

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 • 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 South Sudan Development Agency - SSUDA	Project Location(s) - <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">State</th> <th style="width: 10%;">%</th> <th style="width: 60%;">County/ies (include payam when possible)</th> </tr> </thead> <tbody> <tr> <td>Upper Nile</td> <td>100</td> <td>Renk</td> </tr> <tr> <td></td> <td></td> <td>Maban</td> </tr> <tr> <td></td> <td></td> <td>Meluth</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	State	%	County/ies (include payam when possible)	Upper Nile	100	Renk			Maban			Meluth						
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CAP Project Title (please write exact name as in the CAP) Scaling up access to life-saving education in acute emergencies for boys and girls in Upper Nile state	Are some activities in this project proposal co-funded (including in-kind)? Yes <input type="checkbox"/> No <input type="checkbox"/> (if yes, list the item and indicate the amount under column i of the budget sheet)																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Total Project Budget requested in the in South Sudan CAP</td> <td style="width: 70%;">US\$302,900</td> </tr> <tr> <td>Total funding secured for the CAP project (to date)</td> <td>US\$ 149,999</td> </tr> </table>	Total Project Budget requested in the in South Sudan CAP	US\$302,900	Total funding secured for the CAP project (to date)	US\$ 149,999	Indirect Beneficiaries Catchment Population (if applicable) 														
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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

The demand for Education in Emergency continues to persist in the three Counties that SSUDA is implementing EIE project due to prevailing circumstances. Out of 2 million returnees that have streamed into South Sudan through Renk, an estimated 19,000 are still stranded with their children in this rural town near the Sudan - South Sudan border. According to a joint assessment conducted by Upper Nile State Cluster and UNICEF field Office, Malakal zonal Office in May 2013, most of the returnees from Sudan can only afford transportation to South Sudan and do not have the means to continue on to their final destinations leading to overstaying in Renk and other way stations including Meluth County. An estimated 43,500 South Sudanese are still stranded in spontaneous settlements in Khartoum and Kosti in Sudan and are expected to arrive in Renk in the coming weeks this is according to local authorities and RRC. Meanwhile returnees in the 4 main makeshift camps, particularly the children, are vulnerable to diseases and malnutrition. According to reports from UN Women and UNFPA, girls in the returnees and refugee camps are more vulnerable as they are exposed to all manner of gender based violence including denial of right to attend education as many young girls are forced into marriages in exchange of dowry for the survival of the families. Meluth County in which SSUDA has been supporting and monitoring EIE project has witnessed upsurge of returning population especially areas nearing the way station.

In Maban, the situation has not improved as reported conflict between returnees, refugees and host communities over basic services include educational facilities has in the past escalated with several violent incidents that have resulted to loss of lives. In March 2013, IOM transported over 500 people from Renk to Maban Returnees' settlement camps. Since then, more returnees have moved to Maban as they consider it a better place than Renk. Many of these returnees especially children have no access to education and other essential facilities. The TLS provided by SSUDA through the support of CHF in the 1st Round allocation are not enough to accommodate the huge number of children in the camps and host communities. During rainy seasons, several schools are damaged by floods and storm in these three counties. In 2012, more than 2 schools were damaged by floods leaving children stay away from school for more than three months. Cases of armed groups occupying learning spaces are still common in Upper Nile and this denies children opportunity to attend classes.

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.

Upper Nile is one of the States with least education infrastructure and the government's ability to provide education services is affected by several factors including lack of sufficient teachers, classrooms, equipment and more importantly poverty among the population. The State is also reeling with the burden of hosting the highest number of returnees and refugees, A cultural practice that reduces girls and women to the status of property has also immensely affected education of girl child in the State. Low capacity to deal with shocks such as conflict, floods and influx of returnees has increased demand for provision of education in emergency. SSUDA planning to assist additional 4,700 stranded returnees' children and youth and other groups affected by emergency to continue with life-saving education.

Already SSUDA is running EIE in Renk, Meluth and Maban with CHF funding. Additionally, SSUDA is also partnering with UNICEF in a similar project to cover areas which are not prioritized by Cluster funding such as Malakal. In this additional request, SSUDA is preparing to complement ongoing activities with anticipation of more returnees to arrive in Renk while strengthening intervention in Maban and Meluth which is also a way station for Returnees. The project will ensure preposition of more learning and teaching materials, establishment of 6 new TLS using local materials complete with 12 units of gender segregated latrines and training of 60 teachers on psychosocial support skills. Currently, SSUDA is working closely with WASH cluster through UNICEF to ensure that TLS are provided with additional WASH supplies. Further, SSUDA is engaging WFP in an advocacy that is intended to extend school feeding programme to temporary learning schools.

South Sudan Development Agency is one of the national NGOs providing EIE services in Upper Nile State and specifically in Renk, Maban and Meluth Counties. SSUDA is also one of the long partners of UNICEF and currently implementing a number of education projects in Upper Nile and Warrap states. SSUDA has been implementing EIE project in the stated Counties for the past two years in which over 15,000 stranded and disaster affected children and youth both boys and girls have received life-saving education services in 2012 with CHF support fund. SSUDA is also Education Cluster focal point in Upper Nile State a position that the organization has used to promote quality education through partnership with the State Ministry of Education, UNICEF and other partners. SSUDA is also leading a campaign to stop armed forces from occupying learning spaces. SSUDA is planning to increase participation of County Education Officials in the management of EIE by increased training, strengthen County Education Cluster and lobby for the inclusion of EIE in the County Education Strategic plans. The use of tents will only be done in extreme cases of urgency where local materials cannot be mobilized in time to put up TLS.

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.

- a) SSUDA plans to conduct community mobilization to ensure their active participation and engagement in the project especially in the establishment of safe and protective temporary learning spaces. Provision of protective TLS (Establishment of new TLS using local materials and Rehabilitation of damaged classrooms by floods or storms/conflict related causes).
- b) SSUDA will acquire, preposition and distribute emergency teaching and learning materials to emergency affected areas in the 3 Counties of Meluth, Renk and Maban. The organization is going to work closely with County Education Directors to ensure

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.

- accountability and affective distribution and use of materials by target children and youth.
- c) SSUDA will conduct rapid training or orientation of additional 60 teachers, education actors and PTAs in emergency-related lifesaving messages and psychosocial support for the benefit of children and youth affected by emergencies,
- d) Conduct rapid assessment in the 3 Counties to ascertain the effect of emergency and plan for timely response to emergencies
- e) Monitor progress and document challenges, success for sharing with other stakeholders and partners.

ii) Project Objective

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

- a) To increase opportunity for quality life-saving education to 4,700 children and youth (Girls and Boys) affected by acute emergencies in 3 counties of Upper Nile through provision of 12 protective TLS (6 rehabilitated and 6 newly established); 30 school in a box, 20 recreational kits, 12 blackboards.
- b) To ensure disaster risk and emergency preparedness measures are mainstreamed into educational development policies and programmes

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. Conduct 3 rapid assessment in emergencies affected in the 3 counties.
2. Establish new 6 TLS (2 in each County) with 12 units of gender segregated latrines to emergency areas within two weeks of the emergency outbreaks and support;
3. Mobilize and facilitate the community to rehabilitate 10 damaged child protective TLS (including damaged latrines) by floods or storms;
4. Provide teaching, learning and playing materials including 30 school in a box and 20 recreation in 3 counties;
5. Facilitate psychosocial training for 60 teachers/PTA members (40% women) from emergency prone area. The training will cover health and hygiene promotion, child protection and child rights and alternative ways of discipline, disaster risk reduction, protection skills, culture, recreation, sport and arts. The trainees will be able to take steps to address distress and provide psychosocial support to children inside and outside class;
6. Conduct 20 session of community awareness and public education on the importance girl's education in emergency linking up with other on-going national campaign strategies such as PAGE, and National Girls Education Strategic Plan;
7. Support establishment of life-skill clubs in 15 affected schools on HIV/AIDS, reproductive health, sports, child protection and counseling for both girls and boys will be conducted;
8. Integrate and Strengthen the county Education Cluster to implement and sustain education in Emergency programme at County level
9. Conduct monthly monitoring and coordination meetings for Education and other clusters such as WASH, Child protection and relevant Ministries at State level in Upper Nile State;

iv). Cross Cutting Issues

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

Upper Nile is one of the States with the least number of teachers and also cases of girls' dropout due to earlier marriages and poverty. SSUDA through this project is mounting a campaign both through mass media and community outreach to ensure that girls are given equal right to education. The weekly radio and campaign also bring participants to discuss and talk about other issues that affect women and girls in the education sector. In the teachers/PTA training other cross sector issues such as HIV/AIDS, SGBV, and reproductive and environmental health area integrated. The same issues are discussed and talked about in the school meetings and public campaigns.

We also ensure that PTA members in the schools are gender inclusive by insisting of up 40% being women. At Cluster levels SSUDA has been seriously leading a lobbying campaign for hiring of female teachers to be recruited especially in emergency prone areas. Sports and other extra-curricular activities are also very inclusive as boys and girls are encouraged to play together.

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. 3 rapid assessment conducted in 3 counties affected by disasters and reports shared with stakeholders for timely response;
2. 6 protective temporary learning spaces (tents) with 12 units of gender segregated latrines established in the most affected schools in 3 counties;
3. 6 protective child friendly school damaged by storms rehabilitated with the help of community members;
4. 60 teachers/PTA members (40% female) from emergency acquire skills in psychosocial support skills and utilizing them to support children affected by emergencies;
5. 20,500 people (women, men, and children) in 3 counties reached with the messages of girl education and psychosocial and peace issues;
6. 6 monthly Education Cluster meetings organized and reports shared with national Cluster office;
7. 4,700 children and youth provided with teaching, learning (school in a box) and recreational kits;
8. 15 Functional life-skills clubs established in emergency affected schools;

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

SOI (X)	#	Output Indicators	Target (indicate numbers or percentages)
X	1.	Number of classrooms repaired	6
X	2.	Number of temporary learning spaces established using local	6

		materials and each with 2 units of latrines				
X	3.	Number of emergency affected children and youth attending temporary learning spaces/repairs classrooms	Girls: 1,500		Boys: 2,500	
X	4.	Number of emergency affected learning spaces each provided with 2 units of gender segregated WASH facilities	6			
X	5.	Number of Schools in a Box distributed to emergency affected children, youth and teachers	30			
X	6.	Number of Recreation Kits distributed to emergency affected children, youth and teachers	20			
X	7.	Number of children and teachers benefiting from Education in Emergencies supplies	Girls: 1,500	Women:	Boys:2,500	Men:
X	8.	Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support	Women: 21		Men:39	
X	9.	Number of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	Women:21		Men:39	
X	10.	Number of children and youth reporting feeling safe and protected in emergency affected learning environments	Girls:2,300		Boys: 2,400	
X	11.	Number of emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/women/men)	Girls: 4,000	Women: 6,500	Boys: 4,300	Men:5,700

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.

SSUDA Implementation strategies consider all Minimum Standard for Education in Emergency. These include a holistic approach that promotes good partnership coordination with other stakeholders including Ministry of education, community and other NGOs through Education cluster; capacity building of education officials and teachers; improved school environment that is friendly to all learners and advocacy that target improved education policies. Community Mobilization – SSUDA works with community to effectively implement EIE project. This includes working with local authority and County Directors of Education to strengthen PTAs and mobilize them to participate and contribute towards the implementation and sustainability of the project.

The following is the list of key staff involved in the implementation of the project: -

1. **Programme Director** – Responsible for overall implementation of the project i.e. planning, programme management, leadership and linkage with CHF and other partners, monitoring and evaluation. He provides 40% of the entire time in the project and is based in Juba with travels to Malakal and field.
2. **Programme manager** – provides technical support to the implementation team by ensuring effective monitoring, coordination and timely completion of activities/project. Based in Juba and frequent travel to the field with 50% working time dedicated to the project.
3. **Finance Manager** – provides oversight and support in management of finances and all transaction, monitoring of accounting procedures, schedule and support internal audits and financial reporting with 50% of the working time dedicated to the project.
4. **M & E Officer** – Receives and analyses the data and information coming from the field with regard to plan against activities. Conduct regular field visit and observe and document activities while advising the team about the progress and gaps. Fully dedicated to the project – 1000%
5. **Education and Psychosocial Support officers** – both the two are qualified person in both the field and will be directly in charge of the daily activities of the project in the field with the help of field coordinators.
6. **Other Programme Support** - driver, office assistant, etc

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.

Monitoring is conducted as an integral part of the project implementation and include taking into account the project inputs, activities and intended results. Monitoring is conducted through periodic field visits, reflections, discussions and interviews with the beneficiaries, local leaders and authority and SSUDA field staff by M&E, Programmes Manager and Programme Director. Regular meetings between SSUDA field and management Staff are held to discuss the progress of the project, identify gaps and review

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.

them with an aim to fix those gaps. SSUDA usually uses an internal standard checklist used as monitoring tool by the organization. At the end of the project an evaluation exercise is conducted and SSUDA will invite Cluster Coordinator to participate in the exercise to assess and determine whether the project achieved its objectives and goal.

SSUDA has adopted and uses reporting format developed and provided by National Education Cluster for Monthly and quarterly reporting. The monthly progress report submitted to Cluster is accompanied by financial report submitted to UNDP. The report on the progress of the project is also shared with SMOE and State level Clusters. SSUDA promotes the visibility of CHF through the project by ensuring that all the materials and equipment procured by CHF fund bears both SSUDA and CHF and prescribed statement "With Support from CHF".

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 – April 2013	149,999.00
Pledges for the CAP project	

SECTION III:

LOGICAL FRAMEWORK				
CHF ref./CAP Code: SSD-13/E/55602/R/15049		Project title: Scaling-Up ccess to Life-Saving Education in Acute emergencies for girls and Boys in Upper Nile State		Organisation: South Sudan Development Agency - SSUDA
Overall Objective	Cluster Priority Activities for this CHF Allocation: <ul style="list-style-type: none"> To increase access and retention of children in school by ensuring learning of children and youth (M/F) in emergency affected areas is not interrupted during acute emergency. 	Indicators of progress: 4,700 children and youth (Boys and Girls) accessing and retained the TLS	How indicators will be measured: <ul style="list-style-type: none"> 6-Joint assessment reports 6-Education Cluster Reports State Ministry of Education Report EMIS Monitoring and Evaluation from Education Cluster 	Good Cooperation between SSUDA and SMoE
Purpose	CHF Project Objective: <ul style="list-style-type: none"> Increase opportunity for quality life-saving education for 4,700 children and youth (M/F) affected by acute emergencies in the next 6 months in 3 Counties of Upper Nile State. 	Indicators of progress: <ul style="list-style-type: none"> 4,700 children and youth (Boys and Girls) in 3 emergency affected counties in Upper Nile State receiving life-saving education 	How indicators will be measured: <ul style="list-style-type: none"> 6-Joint assessment reports 6-Education Cluster Reports State Ministry of Education Report EMIS Monitoring and Evaluation from Education Cluster 	Assumptions & risks: <ul style="list-style-type: none"> Peaceful coexistence between returnees/IDPs and host Communities Availability of funds Stability in the country
Results	Results - Outcomes (intangible): <ul style="list-style-type: none"> Increased education opportunity for emergency affected children and youth (M/F); Increased access to WASH facilities in learning spaces leading to reduction of infection of water related disease; Increased access and use of emergency teaching and learning materials by teachers and children; Increased number of children and youth (M/F) reporting feeling safe in TLS. Reduction of number of schools occupied by armed forces or groups. 	Indicators of progress: <ul style="list-style-type: none"> 4,700 children and youth (MF) attending TLS and reporting feeling safe. 50 Pipeline supplies – recreational, teaching and learning materials distributed to youth and children and teachers 6 new TLS established and functional 6 TLS provided with gender segregated latrines and water source; 6 Destroyed classrooms rehabilitated with latrines. Decreased school occupancy of schools by armed military forces/groups 	How indicators will be measured: <ul style="list-style-type: none"> SSUDA reports Report from Ministry of Education at State Needs and Livelihood assessment UN Assessment reports 	Assumptions & risks: <ul style="list-style-type: none"> Peaceful coexistence between returnees/IDPs and host Communities Availability of funds Stability in the country

	<p>Immediate-Results - Outputs (tangible):</p> <ul style="list-style-type: none"> • 3 rapid assessments conducted and reports shared. • 6 classrooms repaired • 6 temporary learning spaces established with 2 units each of gender segregated WASH facilities • 4,700 emergency affected children and youth attending temporary learning spaces/repaired classrooms • 20-Schools in a Box distributed to emergency affected children, youth and teachers • 30- Recreation Kits distributed to emergency affected children, youth and teachers • 4,700 children and teachers benefiting from Education in Emergencies supplies • 60- teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support • 60- trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces • 4,700- children and youth reporting feeling safe and protected in emergency affected learning environments • 20,500-emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/women/men) 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> • No. Of rapid assessments conducted and reports shared. • No. of classrooms repaired • No. of temporary learning spaces established • 4,No. of emergency affected children and youth attending temporary learning spaces/repaired classrooms • No. of emergency affected learning spaces provided with 2 units each of gender segregated WASH facilities • No. of Schools in a Box distributed to emergency affected children, youth and teachers • No. of Recreation Kits distributed to emergency affected children, youth and teachers • No. of children and teachers benefiting from Education in Emergencies supplies • No. of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support • No of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces • No. of children and youth reporting feeling safe and protected in emergency affected learning environments • No. of emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/ women/men) 	<p>How indicators will be measured:</p> <ul style="list-style-type: none"> • SSUDA reports • Report from Ministry of Education at State • Needs and Livelihood assessment • Copies of Waybills, invoices, delivery notes, school registers, etc • Audited reports 	<p>Assumptions & risks:</p> <ul style="list-style-type: none"> • Peaceful coexistence between returnees/IDPs and host Communities • Availability of funds • Stability in the country?
	<p>Activities:</p> <ol style="list-style-type: none"> 1. Conduct rapid 3 assessment in emergencies affected in the 3 counties. 2. Establish 6 TLS (2 in each County) with 2 units gender segregated latrines to emergency areas within two weeks of the emergency outbreaks and support; 3. Mobilize and facilitate the community to 	<p>Inputs:</p> <ul style="list-style-type: none"> • Training materials • Personnel • Stationary • Funds • Construction material and labour • Community contribution 	<ul style="list-style-type: none"> • Report from Ministry of Education at State • Needs and Livelihood assessment • Copies of Waybills, invoices, delivery notes, school registers, etc • Audited reports 	<p>Assumptions, risks and pre-conditions:</p> <ul style="list-style-type: none"> • Peaceful coexistence between returnees/IDPs and host Communities • Availability of funds • Stability in the country

	<p>rehabilitate 6 damaged child protective TLS by floods or storms;</p> <ol style="list-style-type: none"> 4. Provide 50 kits of recreational, teaching, learning and playing materials including text books, school in a box and recreation kits to 15 schools most affected by conflict and floods in the 3 counties; 5. Facilitate psychosocial training for 60 teachers/PTA members (40% women) from emergency prone area. The training will cover health and hygiene promotion, child protection and child rights and alternative ways of discipline, disaster risk reduction, protection skills, culture, recreation, sport and arts. The trainees will be able to take steps to address distress and provide psychosocial support to children inside and outside class; 6. Coordinate community awareness on girl's education in emergency linking up with other on -going national campaign strategies such as PAGE, and National Girls Education Strategic Plan; 7. Support training and establishment of life - skill clubs in 15 affected schools on HIV/AIDS, reproductive health, sports, child protection and counseling for both girls and boys will be conducted; 8. Conduct monthly monitoring and coordination meetings for Education and other clusters such as WASH, Child protection and relevant Ministries at State level in Upper Nile State. 			
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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:	1st Oct 2013	Project end date:	31st March 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: Conduct rapid 6 assessments in emergencies affected in the 3 counties.				X			X		X						
Activity 2: Pre-position and establish 6 TLS (2 in each County) with gender segregated latrines to emergency areas within two weeks of the emergency outbreaks and support;					X	X									
Activity 3: Establish 6 locally built child friendly classrooms with gender segregated latrines in the affected schools.					X	X									
Activity 4: Mobilize and facilitate the community to rehabilitate 10 damaged child protective TLS by floods or storms;					X	X									
Activity 5: Provide teaching, learning and playing materials including text books, school in a box and recreation kits to 15 schools most affected by conflict and floods in the 3 counties;					X	X									
Activity 6: Facilitate psychosocial training for 60 teachers/PTA members (40% women) from emergency prone area.							X	X							
Activity 7: Coordinate weekly radio call in talk shows on girl's education in emergency linking up with other on -going national campaign strategies such as PAGE, and National Girls Education Strategic Plan;							X	X							
Activity 8: Support training and the establishment of life -skill clubs in 22 affected schools on HIV/AIDS, reproductive health, sports, child protection and counseling for both girls and boys will be conducted;							X	X							
Activity 9: Conduct monthly monitoring and coordination meetings for Education and other clusters such as WASH, Child protection and relevant Ministries at State level in Upper Nile State				X	X	X									
Activity 10: Collaborate with PTAs to conduct 9 peace meetings in the between Returnees/IDP and host community to promote peaceful coexistence between Returnees, IDPs and host community				X	X	X									

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