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
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
- **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.

Requesting Organization	
Hold the Child	

Project Location(s) - list State and County (payams when possible) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State

State	%	County/ies (include payam when possible)
Jonglei	60	Pochalla
Jonglei	40	Uror

Project CAP Code	CAP Gender Code
SSD-13/E/55600/R/14923	2a

CAP Project Title *(please write exact name as in the CAP)*
Providing lifesaving education in emergency in Jonglei

Total Project Budget requested in the in South Sudan CAP	US$ 300,000	**Funding requested from CHF for this project proposal** — US$ 131,319
Total funding secured for the CAP project *(to date)*	US$ 175,722	**Are some activities in this project proposal co-funded (including in-kind)?** Yes √☐ No ☐ *(if yes, list the item and indicate the amount under column i of the budget sheet)*

Direct Beneficiaries *(Ensure the table below indicates both the total number of beneficiaries targeted in the CAP project and number of targeted beneficiaries scaled appropriately to CHF request)*

	Number of direct beneficiaries targeted in CHF Project	Number of direct beneficiaries targeted in the CAP
Women:	60	240
Girls:	1,500	3,000
Men:	90	320
Boys:	1,500	3,000
Total:	**3,060**	**6,560**

Indirect Beneficiaries

Catchment Population (if applicable)

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 to 30 April 2014)

Contact details Organization's Country Office

Organization's Address	White Nile Hotel Compound, Bor town, Jonglei state
Project Focal Person	*Mugabi Fred, mugabi@holdthechild.org*
Country Director	*Kiweesi Alex, kiwesi@holdthechild.org, +211 956122614, +2111 912257656*
Finance Officer	*Elijah Yai Anyieth, yai@holdthechild.org +211955282656, 0955058067*

Contact details Organization's HQ

Organization's Address	White Nile Hotel Compound, Bor town, Jonglei state
Desk officer	*Name, Email, telephone*
Finance Officer	*Elijah Yai Anyieth, yai@holdthechild.org +211955282656, 0955058067*

SECTION II

The limited access to basic services such as education, health and child welfare in Jonglei is overwhelmingly affected by inter and intra-communal violence, militia activities and natural disasters like floods. Inter and intra-communal clashes are reported among the Luo Nuer, Murle and Dinka communities of Uror, Akobo, Duk, Twic east, Bor and Pibor counties, with spill overs in Pochalla over the past years.

The contemporary context is characterized with continued exchange of fire between the rebel groups and government forces which has caused wide spread displacement within Pibor and the nearby counties of Pochalla, Akobo, Uror, Twic east and Bor with reflective impacts on access to education. Several incidences have been reported in Pochalla County between 7th/4/2013 and 22nd June which have resulted in 6,765 IDPs; 20% are school age going children (1353) (IRNA Pochalla County, 8th July 2013); Whereas the Inter- communal clashes characterized with cattle raiding, child abduction, and displacement have also been maintained especially since June 2013, with incidences between 9th-14th June near Walgak, Yuai on 22nd June among others in the nearby counties (Local authorities and RRC).

The impact of the above manmade disasters is anticipated to be aggregated with flooding that are likely to affect some parts of the counties of Uror among other counties; based on the local authorities reports in the neighboring Duk county (29 June 2013). With the result of the above displacements; scholastic activities are brought to a standstill with no learning materials in the few congested functional schools and pose the need for psychosocial support.

0ther factors affecting learning include the low participation of women in school; female teachers constitute only 6.2% of the teaching workforce in Jonglei state (EMIS data 2012). Our field experience has indicated that many girls end up dropping out of schools following emergencies.

The occurrence of natural and manmade disasters have left many learning spaces destroyed, children, teachers and communities displaced; and scholastic activities put on hold in Pochalla and Uror counties of Jonglei. The implementation of "*Providing lifesaving education in emergency in Jonglei*" with CHF funding will therefore support the following gender sensitive emergency education interventions in these two emergency prone counties of Jonglei;

   i. Coordinated education in emergency assessments which will inform prompt planning and relevant (cost effective) education in emergency responses to conflict and disaster affected schools in Pochalla and Uror and Counties;

   ii. Establishment of protective temporary learning spaces, and gender sensitive latrines and hand washing points in conflict prone Payams of Pochalla and Uror Counties; that provide a protective and child friendly school environment for both girls and boys to continue accessing basic quality education even during emergencies;

   iii. Teacher training on emergency psychosocial support and coping life skills in Pochalla and Uror counties; enhances their skills to manage emergency affected boys and girls and manage emergency education supplies for continued access to basic quality education in emergency;

   iv. Distribution of recreation materials establishes a protective child friendly learning environment for boys and girls in Pochalla and Uror; education materials supports continued education, whereas recreation materials enhance the participation of boys and girls and build their resilience following the event of emergency

The implementation of these intervention will take 7 months and Hold the Child will provide equal opportunities for continuous access to basic education for both boys and girls in Uror and Pochalla; and extend cluster intervention to these emergency prone counties of Jonglei

Currently, Hold the Child is implementing a CHF round 1 supported project that has impacted EiE Reponses in the emergency prone Uror and Akobo (west) expiring on 31st September, CHF round 2 funding is therefore projected to increase support and maintain the EiE responses in Uror for continued access to basic education in the event of emergency; monitoring of round 1 supported schools. Intervention under CHF round 2 funding request will also cover the emergency hit Pochalla County. Hold the Child will substantiate the CHF projects by the initiation of girls' education programme covering Uror, Pochalla, Akobo and Twic East counties.

Under "*Providing lifesaving education in emergency in Jonglei*" project, Hold the Child will utilize CHF funding for the implementation of education in emergency activities that directly contribute to the achievement of cluster priority activities as follows;

   i. Establishment of Classrooms/protective temporary learning spaces, gender sensitive latrines and hand washing points for emergency affected schools of Pochalla and Uror counties; which directly contributes to cluster activity (1) above *"Establish or rehabilitate safe and protective learning spaces for boys and girls with gender segregated WASH facilities";* and *Provide*

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[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.

learning opportunities for emergency-affected children and youth.

ii. Training teachers and PTAs on emergency psychosocial support and coping life skills in Pochalla and Uror counties; directly contributes to cluster activity (3) above *"Conduct rapid training or orientation of teachers and PTAs in emergency-related life skills and psychosocial support"*

iii. Distribution of education and recreation materials to establish protective child friendly learning environment for boys and girls in Pochalla and Uror payams; directly contributes to cluster activity (2) above *"Pre-positioning and distributing emergency teaching and learning materials to emergency-affected schools and communities"*

iv. Advocate, report and respond when schools are occupied by armed forces or other groups in Pochalla and Uror communities; or affected by any kind of emergency for response missions complementing the achievement of the above cluster mentioned priority activities.

ii) Project Objective

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

Provision of 8 protective inclusive learning spaces and emergency lifesaving messages to 3,060 emergency affected children and youths in Pochalla and Uror counties to ensure continuity of quality and relevant education during the 4th quarter of 2013 and 1st quarter of 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. Co-chair regular county based coordination meetings (with our dedicated EiE county based staff) with other partners to allow for standard, coordinated and needs based educational interventions and to facilitate community participation in implementation, monitoring and evaluation of education in emergency in Pochalla and Uror, Counties; Extend cluster coordination initiatives in Pochalla and continue working with the state education cluster.

2. Conduct timely, and coordinated education needs assessments in the conflict and flood affected schools in Pochalla and Uror counties in a holistic, transparent and participatory manner with reference to South Sudan minimum standards for education in emergency.

3. Establish 8 protective and inclusive learning spaces with locally available materials for boys and girls in Pochalla and Uror Counties; through participatory approaches and environmental friendly methods will be used.

4. Construction of 3 (2 stance) gender sensitive latrines for emergency affected schools of Pochalla and Uror counties.

5. In collaboration with the county education office, supply and preposition emergency scholastics materials at the county hub location, distribute to the established temporary learning spaces to support continued access to quality and relevant education for 3000 children (boy and girls)

6. Conduct rapid training of 50 (40males & 10 females) teachers and 100 PTA (50 males/50females) in emergency-related life skills, psycho-social support and teachers code of conduct in emergency; support and monitor the implementation of teachers code of conduct once an emergency occurs in Pochalla and Uror Counties

7. Operate 3 Pre-school engagement centers in to support 250 pre-school aged children (120 boys and 130 girls) in emergency struck and IDP congested areas/schools in collaboration with Child protection partners in Pochalla and Uror Counties; 5 ECD kits will be utilized to engage pre-school children at these centres

8. Social mobilization of local communities for continued school activities and encourage enrolments for boys and girls; and 10 new girl education movements (peer clubs) will be established to complement the functional including those established in Uror under round one funding; these will encourage girl child enrolments and retention during emergencies; and also encourage drop outs to re-enroll in schools in Pochalla and Uror counties

9. Report and monitor when schools are occupied by armed forces or other groups in Pochalla and Uror communities.

10. Advocate and coordinate inter-related interventions with other cluster e.g. WASH (i.e. Provision of emergency school latrines) and Child Protection (i.e. protective learning spaces/child friendly spaces) at county levels in the event of emergency.

11. Monitoring of the adherence on the INEE standards during emergency intervention and impact of activities/interventions in conjunction with the County and State Education Authorities and other Education Cluster partners in Jonglei.

iv). Cross Cutting Issues

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

Gender considerations; in the implementation of "Providing lifesaving education in emergency in Jonglei", the project will provide an equal opportunity to male and female at staff, and at beneficiary levels; boys and girls will be considered as equal beneficiaries; all project documents i.e. reporting templates, summary reports will bear data/information designated by sex.
GBV will in addition be addressed especially in respect to child rights as a protection concern; and this will be considered during the community campaigns and the training of teachers and PTAs.

Environment concerns; while implementing the lifesaving education in emergency in Jonglei (Pochalla and Uror), the establishment of protective inclusive temporary learning spaces will involve the use of locally available materials; therefore prior to resource/material mobilization, community members will be sensitized on sustainable utilization of their environment to ensure environmental protection as much as possible.

HIV/AIDS considerations; "Providing lifesaving education in emergency in Jonglei" project will provide equal opportunity to all members of the society of Pochalla and Uror Counties regardless of their HIV status, and will undertake procedures that do not encourage the contraction of HIV/AIDS neither stigmatization of those living with HIV/AIDS.
General health and sanitation issues will also be integrated into the campaigns to reduce the risk of exposure by the children and these shall feature in the campaigns. Coordination with other clusters and partners will be ensured to support the strategy.

Child protection; the project will streamline child protection concerns during the training sessions, and vital components of the child

act 2008 will be echoed during the awareness raising campaigns. Children with severe trauma will be referred to the available child friendly spaces for more specialized trauma counseling and monitoring, the project will also contribute to data collection on occupation of schools, and other forms of abuse described under grave child right violations.

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. 5 regular county based coordination education in emergency meetings both in Pochalla and Uror counties, and 6 at state level participated in
2. 4 timely and coordinated educational needs assessments in Pochalla and Uror counties following the occurrence of emergencies.
3. 8 protective and inclusive TLS established with local materials for boys and girls in Pochalla and Uror Counties; through participatory and environmental friendly methods will be used.
4. 3 (2 stance) gender sensitive latrines constructed in emergency affected schools of Pochalla and Uror counties.
5. 3,000 children (1,500 boys and 1,500 girls) supplied with emergency scholastics materials in Pochalla and Uror counties
6. 50 (40 males and 10 females) teachers and 100 (50 males and 50 females) PTAs Conduct orientation in emergency-related life skills, psycho-social support and teachers code of conduct in emergency; and supported to implement teachers' code of conduct during emergencies in Pochalla and Uror Counties
7. 3 Pre-school engagement centers operated and 250 pre-school aged children (120 boys and 130 girls) in emergency struck and IDP congested areas/schools are engaged in collaboration with Child protection partners in Pochalla and Uror Counties
8. 10 girls' education movements established for social mobilization and encourage more girls into basic schools during emergencies in Pochalla and Uror counties.

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	8 temporary learning spaces			
X	2.	Number of emergency affected children and youth attending temporary learning spaces/repaired classrooms	Girls: 1500		Boys: 1500	
X	3.	Number of emergency affected learning spaces provided with gender segregated WASH facilities	3 (2 stance) latrines in 3 emergency affected schools			
X	4.	Number of Schools in a Box distributed to emergency affected children, youth and teachers	20 school in box			
X	5.	Number of Recreation Kits distributed to emergency affected children, youth and teachers	10 recreation kits			
X	6.	Early childhood Development kit	5 ECD kits			
X	7.	Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support	Women: Teachers (10), PTA (50)		Men: Teachers 40 PTA (50)	
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: 10		Men: 40	
X	9.	Number of children and youth reporting feeling safe and protected in emergency affected learning environments	Girls: 1500		Boys:1500	
X	10.	Number of emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/women/men) led by girls movements	Girls: 3000	Women: 1000	Boys: 3000	Men: 1000

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.

Project activities will be implemented by Hold the Child organization in conjunction with government actors including, County Education department, and local authorities/leaders. Dedicated project staffs will work with;
- The education officer will initiate the project in collaboration with the county authorities
- Education authorities to jointly select teachers in the emergency hit areas to be trained, conduct regular education coordination meetings and education needs assessment;
- The education officer will facilitate all the training sessions, with support of the field education assistants.
- The field education assistants will work with the education authorities and schools management committees to form girls clubs and support mobilization initiatives in the emergency hit areas;
- Education authorities to identify and verify the schools hit by emergencies that need to be supported with the temporary learning spaces and provide educational and recreational materials.
- Local leader to select community participants for the collection of local building materials for the TLS.
- The field education assistants will work with counties education authorities to conduct education needs assessments whenever the need arises with guidance of the education cluster at the state level.
- Education needs assessment reports will be shared with the state education cluster where response plans will be

- suggested upon which Hold the Child will respond to in Pochalla and Uror
- Community go to school campaigns will be organized and in collaboration with county education office and school management committees, where girls movements will take the lead.
- The monitoring and evaluation officer will work with education officer and the field education assistants to support data collection, reprogramming and reporting on the performance and the impact of the project

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].

Based on the outlined project outcomes and indicators outlines above (v), with reference to the project activity plan the following forms the monitoring plan:

i. Report on training sessions/workshops including participants, and training schedule will be compiled at every end of each training session,
ii. Reports in county education coordination meetings will be compiled and shared with cluster on regular basis
iii. Reports for education needs assessments will be compiled and shared with state education cluster to draft a response plan
iv. Reports on the progress of the establishment of inclusive protective temporary learning spaces and gender sensitive latrines will be compiled on regular monthly basis
v. Updates and reports on the occupation of schools by armed forces will be sent to the cluster on a regular basis
vi. Narrative reports and testimonies on the utilization of emergency education supplies, temporary leaning spaces and adherence to the teacher code of conduct in emergency will be compiled during the project life and shared at the end of the project cycle.
vii. During the project cycle, focused group discussion with beneficiaries will be held with school management , children and county education authorities; these will seek to capture their opinions on the project and their input will be reported among testimonies, beneficiary appraisal and will also be utilized to better refine the project and maximize the impact

These reports will be summarized into one monthly narrative report that will also include the challenges faced in the reporting period. Monthly reports will be submitted to the state (Jonglei) and National (Juba) education cluster coordinators by 5th of the following month. Monthly report will also be analyzed by the project management to address the challenges faced in the reporting period. Monthly narrative reports will be summarized into quarterly project reports and ultimately into final project narrative report; monthly financial statements, ledgers & vouchers will be compiled into monthly, quarterly fiscal reports and ultimately into a final fiscal report. Both narratives and fiscal reports will be submitted to OCHA/UNDP in quarterly basis and at the end of the project cycle.

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; April 2013	$175,722
Pledges for the CAP project	

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[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/55600/R	**Project title:** Providing lifesaving education in emergency in Jonglei		**Organisation:** Hold the Child

	Cluster Priority Activities for this CHF Allocation: *What are the Cluster Priority activities for this CHF funding round this project is contributing to:*	**Indicators of progress:** *What are the key indicators related to the achievement of the CAP project objective?*	**How indicators will be measured:** *What are the sources of information on these indicators?*	
Overall Objective	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;	• Number of inclusive protective learning spaces and gender; segregated latrines; established • Number of School in a box; Black board, Recreation and ECD kits distributed and utilized; • Number of Teachers and PTAs (male and females) trained on emergency-related life skills and psychosocial support;	• Reports on the establishment and utilization of inclusive protective learning spaces; • Testimonials from children learning under the of inclusive protective learning spaces; • Reports on the established gender sensitive pit-latrines; • Reports on the distribution and utilization of scholastic supplies; • Signed attendance forms/lists, and training reports on emergency-related life skills and psychosocial support;	

	CHF Project Objective: *What are the specific objectives to be achieved by the end of this CHF funded project?* Provision of 8 protective inclusive learning spaces and emergency lifesaving messages to 3,060 emergency affected children and youths in Pochalla and Uror counties to ensure continuity of quality and relevant education during the 4th quarter of 2013 and 1st quarter of 2014.	Indicators of progress: *What indicators will be used to measure whether the CHF Project Objectives are achieved. Indicators may be quantitative and qualitative* • Number of inclusive protective learning spaces established; • Number of gender segregated pit latrines established • Number of children (boys and girls) accessing basic quality education under the established protective learning spaces; • Number of children (boys and girls) equipped with emergence coping life skills;	How indicators will be measured: *What sources of information already exist to measure this indicator? How will the project get this information?* • Reports on inclusive protective learning spaces established; • Reports on gender segregated pit latrines established • Reports on children accessing quality basic education under the established learning spaces; • Testimonials from children learning under the of inclusive protective learning spaces; • Reports of children equipped with emergence coping life skills;	Assumptions & risks: *What factors not under the control of the project are necessary to achieve these objectives? What factors may get in the way of achieving these objectives?* **Assumptions** • Security and access to emergence affected communities and schools; • Stable/replenished supplies core pipelines; • Positive community participation and collaboration in the different project activities; • Presence of local building materials and skilled labour; • Presence and collaboration of other education cluster partners; **Risks** • Insecurity and in-accessibility to emergence affected communities; • Shortage of local building materials; • In adequate/delayed supplies; • Delayed disbursement of funds
Purpose				
Results	Results - Outcomes (intangible): *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.* • Improved coordination and participatory education in emergence interventions in Pochalla and Uror counties; • Improved skills to manage pupils in school during emergencies in Pochalla and Uror counties; • Improved access to quality basic education during emergence; • Improved resilience of pupils to cope with the negative impacts associated with the prone emergences in Pochalla and Uror; • Increased adherence to the teachers code of conduct during emergencies in Pochalla and Uror counties;	Indicators of progress: *What are the indicators to measure whether and to what extent the project achieves the envisaged outcomes?* • Number of coordination meetings held and participatory education needs identification and response; • Number of children (boys and girls) accessing quality basic education; • Number of Teachers (male and female) trained on emergency-related life skills and psychosocial support; • Number of children (boys and girls) provided with psychosocial supported and trained on basic coping life skills; • Number of teachers adhering to the code of conduct in emergence	How indicators will be measured: *What are the sources of information on these indicators?* • Minutes for coordination meetings; education needs assessment reports, and response plans drawn; • Reports on utilization of inclusive, protective learning spaces during emergencies; • Signed attendance list, and training reports on emergency-related life skills and psychosocial support; • Reports on psychosocial support and life skills training in schools; • Reports on the teachers conducts in emergence	Assumptions & risks: *What factors not under the control of the project are necessary to achieve the expected outcomes? What factors may get in the way of achieving these objectives?* **Assumptions** • Security and access to emergence affected communities and schools • Stable/replenished supplies core pipelines • Positive community participation and collaboration in the different project activities • Presence of local building materials and skilled labor • Presence and collaboration of other education cluster partners **Risks** • Insecurity and in accessibility to emergence affected communities • Shortage of local building materials • In adequate/delayed supplies • Delayed disbursement of funds

Immediate-Results - Outputs (tangible):	Indicators of progress:	How indicators will be measured:	Assumptions & risks:
List the products, goods and services (__grouped per areas of work__) that will result from the implementation of project activities. Ensure that the outputs are worded in a manner that describes their contribution to the outcomes.	*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.*	*What are the sources of information on these indicators?*	*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?*
• Regular County based coordination education in emergency meetings both in Pochalla and Uror counties facilitated, and state level attended contributes to participatory education in emergency interventions; • Timely and coordinated educational needs assessments in Pochalla and Uror counties following the occurrence of emergencies, which contributes participatory education in emergency interventions; • Protective and inclusive TLS established with local materials for boys and girls in Pochalla and Uror Counties; improve access to quality basic education during emergency, and improve the resilience of pupils to cope with the negative impacts of emergency; • Gender sensitive latrines constructed in emergency affected schools of Pochalla and Uror counties, improve access to quality basic education during emergency; • Boys and girls supplied with emergency scholastics materials in Pochalla and Uror counties, improving access to quality basic education during emergency and boosting the resilience of pupils to cope with the negative impacts of emergencies; • Teachers (male and females) and PTAs (male and females) orientated in emergency-related life skills, psycho-social support and teachers code of conduct in emergency; and supported to implement teachers' code of conduct during emergencies in Pochalla and Uror Counties, in contribution to Improved skills to manage pupils in school during emergencies, and Increased adherence to the teachers	• Number of cluster coordination meetings facilitated, and attended • Number of education needs assessments conducted; • Number of inclusive and protective temporary learning spaces established; • Number of emergency affected children and youth (M/F) attending temporary learning spaces; • Number of emergency affected learning spaces provided with gender segregated latrines; • Number of boys, girls accessing basic quality education under the established learning spaces; • Number of school in a Box, recreation kits, and black boards distributed to emergency affected children, youth and teachers; • Number of recreation kits distributed to emergency affected children, youth and teachers; • Number of teachers (M/F) in emergency affected areas trained on life skills and psychosocial support • Number of children (boys and girls) equipped with basic emergency coping life skills; • Number of children (boys and girls) reporting feeling safe after the event of emergence; • Number of operational pre-school centers; • Number of EDC kits distributed and utilized • Number of boys, girls accessing the pre-school centers; • Number of girls' education movements established and are functional • Number of communities reached with	• Minutes for coordination meetings; • Education needs assessment reports, and response plans drawn; • Reports on the establishment of inclusive protective learning spaces • Testimonials on the utilization of inclusive protective learning spaces; • Reports on the distribution and utilization of scholastic and recreation supplies; • Testimonials on the utilization of scholastic and recreational materials distributed; • Signed attendance list, and training reports on emergency-related life skills and psychosocial support; • Reports on psychosocial support and life skills training in schools; • Teachers testimonials on the application of psychosocial skills; • Reports on the adherence teachers conducts in emergence; • Reports on pre-school engagements and distribution of the ECD kits; • Reports on pre-school activities; • Reports on girls' education movements and social mobilization;	*Assumptions* • Security and access to emergence affected communities and schools; • Stable/replenished supplies core pipelines; • Positive community participation and collaboration in the different project activities; • Presence of local building materials and skilled labor; • Presence and collaboration of other education cluster partners; • Maintained UNHAS flights to Pochalla and Waat; *Risks* • Insecurity and in accessibility to emergence affected communities; • Shortage of local building materials; • In adequate/delayed supplies; • Willingness of communities to participate positively in project activities; • Delayed disbursement of funds;

	code of conduct during emergencies; • Pre-school engagement centers operated to improve access to quality basic education pre-school aged boys and girls in emergency struck and IDP congested areas/schools in collaboration with Child protection partners in Pochalla and Uror Counties, and improve the resilience of boys and girls to cope with the negative impacts of emergency; • Girls' education movements established for social mobilization and encourage more girls into basic schools during emergencies in Pochalla and Uror counties thereby increasing the number boys and girls accessing quality basic education during emergencies	education awareness key messages;		
	Activities: *List in a chronological order the key activities to be carried out. Ensure that the key activities will results in the project outputs.* • Conduct timely, and coordinated education needs assessments in the conflict and flood affected schools in Pochalla and Uror counties in a holistic, transparent and participatory manner with reference to South Sudan minimum standards for education in emergency • Co-chair regular county based coordination meetings with other partners to allow for standard, coordinated and needs based educational interventions in Pochalla and Uror Counties; • Establish 8 protective and inclusive learning spaces with locally available materials for boys and girls in Pochalla and Uror Counties; through participatory approaches and environmental friendly methods will be used; • Construction of 3 (2 stance) gender sensitive latrines for emergency affected schools of Pochalla and Uror	**Inputs:** *What inputs are required to implement these activities, e.g. staff time, equipment, travel, publications costs etc.?* • Staff time at county levels; • Mobility equipment and running costs; • Communication equipment and connection costs; • Costs for stationery and utility costs for project management; cluster meetings, needs assessments and advocacy; • Printing costs for training materials; • Stationery and utility costs for training sessions; • Costs for local building materials and local skilled labor; • Costs for travel;		**Assumptions, risks and pre-conditions:** *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?* **Assumptions** • Security and access to emergence affected communities and schools; • Stable/replenished supplies core pipelines; • Positive community participation and collaboration in the different project activities; • Presence of local building materials and skilled labor; • Presence and collaboration of other education cluster partners; • Maintained UNHAS flights to Pochalla and Waat; **Risks** • Insecurity and in accessibility to emergence affected communities; • Shortage of local building materials; • In adequate/delayed supplies; • Willingness of communities to participate positively in project activities;

	counties;		• Delayed disbursement of funds;
	• Supply and preposition emergency scholastics materials at the county hub location, distribute to the established temporary learning spaces to support continued access to quality and relevant education;		**Pre-condition** • Established user account with UNHAS; • Presence of local building materials;
	• Conduct rapid training of 50 teachers and 100 PTAs in emergency-related life skills, psycho-social support and teachers code of conduct in emergency; support and monitor the implementation of teachers code of conduct once an emergency occurs in Pochalla and Uror Counties;		
	• Operate 3 Pre-school engagement centers to support 250 pre-school aged children (120 boys and 130 girls) in emergency struck and IDP congested areas/schools in collaboration with Child protection partners in Pochalla and Uror Counties; equipped with 5 ECD kits;		
	• Social mobilizations of local communities for the re-opening of closed schools and encourage school enrolments for boys and girls; and establish 10 girl education movements in Pochalla and Uror and counties;		
	• Report and monitor when schools are occupied by armed forces or other groups in Pochalla and Uror communities;		
	• Advocate and coordinate inter-related interventions with other cluster e.g. WASH (i.e. Provision of emergency school latrines) and Child Protection (i.e. protective learning spaces/child friendly spaces) at county levels in the event of emergency;		
	• Monitoring of the adherence on the INEE standards during emergency intervention and impact of activities/interventions in conjunction with the County and State Education Authorities and other Education Cluster partners in Jonglei;		

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 October 2013	Project end date:	30 April 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 Conduct timely, and coordinated education needs assessments in the conflict and flood affected schools in Pochalla and Uror counties in a holistic, transparent and participatory manner with reference to South Sudan minimum standards for education in emergency				X	X	X	X	X	X	X					
Activity 2: Co-chair regular county based coordination meetings with other partners to allow for standard, coordinated and needs based educational interventions in Pochalla and Uror Counties;				X	X	X	X	X	X	X					
Activity 3: Establish 8 protective and inclusive learning spaces with locally available materials for boys and girls in Pochalla and Uror Counties; through participatory approaches and environmental friendly methods will be used.							X	X	X	X					
Activity 4: Construction of 3 (2 stance) gender sensitive latrines for emergency affected schools of Pochalla and Uror counties							X	X	X	X					
Activity 5: Supply and preposition emergency scholastics materials at the county hub location, distribute to the established temporary learning spaces to support continued access to quality and relevant education				X	X	X			X						
Activity 6: Conduct rapid training of 50 teachers and 100 PTAs in emergency-related life skills, psycho-social support and teachers code of conduct in emergency; support and monitor the implementation of teachers code of conduct once an emergency occurs in Pochalla and Uror Counties					X	X									
Activity 7: Operate 3 Pre-school engagement centers to support 250 pre-school aged children (120 boys and 130 girls) in emergency struck and IDP congested areas/schools in collaboration with Child protection partners in Pochalla and Uror Counties; equipped with 5 ECD kits								X	X	X					
Activity 8: Social mobilizations of local communities for the re-opening of closed schools and encourage school enrolments for boys and girls; and establish 10 girl education movements in Pochalla and Uror and counties.							X	X	X	X					
Activity 9: Report and monitor when schools are occupied by armed forces or other groups in Pochalla and Uror communities				X	X	X	X	X	X	X					
Activity 10: Advocate and coordinate inter-related interventions with other cluster e.g. WASH (i.e. Provision of emergency school latrines) and Child Protection (i.e. protective learning spaces/child friendly spaces) at county levels in the event of emergency				X	X	X	X	X	X	X					
Activity 11: Monitoring of the adherence on the INEE standards during emergency intervention and impact of activities/interventions in conjunction with the County and State Education Authorities and other Education Cluster partners in Jonglei.				X	X	X	X	X	X	X					
Activity 12: Compile monthly coverage reports and submit to the cluster information officer and copy state focal points				X	X	X	X	X	X	X					
Activity 13: Submit quarterly project progress reports and testimonials							X			X					

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