address WASH needs through the provision of 100 pit latrine stances in TLS premises across the 4 target counties⁶ with community contribution for time, labor and materials.
3. Mercy Corps will promote the dissemination of life saving messages through trainings for parents, teachers and youth. Through a child-centric approach using recreation and street theatre as a medium, life saving messages will cover key topics including Mine Risk Education, WASH / hygiene promotion and disaster risk reduction to ensure that key messages are retained by children.

⁶ Mercy Corps will follow INEE standards to distribute the number of pit latrines based on the number of girls enrolled, i.e. 1 pit latrine for every 30 girls and 1 pit latrine for every 60 boys enrolled in schools

ii) Objective

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

15,000 children in Unity State (7,500 boys and 7,500 girls) access improved educational facilities and scholastic materials⁷, by the end of the project period.

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.

Activity 1: Coordination with Education Cluster and Ministry of Education / County Education

At the project onset and throughout the project duration, Mercy Corps will work with the Education Cluster at the national, state and county level to coordinate needs assessment to determine the beneficiaries of the emergency education activities. Key stakeholders including the education clusters will also be involved in the implementation of the project. Such coordination will positively impact the smooth running of the project and create a platform for information exchange and potential partnership.

Activity 2: Provision of tents/Construction of locally constructed shelter, and construction of pit latrines

Depending on specific needs and the availability of resources, Mercy Corps will provide tents or build temporary shelters to curb the shortage of safe learning spaces. A total of 50 temporary structures will be constructed throughout the project life benefiting a total of 4,000 children and an additional 12 tents will be provided by UNICEF to address specific emergencies in Unity State. In prioritizing areas for construction of temporary structures, emphasis will be given to schools/communities with the highest number of girls. This will be done in coordination with local leaders and government counterparts. In areas where local construction materials are readily available, Mercy Corps will support the construction of temporary shelters. Alternatively tents will be provided to meet the need for school spaces where temporary shelters can't be built due to resource limitations (construction materials), and / or in the event of an emergency requiring a rapid response. Rubkona and Mayendit will be prioritized for construction of locally made TLS, while Mayom and Abiemnhom will be prioritized for the provision of tents on account of limited access and security restrictions.

Mercy Corps will provide communities in target locations with basic pit latrine materials (plastic sheeting, welded drums) and will mobilize the beneficiaries to provide superstructure materials and labor for digging and covering the pit latrines. Additionally, Mercy Corps will also liaise with local authorities in Mayom, Abiemnhom and Mayendit to pre-position a small quantity of emergency supplies which can be used to address emergencies as soon as they occur and reduce partner response time.

Activity 3: Identification of students in need of education materials

As a result of regular displacement and conflict, many students lack essential education materials. Through this intervention, 15,000 students in Unity State will benefit from educational material support. Mercy Corps' team will work closely with the Education Cluster in each county to conduct emergency needs assessment and identify students that are most in need of education materials. Schools and communities with high dropout level of female students will be prioritized for distribution of school kits. The educational kits will be used as incentive to encourage proportional school enrolment between boys and girls. Moreover, Extremely Vulnerable Individuals (EVIs) such as female headed households, families with Persons with Disabilities (PWDs) as well as HIV/AIDS infected and affected children such as Orphan and Vulnerable Children (OVCs) will be prioritized for provision of school kits. Mercy Corps will establish simple mechanism for student registration and tracking educational input distribution.

Schools and pupils in Mayendit, Mayom and Abiemnhom counties will be prioritized for distribution of scholastic materials, since these areas are underserved.

Activity 4: Distribution of education materials

Mercy Corps program team will work closely with Education Clusters in each state to ensure smooth distribution of materials to the

⁷ Target numbers are based on the proportional enrollment of girls:boys (38.1%:61.9%) in Unity State.

beneficiaries. 15,000 students (7,500 boys and 7,500 girls) affected by conflict will benefit from this activity. These will include the 4,000 pupils (under activity 2), 11,000 pupils will be beneficiaries from already existing school and TLS. The education materials will be sourced from UNICEF core pipeline and include school kits, recreation kits and essential supplies for the smooth running of emergency education activities such as black boards (150 pieces) and chalk (2000 boxes). 64 teachers (40 men and 24 women) in emergency affected areas trained on life skills and psychosocial will be supplied with emergency kits through the proposed project.

Schools and learners in Mayendit, Mayom and Abiemnhom will be prioritized for distribution of scholastic materials, due the absence of other implementing partners in these locations.

Activity 5: Dissemination of life saving messages:

As the first step, Mercy Corps will co-ordinate with the education cluster and INGO actors such as Mines Advisory Group to provide a training of trainers module (ToT) for 3 project staff on specific life saving messages such as Mine Risk Education, psychosocial training and disaster risk reduction.

In co-ordination with other education partners (Intersos and Save the Children in Unity State) and key WASH actors, to ensure that there is no duplication of activities across locations. Mercy Corps will further share with WASH actors the gaps in schools that Mercy Corps cannot address. Mercy Corps will conduct 5 trainings per school in each of the target counties on key lifesaving messages. Training modules will be specifically adapted to needs arising in the target counties, but broadly will include Mine Risk Education, psychosocial support training, WASH and hygiene promotion training and disaster risk reduction training. Mercy Corps will target a total of 128 community members (teachers, parents and youth) from target locations. Mercy Corps will also promote the dissemination of key training messages among children through the use of street plays and recreational activities organized by children in the target schools. Mercy Corps will co-ordinate with the education cluster and cluster partners in Unity State, including WASH partners to use existing IEC materials for trainings, and or develop low cost and specific IEC material for these trainings.

Schools and pupils in Mayom, Abimenhom and Mayendit will be prioritized for the provision of life saving messages.

Activity 6: Data gathering and ongoing monitoring and evaluation of project impact

Mercy Corps will continue to gather and share essential data relating to the enrollment of boys and girls, the number of permanent and temporary structures, the availability of water points, toilet facilities, and the drop out rate of girls in target schools. Additionally Mercy Corps will conduct KAP (Knowledge, Attitude, and Practice) surveys among a cross section of the children in the school to understand the retention of WASH, DRR and Mine Risk education messages. The KAP survey will be conducted three times during the project life cycle – once prior to trainings, once immediately following the training, and once again 3 months following the training and within the wider community as well, to assess program impact. This will be implemented throughout all the intervention locations.

iv). Cross Cutting Issues

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

Gender:

The program will ensure equitable involvement of both men and women during implementation. In the identification and selection of beneficiary children Mercy Corps will give equal emphasis to girl pupils and ensure their enrolment and needs for scholastic materials are equally addressed. Psychosocial Support (PSS) activities aimed at easing the shock and trauma conflict affected children have experienced due to various conflicts will also be gender sensitive. In such activities, more female teachers, parents and volunteers will be targeted and trained so as to support “girl child”. Drama and sports clubs will be formed as both mixed, and gender segregated groups in order to encourage leadership among girl children and to capture girl specific issues that are noted during the enactment of plays / dramas. WASH related challenges faced in the community and schools as well as measures to curve them will be discussed in the role plays. This will be done in coordination with the WASH cluster so that appropriate messages are designed and communicated to the school community. In addition to participating in the dramas, students will also be practically involved in school WASH related such as proper usage and up-keep of latrines. Such activities in schools especially latrine will

target more girls to ensure girls have proper knowledge and reasonable access to latrine facilities.

Environment:

Mercy Corps will work with the communities, local authorities and technical expertise (in house engineers) to ensure classrooms are constructed using local materials and optimum design in order to ensure a reduction in wastage of materials. All additional left over materials will be used to make basic desks for use by children in classrooms, which will enhance their learning experience and also reduce wastage. Additionally, Mercy Corps will emphasize DRR trainings to raise awareness among communities of the negative impacts of deforestation on weather patterns and flooding, and encourage communities to replenish trees being used for livelihoods and classroom construction through tree planting.

PWDs:

The program will ensure that children with disabilities benefit from the emergency education intervention. Efforts will be made to link students with disabilities with agencies that can provide extra assistance. In target locations for children with disability, special attention will be paid to classroom design to ensure ease of access depending on the aids that children with disabilities use (wheel chairs, crutches). Mercy Corps will work with the community and local contractors to provide disability friendly classrooms and toilet facilities (e.g. use of a simple wood ramp for children using wheelchairs and seating provisions for toilets). Psychosocial support training will emphasize key messages on empowerment of PWD.

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. The education cluster and Ministry of Education has accurate and updated school enrollment, teacher training and WASH needs in the target schools, by the end of the project period;
2. 7,500 boys and 7,500 girls use improved educational facilities, by the end of the project period;
3. In the target communities, girls enrollment and retention rates in 15 schools improves against the baseline, by the start of the following school term;
4. In the target communities, awareness and practice of good hand washing, hygienic toilet usage and life saving skills improves against the baseline, by the end of the project period.

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	Total direct beneficiaries - number of emergency affected children and youth (M/F) attending temporary learning spaces	4,000
2	Temporary learning spaces established	50
3	School in a Box distributed to emergency affected children, youth and teachers	70 school in a box kits, 15,000 children
4	Recreation Kits distributed to emergency affected children, youth and teachers	35 recreation kits, 15,000 children
5	Teachers (M/F) in emergency affected areas trained on life skills and psychosocial support	64
6	Children / youth in target communities exhibit increased awareness and practice of good hygiene and WASH practices	4,000

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.

Mercy Corps already has an existing education team in place, comprising 1 Program Manager and 2 Project Officers who are supporting the existing CHF funded education program. Mercy Corps will extend its program team by adding 2 additional project officers to support the additional proposed activities (psychosocial support through drama / sports, teacher training on Mine Risk Education and DRR training for the communities).

Mercy Corps has a fully established and functioning office in Bentiu which comprises key finance, operations and logistics personnel, and a sub office in Leer. The Bentiu office will support operations in Rubkona , Mayom and Abiemnhom, while the Leer office will support operations in Mayendit.

The country office in Juba will provide overall guidance and direction for the program implementation and assist with logistical support as required. The Juba office also acts as linkage to the National Education Cluster and provides a platform for information exchange between the field team and stakeholders at the national level such as Unicef. Mercy Corps is close to signing a Partnership Agreement with Unicef and will be able to access in-kind school supplies from the core supply pipeline.

Throughout the project implementation, Mercy Corps will work with the education clusters at national level and at the state level. Mercy Corps will coordinate needs assessments, site selection and beneficiaries with the state Education cluster, Ministry of Education and the beneficiary community.

Mercy Corps will collaborate with other humanitarian actors mainly in the WASH cluster and with WASH focused agencies to create the coordination and synergy that will be beneficial and add value to the already planned education activities. Mercy Corps will draw from experience obtained in implementing similar programs globally and utilize best practices to ensure the success of the proposed program.

vii) Monitoring Plan

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

Mercy Corps has a robust and roving M&E team that will provide capacity building for field staff, highlighting tools for data collection, data quality and case studies that capture challenges, and share lessons learned during the program implementation with key actors both internally and externally.

Mercy Corps' M&E and project teams will design the data collection forms including gathering information on number of pupils enrolled, girls:boys ratio, drop out / retention rates and hygiene awareness. . Data collection will be done at the start of the intervention and in target schools, and this information will be provided to the education cluster and MoE.

The program will be monitored regularly (monthly) by the project staff with participation of other actors involved in the implementation, such as representatives from the education cluster, Ministry of Education and local government. The monitoring will not only focus on reviewing program achievements/ accomplishments versus targets (e.g. number of students attending temporary learning spaces) through quantitative data collection, but also gather qualitative data on deep seated issues such as girls' enrollment, cultural mindsets / inhibitions to girls education, etc. Monitoring visits will also identify issues and concerns affecting program implementation, and designing courses of action necessary to address those issues. A regular staff feedback session will be conducted monthly to analyze monitoring results and prepare action plans.

Monitoring tools and data collection forms will be developed and where necessary cluster forms will be adopted and/or improved. Data will be analyzed by a suitably qualified staff member, and the information will be used to modify implementation approaches where necessary and to document and share findings, lessons, and recommendations with stakeholders and members in Education cluster.

The program will adhere to an hybrid M&E system where all processes (teachers trained, TLS constructed, materials distributed etc) will be directly measured and reported by the program staff designated to undertake the M&E and/or reporting roll using tools designed my M&E team. The M&E site visits will be used to crosscheck what is being reported using the aforementioned tools.

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)
CHF 2012 round 1	499,682

SECTION III:

LOGFRAME			
CHF ref. Code: SSD-12/E/46075	Project title: Provision of safe formal learning environments for conflict affected populations	Organisation: Mercy Corps	
Overall Objective: <ul style="list-style-type: none"> Improved education environment for IDPs and returnees 	Indicators of progress: <ul style="list-style-type: none"> % increase in temporary learning spaces within schools. 	How indicators will be measured: <ul style="list-style-type: none"> Project records and school structure inventories. 	
Specific Project Objective/s: <ul style="list-style-type: none"> Increased enrollment of new pupils in school. 	Indicators of progress: <ul style="list-style-type: none"> # of new entrants in school in different classes 	How indicators will be measured: <ul style="list-style-type: none"> School register 	Assumptions & risks: <ul style="list-style-type: none"> There is minimal movement during the school term. No further displacements.
Results - Outputs (tangible) and Outcomes (intangible): <ul style="list-style-type: none"> Increased access to education services and infrastructure 	Indicators of progress: Number of emergency affected children and youth (M/F) attending temporary learning spaces <ul style="list-style-type: none"> Number of temporary learning spaces established Number of School in a box Kits distributed to emergency affected children, youth and teachers Number of recreation kits distributed to children, youths and teachers Number of teachers(M/F) in emergency affected areas trained on life skills and psychosocial support Number of Children / youth in target communities exhibit increased awareness and practice of good hygiene and WASH practices 	How indicators will be measured: <ul style="list-style-type: none"> Daily school registers. Project reports and Education department reports. School records and program reports. Training attendance list 	Assumptions & risks: <ul style="list-style-type: none"> Enabling environment for parents to send children to school. Availability of affordable local materials Transparency within school management.

<p>Activities</p> <ul style="list-style-type: none"> • Coordination with Education Cluster and Ministry of Education • Provision of tents/Construction of locally constructed shelters • Identification of students in need of education materials • Distribution of education materials • Dissemination of life saving messages. <ul style="list-style-type: none"> • Data gathering ongoing monitoring and evaluation 	<p>Inputs:</p> <ul style="list-style-type: none"> • County Education officer, Education cluster members and Ministry of Education • Human resources, cars School in-box, tents, tarpaulins, poles, doors and roofing materials. • Chiefs, Local leaders, elders and School management. • Cars, Human resource, books, black boards, • Proper IEC material, local trainers, other training materials, Human resources 		<p>Assumptions, risks and pre-conditions:</p> <ul style="list-style-type: none"> • Peaceful and secure places. • The security situation and the roads are passable. • There are designated places for schools and roads are passable • Functional school management committees. • Parents teachers' associations.
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Activity	Q1 / 2012			Q2 / 2012			Q3 / 2012			Q4 / 2012		
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Result 1												
Activity 1: Coordination with Education Cluster and Ministry of Education	x	x	x	x	x	x	x					
Activity 2: Provision of tents/Construction of locally constructed shelters		x	x	x	x	x	x					
Activity 3: Identification of students in need of education materials		x	x	x								
Activity 4: Distribution of education materials			x	x	x	x	x					
Activity 5: Dissemination of life saving messages			x	x	x	x	x					
Activity 6: Data gathering and ongoing monitoring and evaluation	x	x	x	x	x	x	x					

