

South Sudan 2013 CHF Standard Allocation Project Proposal

for CHF funding against Consolidated Appeal 2013

For further CHF information please visit <http://unocha.org/south-sudan/financing/common-humanitarian-fund>
or contact the CHF Technical Secretariat chfsouthsudan@un.org

This project proposal shall be submitted by cluster partners in two stages to the Cluster Coordinators and Co-coordinators for each project against which CHF funds are sought. In the first stage, before cluster defenses, applying partners fill sections I and II. The project proposal should explain and justify the activities for which CHF funding is requested and is intended to supplement information already available in the CAP Project Sheets. The proposals will be used by the cluster Peer Review Team in prioritizing and selecting projects for CHF funding during CHF Standard Allocation round. Partners should also fill and submit to cluster coordinator/ co-coordinator the CHF Project Summary (Annex 1). In the second stage projects recommended for funding by the CHF Advisory Board must complete Section III of this application and revised/update sections I and II if needed.

SECTION I:

CAP Cluster	Education
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CHF Cluster Priorities for 2013 First Round Standard Allocation	
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, 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	Save the Children															
Project CAP Code	SSD-13/E/55512/6079															
CAP Project Title	Safe, Protective and Quality Education for emergency affected girls and boys from Returnees, IDP and host communities															
Total Project Budget requested in the in South Sudan CAP	US\$ 1,436,101															
Total funding secured for the CAP project (to date)	US\$ 900,292															
Project Location(s)	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #e6f2ff;">State</th> <th style="background-color: #e6f2ff;">%</th> <th style="background-color: #e6f2ff;">County</th> </tr> </thead> <tbody> <tr> <td>Northern Bahr El Ghazal (NBEG)</td> <td>44%</td> <td>Aweil East- Mangartong ,Wunlang , Madhol, Malualbaai, Baac, Yargot, Mang'ok, payams</td> </tr> <tr> <td>Jonglei</td> <td>56%</td> <td>Uror –Motot, Pulchol, Pieri payams</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	State	%	County	Northern Bahr El Ghazal (NBEG)	44%	Aweil East- Mangartong ,Wunlang , Madhol, Malualbaai, Baac, Yargot, Mang'ok, payams	Jonglei	56%	Uror –Motot, Pulchol, Pieri payams						
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Jonglei	56%	Uror –Motot, Pulchol, Pieri payams														
Funding requested from CHF for this project proposal	US\$323,321															
Are some activities in this project proposal co-funded?																
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (if yes, list the item and indicate the amount under column i of the budget sheet)																

Direct Beneficiaries		
	Number of direct beneficiaries targeted in CHF Project	Number of direct beneficiaries targeted in the CAP
Women:	270	2083
Girls:	1070	4576
Men:	182	2083
Boys:	1555	10,677
Total:	3,077	18,688

Indirect Beneficiaries
Indirect beneficiaries will include the IDP population Aweil East and Uror counties as well as the host populations who will benefit from the services. In addition school age children in Rumbek North County will benefit from increased capacity of the Rumbek County Education Department to prepare and respond to their educational needs in emergencies.
Catchment Population (if applicable)
CHF Project Duration (12 months max., earliest starting date will be Allocation approval date)
Indicate number of months: 7 Months (March -September 2013)

Contact details Organization's Country Office	
Organization's Address	Save the Children in South Sudan, Hai Malakal, P O Box 170, Juba, South Sudan
Project Focal Person	Judith Otieno Judith.Otieno@savethechildren.org Phone: +211922407193
Country Director	Dr John Distefano John.Distefano@savethechildren.org
Finance Director	Meketa Aboye Meketa.Aboye@savethechildren.org

Contact details Organization's HQ	
Organization's Address	
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

An internal displacement crisis, caused by insecurity, conflict and flooding that occurred in 2012 has exacerbated an already dire education situation in Northern Bahr El Ghazal and Jonglei States. Aerial bombardment in the disputed Kiir Adem border area in November and December 2012 escalated tensions at the border between South Sudan and Sudan and resulted in the displacement of an estimated 8,000 people in Northern Bahr El Ghazal State (NBEG) (OCHA, 31 December-6 January 2013). In Wunlang Payam, Aweil East County, 480 children (320 boys and 160 girls) are among those displaced (Interagency Assessment, January 2013). This is in addition to 354 individuals out of which an estimated 117 are school going age children, displaced by floods as at October 2012 (OCHA, October 2012). In Uror County, Jonglei State, 25,410 individuals, with an estimated 8,385 children of school going age, had been displaced by floods by October 2012. (OCHA, October 2012). In addition, Uror was one of the counties that experienced violent inter-communal conflict in 2012 that displaced thousands of households and disrupted learning.

Displaced children and those in flood affected communities will miss substantial periods of schooling as they wait for conditions to improve and education services restored. Unless opportunities to continue learning during emergencies are provided there will be an increase in school drop outs as learners whose schooling is often disrupted seldom ever return; more so girls given the numerous barriers to education that they already face. Cases of rape and sexual violence, forced marriage and abduction have been reported during the inter-tribal conflicts in Jonglei (IDMC, 2012).

Further, crisis has exacerbated protection issues as women and girls have been made even more vulnerable by limited livelihoods options and exposed to additional risks. The interagency assessment conducted in Aweil East in January 2013 revealed that men from the host community were approaching IDP women and girls offering to marry them for a lower dowry price. Given the high levels of deprivation there is a high risk of girls being forced into potentially exploitative situations such as coercive sexual relationships. Girls' workload increases dramatically as they are required to assist with additional household chores.

Although SPLA signed another action plan with the UN renewing its commitment to release all children from its ranks, children are still present in the army. According to Watchlist, (December 2011), demobilized children return to barracks voluntarily because they have access to food and assistance there; without access to protection and educational opportunities boys are likely to find joining the army a more attractive option for survival.

School will not only support children's social and intellectual development, but will provide physical protection from the dangers of a crisis environment and mitigate the psychosocial impact of the crisis.

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.

Given the high number of school going age children who have been displaced in both Aweil East and Uror Counties support to continuation of education will ensure that they do not miss substantial periods of schooling as they wait for conditions to improve before education services are restored. The proposed education in emergencies project will provide daily structure and purpose as well as a sense of normalcy, which, is critical to the psychosocial healing of conflict affected and displaced children. In addition to supporting children's social and intellectual development, education programs will provide physical protection from the dangers of a crisis environment, mitigate the psychosocial impact of the crisis, and facilitate screening for children who need special assistance.

The inclusion of life skills in the education in emergencies curriculum is critical given that conflict affected and displaced children are exposed to new threats including Sexual and Gender Based Violence, diseases (especially hygiene and sanitation related ones resulting from overcrowding and having no access to WASH facilities) and Reproductive Health risks. The life skills component of the Education project will prepare children and youth for these threats, providing them with knowledge and skills for prevention and where to get assistance. The life skills component will also help children and youth to adjust to the challenges in their new surroundings.

Ultimately, ensuring continuation of learning during emergencies will contribute to a reduction of school drop outs as learners whose schooling is often disrupted seldom ever return. Lack of educational opportunities for displaced children and youth is not only a violation of children's right to education, but also has a long-term—and often irreversible—effect on the development of the country's human and social capital, jeopardizing recovery and future development.

With support from CHF, SC will minimize disruption of education during and after emergencies for a total of 2,625 learners (1,070 girls and 1,555 boys) and provide a protective environment that minimizes the risk of child protection violations and SGBV. By pre-positioning and distributing emergency teaching and learning materials to emergency-affected schools and communities, this project will ensure that there is minimal delay between onset of emergency and educational response.

SC has been implementing Education and Emergencies (EiE) Programs in NBEG and Jonglei states among others and has made a clear institutional commitment to providing quality programs that support children's well-being in emergencies and crises. The agency continues to invest in highly skilled staff who have the knowledge and skills to ensure provision of optimal Education in emergencies services. The agency has a strong established presence in the targeted counties and will be able to rapidly mobilize at the start of the project.

While no alternative funding has been secured for the activities proposed in this project, this project has been designed to

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.

complement ongoing (EiE) programs in the target counties.

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, SC will ensure that Temporary Learning Spaces (TLS) are made more child-friendly and are protective by ensuring that each TLS has access to separate latrines for girls and boys as well as access to safe and clean water. In NBEG SC will continue to improve TLSs in Mangartong, Wunlang, Madhol, Malualbaai, Baac payams which are hosting significant IDP populations, as well as focus on Yargot, and Mang'ok payams which have also received IDPs but are also underserved. CHF funds will enable the establishment of additional TLSs targeting learners from these two latter payams. In Uror County, SC will establish TLSs for crisis affected communities to enable children to continue learning. SC will work with the community to ensure that TLSs are sited close to safe and clean water sources. This funding will be used to construct emergency latrines. SC will also promote hand-washing with ash and soap, if available.

CHF funding will also be used to pre-position and distribute teaching and learning materials to all the TLSs ensuring that conflict affected and displaced girls and boys have timely access to these materials to facilitate quick resumption of learning. This funding will also be used to promote girls' and children with disability participation in education. To address the sensitive issue of girls not attending school during and after puberty this project will facilitate the provision of dignity kits to all girls who have entered puberty. Female teachers will be sensitized on the importance of providing adolescent girls with opportunities to express themselves on reproductive health issues. After school sessions will be organized for this purpose. This project will coordinate with other education and child protection projects in the target areas to train school teachers, (male for boys and female for girls), who will then be facilitated to collaborate with health service providers to conduct focus groups with young people to assess their experiences and knowledge gaps regarding Reproductive health and risky sexual behaviour. This information will be used to design appropriate awareness creation, sensitization and education interventions that will be implemented in the TLs as well as the wider community. Reproductive and sexual health information and education will be provided in a cultural and gender sensitive way to ensure the participation of both adolescent girls and boys.

This funding will also enable the provisioning of recreational materials for each TLS. Distribution of eight recreational materials will be accompanied with training of teachers, school administrators and PTA members on how to use recreational materials for psychosocial support. They will be sensitized on the importance of regularly structured play activities, such as sports, drama, music, poetry as they enable children to process the events around them and resume normal childhood development. PTAs and school administration will be involved (and where appropriate take the lead) in distributions of learning and other school materials. This strategy provides an opportunity to build the capacity of school administration in management of school resources and accountability and engage the community in dialogue about education.

CHF funding will also be used to train teachers on psychosocial support and identification of children at risk of, or who have suffered from various child protection violations. This project will support TLSs to enable teachers to quickly and efficiently refer children with protection needs to child protection services. Teachers will collaborate with child protection staff to strengthen child protection within the TLSs.

Further, this project will hold a one-day orientation meeting for PTAs on Education in Emergencies so as to get them to support and actively mobilize their children to continue learning.

Finally, CHF funding will enable SC to strengthen State Level Education cluster coordination in Lakes State. SC will play a lead role in strengthening the capacity of Rumbek North County Education Department to prepare for and respond to education in emergencies. Rumbek North is conflict prone, with regular displacements and disruption of learning. SC will train identified County Education officials and school inspectors in psychosocial support. They will then be expected to train teachers in Rumbek North County to build requisite capacity amongst teachers to provide psychosocial support to conflict affected and displaced learners. SC will also support Rumbek North County Education Department by transporting 2 containers from the state ministry which they will use as storage for pre-positioned materials.

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 Children from IDPs and host community affected by acute emergency access quality education in emergency (EiE) in a safe and protective environment.

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).

Objective 1: To provide children affected by emergencies in Aweil East County, Northern Bahr el Ghazal and Uror County, Jonglei State with safe, temporary child friendly learning spaces by August 2013

- Establish 10 Temporary Learning Spaces using tents provided by UNICEF in Uror County and 2 in Aweil East County
- Construct 14 emergency latrines for girls and 14 Latrines for boys in Aweil East County and 4 latrines for girls and 4 latrines for boys in Uror county
- Provide TLSs with buckets for clean water
- Promote hand-washing with ash or with soap if available
- Strengthen referrals between TLSs and Child Friendly Spaces within the same payams
- Create awareness in the community on the importance of girl's education and children with disability and lobby for

increased enrolment for both (girls and children with disability).

- Create awareness on environmental hygiene within the TCFLS.

Objective 2: To provide children affected by emergencies in Aweil East County, Northern Bahr el Ghazal and Uror County, Jonglei State, with essential teaching and learning materials by August 2013

- Supply and pre-position 27 school in a box (emergency teaching and learning materials including textbooks, pens, pencils, chalk, stationery) 32 blackboards, 10 and recreational kits.
- Train teachers and school administrators on the use of the teaching, learning and recreational materials.

Objective 3: To provide training on psychosocial support and life saving messages to teachers and school administrators to strengthen psychosocial support for children affected by emergencies by August 2013

- Train teachers and school administrators on psychosocial support and life saving messages
- Collaborate with the respective County Education Departments ensure each TLS is supplied with Teachers' Code of Conduct, teachers' oriented on the content and ensure all teachers sign the code of conduct
- Include environmental hygiene as part of life skills training and work with the school teachers and administrators to set up of garbage and waste disposal mechanisms at the TCFLS.
- Work with teachers and PTA members to map out the available service providers within the TLS catchment areas as well as the relevant government authorities that can provide required support to survivors of SGBV

Objective 4: To strengthen State level emergency preparedness and response and coordination in Lakes State and County level in Aweil and Uror Counties

- Facilitate national level emergency response personnel (EiE Project Officers) to increase surge capacity during emergency in this project
- Jointly with UNICEF through the core pipeline, pre-position education teaching, learning and recreational materials.
- Participate in EiE rapid needs assessments in the affected communities within the project
- Provide emergency coordination support through joint cluster coordination at national level with UNICEF and as cluster lead in Lakes states.

iv). Cross Cutting Issues

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

Child protection has been integrated into the education in emergencies response. Strategies to address issues of inclusive and equal access for girls and boys, prevention of violence in school, quality of teaching and learning, observation of code of conduct by teachers as well as separate toilets for girls and boys have been put in place. The schools will be an important avenue for passing on important protective messages, raising awareness and providing life skills to bolster girls' and boys' ability to recognize risks and respond accordingly. The project will disseminate the Code of Conduct for teachers and education staff and ensure this code is signed by all active teachers and education staff in the schools. Prior to this, SC will collaborate with the County Education Departments to organize sessions where the Code of Conduct will be explained in detail to all teachers, education staff and PTAs. SC will continuously monitor the child protection situation in each TLS and provide a child friendly, safe and confidential mechanism to report risks, or child protection violations.

SC has included an emphasis on girls' education in this project with a focus on community awareness and advocacy efforts. SC will work with the PTA members, sensitizing them on the importance of both girls and boys attending school and facilitating them to take a lead in promoting girls education. SC will jointly work with the community to assess ways of ensuring safe routes to school and this will determine siting of the new TLSs. Deliberate efforts will be made to identify and train female teachers who can be role models for girls in school. Further the project will ensure that female teachers have been trained and are available to work with the girls, and can offer confidentiality, warmth and advice. Opportunities to safely talk about sexual violence and other concerns, such as bodily hygiene, menstruation and relationships with boys will be provided at the TLSs. SC will also address the sensitive issue of girls not attending school during and after puberty by facilitating the provision of dignity kits and construction of separate latrines for girls and boys. In both Aweil East and Uror Counties, SC has established Early Childhood Centres (ECD), targeting children aged 3-6years as well as Child Friendly Spaces where children can spend time in a safe and protective environment. Parents and caregivers will be made aware of these services and encouraged to enrol their young children in the ECD centres. This strategy is expected to have positive knock on effects for older siblings (especially girls) school participation (who do not attend school because they have to take care of their younger siblings) as well as free up several hours each day of women's time to engage in other household chores and livelihoods activities.

The TLSs will also provide boys with a protective environment, providing structure and hope in their lives, thus minimizing the risk of voluntarily joining the barracks in search of livelihood and survival.

This project will make deliberate efforts to ensure at least 40% women representation in PTAs. Further, the project will ensure that the PTA environment is enabling for women's participation/voice. All planning meetings and trainings will be held at a time when women are most likely to attend and all meetings and training will end early to enable women return home before dark.

The TLSs will also be an opportunity to reach adolescent girls and boys with appropriate Reproductive health information. Female and Male school teachers will collaborate with health service providers to conduct focus groups with adolescent girls and boys to assess their experiences and knowledge gaps regarding Reproductive health, HIV/AIDS and risky sexual behaviour. Reproductive and sexual health information and education will be provided in a cultural and gender sensitive way to ensure the participation of both adolescent girls and boys.

This project will conduct Focus Group Discussions with the target communities to determine the stereotypes for different types of disabilities that exist among the population and may hinder access to education for these girls and boys. Sensitization campaigns will be designed to demystify the stereotypes and encourage parents and caregivers of disabled children to bring them to school. Additionally, teachers and administrators will be sensitized on practical strategies to address the needs of disabled children. For instance children identified as having sight and hearing disabilities will be placed closer to the front to see or hear better.

Environmental Education will be provided as part of the school curriculum. Teachers in TLSs will work with girls and boys to ensure that the compounds are litter free and that each TLS has a garbage pit for disposing of waste.

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.

The following results are expected by the end of the project:

- i) 2625 children affected by emergencies in Aweil East County, Northern Bahr el Ghazal and Uror County, Jonglei State will have been provided with safe, temporary child friendly learning spaces by September 2013;
- ii) 2625 children affected by emergencies in Aweil East County, Northern Bahr el Ghazal and Uror County, Jonglei State, provided with essential teaching and learning materials by September 2013
- iii) 27 school in a box, 32 blackboards and 10 recreational kits pre-positioned and distributed to Temporary Learning Spaces to facilitate learning and psychosocial support activities
- iv) 12 TLSs will have been transformed into safer and protective environments where girls and boys are able to receive quality and relevant education, life saving information and psychosocial support
- v) The capacities of 54 teachers to provide education in emergencies will have been enhanced through training on Life skills and Psychosocial support;
- vi) 188 PTA members oriented on their roles as PTAs in school management and managing school resources
- vii) 188 PTA members taking lead in raising awareness and promoting education for girls and boys including children with disability.
- viii) 180 mothers sensitized on Early Childhood Education and encouraged to enroll their children at the nearest ECD centre
- ix) The capacity of Lakes State Education cluster to support emergencies in the state strengthened through better coordination amongst the education actors and with different County Education Departments.
- x) Capacity of Rumbek North County Education Department to respond to emergencies enhanced through training on psychosocial support and provision of 2 containers for safe storage of pre-positioned teaching, learning and recreational materials.
- xi) Capacity of Rumbek North County to respond to education in emergencies strengthened through Training of Trainers of 32 school inspectors on psychosocial support and life skills.

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

SOI (X)	#	Output Indicators <small>(Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).</small>	Target (indicate numbers or percentages) <small>(Targets should be disaggregated by age and sex as per the standard output indicators list and add-up to the number of direct beneficiaries identified page 1)</small>
x	1.	Total direct beneficiaries - number of emergency affected children and youth (M/F) attending temporary learning spaces	2625 children (1,070 females and 1,555 males)
x	2.	Temporary learning spaces established	12
x	3.	Emergency affected learning spaces provided with gender segregated latrines	12
x	4.	School in a Box distributed to emergency affected children, youth and teachers	27
x	5.	Recreation kits distributed to emergency affected children, youth and teachers	10
x	6.	Teachers (M/F) in emergency affected areas trained on life skills and psychosocial support	54 teachers (14 female and 40 male) and 188 PTA members (74 female and 114 male)
x	7.	Trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	54 teachers (14 female and 40 male) and 188 PTA members (74 female and 108 male)
x	8.	Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	2625children (1,070 females and 1,555 males)

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.

Save the Children will be responsible for implementation, management and delivery of this project. However, SC will coordinate with the County Education Departments, conduct joint planning and joint monitoring of the project sites.

With an established presence in Aweil East and Uror counties SC has experienced staff in Education sector as well as dedicated expertise in Child Protection that are based in the project implementation sites. Two Education Project Managers (International) each based in Aweil East and Uror, will provide guidance and lead the implementation of the project. The project will also be supported by Disaster Risk Reduction specialists from the region to ensure that DRR is appropriately integrated into the project. Working with national staff, they will mentor and build their capacity in emergency education.

The project will also receive additional technical support from the Education Technical Adviser and the Child Protection Technical Adviser, both based in Juba and travel regularly to the field sites. Additional technical support will be provided by EiE specialists based at the headquarters.

In terms of project management, SC has put in place a decentralized program management structure with commensurate delegated authority that will support day to day management of project implementation. The Deputy Directors for Program Implementation (DDPIs, based in Malualkon for NBEG and Bor for Jonglei State) will provide management and leadership to the field implementation team of this project. The field implementation teams will be led by the Education Program Managers, who have vast experience in Education in emergencies programming-one in Aweil East and one in Urur- who provide day to day oversight to project implementation while ensuring compliance at the field operational level. The field implementation team is supported by a fully fledged support structure that has finance, HR and Admin and Procurement and Logistics functions. Overall programming direction and guidance will be provided by the Deputy Director for Humanitarian Response.

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 workplan (Section III)².

Monitoring: Save the Children will establish project-specific M&E system that will provide the information needed at each stage of the project to determine whether the response has been implemented as planned, what problems/ risks need to be resolved, what expected or unexpected impacts have occurred, and what lessons can be learned for the selection and design of future projects.

Participatory Process Monitoring will be conducted on a monthly basis. The Deputy Directors Program Implementation for NBEG and Jonglei States, the respective Education Managers and M&E coordinators will jointly

- Review and plan the work on a regular basis
- Assess whether activities are carried out as planned
- Identify and deal with problems as they arise

By mid project the MEAL Advisor will lead the project implementation and field management teams to conduct Impact Monitoring, where SC will do the following:

- Measure progress towards meeting objectives
- Identify objectives that have not been met/ or cannot be met due to changes in the operational milieu. If they can be met, jointly develop an action plan to implement activities to enable the project meet those objectives
- Assess changes in the operational environment that are impacting on implementation; Inform the donor if the changes require altering of the scope of the project
- Test assumptions that were made at the design of the project.

Risks to the project will be monitored on a monthly basis.

Relevant project specific M&E tools will be adapted from existing standardized Education sector data collection tools to ensure the regular collection and analysis of data. M&E tools that will be used to collect both quantitative and qualitative data on the extent to which the project has promoted gender inclusiveness will be developed and staff trained on how to use them. The M&E tools will ensure that all data collection is disaggregated by sex and age. Ongoing site visits will be conducted by the project staff and field based M&E officer to ensure that project activities are proceeding on schedule and identify challenges that require immediate action. An M&E Operations Plan will be prepared at the project start to provide details on how the Monitoring and Evaluation systems will be setup and implemented to ensure M&E arrangements accommodate the need for lesson learning and accountability.

As part of monitoring of educational services being provided, SC will make every effort to engage with girls and boys, through age appropriate focus group discussions and activities to assess the project performance through children's eyes. Issues raised by girls and boys will be monitored to ensure that where possible, the project makes adjustments to address them. Two sessions, one mid project and one at the end of the project will be held with girls and boys who are beneficiaries of the project. Semi-structured interviews (using a wide range of tools), art activities and group discussions will be conducted at an activity day to ensure that children enjoy being part of the monitoring sessions. The various games, discussions and one-on-one activities will be trialed and appropriate changes made. The various methodologies will be organized in such a way that "fun activities" are interspersed with the more serious discussions to maximize children's attention and enjoyment. Parents and key stakeholders will also be interviewed to triangulate findings from children and gain an understanding of the broader context. This valuable information from children can then be utilized by the country program for learning and to enhance its accountability to children.

Reporting: Narrative reports providing information on the implementation progress and highlighting achievements, challenges and constraints will be compiled and shared with UNDP on a quarterly basis. The reports are a part of the accountability process of SC to stakeholders, partners, children and the donor. There will be two levels of reporting.

- Quarterly reporting – Internal project activity reports will be prepared on the basis of monitoring reports and finance reports will be based on monthly Budget Variance Analyses. This will form the basis for review and re-planning of project activities.

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

- Completion report to UNDP: 30 days after end of the project, a final narrative and financial (audited) reports will be.

Accountability: SC will work to ensure that principles of accountability are mainstreamed throughout our program design, implementation and M&E work; as well through specific accountability activities to improve our information sharing and transparency, beneficiary participation and our ability to receive and respond to feedback and complaints from children, communities and partners. An appropriate, safe and inclusive community based feedback and complaints handling mechanism will be established and implemented to provide platforms for beneficiary's active involvement in project and avenues to voice any issues or concerns about the project.

Learning: An integral part of this project delivery will be Learning and Continuous Improvement. SC will organize regular program performance and quality review meetings with staff, beneficiaries and partners to assess progress towards objectives and work plans, monitor project performance and quality based on monitoring and beneficiary feedback data, identify risks and risk management strategies during implementation. The Education Project Managers, Education Advisor and Monitoring, Evaluation, Accountability and Learning (MEAL) Advisor shall ensure there is proper documentation of learning and good practices in the learning database as well as ensuring that these and previous evaluation learning are continuously used for project improvement.

The MEAL Technical Advisor and MEAL Coordinator will be the focal points at the national and field level respectively for facilitating development and implementation of appropriate MEAL activities.

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)
UNICEF PCA 2013	390,182.89
DANIDA –January 2013	510,110

F. Budget Guideline

Each CHF project proposal must include a budget which details the costs to be funded by CHF. The budget should reflect activities described in the project narrative, and include sufficient detail to provide a transparent overview of how CHF funds will be spent. Budget lines should be itemized including quantity and unit prices of items to be procured whenever possible.

Use the annexed excel sheet to fill the budget ensuring it strictly adheres to CHF budget guidelines hereafter. These guidelines provide guidance on budget category description (section i), type of budgetary information required (section ii) and guidance on Direct and Indirect costs (section iii)

Note i) Description of Budget Categories

1. RELIEF ITEMS and TRANSPORTATION	NOTES
<ul style="list-style-type: none"> Direct operational input including the procurement of consumable supplies for project implementation (e.g. drugs, food, NFIs, seeds, tools, etc.); and related costs of transportation and handling. 	<ul style="list-style-type: none"> Breakdown by line item and indicate unit/ quantity/ cost per unit Provide itemized description for those without quantity/cost per unit If relief items are received from pipeline or other sources please list the items and indicate the amount under column i "Other funding to this project including in kind". Cost for supplies should be presented separately from cost of transport in the budget sheet.
2. PERSONNEL <ul style="list-style-type: none"> Organization staff costs and entitlements involved in the implementation of the project (programme and support staff) 	<ul style="list-style-type: none"> Provide detailed description of Responsibility/title, post location, quantity and the percentage of full time equivalent (FTE) dedicated to the CHF project Indicate the percentage dedicated to the CHF project. Do not include consultancies with firms or agreements with implementing partners (which go under Category 5 Contracts)
3. STAFF TRAVEL <ul style="list-style-type: none"> Costs incurred for the travel of staff members 	<ul style="list-style-type: none"> Provide detailed description of staff members (title, post location) Provide breakdown of all costs (frequency, amount and number of staff)
4. TRAINING WORKSHOPS/SEMINARS/CAMPAIGNS <ul style="list-style-type: none"> Only training directly related to implementation of the project to be included (counterparts and staff members) 	<ul style="list-style-type: none"> Describe type of training, number of participants, location, duration, unit cost Provide breakdown of costs incurred during each of the training
5. CONTRACTS <ul style="list-style-type: none"> Specialized services provided to the project by an outside contractor including groups, firms, companies, and NGOs (e.g. printing press, consultancy firms, construction companies) 	<ul style="list-style-type: none"> Depending on type of contract and services provided- the budget line should be itemized Give itemized breakdown of pass-through funding for each Implementing Partner
7. VEHICLE OPERATING AND MAINTENANCE COSTS <ul style="list-style-type: none"> This budget line includes the purchase/rental of vehicles directly serving the implementation of the project 	<ul style="list-style-type: none"> Rental of vehicles and maintenance could be a paid on a monthly basis (Lump Sum) or \$/kilometer Provide breakdown by item/activity, location, quantity, unit cost
8. OFFICE EQUIPMENT AND COMMUNICATION <ul style="list-style-type: none"> Procurement of non-consumables (telecom equipment, IT equipment, office supplies, etc.) Office rent and fuel for the generators, utilities (telephone, water, electricity etc) can be included in this budget line 	<ul style="list-style-type: none"> Provide breakdown by item/activity, location, quantity, unit cost Other office supplies that cannot be itemized can be indicated as lump sum (LS)
9. OTHER ADMINISTRATIVE COSTS <ul style="list-style-type: none"> Other costs related to the project not covered by the above such as bank transfer charges, courier charges, etc 	<ul style="list-style-type: none"> Provide itemized description of costs if not possible to breakdown by unit/quantity/cost per unit
OVERHEAD/PROGRAMME SUPPORT COSTS (PSC)	
<ul style="list-style-type: none"> To cover PSC at HQ/regional and country level. 	<ul style="list-style-type: none"> PSC not to exceed 7% of subtotal project costs
AUDIT Costs	
<ul style="list-style-type: none"> NGOs are required to budget at least 1% of total project cost for audit, UNDP/TS will contract external audit 	
11. GRAND TOTAL COSTS	
<ul style="list-style-type: none"> The total of project costs 	<ul style="list-style-type: none"> The Sum of subtotal project costs, PSC and Audit.

Note ii) type of budgetary information required

(a) **Items Description:** Provide a brief description of items required to implement the project.

(b) **Location:** The place where the cost is incurred. This column is key to determine the Direct and Indirect nature of the budget line in column c.

(c) **Cost Type (I or D):** Indicate if a budget line is D (direct) or I (indirect). See Notes iii) below for guidance on how to determine the cost type.

(d) **Unit of measurement:** indicate the unit used to measure the budget line. e.g months, tonnage, pieces etc

(e) **Percentage/full-time-equivalent (FTE):** indicate the percentage or FTE that CHF will cover.

(f) **Quantity:** the amount in relation to the unit of measurement, such as number of people, number of months etc

(g) **Unit Cost:** the cost of one item.

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

Note iii) Guidance on Direct and Indirect Costs

1. RELIEF ITEMS and TRANSPORTATION

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

2. PERSONNEL

Direct costs:

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

Indirect costs:

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

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

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

3. STAFF TRAVEL

Direct costs:

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

Indirect costs:

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

4. TRAININGS, WORKSHOPS, SEMINARS, CAMPAIGNS

Direct costs:

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

5. CONTRACTS

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

6. VEHICLE OPERATING & MAINTENANCE COSTS

Direct costs: if related to vehicles used at the project implementation area

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

7. OFFICE EQUIPMENT & COMMUNICATIONS

Direct costs:

- If items/service is used at the project implementation area

Indirect costs:

- If items/service is used outside of the project implementation area (e.g. Cost of services in Juba Country Office for a project being implemented in Bor).

8. OTHER COSTS (bank charges, ...)

Direct costs:

- If items/service is used at the project implementation area costs

Indirect costs:

- If items/service is used outside of the project implementation.
- Visibility is considered Indirect cost.

9. Programme Support costs (Indirect cost)

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

SECTION III:

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

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

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

LOGICAL FRAMEWORK			
CHF ref./CAP Code: SSD-13/E/55512		Project title: Safe, Protective and Quality Education for emergency affected girls and boys from Returnees, IDP and host communities	Organisation: <u>Save the Children</u>
Overall Objective	<p>Cluster Priority Activities for this CHF Allocation: <i>What are the Cluster Priority activities for this CHF funding round this project is contributing to:</i></p> <ul style="list-style-type: none"> Establish or rehabilitate safe and protective learning spaces for boys and girls with gender segregated WASH facilities Provide learning opportunities for emergency-affected children and youth 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: <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 emergency affected children and youth (M/F) attending temporary learning spaces Trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces School in a Box distributed to emergency affected children, youth and teachers Recreation kits distributed to emergency affected children, youth and teachers Children and youth (boys/girls) reporting feeling 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"> Temporary Learning Spaces enrolment registers Temporary Learning Spaces attendance registers Classroom observation Distribution lists and physical site verification Rapid TLS assessment report

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"> To ensure that 2625 children from IDPs and host community affected by acute emergencies access quality education in emergency (EiE) in a safe and protective environment. 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> What indicators will be used to measure whether the CHF Project Objectives are achieved. Indicators may be quantitative and qualitative Proportion of all school-age children in the emergency affected community who regularly attend school, (disaggregated by age and gender) Proportion of learning spaces that are perceived as safe by the learners and the parents/caregivers Proportion of trained teachers and school administrators applying skills acquired through training 	<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"> Temporary Learning Spaces enrolment registers Temporary Learning Spaces attendance registers Observation 	<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"> Pre-positioning of educational supplies will be done timely to enable rapid distribution when required <p><i>Risks</i></p> <ul style="list-style-type: none"> A deterioration in security situation that results in secondary displacement of already displaced populations; Inter-tribal fighting in Uror which could possibly result in burning/destruction of TLSs Unprecedented flooding that is not consistent with normal patterns of flooding
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> <p>R1: Continued learning for 2625 children affected by emergencies through increased access to protective temporary learning spaces and availability of EiE materials in Aweil East and Uror counties</p> <p>R2: Psychosocial impact of the emergency mitigated by providing rapid, structured recreational activities for affected children and youth.</p> <p>R3: Improved emergency preparedness, response and coordination capacity in Lakes State and Aweil and Uror Counties</p>	<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"> Proportion of crisis affected children (gender and age disaggregated) enrolled in temporary learning spaces Proportion of learning spaces providing psychosocial support program within the school curriculum At least 2 EiE responses are planned and implemented within 2 months of the beginning of project. An updated counties coverage mapping is available for Lakes State 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> TLS School Enrollment data Rapid TLS assessment Observation during project monitoring Project progress report Minutes of Lakes State Education Cluster meetings Humanitarian situation updates and bulletins 	<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"> Pre-positioning of educational supplies will be done timely to enable rapid distribution when required <p><i>Risks</i></p> <ul style="list-style-type: none"> A deterioration in security situation that results in secondary displacement of already displaced populations; Communities are not affected by multiple emergencies that will disrupt the ongoing psychosocial support program for children Inter-tribal fighting in Uror which could possibly result in burning/destruction of TLSs Unprecedented flooding that is not consistent with normal patterns of flooding
	<p>Immediate-Results - Outputs (tangible): <i>List the products, goods and services (grouped per areas of work) that will result from the</i></p>	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the</i></p>	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p>	<p>Assumptions & risks: <i>What factors not under the control of the project are necessary to achieve the</i></p>

<p><i>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"> • Output 1.1: 12 TLSs established • Output 1.2: 36 temporary latrines separate for girls and boys constructed • Output 1.3: EiE teaching and learning materials and supplies delivered to all temporary learning spaces • Output 1.4: Hygiene promotion conducted and buckets provided for hand-washing in all TLSs • Output 1.5: Teachers, school administration and PTA members trained on the correct use of the distributed school supplies <p>Output 2.1: Psychosocial support materials and supplies distributed to each learning space</p> <p>Output 2.2: Teachers, school administrators and PTA members trained on provision of psychosocial support to children</p> <p>Output 2.3: 32 County Education Department of Rumbek North County provided with Training of Trainers on psychosocial support and life skills.</p> <p>Output 2.4: All TLSs supplied with copies of Teachers Code of Conduct and teachers trained on its application</p> <p>Output 3.1: State level Education cluster in Lake State regularly meeting and engaging with SMoE in coordination of emergency response</p> <p>Output 3.2: Rumbek County, Lakes state has a reference storage system of pre-positioned EiE materials.</p> <p>Output 3.3: Surge capacity in place and available for rapid emergency response</p>	<p><i>envisaged outputs? Ensure the indicators identified in Section II (v) of this proposal are adequately inserted in this section.</i></p> <ul style="list-style-type: none"> • # of TLSPs established • # of temporary latrines (separate for girls and boys) constructed • # and type of teaching and learning materials and supplies distributed to each temporary learning space • # of buckets for hand-washing provided for each TLS • # teachers (gender disaggregated) trained on the correct use of distributed school supplies • # of PTA members (gender disaggregated) trained on the correct use of distributed school supplies • # and type of psychosocial support materials distributed • #of teachers (gender disaggregated) trained on psychosocial support and life skills • # of children participating in psychosocial support programs in school disaggregated by gender, age • # of County Education Department staff trained on psychosocial support and life skills. • # of TLSs with copies of Teachers Code of Conduct • At least 1 SEC meeting per month is held in Lakes State; • An updated county coverage mapping is available • Locations for delivery of school supplies prioritized through the SEC • # and type of storage spaces available in Rumbek North County • #of EiE staff trained and available as surge capacity 	<ul style="list-style-type: none"> • Project monitoring reports • Observation/photos during field visits • School enrolment data • Classroom registers • SC Distribution and waybills • UNICEF release/transfer documents • School store records • Training reports • List of participants for each training • Registration list of Lakes State SECs members; • Minutes of Lakes State SECs meetings; • Field visits reports Delivery bills of EiE materials; • Project monitoring reports 	<p><i>expected outcomes? What factors may get in the way of achieving these objectives?</i></p> <ul style="list-style-type: none"> • Pre-positioning of educational supplies will be done timely to enable rapid distribution when required <p><i>Risks</i></p> <ul style="list-style-type: none"> • A deterioration in security situation that results in secondary displacement of already displaced populations; • Communities are not affected by multiple emergencies that will disrupt the ongoing psychosocial support program for children • Inter-tribal fighting in Uror which could possibly result in burning/destruction of TLSs • Unprecedented flooding that is not consistent with normal patterns of flooding
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<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> <p><i>Activities</i></p> <ol style="list-style-type: none"> 1.1. Community mobilization activities for emergency affected communities 1.2. Support school administration to set up PTA if not already in place 1.3 Work with community to identify safe places for setting up temporary learning spaces; mobilize community to clear identified spaces of harmful objects and debris 1.4 Establish 10 Temporary Learning Spaces using tents provided by UNICEF in Uror County and another 2 in NBEG 1.5 Construct 14 emergency latrines for girls and 14 Latrines for boys in Aweil East County and 4 latrines for girls and 4 latrines for boys in Uror county 1.6 Provide TLSs with buckets for clean water 1.7 Promote hand-washing with ash or with soap if available 1.8 Deliver EiE materials and supplies to each temporary learning space 1.9 Train teachers, School administrators and PTA on correct use of distributed materials 1.10 Conduct awareness raising and sensitization in the community on the importance of girl's education and children with disability and lobby for increased enrolment for both (girls and children with disability). 1.11 Provide dignity kits to girls who have 	<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"> • Staff time • Travel and transportation • Community time • State and County Education staff time • State cluster members' time • GIK from UNICEF • IEC materials • Copies of teachers' code of conduct • Training materials- guides • Stationery 		<p>Assumptions, risks and pre-conditions: <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i></p> <ol style="list-style-type: none"> 1) The funds will be released on time 2) UNICEF will be able to pre-position the required GIK in their regional hubs on time and in adequate quantities
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<p>entered puberty</p> <p>1.12 Monitor the level of functionality of each learning space</p> <p>2.1 Sensitize emergency affected communities on the importance of psychosocial support for their children and young people;</p> <p>2.2 Conduct rapid training of teachers, school administrators and PTA members covering psychosocial impacts of emergencies, basic child development, protection, and program Implementation</p> <p>2.3 Support teachers and school administrators to set up structured play activities within the school curriculum</p> <p>2.4 Deliver psychosocial support materials and supplies to each learning space</p> <p>2.5 Monitor use of psychosocial support materials and supplies</p> <p>3.1. Provision of support to SMOE in the coordination of monthly Education cluster meetings in Lakes State</p> <p>3.2. Attend Monthly coordination meetings in NBEG and Unity, States</p> <p>3.3. Prepositioning of Education in Emergency materials in Aweil East, Uror and Lakes State</p> <p>3.4. Transport 2 containers for storage to Rumbek North County</p> <p>3.5. Lead the mapping of coverage and resources of different cluster members</p>			
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	<p>in Lakes State.</p> <p>3.6. Hire and train surge personnel and train them in Education in Emergencies</p>			
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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: Mobilize communities		x	x											
Activity 2 Establish 10 Temporary Learning Spaces using tents provided by UNICEF in Uror County and 2 in Aweil East County						x	x	x						
Activity 3 Construct 14 emergency latrines for girls and 14 Latrines for boys in Aweil East County and 4 latrines for girls and 4 latrines for boys in Uror county		x	x	x										
Activity 4 Provide TLSs with buckets for hand washing			x				x							
Activity 5 Promote hand-washing with ash or with soap if available			x				x							
Activity 6 Create awareness in the community on the importance of girl's education and children with disability and lobby for increased enrolment for both (girls and children with disability).		x		x		x		x						
Activity 7 Create awareness on environmental hygiene within the TCFLS			x				x							
Activity 8 Supply and pre-position 27 school in a box (emergency teaching and learning materials		x	x	x			x	x						

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		
including textbooks, pens, pencils, chalk, stationery) 32 blackboards, 10 and recreational kits.															
Activity 9 Train teachers and school administrators on the use of the teaching, learning and recreational materials.				x				x							
Activity 10 Train teachers and school administrators on psychosocial support and life saving messages					x				x						
Activity 11 Collaborate with the respective County Education Departments ensure each TLS is supplied with Teachers' Code of Conduct, teachers' oriented on the content and ensure all teachers sign the code of conduct			x					x							
Activity 12 Include environmental hygiene as part of life skills training and work with the school teachers and administrators to set up of garbage and waste disposal mechanisms at the TCFLS.			x	x				x			x				
Activity 13: 1- day orientation of school administrators, school teachers on correct use of school materials			x	x											
Activity 14 Facilitate national level emergency response personnel (EiE Project Officers) to increase surge capacity during emergency in this project.							X	x	x	x					
Activity 15: Transport storage containers from the Lakes State to Rumbek North County			x												
Activity 15 Jointly with UNICEF through the core pipeline, pre-position education teaching, learning and recreational materials.		x	x	x											
Activity 16 Participate in EiE rapid needs assessments in the affected communities within the project							X	x							
Activity 17 Provide emergency coordination support through joint cluster coordination at national level with UNICEF and as cluster lead in Lakes states.			x	x	x	x	x	x	x	x	x				

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