

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

NRC will implement the proposed activities in **Northern Bahr el Ghazal state (NBeG)** which is one of the states with the highest rates of displacement. With the official rates of return between February 2007 to March 2013 reported as 462,835 (IOM ERS Report, April 2013) whilst the target counties of **Aweil North (AN)** and **Aweil East (AE)** have the highest rates of return at 104,412 and 155,956 respectively, because they are border areas with Darfur and South Kordofan and as such, remain insecure.

Displacement has resulted in many children and young adults being unable to access or receive any real form of quality and consistent teaching. In AN and AE there are 83 and 170 primary schools respectively. Yet this figure belies the fact that in AN, the pupil-teacher ratio is 44.3-1 and in AE it is 49.7-1 and there remains an over reliance on open-air learning environments - AE 282 open air class rooms and AN 218 open air classrooms – (Education Statistics for NBeG, MoGEI 2011). Exacerbating this situation is the fact that nationally approximately 61% of teachers in primary schools are untrained with 46% possessing only primary school certificates - NBeG has among the highest percentage of teachers with only a primary school certificate and only 15% of the total teacher cadre is female (Education in the Republic of South Sudan. Status and Challenges for a new system, World Bank 2012). Additionally, re-integration of children from returning households who have been educated following different curricula, in Arabic, or are re-entering primary school above normal primary age is a daunting challenge and requires innovative ways of attracting and retaining older children or youth in the education system.

It is the direct experience of NRC that the capacity of the NBeG Ministry of General Education and Instruction (MoGEI) to adequately respond remains low: the lack of schools has resulted in limited/non-availability of protective learning environments, teachers continue to work on a voluntary basis due to limited resources and learners are attending classes without materials, and very little attention is paid to young persons who missed educational opportunities.

NBeG-based agencies continue to struggle to provide adequate services to meet the education needs of the displaced and returnee population – as an indicator, in AN and AE, NRC is currently only able to support 14 primary schools. As a direct response, NRC will focus its activities in AN in and within the area of Jaac (registered camp), Gok Machar, and Chelek whilst for AE, Makeranei, and Jarakol (also registered IDP camps).

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.

As one of the few agencies with a prime focus on education programming including being the co-lead for the NBeG Education Cluster, NRC has been working in NBeG since 2007 and continues to be operational in all counties including AN and AE. Should NRC's application for CHF 2nd round funding be successful, the proposed activities would allow NRC to expand its coverage to respond to the critical educational needs in the areas in AN and AE as identified above. The activities would complement current initiatives being implemented, for example, in 2013 NRC is constructing 8 TLSs in AE (Nyaruet ALP Centre - 4 classrooms) and AW (West), and will allow for the construction of additional TLSs, the provision of Temporary Learning Materials (TLMs), the provision of Basic Adult Literacy (BAL) and Accelerated Learning Programme (ALP), and the formation/strengthening of 17 Parent/Teacher Associations (PTAs) – 1 per TLS.

Regular rapid assessments are carried out in NBeG but based on the May 2013 Inter-Agency Assessment report on AN which included details provided by the NRC education cluster specialist, it was identified that there continues to be a lack of protective learning spaces and available learning materials as well as there being an emergency need for teachers. This situation is compounded by the fact that the camps and villages are in remote distances and poor roads and those schools which do exist are difficult to access due to very few and expensive transport possibilities. As such, the MOGEI and NRC struggle to meet the needs of learners.

By simultaneously providing protective and safe learning spaces and providing essential learning materials, and critically trained teaching personnel, NRC is well placed to respond to the identified needs and can continue its established presence in both areas.

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.

¹ To the extent possible reference needs assessment findings and include key data such as mortality and morbidity rates and nutritional status, and how the data differs among specific groups and/or geographic regions. Refer situation/data/indicators to national and/or global standards.

In line with the Cluster priority activities, NRC will implement the following activities:

- 1. Establish or repair (quick and light) safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities.**
 - 1a. Construction of Temporary Learning Spaces (TLSs):** In AN and AE, NRC will construct 17 2 classroom TLSs in the following areas: Aweil North – Gok Machar – 4; Jaac – 3; Chelek – 5 and in Aweil East – Jarakol – 5. In early 2013, NRC revised the design of its TLSs to make them more durable during the rainy season and can withstand high winds, and so this design will be applied to this project. NRC uses local materials which include bamboo mats, wooden poles, compacted marram floor bases, and iron sheets. These classrooms will be able to hold 50 learners each so in total $17 \times 2 \times 50 = 1700$ children will be supported. NRC will procure some construction materials such as the iron roofing sheets whilst established and trusted contractors will be selected to supply local materials and provide the specialized labour for the construction of the TLSs and latrines. Where practical, NRC also employs localised casual labour for carrying out basic construction tasks since this encourages stronger community commitment to the schools and the overall learning. Based on NRC's experience, the construction of a block of 2 classroom TLS takes approximately 2-3 weeks during the dry season.
 - 1b. Construction of gender segregated latrines:** NRC will construct 20 pit latrine stances for boys and girls (to be distributed through the selected locations in compliance with SPHERE standards), and 8 stances for male and female teachers. In each centre, hand-washing facilities will be provided in the form of covered drums with taps attached which are supplied by water via jerry cans.
 - 1c. Repairs/Rehabilitation of existing TLSs:** In AN and AE, NRC will repair 9 existing schools including repairs of latrines. Of the TLSs erected in Jaac supporting 649 children (385 boys and 264 girls), 4 are seriously dilapidated by harsh weather conditions especially after the intense dry season earlier in 2013. Further to this, in Riang Anei Camp, Gok Machar for 973 children (653 boys and 320 girls), the roofs of 5 have been blown off, and consequently the plastic sheeting has been severely damaged by the sun (figures are based on the May 2013 Inter-Agency assessment).
 - 1d. Water points:** Where NRC identifies that boreholes or other water resources require rehabilitation or drilling, NRC will continue to liaise with WASH partners including UNICEF via the inter-agency cluster in NBEG as is the established practice.
- 2. Pre-position and distribute emergency teaching and learning materials to emergency-affected schools and communities to ensure continuity of learning during/after emergencies.**
 - 2a. Learning materials - Teachers:** Each teacher will require 1 "school in box" for use in the class room so NRC will obtain 80 boxes. NRC will provide in-kind blackboards. In addition to this 3 recreational kits are required for each school (17+9), so 78 kits should be distributed.
 - 2b. Learning materials – Learners:** Both the children in the new schools and the children from the schools being repaired will receive ECD kit. The total number of kits distributed will be 78. Since the ECD kits are meant for children up to the age of 8 years it may be a number of kits that cannot be used in the schools. NRC will then distribute the remaining kits to nurseries and children in the camps. Due to the dire lack of other materials, each learner will receive scholastic materials. NRC already has some pre-positioned stationary this will be provided in-kind. NRC will continue to work with the MOGEI in the event that the required text books and copies of the new curricula (for the teachers) arrive in the state and ensure that all are distributed according to the need.
- 3. Conduct rapid training or orientation of education actors and PTAs in emergency-related life-saving messages and psychosocial support for the benefit of children and youth affected by emergencies**
 - 3a. Teacher Training:** NRC will train 80 voluntary teachers. This target figure is based on 17 new TLSs with 1700 children supported (ratio 1 teacher: 50 children) totaling $17 \times 2 \times 50 = 1700$ children (multi shift). The remainder will cover the 9 schools which will be repaired and will be new teachers to be trained or will be existing one who require refresher training.

The teacher training will be composed of the following subjects: Intensive English Classes (IEC); participative teaching methodologies; 'Life Skills' including lifesaving messages on gender, child protection, health and hygiene practices in schools; Code of Conduct for teachers, and psycho-social support for learners.

Due to the fact that the project covers emergency education, the schedule of training will be in line with the construction/repairs of the TLSs and start as these proceed. The teacher training for new teachers will last 2 months and for existing teachers, 1 month refresher at the same time. Regular monitoring by project staff will occur throughout the project duration.
 - 3b. Formation and training of PTAs:** For each TLS, a new PTA will be created, each comprising of 11 members. The PTAs will receive training on PTA roles and responsibilities, positive protective learning environments, and good practice hygiene.
 - 3c. Emergency training for youth:** In order to provide some form of emergency support to youth, NRC will train 80 selected youth (2 groups of 40 youth – one group per county) for participation in English literacy classes including training in Life skills.

The primary beneficiaries of this project will be teachers with adequate or little formal training, children and youth, and supporting families. However, to promote integration and peaceful co-existence, NRC will enroll both host community teachers and host community children as well with a target of 10%.

The anticipated project start date is October 2013 and the project end date is June, 2014 with the total duration being 9 months.

ii) Project Objective

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

Main Objective: *Improve children's overall rights to education and protection from recruitment into armed forces and from sexual exploitation, through improved access to quality basic education for IDP and returnee children and out of school youth in Southern Sudan with particular focus on implementation in high return areas*

Specific Objective 1: Establish new temporary safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities.

Specific Objective 2: Do minor repairs on existing learning spaces and make sure they are safe and protective with gender segregated WASH facilities and.

Specific Objective 3: Train emergency teachers and make sure that each one has a class to teach.

Specific Objective 4: Distribute teaching and learning material to trained teachers and their pupils.

Specific Objective 5: Establish youth training in English.

Specific Objective 6: Make sure that lifesaving messages are a part of the education and also are well known in the communities around the schools.

Specific Objective 7: Make sure that teachers and communities know the meaning of psycho-social support and child friendly spaces.

Specific Objective 8: Train the teachers in Code of Conduct.

Specific Objective 9: Make sure that teachers communities understand the importance of girls' education.

Specific Objective 10: Form and train PTAs to ensure that the community contributes to the TLSs function and that learning takes place.

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).

Activity	Location	Beneficiaries Female	Beneficiaries Male
Establishment of 34 temporary safe learning spaces (TLSs) (Class rooms)	Aweil North: Gok Machar – 8; Jaac – 6; Chelek – 10 Aweil East – Jarakol – 10 (Multi shift teaching) Ratio 50: 1	850 Female pupils	850 Male pupils
Establishment of 20 pit latrines for learners Establishment 8 pit latrines for teachers Establishment of 4 hand-washing facilities	Aweil North: Gok Machar; Jaac, Chelek Aweil East – Jarakol (4 locations)	10 latrines for girls 50% 4 for female teachers	10 latrines for boys 50% 4 for male teachers
Repairs of 9 learning centres	Aweil North - Jaac (4) Aweil East: Riang Anei camp, Gok Machar (5) Assessment to be done at project start to determine final repairs	264 Female pupils 320 female pupils Total: 584 These are existing pupils	385 Male pupils 653 male pupils Total: 1038 These are existing pupils
Training of 80 volunteer teachers	AN (40) AE (40) Final selection/assessment will determine exact numbers per county	40 Female teachers	40 Male teachers
Distribution of notebooks and pens for teachers	AN (40) AE (40)	40 Female teachers	40 Male teachers
Distribution of 80 "school in a box" to 80 teachers	AN (40) AE (40)	40 Female teachers 1434 girls (This is because of the already existing pupils)	40 Male teachers 1888 boys

Distribution of 78 ECD kits to learners	Final number in each area to be determined	3222 children	
Distribution of 78 recreational kits	Aweil North: Gok Machar – 4; Jaac – 3; Chelek – 5 Aweil East – Jarakol – 5	1434 girls	1888 boys
Distribution of notebooks and pens to 80 youth	AN – 40 AE - 40	40 Female	40 Male
Establishment of youth training for 80 youth.	AN – 40 AE - 40	40 Female	40 Male
Establishment and training of 17 PTAs	Aweil North: Gok Machar – 4; Jaac – 3; Chelek – 5 Aweil East – Jarakol – 5	94 female	93 male
8 Radio talk shows held about life saving messages and gender	Aweil North 4 Aweil East 4		
2 3-days refreshment trainings trainings held for the teachers.	Aweil North 1 Aweil East 1		

iv). Cross Cutting Issues

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

Many cross-cutting issues exist in the target areas and as such, within the scope of the project, NRC will focus on the most critical through more in-depth 'life-saving messaging' and advocacy initiatives. It is better to focus on fewer key issues more intensely rather than try to cover too many which negates efforts and has little impact.

Gender: It is well known that gender inequality is one of the most critical issues which require addressing. NRC will lobby the MOGEI to employ more female teachers in NBEG, and ensure that PTAs are comprised of 50% women and 50% men. Community based discussion groups will take place in the camps focusing specifically on the need for girl children and learners to attend school. PTAs will closely monitor enrolment and retention rates, and report families of drop-outs to the relevant payam chiefs, and the MOGEI for follow up action.

NRC NBEG is moving away from automatically supporting events such as the National Girls' Day and The Day of the African Child in the traditional humanitarian agency way of providing banners, t-shirts, and refreshments as these are not effective advocacy tools. Within this project, NRC will focus its energies on creating awareness about the importance of equal educational opportunities to boys and girls through relevant and well-scripted dramas, and radio talk-shows which will include the voices of children rather than solely government officials and agency personnel.

Health and Hygiene: Emphasis will be put on creating child friendly learning spaces and environments by ensuring there are wash facilities, rubbish pits and latrine maintenance is strictly adhered to through life-saving messages and training of the teachers and the PTA members. This will lead to better hygiene practices and improved sickness prevention. Emphasis will also be placed on the learning and application of the Code of Conduct for PTAs and that of the teachers.

Protective teaching practices: As a mandatory approach, NRC shall orient and train staff on the Code of Conduct (COC) for teachers to create awareness about their role and responsibilities specifically regarding the protection of children.

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.

NRC anticipates that the implementation of the proposed activities in AN and AE will result in an immediate and effective improvement of the education for children and youth in the chosen areas. Whilst NRC acknowledges that the activities are not a permanent solution to the critical needs, they will provide a level of stability and structure in learning without which, children and other learners would not be able access alternative forms of education.

As an indirect benefit, the participation of the parents and the rest of the community in supporting learning will increase and the awareness of the importance of education for both boys and girls will be reinforced. A common understanding about safe and child friendly spaces and child-centric teaching methodologies will further increase the standard of emergency education complemented with additional knowledge about wider life-saving issues.

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 constructed with local materials – iron sheets, bamboo mats, wooden poles, compacted marram floors based on NRC design	34 class rooms

X	2.	Number of classrooms repaired	9			
X	3.	Number of emergency affected children and youth attending temporary learning spaces/repairs classrooms	New TLSs Girls: 850 Existing TLSs Girls: 584 Total girls: 1434		New TLSs Boys: 850 Existing TLSs Boys: 1038 Total Boys: 1888	
X	4.	Number of emergency affected learning spaces provided with gender segregated WASH facilities* Any additional water points will be constructed via the NBEG WASH Cluster as per normal good practice	43			
X	5.	Number of Schools in a Box distributed to emergency affected children, youth and teachers	80			
X	6.	Number of Recreation Kits distributed to emergency affected children, youth and teachers	78			
X	7.	Number of children and teachers benefiting from Education in Emergencies supplies	Girls:1434	Women:40	Boys:1888	Men:40
X	8.	Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support	Women: 134		Men:133	
X	9.	Number of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	Women:40		Men:40	
X	10.	Number of children and youth reporting feeling safe and protected in emergency affected learning environments	Girls: (1434+40)*95%= 1400		Boys: (1888+40)*95%= 1832	
X	11.	Number of emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/women/men)	Girls:1474	Women: 134 (These are the directly trained. Indirect much more through radio talk shows and other community activities)	Boys:1928	Men:133 (These are the directly trained. Indirect much more through radio talk shows and other community activities)
		Number of ECD kits distributed to emergency affected children	78			
		Number of Black Boards distributed to emergency affected children, youth and teachers	160			
		Number of emergency affected youth attending English training		Women: 40		Men: 40

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.

NRC is going to implement 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.

Work plan and monitoring activities

October 2013:

Updated assessment of site locations for the emergency schools (TLSs and latrines) is carried out by NRC and the NBEG WASH cluster where appropriate. The project team and M&E staff reports the results to the management team that decides together with MoGEI, payam authorities and communities.

Procurement process of TLS and latrine construction materials takes place. (Procurement and logistics documents).

November 2013:

Construction by contractors supported by local casual labor starts (project reports, Shelter and WASH site visits and reports, M&E

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.

reports).

Start of the two month teacher training with signed attendance every day during the training. Distribution of “school in box” to all teachers in training, so it can be used during the training. The training is followed up by Management, M&E and MoGEI. Compiled reports are made in the end of the month and discussed in the education team and submitted to MoGEI.

At the end of the month a test of the teachers is done. It is one written part and one practical “test lesson” for every teacher. TT staff, M&E staff and management are participating in the evaluation that is documented.

December 2013:

The one month refresher training starts and also here are “school in box” distributed. Both trainings are finalized in the end of the month with the same kind of test as above. Distribution of certificates to teachers.

Construction goes on.

January – February 2014:

Teachers are allocated to different schools by MoGEI. During this time the teachers are participating in 2 English lessons per week.

PTAs are created.

PTAs are trained on maintenance of the latrines (led by WASH and project staff and submission of attendance lists, and M&E site visitation reports).

The children and youth are divided in groups that have a rotating responsibility for that the latrines and water points are treated in a proper way.

Final physical check by Shelter, WASH, and M&E staff and Management that all learning spaces are complete with Gender separated WASH facilities. Report to MoGEI.

Constructions and repairs are finalized.

The first radio talk show about life saving messages and gender is held in January in both AN and AE.

March 2014: School starts. Attendance control in all classes. This control is daily during the school year with a check of attendance rate once a month at visits to the teachers in the class room. Every class room visit is followed up by a pedagogic and methodic discussion with the teacher where actions points are formulated to improve the teaching. Report to M&E and Management that also makes “spot-check- inspection” visits during the year.

The teachers participate in 2 English lessons per week.

Distribution of ECD kits and to the pupils. The teacher and a representative for the PTAs will sign for the distribution.

Distribution of recreational kits and black boards to the schools and teachers and representative for PTAs will sign for that too.

Youth classes are starting. Attendance lists are signed by the youth. The youth group has a small test each month in English. Both Written and oral.

The second radio talk show about life saving messages and gender is also held.

April 2014 – May 2014: Same as in March according presence of both pupils and teachers. The visits to the teachers go on continuously and the English lessons are also going on.

The third radio talk show is held on gender and lifesaving messages.

June 2014: In the school interval the refresher training is held for the teachers. The training is based on lessons learned from the visits in the classrooms during the first 3 months. Attendance list as always.

Lessons start again in June both for Children and youth in the same way as earlier. The fourth radio talk show is held on gender and lifesaving messages.

Awareness raising campaigns are held throughout the 9 month period.

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)
NORAD, DFID	\$4,558,759.00
Pledges for the CAP project	
We are already fully funded for the CAP project and only apply for funding for the above described CHF extension of the project.	

SECTION III:

LOGICAL FRAMEWORK			
CHF ref./CAP Code: SSD-13/E/55626		Project title: Alternative Education for children, youth, adults and teachers in high return and displacement affected communities in Warrap, NBeG and CES.	Organisation: Norwegian Refugee Council
Overall Objective	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> <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 	Indicators of progress: <i>What are the key indicators related to the achievement of the CAP project objective?</i> <ol style="list-style-type: none"> 1. Number of temporary learning spaces constructed with local materials – iron sheets, bamboo mats, wooden poles, compacted marram floors based on NRC design 2. Number of classrooms repaired 3. Number of emergency affected children and youth attending temporary learning spaces/repaired classrooms 4. Number of emergency affected learning spaces provided with gender segregated WASH facilities* 5. Number of Schools in a Box distributed to emergency affected children, youth and teachers 6. Number of Recreation Kits distributed to emergency affected children, youth and teachers 7. Number of children and teachers benefiting from Education in Emergencies supplies 8. Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support 9. Number of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces 10. Number of children and youth reporting feeling safe and protected in emergency affected learning environments 11. Number of emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/women/men) 12. Number of ECD kits distributed to emergency affected children 13. Number of Black Boards distributed to emergency affected children, youth and teachers 14. Number of emergency affected youth attending English training 	How indicators will be measured: <i>What are the sources of information on these indicators?</i> <ol style="list-style-type: none"> 1. Construction completion reports 2. M&E visits 3. Attendance lists 4. Progress reports based on tests 5. Reports from class rooms visits made by Teacher Trainers 6. Lessons observations reports 7. Goods received notes signed by teachers and PTA members

LOGICAL FRAMEWORK				
CHF ref./CAP Code: SSD-13/E/55626		Project title: Alternative Education for children, youth, adults and teachers in high return and displacement affected communities in Warrap, NBeG and CES.	Organisation: Norwegian Refugee Council	
Purpose	<p>CHF Project Objective: <i>What are the specific objectives to be achieved by the end of this CHF funded project?</i></p> <ol style="list-style-type: none"> 1. Establish new temporary safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities 2. Do minor repairs on existing learning spaces and make sure they are safe and protective with gender segregated WASH facilities and. 3. Train emergency teachers and make sure that each one has a class to teach. 4. Distribute teaching and learning material to trained teachers and their pupils. 5. Establish youth training in English 6. Make sure that lifesaving messages are a part of the education and also are well known in the communities around the schools. 7. Make sure that teachers and communities know the meaning of psycho-social support and child friendly spaces. 8. Train the teachers in Code of Conduct 9. Make sure that teachers and communities understand the importance of girls' education. 10. Form and train PTAs to ensure that the community contributes to the TLSs function and that learning takes place. 	<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> <ol style="list-style-type: none"> 1. Number of new temporary safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities 2. Number of existing learning spaces repaired that are safe and protective with gender segregated WASH facilities 3. Number of emergency teachers trained that each one has a class to teach. 4. Number of School in Box and ECD kits distributed. 5. Number of youth enrolled in English training. 6. Number of awareness sessions conducted. 7. Number of awareness sessions conducted, 8. Number of teachers trained in CoC. 9. Number of awareness sessions conducted. 10. Number of PTAs formed and active. 	<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> <ol style="list-style-type: none"> 1. Construction completion reports 2. M&E visits 3. Attendance lists 4. Progress reports based on tests 5. Reports from class rooms visits made by Teacher Trainers 6. Lessons observations reports 7. Goods received notes signed by teachers and PTA members 8. Awareness reports 	<p>Assumptions & risks: <i>What factors not under the control of the project are necessary to achieve these objectives? What factors may get in the way of achieving these objectives?</i></p> <ol style="list-style-type: none"> 1. Participation of MoGEI 2. Active participation from communities 3. Natural disasters like flooding
	Results	<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> <ol style="list-style-type: none"> 1. Increased accessibility to safe and protective learning spaces for children. 2. Teachers with improved teaching skills 3. Increased awareness among teachers, MoGEI and communities. 4. Youth have improved English language skills 	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged outcomes?</i></p> <ol style="list-style-type: none"> 1. 34 new and 9 repaired class rooms with gender separated wash facilities 2. 80% of the teachers trained in child centered methodology improve their teaching skills. 3. Active participation of the MoGEI, teachers and communities in all activities relating to education and the children. 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ol style="list-style-type: none"> 1.1 Construction completion reports 2.1 M&E visits 2.2 Attendance lists 2.4 Progress reports based on tests 2.5 Reports from class

LOGICAL FRAMEWORK			
CHF ref./CAP Code: SSD-13/E/55626		Project title: Alternative Education for children, youth, adults and teachers in high return and displacement affected communities in Warrap, NBeG and CES.	Organisation: Norwegian Refugee Council
		4. 80% of the youth enrolled in English training course improve their English language skills.	rooms visits made by Teacher Trainers 2.6 Lessons observations reports 3.1 Awareness reports 4.1 M&E visits 4.2 Attendance lists 4.3 Progress reports based on tests 4.4 Reports from class rooms visits made by Teacher Trainers
			2.Active participation from communities 3.Natural disasters like flooding
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>		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>	How indicators will be measured: <i>What are the sources of information on these indicators?</i>
<ol style="list-style-type: none"> 1.New temporary safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities are constructed. 2. Existing learning spaces are repaired to be safe and protective with gender segregated WASH facilities 3. Emergency teachers are trained and are teaching. 4. School in Box and ECD kits distributed. 5. Black boards distributed 6.. Youth is enrolled in English training to improve their further livelihoods possibilities.. 7.. Awareness sessions conducted throughout the .project to ensure: lifesaving messages are known and understood, that importance of girl child education is understood by everybody, psychosocial support is given to affected children. 8..Teachers are trained in CoC. 9..PTAs are formed and participate actively in school activities. 	<ol style="list-style-type: none"> 1.Number of temporary safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities constructed. 2. Number of existing learning spaces repaired that are safe and protective with gender segregated WASH facilities 3. Number of emergency teachers trained and are teaching. 4. Number of School in Box and ECD kits distributed 5. Number of black boards distributed 6. Number of youth enrolled in English training to improve their further livelihoods possibilities 7. Number of awareness sessions conducted 8. Number of teachers trained in CoC. 9. Number of PTAs formed that are participating actively in school activities. . 	<ol style="list-style-type: none"> 1. Construction completion reports 2. M&E visits 3. Attendance lists 4. Progress reports based on tests 5. Reports from class rooms visits made by Teacher Trainers 6. Lessons observations reports 7. Goods received notes signed by teachers and PTA members 8. Awareness reports 	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> <ol style="list-style-type: none"> 1.Participation of MoGEI 2.Active participation from communities 3.Natural disasters like flooding

LOGICAL FRAMEWORK			
CHF ref./CAP Code: SSD-13/E/55626		Project title: Alternative Education for children, youth, adults and teachers in high return and displacement affected communities in Warrap, NBeG and CES.	Organisation: Norwegian Refugee Council
<p>Activities: List in a chronological order the key activities to be carried out. Ensure that the key activities will results in the project outputs.</p> <ol style="list-style-type: none"> 1. Construction and repairs of learning spaces that are safe and protective with gender segregated WASH facilities. 2. Training of emergency teachers and make sure that each one has a class to teach. 3. Distribution of teaching and learning material to trained teachers and their pupils. 4. Establishment of youth training in English 5. Include lifesaving messages as a part of the education and conduct awareness campaigns in the communities around the schools. 6. Conduct awareness campaigns to teachers and communities about psycho-social support and child friendly spaces. 7. Conduct training of teachers in Code of Conduct 8. Conduct awareness campaigns to teachers and communities about the importance of girls' education. 9.. Formation and training of PTAs to ensure that the community contributes to the TLSs function and that learning takes place. 	<p>Inputs: What inputs are required to implement these activities, e.g. staff time, equipment, travel, publications costs etc.?</p> <p>See attached budget</p>		<p>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?</p> <ol style="list-style-type: none"> 1. Participation of MoGEI 2. Active participation from communities 3. Natural disasters like flooding

PROJECT WORK PLAN

This section must include a workplan with clear indication of the specific timeline for each main activity and sub-activity (if applicable).
The workplan must be outlined with reference to the quarters of the calendar year.

Project start date:	1 Oct 2013	Project end date:	30 June 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 Construction and repairs of learning spaces that are safe and protective with gender segregated WASH facilities				X	X	X	X	X							
Activity 2 Training of emergency teachers and make sure that each one has a class to teach.					X	X	X	X	X	X	X	X			
Activity 3 Distribution of teaching and learning material to trained teachers and their pupils					X	X		X							
Activity 4 Establishment of youth training in English									X	X	X	X			
Activity 5. Include lifesaving messages as a part of the education and conduct awareness campaigns in the communities around the schools.							X	X	X	X	X	X			
Activity 6 Conduct awareness campaigns to teachers and communities about psycho-social support and child friendly spaces							X	X	X	X	X	X			
Activity 7 Conduct training of teachers in Code of Conduct					X	X									
Activity 8 Conduct awareness campaigns to teachers and communities about the importance of girls' education.							X	X	X	X	X	X			
Activity 9 Formation and training of PTAs to ensure that the community contributes to the TLSs function and that learning takes place							X	X							
Activity 10 Monitoring and Evaluation					X	X	X	X	X	X	X	X			

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