South Sudan
2013 CHF Standard Allocation Project Proposal
for CHF funding against Consolidated Appeal 2013

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 project 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 project proposal should explain and justify the activities for which CHF funding is requested and 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 Cluster

CHF Cluster Priorities for 2013 First Round Standard Allocation
This section should be filled by the cluster Coordinators/Co-coordinators before sending to cluster partners. It should provide a brief articulation of Cluster priority activities and geographic priorities that the cluster will recommend for funding from the CHF in line with the cluster objectives highlighted in the CAP 2013.

Cluster Priority Activities for this CHF Round
Cluster priority activities for the first round standard allocation are:

1) Establish or rehabilitate safe and protective learning spaces for boys and girls with gender segregated WASH facilities
2) Provide learning opportunities for emergency-affected children and youth
3) Advocate, report and respond when schools are occupied by armed forces or other groups
4) Pre-positioning and distributing emergency teaching and learning materials to emergency-affected schools and communities
5) Conduct rapid training or orientation of teachers and PTAs in emergency-related life skills and psychosocial support

Cluster Geographic Priorities for this CHF Round

(a) Jonglei: Akobo, Uror, Pibor
(b) Unity: Pariang, Abienhom, Mayom, Panyijiar
(c) Upper Nile: Renk, Maban, Melut
(d) Warrap: Twic, Tonj South, Tonj East
(e) Lakes: Rumbek North
(f) NBeG: Aweil North, Aweil East

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

Requesting Organization	Project Location(s) (list State, and County (or counties) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State)

Requesting Organization

Hold the Child Organization

Project CAP Code
SSD-13/E/55600/14923

CAP Project Title *(please write exact name as in the CAP)*

Providing lifesaving education in emergency in Jonglei

State	%	County
Jonglei	100	Uror & Akobo

Total Project Budget requested in the in South Sudan CAP	US$ 280,000	**Funding requested from CHF for this project proposal**	US$ 175,722
Total funding secured for the CAP project *(to date)*	US$ 0	**Are some activities in this project proposal co-funded?** Yes ☐ No ☐ *(if yes, list the item and indicate the amount under column i of the budget sheet)*	

Direct Beneficiaries *(Ensure the table below indicates both the total number of beneficiaries targeted in the CAP project and number of targeted beneficiaries scaled appropriately to CHF request)*

	Number of direct beneficiaries targeted in CHF Project	Number of direct beneficiaries targeted in the CAP
Women:	120	240
Girls:	2,000	3,000
Men:	80	320
Boys:	2,000	3,000
Total:	**4,200**	**6,560**

Indirect Beneficiaries

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 (12 months max., earliest starting date will be Allocation approval date)

Indicate number of months: 6 months (April – September)

Contact details Organization's Country Office	
Organization's Address	White Nile Hotel Compound, Bor town, Jonglei state
Project Focal Person	*Kiweesi Alex, kiwesi@holdthechild.org, +211 956122614, +2111 912257656*
Country Director	*Kiweesi Alex, kiwesi@holdthechild.org, +211 956122614, +211 912257656*
Finance Officer	*Chandig Majid Ayub, chandiga@holdthechild.org, telephone*

Contact details Organization's HQ	
Organization's Address	
Desk officer	*Name, Email, telephone*
Finance Officer	*Name, Email, telephone*

A. Humanitarian Context Analysis

Briefly describe (in no more than 500 words) the current humanitarian situation in the specific locations where CHF funded activities will be implemented. Provide evidence of needs by referencing assessments and key data, including the number and category of the affected population[1]

Despite the limited access to basic social services i.e. education, health among others, access to education and child welfare in Jonglei is hugely affected by inter and intra-communal violence, militia activities and natural disaster like floods. Inter and intra-communal clashes are reported among the Luo Nuer, Murle and Dinka communities of Uror, Akobo, Duk, Twic east, Bor and Pibor counties over many generations ago; however the contemporary large scale incidences were recorded between April 2011 and march 2012.

Following the March/April 2012 disarmament exercise and the comprehensive peace and reconciliation preaching across Jonglei state counties; the security situation in counties of central & eastern Jonglei has been calm until late August when David Yaw Yaw forces struck the SPLA unit in Pibor County. This exchange of fire between the rebel group and government forces has caused wide spread displacement within Pibor county and the nearby counties of Akobo, Uror and Bor with profound impacts on schools and access to education.

On the other hand these sustained militia activities have greatly contributed to the infiltration guns in Pibor and the region, and re-arming the Murle youths who have joined the rebellion. The re-possession of fire arms by the traditional Murle youth has too resulted in the resumption of the inter-communal attacks in quest for cattle and wealth. Multiple attacks on the Dinka and Nuer communities have been reported in Akobo, Twic east and Bor (OCHA January 2013); and more retaliatory clashes especially between the Nuer of Uror, Akobo with the Murle of Pibor are expected during this dry season (until June 2013) as pastoralists move in search for water and pastures. Inter- communal clashes are characterized with cattle raiding, where classrooms and houses are torched, children killed, teachers, children abducted basic livelihoods disrupted among other negative effects such as what happened to Pieri in August 2011 (OCHA Sept 2011); and learning brought to a standstill.

The gravity of such clashes too is likely to be aggravated with the offensive operations to disarm the region by the SPLA.

While violence dominated the first quarter of 2012, the third quarter has been dominated by floods with severe effects on the welfare of children and education; classrooms were destroyed by wind and water, latrines submerged; many schools in low lands were closed and children move to raised lands along with their families; few of whom joined schools in raised lands as majority stayed home exposed to greater chances of never going back to school again (dropping out). Apparently there are less chances of having these closed schools re-opened for term one 2013, and the congested schools are have no scholastic supplies and insufficient learning spaces.

0ther factors affecting learning include the low participation of women in school; female teachers constitute only 8% of the teaching workforce in Jonglei state (EMIS data 2011). And as a result of this, many girls affected by emergency end up dropping out and never coming back to school again.

B. Grant Request Justification

Briefly describe (in no more than 500 words) the reasons for requesting CHF funding at this time. Explain how CHF funding will help address critical humanitarian gaps in your cluster. Explain the value added by your organization (e.g. geographical presence). Indicate if any other steps have been taken to secure alternative funding.

As a result of flooding and inter-communal clashes many learning spaces have been destroyed, children and teachers displaced along with their communities and scholastic activities brought to a standstill in Uror, Akobo counties of Jonglei. The implementation of "*Providing lifesaving education in emergency in Jonglei*" with CHF funding will support the following gender sensitive emergency education interventions in these emergency prone regions counties of Uror and Akobo, of Jonglei state;

  i.   Coordinated education in emergency assessments will inform prompt planning and relevant (cost effective) education in emergency responses to conflict and disaster affected schools in Uror and Akobo Counties
  ii. Establishment of Classrooms protective temporary learning spaces, and gender sensitive latrines and hand washing points in conflict prone Payams of Uror and Akobo Counties; that provide a protective and child friendly school environment for both girls and boys to continue accessing basic quality education following the incidence of an emergency
  iii. Teacher training on emergency psychosocial support and coping life skills in Akobo and Uror counties; enhances their skills to manage emergency affected boys and girls and too manage emergency education supplies for continued access to basic quality education in emergency
  iv. Distribution of education and recreation materials to establish protective child friendly learning environment for boys and girls in uror and Akobo west Payams; education materials supports continued education following the loss of such during the emergency, whereas recreation materials enhance the participation of boys and girls and build their resilience following the event of emergency

These interventions that will be implemented over a period of 6 months Hold the Child will provide opportunities for continued access to basic quality education for boy and girls in Uror and Akobo Counties, and too extend the education cluster intervention to these emergency prone communities of Jonglei.

Hold the Child has not yet succeeded in acquiring alternative funding for the implementation of these above indicated interventions

C. Project Description (For <u>CHF Component</u> only)

i) Contribution to Cluster Objectives

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[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.

Briefly describe how CHF funding will be used to contribute to the achievement of the cluster priority activities identified for this allocation.

Under "*Providing lifesaving education in emergency in Jonglei*" project, Hold the Child will utilize CHF funding for the implementation of education in emergency activities that directly contribute to the achievement cluster priority activities as follows;

i.   Establishment of Classrooms as protective temporary learning spaces and gender sensitive latrines and hand washing points for emergency affected schools of Uror and Akobo (west) counties; which directly contributes to cluster activity (1 and 2) above *"Establish or rehabilitate safe and protective learning spaces for boys and girls with gender segregated WASH facilities";* and *Provide learning opportunities for emergency-affected children and youth*

ii.   Training teachers and PTAs on emergency psychosocial support and coping life skills in Akobo and Uror counties; directly contributes to cluster activity (5) above *"Conduct rapid training or orientation of teachers and PTAs in emergency-related life skills and psychosocial support"*

iii.   Distribution of education and recreation materials to establish protective child friendly learning environment for boys and girls in Uror and Akobo Payams; directly contributes to cluster activity (4) above *"Pre-positioning and distributing emergency teaching and learning materials to emergency-affected schools and communities"*

iv.   Advocate, report and respond when schools are occupied by armed forces or other groups in Akobo west and Uror communities; directly contributes to cluster activity (3) above "*Advocate, report and respond when schools are occupied by armed forces or other groups*

ii) Project Objective
State the objective/s of this CHF project will achieve. Objective/s should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART)

Provision of 20 protective inclusive learning spaces and emergency life saving messages to 4,000 emergency affected children and youths in Uror, Akobo, counties to ensure continuity of quality and relevant education during the first 6 months of 2013.

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 (broken down by age and gender to the extent possible).

1.   Co-chair regular county based coordination meetings (with our dedicated county based staff) with other partners to allow for standard, coordinated and needs based educational interventions and too facilitate community participation of community members in implementation, monitoring and evaluation of education in emergency in Uror, County; Participate in the cluster coordination initiates in Akobo, and continue working with the state education cluster.
2.   Conduct timely, and coordinated education needs assessments in the conflict and flood affected schools in Uror, and Akobo, counties in a holistic, transparent and participatory manner with reference to South Sudan minimum standards for education in emergency.
3.   Establish 20 protective and inclusive learning spaces with locally available materials for boys and girls in Uror, and Akobo Counties; through participatory approaches and environmental friendly methods will be used.
4.   Construction of 10 (4 stance) gender sensitive latrines for emergency affected schools of Uror and Akobo counties.
5.   Supply and prepositioning of emergency scholastics materials at the county hub location, onward distribution to the established temporary learning spaces to support continued access to quality and relevant education for 4,000 children (boy and girls)
6.   Conduct rapid training or orientation of 80 teachers and 120 PTAs in emergency-related life skills, psycho-social support and teachers code of conduct in emergency; and support the implementation of teachers code of conduct once an emergency occurs in Uror and Akobo Counties
7.   Social mobilization of local communities for school re opening to encourage school enrolments for boys and girls; and 10 established girl education movements to encourage girl child enrolments and retention during emergencies in Uror and Akobo counties
8.   Advocate, report and respond when schools are occupied by armed forces or other groups in Akobo West and Uror communities.
9.   Advocate and coordinate inter-related interventions with other cluster e.g. WASH (i.e. Provision of emergency school latrines) and Protection (i.e. protective learning spaces/child friendly spaces) at county levels in the event of emergency.
10. Monitoring of the adherence on the INEE standards during emergency intervention and impact of activities/interventions in conjunction with the County and State Education Authorities and other Education Cluster partners in Jonglei.

iv). Cross Cutting Issues
Briefly describe how cross-cutting issues (e.g. gender, environment, HIV/AIDS) are addressed in the project implementation.

a. Gender considerations
The implementation of "Providing lifesaving education in emergency in Jonglei" project will provide equal opportunity to male and female at staff, and beneficiary levels; boys and girls will be considered as equal beneficiaries; All project documents i.e. reporting templates, summary reports will bear data/information designated by sex.

b. Environment considerations
"Providing lifesaving education in emergency in Jonglei" project will establish protective inclusive temporary learning spaces with locally available materials; prior to resource/material mobilization, community members will be sensitized on sustainable utilization of their environment to ensure environmental protection as much as possible.

c. HIV/AIDS considerations
"Providing lifesaving education in emergency in Jonglei" project will provide equal opportunity to all members of the society of Uror and Akobo Counties regardless of their HIV status, and will undertake procedures that do not encourage the contraction of HIV/AIDS

v) Expected Result/s
Briefly describe (in no more than 300 words) the results you expect to achieve at the end of the CHF grant period.

1. 6 regular county based coordination meetings co-coordinate in Uror county, 6 coordination meetings participated in Akobo County and 6 state level education in emergency coordination meeting participated in
2. 6 timely, and coordinated education needs assessments conducted in the conflict and flood affected schools in Uror, and Akobo, counties following the occurrence of emergencies.
3. 20 protective and inclusive learning spaces established with locally available materials for boys and girls in Uror, and Akobo Counties; through participatory approaches and environmental friendly methods will be used.
4. 10 (4 stance) gender sensitive latrines constructed in emergency affected schools of Uror and Akobo counties.
5. 4,000 children (2,000 boys and 2,000 girls) supplied with emergency scholastics materials (20 blackboards, 20 school in box and 10 recreation kits) in Uror and Akobo counties
6. 80 (60 males and 20 females) teachers and 120 (60 males and 60 females) PTAs Conduct rapid training or orientation in emergency-related life skills, psycho-social support and teachers code of conduct in emergency; and supported to implementation of teachers code of conduct once an emergency occurs in Uror and Akobo Counties
7. 10 girls' education movements established for social mobilization and encourage more girls into basic schools during emergencies in Uror and Akobo counties.

List below the output indicators you will use to measure the progress and achievement of your project results. At least three of the indicators should be taken from the cluster defined Standard Output Indicators (SOI) (annexed). Put a cross (x) in the first column to identify the cluster defined SOI. Indicate as well the total number of direct beneficiaries disaggregated by gender and age.

SOI (X)	#	Output Indicators (Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).	Target (indicate numbers or percentages) (Targets should be disaggregated by age and sex as per the standard output indicators list and add-up to the number of direct beneficiaries identified page 1)
X	1.	Temporary learning spaces established and classrooms repaired	20 temporary learning spaces
X	2.	Total direct beneficiaries - number of emergency affected children and youth (M/F) attending temporary learning spaces	4,000 children (2,000 boys and 2000 girls)
X	3.	Emergency affected learning spaces provided with gender segregated latrines	10 schools. (The community shall be mobilized to construct the other latrines)
X	4.	Teachers (M/F) in emergency affected areas trained on life skills and psychosocial support	80 teachers (60 males and 20 females) 120 PTA members (60 males, 60 females)
X	5.	Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	4,000 children (2,000 boys and 2,000 girls)
X	6.	Trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	80 teachers (60 males and 20 females) 120 PTA members (60 males, 60 females)
	7.	School in a Box distributed to emergency affected children, youth and teachers	20 school in box
	8.	Recreation kits distributed to emergency affected children, youth and teachers	10 recreation kits

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.

Project activities will be implemented by Hold the Child organization in conjunction with government actors including, County Education department, and local authorities/leaders. Dedicated project staffs will work with;
- Education authorities to jointly select teacher to be trained, conduct regular education coordination meetings and education needs assessment;
- Local leader to selected participants for the collection of local building materials.

Education needs assessment reporst will be shared with the state education cluster where response plans will be suggested upon which Hold the Child will respond to in Uror and Akobo (east).

vii) Monitoring and Reporting Plan
Describe how you will monitor and report on the progress and achievements of the project. Notably:
1. Explain how will you measure whether a) Activities have been conducted, b) Results have been achieved, c) Cross-cutting issues have been addressed, and d) Project objectives have been met
2. Indicate what monitoring tools and technics will be used
3. Describe how you will analyze and report on the project achievements
4. Ensure key monitoring and reporting activities are included in the project work plan (Section III)[2].

Based on the outlined project outcomes and indicators outlines above (v), with reference to the project activity plan the following monitoring plan:
i. Report on training sessions/workshops including participants, and training schedule will be compiled at every end of each training session,
ii. Reports for county education coordination meetings will be compiles and shared with cluster on regular basis
iii. Reports for education needs assessments will be compiled and shared with state education cluster to draft a response plan
iv. Reports on the progress of the establishment of inclusive protective temporary learning spaces and gender sensitive

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[2] CHF minimum narrative reporting requirements will include the submission of a final narrative report and where applicable a narrative mid-term report. Narrative reports will include a progress on the project achievements using the outputs indicators listed in this project proposal.

latrines and hand washing points will be compiled on regular monthly basis

    v.   Formation and activities of girl child movements documented and reported

    vi.   Updates and reports on the occupation of schools by armed forces will be sent to the cluster on a regular basis

    vii.   Narrative reports and testimonies on the utilization of emergency education supplies, temporary leaning spaces and adherence to the teacher code of conduct in emergency will be compiled during the project life and shared at the end of the project cycle.

These reports will be summarized into one monthly narrative report that will also include the challenges faced in the reporting period. Monthly reports will be submitted to the state (Jonglei) and National (Juba) education cluster coordinators by 5th of the following month. Monthly report will also be analyzed by the project management to address the challenges faced in the reporting period. Monthly narrative reports will summarize into quarterly project reports and ultimately into final project narrative report; monthly financial statements, ledgers & vouchers will be compiled into monthly, quarterly fiscal reports and ultimately into a final fiscal report. Both narratives and fiscal reports will submit to OCHA/UNDP in quarterly basis and at the end of the project cycle.

E. Total funding secured for the CAP project	
Please add details of secured funds from other sources for the project in the CAP.	
Source/donor and date (month, year)	**Amount** (USD)

F. Budget Guideline

Each CHF project proposal must include a budget which details the costs to be funded by CHF. The budget should reflect activities described in the project narrative, and include sufficient detail to provide a transparent overview of how CHF funds will be spent. Budget lines should be itemized including quantity and unit prices of items to be procured whenever possible.
Use the annexed excel sheet to fill the budget ensuring it strictly adheres to CHF budget guidelines hereafter. These guidelines provide guidance on budget category description (section i), type of budgetary information required (section ii) and guidance on Direct and Indirect costs (section iii)

Note i) Description of Budget Categories

1. RELIEF ITEMS and TRANSPORTATION	NOTES
• Direct operational input including the procurement of consumable supplies for project implementation (e.g. drugs, food, NFIs, seeds, tools, etc.); and related costs of transportation and handling.	• Breakdown by line item and indicate unit/ quantity/ cost per unit • Provide itemized description for those without quantity/cost per unit • If relief items are received from pipeline or other sources please list the items and indicate the amount under column i "Other funding to this project including in kind". • Cost for supplies should be presented separately from cost of transport in the budget sheet.
2. PERSONNEL	
• Organization staff costs and entitlements involved in the implementation of the project (programme and support staff)	• Provide detailed description of Responsibility/title, post location, quantity and the percentage of full time equivalent (FTE) dedicated to the CHF project • Indicate the percentage dedicated to the CHF project. • Do not include consultancies with firms or agreements with implementing partners (which go under Category 5 Contracts)
3. STAFF TRAVEL	
• Costs incurred for the travel of staff members	• Provide detailed description of staff members (title, post location) • Provide breakdown of all costs (frequency, amount and number of staff)
4. TRAINING WORKSHOPS/SEMINARS/CAMPAIGNS	
• Only training directly related to implementation of the project to be included (counterparts and staff members)	• Describe type of training, number of participants, location, duration, unit cost • Provide breakdown of costs incurred during each of the training
5. CONTRACTS	
• Specialized services provided to the project by an outside contractor including groups, firms, companies, and NGOs (e.g. printing press, consultancy firms, construction companies)	• Depending on type of contract and services provided- the budget line should be itemized • Give itemized breakdown of pass-through funding for each Implementing Partner
7. VEHICLE OPERATING AND MAINTENANCE COSTS	
• This budget line includes the purchase/rental of vehicles directly serving the implementation of the project	• Rental of vehicles and maintenance could be a paid on a monthly basis (Lump Sum) or $/kilometer • Provide breakdown by item/activity, location, quantity, unit cost
8. OFFICE EQUIPMENT AND COMMUNICATION	
• Procurement of non-consumables (telecom equipment, IT equipment, office supplies, etc.) • Office rent and fuel for the generators, utilities (telephone, water, electricity etc)can be included in this budget line	• Provide breakdown by item/activity, location, quantity, unit cost • Other office supplies that cannot be itemized can be indicated as lump sum (LS)
9. OTHER ADMINISTRATIVE COSTS	
• Other costs related to the project not covered by the above such as bank transfer charges, courier charges,. etc	• Provide itemized description of costs if not possible to breakdown by unit/quantity/cost per unit
OVERHEAD/PROGRAMME SUPPORT COSTS (PSC)	
• To cover PSC at HQ/regional and country level.	• PSC not to exceed 7% **of subtotal** project costs
AUDIT Costs	
• NGOs are required to budget at least 1% of total project cost for audit, UNDP/TS will contract external audit	
11. GRAND TOTAL COSTS	
• The total of project costs	• The Sum of subtotal project costs, PSC and Audit.

Note ii) type of budgetary information required
(a) Items Description: Provide a brief description of items required to implement the project.
(b) Location: The place where the cost is incurred. This column is key to determine the Direct and Indirect nature of the budget line in column c.
(c) Cost Type (I or D): Indicate if a budget line is D (direct) or I (indirect). See Notes iii) below for guidance on how to determine the cost type.
(d) Unit of measurement: indicate the unit used to measure the budget line. e.g months, tonnage, pieces etc
(e) Percentage/full-time-equivalent (FTE): indicate the percentage or FTE that CHF will cover.
(f) Quantity: the amount in relation to the unit of measurement, such as number of people, number of months etc
(g) Unit Cost: the cost of one item.

(h) Total CHF Cost: the sheet automatically calculates once column e, f and g are filled in
(i) Other funding to this project including in kind: indicate if there is any other funding or resources (cash or in-kind) received toward activities of this project. e.g supplies received from the pipelines.

Note iii) Guidance on Direct and Indirect Costs

1. RELIEF ITEMS and TRANSPORTATION
- If relevant to the project all cost fall under **direct** cost
- Cost for supplies should be presented separately from cost of transport in the budget sheet

2. PERSONNEL
Direct costs:
- All Staff costs, including entitlements, of personnel **directly** involved in the implementation of the project and based at project location. *(Remember to provide in the budget a detailed description of staff members title & post location.)*

Indirect costs:
- All Staff costs and entitlements of personnel <u>not directly</u> involved in the implementation of the project (Juba/other state capital headquarters staff). (*For Juba/ other state capital HQs staff, charged to the project please provide in the budget a detailed description of staff members title, location and percentage of time devoted to the project and equivalent dollar amount. For example for an M&E officer at Juba level, devoting 10% of his/her time for six months, the row will be filled as follows:*

Item Description	Location	Cost type (Direct or Indirect)	Unit of measurement	Percentage/ FTE	Quantity	Unit Cost	Total
One M&E officer	Juba	I	months	10%	6	1,200	**720**

Please note, the budget sheet will automatically calculate the total cost.

3. STAFF TRAVEL
Direct costs:
- Travel cost of staff **directly** involved in the implementation of the project (staff based at project area) are direct. Please specify in the budget line where from and where to is travel intended.

Indirect costs:
- Travel cost for support staff not directly involved in the implementation of the project (e.g. headquarters staff travelling on mission to the project location).

4. TRAININGS, WORKSHOPS, SEMINARS, CAMPAIGNS
Direct costs:
- All costs of training, workshop, seminars and campaigns if they are directly related to the outcome of the project (e.g. mobilization campaign to promote hygiene and sanitation; training of nurses on safe delivery). *(Remember to describe in the budget the type of training, the number of participants, location and duration of the training).*

5. CONTRACTS
- All costs under contracts fall under **direct.** Please remember to provide a description of the services provided.

6. VEHICLE OPERATING & MAINTENANCE COSTS
Direct costs: if related to vehicles used at the project implementation area

Indirect costs: if related to vehicles outside project areas (e.g. vehicle cost in Juba for a project being implemented in Bor)

7. OFFICE EQUIPMENT & COMMUNICATIONS
Direct costs:
- If items/service is used at the project implementation area
Indirect costs:
- If items/service is used outside of the project implementation area (e.g. Cost of services in Juba Country Office for a project being implemented in Bor).

8. OTHER COSTS (bank charges, …)
Direct costs:
- If items/service is used at the project implementation area costs
Indirect costs:
- If items/service is used outside of the project implementation.
- Visibility is considered Indirect cost.

9. Programme Support costs (Indirect cost)

10. AUDIT COSTS for NGO implemented projects (Indirect Cost)

SECTION III:

This section is <u>NOT required</u> at the first submission of a proposal to the cluster coordinator/co-coordinator. However it is required to be filled for proposals recommended for funding by the Advisory Board.

The logical framework is a tool to present how the implementation of CHF funded activities and their results (outputs and outcomes) will contribute to achieving higher level humanitarian results (project and cluster objectives) and how these results will be measured.

Fill in the logical framework below for this project proposal ensuring the information provided is in accordance with the strategies and activities described in the narrative section of this proposal, in particular section C.

LOGICAL FRAMEWORK			
CHF ref./CAP Code: <u>SSD-13/E/55600</u>	**Project title:** <u>Providing lifesaving education in emergency in Jonglei</u>	**Organisation:** <u>Hold the Child Organisation.</u>	

	Cluster Priority Activities for this CHF Allocation: *What are the Cluster Priority activities for this CHF funding round this project is contributing to:*	**Indicators of progress:** *What are the key indicators related to the achievement of the CAP project objective?*	**How indicators will be measured:** *What are the sources of information on these indicators?*	
Overall Objective	• Establish or rehabilitate safe and protective learning spaces for boys and girls with gender segregated WASH facilities • Provide learning opportunities for emergency-affected children and youth • Advocate, report and respond when schools are occupied by armed forces or other groups • Pre-positioning and distributing emergency teaching and learning materials to emergency-affected schools and communities • Conduct rapid training or orientation of teachers and PTAs in emergency-related life skills and psychosocial support	• Number of inclusive protective learning spaces and gender segregated latrines; established/rehabilitated • Number of children (boys and girls) accessing quality basic education in the event of emergence; • Number of schools vacated by armed forces or other groups; • Number of School in a box; Black board and Recreation kits distributed • Number of Teachers and PTAs (male and females) trained on emergency-related life skills and psychosocial support	• Reports on the establishment/rehabilitation of inclusive protective learning spaces; • Testimonies and report on utilization of inclusive protective learning spaces; • Reports on the initiatives undertaken to advocate for the vacation of armed forces from occupied schools; • Reports on the distribution and utilization of scholastic supplies; • Signed attendance forms/lists, and training reports on emergency-related life skills and psychosocial support	

	CHF Project Objective: *What are the specific objectives to be achieved by the end of this CHF funded project?* • Provision of 20 protective inclusive learning spaces and emergency lifesaving messages to 4,000 emergency affected children and youths in Uror, Akobo, counties to ensure continuity of quality and relevant education during the first 9 months of 2013.	Indicators of progress: *What indicators will be used to measure whether the CHF Project Objectives are achieved. Indicators may be quantitative and qualitative* • Number of inclusive protective learning spaces established/rehabilitated; • Number of children (boys and girls) accessing basic quality education in the event of emergence; • Number of children (boys and girls) equipped with emergence coping life skills	How indicators will be measured: *What sources of information already exist to measure this indicator? How will the project get this information?* • Reports on inclusive protective learning spaces established/rehabilitated; • Reports on children accessing quality basic education under the established learning spaces in the vent of emergence; • Reports of children equipped with emergence coping life skills	Assumptions & risks: *What factors not under the control of the project are necessary to achieve these objectives? What factors may get in the way of achieving these objectives?* • Security and access to emergence affected communities and schools • Stable/replenished supplies core pipelines; • Positive community participation and collaboration in the different project activities; • Presence of local building materials and skilled labour; • Presence and collaboration of other education cluster partners; • Insecurity and in accessibility to emergence affected communities; • Shortage of local building materials; • In adequate/delayed supplies; • Delayed disbursement of funds
Purpose				
Results	Results - Outcomes (intangible): *State the changes that will be observed as a result of this CHF Project. E.g. changes in access, skills, knowledge, practice/behaviors of the direct beneficiaries.* • Improved coordination and participatory education in emergence interventions in Uror and Akobo counties • Improved skills to manage pupils in school during emergencies in Uror and Akobo counties • Improved access to quality basic education during emergence • Improved resilience of pupils to cope with the negative impacts associated with the prone emergences in Uror and Akobo • Increased adherence to the teachers code of conduct during emergencies in Uror and Akobo counties	Indicators of progress: *What are the indicators to measure whether and to what extent the project achieves the envisaged outcomes?* • Number of coordination meetings held and participatory education needs identification and response; • Number of children (boys and girls) accessing quality basic education; • Number of Teachers (male and female) trained on emergency-related life skills and psychosocial support; • Number of children (boys and girls) provided with psychosocial supported and trained on basic coping life skills; • Number of teachers adhering to the code of conduct in emergence	How indicators will be measured: *What are the sources of information on these indicators?* • Minutes for coordination meetings; education needs assessment reports, and response plans drawn; • Reports on utilization of inclusive, protective learning spaces during emergencies; • Signed attendance list, and training reports on emergency-related life skills and psychosocial support; • Reports on psychosocial support and life skills training in schools; • Reports on the teachers conducts in emergence	Assumptions & risks: *What factors not under the control of the project are necessary to achieve the expected outcomes? What factors may get in the way of achieving these objectives?* • Security and access to emergence affected communities and schools • Stable/replenished supplies core pipelines • Positive community participation and collaboration in the different project activities • Presence of local building materials and skilled labor • Presence and collaboration of other education cluster partners • Insecurity and in accessibility to emergence affected communities • Shortage of local building materials • In adequate/delayed supplies • Delayed disbursement of funds

Immediate-Results - Outputs (tangible):	Indicators of progress:	How indicators will be measured:	Assumptions & risks:
List the products, goods and services (__grouped per areas of work__) that will result from the implementation of project activities. Ensure that the outputs are worded in a manner that describes their contribution to the outcomes. • 6 regular county based coordination meetings held in Uror County, 6 coordination meetings held in Akobo County and 6 state level education in emergency coordination meeting participated in to strengthen the coordination of education in emergence interventions. • 6 timely, and coordinated education needs assessments conducted in the conflict and flood affected schools in Uror, and Akobo, counties following the occurrence of emergencies to improve participatory education in emergence interventions. • 20 protective and inclusive learning spaces established with locally available materials for boys and girls in Uror, and Akobo Counties to improve access to quality basic education during emergence. • 10 (4 stance) gender sensitive latrines constructed in emergency affected schools of Uror and Akobo counties, to improve access to quality basic education during emergence. • 4,000 children (2,000 boys and 2,000 girls) supplied with emergency scholastics materials (20 blackboards, 20 school in box and 10 recreation kits) in Uror and Akobo counties, to improve access to quality basic education during emergence. • 80 (60 males and 20 females) teachers and 120 (60 males and 60 females) PTAs trained or orientation in emergency-related life skills, psycho-social support and teachers code of conduct in emergency; and supported to implementation of teachers code of conduct once an emergency occurs in Uror and Akobo Counties to improve the resilience of pupils to cope with the negative impacts associated with the prone emergences in	*What are the indicators to measure whether and to what extent the project achieves the envisaged outputs?* *Ensure the indicators identified in Section II (v) of this proposal are adequately inserted in this section.* • Number of cluster coordination meetings held, and participated • Number of education needs assessments held; • Number of inclusive and protective temporary learning spaces established and classrooms repaired; • Number of emergency affected children and youth (M/F) attending temporary learning spaces; • Number of emergency affected learning spaces provided with gender segregated latrines; • Number of recreation kits distributed to emergency affected children, youth and teachers • Number of teachers (M/F) in emergency affected areas trained on life skills and psychosocial support • Number of school in a Box distributed to emergency affected children, youth and teachers • Number of children (boys and girls) equipped with basic emergency coping life skills • Number of children (boys and girls) reporting feeling safe after the event of emergence • Number of girls' education movements established	*What are the sources of information on these indicators?* • Minutes for coordination meetings; education needs assessment reports, and response plans drawn • Reports on the establishment and repair of inclusive protective learning spaces • Reports on utilization of inclusive, protective learning spaces during emergencies • Reports on the distribution and utilization of scholastic and recreation supplies • Signed attendance list, and training reports on emergency-related life skills and psychosocial support • Reports on psychosocial support and life skills training in schools • Reports on the teachers conducts in emergence • Reports on girls' education movements and social mobilization	*What factors not under the control of the project are necessary to achieve the expected outcomes? What factors may get in the way of achieving these objectives?* • Security and access to emergence affected communities and schools • Stable/replenished supplies core pipelines • Positive community participation and collaboration in the different project activities • Presence of local building materials and skilled labor • Presence and collaboration of other education cluster partners • Insecurity and in accessibility to emergence affected communities • Shortage of local building materials • In adequate/delayed supplies • Willingness of communities to participate positively in project activities • Delayed disbursement of funds

Uror and Akobo • 10 girls' education movements established for social mobilization and encourage more girls into basic schools during emergencies in Uror and Akobo counties to improve access to quality basic education during emergence.			
Activities: *List in a chronological order the key activities to be carried out. Ensure that the key activities will results in the project outputs.* • Conduct timely and coordinated education needs assessments in the conflict and flood affected schools in Uror and Akobo Counties. • Conduct timely, and coordinated education needs assessments in the conflict and flood affected schools in Uror, and Akobo, counties. • Co-chair Regular County based coordination meetings in Uror; and participate in Akobo county coordination, State cluster coordination meetings. • Establish 20 protective and inclusive learning spaces with locally available materials for boys and girls in Uror, and Akobo Counties; through participatory approaches and environmental friendly methods will be used. • Construction of 10 (4 stance) gender sensitive latrines and hand washing points for emergency affected schools of Uror and Akobo counties. • Supply and prepositioning of emergency scholastics materials at the county hub location, onward distribution to the established protective temporary learning spaces. • Conduct rapid training or orientation of 80 teachers and 120 PTAs in emergency-related life skills, psycho-social support and teachers' code of conduct in emergency; and support the implementation of teachers' code of conduct once an emergency occurs in Uror and Akobo Counties.	**Inputs:** *What inputs are required to implement these activities, e.g. staff time, equipment, travel, publications costs etc.?* • Staff time at county levels • Mobility equipment and running costs • Communication equipment and connection costs • Costs for stationery and utility costs for project management; cluster meetings, needs assessments and advocacy • Printing costs for training materials • Stationery and utility costs for training sessions • Costs for local building materials and local skilled labor • Costs for travel		**Assumptions, risks and pre-conditions:** *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?* • Security and access to emergence affected communities and schools • Funding disbursement • Presence of target emergence incidences • Stable/replenished supplies core pipelines • Positive community participation and collaboration in the different project activities • Presence of local building materials and skilled labor • Presence and collaboration of other education cluster partners

• Social mobilization of local communities for the re-opening of closed schools; and establish 10 girl education movements in Uror and Akobo counties. • Advocate, report and respond when schools are occupied by armed forces or other groups(IDPs) in Akobo West and Uror communities. • Advocate and coordinate inter-related interventions with other cluster e.g. WASH (i.e. Provision of emergency school latrines) and Protection (i.e. protective learning spaces/child friendly spaces) at county levels in the event of emergency. • Monitoring of the adherence on the INEE standards during emergency intervention and impact of activities/interventions in conjunction with the County and State Education Authorities and other Education Cluster partners in Jonglei.			

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	Q1/2013		Q2/2013			Q3/2013			Q4/2013			Q1/2014		
	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	
Activity 1 Conduct timely, and coordinated education needs assessments in the conflict and flood affected schools in Uror, and Akobo, counties.			X	X	X	X	X	X						
Activity 2 Co-chair regular county based coordination meetings in Uror; and participate in Akobo county coordination, State cluster coordination meetings.			X	X	X	X	X	X						
Activity 3 Establish 20 protective and inclusive learning spaces with locally available materials for boys and girls in Uror, and Akobo Counties; through participatory approaches and environmental friendly methods will be used.			X	X	X	X								
Activity 4 Construction of 10 (4 stance) gender sensitive latrines and hand washing points for emergency affected schools of Uror and Akobo counties.			X	X	X	X								
Activity 5 Supply and prepositioning of emergency scholastics materials at the county hub location, onward distribution to the established protective temporary learning spaces.			X	X	X	X								
Activity 6 Conduct rapid training or orientation of 80 teachers and 120 PTAs in emergency-related life skills, psycho-social support and teachers' code of conduct in emergency; and support the implementation of teachers' code of conduct once an emergency occurs in Uror and Akobo Counties.			X	X										
Activity 7 Social mobilization of local communities for the re-opening of closed schools and encourage school enrolments for boys and girls; and establish 10 girl education movements in Uror and Akobo counties.			X	X	X	X	X							
Activity 8 Advocate, report and respond when schools are occupied by armed forces or other groups (IDPs) in Akobo West and Uror communities.			X	X	X	X	X	X						
Activity 9 Advocate and coordinate inter-related interventions with other cluster e.g. WASH (i.e. Provision of emergency school latrines) and Protection (i.e. protective learning spaces/child friendly spaces) at county levels in the event of emergency.			X	X	X	X	X	X						
Activity 10 Monitoring of the adherence on the INEE standards during emergency intervention and impact of activities/interventions in conjunction with the County and State Education Authorities and other Education Cluster partners in Jonglei.			X	X	X	X	X	X						

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