

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
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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.

<p>Cluster Priority Activities for this CHF Round</p> <ul style="list-style-type: none"> Establish or rehabilitate safe and protective learning spaces for boys and girls Provide learning opportunities for emergency-affected children and youth across ten states Construct safe water sources and separate sanitation facilities for boys and girls Advocate, report and respond when schools are occupied by armed forces or other groups Pre-positioning of core pipeline / EP & R through the procurement and prepositioning of emergency teaching and learning materials at state and country level Distribute essential 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 psycho-social support Ensure risk reduction analysis tools and contextualized minimum standards are available and used widely at state levels 	<p>Cluster Geographic Priorities for this CHF Round</p> <p>Jonglei, Unity, Upper Nile, Warrap, Lakes, NBeG</p>
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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)		
INTERSOS	State	%	County
Project CAP Code	Unity State	66%	Pariang
SSD-13/E/55548/5660			Mayom
CAP Project Title (please write exact name as in the CAP)	Upper Nile	34%	Renk
Ensuring the right to education for all children affected by emergency in Jonglei, Upper Nile and Unity States through the integration of support system and responsive community action.			
Total Project Budget requested in the in South Sudan CAP	US\$1,920,511		
Total funding secured for the CAP project (to date)	US\$ 0		
Funding requested from CHF for this project proposal	US\$326,637		
Are some activities in this project proposal co-funded?			
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (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:	439	300
Girls:	600	11,510
Indirect Beneficiaries		

Men:	741	300
Boys:	1,400	18,740
Total:	3,180	30,850

Implementing Partner/s (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)	
N/A	

Contact details Organization's Country Office	
Organization's Address	Nimra Talata block 15, Juba
Project Focal Person	<i>Andrea Malatesta</i> <i>education.unity.south.sudan@intersos.org</i>
Country Director	<i>Mauro Modena</i> <i>south.sudan@intersos.org</i>
Finance Officer	<i>Antonella Luciano</i> <i>admin.south.sudan@intersos.org</i>

Catchment Population (if applicable)
Emergency affected returnees, IDPs and Host Community students

CHF Project Duration (12 months max., earliest starting date will be Allocation approval date)	
Indicate number of months: 6 months (April – September)	
Starting date: 01/04/2013	
Ending date: 30/09/13	

Contact details Organization's HQ	
Organization's Address	Via Aniene, 26/A – 00198 Roma, Italy
Desk officer	<i>Marcelo Garcia Dalla Costa</i> <i>marcelo.garsia@intersos.org</i>
Finance Officer	<i>Mario Rusconi</i> <i>mario.rusconi@intersos.org</i>

SECTION II

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 population¹

South Sudan is known as a Country which is cyclically affected by complex emergencies both natural and manmade, with Unity and Upper Nile being two of the most vulnerable and prone states. The impact of those emergencies is huge in terms of figures of displaced people (only in Unity for the period: Jan. 2011-Oct.2012 there have been 67,215 IDPs due to floods, OCHA).

In Unity State from January to July 2012 at least 33,023 learners in 45 schools have been affected by emergencies which show the large effects that disasters, both natural and man-made, have in the Education sector in South Sudan. Because of these events in Unity at least 57.0% of the children do not have access to permanent or semi-permanent learning spaces and safe WASH and Hygiene facilities (August 2012, OCHA). Intersos could verify that in some Counties the situation is even worse. In Koch and Mayendit Counties a very high number of emergency affected students couldn't cope with disasters because of lack of learning spaces. Among the 11 schools which have been visited no-one had the right number of classes to accommodate all students. In some cases (Tharjiath PS, Koch County) there were no classes available at all.

Aside the chronic lack of learning spaces also WASH programs have been identified as one of the most urgent priority in schools with analysis demonstrating that several counties most affected by instability and returnees report the worst indicators in terms of percentage of children in school without access to water and latrines. Through several assessments carried out in Unity State in Counties such as Pariang, Guit, Rubkona, Mayendit, Koch and Panyijar, Intersos could verify the needs of wash and hygiene facilities considering that those in place are often very far from SPHERE standards. The Organization is currently organizing in same of the previous mentioned Counties the construction of emergency latrines to address the most urgent needs.

Along with the issue of lack of enough learning spaces for emergency affected children there is a need of emergency teaching and learning materials even in non-emergency contexts in South Sudan, access to teaching and learning materials across the country is poor.

It's necessary also to highlight the critical need for emergency-specific teacher training, which ensures that volunteer and teachers recruited by the government have the necessary information to provide support and lifesaving information to emergency affected learners. Intersos during the on-going project has carried out a total of six trainings on Psychosocial Support aimed at improving the capacity of Education Personnel and PTAs to better cope in emergency contexts.

Teacher capacity in South Sudan is exceptionally low, 43.7% of teachers have only completed Primary School education and only 43.7% have had any teacher training. In Unity State, one of the most vulnerable to emergencies the ratio of pupils to qualified teachers is 413:1, far exceeding the national average, 198:1 (EMIS 2011 data). These figures highlight the importance of the provision of specific trainings for teachers in the States of intervention.

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.

The present project is designed to respond to manmade and natural humanitarian crises that are currently affecting scholastic activities in the two most critical and prone States of the Republic of South Sudan: Unity and Upper Nile States.

Those two States are considered to be among the most critical because affected by different emergencies: high concentration of stranded returnees, natural disasters and manmade humanitarian crises.

Also the general Education figures show how much the State should be taken highly in consideration for the implementation of Education in Emergency projects, as the data from "Education Statistics for Southern Sudan-2010" of GoSS-EMIS shows.

In South Sudan the total primary school Gross Enrolment Rate (GER) is 63.5% while the Net Enrolment Rate (NER) is 37.1% (the enrolment rate for girls is largely behind that one of boys). In particular in Unity State the NER for males is 59.0% while the one for females is 42.3%. In Upper Nile the data show a NER for male as 58.6% while for females is 58.2% (data for primary schools).

The figures drastically drop in the secondary schools enrollment of girls underlining the gender disparities. Only around 400 girls are reported to be enrolled in the last grade of secondary school. As this data illustrates, South Sudan's girls face a triple disadvantage.

In an education system that offers limited opportunities for all children, they are the last in, the first out and the least likely to make it to secondary school (EMIS 2010, GRSS)

The primary school pupil-classroom ratio is per Unity is 230.3 while per Upper Nile is 150.3 highlighting the urgent need of Education related actions.

Through the submission of the present project proposal, funds are being asked in order to strengthen the State Education in Unity and Upper Nile States with the aim of responding effectively to humanitarian crises.

In general, this project wants to ensure that IDP and returnee as well as children from the host communities affected by manmade and natural emergencies have the opportunity to have safe Education environments in terms of learning spaces, wash and sanitation facilities, availability of teaching and learning material.

Moreover the project will be monitored through regular monitoring sessions in order to verify the effectiveness of the intervention and in case to adopt diverse and more appropriate actions.

Actions which will be taken to respond to emergencies will be ensured through the current presence of Intersos in both States. In Unity the response will be carried out using the two existing bases in Pariang and Bentiu as logistic hubs while the two offices in Malakal and Renk will guarantee the implementation of activities for Upper Nile State.

C. Project Description (For CHF Component only)

i) Contribution to Cluster Objectives

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

The project targets at least 2000 emergency affected returnees, IDPs as well as host community children in Unity and Upper Nile States with at least 600 girls.

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.

The proposal envisages several actions as follows:

Response

In case of emergency the coordination mechanisms will be activated, and Intersos educational team together with relevant SMOE representatives and Education partners will shortly organize very effective assessment missions, the response plans according to the data collected, the organization of temporary classes and the provision of emergency latrines (WASH component in Education). The response will consist in the provision of 7 safe and protective temporary learning spaces (tents), rehabilitation of 7 classes, 25 school-in-a-box, 11 recreational kits and 50 blackboards and at least 14 genders segregated emergency latrines.

For the soft component of the project, a series of trainings aimed for teachers and PTAs members on Psychosocial support and Protection Principles will be conducted in order to better address the needs of children affected by emergencies. A total of at least 120 teachers and PTAs members, of which at least 30 women, will be trained on psychosocial support and Protection Principle. Moreover trainings on EiE for education personnel and awareness raise campaigns on lifesaving messages will be conducted. A total of 60 participants (at least 9 women) and 1000 community members (at least 400 women) will participate in the mentioned activities.

Monitoring

As part of the monitoring strategy, a Monitoring team will be put in place in order to check the effectiveness of the interventions.

It means to set up a team focused mainly to measure the impact of the interventions, both the provision of temporary learning spaces and the teachers and PTAs members' trainings.

Therefore, in Unity State as well as in Upper Nile State, Intersos will establish a monitoring team composed of 3 people in charge of the monitoring of activities, of which the objective will be to evaluate the number of teachers and PTAs members who use the skills gained during the trainings, and the real number of children who benefit and feel safe and protected in the tents provided and those classes which will be rehabilitated.

These two teams set up will monitor the Intersos Education interventions in Unity State and Upper Nile State with the objective to verify that at least 80% of teachers and PTAs members trained uses the psychosocial principles and at least 80% of pupils attending the temporary learning spaces and the classes rehabilitated feel safe and protected by abuse and violence.

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)

Objective 1. To increase access to protective learning spaces by children and youth affected by acute emergencies.

Objective 2. To increase the availability of emergency teaching and learning materials to ensure continuity of relevant education during and after acute emergencies.

Objective 3. To increase the capacity of community and education members to provide lifesaving messages and psychosocial support to children and youth affected by emergencies.

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).

Activity 1.1 Installation of at least 7 temporary learning spaces (tents) for boys and girls (Mayom, Pariang and Renk Counties, Unity and Upper Nile States with at least 560 direct beneficiaries of which at least 180 girls).

Activity 1.2 Rehabilitation of 7 classes damaged by emergencies (Mayom, Pariang and Renk Counties, Unity and Upper Nile States with at least 400 direct beneficiaries of which at least 120 girls).

Activity 1.3 Construction of 14 emergency latrines in emergency affected schools (Mayom, Pariang and Renk Counties, Unity and Upper Nile States).

Activity 1.4 Monitoring sessions with pupils attending the learning spaces established and rehabilitated.

Activity 2.1 Preposition emergency teaching and learning materials at state and country level

Activity 2.2 Distribute essential teaching and learning materials to emergency-affected schools (at least 7 tents, 25 schools in a box, 11 recreational kits, 50 blackboards. Mayom, Pariang and Renk Counties, Unity and Upper Nile States).

Activity 3.1 Delivery of trainings on Psychosocial Support and Protection Principles aimed for teachers and PTAs members (for Unity in Pariang and Mayom County while for Upper Nile States in Renk County, 120 participants with at least 25% females).

Activity 3.2 Delivery of workshops On Education in Emergency aimed for Education personnel (Upper Nile, Renk County, 60 participants with at least 15% females).

Activity 3.3 Awareness raise campaigns on lifesaving messages for community members (Upper Nile, Renk County, 1000 participants with at least 400 women).

Activity 3.4 Monitoring sessions with trained teachers and PTAs members to verify if they use the skills delivered during the trainings and to support them in case of emergencies.

iv). Cross Cutting Issues

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

In order to maximize the impact of activities, during an emergency response it's crucial the coordination between Education Partners with other Actors working in others Clusters. In particular the information sharing and the partnership with other sectors such as Protection and especially Child Protection and Gender Base Violence (GBV) working groups, WASH, Health and Nutrition is essential to better address the needs of emergency affected students. Assessments are surely important tools and means of verification for all the above mentioned aspects to be counted into emergency responses. These in fact are the occasions for different Clusters to work closely with each other and so to maximize the impact of interventions.

Protection

In emergency responses it's crucial to address the need of children especially those more vulnerable (orphans, children with physical and/or mental disabilities, children recruited by armed groups, children victims of violence, etc.) who normally are the most affected and often forgotten by humanitarian actors. Education plays a critical role in protecting children and youth in these

situations; the protection afforded by education can be physical, cognitive, psychosocial, or a combination of the three. Physical protection will be provided through the creation of safe learning spaces free from dangers such as falling debris and landmines, as well as from violence such as forced abduction and sexual violence. Cognitive protection will be provided through the content of education which will provide important health and safety messages. Psychosocial protection will be provided by the teachers themselves and making children feeling safe and comfortable and able to interact freely with adults and with peers they trust, sharing their ideas, hopes and fears for the future. In emergency situations, girls and boys have different vulnerabilities and capacities and, therefore, different protection needs. Intersos education intervention is designed to be protective for children affected by the crisis and is gender-responsive. Protection from physical violence will be ensured with particular attention to protection from sexual violence for girls and young women; the location of school buildings and facilities will be decided with this in mind, as it will be the schedule of classes. All the activities related to protection will be surely coordinated with the Cluster through Inter-Agency meetings. Moreover before the implementation of trainings on Protection principles, Intersos will ask the feedbacks of those actors which work to prevent abuse and violence to children.

Gender Based Violence

In emergency settings it is very important to raise awareness among communities, teachers, parents and children in order to prevent sexual abuse and exploitation.

The combination of gender-based activities with Education in Emergency reduces the risks and the threats for children, and in particular for women and girls, making the very high ratio of drop-out rates present in Unity and Upper Nile States lower.

Water and Sanitation, Hygiene

The coordination with this sector is essential considering that WASH in order to guarantee to emergency affected children proper and safe educational spaces. It's demonstrated in fact that a better access to gender-friendly latrines, the promotion of hygiene interventions and best practices along with access to safe water supplies for both children and teachers plays an important role during emergency responses targeting affected schools. Intersos will guarantee the coordination with this important Cluster and the implementation of WASH-related activities thanks to its WASH department which is already working in Unity in those Counties (Pariang and Mayom) for which this project has been written.

Disasters Risk Reduction

The Education system in general is the first service affected by manmade and natural disasters, and it generally collects the majority of children/students of the community. Trainings and awareness-raise campaigns on disaster risk reduction could prevent and reduce the effects of hazards and improve the resilience of the community enabling them to create coping mechanisms.

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.

Result 1: Students and pupils affected by natural and manmade disasters in Unity and Upper Nile States are assisted during and after an emergency arise.

Result 2: The teachers, the PTAs members and the students affected by emergencies enjoy positive effects of the activities put in place during the interventions.

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 <small>(Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).</small>	Target (indicate numbers or percentages) <small>(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)</small>
X	1.	Total direct beneficiaries - number of emergency affected children and youth (M/F) attending temporary learning spaces and classes rehabilitated.	2000 children (M: 1400; F: 600)
X	2.	Temporary learning spaces established	7
X	3.	Classrooms rehabilitated	7
X	4.	Emergency affected learning spaces provided with gender segregated latrines	7
X	5.	School in a Box distributed to emergency affected children, youth and teachers	25
X	6.	Recreation Kits distributed to emergency affected children, youth and teachers	11
	7.	Blackboards distributed to emergency affected children, youth and teachers	50
	8.	Teachers and PTAs members (M/F) in emergency affected areas trained on life skills and psychosocial support	60 teachers (at least 15 females) 60 PTAs (at least 15 females)
X	9.	Trained teachers and PTA members (M/F) who use training materials and apply psychosocial and life-saving principles in their teaching in emergency affected learning spaces	At least 48 teachers (M: 36; F:12) At least 48 PTAs (M:36; F:12)
	10.	Awareness raise campaigns on life saving messages for community members	1000 members (M: 600; F: 400)
	11.	Education personnel trained on Education in Emergency	60 participants (M: 51; F: 9)

X	12.	Children and youth (M/F) reporting feeling safe and protected in emergency affected learning environments	At least 1600 children (Boys: 1,120; Girls: 480)
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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.

The implementation mechanism consists in strengthening Intersos' Education team in Unity State and Upper Nile States with 1 additional International staff, 1 Construction Expert, 1 Education Assistant, 3 Monitoring Officers and 2 storekeepers to directly reach Pariang and Mayom Counties in Unity and Renk County in Upper Nile State.

The Education team will work in order to ensure the Education in Emergency adequate response and monitoring of the interventions.

The Education team is needed for the implementation of this project because it will ensure the rapid and efficient response to the targeted areas. The PM will coordinate the team in the two States: the Construction Expert will ensure adequate skills during the constructions works, the education assistant will coordinate monitoring sessions together with the Monitoring Officers as well as the organization and the implementation of the foreseen trainings.

For all logistic aspects Intersos will implement activities thanks to the already existing bases in Parian and Bentiu for Unity and Malakal and Renk for Upper Nile.

Moreover all the responses will be coordinated with MoE and other Education Partners at Cluster Level in Unity as well as in Upper Nile States.

INTERSOS will utilize its own procurement rules and regulations as per INTERSOS' Organization, Management and Control Model.

vii) Monitoring and Reporting Plan

The International Education Expert/Project Manager will have the overall responsibility of the on-going monitoring of activities implementation. The International Project Manager will be assisted by a national Education Assistant and an international Construction Expert who will supervise and coordinate all works related to constructions. In addition 4 Monitoring Officers will be deployed in the field to monitor the on-going actions taken against the crises.

M&E will be carried at every completion implementation phase of the project against its quality, technical specifications or standards as well as transfer of project ownership for effective sustainability after its completion. Financial and administrative monitoring will be assured by the PM and the country admin manager against the financial requisition and procedures ensuring balanced expenditures and cash at hand.

The present project will be evaluated by an external team of INTERSOS not directly involved in the project. Moreover at all steps of the project the SMOE and the Education in Emergency stakeholders will be invited for meetings in order to verify the effectiveness of interventions. Joint M&E will be carried out in the middle and at the end of the project against the outputs and outcomes. INTERSOS will also refer to its Management and Control Model (Protocol I – section 4) and will use as monitoring tool the Project appraisal Tool - PAT (refer to annex 6 to the protocols).

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)

SECTION III:

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: SSD-13/E/55548/5660	Project title: Ensuring the right to education for all children affected by emergency in Jonglei, Upper Nile and Unity States through the integration of support system and responsive community action.		Organisation: INTERSOS
Overall Objective	<p>Cluster Priority Activities for this CHF Allocation: <i>What are the Cluster Priority activities for this CHF funding round this project is contributing to:</i></p> <ul style="list-style-type: none"> • Establish or rehabilitate safe and protective learning spaces for boys and girls ▪ Construct safe water sources and separate sanitation facilities for boys and girls. • Pre-positioning of core pipeline / EP & R through the procurement and prepositioning of emergency teaching and learning materials at state and country level • Distribute essential 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 psycho-social support. 	<p>Indicators of progress: <i>What are the key indicators related to the achievement of the CAP project objective?</i></p> <ul style="list-style-type: none"> • Pupils and teachers enrollment rate is stable or in growth. 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Report and statistics by MoE.

Purpose	<p>CHF Project Objective: <i>What are the specific objectives to be achieved by the end of this CHF funded project?</i></p> <ul style="list-style-type: none"> • Objective 1. To increase access to protective learning spaces by children and youth affected by acute emergencies. • Objective 2. To increase the availability of emergency teaching and learning materials to ensure continuity of relevant education during and after acute emergencies. • Objective 3. To increase the capacity of community and education members to provide lifesaving messages and psychosocial support to children and youth affected by emergencies. 	<p>Indicators of progress: <i>What indicators will be used to measure whether the CHF Project Objectives are achieved. Indicators may be quantitative and qualitative</i></p> <ul style="list-style-type: none"> • Installations of temporary learning spaces and rehabilitation of classes are implemented in Unity and Upper Nile States • EiE materials for IDPs, returnees and host community children d returnees children are provided in Unity and Upper Nile States. 	<p>How indicators will be measured: <i>What sources of information already exist to measure this indicator? How will the project get this information?</i></p> <ul style="list-style-type: none"> • Intersos assessments and field visits; • EiE materials delivery bills; • EiE Response Plans and Reports; • EiE Reponse Plan and Monitoring reports; • Project reports. 	<p>Assumptions & risks: <i>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?</i></p> <ul style="list-style-type: none"> • Continued Education in Emergency partners support and participation for EiE interventions. • Accessibility to the area of intervention; • Climate shocks and environmental adversity (such as floods); • Coordination and support from local Education partners. • National and local security situation guaranteed; • Lack of Education emergencies registered in Unity and Upper Nile States.
	Results	<p>Results - Outcomes (intangible): <i>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.</i></p> <ul style="list-style-type: none"> • Result 1: Students and pupils affected by natural and manmade disasters in Unity and Upper Nile States are assisted during and after an emergency arise. • Result 2: The teachers, the PTAs members and the students affected by emergencies enjoy positive effects of the activities put in place during the interventions. 	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged outcomes?</i></p> <ul style="list-style-type: none"> • Emergency interventions; • Enrollment of emergency affected students; • Focus group discussions with emergency affected populations. 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Attendance list in supported classes; • Field visits reports; • Project reports; • Photos
		<p>Immediate-Results - Outputs (tangible): <i>List the products, goods and services (grouped per areas of work) that will result from the implementation of project</i></p>	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the</i></p>	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p>

<p><i>activities. Ensure that the outputs are worded in a manner that describes their contribution to the outcomes.</i></p> <ul style="list-style-type: none"> • Installation of TLS established; • Rehabilitation of classes implemented; • Construction of emergency latrines implemented; • Trainings carried out (psychosocial support and lifesaving principles); • EiE workshops carried out; • Awareness campaigns on lifesaving messages carried out; • Prepositioning of Education supplies implemented; • emergency distributions of EiE implemented 	<p><i>envisaged outputs? Ensure the indicators identified in Section II (v) of this proposal are adequately inserted in this section.</i></p> <ul style="list-style-type: none"> • 7 temporary learning spaces established; • 7 emergency affected classes rehabilitated • 14 gender segregated latrines constructed; • 25 school in a Box distributed; • 11 recreation Kits distributed; • 50 blackboards distributed; • At least 120 teachers and PTAs members are trained in psychosocial support; • At least 60 education personnel trained on EiE; • 1000 community members are conscious of lifesaving messages • At least 80% of teachers and PTAs members trained use the psychosocial principles; • At least 80% of students supported feel safe and protected. 	<ul style="list-style-type: none"> • Field visits reports and photos; • Delivery bills of EiE materials; • Response Plans and Reports; • Project reports; • Attendance list for teachers' and PTAs members psychosocial trainings; • Attendance list for education personnel; • Training reports; • Monitoring reports; • Project reports. 	<p><i>expected outcomes? What factors may get in the way of achieving these objectives?</i></p> <ul style="list-style-type: none"> • Continued EiE partners commitment; • Information gathered is constant; • Security situation and working environment remain stable to allow movements and delivery; • Support and coordination with SMoE, County stakeholders continue. • Teachers' and PTAs members' participation in trainings sessions is high and their commitments in EiE issues continue. • Education personnel participation in workshops is high. • Community members participation is active • Number of Education emergencies registered in Unity and Upper Nile States; • Accessibility to the areas of intervention; • Security ensured in the areas of intervention.
<p>Activities: <i>List in a chronological order the key activities to be carried out. Ensure that the key activities will results in the project outputs.</i></p> <ul style="list-style-type: none"> • Activity 1.1 Installation of at least 7 temporary learning spaces (tents) for boys and girls • Activity 1.2 Rehabilitation of 7 classes damaged by emergencies • Activity 1.3 Construction of 14 emergency latrines in emergency affected schools • Activity 1.4 Monitoring sessions with pupils attending the learning spaces established and rehabilitated. • Activity 2.1 Preposition emergency teaching and learning materials at state and country level • Activity 2.2 Distribute essential teaching and learning materials to emergency-affected schools • Activity 3.1 Delivery of trainings on Psychosocial Support and Protection Principles aimed for teachers and PTAs members 	<p>Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, travel, publications costs etc.?</i></p> <ul style="list-style-type: none"> • Transport means and funds; • Communication tools for field mission (i.e. thuraya, radio, phones); • Skilled manpower; • Specific tools for WASH intervention; • Trainers and psychosocial experts; 		<p>Assumptions, risks and pre-conditions: <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"> • Activity 3.2 Delivery of workshops On Education in Emergency aimed for Education personnel • Activity 3.3 Awareness raise campaigns on lifesaving messages for community members • Activity 3.4 Monitoring sessions with trained teachers and PTAs members to verify if they use the skills delivered during the trainings and to support them in case of emergencies. 			
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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 1.1 Installation of at least 7 temporary learning spaces (tents) for boys and girls			x	x	x	x	x	x						
Activity 1.2 Rehabilitation of 7 classes damaged by emergencies			x	x	x	x	x	x						
Activity 1.3 Construction of 14 emergency latrines in emergency affected schools						x	x	x						
Activity 1.4 Monitoring sessions with pupils attending the learning spaces established and rehabilitated			x	x	x	x	x	x						
Activity 2.1 Prepositioning emergency teaching and learning materials at state and country level			x	x	x									
Activity 2.2 Distribute essential teaching and learning materials to emergency-affected schools					x	x	x	x						
Activity 3.1 Delivery of trainings on Psychosocial Support and Protection Principles aimed for teachers and PTAs members			x	x	x	x	x	x						
Activity 3.2 Delivery of workshops On Education in Emergency aimed for Education personnel						x	x	x						
Activity 3.3 Awareness raise campaigns on lifesaving messages for community members			x	x	x									
Activity 3.4 Monitoring sessions with trained teachers and PTAs members			x	x	x	x	x	x						

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