

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 IN EMERGENCIES(EIE)
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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.

Cluster Priority Activities for this CHF Round	Cluster Geographic Priorities for this CHF Round
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Jonglei; Akobo, Uror, Pibor 2. Unity: Pariang, Abienhom, Mayom, Panyijjar 3. Upper Nile: Renk, Maban, Melut 4. Warrap: Twic, Tonj South, Tonj East 5. Lakes: Rumbek North 6. 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)		
PEACE CORPS ORGANIZAION (PCO) SOUTH SUDAN	State	%	County
Project CAP Code	WARRAP	100	Tonj East, Tonj South
SSD-13/E/55507/13010			
CAP Project Title (please write exact name as in the CAP)			
Emergency Provision of Life Saving, inclusive and Quality Education for the acutely vulnerable amongst Stranded Returnees, IDPs and host communities in Warrap and Jonglei States of South Sudan			
Total Project Budget requested in the in South Sudan CAP	Funding requested from CHF for this project proposal		
US\$1,064,000	US\$211,361		
Total funding secured for the CAP project (to date)	Are some activities in this project proposal co-funded?		
US\$ 0.00	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)		

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	60	3,500
Girls:	1,725	4,500
Men:	100	1,000
Boys:	1,725	3,500
Total:	3,610	12,500

Indirect Beneficiaries
12,000 women, 4,000 men, 6,000 girls, 3000 boys amongst the host communities in residing in the project areas (Parents, suppliers of local construction materials etc)
Catchment Population (if applicable)

Implementing Partner/s (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)
Not applicable- PCO will implement the project directly

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	HAI TARAWA AREA, ICCO COMPOUND, JUBA CITY
Project Focal Person	<i>Kennedy Onguny, Peacecorps@pcosouthsudan.org or peacecorpssudan@gmail.com, telephone; +211929240054 and +211954245596</i>
Executive Director	<i>Ayaba Mustafa, Email- peacecorpssudan@gmail.com, telephone; +211926100371</i>
Finance Officer	<i>Yassin Twaha, Email- peacecorpssudan@gmail.com telephone; +211954245596</i>

Contact details Organization's HQ	
Organization's Address	HAI TARAWA AREA, ICCO COMPOUND, JUBA CITY, SOUTH SUDAN
Desk officer	<i>Name, Email, telephone NOT APPLICABLE</i>
Finance Officer	<i>Name, Mr. Taha Y. Amule Email-Peacecorps@pcosouthsudan.org, telephone +211954542496</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

Events in Warrap state indicate the likelihood of worsening emergency situation in the foreseeable future; the 27th September 2012 signing of the 4 freedoms left out the two key contentious issues of Abyei and border demarcation- likely to spark new conflict if left unresolved. Due to its close proximity to the north, Warrap is one of the most war affected states in South Sudan, with large numbers of orphaned children, displaced population mainly from Abyei region and dilapidated towns; it is also characterized by frequent attacks by northern nomadic Arab communities and or Sudan Armed Forces.

The state continues to be severely affected by internal and cross border inter clan and inter ethnic conflicts associated with cattle raiding and competition over water and grazing resources. Internal security issues are characterised by proliferation of arms among the civilian communities, which is directly linked to seasonal conflicts over grazing areas, cattle, marriage and other communal disputes., Internal conflict involve mainly Dinka Apuk of Gogrial East and Dinka Aguok of Gogrial West Counties. The cross border conflicts involve the Dinka (from Warrap State) and the Nuer (from Unity State) and between the Dinka Agar (from Lakes state) and the Dinka from Warrap State. The conflicts have resulted in large numbers of deaths, displacement of the local communities, and destruction of property (e.g. the burning of Gogrial East County headquarters in 2011)². The protagonists are almost exclusively male (men and youth, often below 23 years of age) hence they not only miss out on school but suffer psychologically.

Seasonal flooding is another major cause of humanitarian emergency e.g. heavy rains received during the month of August 2012 resulted in flooding in some lowland areas of Twic, Gogrial West, Gogrial East, Tonj East, Tonj North and Tonj South Counties. An interagency assessment carried out on 21-24th August 2012 revealed large scale displacements in low lying areas of Tonj South, North, East and Gogrial East Counties; with RRC displacement figures indicating Twic County; 67,091 girls, Boys, Men and Women; Greater Tonj-85,872 girls, boys, women and men. A scenario likely to repeat in 2013 thereby leading to destruction of teaching and learning facilities and displacing thousands of girls, boys, women and men hence the need to ensure preparedness in terms of staffing and emergency teaching/learning facilities.

As major consequence of conflict and flooding is the occupation by displaced persons or destruction of school facilities resulting in reduced access to protective education for thousands of children in 2012, also likely in 2013. For example, 16 schools were damaged during the flooding in Tonj alone, 8 other schools suffered from issues related to conflict, meaning learning discontinued and children were vulnerable to insecurities. This necessitated the provision of temporary solutions for 5,223 children (approx. 792 girls and 3,431 boys) while facilities were replaced or rehabilitated; in addition to the TLS currently under construction, PCO provided two Tents in Karic primary school that accommodated 87 Girls and 178 boys.

As a result of age old traditional practices, in the event of such emergencies, women and girls suffer disproportionately as they have to shoulder all household chores such as cooking, fetching water; firewood, cooking etc hence are more likely to miss out on school, not participate on any support actions by NGOs/UN Agencies and or the government and little or no opportunity to earn incomes of their own.

¹ To the extent possible reference needs assessment findings and include key data such as mortality and morbidity rates and nutritional status, and how the data differs among specific groups and/or geographic regions. Refer situation/data/indicators to national and/or global standards.

² Community Risk Mapping Analysis(CRMA) Reports of July/August 2012 by UNDP

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 affected children are likely to miss an entire learning year or more if urgent remedial actions are not taken; example the in Akon South Payam (Warrap) a total of 19 schools have been damaged by floods displacing approximately 3630 boys, 1239 girls hence the urgent need for safe protected temporary learning spaces(TLS), a key activity that will be taken using CHF funding thereby not only ensuring the physical safety of the children but also facilitating the realization of INEE standard 1 (Access and Learning Environment); key emergency supplies will also be pre-positioned, CHF funds will also be used to rapidly support logistics entailed moving tents and procuring construction materials for TLS, in relatively remote locations and labor charges

WASH in schools is a key component of a protective learning environment and has been identified as an urgent need across the country, with analysis undertaken jointly by the WASH and Education Clusters finding that several counties most affected by instability/conflict, flooding and returnees report the worst indicators in terms of percentage of children in temporary learning spaces without access to water and latrines; for example in Akon South, Kuach Payams (Tonj) all households are using flood water for domestic use and considering the widespread practice of open defecation, this is a perfect recipe for an epidemic of water borne diseases. .PCO will construct or rehabilitate WASH facilities in all the TLS; providing separate ones for girls, boys, female and male teachers taking consideration of those with disabilities; intensive hygiene promotion actions will also be undertaken in close liaison and coordination with the WASH cluster; CHF funding is therefore particularly suited for this because decisions such as distribution of soap, technical support for public health/personal hygiene training etc in the TLS can made by the WASH cluster leads hence ensure the best value for money.

TLS for emergency affected children must be equipped with emergency teaching and learning materials; safety is only possible if teachers, PTAs are trained to be able to support learners and provide lifesaving information and emergency relevant life-skills as well as psychosocial support. Considering that many of the displaced persons and returnees are adolescents, they may be tempted into risky sexual behavior CHF funding will be used to not only procure the teaching and learning materials but also support training on the relevant life skills and psychosocial support .

Boys and girls from the displaced communities and stranded returnees are also facing a myriad of protection related issues especially girls who have to fetch firewood and water in unfamiliar environments face the risk of sex attacks or forced marriages; Boys not only take part in cattle raiding but also have to take care of cattle thereby risking fighting with host community, due to crop damage by animals; hence the need for safe protected learning spaces where they can interact with their peers and learn life skills and an opportunity for lost children to be reunited with their parents., through registration and liaison with child protection actors for example Save the Children in South Sudan(SCiSS) with whom PCO has an existing partnership agreement.

PCO has a team of experienced staff as well as, sufficient office &storage space at Kuajok town; these resources can be rapidly deployed to scale up during rapid onset emergencies as is the case with flooding or conflict. In addition the organization works very closely with key stakeholders such as UNICEF, WVI, RRC, Ministry of Education etc thereby ensuring that all actions are well coordinated And of high quality in line with cluster objectives.

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.

CHF funding will be used to procure materials and pay labor that would construct additional TLS, supply/preposition teaching and learning materials and undertake psychosocial support and life skills training in flood prone areas. These actions will go a long way in contributing to the provision of life saving education by ensuring the realization of key cluster priority activities such as safe and protective learning spaces equipped with WASH facilities for girls and boys; distribution of emergency teaching and learning materials to boys and girls affected by emergencies, as well as undertaking training for Teachers and PTAs in the provision of psychosocial support and life-skills training.

PCO will also use the CHF funds to distribute pre-positioned supplies that will be requested in-kind from UNICEF and pay the remuneration package for staff involved in the project as well as all the necessary logistics needed to effectively implement the planned activities.

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)

To ensure that by 31st August 2013; 1,725 girls and 1,725 boys (including those with disabilities) amongst acutely vulnerable; IDPs, host-communities, stranded returnees living in Tonj East and South Counties of Warrap State; who have been affected by conflict and or seasonal flooding have access to inclusive and quality life-saving education.

PCO specifically aims to:

1. Provide 23 protective temporary learning spaces including water and sanitation facilities in safe areas (in line with INEE Access and Learning Standards 1, 2 and 3) taking into account the special needs of boys, girls, men and women with disabilities, thereby contributing to EIE cluster strategic objective no. 1 of Increased access to safe protective temporary learning spaces for children and youth affected by acute emergencies.
2. Supply assorted emergency teaching and learning materials to ensure continuity of quality and relevant education (fulfilling INEE Teaching and Learning Standard 3) for 1,725 girls and 1,725 boys including those with disabilities in line with EIE cluster strategic objective number 2.
3. Deliver life-saving messages and psychosocial support to the affected 1,725 girls and 1,725 boys 50 PTAs, as well as 80 male and 70 female teachers thus contributing to the EIE cluster strategic objective number 3 of delivering lifesaving messages and psychosocial support to children and youth affected by emergencies and; realization of South Sudan minimum standards of EIE (Access and Learning Environment-Standard 2-Protection and Well being).
4. Develop/maintain surge capacity (including the pre-positioning of emergency supplies) and work with stakeholders in Warrap State to ensure that disaster risk reduction and emergency preparedness measures are mainstreamed into long term educational development policies and programmes at County/State level and coordinated; contributing to INEE minimum standard 5 (Education Policy and Coordination). PCO currently has an ongoing PCA with UNICEF therefore the organization will request for staff training on conflict/flood related DDR strategies and emergency preparedness as well as avail Storage facilities for pre-positioning of emergency supplies and office space for coordination meetings as needed.

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. Establish/rehabilitate 23 safe and protective learning spaces for 1725 girls and 1725 boys - using locally available materials and in order to facilitate peaceful coexistence, materials would be procured from the host community and; men and women from the returnees, IDPs invited to participate in Cash For Work to construct the TLS; consideration given to those with disabilities; hence the realization of INEE standard 1 on Access and Learning Environment in a non-discriminatory manner.
2. Provide equal learning opportunities for conflict/floods affected boys and girls in the two states - negotiate with existing 23 schools in Tonj East and South Counties in conflict or floods affected locations to take additional pupils. To address the problem of low enrollment of girls in the TLS and schools in general, PCO will undertake intensive awareness campaigns on the importance of education, particularly of the girl child, in addition girls already in school/TLS will be encouraged to undertake peer to peer mobilization of girls not in school/TLS
3. Construction in each of the learning spaces of; safe water and separate sanitation facilities for boys and girls, male and female teachers taking special consideration for those with disabilities.
4. Distribution of essential teaching and learning materials; 50 chalk boards, 160 school in a box kits, 160 recreation kits as well as other Information, Education and Communication (IEC) materials on safety and child protection issues to affected schools and communities thereby facilitating instruction and learning processes that are learner centered, participatory, quality and inclusive (INEE Standard 3 - Teaching and Learning).
5. 150 teachers (80 male 70 female), 50 PTAs (2 persons-M/F per PTA) facilitated to implement training (emergency related life skills and psychosocial support) when conflict occurs and basics of HIV/AIDS transmission, prevention and control. PCO is currently undertaking awareness creation on health issues such the importance immunization and nutrition, these actions will be expanded to include; importance of girl-child education, relevant life-skills and cross cutting issues example natural resources management, HIV/AIDS etc
6. Monitoring, Evaluation and coordination; An M&E officer will be recruited who will commit 50% of his time to the project, in addition Senior and mid-level management staff from PCO will regularly visit the project locations and submit reports to the cluster as agreed, Formats will also be obtained from the EIE cluster and activities including M&E coordinated with stakeholders including WASH and protection cluster as well as SMoE

iv). Cross Cutting Issues

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

PCO has recently concluded the implementation of an HIV/AIDS awareness project in Raja County of WBeG state; staff from this project will therefore be deployed to support HIV/AIDS mainstreaming in all programme activities planned for this project in the neighbouring Warrap state; all the community committees formed round the education facilities will act as forums for disseminating relevant information, Communication and Education (IEC) materials as well as discussing key information, and all staff will be sensitized on key aspects of HIV/AIDS pandemic. In addition, the ongoing life skills and psychosocial support training will be scaled up to include HIV/AIDS related issues under this project; Teachers, and PTA members will be supported to pass important information particularly to adolescent/youthful girls and boys about the management, prevention and control of HIV/AIDS as well as importance of girl child education thus making a contribution to gender equality.

PCO in partnership with SCISS (through the Dutch Consortium for Rehabilitation-DCR) is also implementing an integrated education, community governance and food security and livelihoods project in neighbouring Jur river county. The project will form

the ideal forum for PCO staff from this project to discuss and implement initiatives that contribute to better water resource management, soil conservation and general environmental conservation technologies, without additional cost. In addition PCO, through an existing PCA with UNICEF, is conducting awareness creation on the importance of girl-child education and other issues such as polio immunization and good nutrition

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.

- Outputs**
1. Emergency affected children and youth i.e. 1725 Girls and 1725 Boys from the most vulnerable host communities, stranded returnees, IDPs using the safe and protected TLS.
 2. 23 TLS available to affected boys and girls; needs of disabled persons taken into consideration-WASH facilities included and separate sanitation facilities constructed for boys and girls, male and female teachers.
 3. 80% of Boys and Girls reporting feeling safe and protected in conflict/floods affected learning environments.
 4. 100% of essential school supplies and recreation materials distributed to emergency affected boys and girls; male and female teachers: School in a box - 160, Recreation kits – 160, Chalk boards – 50 and 15 Tents
 5. 80% of trained teachers both male and female using training materials and apply psychosocial and lifesaving principles in their teaching in the TLS.
 6. 1725 girls and 1725 boys amongst the targeted communities including women and men are aware about the basics of natural resource management; HIV/AIDS transmission, prevention and control; 1725 girls and 1725 boys report awareness about natural resource management.

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.	Total direct beneficiaries - number of emergency affected children and youth (M/F) attending temporary learning spaces	3,450 Children and youth (Girls 1,725, Boys-1725)
x	2.	Temporary learning spaces established and classrooms repaired	TLS established 23
x	3.	Emergency affected learning spaces provided with gender segregated latrines	23 TLS
x	4.	School in a Box distributed to emergency affected children, youth and teachers	160 kits
x	5.	Recreation Kits distributed to emergency affected children, youth and teachers	160 kits
x	6.	Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	Total 80% of girls and boys attending TLS
x	7.	Teachers and PTA members (M/F) in emergency affected areas trained on life skills and psychosocial support	150 teachers (70 female, 80 male) 50 PTA members (25 female, 25 male)
x	8.	Trained teachers and PTA members (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	80% of males and females

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.

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

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

In order to address critical child protection issues such as early marriages, Gender based violence, intra-community conflict amongst the targeted communities, PCO will support awareness campaigns on key life-skills as well as the training of school Teachers, PTA members, and opinion leaders for example church leaders on floods/conflict related life-skills and psychosocial support needs. The organization will then support the trainees to provide life-skills and psychosocial support amongst their own communities. In addition considering the existing partnerships (PCA with UNICEF/ Agreement with SCiSS) relevant IEC materials will also be designed with technical support from key partners such as UNICEF, Save the Children etc and circulated amongst the targeted communities.

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

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

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)³.

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

Monitoring: As a starting point for the project, PCO-South Sudan will organize a workshop with the key stakeholders (including the state cluster leads) to carry out a real-time evaluation that will not only be used to identify the prevailing status of EiE needs in the areas targeted for scale up but also of the existing WASH facilities in the damaged schools, prevailing protection issues, KAP on communicable diseases and determine the capacity building needs particularly in terms of life-skills and psychosocial support; these will also be used to benchmark indicators that will be used to track performance in the course of programme implementation. The report will be shared widely for critique before final adoption.

PCO-South Sudan will work very closely with EiE cluster leads as well as State UNICEF Officials to design the terms of reference as well as tools and agree on a schedule that will be needed to effectively carry out this activity; in general terms both progress(output) and impact(outcome) indicators will be closely monitored on a quarterly basis. Regular site visits will also be made by middle and senior management from PCO-South Sudan; reports will be prepared and shared with UNDP and EiE Cluster leads as needed.

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

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

E. 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)
NONE at this time	

³ 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/E/55507/13010		Project title: Emergency Provision of Life Saving, inclusive and Quality Education for the acutely vulnerable amongst Stranded Returnees, IDPs and in Warrap and Jonglei States of South Sudan		
CHF ref./CAP Code: SSD-13/E/55507/13010		Organisation: PEACE CORPS ORGANIZATION(PCO) SOUTH SUDAN		
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> <ol style="list-style-type: none"> 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 	<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"> • Number of TLS constructed and classrooms repaired and provided with gender disaggregated sanitation facilities • Number of children (M/F) using the TLS and or classrooms that have been repaired • Number of teaching and learning materials distributed to emergency affected boys, girls and youth(M/F) 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Photographs of TLS, WASH facilities • Focus Groups Discussions with community members, leaders, teachers, parents • Visits to project areas by cluster leads • Reports from SMOED • Reports from the M\$E Officer. 	
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"> • Establish 23 protective temporary learning spaces (TLS) including water and gender disaggregated sanitation facilities in safe areas. • Supply assorted emergency teaching and learning materials to ensure continuity of quality and relevant education for 1725 girls and 1725 boys including those with disabilities. • Deliver life-saving messages and psychosocial support to the affected 1725 girls and 1725 boys 50 PTAs, as well as 80 male and 70 female teachers • Develop/maintain surge capacity (including the pre-positioning of emergency supplies) and work with stakeholders in Warrap State to ensure that disaster risk reduction and emergency preparedness measures are mainstreamed into long term educational development policies and programmes at County/State level and coordinated 	<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"> • Number of protective TLS constructed and equipped with water and gender disaggregated sanitation facilities • Number of children using the safe protective TLS and or rehabilitated classrooms • Number of Teaching and learning materials distributed • Number of Teachers and PTAs trained on life-skills and psychosocial messaging. • Percentage of Teachers(M/F) and PTAs(M/F) imparting life-skills and psychosocial messaging to emergency affected children(M/F) • Percentage of children(M/F) reporting feeling safe in the TLS and or rehabilitated classrooms 	<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"> • Photographs of TLS, WASH facilities • Focus Groups Discussions with community members, leaders, teachers, parents • Visits to project areas by cluster leads • Reports from SMOED. • Reports from M&E officer 	<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"> • Absence of higher than normal level of conflicts and or flooding that would cause widespread displacements beyond the capacity of project. • Targeted communities' acceptance and or ownership of the planned interventions.
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"> • Increased access to life saving education by emergency 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> • Percentage Increase above baseline (BL) in the number of emergency affected children (M/F) accessing life saving education. 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p>	<p>Assumptions & risks: <i>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?</i></p>

	<p>affected boys and girls</p> <ul style="list-style-type: none"> • Increased access to psychosocial support and life skills education by emergency affected girls and boys • Increase safety and protection of emergency affected girls and boys • Increased capacity of teachers and PTAs to provide life-skills training and psychosocial messaging to emergency affected boys and girls 	<ul style="list-style-type: none"> • Percentage Increase above BL numbers of emergency affected children(M/F) receiving psychosocial support and life skills education/training • Percentage Increase above BL in the numbers of emergency affected children expressing a feeling of safety in the TLS and or rehabilitated classrooms. • Percentage Increase above BL in the number of teachers and PTAs with capacity to provide life-skills training and psychosocial messaging to emergency affected boys and girls 	<ul style="list-style-type: none"> • M&E Officers Reports • FGDs with teachers and PTAs, boys and girls • Real time evaluation Reports 	<ul style="list-style-type: none"> • Absence of higher than normal level of conflicts and or flooding that would cause widespread displacements beyond the capacity of project. • Targeted communities' acceptance and or ownership of the planned interventions
	<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"> • 23 safe and protective learning spaces constructed for 1725 girls and 1725 boys - using locally available materials. • Safe water and separate sanitation facilities for boys and girls, male and female teachers constructed in each of the 23 TLS taking special consideration the needs of those with disabilities. • Essential teaching and learning materials; namely 50 chalk boards, 160 school in a box kits, 160 recreation kits as well as other Information, Education and Communication (IEC) materials on safety and child protection issues; distributed to affected schools and communities thereby facilitating instruction. Other emergency school supplies prepositioned at PCO Warehouse in Kuajok • 150 teachers (80 male 70 female), 50 PTAs (2 persons-M/F per PTA) facilitated to implement training (emergency related life skills and psychosocial support) 	<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"> • Number of TLS constructed/classrooms rehabilitated/constructed. • Number of TLS equipped with gender disaggregated WASH facilities. • Number of school in a box kits distributed • Number of recreation kits distributed • Number of chalk boards distributed • Number of Teachers and PTAs trained on relevant life skills and psychosocial support. • Percentage of the trained teachers and PTA undertaking life-skills training and psychosocial messaging to the children • The percentage of children reporting feeling safe and protected in the TLS 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Photographs of TLS/WASH facilities • Distribution lists of the assorted teaching and learning facilities • Participants lists of Teachers and PTA • Inventory of pre-positioned education in emergency supplies in PCO warehouse in Kuajok. 	<p>Assumptions & risks: <i>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?</i></p> <ul style="list-style-type: none"> • Absence of higher than normal level of conflicts and or flooding that would cause widespread displacements beyond the capacity of project. • Targeted communities' acceptance and or ownership of the planned interventions • Essential teaching and learning materials supplied in kind and in good time by UNICEF
	<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"> • Construction of TLS, rehabilitation of classrooms • Establishment of WASH facilities in the TLS • Distribution of Essential Teaching and learning materials. • Pre-positioning of essential education supplies • Training of Teachers and PTAs on relevant life skills and psychosocial support. • Life skills training and psychosocial support to emergency affected girls and boys. 	<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"> • Bags of cement, iron sheets, sand and local construction materials; casual and skilled labor. • Bags of cement, tarpaulin sheets sand and local construction materials; casual and skilled labor • Assorted teaching and learning materials(In-kind support from UNICEF) • Skilled labor-life skills and psychosocial support trainers, training materials, cost of logistics(venue, accommodation, food) 		<p>Assumptions, risks and pre-conditions:</p> <ul style="list-style-type: none"> • Accessibility to emergency affected locations. • Availability of construction materials • Timely availability of in-kind emergency education supplies from UNICEF.

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. Stakeholders Workshop(state level cluster leads, SMOd, other NGOs etc)-Real time Evaluation			X										
Activity 2. Construction of TLS, rehabilitation of classrooms			X	X	X	X	X						
Activity 3. Establishment of WASH facilities in the TLS			X	X	X	X	X						
Activity 4. Distribution of Essential Teaching and learning materials			X	X	X	X	X	X					
Activity 5. Pre-positioning of essential education supplies.			X	X	X								
Activity 6. Training of Teachers and PTAs on relevant life skills and psychosocial support				X	X								
Activity 7. Life skills training and psychosocial support to emergency affected girls and boys.				X	X	X	X	X					
Activity 8. Mid of Project Report						X							
Activity 9. End of Project Reporting								X					

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