

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.																			
Requesting Organization Mani Tese <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Project CAP Code</td> <td style="width: 50%;">CAP Gender Code</td> </tr> <tr> <td>SSD-13/E/59013/R/7026</td> <td>2a</td> </tr> </table> CAP Project Title <i>(please write exact name as in the CAP)</i> Affording emergency in education in Pariang County, Unity State, toward a better quantity and quality of education opportunities for vulnerable host communities and returnees	Project CAP Code	CAP Gender Code	SSD-13/E/59013/R/7026	2a	Project Location(s) - list State and County (payams when possible) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">State</th> <th style="width: 33%;">%</th> <th style="width: 33%;">County/ies (include payam when possible)</th> </tr> </thead> <tbody> <tr> <td>Unity</td> <td>100</td> <td>Pariang</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	State	%	County/ies (include payam when possible)	Unity	100	Pariang								
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Implementing Partner/s (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)	CHF Project Duration (12 months max., earliest starting date will be Allocation approval date) Indicate number of months: 9 (1 Oct 13 – 30 June 2014)																		
Contact details Organization's Country Office <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Organization's Address</td> <td>Juba, Yei Road, Behind Imatongas oil Station</td> </tr> <tr> <td>Project Focal Person</td> <td>Alfadil Alnor, alfadilnoor@yahoo.com, 09 56221772</td> </tr> <tr> <td>Country Director</td> <td>Bruna Sironi, bruna@manitese.it, brunasironi@gmail.com, 09 56468481</td> </tr> <tr> <td>Finance Officer</td> <td>Yared Habte yaredhabtee@yahoo.com, 09 55774690</td> </tr> </table>	Organization's Address	Juba, Yei Road, Behind Imatongas oil Station	Project Focal Person	Alfadil Alnor, alfadilnoor@yahoo.com , 09 56221772	Country Director	Bruna Sironi, bruna@manitese.it , brunasironi@gmail.com , 09 56468481	Finance Officer	Yared Habte yaredhabtee@yahoo.com , 09 55774690	Contact details Organization's HQ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Organization's Address</td> <td>Ple Gambarà 7/9 – Milano - Italy</td> </tr> <tr> <td>Desk officer</td> <td>Giovanni Sartor, sartor@manitese.it, +39024075165</td> </tr> <tr> <td>Finance Officer</td> <td>Marino Langiu, langiu@manitese.it, +39024075165</td> </tr> </table>	Organization's Address	Ple Gambarà 7/9 – Milano - Italy	Desk officer	Giovanni Sartor, sartor@manitese.it , +39024075165	Finance Officer	Marino Langiu, langiu@manitese.it , +39024075165				
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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

Pariang is a huge County heavily affected by the civil war. Since the Eighties all the infrastructures were destroyed and the population scattered. After the signing of the CPA the population started coming back; 6.300 returnees from the Sudan are expected in Unity this year too.

In Pariang their reintegration has been made very difficult for the dramatic lack of basic services and job opportunities; the process became even more difficult after June 2011, when a new civil war erupted in South Kordofan and a big number of refugees settled in Yida payam; by December 2013, 78.308 presences are foreseen (all data: [CAP MYR 2013 best scenario and planning figures document](#)).

The stability conditions in Pariang deteriorated dramatically; consequently did the socio-economic situation. Meanwhile the attention of the international community was concentrated on the refugees issues, with the underestimation of the host community situation and in particular of the environment degradation and deforestation due to the enormous increment of the human needs on a fragile ecosystem, posing problems to the peaceful living together of the refugees and the host community.

Moreover, it should be taken in consideration that Pariang is inhabited by the Dinka Panaru ethnic group, thus is an enclave in Unity State, where the population is Nuer. In the last weeks a conflict (fuelled by internal boundaries disagreements and cattle raiding) erupted among the two groups with villages burned down, 6 persons killed and around 2000 IDPs (witnesses on the ground; Sudan Tribune 24 July).

With the political crisis at national level, in which the ethnic dimension is not a minor detail, it could be expected that the situation in Pariang will become more instable than in the past year, contributing to the worsening of the communities living conditions and safety.

B. Grant Request Justification

Briefly describe (in no more than 300 words) the reasons for requesting CHF funding at this time. Explain how CHF funding will help address critical humanitarian gaps in your cluster. Explain the value added by your organization (e.g. geographical presence). Indicate if any other steps have been taken to secure alternative funding.

The right to education has deeply worsened in the last years. According to the needs assessment conducted by Mani Tese in May 2013, confirmed in July, and the data from the Education County Director, in 2006 29.000 students were enrolled in 34 schools; now the schools are 21 and the students 8.504 (3.516 girls and 4.988 boys), slightly more than the 20% of the 40.000 children in the primary school age. Dropout rate is around the 70%.

All the 21 schools lack safe teaching spaces as some classes are under the trees; 3 schools don't have any permanent or semi-permanent class; only 5 schools have latrines and hand wash point. Lack of latrines, and specially of gender segregated latrines, affects in particular the girls' education.

In the urban area of Pariang, where most of the returnees have been settled, the pupils can reach the number of 120 per class.

In this situation the teachers have very minimum teaching skills, but the PTAs, in particular the ones made by returnees, are very active in recruiting voluntary teachers and in advocating for having teaching facilities for their children.

With this CHF funds, the right to education will be supported addressing urgent and basic needs and cluster priorities: availability of safe teaching spaces with segregated sanitation facilities for girls and boys; training and capacity building for teachers in emergency lifesaving and psychological support. Schools communities (students and PTAs) will be involved in disseminating information on sensitive issues as: HIV/AIDS, CP and GBV prevention, environment management and protection as a mean for preventing potential conflicts.

Mani Tese is working in Pariang with livelihood activities in 4 payams and has built a strong relationship with local administrators and communities. Moreover it has a good experience in EIE also in other African countries.

C. Project Description (For CHF Component only)

i) Contribution to Cluster Priorities

Briefly describe how CHF funding will be used to contribute to the achievement of the cluster priority activities identified for this allocation.

The main activity of this proposal is the establishment of safe and protected learning spaces with gender segregated sanitation facilities for girls and boys of recently re-established communities of returnees in an instable area, highly affected by the civil war in the past, and now by the big influx of refugees from the bordering South Kordofan.

Training will be organized for teachers, PTAs and local authorities, with the aim of disseminating emergency lifesaving messages and psychological support capacities (CP and GBV among the others), addressing in the meantime, with local campaigns, special needs of the area (environmental protection and natural resources management; building trust among different communities) and cross cutting issues (gender, CP, GBV and HIV/AIDS).

The planned activities will support in particular the girls' right to education through specific activities involving the local communities and building gender segregated latrines; an effort will be done for guaranteeing the presence of female teachers and voluntaries.

In the targeted schools EIE supplies will be distributed.

Thus the proposal will contribute in the achievement of the priorities 1, 2 and 3 identified by the cluster for this allocation.

ii) Project Objective

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

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.

The intervention aims at responding to the emergency situation in the education sector in Pariang County, Unity State, and supporting the social reintegration of the returnees and the recently settled host communities. In particular aims at:

- increasing the quantity of safe and protective learning spaces, with gender segregated WAHS facilities, building:
 - 16 semi-permanent classrooms, environmental friendly in 7 schools
 - 16 latrines in 8 schools
 - 10 hands washing points
- distributing of EiE supplies in the 8 schools
- improving the PTAs and teachers' skills in emergency lifesaving and psychosocial support targeting at least 80 teachers, voluntary staff, PTA members and local authorities;
- involving the schools and local communities in awareness raising campaigns and information activities on cross cutting issues (HIV/AIDS, CP, GBV, environment protection and natural resources management, as means for avoiding conflicts).

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).

The following activities will be carried out:

- building of 16 safe learning spaces, environmental friendly, targeting at least 7 schools, both in the urban and the rural areas (schools to be targeted will be selected with the County Education Director and the Education Cluster in Unity State)
- building of 16 gender segregated pit latrines blocks in 8 schools
- providing of 10 hand washing points in the 10 schools
- quick training and capacity building for teachers and voluntary staff, on: emergency lifesaving messages and psychological support encompassing arts and creative activities as tools for recognizing the trauma and discharging the stress, also taking in consideration the special needs of the girls, (80 teachers and voluntary staff in 2 groups for 3 days).
- awareness raising campaigns involving at least 10 schools and local communities, with the active involvement of, at least 120 among teachers, PTAs' members, local authorities and community leaders, on:
 - HIV / Aids, CP, GBV;
 - environmental protection and natural resources management as prerequisites for reconciliation among communities and peace building.

The training will be organized in two different places (Pariang town and a Payam in a different part of the county for minimizing the travel costs); trainers will be selected from the area (Bentiu) as much as possible; some training sections will be facilitated by the program coordinator.

The awareness raising campaigns will involve in particular the school communities; students, teachers and PTAs' members will disseminate the messages in at least 10 local communities.

iv). Cross Cutting Issues

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

The project will contribute in changing perception on gender balance related issues, with an increment not only of the girls enrolled, but of the female volunteers', presence in the schools.

It will make it possible with the involvement of women and girls in training sections and awareness raising campaigns, addressing gender related issues and the special need for protection of girls and women in emergency situation, for avoiding GBV.

The project will support the girls' enrollment with the implementation of the project activities, in particular building of gender segregated latrines and facilitating the presence of female voluntaries, thus removing a cause of cultural concern at family and community level.

The project will have a minimum environmental impact; it is designed for avoiding as much as possible the usual forest resources exploitation as building material; the learning spaces will be built avoiding as much as possible the use of wood.

The environment degradation and the deforestation are causes of tension among different communities in Pariang County, and in particular between the Nuba refugees of the Yida camp and the host community; the proposal will include environmental protection and natural resources management among the awareness raising campaigns as a tool for avoiding potential conflicts.

Information and orientation on HIV / Aids is included in the awareness raising activities, as well as CP and GBV.

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.

At the end of the project we expect that:

- the number of safe and protected learning spaces have increased
- the education environment and indicators have improved
- communities, community leaders and local authorities have increased their knowledge on how to address education in emergency and several other related issues
- have contributed on changing perception on gender balance related issues, with an increment not only of the girls enrolled, but also with the presence of women in the school environment
- the activities of the project have given temporary job opportunities to some community members, becoming a way for improving the livelihood in some households.

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)
	1.	Number of classrooms repaired	

X	2.	Number of temporary learning spaces established	16			
X	3.	Number of emergency affected children and youth attending temporary learning spaces/repared classrooms	Girls: 550		Boys: 1050	
X	4.	Number of emergency affected learning spaces provided with gender segregated WASH facilities	16			
X	5.	Number of Schools in a Box distributed to emergency affected children, youth and teachers	16			
X	6.	Number of Recreation Kits distributed to emergency affected children, youth and teachers	8			
X	7.	Number of children and teachers benefiting from Education in Emergencies supplies	Girls: 550	Women: 5	Boys: 1050	Men: 15
X	8.	Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support	Women: 30		Men: 50	
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: 3		Men: 13	
X	10.	Number of children and youth reporting feeling safe and protected in emergency affected learning environments	Girls: 550		Boys: 1050	
X	11.	Number of emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/women/men)	Girls: 1600	Women: 1000	Boys: 2200	Men: 1000

vi) Implementation Mechanism

Describe planned mechanisms for implementation of the project. Explain if it is implemented through implementing partners such as NGOs, government actors, or other outside contractors.

The project will be implemented in direct implementation, involving the communities and offering job opportunities to communities members as much as possible; only qualified workers will be hired from outside (Bentiu). The communities and the local authorities will be involved as much as possible in the decision making process and in selecting persons for job opportunities according to agreed criteria; voluntary works and training participation will be encouraged, with the aim of paving the way for future rehabilitation, reconstruction and development interventions.

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 technics 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 work plan (Section III)².

The progress in the implementation of the activities will be monitored by the program coordinator and the project coordinator; in particular:

1. The project coordinator will prepare monthly implementation plan that will be revised at the end of the period; in the monthly report not only quantitative data, but also qualitative information will be reported; at the end of the project an evaluation simple tool will be developed and submitted to selected beneficiaries; attendance sheet for the training will be filled; at the end of each training section the trainees will be asked to evaluate the activity.
2. Different monitor tools will be used: direct observation, monthly reports, templates to be filled by the beneficiaries, interviews
3. The reports will be used for the final narrative report of the project; data will be used for developing tables and comparative information against the project outputs indicators
4. In the monthly reports a paragraph will be written on the progress on cross cutting issues; it will report training evaluations, campaign activities, short interview, staff observation

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)
Pledges for the CAP project	

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

SECTION III:

LOGICAL FRAMEWORK				
CHF ref./CAP Code: SSD-13/E/59013/R		Project title: Affording emergency in education in Pariang County, Unity State, toward a better quantity and quality of education opportunities for vulnerable host communities and returnees		Organisation: Mani Tese
Overall Objective	<p>Cluster Priority Activities for this CHF Allocation: What are the Cluster Priority activities for this CHF funding round this project is contributing to:</p> <ul style="list-style-type: none"> Establish or repair (quick and light) safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities Conduct rapid training or orientation of education actors and PTAs in emergency-related lifesaving messages and psychosocial support for the benefit of children and youth affected by emergencies 	<p>Indicators of progress: What are the key indicators related to the achievement of the CAP project objective?</p> <ul style="list-style-type: none"> Number of protecting learning spaces with gender segregated WASH facilities established Training and orientation session, in emergency-related lifesaving messages and psychosocial support, for education actors organized 	<p>How indicators will be measured: What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> Periodic reports Photos Related financial documents List of participants at the training and orientation sessions 	
Purpose	<p>CHF Project Objective: What are the specific objectives to be achieved by the end of this CHF funded project?</p> <p>1 - Increasing the quantity of safe and protective Increasing TLS, with gender segregated WAHS facilities, building:</p> <ul style="list-style-type: none"> 16 semi-permanent classrooms, environmental friendly in 7 schools 16 latrines in 8 schools 10 hands washing points distributing of EiE supplies in the 8 schools <p>2 - Improving the PTAs and teachers' skills in emergency lifesaving and psychosocial support targeting at least 80 teachers, voluntary staff, PTA members and local authorities</p> <p>3 -Involving schools and local communities in awareness raising campaigns and information activities on cross cutting issues (HIV/AIDS, CP, GBV, environment protection and natural resources management, as means for avoiding conflicts).</p>	<p>Indicators of progress:</p> <ul style="list-style-type: none"> What indicators will be used to measure whether the CHF Project Objectives are achieved. Indicators may be quantitative and qualitative <p>1 – Number of TLS with gender segregated WASH facilities built</p> <ul style="list-style-type: none"> Number of EiE distributed Number of students following lessons in the established TLS Number of students in the targeted schools that have had a better teaching and learning environment, thanks to the project achievements <p>2 – Training sessions organized successfully, with the active participation of at least 80 education actors</p> <ul style="list-style-type: none"> The trained education actors use the new skills in their education work <p>3 – 8 communities and at least 7 schools have actively participated in orientation sessions on different cross cutting issues</p> <ul style="list-style-type: none"> In the targeted communities and schools the awareness raised has modified bad practices 	<p>How indicators will be measured: What sources of information already exist to measure this indicator? How will the project get this information?</p> <ul style="list-style-type: none"> Monthly reports Quarterly reports Final report Monitoring by the program e project coordinator List of participants at the training and orientation session Data collection Photo and video documentation 	<p>Assumptions & risks: What factors not under the control of the project are necessary to achieve these objectives? What factors may get in the way of achieving these objectives?</p> <ul style="list-style-type: none"> Stability in the area Road accessibility for implementation and goods supply Building materials supply in the market Communities participation (that depends from stability and project implementation methodology) Local authorities cooperation and support
5.2	Results - Outcomes (intangible):	Indicators of progress:	How indicators will be	Assumptions & risks:

<p><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> <ul style="list-style-type: none"> • Number of TLS increased • Student enrollment rate increased in the county • More student enrolled and following lessons in the targeted schools • Girls enrollment and education supported by the gender segregated WASH facilities and the teachers improved skills in gender related issues • Awareness raised in emergency lifesaving orientation and other cross cutting issues has changed, at least a bit, the communities behavior in HIV/AIDS prevention, hygiene and sanitation practices, environmental protection, GBV issues 	<p><i>What are the indicators to measure whether and to what extent the project achieves the envisaged outcomes?</i></p> <ul style="list-style-type: none"> • Increment of the number of student enrolled in the targeted schools in the new school year • Increment of the number of girls enrolled in the targeted schools in the new school year • Decrement of drop put students number in the targeted schools • Number of teachers using the skills acquired in the training and orientation sessions in their educational work • Use of latrines increased • Habit of washing hand increased • Waste collection improved • Cutting of trees decreased • GBV discussed at schools, CBOs and communities level discussed as a problem to afford and solved 	<p>measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Data collection at the beginning and at the end of the project on: student enrollment; girls and boys enrollment; dropout rate; • Comparison of the data with the ones of the previous year • Drop out data compared with the ones in the not targeted schools • Monitoring and observation at school and community level 	<p><i>What factors not under the control of the project are necessary to achieve the expected outcomes? What factors may get in the way of achieving these objectives?</i></p> <ul style="list-style-type: none"> • Stability in the area • Community participation • Good cooperation with the Ministry of Education at State and County level • Local authorities support
<p>Immediate-Results - Outputs (tangible): <i>List the products, goods and services (<u>grouped per areas of work</u>) that will result from the implementation of project activities. Ensure that the outputs are worded in a manner that describes their contribution to the outcomes.</i></p> <ul style="list-style-type: none"> • protected TLS with gender segregated WASH facilities established • School in a Box distributed • recreational kit distributed • students and teachers have benefitted by EiE supplies • education actors trained on lifesaving skills and psychosocial support • communities have had awareness raising orientation in cross cutting issues (HIV / Aids, CP, GBV; environment protection and natural resources management 	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged outputs? Ensure the indicators identified in Section II (v) of this proposal are adequately inserted in this section.</i></p> <ul style="list-style-type: none"> • 16 protected TLS with gender segregated WASH facilities established • 16 School in a Box distributed • 8 recreational kit distributed • 2000 students (550 girls and 1050 boys expected) • 16 teachers (3 women and 13 men) have benefitted by EiE supplies • 80 education actors trained in 2 workshops on lifesaving skills and psychosocial support <ul style="list-style-type: none"> • 10 communities have had 1 awareness raising orientation session each in HIV / Aids, CP, GBV; • 10 communities have had 1 awareness raising orientation session each in environment protection and natural resources management 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Monthly reports • Quarterly reports • Final report • Monitoring by the program e project coordinator • List of participants at the training and orientation session • Data collection • Photo and video documentation 	<p>Assumptions & risks: <i>What factors not under the control of the project are necessary to achieve the expected outcomes? What factors may get in the way of achieving these objectives?</i></p> <ul style="list-style-type: none"> • Stability in the area • Road accessibility for implementation and goods supply • Building materials supply in the market • Communities participation (that depends from stability and project implementation methodology) • Local authorities cooperation and support

<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> <ul style="list-style-type: none"> - assessment of the schools and communities to be targeted in cooperation with Unity Education cluster, Ministry of Education at county level and local authorities - building of 16 safe learning spaces, environmental friendly - building of 16 gender segregated pit latrines blocks in 8 schools - providing of 10 hand washing points in 10 schools - 2 training sessions and capacity building for 80 education actors, on: emergency lifesaving messages and psychological support - awareness raising campaigns involving 10 communities (2 actions for community on: <ul style="list-style-type: none"> - HIV / Aids, CP, GBV; - environmental protection and natural resources management as prerequisites for reconciliation among communities and peace building. 	<p>Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, travel, publications costs etc.?</i></p> <p>Staff</p> <ul style="list-style-type: none"> • Program coordinator time 33% 9000 USD • Project coordinator time 67% 6601 USD • Project manager time 100% 7200 • Admin and finance time 33% 4500 USD • Field officer in charge of infrastructure time 56% 3000 USD • Logistician time 67% 4800 USD • Field officer in charge of training etc... time 100% 5400 • Driver time 100% 4500 <p>Structures</p> <ul style="list-style-type: none"> • Use car in Bentiu / Pariang (fuel and maintenance) 18,525 USD • Use of a car in Juba (fuel and maintenance) 2,060 USD • Use of a motorcycle (fuel and maintenance) 5,310 USD • Generator for Bentiu office 5000 USD + fuel 9000 USD • Computer Bentiu office 650 USD • Communication (Juba Bentiu 2700 USD • Office in Bentiu rent 7910 USD • Logistic office in Pariang rent 3600 USD <p>Cost for building infrastructures</p> <ul style="list-style-type: none"> • Assorted material for building 16 TLS structures 77.600 USD • labor costs 18,400 USD • Materials and labor for 16 latrines 9,600 USD • 10 Hand washing 3,000 USD <p>Transportation 16 trips 37,824 USD</p> <p>Staff movements</p> <ul style="list-style-type: none"> • 10 trips Juba / Bentiu or Bentiu / Juba for monitoring and organization of activities 9.000 USD • Staff per diem 6.900 USD <p>Training Two training session 9000 USD 20 orientation campaigns 2500 USD Stationery and training material 4500 USD</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> <ul style="list-style-type: none"> • Stability in the area • Road accessibility for implementation and goods supply • Building materials supply in the market • Prize stability in the market • Communities participation • Disbursement of the budget in time
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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:	1 Oct 2013	Project end date:	30 June 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 Agreement with Ministry of Education at State and County level				x											
Activity 2 Selection of the schools in coordination with the Unity Education Cluster				x											
Activity 3 market research for building materials				x	x										
Activity 4 mobilization of the communities				x	x										
Activity 5 procurement and transportation of the building materials					x	x	x	x	x						
Activity 6 building of the 16 TLS						x	x	x	x	x					
Activity 7 building of the school latrines						x	x	x	x	x					
Activity 8 hand washing apparatus							x	x	x	x	x				
Activity 9 distribution of 1 School in a box and recreational kit								x	x	x	x				
Activity 10 training								x							
Activity 11 orientation sessions								x	x	x	x				
Activity 12 data collection and evaluation and reporting					x								x		

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