

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	Cluster Geographic Priorities 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 	<ul style="list-style-type: none"> Jonglei: Akobo, Uror, 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

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

Requesting Organization	Project Location(s)	
Plan International South Sudan	State	County
Project CAP Code	%	
SSD-13/E/55664/5524	Jonglei	65% Pibor, Akobo
CAP Project Title	Lakes	35% Rumbek North
Provision of Education in Emergency Support for children affected by emergencies in Jonglei and Lakes States, South Sudan		

Total Project Budget requested in the South Sudan CAP	US\$ 615,543	Funding requested from CHF for this project proposal	US\$331,316
Total funding secured for the CAP project (to date)	US\$ 75,000	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)	
		Plan has a co-funded project in Pibor County for a similar activities with sum of \$120,000. Plan Matching Funds = \$71,498; In Kind - UNICEF	

Direct Beneficiaries		
	Number of direct beneficiaries targeted in CHF Project	Number of direct beneficiaries targeted in the CAP
Women:	75	2,770
Girls:	3,500	3,500
Men :	245	3,000
Boys:	3,500	3,500
Total:	7,320	12,270

Implementing Partner/s
Plan International South Sudan, Serving and Learning Together (SALT), Christian Relief and Development Agency (CRADA) and Diocese of Rumbek (DoR)

Contact details Organization's Country Office	
Organization's Address	Plan International South Sudan Hai Cinema, PO Box 182 Juba, South Sudan
Project Focal Person	Ndungu Kahihu - Kahihu.Ndungu@plan-international.org , +211 955891368 Habtegabriel, Resom - Resom.Habtegabriel@plan-international.org ,
Country Director	Gyan Adhikari - Gyan.Adhikari@plan-international.org , +211 0954221987
Finance Officer	Magashi, Gerald - Gerald.Magashi@plan-international.org , +211 09556249610

Indirect Beneficiaries
There are approximately 29,280 indirect beneficiaries who will benefit from the proposed project. These beneficiaries include community members, youth and families of the direct beneficiaries, estimated at 4 indirect beneficiaries per each direct beneficiary.

Catchment Population (if applicable)
158,479 in Pibor County, 145,387 in Akobo Counties of Jonglei State and 46,335 in Rumbek North County of Lakes State

CHF Project Duration (12 months max., earliest starting date will be Allocation approval date)
Indicate number of months: 7.5 Months (15 Feb – 30 September)

Contact details Organization's HQ	
Organization's Address	Plan International Headquarters Dukes Court, Block A, Duke Street, Woking, Surrey GU21 5BH, United Kingdom Tel: (+44)1483 755 155, Fax: (+44)1483 756 505
Desk officer	Name, Email, telephone
Finance Officer	Name, Email, telephone

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

Due to inter-ethnic conflict and decades of civil war, Jonglei and Lakes States remain insecure with recurring violence directed towards ethnic minorities and intermittent revenge attacks. This ongoing internal conflict has resulted in the loss of thousands of lives, the destruction of infrastructure, theft of livestock and shattered local economies. Infrastructure in both areas has been destroyed with the devastation of schools, health clinics, government offices and residences. Due to the fighting and insecurity, many children have been separated from families, some children have been coerced into the fighting forces, and soldiers and rebel forces occupy some schools.

In 2012 and continuing into the new year, insecurity due to fighting between SPLA forces and the RMG has left some villages in Pibor County completely evacuated. Discontent among the police forces in Lakes State also resulted in increased insecurity in the area. This insecurity directly impacts children's access to schools as parents are hesitant or fearful to send children to school, and as in the case in Lekaungole and Gumuruk, Jonglei State, both towns were completely evacuated, with the populations displaced to other areas, often with no school facilities. Plan International would like to ensure that children in these emergency affected areas, specifically in Pibor and Akobo Counties in Jonglei State and Rumbek North County in Lakes State have access to quality education by supporting Education in Emergencies interventions such as the provision of Temporary Learning Spaces, distribution of Teaching and Learning Materials and by providing training to teachers in addressing psych-social needs, peace building, environmental awareness and promotion, and Emergency Response and Disaster Risk Management.

Identified needs

An assessment carried by Plan International in June 2012 in both Jonglei and Lakes States identified security as one of the major challenges which hinder the development of the state, including quality education for all. Additionally, the following gaps in education have been identified by key stakeholders.²

Provision of Teaching and Learning Materials (TLMs) – often in emergency situations, schools are destroyed or looted as was the case in the conflict crisis in Lekaungole in 2011 and 2012. Without the basic materials, children cannot actively engage in the learning process.

School Rehabilitation Schools can be damaged during crisis and emergencies. In Jonglei State over 15 schools had classrooms destroyed and roofs blown off in 2012 due to strong winds. Additionally, soldiers often use schools as living quarters as was the practice in Pibor County in 2011/12, leaving the school partly destroyed and in need of small scale rehabilitation. School furniture and supplies are also severely lacking in the majority of schools.

WASH – Latrines and water points such as boreholes are lacking in the vast majority of schools, which threatens the hygiene and health of students and may result in lower attendance rates, especially for girls who require separate and private toilet facilities.

Teacher Training– Teachers need basic training in methodology, classroom management and psycho social issues related to acute emergencies.

While not all these issues are a direct result of emergencies, they are further exaggerated in an emergency context and worsen an already challenging educational context.

Project Participants - Affected Populations

Plan proposes to support education in emergencies activities for the following project participants.

Children

Boys 3500

Girls 3500

Women 75

Men 245

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.

After over one year of independence, South Sudan is in a unique position to embark on improvements in the provision of social services including guaranteeing that the rights of children are fulfilled and specifically that all children have access to quality primary education. While ongoing challenges and set backs have occurred in the time since independence including both natural and manmade emergencies, South Sudan can achieve universal education given the appropriate support from line ministries, donor entities and national and international agencies. Plan South Sudan is strongly committed to support Education in Emergencies initiatives in emergency affected areas to help ensure that all children have access to quality education.

Plan International South Sudan carried out assessments in emergency affected Jonglei and Lakes States in February and June 2012. Respondents who were interviewed identified security as one of the major challenges which hinders the development of the state, including quality education for all. Most recently, Inter-communal fighting and rebel incursions in Jonglei State and heightened tensions among the security actors in Lakes State has resulted in increased insecurity and the movement of target populations, including a large scale displacement of women and children, the occupation by government forces and rebel troops in and around schools, and the early cessation of the school year in many schools, especially in Pibor County.

In order to address the critical educational needs of children affected by these and other emergencies, and in line with the Education Cluster Priorities, Plan International South Sudan proposes to address the gaps in the educational services to children in Jonglei and Lakes States through the implementation of the following initiatives.

- Provide safe and protective 30 temporary learning spaces, including appropriate WASH facilities in emergency affected areas.
- Support small scale rehabilitation of 15 schools, including appropriate WASH facilities which have been damaged due to manmade or natural emergencies
- Supply emergency teaching and learning materials to 45 affected areas to ensure continuity of education.

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 Gap Analysis of services to Returnees and Vulnerable Host Communities in Rumbek Centre, Lakes State and Bor and Akobo, Jonglei State South Sudan, July 2012

- Deliver life-saving messages and psychosocial support to 7000 emergency affected children and youth.

Plan, with limited support from Plan Open Funding sources oversees the implementation of programming in both target areas through a variety of activities such as Food for Education, General Food Distribution and Food for Assets (with WFP and Plan internal funding), EIE project activities such as provision of TLSs, teacher training, rapid assessments and coordination, Livelihood and Food Security initiatives focusing on agricultural programming, WASH programming in terms of rehabilitation of infrastructure and hygiene awareness and child protection programming to support family tracing and unification, creation of safe play spaces and carrying out rapid assessments in crisis contexts. Plan has opened field offices in Pibor, Bor Town and Akobo in Jonglei State and in Rumbek Town in Lakes States, employing over 20 national and international staff to oversee project implementation.

While Plan Open Funding was able to support the initial emergency response activities in 2012, it is expected that during the first phase of implementation, alternative and additional funding would be resourced. Therefore in order to continue to meet the emergency educational needs of the affected populations, Plan requires additional support through the CHF.

Additionally, Plan has developed proposals, and continues to seek funding to address the educational needs of emergency affected children, specifically to increase girls' participation in education through a variety of funding sources such as the Girls Education Challenge, the Humanitarian Innovation Funding, Plan National Offices and Plan private and corporate donors. To date these processes are ongoing, with potential funding pending approval.

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.

With CHF funding, Plan proposes to continue to support the Education Cluster Objectives in the specific priority geographic areas (Pibor, Akobo, Jonglei State and Rumbek North in Lakes State) and in all of the priority cluster activities of rehabilitation of temporary learning spaces, delivery of TLMs to affected schools, provision of psychosocial and DRM teacher training, and in continuing advocacy for the evacuation of occupying military troops from schools. Plans proposed objectives and activities focus on activities that center on all of these cluster priorities.

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)

Overall Objective: To improve access to quality education for 7000 children regardless of gender, ethnicity, physical challenges, or religion in Jonglei and Lakes States by Dec 2013.

Objective 1. Provide 30 safe and protective temporary learning spaces with appropriate WASH facilities for 5250 emergency affected children, and support small scale rehabilitation for 15 schools damaged by manmade or natural emergencies affecting 1750 children in Pibor and Akobo Counties in Jonglei State and Rumbek North and Counties in Lakes State by December 2013.

Objective 2. Supply emergency teaching and learning materials to 7000 children in Pibor and Akobo Counties in Jonglei State and Rumbek North County in Lakes State to ensure continuity of education in areas affected by emergencies by Dec 2013.

Objective 3. Deliver life-saving messages and psychosocial support to over 7000 affected children and youth in in Pibor and Akobo Counties, Jonglei State and Rumbek North County in Lakes State by Dec 2013.

iii) Proposed Activities

List the main activities to be implemented with CHF funding. As much as possible link activities to the exact location of the operation and the corresponding number of direct beneficiaries (broken down by age and gender to the extent possible).

- In coordination with State Clusters, provide 30 TLSs in Akobo, Pibor, and Rumbek North Counties including the provision of segregated WASH facilities
- Support small scale rehabilitation of 15 schools damaged in manmade or natural emergencies in Akobo, Pibor, and Rumbek North Counties
- Construct temporary gender segregated emergency latrines blocks (each block for girls at a ratio of 1 latrine per 50 girls, and block for boys at a ratio of 1 latrine for 75 boys) in Akobo, Pibor, and Rumbek North and Counties
- Provide 45 water points in Akobo, Pibor, and Rumbek North Counties
- Carry out hygiene promotion campaign and workshops in the 45 targeted schools and communities (725M/1925F) every academic quarter, including the provision of 1050 girls' hygiene kits.
- Distribute appropriate TLM's to the 40 targeted schools –7000 (3500 B/3500 G) children between 6 - 12 years of age and 75 (60M/15F) teachers in Akobo, Pibor, and Rumbek North Counties
- Train 270 (220M/50F teachers) in the use of TLMs in Akobo, Pibor Rumbek North and Counties
- Conduct Gender analysis on classroom engagement and use of gender sensitive materials carried out.
- Develop and provide training to 270 teachers (220 M/50F) and 50 PTA members (25 M/25 F) in Disaster Risk Reduction strategies to be employed in schools in Akobo, Pibor and Rumbek North
- In collaboration with Education Cluster, provide psycho social training and peace building /conflict resolution training for 100 teachers in Akobo, Pibor and North Rumbek
- 7000 (3500B, 3500 G) Students between 6 - 12 years of age and 270 (220M/50F) teachers participate in regular emergency response drills
- 7000 (3500B, 3500 G) Students between 6 - 12 years of age and 270 (220M/50F) teachers in emergency affected areas participate in environment friendly activities such as school gardens and clean up days.

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 achieve gender equity, the proposed interventions will specifically target girls and women teachers (an equal number of girls and female teachers when female teachers³ are available) for training and specific activities. Plan will include environmental friendly lessons and related activities in teacher training to be employed in school and will encourage students and teachers to take a proactive approach to protecting the environment and ensure a clean and healthy learning environment.

Plan EIE staff will coordinate efforts with the PLAN WASH team and the MoH in the provision of appropriate WASH facilities at the school and to carry out the hygiene promotion campaigns and workshops in both the schools and communities.

³ Plan is sourcing funding for developed proposals to promote Girls' Education, including the provision of female teaching assistants.

Plan South Sudan recognizes the need for inclusive education and will work closely with the State MoE, the Education and Child Protection Cluster partners to ensure that attention is provided to ensure that children with special needs are given equal opportunities for quality education.

HIV/AIDS education material will be provided to teachers during the psycho social training activities. Plan South Sudan will link with UNAIDS and UNFPA to use existing materials and/or help produce relevant materials and advocate for inclusion of HIV/AIDS materials in school curriculum as deemed appropriate by the MoE.

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.

Plan expects the following results by the end of the CHF grant period in Dec 2013 based on the implementation of the proposed project. At the end of the proposed project period, Plan aims to complete the following results under the key objectives.

- 30 TLS are constructed using local available materials with appropriate sanitation blocks for boys and girls
- 15 school structures which have been damaged by manmade or natural disaster receive small scale rehabilitation
- 5250 Children (B/G) attend TLSs
- 1750 children attend rehabilitated schools
- Gender segregated latrines are constructed at the 30 targeted TLSs and 15 rehabilitated schools
- Water points provided at the 30 targeted TLSs and 15 rehabilitated schools
- Children (3500 boys and 3500 girls) including children with special needs and teachers in TLS in emergency affected areas receive and use education in emergencies materials
- Children, (3500 boys and 3500 girls) including children with special needs and teachers in TLS in emergency affected areas use education in emergency materials
- Children, (3500 boys and 3500 girls) including children with special needs are actively engaged in the learning process
- 270 (220M/50F) Teachers and 50 PTA members (25 M /25 F) participate in psycho social, peace building, and DRR training
- 270 (220M/50F) Teachers and 50 PTA members (25 M /25 F) use training in daily interaction with students in emergency affected areas
- Children (3500 boys/3500 girls) indicate that they feel safe in the TLSs in emergency affected areas
- Children (3500 boys/3500 girls) and 270 (220M/50F) teachers demonstrate skills in 'how to react in an emergency' during regular drills.

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.	# of emergency affected children and youth (B/ G) attending TLS	7000 children between 6-12 years of age (3500 B, 2500 G) attend the TLS and repaired classrooms
x	2.	# TLSs established # of classrooms repaired	30 TLSs established 15 classrooms repaired
x	3.	# of TLSs provided with temporary gender segregated latrines # of rehabilitated structures provided with gender segregated latrines	30 TLSs provided with gender segregated latrines 15 rehabilitated structures provided with gender segregated latrines
x	4.	# of Schools in a Box distributed to emergency affected teachers, children and youth	135 School in a Box kits distributed
x	5.	# of Recreation kits distributed to emergency affected teachers, children and youth in Akobo, Pibor, North Rumbek Counties	135 Recreation kits distributed
x	6.	# of Teachers (M/F) in emergency affected areas trained on life skills and psychosocial support # PTA members (M/F) in emergency affected areas trained on life skills and psychosocial support	270 (220M/50F) Teachers participate in psychosocial support, life skills, peacebuilding, and DRR training 50 PTA members (25 M /25 F)
x	7.	# of Trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces # Trained PTA members (M/F) who use training materials and apply psychosocial and lifesaving principles	270 (220M/50F) Teachers use training in daily interaction with students in emergency affected areas 50 PTA members (25 M /25 F) use training materials and apply psychosocial and lifesaving principles
x	8.	# of Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	75% of students (Children between 6 – 12 years of age indicate that they feel safe and protected in the TLSs in emergency affected areas during focus group discussions and/or random sampling surveys

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.

As noted in previous sections Plan has established field offices and employs over 20 field based staff to oversee the implementation of various projects, including EiE in Jonglei and Lakes States. Plan will continue to support these staff in the field offices to oversee the proposed EiE CHF funded project. Additionally a National Education in Emergencies Program Manager will be recruited and be responsible for the oversight of all EiE related activities in Jonglei and Lakes States, under the supervision of the Emergency Response Manager.

Plan works closely with the National and State Ministries of Education in the design, implementation and monitoring of educational activities. Additionally Plan has established close working relationships in the implementation of EiE initiatives such as the provision of psycho- social training with the Ministry of Education, Save the Children, Intersos and Hold the Child in Jonglei State. Plan proposes to further strengthen these and other relationships and continue to hold consultations between NGOs and the MoE on complementarity areas, areas of operation, targets, and joint monitoring which will be detailed in forthcoming MOUs. (There are going consultations with education partners such as INTERSOS and Save the Children to agree on a MOU.)

Plan also proposes to work closely with several national NGOs and agencies for the implementation of some aspects of the proposed project. Plan has developed strong working relationships with Serving and Learning Together (SALT), Christian Relief and Development Agency (CRADA), and the Diocese of Rumbek and plans to continue this support under this proposal.

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)⁴.

Plan employs a robust internal monitoring and reporting system that seeks to vigorously oversee program activities to ensure that they are in line and on track with proposed goals and objectives. Field based staff conduct regular site visits for supervision and monitoring purposes, providing timely feedback so that necessary adjustments can be made to reflect the realities on the ground and to achieve proposed results.

Through sites visits, supervision visits by Plan staff, including the EiE Program Manager and Emergency Response Manager, and regular reports provided by plan staff, MoE and NGO partners, Plan will be able to closely monitor all project activities to ensure that they are carried out in a timely manner, that the results are achieved in line with the proposed objectives, and that cross cutting issues are addressed as per the project document.

Plan will employ a variety of monitoring tools and reports, which are outlined in the project logical framework and work plan. Some of these will include regular inspection of school records and data, reference to Plan monitoring forms, verbal feedback, observation, evaluation forms, training reports, minutes from coordination meetings, reports including photos from private contractors, (specifically for construction related activities), distribution reports and conversations or Focus Group Discussions with project participants such as teachers and students. Plan will gather data on a monthly basis and carry out detailed analysis on the attendance and enrolment rates, training reports and school observation forms to assess how the activities affects the ability of children's access to school and impacts the learning environment. Plan staff will use the information gathered to evaluate if project activities are completed on time and in line with the project goals, objectives and work plan. Additionally Plan will continue to participate in monthly Cluster Meetings on a national and state level, providing regular feedback and reports. Plan staff will carry out regular M&E site visits and when possible conduct these visits with MoE staff. Monthly reports will be provided, including specific updating of the M&E matrix.

As noted, Plan project staff will continuously review and analyze reports and carry out field based supervision. The EiE Program Manager will be based in Bor with monthly travel to all field offices to ensure close supervision, continuous analysis to ensure timely and effective response so that goals objectives and results are achieved.

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)
Plan Australia National Office and Plan Regional Office for East and Southern Africa Office	\$75,000

⁴ 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:

LOGICAL FRAMEWORK			
CHF ref./CAP Code: SSD-13/E/55664/5524	Project Title: Provision of Education in Emergency Support for children affected by emergencies in Jonglei and Lakes States, South Sudan	Organisation: Plan International South Sudan	
Overall Objective	<p>Cluster Priority Activities for this CHF Allocation:</p> <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 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> • # 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 • School in a Box distributed to emergency affected children, youth and teachers • Recreation Kits distributed to emergency affected children, youth and teachers • Teachers (M/F) in emergency affected areas trained on life skills and psychosocial support • Trained teachers (M/F) who use 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 environments 	<p>How indicators will be measured:</p> <ul style="list-style-type: none"> • School records – attendance books, registrars, etc. • Plan Monitoring reports • Contractor reports, including photos • Distribution reports, including photos • Training reports, including photos • Observation • Random sampling surveys of teachers and students • Focus Group Discussions with Teachers, students and PTA members

Purpose	<p>CHF Project Objective: Overall Objective: To improve access to quality education for 7000 children regardless of gender, ethnicity, physical challenges, or religion in Jonglei and Lakes States by Dec 2013.</p> <p>Objective 1. Provide 30 safe and protective temporary learning spaces with appropriate WASH facilities for 5250 emergency affected children, and support small scale rehabilitation for 15 schools damaged by manmade or natural emergencies affecting 1750 children in Pibor and Akobo Counties in Jonglei State and Rumbek North and Counties in Lakes State by December 2013.</p> <p>Objective 2. Supply emergency teaching and learning materials to 7000 children in Pibor and Akobo Counties in Jonglei State and Rumbek North County in Lakes State to ensure continuity of education in areas affected by emergencies by Dec 2013.</p> <p>Objective 3. Deliver life-saving messages and psychosocial support to over 7000 affected children and youth in Jonglei State and Rumbek North County in Lakes State by Dec 2013.</p>	<p>Indicators of progress: # of emergency affected children and youth (B/ G) attending TLS</p> <p># TLSs established # of classrooms repaired # of TLSs provided with temporary gender segregated latrines # of rehabilitated structures provided with gender segregated latrines</p> <p># of Schools in a Box distributed to emergency affected teachers, children and youth # of Recreation kits distributed to emergency affected teachers, children and youth in Akobo, Pibor, North Rumbek Counties # of Teachers (M/F) in emergency affected areas trained on life skills and psychosocial support</p> <p># PTA members (M/F) in emergency affected areas trained on life skills and psychosocial support # of Trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces # Trained PTA members (M/F) who use training materials and apply psychosocial and lifesaving principles # of Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments</p>	<p>How indicators will be measured:</p> <ul style="list-style-type: none"> • School records – attendance books, registrars, • Plan Monitoring reports • Contractor reports, including photos • Distribution reports, including photos • Training reports, including photos • Observation • M&E Matrix • Random sampling surveys of teachers and students • Focus Group Discussions with Teachers, students and PTA members <p>Plan staff will carry out regular M&E site visits and when possible conduct these visits with MoE staff. Monthly reports will be provided, including specific updating of the M&E matrix.</p>	<p>Assumptions & risks: Assumptions</p> <ol style="list-style-type: none"> 1. School records including attendance books and registrars are kept, are current and are available during monitoring visits. 2. Security and road conditions permit safe travel and site visits 3. School in a box and recreation kits are available 4. Teachers, PTA members are available for training <p>Risks</p> <ol style="list-style-type: none"> 1. a. School personnel do not perform as required 1. b. School data and records are not available or are not regularly kept as per government policy 2. a. Target areas are deemed 'unsafe' and travel is not permitted 2. b. Travel is not possible due to flooding or other natural disasters or crises 3. School material pipeline is disrupted 4. Teachers and PTA members are fully engaged in normal work and routine and are not able to participate in training <p>Mitigation measures</p> <ol style="list-style-type: none"> 1. Plan will work in close collaboration with MoE staff to ensure successful M&E site visits 2. a. i. Plan Security Officer will closely monitor security status to ensure safety of staff members 2. a. ii. Plan carries out peace building programming in target areas 2. b. Plan will carry out key activities (to the extent possible) when road conditions are passable. 3. Plan will preposition materials (to the extent possible) when road conditions are passable. 4. Plan will closely collaborate with state and county level MoE authorities to ensure teachers and PTA members are available for training and that trainings coincide with school breaks, etc.
Results	<p>Results - Outcomes (intangible):</p> <p>Outcome 1. Children attend TLS and rehabilitated structures and are engaged in active learning in areas affected by emergencies in Akobo and Pibor and Rumbek North, Lakes State, South Sudan</p> <p>Outcome 2 Children, (3500 boys and 3500 girls)</p>	<p>Indicators of progress:</p> <p># of children (B/G) enrolled in TLSs or rehabilitated classrooms # of children (B/G) attending TLSs or rehabilitated classrooms</p>	<p>How indicators will be measured:</p> <ul style="list-style-type: none"> • School records – registrars, attendance books 	<p>Assumptions & risks:</p> <ul style="list-style-type: none"> • Security situation is stable • State and local authorities are willing to collaborate • Road conditions allow transport of construction materials, TLMs and staff • Cultural Attitudes and practices that may prevent children from participation in

<p>including children with special needs are actively engaged in the learning process</p> <p>Outcome 3 Children feel safe in areas affected by emergencies in Akobo and Pibor and Rumbek North, Lakes State, South Sudan</p>	<p># of children who say that they feel safe in school in random sampling or FGDs</p>	<p>Focus Group Discussions Random sampling survey</p>	<p>educational opportunities (early marriage, cattle herding, domestic chores, etc.)</p>
<p>Immediate-Results - Outputs (tangible):</p> <p>30 TLS are constructed using local available materials with appropriate sanitation blocks for boys and girls 15 school structures which have been damaged by manmade or natural disaster receive small scale rehabilitation 5250 Children (B/G) attend TLSs 1750 children attend rehabilitated schools Gender segregated latrines are constructed at the 30 targeted TLSs and 15 rehabilitated schools Water points provided at the 30 targeted TLSs and 15 rehabilitated schools</p> <p>Children (3500 boys and 3500 girls) including children with special needs and teachers in TLS in emergency affected areas receive and use education in emergency materials Children, (3500 boys and 3500 girls) including children with special needs and teachers in TLS in emergency affected areas use education in emergency materials</p> <p>270 (220M/50F) Teachers and 50 PTA members (25 M /25 F) participate in psycho social, peace building, and DRR training 270 (220M/50F) Teachers and 50 PTA members (25 M /25 F) use training in daily interaction with students in emergency affected areas Children (3500 boys/3500 girls) indicate that they feel safe in the TLSs in emergency affected areas Children (3500 boys/3500 girls) and 270 (220M/50F) teachers demonstrate skills in 'how to react in an emergency' during regular drills.</p>	<p>Indicators of progress:</p> <p># TLSs established # of classrooms repaired # of TLSs provided with temporary gender segregated latrines # of rehabilitated structures provided with gender segregated latrines</p> <p># of Schools in a Box distributed to emergency affected teachers, children and youth # of Recreation kits distributed to emergency affected teachers, children and youth in Akobo, Pibor, North Rumbek Counties # of Teachers (M/F) in emergency affected areas trained on life skills and psychosocial support</p> <p># PTA members (M/F) in emergency affected areas trained on life skills and psychosocial support # of Trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces # Trained PTA members (M/F) who use training materials and apply psychosocial and lifesaving principles # of Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments</p>	<p>How indicators will be measured:</p> <ul style="list-style-type: none"> • School records – attendance books, registrars, • Plan Monitoring reports • Contractor reports, including photos • Distribution reports, including photos • Training reports, including photos • Observation • M&E Matrix • Random sampling surveys of teachers and students • Focus Group Discussions with Teachers, students and PTA members 	<p>Assumptions & risks:</p> <p>Assumptions</p> <ol style="list-style-type: none"> 1. School records including attendance books and registrars are kept, are current and are available during monitoring visits. 2. Security and road conditions permit safe travel and site visits 3. School in a box and recreation kits are available 4. Teachers, PTA members are available for training <p>Risks</p> <ol style="list-style-type: none"> 1.a. School personnel do not perform as required 1.b. School data and records are not available or are not regularly kept as per government policy 2.a. Target areas are deemed 'unsafe' and travel is not permitted 2.b. Travel is not possible due to flooding or other natural disasters or crises 3. School material pipeline is disrupted 4. Teachers and PTA members are fully engaged in normal work and routine and are not able to participate in training

<p>Activities: <i>Activities are listed in chronological order under each specific objective.</i></p> <p>Obj 1 Activities Carry out awareness campaigns in target areas on EiE CHF activities, etc. Mobilize communities to provide local materials and labour for TLS and Rehabilitation of classrooms In collaboration with MoE, and Plan engineers, carry out school assessment in emergency affected areas in Jonglei and Lakes state Contract engineers to carry out construction or rehabilitation Carry out hygiene promotion campaigns in schools and communities affected by emergencies.</p> <p>Obj 2 Activities Request School in boxes, chalkboards and recreation equipment Transport materials to schools Distribute materials to schools Complete distribution reports Train teachers on using TLMs</p> <p>Objective3 Activities In collaboration with MoE design psycho social, life skills and DRR training schedule for areas affected by emergencies Contact local education authorities to schedule trainings Conduct psycho social, life skills and DRR trainings for teachers and PTA members in areas affected by emergencies Prepare and submit psychosocial life skills and DRR training reports Conduct FGDs on psychosocial, life skills and DRR training</p> <p>General activities Provide training to Plan staff on EiE CHF project including goals, objectives, targets, timelines etc. Participate in National and State level Education Cluster Meetings Carry out regular M&E site visits Provide monthly reports</p>	<p>Inputs:</p> <ul style="list-style-type: none"> • Staff • Vehicles • Laptops, Sat-phones • Stationeries • Office Space • Matching fund • Utilities • Facilitators/trainers 		<p>Assumptions, risks and pre-conditions:</p> <ul style="list-style-type: none"> • Funds are made available in timely manner • Qualified Staff are available. • There is Government Support for the project • Communities' involvement and support the project. • Field staff have unhindered access to the project areas
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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 Carry out awareness campaigns in target areas on EiE CHF activities, etc.	x	x											
Activity 2 Mobilize communities to provide local materials and labour for TLS and Rehabilitation of classrooms			x	x	x								
Activity 3 In collaboration with MoE, and Plan engineers, carry out school assessment in emergency affected areas in Jonglei and Lakes state	x	x	x										
Activity 4 Contract engineers to carry out construction or rehabilitation			x										
Activity 5 Carry out hygiene promotion campaigns in schools and communities affected by emergencies					x	x	x	x					
Activity 6 Request School in boxes, chalkboards and Recreation equipment	x	x											
Activity 7 Transport materials to schools			x	x									
Activity 8 Distribute materials to schools				x	x	x							
Activity 9 Complete distribution reports				x	x	x							
Activity 10 Train teachers on using TLMs					x	x	x						
Activity 11 In collaboration with MoE design psycho social, lifeskills and DRR training schedule for areas affected by emergencies			x	x									
Activity 12 Contact local education authorities to schedule psycho social , lifeskills and DRR trainings			x	x	x	x	x	x					
Activity 13 Conduct psycho social , lifeskills and DRR trainings for teachers and PTA members in areas affected by emergencies			x	x	x	x	x	x					
Activity 14 Prepare and submit psychosocial life skills and DRR training reports				x	x	x	x	x					
Activity 15 Conduct FGDs on psychosocial, life skills and DRR training						x	x	x					
Activity 17 Provide training to Plan staff on EiE CHF project including goals, objectives, targets, timelines etc.	x	x	x										
Activity 18 Participate in National and State level Education Cluster Meetings	x	x	x	x	x	x	x	x					
Activity 19 Carry out regular M&E site visits	x	x	x	x	x	x	x	x					
Activity 20 Provide monthly reports	x	x	x	x	x	x	x	x					

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