

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 Second Round Standard Allocation

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

Cluster Priority Activities for this CHF Round	Cluster Geographic Priorities for this CHF Round
<ol style="list-style-type: none"> Establish or repair (quick and light) safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities Pre-position and distribute emergency teaching and learning materials to emergency-affected schools and communities to ensure continuity of learning during/after emergencies Conduct rapid training or orientation of education actors and PTAs in emergency-related lifesaving messages and psychosocial support for the benefit of children and youth affected by emergencies 	<ul style="list-style-type: none"> Jonglei: Akobo, Uror, Pibor, Pochalla, Nyirol, Bor Unity: Pariang, Abienhom, Mayom, Rubkona Upper Nile: Maban, Renk, Melut, Ulang, Nasir, Baliet, Longuchuk Warrap: Twic – incl. Agok, Tonj South, Tonj East, Tonj North, Gogrial East, Gogrial West Lakes: Rumbek North, Cueibet, Awerial NBeG: Aweil North, Aweil East CES: Juba EES: Kapoeta North, Kapoeta East WBeG: Raja

Project details

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

Requesting Organization		Project Location(s) - list State and County (payams when possible) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State	
Universal Network for Knowledge & Empowerment Agency			
Project CAP Code	CAP Gender Code	State	%
SSD-13/E/55481/R/16068	1	Upper Nile	50%
CAP Project Title (please write exact name as in the CAP)		County/ies (include payam when possible)	
Holistic and inclusive learning friendly emergency education project targeting IDPs and returnees in three counties		Upper Nile	50%
Total Project Budget requested in the in South Sudan CAP		Funding requested from CHF for this project proposal	
US\$: 300,000.00		US\$: 107,010.00	
Total funding secured for the CAP project (to date)		Are some activities in this project proposal co-funded (including in-kind)? 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)	
US\$: 0.00			
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	Indirect Beneficiaries	
Women:	24		
Girls:	600		
Men:	36		
Boys:	400		
Total:	1,060		
		Catchment Population (if applicable)	
		CHF Project Duration (12 months max., earliest starting date will be Allocation approval date)	
Implementing Partner/s (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)		Duration: 6 months (1 st September 2013 - 28 th February 2014)	
UNKEA			

Contact details Organization's Country Office	
Organization's Address	<i>P.O. Box 504 Juba-South Sudan Munuki Payam (ICCO compound) along Gudele road</i>
Project Focal Person	<i>Yien Chan Chol Education Manager ychan_1980@yahoo.com + 211 (0) 914 161 124 + 211 (0) 921 212 572</i>
Country Director	<i>Simon Bhan Chuol Executive Director unkea.southsudan@gmail.com unkea.sudan@yahoo.com simon@unkea.net + 211 (0) 917 976 984 + 211 (0) 955 295 774</i>
Finance Officer	<i>David Dak Deng Finance Manager deng_dak@yahoo.co.uk david.dak@unkea.net + 211 (0) 955 812 211 +211 (0) 910485494</i>

Contact details Organization's HQ	
Organization's Address	<i>P.O. Box 504, Nasir County South Sudan</i>
Desk officer	<i>Esther Lubba esther.lubba@unkea.net +211 956 386655</i>
Finance Officer	<i>Christopher Matajora Accountant chrispaluru@gmail.com +211 (0) 956 595 627</i>

SECTION II

A. Humanitarian Context Analysis

Briefly describe (in no more than 300 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

Nasir and Longechuk Counties rank second highest in terms of education emergency vulnerability in Upper Nile state which comes out with extremely high vulnerability indices in the whole of South Sudan (South Sudan CAP 2013/Mid-Year Review). Of 54,223 school-aged children displaced nationally in 2012, 3,350 (6%) were from Upper Nile State. Nasir county has the highest returnees and IDPs (13,000+ and 9,865, **Source: OCHA & Inter-Agencies assessment in May 2013 after Toloari attacked by armed Murle**) while Longechuk (4,567 and 6,123) respectively. The biggest factor driving this vulnerability is the post conflict situation exacerbated by persistent insecurity, displacements and increased number of returnees.

Demand for emergency basic education has been overwhelmed due to inadequate learning space with very high pupil-classroom ratio of 63.2, qualified teachers, limited government capacities and high population mobility. This has resulted to high illiteracy rate among school going aged. The girl child is extremely disadvantaged in accessing school than boys due to confinement to domestic activities at home and early marriage enrolment. The school enrolment in 2013-2014 among school going age is expected to be extremely low due to government austerity measure in the country limiting the government funding capacity.

It's therefore hoped that this emergency education intervention will provide access to basic emergency education and reduce illiteracy among school going age children in the two counties. Additionally this project will empower the communities to enhance education to their children. This project will also pave way for the realization of universal access to basic education by most vulnerable children affected by natural or man-made disasters in the two Counties of Nasir and Longechuk.

B. Grant Request Justification

Briefly describe (in no more than 300 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.

This project funding will contribute to delivery of emergency basic education to vulnerable school age boys and girls coping up with natural and man-made disasters. Specifically, this funding will support the establishment and repaired of protected temporary learning facilities, distribution of education emergency supplies, production of user friendly instruction materials in local languages, capacities building through skill training of teachers, PTA/SMC, active community mobilizations and sensitizations especially on importance of girls' child education. The community mobilization can be done using club through small groups' discussion, debates, dramas and songs.

Additionally, this funding will enhance the provision of clean and safe water through safe water storage, purification and treatment. At the same time construction of latrine using local materials and provision of water tanks for hand washing will be under taken. To ensure optimum access and utilization, active mobilization and sensitization of school children through targeted mobile outreach activities.

With 10 years presence in Nasir County, UNKEA has strong community's support, acceptability and involvement making its programs cost effective and sustainable. Working with community volunteers and local resource persons are added value of UNKEA. UNKEA will involve consultative and inclusive process through working with its partners such as CED, National and State

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.

Education clusters, UNICEF, SMOE, and ICCO in supporting education system in Nasir and Longechuk Counties respectively.

C. Project Description (For CHF Component only)

i) Contribution to Cluster Priorities

Briefly describe how CHF funding will be used to contribute to the achievement of the cluster priority activities identified for this allocation.

The establishment of 6 temporary learning spaces and repair of 4 primary schools will increase access to protective learning spaces to 1,000 school-age children (600 girls and 400 boys) across the two counties of Nasir and Longechuk. Installation of latrine and hand washing facilities per schools in the two counties this will address hygiene and sanitation challenges that are major triggered of increased spread of communicable diseases such as diarrhea among school children.

Additionally, training of teachers on life skills and psycho-social support and printing/distribution of picture codes will facilitate the delivery of life saving messages and psycho-social support to girls/boys who have been negatively affected by emergencies.

ii) Project Objective

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

- To enhance education activities by supporting the learning of school aged children through setting up protected temporary learning spaces.
- Provision of school learning materials in emergencies situation
- To built the capacity of local actors (PTAs/SMCs and teachers) in mitigating the bad effects of education emergencies shocks on children and families through provision of psycho-social support services.

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).

- Establishment of 6 temporary (protected) learning spaces and repair of 4 primary schools** in the counties of Nasir and Longechuk to reach 1,000 pupils by the end of project using local materials.
- Distribution of education learning materials:** To (600 girls and 400 boys) in emergency affected school going age such as (exercise books, pens and pencils).
- Building capacity of teacher and PTA through Training on Psychosocial support and life skills** - conduct training for 36 male and 24 female teachers, PTAs and other education actors in the two counties
- Conducting 30 community mobilization outreach activities:** This will be done every month per project site.
- Construction 20 latrine facilities in targeted schools:** Two latrines per school 1 (1:30) for girls and 1 (1:60) for boys as per Sphere Standards.
- Installation of 10 (750 liters) water storage tanks:** 1 tank per schools for all sites
- Installation of 30 (100liters) hand washing facilities:** 3 tanks per schools for all sites (boys, girls and teachers)

iv). Cross Cutting Issues

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

The project will put in to consideration a number of cross-cutting issues in addressing the identified objectives. This will includes environmental protection through trees planting, safe waste management and child protection. In addition, targeted de-worming of children and health education on HIV/AIDS, Malaria prevention, hand washing and nutrition will be address among boys and girls.

The children will be engage in school sport activities as a way of enhancing peace and reconciliation among difference ethnic tribes or clans. Prevention and control of sexual gender based violent (SGBV) will be incorporated into the communities outreach activities.

v) Expected Result/s

Briefly describe (in no more than 100 words) the results you expect to achieve at the end of the CHF grant period.

Increased access to basic emergency education by vulnerable IDP and returnee boys and girls who have not been to school. Capacity of teachers and communities empowered to provide basic emergency education in two counties. Empowerment of communities on the importance of girl child education including SGBV and reduction in occurrence and transmission of communicable diseases through increased access to latrine and hand washing facilities.

Below are the Education Cluster standard output indicators. Provide targets for all the indicators relevant to your project. You may add extra indicators below.

SO I (X)	#	Output Indicators	Target (indicate numbers or percentages)
X	1.	Number of classrooms repaired	4
X	2.	Number of temporary learning spaces constructed	6
X	3.	Number of emergency affected children and youth attending temporary learning spaces/repared classrooms	Girls: 600 Boys: 400
X	4.	Number of emergency affected learning spaces provided with gender segregated WASH facilities <i>Number of Temporary latrines constructed</i> <i>Number of hand washing facilities distributed at the supported schools</i>	10 20 30
X	5.	Number of Schools in a Box distributed to emergency affected children, youth and teachers	13

X	6.	Number of Recreation Kits distributed to emergency affected children, youth and teachers	10			
X	7.	Number of children and teachers benefiting from Education in Emergencies supplies	Girls: 600	Women: 24	Boys: 400	Men: 36
X	8.	Number of teachers in emergency affected areas trained on life skills	Women: 8		Men: 16	
	9.	Number of teachers, PTA members and other education actors in emergency affected areas trained on psychosocial support	Women: 24		Men: 36	
X	10	Number of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	Women: 8		Men: 16	
X	11	Number of children and youth reporting feeling safe and protected in emergency affected learning environments	Girls: 600		Boys: 400	
X	12	Number of emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/women/men)	Girls:600	Women: 24	Boys: 400	Men: 36

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.

Provision of basic emergency education services will be done in 10 primary schools. UNKEA will include a mixture of innovative approach using community outreach event during which importance of girl child education, hygiene and sanitation, environmental protection. Improvement and equipment of learning facilities, repairs, renovations and construction of temporary protected learning spaces.

Capacity building through life skills training and supportive supervision staff will be a key component of quality management system through improving efficiency and effectiveness of education system. Effective education information and management system will be enhanced to ensure that data is used for informing decision making in the course of implementing the project. UNKEA will ensure that data is effectively captured, analyzed, disseminated and utilized by all stakeholders (government, donors and partners) at all stages of the project implementation. Community involvement through recruitment and training of community leaders and community educators will be under taken. UNKEA will however, initiate and promote dialogue and collaboration with it partners such as line ministries of education, NGOs, the communities and local authorities.

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 techniques 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.

Through previous operational experience, UNKEA has developed strong skills in identifying and measuring appropriate indicators, in data collection and analysis, and in partnering with donors and other agencies to coordinate the dissemination of that information. UNKEA will ensure the prompt and accurate collection of information and compile the results for data analysis and program evaluation according to the goal, objectives, and indicators of the program. The following initiatives will be adopted to incorporate the activities in this proposal into the current monitoring plan.

A. Planning workshop will be conducted in November 2013 at the beginning of the project. This will ensure that UNKEA has good data with which to measure progress against during the intervention. This is necessary due to the regular movement of IDPs and returnees in the targeted areas and lack of reliable data on the target group available with which to compare project progress. UNKEA planning workshop will be held in order to ensure that all staffs understand the proposal and work plan well, to formulate individual staff work plans, which will tie performance to agree upon timelines for compiling monitoring information and reporting.

B. Monitoring methodologies will be consistent with those outlined for each indicator in the logical framework provided above.

C. Output indicators will be measured using program records and reports.

D. The Education Manager will be responsible for the monitoring of activities as per the log frame and work plan. This will include regular visits to all sites in the Program, monitoring of staff activities, compiling and analyzing program records, assessing external variables, tracking changes and making modifications to the program or work plan accordingly in order to ensure the attainment of objective. The Executive Director will have overall responsibility for making sure that these activities take place and will coordinate the program from Juba and Malakal. The Executive Director will also attend cluster working group and coordination meetings, ensure the relevant information is factored into program implementation and share UNKEA's progress and statistical information with other agencies where appropriate.

E. Given the difficulty of working in the South Sudan environment due to poor infrastructure and lower schooling level of staff and

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.

beneficiaries. UNKEA will continue to build the operational capacity of local staffs in monitoring and evaluation and project cycle management (PCM) and maximize their participation in all activities.

D. 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)
-	-
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-	-
Pledges for the CAP project	
-	-
-	-

SECTION III:

LOGICAL FRAMEWORK				
CHF ref./CAP Code: SSD-13/E/55481/R		Project title: Holistic and Inclusive Learning Friendly Emergency Education Project Targeting IDPs and Returnees in 2 (Nasir & Longechuk) Counties	Organisation: UNKEA	
Overall Objective	<p>Cluster Priority Activities for this CHF Allocation: What are the Cluster Priority activities for this CHF funding round this project is contributing to:</p> <ul style="list-style-type: none"> To enhance education activities by supporting the learning of school aged children through setting up protected temporary learning spaces 	<p>Indicators of progress: What are the key indicators related to the achievement of the CAP project objective?</p> <ul style="list-style-type: none"> Number % percentage of children accessing protective temporary learning space 	<p>How indicators will be measured: What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> School attendant sheets Project progress reports Field reports Training/workshop report 	
Purpose	<p>CHF Project Objective: What are the specific objectives to be achieved by the end of this CHF funded project?</p> <ul style="list-style-type: none"> To enhance education activities by supporting the learning of school aged children through setting up protected temporary learning spaces. Provision of school learning materials in emergencies situation To built the capacity of local actors (PTAs/SMCs and teachers) in mitigating the bad effects of education emergencies shocks on children and families through provision of psycho-social support services. 	<p>Indicators of progress: What indicators will be used to measure whether the CHF Project Objectives are achieved. Indicators may be quantitative and qualitative</p> <ul style="list-style-type: none"> # of temporary learning facilities built Number and percentage of learning materials provided Number and percentage of teachers and PTA training 	<p>How indicators will be measured: What sources of information already exist to measure this indicator? How will the project get this information?</p> <ul style="list-style-type: none"> School attendant sheets Project progress reports Field reports Training/workshop report 	<p>Assumptions & risks: 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?</p> <ul style="list-style-type: none"> Security will prevail Community acceptability and participation in the project Continuous funding support
Results	<p>Increased access to basic emergency education by vulnerable IDP and returnee boys and girls who have not been to school.</p>	<p>Indicators of progress: What are the indicators to measure whether and to what extent the project achieves the envisaged outcomes?</p> <ul style="list-style-type: none"> 1000 boys/girls access to education 	<p>How indicators will be measured: What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> School attendant and enrolment 	<p>Assumptions & risks: 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?</p> <ul style="list-style-type: none"> Children will definitely come for learning
	<p>Immediate-Results - Outputs (tangible): 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</p>	<p>Indicators of progress: 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</p>	<p>How indicators will be measured: What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> Training attendant lists 	<p>Assumptions & risks: 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?</p>

<p><i>the outcomes.</i></p> <ul style="list-style-type: none"> • Capacity of teachers and communities empowered to provide basic emergency education in two counties. • Empowerment of communities on the importance of girl child education including SGBV and reduction in occurrence and transmission of communicable diseases through increased access to latrine and hand washing facilities. 	<p><i>in this section.</i></p> <ul style="list-style-type: none"> • Number and percentage of teachers trained • Number and percentage of community members get message on important of girls child education 	<ul style="list-style-type: none"> • Training report • Campaign report 	<p>Security will prevail</p>
<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"> • Establishment of 6 temporary (protected) learning spaces and repair of 4 primary schools • Distribution of education learning materials • Building capacity of teacher and PTA through Training on life skills • Printing and distribution of IEC Materials • Conducting 60 community mobilization outreach activities • Construction 20 latrine facilities in targeted schools • Installation of 10 (750 liters) water storage tanks • Installation of 30 (100liters) hand washing facilities 	<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"> • Construction materials • School supplies • Training materials • Facilitator • Printing materials • Vehicles or motor bike • Latrine construction materials • Tanks 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Construction completion report • Report • Waybill 	<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"> • Local community will contributed to the success of project • Local authority will provide

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.

Project start date: 1st September 2013 **Project end date:** 28th February 2014

Activities	Q3/2013			Q4/2013			Q1/2014			Q2/2014			Q3/2014		
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Activity 1 : Establishment of 6 temporary (protected) learning spaces 3 per county															
Activity 2: Renovating 4 primary school in two counties 2 per county															
Activity 3: Distribution of education learning materials															
Activity 4: Conducting 2 training of teacher and PTA through Training on life skills one per county															
Activity 5: Printing and distribution of IEC Materials															
Activity 6: Conducting 60 community mobilization outreach activities															
Activity 7: Construction 20 latrine facilities in targeted schools															
Activity 8: Installation of 10 (750 liters) water storage tanks															
Activity 9: Installation of 30 (100liters) hand washing facilities															
Activity 10:															

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