

## 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>																		
<b>CHF Cluster Priorities for 2013 Second Round Standard Allocation</b>																			
<b>Cluster Priority Activities for this CHF Round</b> <ol style="list-style-type: none"> <li>1. Establish or repair (quick and light) safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities</li> <li>2. 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>3. 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>	<b>Cluster Geographic Priorities for this CHF Round</b> <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, <b>Tonj South, Tonj East, Tonj North</b>, 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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<b>Requesting Organization</b> PEACE CORPS ORGANIZATION(PCO) SOUTH SUDAN  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Project CAP Code</b></td> <td style="width: 50%;"><b>CAP Gender Code</b></td> </tr> <tr> <td>SSD-13/E/55507/R/13010</td> <td>2A</td> </tr> </table> <b>CAP Project Title</b> <i>(please write exact name as in the CAP)</i> Emergency Provision of Life Saving, inclusive and Quality Education for the acutely vulnerable amongst Stranded Returnees, IDPs and host-communities in Warrap and Jonglei States of South Sudan	<b>Project CAP Code</b>	<b>CAP Gender Code</b>	SSD-13/E/55507/R/13010	2A	<b>Project Location(s) -</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">State</th> <th style="width: 17%;">%</th> <th style="width: 50%;">County/ies (include payam when possible)</th> </tr> </thead> <tbody> <tr> <td>WARRAP</td> <td>100%</td> <td>Tonj South, Tonj East, Tonj North</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	State	%	County/ies (include payam when possible)	WARRAP	100%	Tonj South, Tonj East, Tonj North								
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<b>Implementing Partner/s</b> (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts) N/A	<b>CHF Project Duration</b> (12 months max., earliest starting date will be Allocation approval date) <b>9 Months (1 Sep 2013 – 31 May 2014)</b>																		
<b>Contact details Organization's Country Office</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Organization's Address</td> <td>HAI TARAWA AREA, ICCO COMPOUND, JUBA CITY</td> </tr> <tr> <td>Project Focal Person</td> <td>Kennedy Onguny, <a href="mailto:Peacecorps@pcosouthsudan.org">Peacecorps@pcosouthsudan.org</a> or <a href="mailto:peacecorpssudan@gmail.com">peacecorpssudan@gmail.com</a> , telephone; +211929240054 and +211954245596</td> </tr> <tr> <td>Country Director</td> <td>Ayaba Mustafa, Email- <a href="mailto:peacecorpssudan@gmail.com">peacecorpssudan@gmail.com</a> , telephone; +211926100371</td> </tr> <tr> <td>Finance Officer</td> <td>Yassin Twaha, Email- <a href="mailto:peacecorpssudan@gmail.com">peacecorpssudan@gmail.com</a> telephone; +211954245596</td> </tr> </table>	Organization's Address	HAI TARAWA AREA, ICCO COMPOUND, JUBA CITY	Project Focal Person	Kennedy Onguny, <a href="mailto:Peacecorps@pcosouthsudan.org">Peacecorps@pcosouthsudan.org</a> or <a href="mailto:peacecorpssudan@gmail.com">peacecorpssudan@gmail.com</a> , telephone; +211929240054 and +211954245596	Country Director	Ayaba Mustafa, Email- <a href="mailto:peacecorpssudan@gmail.com">peacecorpssudan@gmail.com</a> , telephone; +211926100371	Finance Officer	Yassin Twaha, Email- <a href="mailto:peacecorpssudan@gmail.com">peacecorpssudan@gmail.com</a> telephone; +211954245596	<b>Contact details Organization's HQ</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Organization's Address</td> <td>HAI TARAWA AREA, ICCO COMPOUND, JUBA CITY</td> </tr> <tr> <td>Desk officer</td> <td>Name, Email, telephone NOT APPLICABLE</td> </tr> <tr> <td>Finance Officer</td> <td>Name, Mr. Taha Y. Amule Email-<a href="mailto:Peacecorps@pcosouthsudan.org">Peacecorps@pcosouthsudan.org</a>, telephone +211954542496/+211929240054</td> </tr> </table>	Organization's Address	HAI TARAWA AREA, ICCO COMPOUND, JUBA CITY	Desk officer	Name, Email, telephone NOT APPLICABLE	Finance Officer	Name, Mr. Taha Y. Amule Email- <a href="mailto:Peacecorps@pcosouthsudan.org">Peacecorps@pcosouthsudan.org</a> , telephone +211954542496/+211929240054				
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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>

Heavy rainfall currently being received in these parts of Warrap State are likely to lead to Seasonal flooding during the month of August/September 2013 as was the case during the same time last year when an interagency assessment carried out on 21-24th August 2012 revealed large scale displacements in low lying areas of Tonj South, North, East and Gogrial East Counties; with RRC displacement figures indicating Twic County; 67,091 girls, Boys, Men and Women; Greater Tonj-85,872 girls, boys, women and men. A repeat scenario is likely to lead to destruction of teaching and learning facilities (or occupation of these facilities by displaced families), materials and displacement of thousands of girls, boys, women and men hence the need to ensure preparedness (facilities, teaching/learning materials, life-skills training, psychosocial support). The impact of these is normally greatest for women, girls and disabled who would be left behind as the men and boys move to with livestock to seek pasture.

During the dry season (November-April), these counties and other parts of the state continue to be severely affected by internal and cross border, inter clan and inter ethnic conflicts associated with cattle raiding and competition over water and grazing resources including marriage and other communal disputes. The protagonists are almost exclusively male (men and youth, often below 23 years of age) hence they not only miss out on school but also suffer psychologically; considering resultant displacements the communities in the borderline Payams(kiriik, Rual bet, Marial lou, akop, alabek) prioritized the construction of 9 primary schools as a way of ensuring continuity of learning(Community Consultation Report, Warrap State 2012- UNDP et al) hence the construction of TLS in these areas, will be a safe, practical and quick way of ensuring conflict affected girls and boys access life saving education.

### 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.

PCO requests CHF funding to rapidly scale up and complement ongoing actions in the area considering that the affected children are likely to miss an entire learning year if remedial actions are not taken; for example during the same period in 2012 Akon South Payam (Warrap) a total of 19 schools were damaged by floods thereby displacing approximately 3630 boys, 1239 girls hence need for safe protected temporary learning spaces(TLS) equipped with gender segregated WASH facilities; a key activity that will be undertaken hence not only ensuring the physical safety of the children but also facilitating the realization of INEE standard 1 (Access and Learning Environment); key teaching and learning materials will also be pre-positioned/distributed and life-skills/psychosocial support training expanded. The funds will also be used to rapidly support logistics entailed in moving tents, teaching/learning materials and procuring construction materials for TLS, in relatively remote locations and labor charges.

PCO is uniquely placed to effectively and efficiently undertake this action because it is currently implementing a similar project in the targeted counties supported by CHF R1, UNICEF and Dutch Consortium for Rehabilitation –DCR( in WEBG state). In the process, the organization has acquired excellent community goodwill and network with local/State government authorities including community leaders. In Raja county, with the support of UNICEF, PCO is the only organization undertaking awareness creation for increased girl-child education. These projects have led to higher school attendance by girls in the TLS and increased incomes for women who provide casual labor and supply the local construction materials for the TLS. The organization has a team of experienced staff including sufficient office & storage space at Kuajok and Raja towns; these resources can be rapidly deployed to scale up EIE response actions. Being a national NGO, it provides additional value for money through limited overhead costs.

### 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.

CHF funding will be used to procure materials and pay labor that would construct additional TLS, supply/preposition teaching and learning materials and undertake psychosocial support and life skills training in flood and or conflict affected areas. These actions will go a long way in contributing to the provision of life saving education by ensuring the realization of key cluster priority activities such as safe and protective learning spaces equipped with WASH facilities for girls and boys; distribution of emergency teaching and learning materials to boys and girls affected by emergencies, as well as undertaking training for Teachers and PTAs in the provision of psychosocial support and life-skills training. CHF funding will strongly complement ongoing efforts currently implemented by PCO and supported by other actors for example UNICEF PCA (expected to end in 31<sup>st</sup> December 2013), thus enabling increased support to beneficiaries not covered under these particularly in the conflict and flood prone borderline Payams in Tonj North and South such as Kiriik, Rualbet, Akop, alabek, awul, aliebek, malanor among others.

PCO will also use the CHF funds to support the logistics needed to distribute pre-positioned EIE supplies that have so far received (160 School in a box kits, 160 recreation kits, 15 Tents already pre-positioned in our Kuajok Warehouse), as well as 50 SIB kits, 25 recreation kits and 40 black boards which will be requested in-kind from UNICEF for this particular project and; pay the remuneration package for staff involved in the project as well as supporting all the necessary logistics needed to effectively implement the planned activities. It is important to note that these supplies will not only be distributed to TLS locations but also to regular schools that are expected to accommodate additional numbers of girls and boys following conflict and or flooding in these areas.

<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.

## ii) Project Objective

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

To ensure that by 31<sup>st</sup> May 2014; 2,000 girls and 1,500 boys (including those with disabilities) amongst acutely vulnerable; IDPs, host-communities, stranded returnees living in Tonj East, North and South Counties of Warrap State, who have been affected by conflict and or seasonal flooding have access to inclusive and quality life-saving education.

PCO specifically aims to:

1. Provide 20 protective temporary learning spaces including water and sanitation gender segregated facilities in safe areas (in line with INEE Access and Learning Standards 1, 2 and 3) taking into account the special needs of boys, girls, men and women with disabilities, thereby contributing to EIE cluster strategic objective no. 1 of Increased access to safe protective temporary learning spaces for children and youth affected by acute emergencies.
2. Pre-position and distribute assorted emergency teaching and learning materials to ensure continuity of quality and relevant education (fulfilling INEE Teaching and Learning Standard 3) for 2,000 girls and 1,500 boys including those with disabilities in line with EIE cluster strategic objective number 2.
3. Deliver life-saving messages and psychosocial support to the affected 2,000 girls and 1,500 boys 30 PTAs, as well as 150 male and 50 female teachers thus contributing to the EIE cluster strategic objective number 3 of delivering lifesaving messages and psychosocial support to children and youth affected by emergencies and; realization of South Sudan minimum standards of EIE (Access and Learning Environment-Standard 2-Protection and Well being).
4. Develop/maintain surge capacity (including the pre-positioning of emergency supplies) and work with stakeholders in Warrap State to ensure emergency preparedness measures are mainstreamed into long term educational development policies and programmes at County/State level and coordinated; contributing to INEE minimum standard 5 (Education Policy and Coordination). PCO currently has an ongoing PCA with UNICEF and two staff from the organization participated on the ToT on DRR strategies and emergency preparedness workshop that was conducted by Education cluster in Juba on 16<sup>th</sup> -18<sup>th</sup> July 2013.

## 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).

PCO will undertake the following activities in Tonj East, South and North in Warrap State

1. Establish/rehabilitate 20 safe and protective learning spaces(equipped with gender disaggregated WASH facilities, making provision for those with disabilities) for 2,000 girls and 1,500 boys - using locally available materials and in order to facilitate peaceful coexistence, materials would be procured from the host community and; men and women from the returnees, IDPs will be invited to participate in Cash For Work to construct the TLS; consideration given to those with disabilities; hence the realization of INEE standard 1 on Access and Learning Environment in a non-discriminatory manner.
2. Distribution of essential teaching and learning materials; 40 black boards, 50 school in a box kits, 25 recreation kits, as well as other Information, Education and Communication (IEC) materials on safety and child protection issues to affected schools and communities thereby facilitating instruction and learning processes that are learner centered, participatory, quality and inclusive (INEE Standard 3 - Teaching and Learning).
3. 200 teachers (150 male, 50 female), 30 PTAs (2 persons-M/F per PTA) facilitated to implement training (emergency related life skills and psychosocial support) when flooding/conflict occurs and basics of HIV/AIDS transmission, prevention and control, including DRR strategies.

## iv). Cross Cutting Issues

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

### HIV/AIDS

PCO is currently implementing a UNICEF supported strategic communication project on health and nutrition issues in Raja County of WBeG state; staff from this project will therefore be deployed to support HIV/AIDS mainstreaming in all programme activities planned for this project in the Warrap state; all the community committees formed round the education facilities will act as forums for disseminating relevant information, Communication and Education (IEC) materials as well as discussing key information, and all staff will be sensitized on key aspects of the HIV/AIDS pandemic. In addition, the ongoing life skills and psychosocial support training will include the basics of HIV/AIDS control under this project; Teachers, and PTA members will be supported to pass important information particularly to adolescent/youthful girls and boys about the management, prevention and control of HIV/AIDS.

### Gender

Women will be given equal consideration during cash for work activities and supply of local construction materials for TLS and in all related committees so as to not only increase their level of participation in project activities but also earn incomes which they can control thus making a contribution to gender equality. It is envisaged that intensified campaigns for girl child education, which PCO has been undertaking with during the last 3 years will be expanded and bear fruits in terms of increased enrolment rates of girls in the TLS and more participation, decision making and control by women in planned activities in this project.

### Environment

PCO is also implementing a UNFAO supported agro-forestry project/tree nursery in Wau County in Western Bahr El Gazal State; one of the key technologies being promoted is the preparation and use of organic fertilizer/farm yard manure, planting of agro-

forestry trees for increased food, fuel wood, timber and to control soil erosion; the beneficiaries are also taught how to make and use fuel efficient stoves. The organization will therefore periodically deploy staff from this project to TLS locations to pass information on these technologies; in addition all children, teachers and PTAs in these locations will be given free agro-forestry seedlings for planting during the ongoing rainy season.

**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. 2,000 Girls and 1,500 Boys from the most vulnerable host communities, stranded returnees, IDPs using 20 safe and protected TLS with WASH facilities; needs of disabled persons taken into consideration.
2. 100% of essential school supplies and recreation materials distributed to emergency affected boys and girls; male and female teachers: 50 School in a Box kits, 25-Recreation kits, 40-Chalk boards.
3. 80% of trained teachers both male and female using training materials and apply psychosocial and lifesaving principles in their teaching in the TLS.
4. 2,000 girls and 1,500 boys including women and men are aware about the basics of sustainable natural resource management; DRR/Preparedness, HIV/AIDS transmission, prevention and control.

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

SOI (X)	#	Output Indicators	Target (indicate numbers or percentages)			
X	1.	Number of classrooms repaired				
X	2.	Number of temporary learning spaces established	20			
X	3.	Number of emergency affected children and youth attending temporary learning spaces/repairs classrooms	Girls: 2,000		Boys: 1,500	
X	4.	Number of emergency affected learning spaces provided with gender segregated WASH facilities	20( a total of 40 WASH facilities constructed)			
X	5.	Number of Schools in a Box distributed to emergency affected children, youth and teachers	50			
X	6.	Number of Recreation Kits distributed to emergency affected children, youth and teachers	25			
X	7.	Number of children and teachers benefiting from Education in Emergencies supplies	Girls: 2,000	Women: 300	Boys: 1,500	Men: 200
X	8.	Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support	Women: 65		Men: 165	
X	9.	Number of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	Women: 40		Men: 120	
X	10.	Number of children and youth reporting feeling safe and protected in emergency affected learning environments	Girls: 1800		Boys: 1350	
X	11.	Number of emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/women/men)	Girls: 3,000	Women: 1,000	Boys: 2,500	Men: 800

**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.

In case of displacements caused by sudden flooding or conflict, PCO will mobilize its staff lead by the Education project manager to directly undertake or join an inter-agency team to carry out a needs assessment. Thereafter, in order to ensure effective implementation and facilitate ownership by key stakeholders of this project, PCO will as an entry point hold a meeting with the community leaders, local authorities including the state ministries of Education/Water officials; State level Education and WASH cluster leads as well as PTA members from schools in the emergency affected areas. The purpose of the meeting would be to introduce the project, discuss and agree on roles and responsibilities; develop beneficiary selection criteria then agree on an implementation as well as coordination modalities (including planning/implementing the needs assessment). Thereafter the organization will hold general community meetings in each of the targeted areas to introduce the project explain the agreed roles and responsibilities, selection criteria for targeting beneficiaries, obtain consensus on TLS locations and describe the proposed implementation plan/schedule of the project. During these general meetings, the communities will be sensitized to form implementation committees in locations with existing schools or planned TLS facilities; to ensure gender equity, women will comprise 50% of these committees. The committees will be responsible for community mobilization for CFW activities as well as procurement of the local construction materials from their respective localities..

Whilst these mobilization and sensitization activities are on ongoing at community level, our programme support teams will procure the necessary inputs and put in place all the logistics needed to quickly deliver the project. Schools and their respective teachers and PTAs will be specifically targeted for life skills and psychosocial support training including HIV/AIDS, DRR/preparedness awareness. UNICEF will also be officially contacted to supply additional teaching and learning materials for distribution and or re-positioning.

In order to address critical child protection issues such as early marriages, Gender based violence, intra-community conflict amongst the targeted communities, PCO will support awareness campaigns on key life-skills as well as the training of school Teachers, PTA members, and opinion leaders for example church leaders on floods/conflict related life-skills and psychosocial support needs. The organization will then support the trainees to provide life-skills and psychosocial support amongst their own communities. In addition considering the existing partnerships (PCA with UNICEF/ Agreement with SCiSS) relevant IEC materials will also be designed with technical support from key partners such as UNICEF, Save the Children etc and circulated amongst the targeted communities.

For CFW activities, PCO will prioritize female headed households, who are comparatively more vulnerable and presently make up the majority of the displaced and stranded returnee families. Culturally, women bear the burden of accessing food for their families and managing children related issues at household level. PCO, through this proposed project will not only increase access to incomes but also reduce the workload amongst women and girls thus contributing to their level of participation, control and decision making in other productive activities

#### 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 work plan (Section III)<sup>2</sup>.

PCO has developed a sound process and impact monitoring system for this project, building up results and data that can be easily verified. This monitoring system will be subject to verification from EIE cluster leads both at state and national level in order to match specific project indicators as stated in this proposal document (as defined by the log frame in Section iii).

**Monitoring:** As a starting point for the project, PCO-South Sudan will organize a workshop with the key stakeholders (including the state cluster leads) to carry out a needs assessment and real-time evaluation that will not only be used to identify the prevailing EIE gaps in the areas targeted for scale up but also of the existing WASH facilities in the damaged schools, child protection issues, KAP on communicable diseases and determine the capacity building needs particularly in terms of life-skills and psychosocial support; these will also be used to benchmark indicators that will be used to track performance in the course of programme implementation. The reports will be shared widely for critique before final adoption. Performance (results/impact, cross-cutting issues, objectives) particularly amongst children will be monitored using tools such as body maps, spacial maps, focus group discussions etc, separate interviews will be conducted for different gender, age and socio-economic status. The national level EIE cluster monitoring lead will also be invited to conduct independent monitoring visits as needed.

PCO-South Sudan will work very closely with EIE cluster leads as well as State MoED Officials to design the terms of reference as well as tools and agree on a schedule that will be needed to effectively carry out these activities; in general terms both progress(output) and impact(outcome) indicators will be closely monitored on a quarterly basis. Regular site visits will also be made by middle and senior management from PCO; reports will be prepared and shared with UNDP and national level EIE Cluster leads as needed.

**Regular reviews:** PCO- South Sudan will work very closely with the technical staff from the ministry of Education/UNICEF and other stakeholders carry out quarterly reviews of the project so as to identify programmatic, administrative and logistical support needs of the organization in order to strengthen programme delivery at community level.

**Reporting:** PCO-South Sudan will submit quarterly financial and narrative progress reports to UNDP/EIE cluster; a mid and end of project report will also be submitted or as mutually agreed

#### 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)
CHF Round 1( ending 31 <sup>st</sup> December 2013)	211,361.00
UNICEF PCA (officially ending on 30 <sup>th</sup> October 2013)	384,000.00
DCR(Dutch Consortium for Rehabilitation) , 31 <sup>st</sup> December 2013	100,000.00
<b>Pledges for the CAP project</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				
<b>CHF ref./CAP Code:</b> SSD-13/E/55507/R		<b>Project title:</b> Emergency Provision of Life Saving, inclusive and Quality Education for the acutely vulnerable amongst Stranded Returnees, IDPs and host communities in Warrap and Jonglei States of South Sudan	<b>Organisation:</b> PEACE CORPS ORGANIZATION(PCO) SOUTH SUDAN	
<b>Overall Objective</b>	<p><b>Cluster Priority Activities for this CHF Allocation:</b> <i>What are the Cluster Priority activities for this CHF funding round this project is contributing to:</i></p> <ol style="list-style-type: none"> <li>1. Establish or repair (quick and light) safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities.</li> <li>2. 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>3. 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>	<p><b>Indicators of progress:</b> <i>What are the key indicators related to the achievement of the CAP project objective?</i></p> <ol style="list-style-type: none"> <li>1. Number of TLS constructed and classrooms repaired and provided with gender disaggregated sanitation facilities.</li> <li>2. Number of children (M/F) using the TLS and or classrooms that have been repaired.</li> <li>3. Number of teaching and learning materials distributed to emergency affected boys, girls and youth(M/F</li> </ol>	<p><b>How indicators will be measured:</b> <i>What are the sources of information on these indicators?</i></p> <ol style="list-style-type: none"> <li>1. Photographs of TLS that are equipped with WASH facilities.</li> <li>2. Focus Groups Discussions with community members, leaders, teachers, parents</li> <li>3. Visits to project areas by cluster leads</li> <li>4. Reports from SMOED.</li> <li>5. Reports from the M\$E Officer</li> </ol>	
<b>Purpose</b>	<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> <ol style="list-style-type: none"> <li>1. Provide 20 protective temporary learning spaces including water and sanitation gender segregated facilities in safe areas.</li> <li>2. Pre-position and distribute assorted emergency teaching and learning materials to ensure continuity of quality and relevant education for 2,000 girls and 1,500 boys including those with disabilities.</li> <li>3. Deliver life-saving messages and psychosocial support to the affected 2,000 girls and 1,500 boys 30 PTAs, as well as 150 male and 50 female teachers.</li> <li>4. Develop/maintain surge capacity (including the pre-positioning of emergency supplies) and work with stakeholders in Warrap States to ensure emergency preparedness measures are mainstreamed into long term educational development policies and programmes.</li> </ol>	<p><b>Indicators of progress:</b> <i>What indicators will be used to measure whether the CHF Project Objectives are achieved. Indicators may be quantitative and qualitative</i></p> <ol style="list-style-type: none"> <li>1. Number of protective TLS constructed and equipped with water and gender disaggregated sanitation facilities.</li> <li>2. Number of children using the safe protective TLS and or rehabilitated classrooms.</li> <li>3. Number of Teaching and learning materials distributed.</li> <li>4. Number of Teachers and PTAs trained on life-skills and psychosocial messaging.</li> <li>5. Percentage of Teachers (M/F) and PTAs(M/F) imparting life-skills and psychosocial messaging to emergency affected children(M/F). Percentage of children (M/F) reporting feeling safe in the TLS and or rehabilitated classrooms.</li> </ol>	<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> <ol style="list-style-type: none"> <li>1. Photographs of TLS, WASH facilities</li> <li>2. Focus Groups Discussions with community members, leaders, teachers, parents</li> <li>3. Visits to project areas by cluster leads</li> <li>4. Reports from SMOED.</li> <li>5. Reports from M&amp;E officer</li> </ol>	<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> <ol style="list-style-type: none"> <li>1. Absence of higher than normal level of conflicts and or flooding that would cause widespread displacements beyond the capacity of project.</li> <li>2. Targeted communities' acceptance and or ownership of the planned interventions</li> </ol>
<b>Results - Outcomes (intangible):</b>	<p><b>Results - Outcomes (intangible):</b> <i>State the changes that will be observed as a result of this CHF</i></p>	<p><b>Indicators of progress:</b> <i>What are the indicators to measure whether</i></p>	<p><b>How indicators will be measured:</b> <i>What are the sources of information on</i></p>	<p><b>Assumptions &amp; risks:</b> <i>What factors not under the</i></p>

<p><i>Project. E.g. changes in access, skills, knowledge, practice/behaviors of the direct beneficiaries.</i></p> <ol style="list-style-type: none"> <li>1. Increased access to life saving education by emergency affected boys and girls</li> <li>2. Increased access to psychosocial support and life skills education by emergency affected girls and boys</li> <li>3. Increase safety and protection of emergency affected girls and boys.</li> <li>4. Increased capacity of teachers and PTAs to provide life-skills training and psychosocial messaging to emergency affected boys and girls</li> </ol>	<p><i>and to what extent the project achieves the envisaged outcomes?</i></p> <p>Percentage Increase above baseline (BL) in the number of emergency affected children (M/F) accessing life saving education.</p> <p>6. Percentage Increase above BL numbers of emergency affected children (M/F) receiving psychosocial support and life skills education/training.</p> <p>7. Percentage Increase above BL in the numbers of emergency affected children expressing a feeling of safety in the TLS and or rehabilitated.</p> <p>8. Number of teachers and PTAs with capacity to provide life-skills training and psychosocial messaging to emergency affected boys and girls</p>	<p><i>these indicators?</i></p> <ul style="list-style-type: none"> <li>• M&amp;E Officers Reports</li> <li>• FGDs with teachers and PTAs, boys and girls.</li> <li>• Real time evaluation Reports</li> </ul>	<p><i>control of the project are necessary to achieve the expected outcomes? What factors may get in the way of achieving these objectives?</i></p> <ol style="list-style-type: none"> <li>1. Absence of higher than normal level of conflicts and or flooding that would cause widespread displacements beyond the capacity of project.</li> <li>2. Targeted communities' acceptance and or ownership of the planned interventions</li> </ol>
<p><b>Immediate-Results - Outputs (tangible):</b> <i>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.</i></p> <ol style="list-style-type: none"> <li>1. 2,000 Girls and 1,500 Boys from the most vulnerable host communities, stranded returnees, IDPs using 20 safe and protected TLS with WASH facilities; needs of disabled persons taken into consideration.</li> <li>2. 100% of essential school supplies and recreation materials distributed to emergency affected boys and girls; male and female teachers: 50 School in a Box kits, 25-Recreation kits, 40-Chalk boards.</li> <li>3. 80% of trained teachers both male and female using training materials and apply psychosocial and lifesaving principles in their teaching in the TLS.</li> <li>4. 2,000 girls and 1,500 boys including women and men are aware about the basics of sustainable natural resource management; DRR/Preparedness, HIV/AIDS transmission, prevention and control</li> </ol>	<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> <ol style="list-style-type: none"> <li>1. Number of TLS constructed/classrooms rehabilitated/constructed.</li> <li>2. Number of TLS equipped with gender disaggregated WASH facilities.</li> <li>3. Number of school in a box kits distributed.</li> <li>4. Number of recreation kits distributed.</li> <li>5. Number of chalk boards distributed.</li> <li>6. Number of Teachers and PTAs trained on relevant life skills and psychosocial support.</li> <li>7. Percentage of the trained teachers and PTA undertaking life-skills training and psychosocial messaging to the children.</li> <li>8. The percentage of children reporting feeling safe and</li> </ol>	<p><b>How indicators will be measured:</b> <i>What are the sources of information on these indicators?</i></p> <ol style="list-style-type: none"> <li>1. Photographs of TLS/WASH facilities.</li> <li>2. Distribution lists of the assorted teaching and learning facilities.</li> <li>3. Participants lists of Teachers and PTA</li> <li>4. Inventory of pre-positioned education in emergency supplies in PCO warehouse in Kuajok.</li> </ol>	<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> <ol style="list-style-type: none"> <li>1. Absence of higher than normal level of conflicts and or flooding that would cause widespread displacements beyond the capacity of project.</li> <li>2. Targeted communities' acceptance and or ownership of the planned interventions.</li> <li>3. Essential teaching and learning materials supplied in kind and in good time by UNICEF</li> </ol>

		protected in the TLS.		
	<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> <ul style="list-style-type: none"> <li>• Construction of TLS, rehabilitation of classrooms</li> <li>• Establishment of WASH facilities in the TLS</li> <li>• Distribution of Essential Teaching and learning materials.</li> <li>• Pre-positioning of essential education supplies</li> <li>• Training of Teachers and PTAs on relevant life skills and psychosocial support.</li> <li>• Life skills training and psychosocial support to emergency affected girls and boys</li> </ul>	<b>Inputs:</b> <i>What inputs are required to implement these activities, e.g. staff time, equipment, travel, publications costs etc.?</i> <p>9. Bags of cement, iron sheets, sand and local construction materials; casual and skilled labor.</p> <p>10. Bags of cement, tarpaulin sheets sand and local construction materials; casual and skilled labor</p> <p>11. Assorted teaching and learning materials(In-kind support from UNICEF) Skilled labor-life skills and psychosocial support trainers, training materials, cost of logistics(venue, accommodation, food)</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> <ul style="list-style-type: none"> <li>• Accessibility to emergency affected locations.</li> <li>• Availability of construction materials.</li> <li>• Timely availability of in-kind emergency education supplies from UNICEF</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:** 1<sup>st</sup> SEPTMBER 2013    **Project end date:** 31<sup>st</sup> MAY 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. Stakeholders Workshop, community meetings,			x												
Activity 2. Needs assessment			x												
Activity 3. Construction of TLS, rehabilitation of classrooms, equipped with WASH facilities				x	x	x	x	x							
Activity 4. Distribution of Essential Teaching and learning materials				x	x	x	x								
Activity 5. Pre-positioning of essential education supplies			x	x											
Activity 6. Training of Teachers and PTAs on relevant life skills and psychosocial support.				x	x										
Activity 7. Life skills training and psychosocial support to emergency affected girls and boys					x	x	x	x	x						
Activity 8. Quarterly financial and Narrative reporting			x			x			x		x				
Activity 9. Monitoring Visits by Cluster leads(state, national)					x				x		x				
Activity 10. Monitoring visits by senior PCO staff			x	x	x	x	x	x	x	x	x				

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