

## 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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<b>CHF Cluster Priorities for 2013 Second Round Standard Allocation</b>
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<b>Cluster Priority Activities for this CHF Round</b>	<b>Cluster Geographic Priorities for this CHF Round</b>
<ol style="list-style-type: none"> <li>Establish or repair (quick and light) safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities</li> <li>Pre-position and distribute emergency teaching and learning materials to emergency-affected schools and communities to ensure continuity of learning during/after emergencies</li> <li>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</li> </ol>	<ul style="list-style-type: none"> <li><b>Jonglei:</b> Akobo, Uror, Pibor, Pochalla, Nyirol, Bor, Ayod</li> <li><b>Unity:</b> Pariang, Abienhom, Mayom, Rubkona</li> <li><b>Upper Nile:</b> Maban, Renk, Melut, Ulang, Nasir, Baliet, Longuchuk</li> <li><b>Warrap:</b> Twic – incl. Agok, Tonj South, Tonj East, Tonj North, Gogrial East, Gogrial West</li> <li><b>Lakes:</b> Rumbek North, Cueibet, Awerial</li> <li><b>NBeG:</b> Aweil North, Aweil East</li> <li><b>CES:</b> Juba</li> <li><b>EES:</b> Kapoeta North, Kapoeta East</li> <li><b>WBeG:</b> Raja</li> </ul>

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

<b>Requesting Organization</b>	<b>Project Location(s)</b> - 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	
Mercy Corps	<b>State</b>	<b>%</b>
<b>Project CAP Code</b>	<b>County/ies (include payam when possible)</b>	
SSD-13/E/55504/R/5162	Unity	30%
<b>CAP Gender Code</b>	Warrap	40%
2a	AAA	30%
<b>CAP Project Title (please write exact name as in the CAP)</b>		
Provision of emergency education in response to conflict and disaster		

<b>Total Project Budget requested in the in South Sudan CAP</b>	US\$ 1,565,000
<b>Funding requested from CHF for this project proposal</b>	US\$490,00
<b>Total funding secured for the CAP project (to date)</b>	US\$373,698
<b>Are some activities in this project proposal co-funded (including in-kind)?</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

<b>Direct Beneficiaries</b>	<b>Indirect Beneficiaries</b>																		
<table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th>Number of direct beneficiaries targeted in CHF Project</th> <th>Number of direct beneficiaries targeted in the CAP</th> </tr> </thead> <tbody> <tr> <td>Women:</td> <td>45</td> <td>400</td> </tr> <tr> <td>Girls:</td> <td>2,500</td> <td>10,000</td> </tr> <tr> <td>Men:</td> <td>35</td> <td>400</td> </tr> <tr> <td>Boys:</td> <td>2,500</td> <td>10,000</td> </tr> <tr> <td><b>Total:</b></td> <td><b>5,080</b></td> <td><b>20,800</b></td> </tr> </tbody> </table>		Number of direct beneficiaries targeted in CHF Project	Number of direct beneficiaries targeted in the CAP	Women:	45	400	Girls:	2,500	10,000	Men:	35	400	Boys:	2,500	10,000	<b>Total:</b>	<b>5,080</b>	<b>20,800</b>	
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<b>Catchment Population (if applicable)</b>																			

<b>Implementing Partner/s</b> (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)	<b>CHF Project Duration</b> (12 months max., earliest starting date will be Allocation approval date)
N/A	Number of months: 7 months (1 October 2013 – 31 May 2014)

<b>Contact details Organization's Country Office</b>		<b>Contact details Organization's HQ</b>	
Organization's Address	Plot 445 (Behind IRD); US Consulate Road; Kololo, Tonping; Juba, South Sudan	Organization's Address	40 Sciennes, Edinburgh, EH9
Project Focal Person	Amanuel Dibaba <a href="mailto:adibaba@ss.mercycorps.org">adibaba@ss.mercycorps.org</a> +211 (0) 955 315 156	Desk officer	Sandy Biggar <a href="mailto:sbiggar@uk.mercycorps.org">sbiggar@uk.mercycorps.org</a> + 44 131 662 5160
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## 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 population<sup>1</sup>

According to South Sudan's education statistic for 2012, Unity and Warrap are among the most underserved states across the country. In Unity State, the pupil to teacher ratio (PTR) improved from 71.1 to 61.6 and pupil to classroom ratio (PCR) from 230.3 to 199.2. However these figures are all still alarming and are only attributed to the drop in number of students than increase in available resources. The drop in number of pupils is yet another concern from 148,982 (male: 92,224; female 56,737) in 2011 to 128,474 pupils (male: 79,988; female: 48,485). In Warrap state, the number of pupils increased from 151,718 (male: 104,802; female 46,916) in 2011 to 162,966 (Male: 110,484; female: 52,482) in 2012. However, the number of classrooms only increased from 418 to 459 worsening the pupil to classroom ration from 105.7 to 155.9 which is substandard.

An assessment conducted by Mercy Corps shows that the education coverage is still alarming. In AAA, one classroom is used by 106 pupils; in Unity, 109 pupils use one classroom. In almost all locations, a single toilet is used by over 100 pupils and all toilets are not gender disaggregated. The teacher to pupils ration is also low at "one teacher to 50 learners" threshold in an average across the three areas.

The table below shows the current average coverage in education services in schools in Warrap, Unity and AAA.

Ratio	Observed in Unity	Observed in Warrap	Observed in Agok	Recommended
Pupil to class ratio (PCR)	1: 130	1: 197	1: 281	1:50
Pupil to Teacher ratio ( PTR)	1: 148	1: 208	1: 189	1:50
Pupil to Toilet ration	1: 190	1: 160	1: 226	1:60 (boys)
				1:30 (girls)

\*Source: Mercy Corps education data

The limitation in safe learning spaces and other school facilities and services could be the trigger for extensive drop out of school aged children from the available schools. Girls are the most affected by the existing circumstances with an enrollment rate of 36% and high drop rate registered. The substandard educational services in addition to cultural factors like contribution towards domestic chores is attributed factors for poor girls' enrollment.

### 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.

Mercy Corps' proposed response will target three of the cluster priority States and counties, namely; Unity State (Abiemnom county), Warrap state (Twic County) and AAA which have been impacted by insecurity, influx of displaced people, the presence of land mines, Rebel Militia Groups, floods and frequent cattle raids. Under the proposed program, Mercy Corps will construct Temporary Learning Spaces (TLS), provide educational supplies, and construct pit latrines<sup>2</sup>. The proposed project will also promote hygiene education and life skills and work with children affected by conflict and disasters to improve their awareness on topics such as Mine Risk, WASH, and Disaster Risk Reduction. Mercy Corps' proposed activities therefore don't only address the existing gaps on the ground but also contributes to the overall cluster strategy and pivots into key cluster priorities.

All the activities proposed are crucial to meet the educational gaps in the geographical areas indicated in the proposal. Moreover the timing of proposed action is also critical to meet priority EIE needs for the upcoming school years. Hence, the proposed project comes at a critical time and will ensure additional TLS construction and provision of scholastic materials for the upcoming school season. These interventions encourage more pupils get enrolled in the schools and avoid further drop outs at the same time.

Mercy Corps has been present in Unity, Warrap and AAA since 2003, focusing on capacity building for civil society organizations and on mobilizing communities to address their priority needs including health, education and governance. Mercy Corps is currently implementing an economic recovery and livelihoods program (OFDA / USAID, ECHO, Education and FFA). Throughout the implementation of the above mentioned programs, Mercy Corps has maintained outstanding reputation and has gained the trust of the beneficiary communities. Its ongoing programs have also enlisted the support of local authorities and generated considerable interest and participation from the local stakeholders. Hence, Mercy Corps will use its existing track record to successfully implement the proposed Education in Emergency (EiE) program in across the three locations. In Addition, Mercy Corps will ensure complimentary between the CHF funded EiE activities and its ongoing emergency response interventions such as the Food Security and Economic Recovery activities funded by OFDA and ECHO. Using resources from the OFDA and ECHO funded cash based programs, TLSs that are constructed through CHF grant will be given priority for fencing to create a safer and protected learning environment for school children. This program also builds on the previous EiE activities implemented by Mercy Corps in Unity State

<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.

<sup>2</sup> Based on INEE minimum standards, 1 stance for every 30 girls and 1 for every 60 boys

and ensure adequate coverage in underserved counties as well as marginalized payams in different counties where service delivery has been limited due to lack of access in the rainy season

### 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.

Mercy Corps' proposed activities have a strong lifesaving component and contribute to the education clusters priorities. The program supports provision of safe learning spaces that are hygienic, coupled with hygiene promotion in schools and that later trickle down into homes. Key messages and training on mine risk education, psychosocial support, HIV and GBV envisaged to be delivered through the proposed program are all geared towards key cluster priority of "Life Saving".

Mercy Corps will utilize funds from CHF 2013 second round to:

1. **Provide 30 (Protective Learning Spaces** in across three location that exhibit high need and are among the most underserved in Unity State, Warrap and AAA
2. Mercy Corps will also address WASH needs through the **provision of 80 pit latrine stances** in TLS premises across the 4 target counties with community contribution for time, labor and materials. 60 will be built to adhere to a standard of 2 latrines per TLS built, gender disaggregated for boys and girls. 20 more latrines with hand washing points will be built to meet additional needs in underserved schools.
3. Establish Child-to-Child clubs as approach to **hygiene promotion** - This approach will rely on activity-based learning that builds children's knowledge of health and hygiene. This will be linked and support clean learning environment in schools. The first three activities contribute to two cluster priorities "establish or rehabilitate safe and protective learning spaces for boys and girls" and "provide learning opportunities for emergency-affected children and youth across ten states". Unlike the traditional Child-to-Child clubs that only address hygiene promotion, the approach will be repackaged to have other lifesaving activities including but not limited to Mine Risk Education (MRE), sanitation and disaster risk reduction. Mercy Corps has held conversations with the Danish Demining Group to participate in joint MRE activities in selected schools. Mercy Corps will leverage the Child Clubs to organize **6 awareness campaigns**.
4. Address Education in Emergencies (EiE) in partnership with UNICEF core pipeline supply **to provide educational materials to benefit 5000** children in the 4 target counties. Mercy Corps will provide 50 schools in a box kits, 25 recreational kits, 70 blackboards and 1,000 pieces of chalk to benefit 5,000 children (chalk distribution is contingent upon a flash appeal that will be organised through Mercy Corps Headquarters), with priority given to pupils with disabilities. Mercy Corps is currently in conversation with Handicap International (HI) to embed HI's team member to facilitate and train Mercy Corps staff in dealing with assessing and responding to emergencies targeting children with disabilities. This will address two key cluster priorities namely; "pre-positioning of core pipeline / EP & R through the procurement and prepositioning of emergency teaching and learning materials at state and country level" and "Distribute essential teaching and learning materials to emergency-affected schools and communities."
5. Mercy Corps will promote the **dissemination of life saving messages** through three 3-day trainings for caregivers – in particular women parents, teachers and youth who are better placed to support girl children and Children with disabilities who experience disasters and conflicts differently due to their unique vulnerabilities. Through a child-centric approach that encourages recreational activities and plays / dramas to disseminate, life saving messages will cover key topics including Mine Risk Education, WASH / hygiene promotion and disaster risk reduction to ensure that key messages are retained through an enjoyable medium by the children. These activities streamline in two cluster priorities as well namely; "conduct rapid training or orientation of teachers and PTAs in emergency-related life skills and psycho-social support" and "ensure risk reduction analysis tools and contextualized minimum standards are available and used widely at state levels"

#### ii) Project Objective

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

5,000 emergency affected children - mainly girls and children with disabilities (CwDs) have access to improved learning environments through Protective Learning Spaces, sanitation facilities and education supplies, by the end of February 2014

#### 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) Needs Assessments

As a lead actor in the implementation area, and given the gap in coverage, Mercy Corps will ensure surge capacity is maintained to take the lead in one monthly need assessment in areas of intervention.

##### 2) Construction of 30 protective learning spaces (TLS) in locations with high dropout rates of girls (10 in AAA, 90 in

### **Abiemnom and 11 in Twic)**

Following INEE South Sudan minimum standards, community consultative processes will identify locally available resources and optimal design for classrooms to reduce wastage of materials. All leftover materials will be used to provide benches / seating to improve the education experience of children. In emergency situations, Mercy Corps will co-ordinate with the community and local authorities to erect tents at locations identified by parents (particularly women / mothers) as suitable, to encourage girls continued education in emergencies.

The design and specification for each structure will be 6 by 9 meters adequate for learners. Mercy Corps will ensure community participation to have the structures to required standard for at least 70 pupils as in the photo below.



### **3) Construction of 80 gender disaggregated pit latrine stances (24 in AAA, 24 in Abiemnom and 32 in Twic)**

Following INEE South Sudan minimum standards, Mercy Corps will construct 80 pit latrines with 1 stance for every 30 girls and 1 for every 60 boys with hand washing points with community involvement for labor / provision of latrine digging pits to communities affected by emergencies. The rationale is at least for every TLS constructed to have 2 accompanying latrines.

### **4) Establish 18 child-child clubs for hygiene promotion in schools (6 in AAA, 5 in Abiemnom and 7 in Twic) and 6 awareness campaigns**

This strategy makes use of children's ability to influence positive change in their families through sharing of knowledge with parents, to other children by demonstrating better health practices while caring for siblings, and to the community via plays and participation in public health campaigns. It also encourages children to adopt and carry good habits into adulthood and impart them to their own children. The Child-to-Child approach will be implemented both within and beyond the school setting. Mercy Corps will build on the experience it has gained from its collaboration with community schools to ensure that sanitation and hygiene practices taught in the schools are actually implemented within each school and also in the broader community. Specifically, the Child-to-Child approach will engage teachers, Parent-Teacher Associations and School Management Committees in the establishment and development of Child-to-Child Clubs. Schools, as permanent institutions in the community, will be developed as focal points to sustain the Child-to-Child Clubs and promotional activities. In each location at least 6 child to child clubs will be forming with a total of 18 child to child.

### **5) Provision of educational materials and supplies to 5000 emergency / conflict affected children (1500 in AAA, 1500 in Abiemnom and 2000 in Twic)**

Mercy Corps is the lead agency for the core pipeline supply from UNICEF and will continue to co-ordinate with other partners to ensure supply of materials beyond the geographic areas proposed where Mercy Corps is operational. In Unity State Warrap and AAA, Mercy Corps plans to distribute 50 schools in a box, 25 recreational kits, 70 blackboards through the UNICEF core pipeline and 1,000 pieces of chalk (chalk distribution is contingent upon a flash appeal that will be organised through Mercy Corps Headquarters) to benefit 5,000 emergency affected children. Priority will be given to children with disability regardless of the class they are in; these will be treated as "special case."

### **6) Life skills trainings for 60 caregivers (18 in AAA, 18 in Abiemnom and 24 in Twic)**

Given the geographic locations and circumstances within schools and beyond, there is need to ensure key messages are disseminated to care givers and pupils in IEC materials and trainings. These include messages on but not limited to; general hygiene promotion, psychosocial support training, Mine Risk Education and HIV / AIDS awareness. Mercy Corps will organize three 3-day life skills trainings, for 60 caregivers. Mercy Corps' trainings will mandate at least 50% women – parents, teachers, youth to ensure that gender appropriate messages (such as gender based violence / SGBV / hygiene promotion) are disseminated to children appropriately. The program will also support hygiene through IEC material on hand washing on 15<sup>th</sup> October during the Global Hand washing day.

Parents, teachers and youth will be provided with the skills to identify and report cases of GBV or SGBV, and / or child abuse, particularly relevant during emergencies / conflicts. Mercy Corps will identify and link caregivers to the relevant local authorities and / or cluster persons who will be able to support them in the reporting and case management / referral of cases of abuse.

#### iv). Cross Cutting Issues

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

**Environment:** All based on the INEE minimum standards for South Sudan; classrooms will be built with locally available materials to the required standards. From previous experience and the in house expertise from Mercy Corps' engineer, during the preparation of the BOQ previous good practices will be incorporated ensuring there is no waste of materials (particularly for the use of local long poles / bamboo). Any of such materials left will be put to use through making of local benches for students, which will enhance their learning experience.

**HIV / AIDS:** As part of the trainings and the IEC materials, Mercy Corps will ensure key messages on prevention and proactive measures are disseminated. Teacher and youths will be encouraged to report any cases of abuse that may easily expose pupils to the risk of contracting HIV. Furthermore, Mercy Corps will work together with International Rescue Committee (IRC) to further messages on non-consensual sex.

**Gender:** The program will give more opportunities to girls and women for equitable involvement during implementation. Through local leaders and school administration, girls will be encouraged to enroll in schools. Special measures will be put in place working with teachers to follow-up on girl pupils whose absenteeism rate is high to encourage them stay in school. Girls who have reached puberty, working with other partners, hygienic sanitary pads will be provided through female teachers. Psychosocial Support (PSS) activities aimed at easing the shock and trauma that conflict affected children have experienced due to various conflicts will also be gender sensitive. Drama and sports clubs will be formed as both mixed, and gender segregated groups in order to encourage leadership among girl children and to capture girl specific issues that are noted during the enactment of plays / dramas. Mercy Corps encourages community contribution towards all activities for ownership. Prior to distribution of recreational materials, community contribution towards a playground, goal posts will be a prerequisite. Having gender disaggregated latrines is very crucial for sensitivity and privacy of girls pupils and child to child drama will amplify this further.

**Child Protection:** This is mainstreamed into all activities through dissemination of Life saving messages in IEC. Mercy Corps will coordinate with IRC to ensure children faced with abuse either from home or community are rehabilitated.

#### 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.

1. 2,400 pupils (1,200 boys and 1,200; 70% host, 15% returnees and 15% IDPs) have access to safe educational facilities, by the end of the project period.
2. Girls' enrollment and retention rate in target schools improves against the baseline.

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 (Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).	Target (indicate numbers or percentages) (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.	Total direct beneficiaries - number of emergency affected children and youth (M/F) attending temporary learning spaces	2,400 children (1,200 girls; 1,200 boys)
X	2.	# of temporary learning spaces constructed.	30 temporary classrooms built
X	3.	# of gender segregated latrines constructed	80 latrines
X	4.	Number of children receiving scholastic materials	5000 children
X	5.	# of teachers (M/F) in emergency affected areas trained on life skills and psychosocial support	60 teachers / caregivers 35 female 25 male
X	6	# of school in a Box distributed to emergency affected children, youth and teachers	50 school in a box (2,500 girls; 2,500 boys)
X	7	# of recreation kits distributed to emergency affected children, youth and teachers	25 recreational kits (2,500 girls; 2,500 boys)
X	8	# of awareness campaigns	6
X	9	# of child-to-child clubs formed	18 clubs

#### 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 program will be implemented directly by Mercy Corps in consultations with all stakeholders from Ministry of Educations and education commissioners at County level. Mercy Corps has a team already implementing the current education program comprising of 1 Program Manager and 3 Project Officers who are supporting the existing CHF funded education program. Program support and operation functions will be handled at Mercy Corps' fully established and functioning office in Bentiu which comprises key finance, operations and logistics personnel, and a sub office in Leer. The Agok office will support operations in being central for all the three locations. The country office in Juba will provide overall guidance and direction for the program implementation and assist with logistical support as required. The Juba office also acts as linkage to the National Education Cluster and provides a platform for information exchange between the field team and stakeholders at the national level such as UNICEF.

Throughout the project implementation, Mercy Corps will work with the education clusters at national level and at the state level. Mercy Corps will coordinate needs assessments, site selection and beneficiaries with the state Education cluster, Ministry of Education and the beneficiary community. Mercy Corps will collaborate with other humanitarian actors mainly in the WASH cluster and with WASH focused agencies to create the coordination and synergy that will be beneficial and add value to the already planned education activities. Mercy Corps will draw from experience obtained in implementing similar programs globally and utilize best practices to ensure the success of the proposed program.

**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>3</sup>.

Mercy Corps' internal M&E systems -

The program will be monitored regularly (monthly) by the Program Manager, M&E Manager and Juba senior management team through a mix of quantitative and qualitative tools.

**Mercy Corps' external M&E systems:**

As the first step, the M&E and field teams determine the indicators committed to, essential and additional data to be collected at the start of the project and the success indicators. In addition to pupil enrollment data, participant attendance forms for trainings, way bills and distributions forms for scholastic materials, service / work completion forms, field visit reports and photos will be important tools to measure performance, and are submitted to finance and compliance teams prior to issuing payments.

Mercy Corps works in partnership with local authorities, the school administration and the general community to gather key data on information on children's enrollment, including gender disaggregated data, number of teachers / trained teachers, presence / absence of other facilities in / around schools (water points, latrines, permanent / semi permanent / local structures). Additionally case studies with direct beneficiares and the larger community, helps gather qualitative information to highlight specific challenges such as cultural inhibitions, mindsets and attitudes towards children's education. Mercy Corps uses a mix of quantitative and qualitative data to inform its programs, including using some data as a basis for policy and advocacy changes.

**Stakeholder co-ordination:**

Improved information exchange and accuracy of key education statistics in the target counties, with a particular emphasis on girls enrollment / dropout rates and the availability of trained teachers for policy and advocacy; Mercy Corps will co-ordinate with WASH and other partners for information collection on availability / lack of water points / boreholes, toilet facilities for schools to be shared with the relevant clusters; Mercy Corps will co-ordinate with relevant clusters including WASH (for IEC material, use of standardized CHAST / PHAST training materials), and with the protection sector to provide information on vulnerable children and girls in emergencies.

Mercy Corps will also gather relevant data on the correlation between the presence / absence of female teachers to girls enrollment / drop out as a part of this program. This will further help advocate with the government both at the centre and in the State on recruitment of a larger proportion of women teachers. All activities will be implemented in Abeimnoon, AAA and Twic in three different locations where EiE services are inadequate.

Mercy Corps is an active participant in the inter agency co-ordination meetings both at the centre and in Unity and Warrap States and AAA. Project briefings for the local authorities and humanitarian actors provides clarity on areas of implementation incuding geography and thematic intervention, which helps identify potential overlaps and / or partnership mechanisms early on in the program. Mercy Corps also shares key data collected, including gaps (e.g. presence / absence of water points, latrines etc.) with the relevant clusters (Education, WASH, Protection / Child Protection).

Mercy Corps has a robust and roving M&E team that will provide capacity building for field staff, highlighting tools for data collection, data quality and case studies that capture challenges, and share lessons learned during the program implementation with key actors both internally and externally.

**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)
<b>Pledges for the CAP project</b>	

<sup>3</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				
CHF ref./CAP Code: SSD-13/E/55504		Project title: Provision of Emergency Education in Response to Conflict and Disaster	Organisation: Mercy Corps	
Overall Objective	<p><b>Cluster Priority Activities for this CHF Allocation:</b> What are the Cluster Priority activities for this CHF funding round this project is contributing to:</p> <ul style="list-style-type: none"> <li>Improved education environment for IDPs and returnees</li> </ul>	<p><b>Indicators of progress:</b> What are the key indicators related to the achievement of the CAP project objective?</p> <ul style="list-style-type: none"> <li>% increase in temporary learning spaces within schools.</li> </ul>	<p><b>How indicators will be measured:</b> What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> <li>Project records and school structure inventories.</li> </ul>	
Purpose	<p><b>CHF Project Objective:</b> What are the specific objectives to be achieved by the end of this CHF funded project?</p> <ul style="list-style-type: none"> <li>Increased enrollment of new pupils in school.</li> </ul>	<p><b>Indicators of progress:</b> 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"> <li># of new entrants in school in different classes</li> </ul>	<p><b>How indicators will be measured:</b> What sources of information already exist to measure this indicator? How will the project get this information?</p> <ul style="list-style-type: none"> <li>School register</li> </ul>	<p><b>Assumptions &amp; risks:</b> 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"> <li>There is minimal movement during the school term.</li> <li>No further displacements.</li> </ul>
Results	<p><b>Results - Outcomes (intangible):</b> 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.</p> <ul style="list-style-type: none"> <li>Increased access to improved learning environment access to education services and infrastructure</li> </ul>	<p><b>Indicators of progress:</b> What are the indicators to measure whether and to what extent the project achieves the envisaged outcomes?</p> <ul style="list-style-type: none"> <li>Total direct beneficiaries -number of emergency affected children and youth (M/F) attending temporary learning spaces</li> <li>Number of teachers(M/F) in emergency affected areas disseminating life skills and psychosocial support</li> <li>% of children reporting feeling safe and protected in emergency learning environments.</li> </ul>	<p><b>How indicators will be measured:</b> What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> <li>Daily school registers.</li> <li>Project reports and Education department reports.</li> <li>School records and program reports.</li> <li>Training attendance list</li> <li>KAP surveys</li> </ul>	<p><b>Assumptions &amp; risks:</b> 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"> <li>Enabling environment for parents to send children to school.</li> <li>Availability of affordable local materials</li> <li>Transparency within school management.</li> </ul>
	<p><b>Immediate-Results - Outputs (tangible):</b> List the products, goods and services (<b>grouped per areas of work</b>) 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.</p> <ul style="list-style-type: none"> <li>30 TLS Built</li> <li>80 Latrines with Hanbd washing points</li> </ul>	<p><b>Indicators of progress:</b> 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.</p> <ul style="list-style-type: none"> <li>Total direct beneficiaries -number of emergency affected children and youth</li> </ul>	<p><b>How indicators will be measured:</b> What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> <li>Daily school registers.</li> <li>Project reports and Education department reports.</li> </ul>	<p><b>Assumptions &amp; risks:</b> 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"> <li>Enabling environment for parents to send children to school.</li> <li>Availability of affordable local</li> </ul>

	<ul style="list-style-type: none"> <li>• 60 teachers/caregivers trained</li> <li>• 18 Child clubs formed</li> <li>• 6 awareness campaigns</li> <li>• 5,000 Children receive EiE supplies</li> </ul>	<p>(M/F) attending temporary learning spaces</p> <ul style="list-style-type: none"> <li>• Number of temporary learning spaces established</li> <li>• Number of learning spaces provided with gender disaggregated latrines</li> <li>• Number of children provided with scholastic materials</li> <li>• Number of teachers(M/F) in emergency affected areas trained on life skills and psychosocial support</li> <li>• Number of School in a box Kits distributed to emergency affected children, youth and teachers</li> <li>• Number of recreation kits distributed to children, youths and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• School records and program reports.</li> <li>• Training attendance list</li> <li>• KAP surveys</li> </ul>	<p>materials</p> <ul style="list-style-type: none"> <li>• Transparency within school management.</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 result in the project outputs.</i></p> <ul style="list-style-type: none"> <li>• Coordination with Education Cluster and Ministry of Education</li> <li>• Construction of TLSs with locally available materials</li> <li>• Construction of gender disaggregated pit latrines</li> <li>• Creation of Child Clubs</li> <li>• Identification of students in need of education materials</li> <li>• Distribution of education materials</li> <li>• Dissemination of life saving messages.</li> </ul>	<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>• County Education officer, Education cluster members and Ministry of Education</li> <li>• Human resources, cars School in-box, tarpaulins, poles, doors and roofing materials.</li> <li>• Chiefs, Local leaders, elders and School management.</li> <li>• Cars, Human resource, books, black boards,</li> <li>• Proper IEC material, local trainers, other training materials, Human resources</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>• Peaceful and secure places.</li> <li>• The security situation and the roads are passable.</li> <li>• There are designated places for schools and roads are passable</li> <li>• Functional school management committees.</li> <li>• Parents teachers' associations.</li> </ul>

**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:** Oct 1, 2013      **Project end date:** May 31, 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: Construction of TLSs with locally available materials					x	x	x	x	x	x					
Activity 2: Construction of gender disaggregated pit latrines					x	x	x	x	x	x					
Activity 3: Creation of Hygiene Promotion Child Clubs				x	x	x	x								
Activity 4: Identification of students in need of education materials				x	x	x	x								
Activity 5: Distribution of education materials				x	x	x	x	x	x	x					
Activity 6: Dissemination of life saving messages.				x	x	x	x	x	x	x					
Activity 7: Awareness Campaigns					x	x	x	x	x	x	x				
Activity 8: Finalize outstanding activities and preparation of reports															
Activity 9															
Activity 10															

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