

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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SECTION II

A. Humanitarian Context Analysis

Data from the 'Central Equatoria State Education Cluster Rapid Needs Assessment Report' collected on June 2013 showed that an estimated number of 6,789 Internally Displaced Persons (IDPs), of which 2,172 are school-age children, has found refuge in Juba after having flown from Pibor County, Jonglei State, recently ravaged by clashes between the South Sudan People's Liberation Army (SPLA) and the David Yau Yau Rebel Militia (DYY). Munuki, Jebel, Suk Sita, Jaborona and Konyo Konyo, respectively in Munuki Payam, Rajat Payam and Kator Payam are the areas of the capital city hosting the IDPs population, whereas 1,129 stranded returnees are located at the Way Station in Rajat Payam as stated in the '19 July to 25 July 2013-ERS Weekly Statistical Report'. Given the unpredictable security situation of Jonglei and the undergoing reintegration process of the returnee population, the number of these two categories of displaced people is likely to increase in the next upcoming months. Although informal classes are currently undergoing in some church premises of the above-mentioned areas, and education supplies have been distributed from UNICEF and Save the Children, the lack of an adequate number of teaching and learning materials for children and volunteer teachers is severely hampering class attendance as well as quality of teaching provision. Furthermore, teachers are not prepared to deal with children traumatized by the violence they have escaped and the difficulty of integrating into Juba's unfamiliar environment. The admittance into formal schools within the areas of the IDPs and stranded returnees sites will facilitate the integration process of the displaced children, let alone their education growth. However, end of the school registration period, lack of money to pay school fees and purchase school supplies are some of the barriers impeding the access of the displaced students to the nearby school facilities.

B. Grant Request Justification

CHF funding will be allocated to quick rehabilitate learning space-blocks within existing school compounds that will host IDP and stranded returnee students without increasing the schools' pupil to classroom ratios, purchase emergency teaching and learning materials, conduct rapid trainings of teachers in psycho-social support and life skills, raise awareness among parents, teachers, community members and national authorities on the importance of inclusive education as a tool to empower individuals (especially women), mitigate conflicts, increase security and build peace for a stable and lasting development.

As Education in Emergency (EiE) cluster-lead in Central Equatoria State, IBIS' interventions will be based on lessons learnt and best practices such as:

- Construction of temporary and semi-permanent learning spaces using local human and material resources;
- Rapid trainings and continuous formative supervision of teachers in life skills, psycho-social support and learner-centered methodologies;
- Trainings of PTAs on their roles and responsibilities, community involvement in teaching and learning activities, mobilization of locally available human and financial resources, life skills and psycho-social support;
- Implementation of awareness-raising activities through the IBIS' cluster model, which groups together schools, communities and local authorities of a nearby geographical area for special advocacy campaigns aimed at improving community awareness and government-maintained education initiatives.

C. Project Description (For CHF Component only)

i) Contribution to Cluster Priorities

IBIS' intervention will be aligned to the cluster priority activities, namely:

- Quick rehabilitation of safe and protective learning space-blocks for IDP and stranded returnee boys, girls, men and women;
- Distribution of teaching and learning materials for learners and volunteer teachers to maintain regular conduction of existing informal classes and prepare learners' inclusion into local formal schools;
- Conduction of rapid training of teachers and PTAs in life-skills and psycho-social support in emergency.

In particular, CHF funding will be used by IBIS to quick rehabilitate three learning space-blocks to accommodate and ensure regular class attendance to IDP pupils from Jonglei State by bettering the conditions of one community-based schools and avoiding to increase the pupil to classroom ratios of two governmental schools'. One learning space-block will be in fact within the community-based school 'New Generation Primary School' located in Jebel and currently catering for 300 IDP pupils (of which 200 are female); one learning space-block (1 classroom block with two rooms) already present within the premises of the governmental school 'El Ghiada Boys and Girls Primary School' will be quick rehabilitated to host IDP pupils residing in Suk Sita and Jaborona; one learning space-block will be quick rehabilitated within 'Mahad Primary School' to provide education to the IDP pupils living in Konyo Konyo.

Distribution of teaching and learning materials for students and teachers as well as conduction of rapid trainings for teachers and PTA members and organization of awareness campaign for promoting education, gender-equality, child-rights, HIV/AIDS prevention, health & hygiene and pacific co-existence will be ensured to all the beneficiaries settled in the above-mentioned areas with the addition of those who inhabit the areas of Munuki and Way Station.

IBIS CHF project will complement partial intervention implemented by other development partners by comprehensively covering all the education needs of the targeted Juba's IDP and returnee student population. The latter, although assisted by UNHCR in other basic services, have not seen their education needs met yet and have to be supported timely too.

ii) Project Objective

Overall Objective: To contribute to the integration of IDP and stranded returnee children, youth and adult in Juba by ensuring continuity of quality education.

Specific Objective 1: To quick rehabilitate learning space-blocks using local human and material resources.

Specific Objective 2: To distribute teaching and learning materials for students and volunteer teachers in order to maintain regular

conduction of existing informal classes and guarantee quality learning provision.

Specific Objective 3: To conduct rapid training of teachers in life skills and psycho-social support in emergencies, and of PTAs in life skills, psycho-social support in emergencies, roles and responsibilities and community involvement into education.

Specific Objective 4: To advocate for inclusion of IDP and stranded returnee children and youth in Juba's formal schools among communities and local authorities.

iii) Proposed Activities

Activity 1.1: Quick rehabilitation of three learning space-blocks (1 classroom blocks with two rooms) one within 'New Generation Primary School' in Jebel, one within 'Mahad Primary School' in Konyo Konyo and one within 'El Ghiada Boys and Girls Primary School' in Suk Sita) to ensure education provision to 2340 children and youth (of which 1108 are girls and women) on a double shifted arrangement;

Activity 2.1: Supply of emergency learning materials for children and youth (30 'School-in-a-box' and 13 'Recreation Kits' for 1108 girls and women and 1232 boys and men) and emergency teaching materials for 30 teachers;

Activity 3.1: 3 days training for 30 teachers (of which 10 females) in psycho-social support and life skills (particularly Communication and Interpersonal Skills, Decision Making/Problem-solving skills, Coping and Self-management skills, as well as Life Skills Special Subjects: Hygiene Education, Reproductive Health, HIV/AIDS Prevention, Conflict Resolution, Gender and Child Rights, Civic Education);

Activity 3.2: 3 days training for 66 PTA executive members (of which 22 are female) on PTA's roles and responsibilities, community involvement, resources mobilization, education advocacy, life skills and psycho-social support in emergencies;

Activity 4.1: 5 one-day awareness-campaigns held at cluster level for learners, teachers, PTAs, community members and local authorities to address issues such as education, gender-equality, child-rights, HIV/AIDS prevention, health & hygiene, pacific co-existence, and to advocate for the inclusion of IDP and stranded returnee children and youth in Juba's formal schools.

iv). Cross Cutting Issues

IBIS will integrate **child protection** mechanisms into its interventions by setting up safe and protected learning space-blocks which promote, protect and fulfill the right to quality education of children and youth. Gender imbalance will be addressed by specifically targeting girls and women in education provision with the aim of promoting **gender equality**. Awareness-raising campaigns on the importance of education as a **peace-building** tool will sensitize host and displaced communities on the importance of pacific co-existence.

v) Expected Result/s

ER1.1.1: 3 learning space-blocks quick rehabilitated by using local materials host regularly 2340 children and youth (of which 1108 are girls and women) on a double shifted arrangement.

ER 2.1.1: 30 'School-in-a-box' and 13 'Recreation Kits' procured and distributed to 1108 girls and women and 1232 boys and men.

ER 2.1.2: 30 teachers (of which 10 females) provided with adequate number of teaching materials for regular teaching delivery.

ER 3.1.1: 30 teachers (of which 10 females) trained and able to apply knowledge and skills in psycho-social support and life skills into regular teaching delivery.

ER 3.2.1: 66 PTA executive members (of which 22 are female) trained and able to comply with their roles and responsibilities, involve communities, mobilize resources, advocate for inclusive education, apply life skills and psycho-social support when dealing with and planning for learners.

ER 4.1.1: 5 one-day awareness campaigns.

ER 4.1.2: 50 % of IDP and stranded returnee children and youth enrolled in Juba's formal schools.

ER 4.1.3: 1 EiE and Integration Response Framework developed by SMOGEI with the support of CES Education Cluster

SOI (X)	#	Output Indicators	Target (indicate numbers or percentages)			
X	1.	Number of classrooms repaired	6 classrooms			
X	2.	Number of temporary learning spaces established	3 learning space blocks quick rehabilitated			
X	3.	Number of emergency affected children and youth attending temporary learning spaces/repared classrooms	Girls: 1108		Boys: 1232	
X	4.	Number of Schools in a Box distributed to emergency affected children, youth and teachers	30 School-in-a-box distributed to children and youth			
X	5.	Number of Recreation Kits distributed to emergency affected children, youth and teachers	13 Recreation Kits distributed to children and youth			
X	6.	Number of children and teachers benefiting from Education in Emergencies supplies	Girls: 878	Women: 230	Boys: 878	Men: 354
X	7.	Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support	Women: 32 (Teachers and PTA executive members)		Men: 64 (Teachers and PTA executive members)	
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: 20	
X	9.	Number of children and youth reporting feeling safe and protected in emergency affected learning environments	Girls: 1108		Boys: 1232	
X	10.	Number of emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/women/men)	Girls: 878	Women: 230	Boys: 878	Men: 354
	11.	Number of awareness campaigns addressing issues affecting education and the community in general and advocating for the inclusion of IDP and stranded returnee children and youth in Juba's formal schools.	5 awareness campaigns			
	12.	Number of IDP and stranded returnee children and youth	Girls: 554		Boys: 616	

		enrolled in Juba's formal schools.	
	13.	EiE and Integration Response Framework developed by SMOGEI with the support of CES Education Cluster	1

vi) Implementation Mechanism

IBIS in collaboration with the Central Equatoria State Ministry of General Education and Instruction (SMoGEI) will implement directly the CHF-funded project. Nevertheless, external contractors will be employed for the reparation of learning space-blocks. Involvement of local communities in the repairing process will be ensured to guarantee democratic ownership and participation.

vii) Monitoring and Reporting Plan

IBIS M&E Coordinator will support the Emergency Response Coordinator with monitoring and reporting activities. Progress and achievement of the project will be monitored based on M&E plan and M&E tools developed at project start, which will focus on result-oriented output and outcome indicators vis-à-vis activities and objectives. The M&E Coordinator will oversee success and challenges of project implementation through regular field-visits to the project site and focus group discussion that will involve direct and indirect project beneficiaries.

Ad-hoc monitoring tools will be developed and will include: Baseline survey tools; Need/Capacity assessment tools; Field-visit forms; Formative Supervision forms; Teacher evaluation forms; Teacher informal observation tools.

The Emergency Response Coordinator will provide monthly reports that together with other reporting tools (such as Activity attendance list, Work plan templates, School development plan templates and School registration forms) will be analyzed by the M&E Coordinator and will contribute to the production of monthly project progress reports.

The M&E Coordinator will ensure that the Inter-Agency Network for Education in Emergencies (INEE) *Minimum Standards for Education: Preparedness, Response, Recovery* tools (and particularly the *South Sudan Minimum Standards for Education In Emergencies*) will be utilized by the Emergency Response Coordinator in the course of the project implementation.

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)
None	
None	
None	
Pledges for the CAP project	
None	
None	

SECTION III:

LOGICAL FRAMEWORK			
CHF ref./CAP Code: SSD-13/13/E/55601	Project title: Education in Emergency for children and youth affected by conflict		Organisation: <u>IBIS</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> <p>Reparation of safe and protective learning space-blocks for IDP and stranded returnee boys, girls, men and women;</p> <p>Distribution of teaching and learning materials for learners and volunteer teachers to maintain regular conduction of existing informal classes and prepare learners' inclusion into local formal schools;</p> <p>Conduction of rapid training of teachers and PTAs in life-skills and psycho-social support in emergency.</p>	<p>Indicators of progress: <i>What are the key indicators related to the achievement of the CAP project objective?</i> <i>Extracted from the CAP the following relevant indicators apply:</i></p> <p>Temporary learning classrooms provided and used for both IDPS and host communities therefore 2,340 learners have access to classes and attend regularly on double shift arrangement;</p> <p>'School-in-a-box' including recreational materials procured and distributed to girls and boys;</p> <p>Teachers trained and able to apply knowledge and skills learnt to teach with particular emphasis on helping vulnerable children with psychosocial problems;</p> <p>Monthly advocacy trainings conducted for members of the affected community in the schools resulting to increased awareness on preparedness and response for education in emergency;</p> <p>Reduced vulnerability of children especially girls, orphans and disables to abuse and exploitive labour, through improving access to safe basic education;</p> <p>Emergency Response network defined and individual members trained in Emergency Response preparedness and response procedures such as Assessment, Coordination, Implementation and Evaluation.</p>	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <p>Rapid Needs Assessment Tool used for baseline and continuous assessment/ monitoring of emergency.</p> <p>INEE <i>South Sudan Minimum Standards for Education in Emergency</i> assessment procedures and tools contextualized</p> <p>Capacity mapping of Central Equatoria education members to enable coordinated action in case of emergency</p> <p>Monthly EiE reports written and submitted to the national education cluster.</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>Specific Objective 1: To repair learning space-blocks using local human and material resources.</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> <p>3 learning space blocks repaired by using local materials host regularly 2340 children and youth (of which 1108 are girls and women) on a double shifted arrangement.</p>	<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> <p>Baseline survey report; Need/Capacity assessment; School Enrolment, Completion and Drop-out Rate Data;</p>	<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> <p>Identified schools allow the reparation of learning space-blocks involving the school population and the community in this process.</p>
	<p>Specific Objective 2: To distribute teaching and learning materials to learners and volunteer teachers in order to maintain regular conduction of existing informal classes and guarantee quality learning provision.</p>	<p>30 'School-in-a-box' and 13 'Recreation Kits' procured and distributed to 1108 girls and women and 1232 boys and men.</p> <p>30 teachers (of which 10 females) provided with adequate number of teaching materials for regular teaching delivery.</p>	<p>School Enrolment, Completion and Drop-out Rate Data;</p>	<p>Adequate number of teaching and learning materials are distributed timely and equally to learners and teachers</p>
	<p>Specific Objective 3: To conduct rapid training of teachers in life skills and psycho-social support in emergencies, and of PTAs in life skills, psycho-social support in emergencies, roles and responsibilities and community involvement into education.</p>	<p>30 teachers (of which 10 females) trained and able to apply knowledge and skills in psycho-social support and life skills into regular teaching delivery.</p> <p>66 PTA executive members (of which 22 are female) trained and able to comply with their roles and responsibilities, involve communities, mobilize resources, advocate for inclusive education, apply life skills and psycho-social support when dealing with and planning for learners</p>	<p>Training attendance list; Emergency Response Coordinator monthly report; Monthly M&E project reports;</p>	<p>Teachers are willing to be trained in life skills and psycho-social support as part of their professional development</p> <p>Parents and community members are willing to form PTA and to be trained in life skills, psycho-social support in emergencies, roles and responsibilities and community involvement into education</p>
	<p>Specific Objective 4: To advocate for inclusion of IDP and stranded returnee children and youth in Juba's formal schools among communities and local authorities.</p>	<p>50 % of IDP and stranded returnee children and youth enrolled in Juba's formal schools thanks to awareness-raising campaigns targeting teachers, PTAs, communities and local authorities.</p>	<p>End-line survey report; End of project report.</p>	<p>CES local authorities encourage and actively facilitate the inclusion of IDP and stranded returnee children and youth in Juba's formal schools</p>

	<p>Results - Outcomes (intangible): <i>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.</i></p> <p>Juba's IDP and stranded returnee children and youth are provided with safe, relevant, quality and continuous education</p>	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged outcomes?</i></p> <p>Drop-out rate decreased by 20% in the first 2 months of project implementation as a result of learning space-blocks rehabilitation</p>	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <p>School Enrolment, Completion and Drop-out Rate Data</p>	<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> <p>Juba's IDP and stranded returnee children and youth are mobilized by teachers, PTAs, community members and local authorities to attend classes in rehabilitated learning space-blocks.</p>
Results	<p>Relevant and adequate teaching and learning materials facilitate and inspire teaching delivery while contributing to develop children's learning growth</p>	<p>Improved knowledge and teaching skills of teachers; Increased access to learning materials to IDP and stranded returnee children and youth by 30%; Drop-out rate decreased by 30% in the first 4 months of project implementation</p>	<p>Teacher informal observation report; Teacher evaluation report; School Enrolment, Completion and Drop-out Rate Data</p>	<p>Teachers are continuously supported in their professional development during and after the completion of the CHF funded project by IBIS and other development partners (e.g. Education Cluster members)</p>
	<p>Fully competent teachers and PTA members are able to provide psycho-social protection, gender-balanced education and peace-building mechanisms through pedagogy, to transform children and youth in resilient and responsible citizens</p>	<p>Improved knowledge and skills of teachers in life skills and psycho-social support; Gender-sensitive pedagogy regularly applied in class by teachers; Increased number of female teachers by 30%; Conflict mitigation mechanisms applied in class and between the host and local community at large; Improved knowledge and behavior towards quality education of PTA and community at large; Increased number of IDP and stranded returnee children and youth able to cope up with emergency, post-trauma and integration related issues.</p>	<p>Teacher informal observation report; Teacher evaluation report; Community meetings minutes</p>	<p>IDP and stranded returnee children and youth are able to overcome post-traumatic stress disorders in order to attend class regularly and profitably;</p> <p>IDP and stranded returnee children and youth together with children and youth from host community attend classes peacefully facilitating integration and co-existence.</p>

<p>Teachers, PTAs, community members and local authorities develop positive attitudes and flexible response mechanisms to integrate Juba's IDP and stranded returnee children and youth into local context and schools.</p>	<p>Awareness rose among teachers, PTAs, host & displaced community members and local authorities on gender-equality, child-rights, HIV/AIDS prevention, health & hygiene and the importance of education as a peace-building tool for pacific co-existence.</p> <p>Education in Emergency and Integration Response is ensured at community and state level by teachers, PTAs, host & displaced community members and local authorities who understand the link between education, development, state and peace building.</p> <p>Drop-out rate decreased by 50% in the first 4 months of project implementation</p>	<p>End-line survey report; EiE and Integration Response Frameworks developed by SMOGEI with the support of CES Education Cluster</p>	<p>IDP and stranded returnee children and youth are able to access safe, relevant, quality and continuous education thanks to spacious learning space-blocks, positive behaviour of community members and pro-active attitude of local authorities to EiE issues.</p>
<p>Immediate-Results - Outputs (tangible): <i>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.</i></p> <p>Repaired and functioning space-blocks provide safe and protective learning environment to children and youth who attend classes regularly.</p>	<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> <p>3 learning space-blocks repaired; 2340 children and youth (of which 1108 are girls and women) attending repaired classrooms</p>	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <p>Construction Engineer report; Tendering and Procurement document; Inspection certificates;</p>	<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> <p>Good quality materials and expert labour force are used for the quick rehabilitation of long-lasting learning space-blocks</p>
<p>Supplied EiE learning and teaching materials improved teaching delivery and learning process</p>	<p>30 'School-in-a-box' and 13 'Recreation Kits' distributed to children and youth; 2340 children and youth (of which 1108 are girls and women) benefit from EiE supplies.</p>	<p>Field activities report; Formative Supervision report; Teacher evaluation report; Class register;</p>	<p>Teaching and learning materials are used appropriately by teachers and are adequate to cover all the targeted student population</p>
<p>Increased knowledge of teachers and PTA members in psycho-social support and life skills empower children and youth to cope with emergencies.</p>	<p>30 teachers (of which 10 are female) and 66 PTA members (of which 22 are female) trained on life skills and psycho-social support in emergencies, roles and responsibilities and community involvement into education.</p>	<p>Training attendance list; Emergency Response Coordinator monthly report; Monthly M&E project reports;</p>	<p>3 days trainings on life skills and psycho-social support in emergencies, roles and responsibilities and community involvement into education are sufficient to upgrade teachers and PTA's knowledge and skills</p>

	<p>IDP and stranded returnee children and youth are integrated in Juba's formal schools thanks to welcoming and supportive teachers, PTAs, community members and local authorities.</p>	<p>5 one-day awareness campaigns addressing issues affecting education and the community in general and advocating for the inclusion of IDP and stranded returnee children and youth in Juba's formal schools</p> <p>50 % of IDP and stranded returnee children and youth enrolled in Juba's formal schools.</p>	<p>End-line survey; End of project report;</p>	<p>The capacity of the rehabilitated learning space-blocks within the targeted schools is sufficient to accommodate 50 % of IDP and stranded returnee children and youth</p>
	<p>Activities: <i>List in a chronological order the key activities to be carried out. Ensure that the key activities will results in the project outputs.</i></p> <p>Quick rehabilitation of three learning space-blocks (1 classroom blocks with two rooms) one within 'New Generation Primary School' in Jebel, one within 'Mahad Primary School' in Konyo Konyo and one within 'El Ghiada Boys and Girls Primary School' in Suk Sita) Supply of emergency learning materials for children and youth</p> <p>Supply of emergency learning materials for children and youth</p> <p>3 days training for 30 teachers and 66 PTA executive members in psycho-social support and life skills</p> <p>5 one-day awareness-campaigns held at cluster level for learners, teachers, PTAs, community members and local authorities</p> <p>Ongoing monitoring and reporting by IBIS M&E Coordinator and Emergency Response Coordinator throughout the whole duration of the project.</p>	<p>Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, travel, publications costs etc.?</i></p> <p>Staff Involvement (Emergency Response Coordinator, M&E Coordinator and Finance Officer);</p> <p>Office equipment & stationaries;</p> <p>Provision of local materials;</p> <p>Involvement of Contractors and local communities;</p> <p>Procurement of 'School-in-a-box', 'Recreation Kits' and blackboards;</p> <p>Transportation of EiE supplies and training materials;</p> <p>Facilitation and coordination of advocacy meeting with SMOGEI on integration of IDP and stranded returnee children and youth;</p> <p>Facilitation of field-visits.</p>		<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> <p>Timely release of funds;</p> <p>Security situation in project areas allowing implementation;</p> <p>Community acceptance of activities;</p> <p>Availability of necessary materials requested for activities;</p> <p>Cooperation of the relevant officials and communities.</p>

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:	15/09/2013	Project end date:	15/02/2014
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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 1.1: Reparation of three learning space-blocks (1 classroom blocks with two rooms) one within 'New Generation Primary School' in Jebel, one within 'Mahad Primary School' in Konyo Konyo and one within 'El Ghiada Boys and Girls Primary School' in Suk Sita) to ensure education provision to 2340 children and youth (of which 1108 are girls and women) on a double shifted arrangement;			x	x											
Activity 2.1: Supply of emergency learning materials for children and youth (30 'School-in-a-box' and 13 'Recreation Kits' for 1108 girls and women and 1232 boys and men) and emergency teaching materials for 30 teachers;			x	x											
Activity 3.1: 3 days training for 30 teachers (of which 10 females) in psycho-social support and life skills (particularly Communication and Interpersonal Skills, Decision Making/Problem-solving skills, Coping and Self-management skills, as well as Life Skills Special Subjects: Hygiene Education, Reproductive Health, HIV/AIDS Prevention, Conflict Resolution, Gender and Child Rights, Civic Education);					x	x									
Activity 3.2: 3 days training for 66 PTA executive members (of which 22 are female) on PTA's roles and responsibilities, community involvement, resources mobilization, education advocacy, life skills and psycho-social support in emergencies;					x	x									
Activity 4.1: 5 one-day awareness-campaigns held at cluster level for learners, teachers, PTAs, community members and local authorities to address issues such as education, gender-equality, child-rights, HIV/AIDS prevention, health & hygiene, pacific co-existence, and to advocate for the inclusion of IDP and stranded returnee children and youth in Juba's formal schools.				x	x	x	x	x	x						
M&R Activity: M&E plan and M&E tools developed at project start by IBIS M&E Coordinator who will oversee and monthly report, in collaboration with the Emergency Response Coordinator, success and challenges of project implementation throughout the whole duration of the project.			x	x	x	x	x	x	x						

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