

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
--------------------	------------------

CHF Cluster Priorities for 2013 First Round Standard Allocation

This section should be filled by the cluster Coordinators/Co-coordinators before sending to cluster partners. It should provide a brief articulation of Cluster priority activities and geographic priorities that the cluster will recommend for funding from the CHF in line with the cluster objectives highlighted in the CAP 2013.

Cluster Priority Activities for this CHF Round

- Establish or rehabilitate safe and protective learning spaces for boys and girls with gender segregated WASH facilities;
- Provided 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

- Jonglei: Akobo, Urur, Pibor
- Unity: Pariang, Abienhom, Mayom, Panyijjar
- 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

South Sudan Development Agency - SSUDA

Project CAP Code

SSD-13/E/55602/15049

CAP Project Title (please write exact name as in the CAP)

Scaling –Up access to life-saving Education in acute emergencies for girls and boys in Upper Nile State

Project Location(s) (list State, and County (or counties) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State)

State	%	County
Upper Nile	100%	Renk, Maban and Maluth

Total Project Budget requested in the in South Sudan CAP

US\$ 616,000

Total funding secured for the CAP project (to date)

US\$. None

Funding requested from CHF for this project proposal

US\$149,999

Are some activities in this project proposal co-funded?

Yes No (if yes, list the item and indicate the amount under column i of the budget sheet)

Direct Beneficiaries (Ensure the table below indicates both the total number of beneficiaries targeted in the CAP project and number of targeted beneficiaries scaled appropriately to CHF request)

	Number of direct beneficiaries targeted in CHF Project	Number of direct beneficiaries targeted in the CAP
Women:	32	3,200
Girls:	5,800	7,300
Men:	48	1,800
Boys:	6,200	7700
Total:	12,080	20,000

Indirect Beneficiaries

Indirect beneficiaries include State Ministry of Education, IDP/Returnees communities affected by emergencies and neighboring counties.

Catchment Population (if applicable)**Implementing Partner/s** (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)**CHF Project Duration** (12 months max., earliest starting date will be Allocation approval date)

Indicate number of months: 6 months (April – September)

Contact details Organization's Country Office	
Organization's Address	South Sudan Development Agency Juba Office, Nuer Peace Compound, Off Kololo, Next to USA Embassy Juba, South Sudan
Project Focal Person	<i>Kennedy Odhiambo Onjweru</i> Ssuda_sudan@ssuda.org.au +211-955-027200 or +211-912-185-704
Chairperson Board of Directors	<i>Gatwech Peter Kulang</i> gatwechkulang@ssuda.org.au Tel: +211 - 955019405
Finance Officer	<i>John Chuol Wal</i> Ssuda_sudan@ssuda.org.au Tel: +211-955008486

Contact details Organization's HQ	
Organization's Address	South Sudan Development Agency Australia
Desk officer	<i>Name, Email, telephone</i>
Finance Officer	<i>Name, Email, telephone</i>

SECTION II

A. Humanitarian Context Analysis

Briefly describe (in no more than 500 words) the current humanitarian situation in the specific locations where CHF funded activities will be implemented. Provide evidence of needs by referencing assessments and key data, including the number and category of the affected population¹

At 14% of the national Education Cluster emergency caseload, Upper Nile State has the highest number of needy children as compared to other nine States of South Sudan. Even though there has been general increase in pupil enrolment and retention in schools in South Sudan the dropout is equally very high. According to EMIS report 2011, Upper Nile State continue to experience slow progress in education due to several factors such as lack of qualified teachers, lack of protective learning spaces, frequent natural and man-made disasters include annual flooding and ethnic conflict that affects school programme and puts children out of schools for months. Classroom to pupil ration is 1:107. Out of 2,950 teachers only 26% have academic qualification making 1:71 teachers to pupils ratio. 71.9% of primary schools have no access to safe drinking water while 63.7% have no access to latrines. Negative cultural perception towards girls' education among communities exacerbates the situation more so during emergencies. Only 56.7% (boys) and 43.3% (girls) of school going age are enrolled in schools. Most pupils especially girls do not complete primary education.

Overall, 20 cases of ethnic conflicts in various counties were recorded in 2012 displacing large number of people, majority were women and children. By July 2012, 3,350 children were displaced across the State. Up to 15 schools were occupied by military personnel or forced to close down during operations to fight off militia groups and SPLA personnel. In Fashoda, Akoka, Malakal West and Panyikang, fresh ethnic clashes left many residents to flee to Manyo and Meluth Counties creating humanitarian needs especially on children. In Renk large numbers of returnees are stranded in the camps unable to move to their respective final destination due to logistical challenges. Since October, tension has been high with frequent violent conflicts reported. The few learning spaces in Maban which is hosting over 100,000 refugees and stranded returnees have been overstretched. Subsequently, the State experiences extreme rainy seasons causing floods that destroys or cut off access to 20% of the schools. On the other hand, IDPs and Returnees' settlements are experiencing high level of environmental degradation as a result of over dependency on wood fuel and deforestation.

During emergencies, women have to take up work outside the homes; older daughters remain to care of siblings while their household chores increase as a result, they stay home from school. It is important to note that Sexual-Gender Violence affects girls and boys in many so-called 'normal' situations, but in crisis and in conflict situations, the magnitude are greater and the impact intensified especially on women and girls because prevention, referral and support mechanisms collapse. The setting of dwelling in returnees and IDP camps are not favouring women and girls in those camps. Following closure of South Sudan/Sudan border, followed by austerity measures by the government, the cost of living have high-rocketed leaving both host and IDPs/returnee communities unable to repair or replace damaged (or lost) school as well as learning and teaching materials especially during and after emergencies.

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.

South Sudan Development Agency (SSUDA) is a national NGO and Education Cluster focal point for Upper Nile State. As focal point, SSUDA coordinates and collaborates with UNICEF and State Ministry of Education to provide services and participate in policy formulation that are intended to contribute to the South Sudan Government's effort in providing quality education for all South Sudanese children in the State. In 2012, SSUDA was the best organization in terms of delivery of EiE services in Upper Nile having implemented provided life-saving EiE in UNS where 80 teachers were trained in Psychosocial support in four counties, 7 temporary learning spaces established with latrines for boys and girls and while 12,000 received recreational and learning and teaching materials. The organization also participates in National Education Forums such as development of curriculum and training manuals

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.

for Child-Friendly education as well as other key education policies and Strategic Plans. SSUDA has successfully worked in Ulung County, Upper Nile State in the last 3 years to provide school feeding and Girls' Initiative programmes supported by World Food Programme. In 2013, SSUDA is planning to partner with UN-FAO to pilot school gardening activities in 12 primary schools that is aimed promoting food production skills among pupils as well as address long term food security and livelihood among vulnerable children and their families.

In 2012, SSUDA received funds from CHF and UNICEF to implement Education in Emergency programme in four counties of Upper Nile State targeting 15,000 emergency affected children. However, despite the efforts by education cluster members and stakeholders, continued occurrence of emergencies in the State has increased the need for more interventions. Ethnic conflict, heavy rains and conditions of stranded returnees are expected to either remain the same or worsened in the year 2013. SSUDA plans to scale up education in emergency responses to ensure continuity of education for 12,000 emergency affected children in 3 counties by providing both local made and tented temporary protective learning spaces with gender aggregated latrines, training of teachers in psychosocial support and life skills and providing emergency teaching and learning materials. SSUDA will require 60 recreational kits, 60 school in a box and teacher training kits to be distributed to 12,000 children and youth both boys and girls. Even though the number supplies seems to be higher than number of learning spaces, this is because more supplies will be required to be distributed to schools which were already established in 2012. In Renk and Meluth, there is large number of stranded returnees who received supplies but so far the kits have worn out. There are also new returnees enrolled in the old TLS who have no learning or recreational kits. In summary, SSUDA will meet the needs of new entrants in the old TLS. 12,000 IDP/returnee children are a moving population and some of the old tents are going to be used by new arrivals or children affected by renewed conflicts. SSUDA prepositioned about 40 TLS in 2012, some of them are still in good conditions which will be continuously be used in 2013.

SSUDA has received commitment from UNICEF and WASH Cluster and Education Director in Renk that they will work with SSUDA in Renk to provide latrines in established a few TLS. Renk is one of the high priority areas targeted by SSUDA and therefore this reduces the number of gender segregated latrines to be established by SSUDA.

SSUDA will also organize and support joint assessments and meetings with other clusters at state level to promote a holistic intervention approach in education in emergency. Community participation and contribution is a key component in sustaining the programme, therefore SSUDA will build the capacity and work with existing structures such as PTAs, School Management Committees and education officials to take active role in promoting education in emergency situations and in particular to this project. The main object of this project is to ensure that children (both boys and girls) in emergencies in the 3 counties of Upper Nile State continue to access life-saving education without much interruption.

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.

SSUDA will provide emergency-specific PTA/teacher training that ensure that they have necessary information and skills to provide support, protection and life saving information to emergency affected learners considering that children especially girls in emergency are exposed and vulnerable to Sexual/Gender-based violence and other life threatening hazards such as landmines, small-arms, HIV/AIDS, child abductions and rampant early/forced marriages among young girls. Transport and communication infrastructure in Upper Nile is very poor making delivery of pipeline supplies so difficult and costly during emergency periods and in particular during floods. SSUDA plans to conduct risk assessment, preposition supplies and mobilize the communities in emergency prone areas to adopt emergency preparedness mechanism and avert risk by involving in interventions include contributing local materials and resources to mitigate crisis such as putting up temporary learning spaces using local materials. While providing temporary learning spaces and learning materials for emergency affected children, it will be responsibility of SSUDA to observe that the materials are used for intended purpose and that trained teachers and PTAs are using the skills for the benefit of target groups. As State focal point for education cluster, SSUDA will continue to organize timely joint assessment and intervention to monitor and report emerging cases in hotspot areas in order to prevent and respond to crisis.

ii) Project Objective

State the objective/s of this CHF project will achieve. Objective/s should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART)

The main objective of this project is to increase opportunity for quality education for 12,000 children and youth (girls and boys) affected by acute emergencies in the four counties of Upper Nile State in 2013 through providing 30 protective temporary learning spaces, provision of 60 kits of emergency teaching and learning and recreational kits, lifesaving protection information and psychosocial support and ensure disaster risk reduction and emergency preparedness measures are mainstreamed into long term educational development policies and programmes.

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).

- Conduct joint rapid and risk assessment and monitoring of movements of people and children in 3 counties (Renk, Meluth, and Maban) on the effects of emergencies
- Establish 7 TLS to emergency areas within two weeks of the emergency outbreaks and support;
- Establish 7 locally built Child-friendly TLS with gender segregated latrines in the affected schools.

- Rehabilitate 5 classrooms destroyed by storms or floods
- Mobilize and facilitate the community to rehabilitate 7 Child-Friendly protective learning spaces damaged by floods/storms or advocate against plans of occupation or removal of military personnel occupying learning spaces;
- Conduct monthly joint monitoring and coordination meetings and reporting for education and other clusters such as WASH, Child protection and relevant Ministries at State level in Upper Nile State;
- Provide teaching, learning and playing materials including, school in a box and recreation kits to schools most affected by conflict and floods in the 4 counties;
- Distribute 1,000 comfort kits provided by UNICEF and hygiene booklets to girls of 12 and above years of age including information on HIV/AIDS;
- Facilitate psychosocial training for 80 teachers (40% women) from emergency prone area. The training will cover health and hygiene promotion, child protection and child rights and alternative ways of discipline, disaster risk reduction, protection skills, culture, recreation, sport and arts, HIV peer education and environment. The trainees will be able to take steps to address distress and provide psychosocial support to children inside and outside class;
- Coordinate weekly radio call in talk shows on girl's education in emergency linking up with other on-going national campaign strategies such as PAGE, and National Girls Education Strategic Plan;
- Conduct peace 5 community meetings to promote peaceful coexistence among conflict affected communities (women included) including host communities and IDPs/returnees;
- Conduct school and community outreach awareness and promotion meetings on peace, HIV/AIDS environmental conservation in IDP/Returnees settlements.
- Support the establishment of life-skill clubs in 10 affected schools on HIV/AIDS, reproductive health, sports, child protection and counseling for both girls and boys will be conducted;

iv). Cross Cutting Issues

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

Gender mainstreaming is a key policy in SSUDA's programming. SSUDA will ensure that all gender are integrated into the planning and execution of all activities including inclusion of at least 40% female teachers in the selection of teachers' training as well as in community participation. The import aspect of the project will be to ensure that more girls as boys benefit from the project. Promotion of girls education at all levels has been one of the key strength of the organization. PTA and education officials will be imparted with skills and required to show their commitment to promote girls education during meetings and training sessions.

Since last year, plans and efforts have been put in the past by the organization to assimilate HIV/AIDS education into the training teachers to ensure HIV is included in all formal and non-formal education methods in emergency setup. Teachers will be encouraged to facilitate access to HIV education for children affected and infected to ensure no children are excluded because of HIV-related stigma and discrimination. Work with HIV service provider to facilitate access to essential HIV health services for children and teachers through referrals. Integration of environment education in the school activities to make learners learn and adopt best practices keeping their environment clean and safe while conserving their forests.

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.

- Rapid risk assessment conducted in 3 counties affected by disasters and reports shared with stakeholders for timely response;
- 7 Temporary Learning Spaces established within 2 weeks of emergency;
- 7 locally and culturally accepted latrines established in the most affected schools;
- 5 protective child friendly school damaged by storms rehabilitated and equipped with gender segregated latrines for boys and girls/female and male teachers;
- 6 monthly meetings and 4 joint clusters consultative meetings organized and reports shared with education stakeholders;
- 60 school in a box and 60 recreational kits are distributed to emergency affected children (boys and girls, youth) both in the new and old TLS;
- 1,000 school going girls above 12 years of age received hygiene kits with information packs;
- 60 school in a box and 60 recreational kits distributed to emergency affected children;
- 80 teachers (40% female) from emergency acquire skills in psychosocial support skills and utilizing them to support children affected by emergencies;
- 6 Monthly radio-call in talk-shows on girl's education organized;
- 16 community peace meetings conducted between host community and IDPs and Returnees;
- 7 school outreach and community meetings held to promote dialogue and peaceful coexistence, HIV/AIDS prevention and environmental conservation.
- Functional life-skills clubs established in 7 temporary learning schools.;

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	Target (indicate numbers or percentages)
		(Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).	(Targets should be disaggregated by age and sex as per the standard output indicators list and add-up to the number of direct beneficiaries identified page 1)

x	1.	No. emergency affected children and youth attending temporary learning spaces	2,400 children and youth 1,550 boys & 850 girls
x	2.	Temporary learning spaces established and/or classrooms repaired	
		No. Temporary learning spaces established with gender segregated toilets	7 classrooms established
		Classrooms rehabilitated/repared	5 Classrooms rehabilitated
x	3.	No. Emergency affected learning spaces provided with gender segregated latrines	7 TLS/damaged schools (SSUDA has received funds from IOM to respond to WASH needs in Malakal West while WASH Cluster committed to respond in Renk and will cover other 5 classrooms)
x	4.	No. school in a box distributed to emergency affected children, youth and teachers	60 School in a Box
x	5.	No. recreational kits distributed to emergency affected children, youth and teachers	60 Recreational Kits
x	6.	No. teachers (M/F) in emergency affected areas trained on life-skills and psychosocial support	80 teachers (48 males & 32 females)
x	7.	% teachers (M/F) who use training materials and apply psychosocial and life-saving principles in their teaching in emergency affected learning spaces.	100% (Percentage)
x	8.	No. Children and youth (40% girls and 60% boys) reporting feeling safe and protected in the emergency schools.	12,000 children and youth (6,200 males & 4,800 females)
	9.	No. of girls aged 12 years and above provided with hygiene kits and HIV information packs;	1,000 female children and youth

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.

Community mobilization and collaboration – SSUDA strives to include active participation and contribution of local communities in emergency areas and from local authority by ensuring local needs, interest, contribution, positive values and beliefs are appreciated and acknowledged while making them understand some cultural pediments. SSUDA believes in community participation in sustaining the project.

Networking and partnership – SSUDA is already working with existing structures include education officials and school management committees as well as other clusters to implement education projects. This networking will be strengthened in order to enhance capacity building, sharing of ideas and information, lessons learned, challenges and avoid duplication of activities.

Application of INEE Minimum Standards – SSUDA applies fundamental standards to promote a holistic, quality response and provision of education in emergency that includes proper coordination with all other sectors/clusters (WASH, NFI, Child Protection, etc) and community affected by emergencies.

In order to implement the project successfully, SSUDA will have the following key personnel: -

- i) **Programme Director** – responsible for overall implementation of the project including planning, programme management, providing leadership and link with CHF and other stakeholders, administration and monitoring and evaluation. The programme director will provide 40% of his time in the project working primarily in and out of Juba and Malakal office. The director will be assisted by a team of other SSUDA staff and technical personnel.
- ii) **Programme Coordinator** – responsible for monitoring and evaluation and guiding and reporting technical team in reviewing and coordinating of the project activities to ensure timely implementation and completion. The programme coordinator will spend 50% of his time the project and will be working both in Juba and Malakal as well as frequently travel to the counties.
- iii) **Finance Manager** – provides oversight and support in the management of finances while responsible for financial transactions, monitoring of accounting procedures, schedule and support internal audits and financial reporting. She will spend 50% of her time working on the project implementation.
- iv) **M & E Officer** – In charge of receiving and analyzing the data and information from the field in regard to activities against plans. He will also conduct frequent field visit and meet beneficiaries and other stakeholders to ascertain and determine the relevance, accomplishment, challenges and gaps as stipulated in SSUDA plans. He will all the time advise the project team whether the project is in the right truck.

- v) **Education and Psychosocial Support Officers** – one qualified officer in the field of education and another in psychosocial skills will provide technical assistance on the implementation and monitoring of the progress of all aspect of programming education activities. She will be stationed in Malakal but traverse all the 4 counties at intervals to support field officers who will be based in the counties. Education officer will coordinate and facilitate various training and capacity building activities as well as identify gaps and remedies.
- vi) **Field coordinators** – SSUDA will hire 2 field coordinators each to be in charge of 2 counties. They will assist in coordinating community mobilization and other grass-root activities to ensure that the impact is felt on the ground. They will be recruited in the counties and work closely with local communities and interest groups.
- vii) **Programme Support** – SSUDA will also engage other support staff to provide programme support services to the project such as cashier, office assistant, guards, drivers and procurement and logistic assistants.

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)².

SSUDA applies participatory approach and evaluation exercise with all stakeholders with inclusion of including staff, State Ministry of Education officials/ County Education and beneficiaries' involvement. Sufficient time and resources are allocated to ensure effective monitoring and documentation of success stories, challenges and lessons learnt during implementation. The monitoring reports form part of project reviews and adjustments where necessary. Monitoring is integral part of the project taking into consideration the project core objective (Education Cluster priorities); activities and expected results. Monitoring is conducted through periodic field visits, reflections and discussion and interviews with beneficiaries, SMCs/PTAs and State and Counties officials. Joint assessments are encouraged by SSUDA, Cluster team, UN and government officials. SSUDA will work with Education Cluster and government at state level to conduct evaluation to determine and measure the contribution and impact of the project.

Monitoring reporting will be done through monthly activities and progress reports as required by UNDP and will also contain photos of the activities as evidence of implementation. SSUDA has adopted reporting format provided by National Education Cluster as well as UNDP. All the reports from SSUDA staff will be authenticated by senior staff with consultation with government official and other stakeholders to ensure that they reflect the true picture on the ground. The progress report submitted to UNDP will include or contain financial reporting. In need be, reports will be shared with other stakeholders including government departments. SSUDA will acknowledge and promote CHF visibility by ensuring that all project materials and activities supported by the funds are accorded the wording "supported by CHF"

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)

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.

SECTION III:

LOGICAL FRAMEWORK				
CHF ref./CAP Code: SSD-13/E/55602/15049		Project title: Scaling –Up access to life-saving Education in acute emergencies for girls and boys in Upper Nile State		Organisation: South Sudan Development Agency (SUDDA)
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"> To Increase access and retention of children in school by ensuring that learning of children and youth (M/F) in emergency affected areas is not interrupted during acute emergency. 	<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"> No. of children and youth (M/F) accessed and retained in TLS. 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> Joint Assessment reports Education Cluster reports State Ministry of Education reports EMIS 	<ul style="list-style-type: none"> Cooperation from official Ministry official
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"> Increase opportunity for quality life-saving education for 12,000 children and youth (girls and boys) affected by acute emergencies in the 3 counties of Upper Nile State in 2013. 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> <i>What indicators will be used to measure whether the CHF Project Objectives are achieved. Indicators may be quantitative and qualitative</i> No. of Children and Youth (boys and girls) in emergency affected areas accessed live-saving 	<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"> Joint Assessment reports Education Cluster reports State Ministry of Education reports EMIS Report 	<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"> Good Cooperation from with the Ministry of Education; Peaceful environment; Improved infrastructure;
Results	<p>Results - Outcomes (intangible): <i>State the changes that will be observed as a result of this CHF Project. E.g. changes in access, skills, knowledge, practice/behaviors of the direct beneficiaries.</i></p> <ul style="list-style-type: none"> Increased access to WASH services in learning spaces for boys and girls with gender segregated WASH facilities; Increased opportunities for emergency-affected children and youth; Reduction of number of schools occupied by armed forces or other groups; Increased access and use of emergency teaching and learning materials by children, youth and teachers (M/F); Increase of number of children and youth affected by emergency reporting feeling safe in TLS. 	<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"> No. of TLS provided with segregated latrines No. of children and youth attending TLS; No of schools unoccupied by armed forces or other groups No of pipeline supplies distributed to emergency affected children and youth (M/F); No. of emergency affected children attending TLS reporting feeling safe in the schools; 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> SSUDA Quarterly Reports Reports from the Ministry of General Education and Instruction; Need and Livelihood Assessment Report 	<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"> Good Cooperation from with the Ministry of Education; Peaceful environment; Improved infrastructure
	<p>Immediate-Results - Outputs (tangible): <i>List the products, goods and services (grouped per areas of work) that will result from the implementation of project 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"> Rapid risk assessment conducted in 3 counties 	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged outputs? Ensure the indicators identified in Section II (v) of this proposal are adequately inserted in this section.</i></p>	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> SSUDA Quarterly Reports Reports from the Ministry of General Education and Instruction; Need and Livelihood Assessment Report 	<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"> Good Cooperation from with the Ministry of Education;

	<p>affected by disasters and reports shared with stakeholders for timely response;</p> <ul style="list-style-type: none"> • 7 Temporary Learning Spaces established within 2 weeks of emergency; • 7 locally and culturally accepted latrines established in the most affected schools; • 5 protective child friendly school damaged by storms rehabilitated and equipped with gender segregated latrines for boys and girls/female and male teachers; • 6 monthly meetings and 4 joint clusters consultative meetings organized and reports shared with education stakeholders; • 60 school in a box and 60 recreational kits are distributed to emergency affected children (boys and girls, youth) both in the new and old TLS; • 1,000 school going girls above 12 years of age received hygiene kits with information packs; • 60 school in a box and 60 recreational kits distributed to emergency affected children; • 80 teachers (40% female) from emergency acquire skills in psychosocial support skills and utilizing them to support children affected by emergencies; • 6 Monthly radio-call in talk-shows on girl's education organized; • 16 community peace meetings conducted between host community and IDPs and Returnees; • 7 school outreach and community meetings held to promote dialogue and peaceful coexistence, HIV/AIDS prevention and environmental conservation. • Functional life-skills clubs established in 7 temporary learning schools; 	<ul style="list-style-type: none"> • No. of rapid risk assessment conducted in 3 counties affected by disasters and reports shared with stakeholders for timely response; • No of Temporary Learning Spaces established within 2 weeks of emergency; • No of locally and culturally accepted latrines established in the most affected schools; • No. of protective child friendly school damaged by storms rehabilitated and equipped with gender segregated latrines for boys and girls/female and male teachers; • No of monthly meetings and 4 joint clusters consultative meetings organized and reports shared with education stakeholders; • No. of school in a box and recreational kits are distributed to emergency affected children (boys and girls, youth) both in the new and old TLS; • No. of school going girls above 12 years of age received hygiene kits with information packs; • No. of school in a box and recreational kits distributed to emergency affected children; • No of teachers (40% female) from emergency acquire skills in psychosocial support skills and utilizing them to support children affected by emergencies; • No of radio-call in talk-shows on girl's education organized; • No of community peace meetings conducted between host community and IDPs and Returnees; • No of school outreach and community meetings held to promote dialogue and peaceful coexistence, HIV/AIDS prevention and environmental conservation. • No. of functional life-skills clubs established in 7 temporary learning schools; 	<ul style="list-style-type: none"> • Copies of waybill • Copies of invoices • Copies delivery notes • School Registers 	<ul style="list-style-type: none"> • Peaceful environment; • Improved infrastructure
--	--	--	--	--

<p>Activities: <i>List in a chronological order the key activities to be carried out. Ensure that the key activities will results in the project outputs.</i></p> <ul style="list-style-type: none"> • Conduct joint rapid and risk assessment and monitoring of movements of people and children in 3 counties (Renk, Meluth, and Maban) on the effects of emergencies • Establish 7 TLS to emergency areas within two weeks of the emergency outbreaks and support; • Establish 7 locally built Child-friendly TLS with gender segregated latrines in the affected schools. • Rehabilitate 5 classrooms destroyed by storms or floods • Mobilize and facilitate the community to rehabilitate 7 Child-Friendly protective learning spaces damaged by floods/storms or advocate against plans of occupation or removal of military personnel occupying learning spaces; • Conduct monthly joint monitoring and coordination meetings and reporting for education and other clusters such as WASH, Child protection and relevant Ministries at State level in Upper Nile State; • Provide teaching, learning and playing materials including, school in a box and recreation kits to schools most affected by conflict and floods in the 4 counties; • Distribute 1,000 comfort kits provided by UNICEF and hygiene booklets to girls of 12 and above years of age including information on HIV/AIDS; • Facilitate psychosocial training for 80 teachers (40% women) from emergency prone area. The training will cover health and hygiene promotion, child protection and child rights and alternative ways of discipline, disaster risk reduction, protection skills, culture, recreation, sport and arts, HIV peer education and environment. The trainees will be able to take steps to address distress and provide psychosocial support to children inside and outside class; • Coordinate weekly radio call in talk shows on girl's education in emergency linking up with other on-going national campaign strategies such as PAGE, and National Girls Education Strategic Plan; • Conduct peace 5 community meetings to promote peaceful coexistence among conflict 	<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"> • Training materials • Personnel • Means of transportation and communication • Labor • Stationeries • Funds • Construction materials • Community participation 	<ul style="list-style-type: none"> • SSUDA Quarterly Reports • Reports from the Ministry of General Education and Instruction; • Need and Livelihood Assessment Report • Copies of waybill • Copies of invoices • Copies delivery notes • School attendance/Registers 	<p>Assumptions, risks and pre-conditions: <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i></p> <ul style="list-style-type: none"> • Good Cooperation from with the Ministry of Education; • Peaceful environment; • Improved infrastructure
---	--	--	--

<p>affected communities (women included) including host communities and IDPs/returnees;</p> <ul style="list-style-type: none"> • Conduct school and community outreach awareness and promotion meetings on peace, HIV/AIDS environmental conservation in IDP/Returnees settlements. • Support the establishment of life-skill clubs in 10 affected schools on HIV/AIDS, reproductive health, sports, child protection and counselling for both girls and boys will be conducted; 			
--	--	--	--

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	Mar
Activity 1: Conduct joint rapid and risk assessment, monthly Education cluster meetings and monitoring of movements of people and children in 3 counties (Renk, Meluth, and Maban) on the effects of emergencies.			X	X	X	X	X	X						
Activity 2: Pre-position of recreational and learning and teachings kits and establish 7 TLS to emergency areas within two weeks of the emergency outbreaks and support.			X	X										
Activity 3: Establish 7 locally built Child-friendly TLS with gender segregated latrines in the affected schools.			X	X	X									
Activity 4: Mobilize and facilitate the community to rehabilitate 15 Child-Friendly protective learning spaces damaged by floods or storms.				X	X	X	X	X						
Activity 5: Provide teaching, learning and playing materials - school in a box kits to schools most affected by conflict and floods in the 3 counties.			X	X	X									
Activity 6: Provide recreation kits to schools most affected by conflict and floods in the 3 counties.				X	X	X	X							
Activity 7: Provide 2,500 comfort kits and hygiene booklets to girls of 12 and above years of age including information on HIV/AIDS pack				X	X	X								
Activity 8: Facilitate psychosocial and life-skills training workshops for 80 teachers (40% women) from emergency prone area including Maban, Renk, and Meluth counties.				X	X		X	X						
Activity 9: Adopt, reproduce disseminate simple and easy to understand materials for psychosocial support and disaster risk reduction to schools affected by emergencies;			X	X		X	X							
Activity 10: Coordinate monthly radio call in talk shows on girl's education in emergency linking up with other on-going national campaign strategies such as PAGE, and National Girls Education Strategic Plan			X	X	X	X	X	X						
Activity 11: Conduct community and school outreach peace, HIV/AIDS and environmental forums/meetings to promote peaceful coexistence among conflict affected communities (women included) including host communities and IDPs/returnees in settlement camps.			X	X	X	X	X	X						
Activity 12: Submission of final project report														

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