

South Sudan 2013 CHF Standard Allocation Project Proposal

for CHF funding against Consolidated Appeal 2013

For further CHF information please visit <http://unocha.org/south-sudan/financing/common-humanitarian-fund>
or contact the CHF Technical Secretariat chfsouthsudan@un.org

SECTION I:

CAP Cluster	Education																		
CHF Cluster Priorities for 2013 Second Round Standard Allocation																			
Cluster Priority Activities for this CHF Round <ol style="list-style-type: none"> 1. Establish or repair (quick and light) safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities 2. Pre-position and distribute emergency teaching and learning materials to emergency-affected schools and communities to ensure continuity of learning during/after emergencies 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 	Cluster Geographic Priorities for this CHF Round <ul style="list-style-type: none"> • Jonglei: Akobo, Uror, Pibor, Pochalla, Nyirol, Bor , Ayod • 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.																			
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Implementing Partner/s (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)	CHF Project Duration (12 months max., earliest starting date will be Allocation approval date) Number of months: 7 months (1 Oct 2013 – 30 April 2014)																		
Contact details Organization's Country Office <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Organization's Address</td> <td style="width: 50%;">Nimra Talata, Block 3 Juba, South Sudan</td> </tr> <tr> <td>Project Focal Person</td> <td>Ticiana Garcia-Tapia Protection.south.sudan@intersos.org 0954627224</td> </tr> <tr> <td>Country Director</td> <td>Mauro Modena, south.sudan@intersos.org, 0955228947</td> </tr> <tr> <td>Finance Officer</td> <td>Amal Alsheikh Deputy.admin.sout.sudan@intersos.org 0954605152</td> </tr> </table>	Organization's Address	Nimra Talata, Block 3 Juba, South Sudan	Project Focal Person	Ticiana Garcia-Tapia Protection.south.sudan@intersos.org 0954627224	Country Director	Mauro Modena, south.sudan@intersos.org , 0955228947	Finance Officer	Amal Alsheikh Deputy.admin.sout.sudan@intersos.org 0954605152	Contact details Organization's HQ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Organization's Address</td> <td style="width: 50%;">Via Aniene 26A, 00198, Rome, Italy</td> </tr> <tr> <td>Desk officer</td> <td>Magda Bellu magda.bellu@intersos.org Marcelo Garcia della Costa, marcelo.garcia@intersos.org,</td> </tr> <tr> <td>Finance Officer</td> <td>Daniela Carella Daniela.carella@intersos.org Mario Rusconi, mario.rusconi@intersos.org,</td> </tr> </table>	Organization's Address	Via Aniene 26A, 00198, Rome, Italy	Desk officer	Magda Bellu magda.bellu@intersos.org Marcelo Garcia della Costa, marcelo.garcia@intersos.org ,	Finance Officer	Daniela Carella Daniela.carella@intersos.org Mario Rusconi, mario.rusconi@intersos.org ,				
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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 population¹

South Sudan is a country which is cyclically affected by complex emergencies both natural and manmade, with Unity and Jonglei being two of the most vulnerable and prone states. Apart from regular floods, cattle raiding and armed conflict continue to negatively impact both states. The impact of those emergencies is huge in terms of displaced people. In Unity, 25,000 people were affected by floods. In Jonglei the number was bigger, with more than 220,000 people displaced due to severe flooding. (OCHA, December 2012). Violence there displaced nearly 59,000 in the first half of the year. (OCHA 2013). In July, aid agencies estimate that over 100,000 people have been affected by the latest wave of violence in Pibor county which broke out in March 2013. (OCHA, July 2013). This context continues to greatly affect the education sector. Both states are plagued with problems related to lack of learning spaces, the lack of gender separated latrines and adequate hand washing points in schools, lack of teaching material or trained teachers as well as low girls enrolment. The intense rainy seasons that often cause disastrous floods, the prevalence of cattle raiding and child abductions combined with the long distances children need to travel to go to school, especially in Jonglei, has caused drop out, especially for girls to increase. Communities from the 4 targeted counties Rubkona, Mayom, Bor and Pibor do not have the necessary information or coping mechanisms to respond to such emergencies, adding to the vulnerability factor of children. Children are not receiving the benefits that education can provide in emergency situations: physical, cognitive and psychosocial protection, all of which are life-sustaining and life-saving. The project will target IDPs, returnees and other conflict affected populations, aiming to reach 6250 people, 175 women, 215 men, 2150 girls and 3710 boys.

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.

The present project is designed to strengthen local capacities to respond effectively to humanitarian crises that are currently affecting scholastic activities in the two most critical States: Unity and Jonglei. CHF funding with its targeted approach will help address the following critical gaps by providing a tailored approach to emergency-affected communities:

Low access to education: The project will establish and/or repair 14 appropriate TLSs and will especially target low girls enrolment (average of 42.2% in both states).

Lack of and/or gender inappropriate WASH facilities: INTERSOS assessments show that Mayom (Unity) and Pibor (Jonglei) have some of the worst conditions. In Mayom, only 11% of schools have access to water. In Pibor, 58.3% did not have access to latrines (EMIS, 2012). After the recent waves of attacks it is reasonable to assume that conditions will have deteriorated. The project will construct emergency gender separated latrines and hand washing points, according to SPHERE standards, to address the most urgent needs.

Lack of learning materials: The project will preposition and distribute emergency learning materials in all targeted locations at State and County levels in order to readily distribute the EiE materials when needed.

Lack of psychosocial support and delivery of lifesaving messages: The project will provide emergency-specific orientation to ensure that teachers have the necessary materials to provide support and lifesaving information to emergency affected learners and to prepare the community to better cope with disasters. All activities will follow the guidelines of the INEE Minimum Standards.

INTEROS will operate through its long-standing presence and strong infrastructure in both States. In Unity it will be carried out using the base Bentiu and two rub halls in Rubkona and Mayom, as a logistic hub while the two offices in Bor and Pibor will guarantee the implementation of activities for Jonglei State.

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 project targets at least 6000 emergency affected returnees, IDPs as well as host community children in Unity and Jonglei States with at least 2000 girls over a period of 7 months. The proposal envisages contribution to cluster priorities as follows:

Response

The response will be coordinated at all times with the Education Cluster at the State and National levels as well as with other relevant clusters or sub-clusters such as WASH, Health and Child Protection. In case of emergency the coordination mechanisms will be activated, and INTERSOS educational team together with relevant SMoE representatives and Education and WASH partners will organize assessment missions. These inter-cluster activities will help provide the best and most coordinated response to the target group. In Jonglei State, the role of the cluster will already be strengthened through a UNICEF-funded EIE intervention which will in turn, provide a good support mechanism to the planned activities with CHF funds. The UNICEF-funded intervention will target different counties thus adding, and not overlapping, with the CHF planned response. This support mechanism includes the prepositioning of materials and enhanced coordination with other education actors (national and international). Should the situation

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.

in Pibor not facilitate the implementation of the project activities, through the inter-agency and inter-cluster assessment and cooperation, another location affected by emergencies will be selected, one of the possibilities would be one of the sites where Murle IDPs from Pibor have settled in Juba, where INTERSOS has already worked during the month of July 2013. The prepositioned material will be available as well as surge capacity with the support of dedicated Education project staff. The response will consist in the provision and/or repair of 6 safe and protective temporary learning spaces (made with local materials) in two counties in Unity state and 12 in two counties in Jonglei. It also foresees the distribution of 40 school-in-a-box, 15 recreational kits and 40 blackboards and at least 42 gender segregated emergency latrines. In Jonglei state, these distributions will be coordinated with the ones carried out with the UNICEF-funded intervention.

For the soft component of the project, a series of trainings aimed for teachers and PTAs members on Psychosocial support and Protection Principles will be conducted in order to better address the needs of children affected by emergencies. A total of at least 160 teachers and PTAs members will be trained on psychosocial support and Protection Principle. Moreover trainings on EiE for education personnel and awareness raising campaigns on lifesaving messages will be conducted. These lifesaving messages will include topics such as: HIV/AIDS and other health issues, mine awareness, and psychosocial support. In Jonglei State, the training activities will be designed to complement those being carried out with the UNICEF-funded EiE project. A total of 1000 participants including community members, children and youth (at least 35% women) will be targeted during the awareness raising campaigns. Mobilizing the community will be of great importance in order for the affected population to be able to better cope with the impact of emergencies. These awareness activities will be done through community radio programmes, community meetings/workshops, posters/flyers and through the inclusion of religious institutions and faith based organizations. Additionally and in light of the instability in Pibor, the trained teachers, volunteers and PTA members will be able to provide support once hostilities are ceased. Attention will be given to the ethnic breakdown of the surge actors to ensure their presence will be positively perceived by the Pibor population.

Monitoring

As part of the monitoring strategy, 2 monitoring teams (1 for each state) will be put in place in order to check the effectiveness of the interventions. These monitoring assistants, in cooperation with a coordinator based will focus mainly to measure the impact of the interventions, both the provision of temporary learning spaces, the emergency latrines and hand washing points as well as the teachers and PTAs members' trainings. These two teams set up will monitor the interventions in both states with the objective to verify that at least 80% of teachers and PTAs members trained uses the psychosocial principles and at least 80% of pupils attending the temporary learning spaces and the classes rehabilitated feel safe and protected by abuse and violence.

ii) Project Objective

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

Objective 1. Increase access to protective temporary learning spaces by children and youth affected by acute emergencies.
 Objective 2. Preposition and supply emergency teaching and learning materials to ensure continuity of relevant education during and after acute emergencies.
 Objective 3. Deliver lifesaving messages and psychosocial support to children and youth affected by emergencies.

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).

Objective 1. Increase access to protective temporary learning spaces by children and youth affected by acute emergencies.

Activity 1.1 Rapid assessment of impact of TLS establishment from phase 1 in Pariang and Mayom counties, Unity State to be used as a guide for further activities.
 Activity 1.2 Conduct community consultations to determine needs and prime locations for TLSs
 Activity 1.3 Establish or repair safe and protective learning spaces for at least 2000 children, of which 1300 boys and 600 girls (at least 15 TLS: 4 in Unity and 11 in Jonglei). It is expected the TLSs will function in 2 shifts.
 Activity 1.3 Construction of 30 emergency latrines (15 male, 15 female) for the 15 TLSs, 8 in Unity and 22 in Jonglei
 Activity 1.4 Provision of 30 hand washing points, 2 hand washing point per TLS
 Activity 1.5 Monitor and report when schools are occupied by armed forces or other groups.
 Activity 1.6 Conduct Focus Group Discussions with pupils and teachers attending the TLSs

Objective 2. Preposition and supply emergency teaching and learning materials to ensure continuity of relevant education during and after acute emergencies

Activity 2.1 Conduct 3 Education Needs Assessments in Pibor county in cooperation with the Jonglei State Education Cluster in order to assess the needs regarding EiE materials
 Activity 2.2 Procure and preposition emergency teaching and learning materials at state and county level in both Unity and Jonglei states;
 Activity 2.3 Distribute and carry out demonstrations for the use of essential EiE teaching and learning materials to emergency-affected schools (at least 52 school in a box kits, 15 recreational kits and 40 blackboards) in Mayom and Rubkona counties in Unity state and Pibor and Bor counties in Jonglei state.
 Activity 2.4 Post distribution monitoring of EiE materials in all targeted schools in both Unity and Jonglei states.

Objective 3. Deliver lifesaving messages and psychosocial support to children and youth affected by emergencies.

Activity 3.1 Delivery of trainings on Psychosocial Support and Livesaving Principles aimed for PTA members (Unity and Jonglei States, 136 participants with at least 20% female PTAs members - 27 females);

Activity 3.2 Awareness raising campaigns (through discussions, local radio programmes, drama and music) on lifesaving messages for community members (Unity: Rubkonaand Mayom counties, Jonglei: Bor and Pibor counties, 1000 participants with at least 350 women and girls).

iv). Cross Cutting Issues

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

Gender

The project will ensure disaggregated data by sex is collected especially when it comes to access and attendance to TLSs. The project has been designed with a strong gender component which includes the specification of gender separated latrines, their location (to ensure it is safe for girls to go) and privacy they will offer. This will aim to reduce the potential for adolescent girls to be abused when they go to use the WASH facilities. The project has also taken into account the inclusion of female teachers and female community members in the activities to ensure the female voice is heard. This will be especially important when deciding the location of the TLSs, the training of teaches and PTA members and during the awareness sessions, where women are rarely able to give their input and where emergencies are seen so differently by men and women. These sessions as well as the lifesaving messages will include the topic of GBV to try and reduce the risk of sexual abuse and exploitation.

HIV/AIDS awareness

This will be a topic that will be covered in both the rapid orientation of teachers, in training on lifesaving messages and during awareness raising sessions in order to fully inform the population about the issue and to promote preventive measures. These activities will be coordinated with the relevant Clusters and line Ministries.

Protection

In emergency responses it's crucial to address the need of children especially those more vulnerable (orphans, children with physical and/or mental disabilities, children recruited by armed groups, children victims of violence, etc.) who normally are the most affected and often forgotten by humanitarian actors. Education plays a critical role in protecting children and youth in these situations; the protection afforded by education can be physical, cognitive, psychosocial, or a combination of the three. Physical protection will be provided through the creation of safe learning spaces free from dangers such as falling debris and landmines, as well as from violence such as forced abduction and sexual violence. Cognitive protection through the content of education which will provide important health and safety messages. Psychosocial protection will be provided by the teachers themselves and making children feeling safe and able to interact freely with adults and with peers they trust, sharing their ideas, hopes and fears for the future. In emergency situations, girls and boys have different vulnerabilities and capacities and, therefore, different protection needs. INTERSOS education intervention is designed to be protective for children affected by the crisis and is gender-responsive. Protection from physical violence will be ensured with particular attention to protection from sexual violence for girls and young women; the location of school buildings and facilities will be decided with this in mind, as it will be the schedule of classes. All the activities related to protection will be surely coordinated with the Cluster through Inter-Agency meetings. Moreover before the implementation of trainings on Protection principles, INTERSOS coordinate with all relevant national actors, Clusters and sub-clusters.

Water and Sanitation, Hygiene

The coordination with this sector is essential considering that WASH in order to guarantee to emergency affected children proper and safe educational spaces. It's demonstrated in fact that a better access to gender-friendly latrines, the promotion of hygiene interventions and best practices along with access to safe water supplies for both children and teachers plays an important role during emergency responses targeting affected schools. INTERSOS will guarantee the coordination with this important Cluster and the implementation of WASH-related activities and components.

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.

- Result 1: Access to protective temporary learning spaces by children and youth affected by acute emergencies is increased.
- Result 2. Emergency teaching and learning materials to ensure continuity of relevant education during and after acute emergencies are prepositioned and supplied where needed.
- Result 3. Lifesaving messages and psychosocial support to children and youth affected by emergencies are delivered.

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 temporary learning spaces established or repaired	15 (with local materials) 11 in Jonglei, 4 in Unity			
X	2.	Number of emergency affected children and youth attending temporary learning spaces/repared classrooms	Girls: 600		Boys: 1400	
X	3.	Number of emergency affected learning spaces provided with gender segregated WASH facilities	15 (2 gender separated latrines and 2 handwashing point per TLS)			
X	4.	Number of Schools in a Box distributed to emergency affected children, youth and teachers	52			
X	5.	Number of Recreation Kits distributed to emergency affected children, youth and teachers	15			
X	6.	Number of children and teachers benefiting from Education in Emergencies supplies	Girls: 1200	Women: 25	Boys: 1870	Men: 102
X	7.	Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support	Women: 25		Men: 102	

X	8.	Number of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	Women: 25	Men: 102		
X	9.	Number of children and youth reporting feeling safe and protected in emergency affected learning environments	Girls: 280	Boys: 652		
X	10.	Number of emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/women/men)	Girls: 400	Women 800:	Boys: 640	Men: 1360

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 implementation mechanism consists in strengthening INTERSOS Education team in Unity State by adding 1 international education project manager, 1 monitoring assistant and 1 storekeeper to reach Rubkona and Mayom counties, maintaining the education and monitoring assistants as full time staff for the project. In Jonglei, the team will also be strengthened with 1 additional International project manager, 1 construction expert, 1 Education Assistant, 1 Monitoring assistant and 1 storekeeper to directly reach Bor and Pibor counties in Jonglei state.

The Education team is needed for the implementation of this project because it will ensure the rapid and efficient response to the targeted areas. The PM in Jonglei will coordinate the team in the two States with the support of the PM in Unity: the Construction Expert will ensure adequate skills during the constructions works, the education assistant will coordinate monitoring sessions together with the Monitoring assistant as well as the organization and the implementation of the foreseen trainings.

For all logistic and administrative aspects INTERSOS will implement activities through the already existing bases in Bentiu for Unity and Bor and Pibor in Jonglei.

Furthermore, all the responses will be coordinated with MoE and other Education Partners at Cluster Level in Unity as well as in Jonglei States where INTERSOS has had a very strong presence in the last few years. Specifically, INTERSOS has been present in Jonglei since 2006 and has been the Education Cluster lead agency since 2009. Recently, INTERSOS has also been proposed as Cluster lead in Unity's State-level Education Cluster.

INTEROS will utilize its own procurement rules and regulations as per INTERSOS' Organization, Management and Control Model.

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.

The International Project Manager will have the overall responsibility of the on-going monitoring of activities implementation and will be based in Bor. He/She will be assisted by a national Education Assistant and a national Construction Expert who will supervise and coordinate all works related to constructions in both States. In addition a Monitoring assistant will be deployed in the field to monitor the on-going actions taken against the crises. In Unity, the PM will supervise and guide activities in all two counties. He/She will be supported by a storekeeper, an education assistant and a monitoring assistant.

M&E will be carried at every completion implementation phase of the project against its quality, technical specifications or standards as well as transfer of project ownership for effective sustainability after its completion. The 2 monitoring assistants will monitor the progress of the project with technical support from a Monitoring Officer, INTERSOS staff based in Juba who will dedicate 25% of their time to supporting the project. At all steps of the project the SMoE and the Education in Emergency stakeholders will be invited for meetings in order to verify the effectiveness of interventions. Joint M&E will be carried out in the middle and at the end of the project against the outputs and outcomes. INTERSOS will also refer to its Management and Control Model (Protocol I – section 4) and will use as monitoring tool the Project appraisal Tool - PAT (refer to annex 6 to the protocols).

Financial and administrative monitoring will be assured by the PM and the country administrative manager against the financial requisition and procedures ensuring balanced expenditures and cash at hand.

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, 2013	US\$ 326, 637
Pledges for the CAP project	

² CHF minimum narrative reporting requirements will include the submission of a final narrative report and where applicable a narrative mid-term report. Narrative reports will include a progress on the project achievements using the outputs indicators listed in this project proposal.

SECTION III:

LOGICAL FRAMEWORK		
CHF ref./CAP Code: SSD-13/E/55548/R	Project title: Ensuring the right to education for all children affected by emergency in Jonglei, Upper Nile and Unity States through the integration of support system and responsive community action.	Organisation: <u>INTERSOS</u>

Overall Objective	<p>Cluster Priority Activities for this CHF Allocation: <i>What are the Cluster Priority activities for this CHF funding round this project is contributing to:</i></p> <ul style="list-style-type: none"> 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 	<p>Indicators of progress: <i>What are the key indicators related to the achievement of the CAP project objective?</i></p> <ul style="list-style-type: none"> Pupils and teachers enrollment and retention rates are stable or in growth. 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <p>SMoE, MOGEI reports and other agency assessments.</p>	
Purpose	<p>CHF Project Objective: <i>What are the specific objectives to be achieved by the end of this CHF funded project?</i></p> <p>Objective 1. Increase access to protective temporary learning spaces by children and youth affected by acute emergencies.</p> <p>Objective 2. Preposition and supply emergency teaching and learning materials to ensure continuity of relevant education during and after acute emergencies.</p> <p>Objective 3. Deliver lifesaving messages and psychosocial support to children and youth affected by emergencies.</p>	<p>Indicators of progress: <i>What indicators will be used to measure whether the CHF Project Objectives are achieved. Indicators may be quantitative and qualitative</i></p> <ul style="list-style-type: none"> Number of temporary learning spaces established or repaired Number of emergency affected children and youth attending temporary learning spaces/repairs classrooms Number of emergency affected learning spaces provided with gender segregated WASH facilities Number of Schools in a Box distributed to emergency affected children, youth and teachers Number of Recreation Kits distributed to emergency affected children, youth and teachers Number of children and teachers benefiting from EiE supplies Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support <ul style="list-style-type: none"> Number of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces Number of children and youth reporting feeling safe and protected in emergency affected learning environments Number of emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/women/men) 	<p>How indicators will be measured: <i>What sources of information already exist to measure this indicator? How will the project get this information?</i></p> <ul style="list-style-type: none"> Monitoring visits to TLS sites Handover documents for materials distributed Registration of emergency-affected children attending classes Registration of teachers teaching in emergency affected areas Monitoring visits post-orientations on EiE and lifesaving messages Evaluation visits, focus group discussions with children and teachers in emergency affected environments EiE materials delivery bills EiE Response Plans and Reports; EiE Reponse Plan and Monitoring reports; Project reports. 	<p>Assumptions & risks: <i>What factors not under the control of the project are necessary to achieve these objectives? What factors may get in the way of achieving these objectives?</i></p> <ul style="list-style-type: none"> Continued Education in Emergency partners support and participation for EiE interventions. Accessibility to the area of intervention, especially during rainy season Climate shocks and environmental adversity (such as floods); Coordination and support from local Education partners. National and local security situation guaranteed; Lack of Education emergencies registered in Unity and Upper Nile States

<p>Results - Outcomes (intangible):</p> <p>Result 1: Access to protective temporary learning spaces by children and youth affected by acute emergencies is increased.</p> <p>Result 2. Emergency teaching and learning materials to ensure continuity of relevant education during and after acute emergencies are prepositioned and supplied where needed.</p> <p>Result 3. Lifesaving messages and psychosocial support to children and youth affected by emergencies are delivered.</p>	<p>Indicators of progress:</p> <ul style="list-style-type: none"> • Emergency interventions; • Enrollment of emergency affected students; • Perceptions of emergency affected populations. 	<p>How indicators will be measured:</p> <ul style="list-style-type: none"> • Attendance list in supported classes; • Field visits reports; • Project reports; • Focus group discussions with emergency affected populations. 	<p>Assumptions & risks: <i>What factors not under the control of the project are necessary to achieve the expected outcomes? What factors may get in the way of achieving these objectives?</i></p> <ul style="list-style-type: none"> • Continued EiE partners commitment; • Continuous information gathered is constant; • Security situation and working environment remain stable to allow movements and delivery; • Support and coordination with SMOE, County stakeholders continue. • Teachers' and PTAs members' participation in trainings sessions is high and their commitments in EiE issues continue.
<p>Immediate-Results - Outputs (tangible): <i>List the products, goods and services (<u>grouped per areas of work</u>) that will result from the implementation of project activities. Ensure that the outputs are worded in a manner that describes their contribution to the outcomes.</i></p> <ul style="list-style-type: none"> • Rapid assessments carried out • Establishment or repair of TLS established; • Construction of emergency latrines implemented; • Establishment of hand washing points • Trainings carried out (psychosocial support and lifesaving principles); • EiE orientation carried out; • Awareness campaigns on lifesaving messages carried out; • Prepositioning and distribution of Education supplies implemented; • Needs assessments carried out 	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged outputs? Ensure the indicators identified in Section II (v) of this proposal are adequately inserted in this section.</i></p> <ul style="list-style-type: none"> • 1 rapid assessment carried out in Pariang and Mayom counties, Unity State • 15 TLS repaired or established • 30 latrines constructed • 30 handwashing points established • 2 trainings delivered on Psychosocial Support and Life Saving Principles (160 participants total) • 2 rapid orientations conducted on EiE (160 participants total) • Awareness raising campaigns reaching 1200 people are carried out • 52 School-in-a-Box kits delivered • 15 recreational kits delivered • Up to 6000 emergency affected children attending TLSs (in shifts) • 3 needs assessments carried out in Pibor county 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Field visits reports and photos; • Delivery bills of EiE materials; • Response Plans and Reports; • Project reports; • Attendance list for teachers' and PTAs members psychosocial trainings;; • Training reports; • Monitoring reports; 	<p>Assumptions & risks: <i>What factors not under the control of the project are necessary to achieve the expected outcomes? What factors may get in the way of achieving these objectives?</i></p> <ul style="list-style-type: none"> • Continued EiE partners commitment; • Regular data collection • Security situation and working environment remain stable to allow movements and delivery; • Support and coordination with SMOE, County stakeholders continue. • Teachers' and PTAs members' participation in trainings sessions is high and their commitments in EiE issues continue. • Education personnel participation in workshops is high.

				<ul style="list-style-type: none"> • Community members participation is active • Number of Education emergencies registered in Unity and Upper Nile States; • Accessibility to the areas of intervention;
	<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> <p>Result 1: Access to protective temporary learning spaces by children and youth affected by acute emergencies is increased.</p> <p>Activity 1.1 Rapid assessment of impact of TLS establishment from phase 1 in Pariang and Mayom counties, Unity State to be used as a guide for further activities. Activity 1.2 Conduct community consultations to determine needs and prime locations for TLSs Activity 1.3 Establish or repair safe and protective learning spaces for at least 2000 children, of which 1400 boys and 600 girls (at least 14 TLS: 4 in Unity and 10 in Jonglei). It is expected the TLSs will function in 2 shifts. Activity 1.3 Construction of 30 emergency latrines (15 male, 15 female) for the 15 TLSs, 8 in Unity and 22 in Jonglei Activity 1.4 Provision of 30 hand washing points, 2 hand washing point per TLS Activity 1.5 Monitor and report when schools are occupied by armed forces or other groups. Activity 1.6 Conduct Focus Group Discussions with pupils and teachers attending the TLSs</p> <p>Result 2. Emergency teaching and learning materials to ensure continuity of relevant education during and after acute emergencies are prepositioned and supplied where needed.</p> <p>Activity 2.1 Conduct 3 Education Needs Assessments in Pibor county in cooperation with the Jonglei State Education Cluster in order to assess the needs regarding EiE materials Activity 2.2 Procure and preposition emergency teaching and learning materials at state and county level in both Unity and Jonglei states; Activity 2.3 Distribute and carry out demonstrations for the use of essential EiE teaching and learning materials to emergency-affected schools (at least 52 school in a box kits, 15 recreational kits and 50 blackboards) in Mayom, Pariang and Rubkona counties in Unity state and Pibor and Bor counties in Jonglei state. Activity 2.4 Post distribution monitoring of EiE materials in all targeted schools in both Unity and Jonglei states.</p>	<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"> • Transport means and funds; • Communication tools for field mission (i.e. thuraya, radio, phones); • Skilled manpower; • Specific tools for WASH intervention; • Trainers and psychosocial experts; • Staff time 		<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"> • Security situation and working environment remain stable to allow for implementation of project activities; • Continued EiE partners commitment

Result 3. Lifesaving messages and psychosocial support to children and youth affected by emergencies are delivered.

Activity 3.1 Delivery of trainings on Psychosocial Support and Lifesaving Principles aimed for PTA members (Unity and Jonglei States, 160 participants with at least 20% female PTAs members - 32 females);
Activity 3.2 Establish and train emergency education teams made up of local authorities, PTAs, education personnel and other community members, 3 teams in Jonglei and 3 teams in Unity state (60 people, 25% or 15 should be female).
Activity 3.3 Awareness raising campaigns (through discussions, local radio programmes, drama and music) on lifesaving messages for community members (Unity: Rubkona, Pariang and Mayom counties, Jonglei: Bor and Pibor counties, 1200 participants with at least 480 women and girls).

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 Oct 2013	Project end date:	30 April 2014
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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: Rapid assessment of impact of TLS establishment from phase 1 in Pariang and Mayom counties, Unity State to be used as a guide for further activities.				x											
Activity 2 Conduct community consultations to determine needs and prime locations for TLSs				x											
Activity 3 Establish or repair safe and protective learning spaces for at least 2000 children, of which 1400 boys and 600 girls (at least 14 TLS: 4 in Unity and 10 in Jonglei). It is expected the TLSs will function in 2 shifts.				x	x	x	x								
Activity 4 Construction of 28 emergency latrines (14 male, 14 female) for the 14 TLSs, 8 in Unity and 20 in Jonglei				x	x	x	x								
Activity 5 Provision of 28 hand washing points, 2 hand washing point per TLS				x	x										
Activity 6 Monitor and report when schools are occupied by armed forces or other groups				x	x	x	x	x	x	x					
Activity 7 Conduct Focus Group Discussions with pupils and teachers attending the TLSs							x	x	x	x					
Activity 8 Conduct 3 Education Needs Assessments in Pibor county in cooperation with the Jonglei State Education Cluster in order to assess the needs regarding EiE materials					x	x									
Activity 9 Procure and preposition emergency teaching and learning materials at state and county level in both Unity and Jonglei states;				x	x										
Activity 10 Distribute and carry out demonstrations for the use of essential EiE teaching and learning materials to emergency-affected schools (at least 50 school in a box kits, 20 recreational kits and 50 blackboards) in Mayom, Pariang and Rubkona counties in Unity state and Pibor and Bor counties in Jonglei state.					x	x	x								
Activity 11 Post distribution monitoring of EiE materials in all targeted schools in both Unity and Jonglei states.							x	x	x	x					
Activity 12 Delivery of trainings on Psychosocial Support and Livesaving Principles aimed for PTA members (Unity and Jonglei States, 160 participants with at least 20% female PTAs members - 32 females);						x	x								
Activity 13 Conduct orientation on Education in Emergencies aimed for teachers (Bor and Pibor counties, Jonglei State, 160 participants, at least 15% or 32 female participants).						x	x								
Activity 14 Establish and train emergency education teams made up of local authorities, PTAs, education personnel and other community members, 3 teams in Jonglei and 3 teams in Unity state (60 people, 25% or 15 should be female).							x	x							
Activity 15 Awareness raising campaigns (through discussions, local radio programmes, drama and music) on lifesaving messages for community members (Unity: Rubkona, Pariang and Mayom counties, Jonglei: Bor and Pibor counties, 1200 participants with at least 480 women and girls).							x	x	x	x					

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