

## 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](mailto:chfsouthsudan@un.org)

**SECTION I:**

<b>CAP Cluster</b>	<b>Education</b>
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CHF Cluster Priorities for 2013 First Round Standard Allocation	
<b>Cluster Priority Activities for this CHF Round</b>	<b>Cluster Geographic Priorities for this CHF Round</b>
<ul style="list-style-type: none"> <li>Establish or rehabilitate safe and protective learning spaces for boys and girls with gender segregated WASH facilities</li> <li>Provide learning opportunities for emergency-affected children and youth</li> <li>Advocate, report and respond when schools are occupied by armed forces or other groups</li> <li>Pre-positioning and distributing emergency teaching and learning materials to emergency-affected schools and communities</li> <li>Conduct rapid training or orientation of teachers and PTAs in emergency-related life skills and psychosocial support</li> </ul>	<ul style="list-style-type: none"> <li>i) Jonglei: Akobo, Urur, Pibor</li> <li>ii) Unity: Pariang, Abienhom, Mayom, Panyijjar</li> <li>iii) Upper Nile: Renk, Maban, Melut</li> <li>iv) Warrap: Twic, Tonj South, Tonj East</li> <li>v) Lakes: Rumbek North</li> <li>vi) NBeG: Aweil North, Aweil East</li> </ul>

Project details									
<b>Requesting Organization:</b>	<b>Project Location(s)</b>								
UNESCO	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #4F81BD; color: white;">State</th> <th style="background-color: #4F81BD; color: white;">%</th> <th style="background-color: #4F81BD; color: white;">County</th> </tr> </thead> <tbody> <tr> <td>Lakes, NBeG</td> <td>16% per State</td> <td rowspan="2">Specific county selection will be done together with Education Cluster partners prior to roll-out but will mainly focus on the following: <b>Unity:</b> Pariang, Abienhom, Mayom, Panyijjar <b>Upper Nile:</b> Renk, Maban, Melut <b>Jonglei:</b> Akobo, Urur, Pibor <b>Lakes:</b> Rumbek North <b>NBeG:</b> Aweil North, Aweil East <b>Warrap:</b> Twic, Tonj South, Tonj East</td> </tr> <tr> <td>Unity, Upper Nile, Jonglei, Warrap</td> <td>17% per State</td> </tr> </tbody> </table>	State	%	County	Lakes, NBeG	16% per State	Specific county selection will be done together with Education Cluster partners prior to roll-out but will mainly focus on the following: <b>Unity:</b> Pariang, Abienhom, Mayom, Panyijjar <b>Upper Nile:</b> Renk, Maban, Melut <b>Jonglei:</b> Akobo, Urur, Pibor <b>Lakes:</b> Rumbek North <b>NBeG:</b> Aweil North, Aweil East <b>Warrap:</b> Twic, Tonj South, Tonj East	Unity, Upper Nile, Jonglei, Warrap	17% per State
State	%	County							
Lakes, NBeG	16% per State	Specific county selection will be done together with Education Cluster partners prior to roll-out but will mainly focus on the following: <b>Unity:</b> Pariang, Abienhom, Mayom, Panyijjar <b>Upper Nile:</b> Renk, Maban, Melut <b>Jonglei:</b> Akobo, Urur, Pibor <b>Lakes:</b> Rumbek North <b>NBeG:</b> Aweil North, Aweil East <b>Warrap:</b> Twic, Tonj South, Tonj East							
Unity, Upper Nile, Jonglei, Warrap	17% per State								
<b>Project CAP Code</b>									
SSD-13/E/55603/5103									
<b>CAP Project Title</b>									
Providing children and youth with emergency life-saving messages, psychosocial support and peace building skills									

<b>Total Project Budget requested in the in South Sudan CAP</b>	US\$ 700,000	<b>Funding requested from CHF for this project proposal</b>	US\$190,000
<b>Total funding secured for the CAP project (to date)</b>	-	<b>Are some activities in this project proposal co-funded?</b>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (if yes, list the item and indicate the amount under column i of the budget sheet)			

Direct Beneficiaries			Indirect Beneficiaries
	Number of direct beneficiaries targeted in CHF Project	Number of direct beneficiaries targeted in the CAP	
Women:	256	25,000	50,000 girls
Girls:		102,760	50,000 boys
Men:	514	75,000	
Boys:		102,760	
<b>Total:</b>	<b>770</b>	<b>305,520</b>	
			<b>Catchment Population (if applicable)</b>
			Parents and communities of children and youth. Line Ministry officials for education, social affairs and gender, health.

Implementing Partner/s	CHF Project Duration
	Indicate number of months: 8 (15 April 2013 – 15 December 2013)

Contact details Organization's Country Office		Contact details Organization's HQ	
Organization's Address	UNESCO Juba, West of UNMISS, Juba, South Sudan	Organization's Address	UNESCO HQ, 7, place de Fontenoy F-75352 Paris 07 SP, France
Project Focal Person	Hannah Snowden, <a href="mailto:h.snowden@unesco.org">h.snowden@unesco.org</a> ; +211922403988	Desk officer	
Country Director	Salah Khaled, <a href="mailto:s.khaled@unesco.org">s.khaled@unesco.org</a>	Finance Officer	
Finance Officer	James Idra, <a href="mailto:j.idra@unesco.org">j.idra@unesco.org</a>		

## 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 population<sup>1</sup>

The impact of ongoing austerity measures is felt throughout the country and with revenues from oil unlikely to resume for at least six months, the economic benefits of opening oil flow will not take effect for some time. The fragile economy is expected to continue contributing to increased hardship for millions of citizens. Added to which, significant displacement of populations continues to stretch already limited resources. Up to 8,000 people in Northern Bahr el Ghazal State in December 2012 were displaced due to cross-border tensions between South Sudan and Sudan whilst violence in Wau, Western Bahr el Ghazal resulted in temporary displacement of 5,000 civilians (Humanitarian Bulletin, South Sudan, 27.12.12 and 9.1.12). 10,000 were also reported to be displaced by violence in Jonglei State towards the end of 2012 (Humanitarian Bulletin, South Sudan, 16.11.12). Sexual violence continues to victimize both children and adults, particularly in Jonglei State and, with returnee movement from neighboring States, incidents of HIV/AIDs are expected to rise. 270,000 people were affected by flooding during the 2012 rainy season, causing significant sanitation issues, specifically in camps in Upper Nile State (Humanitarian Bulletin, South Sudan, 16.11.12). There is a critical need for effective distribution of water, sanitation, sex education and health messages. This project directly responds to these need by providing training and teaching and learning materials on HIV/AIDs, sanitation, malaria, sex education and communication skills.

With a population of 8.2 million, 72% of which are below the age of 30, prolonged conflict has left children and youth highly fragmented. Inter-communal violence has been led by youth deprived of opportunities, with detrimental effect to peace and stability. Issues such as rising bride prices lead young men to enlist in militias, join cattle raids, or seek wives from different ethnic groups or countries (Sommers, M and Schwartz S, (2011) 'Dowry and Division: Youth and State Building in South Sudan). The need to provide youth with learning opportunities and peace-building skills in order to promote personally and economically beneficial alternatives to fighting, during and just after emergencies, is critical.

Teaching children and youth how to protect themselves from health risks and security threats can save their lives as well as those of their families and communities. The need for messages to promote girls education as well as gender-related health and security risks is specifically important in communities where water and sanitation services are poor and cultural practices such as early marriage prevent girls from completing school. Girls and boys and male and female youth recognize that they can have different and complementary roles in resolving conflicts with their communities and have asked for support in doing this. Providing this captive audience with the relevant skills also has a multiplier effect as both learners and teachers can be expected to communicate and share their skills with family members and the community.

### 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.

Insecurity in multiple locations has resulted in an increased need for teachers to support their students and to respond to their questions and fears. Teacher trainers and teachers affected by emergencies in South Sudan consistently prioritize the need for training in the areas of life-saving messages and psychosocial support. Girls and young women in South Sudan have no or limited opportunities to learn and talk about their health, sanitation, cultural expectations related to their gender and specific protection issues and needs. Youth, male and female have almost no access to reliable sex education, information on HIV/AIDs and STIs. Providing teachers with the tools to engage with topics which can be deemed sensitive is critical in ensuring that girls and women are empowered with the information they need to protect themselves in emergencies and avoid life-threatening health risks. Working together with other relevant clusters will be a crucial component of ensuring that the materials produced accurately respond to the needs of the young people.

In the first part of 2012, UNESCO developed an initial set of teaching and learning materials. Once piloted, feedback from teachers, children, youth and Cluster partners made it clear that there was need for a more developed teaching and learning package. As such, with funding from the 2<sup>nd</sup> round of CHF 2012, UNESCO is developing a more comprehensive materials package. However, even with the additional round 2 funding, demand for the materials continues to significantly outweigh supply. There is therefore a critical need for increased funding to carry out additional psychosocial support and life skills trainings in order to reach more teachers and to cover the production and distribution of materials, without which teachers are unable to access the life-saving tool kit. The funding for the printing of 1,000 tool kits, initially planned for in 2012, was not secured. There is therefore a need to cover these production funds as well as those of an additional 900 tool kits to ensure that as many teachers as possible can have access to these tools. Once produced, the materials will be shared with all Cluster partners and more wide-reaching trainings will take place with partners intending to work in this.

The training of an additional 70 teacher trainers in the priority States and counties listed above will comprise roll-out plans to ensure that trainers are prepared to deliver their own trainings. Master trainers will then carry out trainings for an additional 700 teachers in all States on life-saving messages, psychosocial support and peace building messages and methodologies to provide a solid foundation for children and youth affected by emergencies and will give them access to life-saving messages and psychosocial support.

UNESCO has worked on developing Life Skills and Peace Education packages in numerous contexts, including Liberia and Democratic Republic of Congo. The Organisation's strategy on providing Psychosocial Support in Emergencies leads its approach to this critical area and adheres to the IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. As an

<sup>1</sup> 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.

active member of the Education Cluster in South Sudan, UNESCO has worked closely with partners to develop the first round of materials on Life Skills and Psychosocial Support, forming a reference group for the project and drawing on in-country expertise. Members of the health, protection and WASH Clusters will continue to contribute to the respective modules. As part of this, UNESCO is committed to promoting and training on South Sudan's Teacher Code of Conduct and the INEE Minimum Standards for South Sudan. UNESCO Juba is therefore well-placed to train additional teachers and manage the production and distribution of these to emergency-affected areas.

### 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.

The project directly addresses the following cluster priorities:

- ii) Provide learning opportunities for emergency-affected children and youth across ten states
- iii) Distribute essential teaching and learning materials to emergency-affected schools and communities.
- vii) Conduct rapid training or orientation of teachers and PTAs in emergency-related life skills and psycho-social support
- viii) Ensure risk reduction analysis tools and contextualized minimum standards are available and used widely at state levels

In order to maximize learning opportunities for emergency-affected children and youth across six states, it is critical to train and supply adequate materials to as many teachers as possible working in emergency-affected areas. CHF 2013 funding will be used to ensure that as many teachers as possible are trained in the materials and receive full tool kits. The training of an additional 70 teacher trainers in priority States will comprise roll-out plans to ensure that trainers are prepared to deliver their own trainings. Cluster partners look to this training tool kit to deliver their trainings in emergency-related life skills and psycho-social support so it is critical that enough kits are produced and distributed to meet this demand. Master trainers will also receive training on the INEE contextualized minimum standards so that they may refer to these in their future trainings and work as State-level.

#### 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 provide materials and training to enable additional trainers and teachers to deliver life-saving messages and psychosocial support to children and youth affected by emergencies in Unity, Upper Nile, Jonglei, Warrap, Lakes and NBeG.

#### iii) Proposed Activities

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

- 1) Print 1,900 tool kits on life-saving messages and psychosocial support.
- 2) Train 70 additional teacher trainers (including 23 females) in prioritized States and Counties listed above, on life-saving messages, psychosocial support and peace building messages and methodologies. These teacher trainers will receive materials and training to ensure they are prepared to plan and roll-out their own trainings.
- 3) Oversee the training of 700 teachers (including 233 females) in prioritized States and Counties listed above, on life-saving messages, psychosocial support and peace building messages and methodologies;
- 4) Train teacher trainers and teachers on the monitoring and evaluation and peer-to-peer mentoring plan to ensure that 100,000 (including 50,000 females) children and youth receive teaching on these modules.

#### iv). Cross Cutting Issues

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

**Gender:** The project will include 23 female trainers and 233 female teachers in the training on life-saving messages, psychosocial support and peace-building messages and methodologies. 50,000 female children and youth will receive teaching on the modules. The modules will specifically address issues of girls' protection, sanitation and health risks.

**HIV/AIDs and disability:** Modules include the promotion of inclusive education and access of disabled young people to learning opportunities during emergencies. Modules also include life-saving, protective teachings on HIV/AIDs, trachoma, malaria, water-borne diseases and other health risks.

**WASH and hygiene:** Modules include good hygiene messages on implementing good practices in the school and at home, with the aim that these messages will be shared with families and communities.

**Child Protection:** Modules include information on how children can protect themselves, from the identification and of land mines to walking to and from school and communication skills.

Partners from the WASH and Protection Clusters and the Gender thematic group will be included in the project reference group to ensure that expertise from all relevant areas is drawn upon.

#### 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.

- 1.) 1,900 teaching and learning package on life-saving messages and psychosocial support produced;
- 2) 70 additional teacher trainers trained (including 23 females), in life-saving messages, psychosocial support and peace-building skills and methodologies;
- 3) 700 teachers trained (including 233 females) in prioritized States on life-saving messages, psychosocial support and peace-building messages and methodologies;
- 4) Teachers and teacher trainers are supported, monitored and evaluated, including by their peers, to ensure that 100,000 children

and youth (including 50,000 females) are receiving teaching on the modules.

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.

<b>SOI (X)</b>	<b>#</b>	<b>Output Indicators</b> (Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).	<b>Target (indicate numbers or percentages)</b> (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.	Teachers (M/F) in emergency affected areas trained on life skills and psychosocial support	700 teachers (233 female)
x	2.	Trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	525 teachers (175 female)
x	3.	Children and youth (M/F) reporting feeling safe and protected in emergency affected learning environments	100,000 children and youth (50,000 girls)
	4.		

**vi) Implementation Mechanism**

Describe planned mechanisms for implementation of the project. Explain if it is implemented through implementing partners such as NGOs, government actors, or other outside contractors.

The project will be implemented directly by UNESCO, with technical support from Education Cluster partners through the reference group previously formed. UNESCO will deliver the work through the following personnel:

**Project manager:** The project manager will oversee all aspects of the project, including supervision of the work of the two consultants.

The printing of the materials will be contracted to companies used in the previous phases of the project. 1,900 tool kits will be printed and distributed. Once the material package is ready, it is expected that cluster partners will use it beyond the scope of this project to implement their own life skills and psychosocial support trainings.

**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)<sup>2</sup>.

Monitoring will be done throughout each project activity by the project team, master trainers and teachers. The monitoring tool and follow-up costs are included within personnel and printing costs within the budget. Printed tool kit receipts; training participant lists; and distribution lists will verify that the activities have been conducted. To ensure that results have been achieved; cross-cutting issues have been addressed and objectives have been met, teacher trainers will monitor and evaluate each other's training of the modules. They will do this by observing their sessions and feeding back, to each other and to UNESCO (through assessment forms). The final package of teaching materials includes a teachers' guidance manual, comprising monitoring forms for the lessons and the students' progress. This monitors both progress of students' learning as well as teachers' understanding of the materials. The tool will also include questions and feedback for children regarding whether the information they learn contributes to how safe and protected they feel. As much feedback as possible will be collected by teachers and submitted to the master trainers or local education partner to be forwarded to the UNESCO project manager. The distribution of printed materials will be done throughout the teacher training roll-out and monitored accordingly.

All results will be analysed, in discussion with the project reference group and other Cluster partners. The final report will articulate this analysis and the project achievements.

**E. Total funding secured for the CAP project**  
Please add details of secured funds from other sources for the project in the CAP.

<b>Source/donor and date (month, year)</b>	<b>Amount (USD)</b>
-	-

<sup>2</sup> 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				
CAP Code: SSD-13/E/55603/5103		Project title: Providing children and youth with emergency life-saving messages, psychosocial support and peace building skills		Organisation: UNESCO
Overall Objective	<p><b>Cluster Priority Activities for this CHF Allocation:</b></p> <p>ii) Provide learning opportunities for emergency-affected children and youth across ten states            iii) Distribute essential teaching and learning materials to emergency-affected schools and communities.            vii) Conduct rapid training or orientation of teachers and PTAs in emergency-related life skills and psycho-social support            viii) Ensure risk reduction analysis tools and contextualized minimum standards are available and used widely at state levels</p>	<p><b>Indicators of progress:</b>  <i>What are the key indicators related to the achievement of the CAP project objective?</i></p> <ul style="list-style-type: none"> <li># children and youth who have received lessons on life skills and psychosocial support in emergencies</li> </ul>	<p><b>How indicators will be measured:</b>  <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> <li>Collation of monitoring forms within the teacher guidance manuals.</li> </ul>	
Purpose	<p><b>CHF Project Objective:</b>  <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"> <li>To increase the survival and coping skills of children and youth in emergencies.in Unity, Upper Nile, Jonglei, Warrap, Lakes and NBeG.</li> </ul>	<p><b>Indicators of progress:</b></p> <ul style="list-style-type: none"> <li># children and youth who have received lessons on life skills and psychosocial support in emergencies</li> <li># of teachers who have received Skills for Life toolkit</li> <li># teacher trainers trained to deliver teaching and learning materials</li> <li># of Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments</li> </ul>	<p><b>How indicators will be measured:</b>  <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"> <li>Collation of monitoring forms within the teacher guidance manuals.</li> <li>Collation of distribution forms</li> <li>Training of trainer workshop participant lists</li> </ul>	<p><b>Assumptions &amp; risks:</b>  <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"> <li>Relies on teacher trainer and teacher motivation to participate in and follow-up on trainings</li> <li>Roll-out relies on trainers following through on roll-out plan designed in the training workshop and disseminating materials accordingly</li> </ul>
Results	<p><b>Results - Outcomes (intangible):</b>  <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>1.) Teachers have the tools with which to teach sensitive subjects related to life skills and psychosocial support            2) Teachers feel equipped to teach sensitive</p>	<p><b>Indicators of progress:</b>  <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"> <li># tool kits printed and distributed</li> <li># teachers trained to deliver teaching and learning materials</li> <li># children and youth who have received lessons on teaching and</li> </ul>	<p><b>How indicators will be measured:</b>  <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> <li>Training of trainer workshop participant lists</li> <li>Collation of monitoring forms within the teacher guidance manuals.</li> </ul> <p>Collation of monitoring forms within the teacher guidance manuals.</p>	<p><b>Assumptions &amp; risks:</b>  <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"> <li>Funding received on time</li> <li>Trainers and teachers deliver and roll-out materials as planned</li> </ul>

<p>subjects related to life skills and psychosocial support</p> <p>3) Teachers and teacher trainers feel supported by their peers, when teaching the modules included in the toolkit</p> <p>4) Children and youth feel more protected and are better able to cope with their situation.</p>	<p>training materials</p> <ul style="list-style-type: none"> <li>• # teachers reporting improved understanding of life skills and psychosocial support issues covered.</li> </ul>	<p>Feedback from informal monitoring and peer-to peer support groups, carried out by teacher trainers and fed back to UNESCO Juba</p>	<ul style="list-style-type: none"> <li>• Designers, printers etc keep to their committed deadlines</li> <li>• Venues able to cater for training of trainer workshops</li> </ul>
<p><b>Immediate-Results - Outputs (tangible):</b>  <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> <p>1.) 1,900 teaching and learning package on life-saving messages and psychosocial support produced;</p> <p>2) 70 additional teacher trainers trained (including 23 females), in life-saving messages, psychosocial support and peace-building skills and methodologies;</p> <p>3) 700 teachers trained (including 233 females) in prioritized States on life-saving messages, psychosocial support and peace-building messages and methodologies;</p> <p>4) Teachers and teacher trainers are supported, monitored and evaluated, including by their peers, to ensure that 100,000 children and youth (including 50,000 females) are receiving teaching on the modules.</p>	<p><b>Indicators of progress:</b>  <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> <ul style="list-style-type: none"> <li>• # tool kits printed</li> <li>• # teacher trainers trained to deliver teaching and learning materials</li> <li>• # teachers trained to deliver teaching and learning materials</li> <li>• # children and youth who have received lessons on teaching and training materials</li> <li>• # teachers reporting improved understanding of life skills and psychosocial support issues covered.</li> </ul>	<p><b>How indicators will be measured:</b>  <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> <li>• The finalized tool kit</li> <li>• Training of trainer workshop participant lists</li> <li>• Collation of monitoring forms within the teacher guidance manuals.</li> <li>• Collation of monitoring forms within the teacher guidance manuals.</li> </ul> <p>Feedback from informal monitoring and peer-to peer support groups, carried out by teacher trainers and fed back to UNESCO Juba</p>	<p><b>Assumptions &amp; risks:</b>  <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"> <li>• Funding received on time</li> <li>• Trainers and teachers deliver and roll-out materials as planned</li> <li>• Designers, printers etc keep to their committed deadlines</li> <li>• Venues able to cater for training of trainer workshops</li> </ul>
<p><b>Activities:</b>  <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>1) Print 1,900 tool kits on life-saving messages and psychosocial support.</p> <p>2) Train 70 additional teacher trainers (including 23 females) in prioritized States and Counties listed above, on life-saving messages, psychosocial support and peace building messages and methodologies. These teacher trainers will receive materials and training to ensure they are prepared to plan and roll-out their own trainings.</p> <p>3) Oversee the training of 700 teachers (including</p>	<p><b>Inputs:</b>  <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"> <li>• 1 P3 Project Manager Consultant - Juba - 50% - 6 months</li> <li>• Tool kits for printing and distribution.</li> </ul>		<p><b>Assumptions, risks and pre-conditions:</b>  <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"> <li>• Receipt of funds</li> <li>• Adequately secure conditions and political stability for staff to work in South Sudan and travel to States / counties for Training of Trainer Workshops.</li> </ul>

<p>233 females) in prioritized States and Counties listed above, on life-saving messages, psychosocial support and peace building messages and methodologies;</p> <p>4) Train teacher trainers and teachers on the monitoring and evaluation and peer-to-peer mentoring plan to ensure that 100,000 (including 50,000 females) children and youth receive teaching on these modules.</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: Print 1,900 tool kits on life-saving messages and psychosocial support.			x											
Activity 2: Train 70 additional teacher trainers (including 23 females) in prioritized States and Counties listed above, on life-saving messages, psychosocial support and peace building messages and methodologies. These teacher trainers will receive materials and training to ensure they are prepared to plan and roll-out their own trainings.				x	x	x								
Activity 3: Oversee the training of 700 teachers (including 233 females) in prioritized States and Counties listed above, on life-saving messages, psychosocial support and peace building messages and methodologies;							x	x	x	x	x			
Activity 4: Train teacher trainers and teachers on the monitoring and evaluation and peer-to-peer mentoring plan to ensure that 100,000 (including 50,000 females) children and youth receive teaching on these modules.				x	x	x	x	x	x	x	x			

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