

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

SECTION I:

CAP Cluster	Education
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CHF Cluster Priorities for 2013 First Round Standard Allocation

Cluster Priority Activities for this CHF Round <ul style="list-style-type: none"> 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 	Cluster Geographic Priorities for this CHF Round <ul style="list-style-type: none"> Jonglei: Akobo, Urur, Pibor Unity: Pariang, Abienhom, Mayom, Panyijiar Upper Nile: Renk, Maban, Melut Warrap: Twic, Tonj South, Tonj East Lakes: Rumbek North NBeG: Aweil North, Aweil East
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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)	
Nile Hope Development Forum (NHDF)	State	%
Project CAP Code SSD-13/E/55551/8452	Jonglei	100
CAP Project Title Responding to Education in Emergencies needs in Akobo and Pigi Counties in Jonglei State and Ulang and Nasir Counties in Upper Nile State through multi-faceted and timely set of inter-linked activities.	County	Akobo
Total Project Budget requested in the in South Sudan CAP	US\$1,000,000	
Total funding secured for the CAP project (to date)	US\$120,000	
Direct Beneficiaries	Funding requested from CHF for this project proposal	
	US\$165,429	
	Are some activities in this project proposal co-funded?	
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (if yes, list the item and indicate the amount under column i of the budget sheet)	
	Indirect Beneficiaries	
	10,000 (assumes each of the 2,000 direct beneficiaries can reach 5 individuals)	
	Catchment Population (if applicable)	
	To be determined after the EiEs Needs Assessment/Mapping Exercise	
	CHF Project Duration (12 months max., earliest starting date will be Allocation approval date)	
	Indicate number of months: 7 months (March – September)	
Contact details Organization's Country Office		
Organization's Address	Off Main Munuki Rd, Juba, South Sudan	
Project Focal Person	Name: Johnson K. Ndichu Email: gbpmi2005@yahoo.com Tel. +211 955193375/ +211 977481400	
Country Director	Name: Paul Biel Otoang Email: paulbiel@yahoo.com Tel. +211 955898163/ +211 912249550	
Finance Officer	Name: Sophia Njeri Wambaire Email: soffi28@yahoo.com Tel.: +211 955023273/ +211 927915764	
Contact details Organization's HQ		
Organization's Address	Akobo County, Jonglei State, South Sudan	
Desk officer	Name: Lazarus Kiir; Email: kiirlui2003@yahoo.com Tel.: +211 911658478	
Finance Officer	Name: Jidayi Zaituni Email: jidayiz@rocketmail.com Tel.: +211 911898747	

¹ Including youth

² Including youth

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 population³

Children's play and learning, their close relationships and social interactions are dependent on the quality of places and spaces they inhabit (Early Childhood in Focus 8, 2012). Education is a right for boys and girls, male and female youth and they continue to reap from the effects of emergencies, including conflict (and now serious food insecurity [Insecurity, inflation and border closers have doubled the number of people requiring food assistance in 2012 from 1.2m to 2.4m] and weather challenges such as floods [313,000 affected in South Sudan including in Jonglei according to OCHA and a significant number of livestock have died), and are without access to quality and protective education. Cultural, economic (and now government austerity measures), geographical, social (including gender-related issues, including education deprivation for girls and equal opportunities for female youth and adults), communal insecurity and infrastructure/accessibility challenges continue to impede school access by boys, girls, male and female youth especially in Akobo County, one of the areas in South Sudan where conflict has become vicious. The situation is worsened by inadequate and unskilled school personnel and weak government education coordination and oversight as well as poor school infrastructure as well as inadequate teaching and learning materials. The projected 2013 Education Cluster load is 13,221 females and 17,385 males (total 30,606) for Jonglei State. On IDPs, the projection is 23,231 persons for Akobo, (and 25,300 being food insecure). Over 1 million children of primary school age are out of school (and) enrolment rates in secondary education are below 10%⁴. Gordon especially paints a gloomy picture for girls as they "...face additional disadvantages. Just 6 per cent of 13 year old girls have completed primary school (including in Jonglei state)." On teachers, Gordon reports that, "just 13 per cent of primary school teachers are female, with five states – Jonglei included.....having a female presence of 8 per cent or less." And for pupil-teacher ratio in Jonglei, he reports 1:201. On school access, distance is also identified as a major impediment, including in Akobo, and the situation worsens during rainy seasons. 660 HHs in 12 villages in Akobo were confirmed as displaced by floods during a rapid emergency inter-agency assessment (August 23rd, 2012) while 320 HHs were confirmed as affected. Some 123 HHs out of the preceding total were identified as being particularly vulnerable and consisting of separated children. The Report made a case for provision of TLSs 'as the severe flooding makes it impossible for the children to learn under trees.' Nyikan village is reported as being 'cut off from education due to the cost of travelling across the river by canoe.....'. And now, as of the submission of this application, a new emergency has occurred in Akobo West that has left more than 100 people dead, animals stolen and some children have been reported as either missing or abducted (NHDF Team in Akobo)

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.

Nile Hope Development Forum (NHDF) is an active player in education in Jonglei and Upper Nile states. The organization has its headquarters in Akobo County, a coordination office in Juba and at state levels (in Bor and Malakal) as well as operational compounds in Walgak(Akobo West), Nasir, Ulang and Pigi counties. The organization has the necessary infrastructure to enable the implementation of the proposed project. The organization has the requisite systems, policies and procedures in place, but being improved upon, and in the last half of 2012 revised/re-developed another 5-year (2013 – 2017) Strategic Plan taking into account the operational context (conflict, emergencies, food insecurity and inflation...) to enable responsive and relevant programming. The organization relies solely on pool funds such as CHF for emergency interventions, including Education in Emergencies, but also mobilizes local resources for response as part of community contribution such as labour and local materials for setting up the TLSs. The current EiEs program supported by the CHF funds is going to lapse on 28th February, 2013, and Akobo continues to present new challenges related to accumulated emergencies. As an example, serious congestion (pupil-teacher ratio) threatens the learning process in Akobo West as most children have moved away from borderline schools to concentrate in town schools such as Walgak Primary School (roof was blown off by wind and children do not attend school during rainy seasons). This may have serious implications for the EiEs in the proposed area and gains realized hitherto may be compromised if no further funding is secured. Nile Hope is therefore mobilizing for additional funds to ensure continuity of the program in Akobo (has been supported by UNICEF) to continue addressing EiEs needs in Akobo. Akobo has also had its fair share of floods during 2012 and now we are witnessing cattle depletion due to absence of pasture. We remain apprehensive that this can particularly trigger another wave of communal violence and urgent interventions can mitigate these potential conflicts.

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.

Education is life-saving as it brings normalcy during and after emergencies to the lives of boys, girls, youth and teachers of both genders. NHDF, through the CHF funding, shall work to reduce the cluster load in Jonglei/Akobo County by 2,000 individuals. We shall work to underwrite the training of 240 individuals consisting of 120 teachers (90 men, 20 female and 10 Male County Education Department staff) in Akobo County (both Akobo East and Akobo West) and 120 PTA/SMC members (50 men and 70 women) on EiEs rapid needs assessments and practices, useful life skills and psychosocial support as well as school governance; capacity-strengthen Akobo County Education Department, and help to strengthen local-level structures including PTAs and life skills clubs. The funding will support advocacy issues on anti-occupation of schools by armed groups. Requisite and appropriate staff will be employed to steward the aforementioned activities and to render support to the 2,000 participants envisaged.

³ 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.

⁴ Education in South Sudan: Investing in a better future, a review by Gordon Brown, 2012

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)

The Project will contribute to:

- i) Ensuring that emergency-affected children and youth (at least 1,760 directly) of both genders and men and women (at least 240 directly, to include teachers, PTA/SMC members and County Education Staff) have access to quality, protective and life-saving spaces and education by the end of September 2013. On this, we propose to continue working with UNICEF and will negotiate for continued partnership in 2013;
- ii) Nile Hope shall continue to increase access to protective and accessible temporary learning spaces by emergency-affected boys, girls and female and male youth to ensure continuity of relevant education during and after acute emergencies. On this we shall prolong our partnership with UNICEF to realize this output;
- iii) Nile Hope, through UNICEF, shall continue to supply emergency teaching and learning materials. We shall work to deliver life-saving messages and psychosocial support, including formation of school and youth clubs, to emergency affected boys, girls, youth and key members of the community (such as teachers, PTA members and county education staff) in the aforementioned target locations (Akobo East and Akobo West)
- iv) In addition, we shall endeavour to advocate, report and respond when schools become occupied by armed forces or other groups.

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).

- i) Establish and or rehabilitate a minimum of 20 safe and protective learning spaces/TLSs⁵ in Akobo (including 6 Tents) to reach 1060 boys and 700 girls;
- ii) Coordinate for, secure and distribute a minimum of 40 relevant and essential teaching and learning materials (20 school-in-a-box and 20 recreational kits) for boys, girls, male and female youth to emergency-affected schools and communities in Akobo County Work closely with our WASH Department to avail responsive and appropriate WASH amenities like latrines for boys and girls) in Akobo, to reach – in this CHF first Round – 1,760 children and youth of both genders (700 girls and 1,060 boys); Conduct a life-skills and psychosocial, school governance, and professional support and development training to a minimum of 240 individuals (120 teachers: 90 men, 20 females and 10 male County Education Staff) and 120 PTA/SMC members (50 men and 70 women)
- iii) Work closely with our Protection-GBV Department and partners to impart timely life-saving messages and psychosocial support to the 2,000 direct beneficiaries (boys, girls, male and female youth, men and women) and including PTA members/SMC, education officials and community leaders of both genders;
- iv) Work to link the education in emergencies with Health, Nutrition, WASH, Food Security and Livelihoods, Psychosocial and Protection Programs/services during activity implementation, joint coordination and planning meetings and information sharing and dissemination to ensure a holistic and quality intervention as per the South Sudan INEE standards, of which NHDF actively contributed to its development;
- v) Advocate, report and respond (especially for child protection issues we will work closely with our Protection-GBV Department on children's rights) when schools in the county become occupied by armed forces or other groups.
- vi) Continue to spearhead, support and make active the Education Cluster/Team at the county level. NHDF has already taken lead in Akobo County and has participated in establishing the Clusters in Ulang and Nasir (but require strengthening and support) to spearhead Education matters (together with the County Education Department and local partners) in Akobo county. More financial and technical support and leadership is required for these local education institutions to function effectively. We have continued to disseminate and share the INEE minimum standards to ensure correct adherence and integration into the EiEs implementation process and will ensure timely monitoring for compliance reasons. We shall at the same time nurture and promote regular inter-cluster/program work (especially with WASH, Health-including HIV/AIDSs⁶ issues- and Protection Clusters). Offer technical support to Akobo County Education Department to ensure reasonable and quality delivery of EiEs work as well as engender supervision and monitoring mechanisms to ensure teachers and other education personnel function productively and effectively;
- vii) Regularly coordinate, monitor and report (monthly/quarterly/bi-annually and annually) and evaluate (bi-annually and annually) the progress of the results of the response activities and outcomes.

iv). Cross Cutting Issues

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

Nile Hope shall create healthy and working relationships/synergies with other programs such as Health to effectively address HIV/AIDS (which puts girls/female youth/women at a higher risk than boys/male youth/men during emergencies due to the attendant vulnerability), Protection-GBV to address gender and child protection issues (where children and females become more vulnerable to rights violations and abuse, including rape, during emergencies) and also because child abductions become rife especially in Jonglei-Akobo during violent episodes, and treat environmental awareness as part of the life-skills program in schools and among PTA members. We have seen this approach to be very successful especially in Nasir County where the EiEs Program worked hand-in-hand with the Protection-GBV Department on these issues. We shall use local-level institutions/structures such as the life-skills clubs, youth and women associations, PTAs and the County Education Cluster to disseminate and further environmental issues (and work with the, including promoting/campaigning for tree planting as well as work to mitigate the destruction of local construction materials (used for establishment of TLSs) by supporting tree-nurseries by boys, girls, male and female youth and adults at the local level. We concur with the message that, "Organisations working with young children and their families need to anticipate the increasing impact of severe weather events in planning their services," (Early Childhood In Focus 8, 2012). We mainstream peace-

⁵⁵ Children's sense of security, and feelings of belonging, are basic human needs which may be undermined by their living conditions (Early Childhood in Focus 8, 2012)

⁶ A recent assessment on HIV in humanitarian settings carried out in Unity, Upper Nile and Western Equatoria States, points to a possible increase in new HIV infections among these vulnerable groups, yet a lack of resources is restricting prevention and treatment (OCHA South Sudan Humanitarian Bulletin, 3-9 December, 2012)

building in all our programs due to the context and conflict history of Jonglei and Upper Nile states. NHDF shall actively participate in policy forums addressing HIV/AIDS, environment or gender issues at the national, state, county and local levels.

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.

2,000 (700 girls and 1,060 boys) in Akobo county have access to EiEs, life-saving skills and psychosocial support, including GBV, HIV/AIDS, land mine education and human rights education. 120 men and 120 women who include teachers/PTA/SMC and County Education Department staff will benefit from strengthened capacities in EiEs. The Akobo County Education Department will become better equipped and capacity-built to drive EiEs in the county. Emergency Education actors will have an improved understanding of the special needs of boys and girls, male and female youth. Children, both boys and girls and youth will be better able to cope well with emergencies and return to normalcy and continued learning; Campaigns for anti-school occupation will help to engender security among schools and learning spaces and help to impart positive attitudes among security forces.

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>
	1.	Number of safe and protective learning spaces established and or rehabilitated in Akobo County	20 safe and protective learning spaces, including 6 tents, established and or rehabilitated in Akobo County to reach 1060 boys and male youth and 700 girls and female youth
	2.	Quantity of relevant teaching and learning materials, school in a box and recreational kits, secured and distributed in Akobo County	40 relevant teaching and learning materials; 20 school in a box and 20 recreational kits distributed in schools/TLSs in Akobo County.
	3.	Number of children and youth of both genders in the county reporting feeling safe and protected in emergency-affected learning environments	At least 1,760 children and youth (700 females and 1,060 males) in Akobo county report feeling safe and protected in emergency-affected learning environments
	4.	Number of teachers, County Education staff and PTA members in emergency-affected areas trained on life skills and psychosocial support	At least 120 teachers and County staff (90 male teachers, 20 female teachers, 10 male County Education Department staff) and 120 PTA/SMC members (50 men and 70 women) for in Akobo County trained on life skills and psychosocial support
	5.	Number/percentage of trained teachers who use training materials and apply psychosocial and life-saving principles in their teaching in emergency-affected learning	At least 120 teachers (90 men, 20 women and 10 male County Education staff) in Akobo East and West
	6.	School buildings damaged, destroyed or occupied due to emergencies in Akobo County	Number of schools damaged, destroyed and or occupied and vacated in Akobo County
	7.	Number of County Education Departments offered technical capacity to ensure reasonable support and supervision of the Education program	Akobo County Education Department supported EiEs resources (manuals, education policy documents, INEEs, county statistical compilations...etc)
	8.	Number of national/state/county/payam-level coordination forums attended and participated in during the project period	A minimum of 1 coordination forum participated per month at the national, state, county levels; A minimum of 2 monitoring and or evaluation exercises conducted/participated in during the project period.

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 project will be solely implemented by NHDF with the support of Akobo County Education Department and local institutions/structures. NHDF has an implementation structure to drive the project. There will be a head technical staff (Education Program Manager who will oversee the overall project and will be Juba-field based and will work closely with the Programs Coordinator, the Executive Director and senior administrative staff. The Education Program Manager, assisted also by a technical M&E/ EiEs Volunteer, will drive the technical aspects of the EiEs. Below The Education Program Manager, there will be 2 County Education Program Assistants (1 to be based in Akobo East and the other in Akobo West. The Team at the County level will continue to be the focal points for EiEs at the County level and will bolster the activities of the County Education Cluster. NHDF shall work to bolster the capacity of the County Education Department to ensure quality interventions and program sustainability. The Education Program Manager will particularly participate in national (e.g. Clusters) and state-level Education forums and steward the Education Policy for the organization. The Programs Coordinator will work closely with the M&E/EiEs Volunteer to progressively monitor and evaluate the project. NHDF's Finance and Grants Office will be in charge of the financial management and grant administration of the funds.

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)⁷.

NHDF shall employ the project log frame (to capture activities, indicators, cross-cutting issues) as the best measure for progress, activity and results achievement and will work with the Project Team to realize the set indicators and targets. Tools and methodologies employed (including interviews with key persons, observations and focus group discussions) during the evaluation exercise will help to inform the extent to which the project objective is realized. We also shall use the organization's M&E tools and guidelines, including requisite questionnaires. The Report developed from the project entry rapid needs assessments will also provide useful baselines for M&E assignment. Project monitoring shall be conducted regularly as the project implementation progresses, to track extent of achievement of envisaged activities while evaluation shall be mid-term and at project-end and attendant reports will be produced and shared with partners. We are also going to use observation (for example locations and quality of TLSs), interviews with key stakeholders, focus-group discussions to gauge the success (and feedback from) the progress of the implementation and will work to strengthen the monitoring capacity/system/skills of the respective County Education Clusters. The Monitoring and Evaluation Officer, a quasi-EiEs Volunteer, will work with the field team to capture information/report about the progress of the intervention and provide technical support to the overall program and the M&E process and send to Education Program Manager who will then share with the Programs Coordinator, the Executive Director and Management Team before submission to the Cluster/partners and OCHA-UNDP. We shall make reference to the Logical Framework (as a living document) to ensure key monitoring and reporting activities are taken care of.

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)
Stomme Foundation (budget, 2013)	120,000

⁷ 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.

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/I/55551/8452	Project title: Responding to Education in Emergencies needs in Akobo and Pigi Counties in Jonglei state and Ulang and Nasir Counties in Upper Nile state through multi-faceted and timely set of inter-linked activities	Organisation: Nile Hope Development Forum (NHDF)	
Overall Objective	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> <ul style="list-style-type: none"> 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 	Indicators of progress: <i>What are the key indicators related to the achievement of the CAP project objective?</i> <ul style="list-style-type: none"> Total direct beneficiaries – number of emergency affected children and youth (M/F) attending temporary learning spaces; Temporary learning spaces established and classrooms repaired; Emergency affected learning spaces provided with gender segregated latrines (courtesy of our coordinated approach with NHDF's WASH Department); School in a box distributed to emergency affected children, youth and teachers of both genders; Teachers (M/F) in emergency affected areas trained on life skills and psychosocial support; Trained teachers (M/F) using training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces; Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning 	How indicators will be measured: <i>What are the sources of information on these indicators?</i> <ul style="list-style-type: none"> Minutes of meetings with stakeholders/partners like PTAs/SMCs, County Education Cluster and County Education Department; Assessment and M&E reports; Monthly/Quarterly/Project-end reports; Training attendance sheets; Project photos

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"> • Ensure that emergency-affected children and youth (at least 1,760 directly) of both genders and men and women (at least 240 directly, to include teachers, PTA/SMC members and County Education Staff) have access to quality, protective and life-saving spaces and education by the end of September 2013; • Increase access to protective and accessible temporary learning spaces by emergency-affected boys, girls and female and male youth to ensure continuity of relevant education during and after acute emergencies; • Supply emergency teaching and learning materials, to include recreational kits. We shall work to deliver life-saving messages and psychosocial support, including formation of school and youth clubs, to emergency affected boys, girls, youth and key members of the community (such as teachers, PTA members and county education staff) both Akobo East and Akobo West; • Advocate, report and respond when schools become occupied by armed forces or other groups. 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> • <i>What indicators will be used to measure whether the CHF Project Objectives are achieved. Indicators may be quantitative and qualitative</i> • Number of boys and girls attending temporary learning spaces; • Number of classrooms repaired and or number of temporary classrooms built; • Number of learning spaces with gender segregated latrines; • Number of school in a box and recreational kits distributed to emergency affected schools/TLSs; • Number of male and female teachers trained on life skills and psychosocial support; • Number of male and female teachers using training materials and applying psychosocial and lifesaving principles in their teaching in emergency affected learning spaces; • Number of boys and girls reporting feeling safe and protected in emergency affected learning 	<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"> • Minutes of meetings (and reports) with stakeholders/partners like PTAs/SMCs, County Education Cluster and County Education Department; • Assessment and M&E reports; • Monthly/Quarterly/Project-end reports; • Training attendance sheets; • Project photos 	<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"> • We assume that new emergencies, especially grave conflict, do not escalate the situation and make it difficult to respond; • We assume that the community will continue to be persuaded to become actively involved in, and will, as much as possible, contribute to the success of, the project; • We assume that UNICEF/partners will avail the required supplies-in-kind and resources to ensure effective response; this includes facilitation to the project site/s by UNHAS
	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"> • Boys and girls have continued/sustained access to EiEs as part of their inalienable right to education; • Boys and girls and male and female youth become better equipped and emotionally prepared during and after emergencies courtesy of the life skills and psychosocial training imparted; • PTA/SMC male and female members and the County Education Department become better prepared to handle EiEs; • Boys and girls feel safe and protected in emergency affected learning environments 	<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"> • Number of boys and girls with continued/sustained access to EiEs and accessing education as a right; • Number of boys and girls and male and female teachers acquired life skills and psychosocial services and emotionally prepared during and after the emergency; • Number of PTA/SMC male and female members and the County Education Department staff better prepared to handle EiEs; • Number of boys and girls confessing as safe and protected in emergency affected learning environments 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Progress and Final reports; • M&E reports; • Research reports; • Documented testimonies from boys, girls, male and female teachers, CED staff, PTA/SMC members
		<p>Immediate-Results - Outputs (tangible): <i>List the products, goods and services (<u>grouped per areas of work</u>) 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.</i></p> <ul style="list-style-type: none"> • Safe and protective learning spaces established and or rehabilitated in Akobo County; • Relevant teaching and learning materials, school 	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged outputs?</i> <i>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"> • 20 safe and protective learning spaces, including 6 tents, established and or rehabilitated in Akobo County to reach; • 40 relevant teaching and learning materials; 20 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Progress and Final reports; • M&E reports; • Research/baseline reports; • Documented testimonies from boys, girls, male and female teachers, CED staff, PTA/SMC members • Project testament photos

	<p>in a box and recreational kits, secured and distributed in Akobo County;</p> <ul style="list-style-type: none"> • Skills building of teachers, County Education staff and PTA/SMC members in emergency-affected areas on life skills and psychosocial support skills; • Relevant training materials and psychosocial and life-saving principles availed/ engendered ; • County Education Department offered technical capacity to ensure reasonable support and supervision of the Education in Emergencies program; • Improved EiEs coordination at national /state/county/payam-level 	<p>school in a box and 20 recreational kits distributed in schools/TLSs in Akobo County;</p> <ul style="list-style-type: none"> • At least 120 teachers and County staff (90 male teachers, 20 female teachers, 10 male County Education Department staff) and 120 PTA/SMC members (50 men and 70 women) in Akobo County trained on life skills and psychosocial support services; • Akobo County Education Department strengthened to offer better response to EiEs and to avail, manage and share EiEs information; • A minimum of 1 EiEs coordination forum attended every month to strengthen and improve the response 		<p>contribute to the success of, the project;</p> <ul style="list-style-type: none"> • We assume that UNICEF/partners will avail the required supplies-in-kind and resources to ensure effective response; this includes facilitation to the project site/s by UNHAS • County Education Staff/PTA/SMC members willing to cooperate during the EiEs response;
	<p>Activities:</p> <ol style="list-style-type: none"> List in a chronological order the key activities to be carried out. Ensure that the key activities will results in the project outputs. Establish and or rehabilitate a minimum of 20 safe and protective learning spaces/TLSs⁸ in Akobo (including 6 Tents) to reach 1060 boys and 700 girls; Coordinate for, secure and distribute 40 relevant and essential teaching and learning materials (20 school-in-a-box and 20 recreational kits) for boys, girls, male and female youth to emergency-affected schools and communities in Akobo County; Work closely with our WASH Department to avail responsive and appropriate WASH amenities like latrines for boys and girls) in Akobo, to reach – in this CHF first Round – 1,760 children and youth of both genders (700 girls and 1,060 boys); Conduct a life-skills and psychosocial, school governance, and professional support and development training to a minimum of 240 individuals (120 teachers: 90 men, 20 females and 10 male County Education Staff) and 120 PTA/SMC members (50 men and 70 women); Work closely with our Protection-GBV Department and partners to impart timely life-saving messages and psychosocial support to the 2,000 direct beneficiaries (boys, girls, male and female youth, men and women) and including PTA members/SMC, education officials and community leaders of both genders; Work to link the education in emergencies with Health, Nutrition, WASH, Food Security and 	<p>Inputs:</p> <p>What inputs are required to implement these activities, e.g. staff time, equipment, travel, publications costs etc.?</p> <ul style="list-style-type: none"> • Staff time • Equipment/assets and facilities like laptop computers, internet facility, speed boats, motor vehicle, office facility • Supplies in kind (school in a box and recreational kits)/teaching and learning materials; • Travel facilitation especially by UNHAS; • Support banking services for administration of the project fund; • Publication costs like for training materials; • Community contribution e.g. local materials for TLSs, labour, TLS space, etc; • Volunteer time. 	<ul style="list-style-type: none"> • Minutes of meetings with stakeholders/partners like PTAs/SMCs, County Education Cluster and County Education Department; • Assessment and M&E reports; • Monthly/Quarterly/Project-end reports; • Training attendance sheets; • Project photos • Pupil registers • County Education Reports 	<p>Assumptions, risks and pre-conditions:</p> <p>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?</p> <ul style="list-style-type: none"> • We assume that new emergencies, especially grave conflict, do not escalate the situation and make it difficult to respond; • We assume that the community will continue to be persuaded to become actively involved in, and will, as much as possible, contribute to the success of, the project; • We assume that UNICEF/partners will avail the required supplies-in-kind and resources to ensure effective response; this includes facilitation to the project site/s by UNHAS; • We assume that cross-sector synergies will trigger a holistic response as envisaged.

⁸⁸ Children's sense of security, and feelings of belonging, are basic human needs which may be undermined by their living conditions (Early Childhood in Focus 8, 2012)

	<p>Livelihoods, Psychosocial and Protection Programs/ services during activity implementation, joint coordination and planning meetings and information sharing and dissemination to ensure a holistic and quality intervention as per the South Sudan INEE standards, of which NHDF actively contributed to its development;</p> <p>vii) Advocate, report and respond (especially for child protection issues we will work closely with our Protection-GBV Department on children's rights) when schools in the county become occupied by armed forces or other groups;</p> <p>viii) Continue to spearhead, support and make active the Education Cluster/Team at the county level. NHDF has already taken lead in Akobo County and has participated in establishing the Clusters in Ulang and Nasir (but require strengthening and support) to spearhead Education matters (together with the County Education Department and local partners) in Akobo county. We shall at the same time nurture and promote regular inter-cluster/program work (especially with WASH, Health-including HIV/AIDS⁹ issues- and Protection Clusters). Offer technical support to Akobo County Education Department to ensure reasonable and quality delivery of EiEs work as well as engender supervision and monitoring mechanisms to ensure teachers and other education personnel function productively and effectively;</p> <p>viii) Regularly coordinate, monitor and report (monthly/quarterly/bi-annually and annually) and evaluate (bi-annually and annually) the progress of the results of the response activities and outcomes.</p>			
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⁹ A recent assessment on HIV in humanitarian settings carried out in Unity, Upper Nile and Western Equatoria States, points to a possible increase in new HIV infections among these vulnerable groups, yet a lack of resources is restricting prevention and treatment (OCHA South Sudan Humanitarian Bulletin, 3-9 December, 2012)

PROJECT WORK PLAN															
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: Establish and or rehabilitate a minimum of 20 safe and protective learning spaces/TLSs¹⁰ in Akobo (including 6 Tents) to reach 1060 boys and 700 girls;		X	X	X	X	X									
Activity 1.1 Project entry meetings with County Education Department and local actors		X	X												
Activity 1.2 PCA/agreement with UNICEF for supplies in kind (tents, school in a box and recreational kits)		X	X												
Activity 1.3: Engage community, project staff and actors for local materials contribution for TLSs set up and or school repair		X	X	X	X	X									
Activity 2: Coordinate for, secure and distribute a minimum of 40 relevant and essential teaching and learning materials (20 school-in-a-box and 20 recreational kits) for boys, girls, male and female youth to emergency-affected schools and communities in Akobo County		X	X	X	X	X									
Activity 2.1: Project entry meetings with County Education Department and local actors		X	X												
Activity 2.2: PCA/agreement with UNICEF for supplies in kind (tents, school in a box and recreational kits)		X	X												
Activity 2.3: Distribution of the EiEs supplies to emergency affected children, youth and teachers of both genders in close collaboration with County Education Department		X	X	X											
Activity 3: Work closely with our WASH (and other) Departments to avail responsive and appropriate WASH amenities like latrines for boys and girls) in Akobo, (and Protection services) to reach – in this CHF first Round – 1,760 children and youth of both genders (700 girls and 1,060 boys);		X	X	X	X	X	X	X							
Activity 3.1: Conduct inter-cluster monthly meetings to ensure coordinate and synergy-driven approach to response		X	X	X	X	X	X	X							
Activity 3.2: Map and agree on sites for situation of gender segregated latrines		X	X												
Activity 3.3: Progressively monitor standard, location and usage requirements of the gender segregated latrines			X	X	X	X	X	X							
Activity 4: Conduct a life-skills and psychosocial, school governance, and professional support and development training to a minimum of 240 individuals (120 teachers: 90 men, 20 females and 10 male County Education Staff) and 120 PTA/SMC members (50 men and 70 women)			X	X	X	X	X	X							
Activity 4.1: Identify, together with the County Education Department, agree and shortlist candidates for EiEs, life skills and psychosocial training			X	X											
Activity 4.2: Assemble and share relevant training materials			X	X											
Activity 4.3: Conduct EiEs life skills and psychosocial support skills training for 140 male and female candidates				X	X	X	X	X							
Activity 5: Advocate, report and respond (especially for child protection issues we will work closely with our Protection-GBV Department on children's rights) when schools in the county become occupied by armed forces or other groups.			X	X	X	X	X	X							
Activity 6: Strengthen the Education Cluster/Team at the county level			X	X	X	X	X	X							
Activity 6.1: Conduct monthly County Education Cluster meetings and share meeting minutes with partners			X	X	X	X	X	X							
Activity 6.2: Work with the M&E/EiEs Volunteer to strengthen the capacity of the County Education Cluster			X	X	X	X	X	X							
Activity 7: Offer technical support to Akobo County Education Department to ensure reasonable and quality delivery of EiEs work as well as engender supervision and monitoring mechanisms to ensure teachers and other education personnel function productively and effectively			X	X	X	X	X	X							
Activity 7.1: Support the County Education Department to establish an effective Education Management System through in-house training and mentoring; feed, back-up and share education data with partners			X	X	X	X	X	X							
Activity 8: Regularly coordinate, monitor and report (monthly/quarterly/bi-annually and annually) and evaluate (bi-annually and annually) the progress of the results of the response activities and outcomes			X	X	X	X	X	X							
Activity 8.1: Participate in monthly Education Coordination meetings at payam/county/state/national levels			X	X	X	X	X	X							
Activity 8.2: Monitor and report progress of implementation			X	X	X	X	X	X							

¹⁰¹⁰ Children's sense of security, and feelings of belonging, are basic human needs which may be undermined by their living conditions (Early Childhood in Focus 8, 2012)

PROJECT WORK PLAN

Activities	Q1/2013			Q2/2013			Q3/2013			Q4/2013			Q1/2014		
Activity 8.2: Evaluate, report and share findings with partners							X								

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