

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
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CHF Cluster Priorities for 2013 Second Round Standard Allocation

Cluster Priority Activities for this CHF Round	Cluster Geographic Priorities for this CHF Round
<ol 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 Pre-position and distribute emergency teaching and learning materials to emergency-affected schools and communities to ensure continuity of learning during/after emergencies 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 	<ul style="list-style-type: none"> Jonglei: Akobo, Urur, 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, Kapoeta South WBeG: Raja

Project details

The sections from this point onwards are to be filled by the organization requesting CHF funding.

Requesting Organization		Project Location(s)	
AVSI Foundation		State	% <i>County/ies (include payam when possible)</i>
Project CAP Code	CAP Gender Code	Eastern Equatoria	100 Kapoeta South, Kapoeta East
SSD-13/E/55500/R/5768	2a		
Project CAP Title			
Improved access and quality of education in EES through the establishment of emergency response mechanism among all the stakeholders operating in the education sector			
Total Project Budget requested in the in South Sudan CAP	US\$ 260,000.00	Funding requested from CHF for this project proposal	US\$ 116,980
Total funding secured for the CAP project (to date)	US\$ N/A	Are some activities in this project proposal co-funded (including in-kind)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <i>(if yes, list the item and indicate the amount under column i of the budget sheet)</i>	

Direct Beneficiaries			Indirect Beneficiaries
	Number of direct beneficiaries targeted in CHF Project	Number of direct beneficiaries targeted in the CAP	
Women:	38	2,115	3,911 Children 7822 Parents 151 Teachers Total: 11,884
Girls:	1567	3,796	The entire population of the targeted schools will benefit from the project activities as well as the families and communities surrounding them.
Men:	113	1,952	Catchment Population (if applicable)
Boys:	2344	5,694	
Total:	4062	13,557	

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)
N/A	Indicate number of months: 7 (1 September 13 – 31 Mar 14)

Contact details Organization's Country Office		Contact details Organization's HQ	
Organization's Address	AVSI South Sudan, Usratuna Compound, Juba, Central Equatoria State	Organization's Address	AVSI Via Legnone 4, 20158 Milano, Italy
Project Focal Person	Maria Gaudenzi, maria.gaudenzi@avsi.org , 09 12429889	Desk officer	Chiara Savelli, chiara.savelli@avsi.org +39 3475917554
Country Director	Anna Sambo, anna.sambo@avsi.org , 09 21467479	Finance Officer	Marco Sangiorgio, marco.sangiorgio@avsi.org
Finance Officer	Samuele Tognetti, samuele.tognetti@avsi.org , 09 27201384		

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

During the past months Kapoeta South and East counties have been receiving IDPs from Jonglei State, in particular from Pibor county and Boma sub-county. Insecurity and violence in Pibor County throughout the first quarter of 2013, most prominently the armed hostilities in between the South Sudan People's Liberation Army (SPLA) and the David Yau Yau Rebel Militia group (DYY), has prompted over 120,000 Pibor residents to flee their homes. In May 2013, 568 IDPs were registered in Kapoeta Town, most of them women and children and a single food distribution (sorghum and lentils) and non-food items was conducted by WFP on 13th of May.

According to a UNMISS Human Rights division's visit conducted in June 2013, IDP school-age children have been attending primary and secondary schools in Kapoeta Town. IDP children are attending classes in two school facilities: Kapoeta Mixed P/S and Kapoeta Day S/S for a total number of 74 children (18 girls and 56 boys). In Narus, Kapoeta East County, approximately a total number of 60/70 IDP children (30 girls and 30 boys) are attending classes in different schools: Bakita Girls P/S, Comboni Boys P/S, Lolim P/S and Lopua S/S. Most of the IDP children cannot afford to buy scholastic materials and uniform to attend classes. More worryingly, many do not have news concerning their families and this is a factor of serious anxiety for them. (Source: Education Field Mission to Kapoeta South and East Counties, 18-23 July 2013, L.Fraschini Education in Emergency Consultant for Education Cluster/UNICEF).

As the schools facilities are able to welcome the IDPs children, there is indeed the need to train the teachers and all the education actors, including PTAs members supporting the school administrations, in facing the presence of this vulnerable group which has experiencing the trauma of losing families linkages and of being forced to leave the home place. Considering the schools as entry point for the mitigation of the negative impacts of the displacement, psycho-social support is the best answer in helping these people coping with the crisis. Synergys are also needed with child protection professionals for better assess the needs of these children and to activate family tracing and reunification.

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.

Through the project AVSI will put in place mechanisms helping IDPs to the challenges they are experiencing being displaced in EES. The project will focus particularly on ensuring that children and youth belonging to these vulnerable groups have access to quality and lifesaving education. Currently, the local government is collaborating tightly with international agencies to give a prompter response to the humanitarian crisis caused by the massive arrival of IDPs. AVSI can rely on the past experiences and presence in EES since 2005, being at the moment the leading agency for the education sector in the state and the focal NGO focal point for the EE State Education Cluster. AVSI is promoting a multi sector approach to the person, so that the present project will play a crucial role within a broader intervention in the area which covers not only education, but also health and wash. More specifically, AVSI is carrying out activities in Kapoeta Town (Kapoeta South) funded by UNOPS within a project of education ("Support to Primary education in South Sudan – Provision of Teachers Development and Classroom Support, establish roles and responsibilities of PTAs and Strengthen community involvement in school activities"). In EES AVSI is also implementing a project funded by MAE (the Italian Ministry of Foreign Affairs) in the education sector, operating in Ikotos e Torit Counties, supporting the access and the quality of primary education (208 teachers trained, 2712 children benefited from the schools activities, 400 parents involved in PTAs trainings, 443 scholarships to vulnerable children). Lastly, a project funded by EU is targeting farming returnees and vulnerable hosting community households, focusing specifically on vocational training for women and youth ("Food security and Livelihood advancement in Hiyala and Ikotos Counties"). AVSI will make best use of CHF funds in education in emergencies activities, which will complement the current development projects in the same area, increasing AVSI surge capacity to respond to emergencies. Moreover, AVSI staff has developed an expertise in education in emergency thank to other project such as *Sustainable, Comprehensive Response* (SCORE) for vulnerable children and their families (currently funded by USAID to AVSI Uganda).

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.

According to the priorities activities as set by the cluster, the project will be effective in:

- Improving the access and the attendance to safe and protective learning spaces for the IDPs children in the affected schools through the provision of scholastic materials and recreational kits too.

The underpinning rationale is that these vulnerable children must have equal access to learning opportunities and the provision of scholastic materials is the unavoidable condition to allow them to fully participate to school activities in class. The entire population of the targeted schools will benefit from the provision of the recreational kits.

- Conducting psycho social quick trainings and orientations for PTAs, teachers and County Education Department officers.

All the above mentioned categories of educators will be equipped with knowledge and methods enabling them to face and to support the challenges these IDPS children are experiencing.

- Organizing dialogue section through awareness campaigns and sensitizations on life saving skills for both students and communities.

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 entire communities surrounding the affected schools will be involved in a meaningful dialogue and education about sensitive and essential issues such as HIV prevention, Health and nutrition and hygiene promotion, parental care and behavior change.

- **Monitoring and Evaluation**

A baseline study will be carried out. For AVSI education in emergency is an innovative project considering its current development approach. It may be used as pilot to implement project with the same beneficiaries. It is therefore crucial to invest in M&E to assess the impacts of the project.

ii) Project Objective

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

Improved access and quality education to IDPs children in 2 schools Kapoeta South (Kapoeta Town) and in 4 schools in Kapoeta East (Narus) through the establishment of emergency response mechanisms among all the stakeholders operating in the education sector.

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 proposed activities will be meant to target all the schools population and teachers so that all the communities will benefit from the interventions, creating a sense of awareness and sensitization around the presence of IDPs.

The project will affect not only the IDPs children enrolled in the targeted schools (and their communities) but also the IDPs out-of-school children, in order to reintegrate and retain them into the schools. During the baseline assessment AVSI will conduct an in depth need assessment in order to identify all the out-of-school children. The assessment (for data collection) will be developed with participatory methods in order to involve the children and, mostly, their families through dialogues focused on the relevance of primary education.

According to the need assessment carried out during the UNICEF field mission to Kapoeta Town and Narus, the schools facilities are able to welcome the IDP children, in terms of learning spaces and sanitation facilities. The facilities are safe and protected in order to guarantee the access to a safe school environment of girls and boys

- Pre-position and distribution of emergency teaching and learning materials and recreational kits to emergency-affected schools and communities to ensure continuity of learning during/after emergencies.

The learning materials and recreational kits will be distributed to the schools hosting IDPs children (targeting 47 IDP girls and 76 IDP boys): in Kapoeta Towns (Kapoeta Mix P/S, Kapoeta Day S/S) and in Narus (Bakita P/S, Comboni P/S, Lopua S/S and Lolim). Nevertheless, their number is likely to increase after the in depth needs assessment which will be carried out at the beginning of the project specifically targeting the IDPs out of school children.

The provision of scholastic materials will allow the IDPs children to effectively participate to schools activities and to fill the gap caused by the lack of support to their education. These supplies will answer to their needs but also will end the discrimination they face within the school communities due to the lack of scholastic materials. The continuity of learning will provide them with a sense of stability. Moreover, the chance to play, given to children through the distribution of recreational kits, will help to recover their daily life. The games will be led by teachers when organizing recreational activities, using the existing structures in schools (football clubs, scout clubs, etc). All the schools population will benefit from the distribution of the recreational kits (834 girls and 1164 boys).

The above mentioned materials will be distributed through the County Education Department, and it will be stored within the schools, so that the schools administration will be able to hand them out either to needy IDPs students and to the schools population at large in the case of recreational kits.

- Provision of hand washing facilities to all the 14 targeted schools with distribution of soap and subsequent organization of hygiene education sessions.

The learning environment must have access to safe water and must provide soap. It is crucial to promote good and correct hygiene practices as daily activities. AVSI will provide hand washing facilities and distribute soap to all the schools population. The distribution will be followed by sanitation session carried out by AVSI Hygiene Promoters on personal and environmental hygiene. This hygiene education is important to guarantee the sustainability of the interventions, such as teaching the pupils the correct use of ash as soap substitute.

- 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.
- Organizing Life Saving Activities through awareness campaigns and sensitization on essential life saving skills (HIV prevention, Health and nutrition and hygiene promotion, parental care and behavior change).

The structure of the trainings offered during this project will entail the training on the value of the person and the psycho-social support, targeting all the teachers and educators involved in the affected schools. The content of this training is to help these people to discover that the starting point of any intervention is the appreciation of the dignity of every person. Therefore, the teachers and the education actors are the single most important factor in creating an effective and inclusive school. AVSI will use the experience in education in emergencies, through a direct implementation of trainings and raising awareness dialogues, in order to promptly respond to the emergency. Nevertheless, the added value of the intervention will be not only the immediate response to the emergency but also the building of long lasting capacity for development within the targeted communities. The teachers and educators of the 4 schools in Kapoeta Towns (Kapoeta Mix P/S, Kapoeta Day S/S, Singata P/S, Kuleu Light Academy and St. Sisto P/S) and of the 10 schools in Narus (Bakita P/S, Bakita S/S, Narus Mixed P/S, Nacipo P/S, Nadapal P/S, Kaldo P/S, Kalach P/S, Comboni P/S, Lopue S/S and Lolim P/S) will be participating to this training during the six months of the project. The Code of Conduct for Teachers in Emergencies will be distributed and explained during these trainings. AVSI will also involve the representatives of schools PTAs. Monthly, each school will organize a community dialogue meeting, addressing many sensitive issues and engaging the community at large (1080 participants during the six months of the project). Life saving messages will be

delivered also through radio campaigns able to reach the whole population of the affected areas. AVSI will engage local authorities and key personalities in the implementation of the project within the affected communities, supporting them but also building their long-term capacities in education preparedness, response and recovery.

- Provision of School Vouchers to the schools hosting IDPs children in Kapoeta Towns (Kapoeta Mix P/S, Kapoeta Day S/S) and in Narus (Bakita P/S, Comboni P/S, Lopua S/S and Lolim).

This activity will be meant to promote participation, inclusion and quality education to vulnerable IDPs children currently in schools and to the IDPs children still out of schools. It will also support an actual enhancement of the current schools structures adopting a participatory approach in order to make them suitable to welcome these students as a consequence of a traumatic event. The amount of the voucher for each school will be 2,700\$ in order to implement an improvement plan designed on the needs assessment of the targeted school. The improvement plan will be drafted by a committee formed by the head teacher, PTA chairperson, a representative of the students, an inspector from the County Education Department and AVSI staff. The total amount of the voucher will be disbursed in two instalments, the second one subject to the implementation of the activities as planned by the improvement plan and, more crucially, to the retention of the IDPs children in schools. The vouchers will be considered as part of the schools budget and each cash outflow must be approved by the school administration and proved by a receipt. As the schools facilities are in good conditions, the activities planned in the improvement plan will be mainly soft, such as teachers' trainings, awareness meeting with the local communities about inclusion of IDPs children.

The above mentioned activities will be implemented in 4 schools in Kapoeta Towns (Kapoeta Mix P/S, Kapoeta Day S/S, Singata P/S, Kuleu Light Academy and St. Sisto P/S) and of the 10 schools in Narus (Bakita P/S, Bakita S/S, Narus Mixed P/S, Nacipo P/S, Nadapal P/S, Kaldo P/S, Kalach P/S, Comboni P/S, Lopue S/S and Lolim P/S) targeting 3,911 children (among which 150 IDPs children), 151 teachers will be involved in psycho-social trainings, together with 182 PTAs members. The AVSI staff will be trained at the beginning of the project on psycho social modules (AVSI manual on psycho social support in emergencies and INEE, Minimum Standard for Education in Emergency) in order to acquire the skills, knowledge and method of facilitating these meetings.

iv). Cross Cutting Issues

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

Considering the area of intervention, the cross-cutting issues addressed throughout the project's activities are:

- Gender: particular attention will be put on female actors but equal access for all learners to education opportunities will be guarantee throughout all the project activities in terms of participation, during the recreational activities, the teachers and PTA trainings and the community awareness meetings. The activities will emphasize the role of girls and boys, insisting on the value of the person. The aim is to improve the children critical thinking and the ability to analyze the reality, in order to become protagonists of their own lives.
- Protection: learning environments will be made secure and safe, promoting the well being of learners, teachers and other education actors. Children, together with teachers, will be helped in developing skills and capacities enabling them to respond and cope with the trauma caused by the displacement and by the lost of linkages with their families (psycho social trainings). The suitability of all the interventions will be guarantee by the constant supervision of the Education and Child Protection Specialist.
- Parental care: parents will be involved, during PTA trainings in psycho social trainings in order to make them aware of their role and responsibilities towards the education and the well-being of their children. Also for the parents, the trainings will focus on the relevance of their own lives. In this sense, is crucial to involve all the subjects through the critical thinking, in order to ensure the project sustainability.
- HIV prevention: attention will be placed on reproductive education during awareness campaigns and sensitization (when in schools using the existing youth clubs).
- Peace and reconciliation: focus will be put in developing positive and inclusive mechanisms of participation to activities and coexistence within affected schools and communities. Through the trainings and awareness campaigns in schools clubs, ASVI will insist on the relevance to live in a peaceful environment. The daily presence of the team in the field will ensure this environment, in order ensure for the communities a direct experience. Only through this experience the community can choose to live in peace.

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. School in a Box and recreational kits distributed: IDPs children will be provided with the necessary scholastic materials. The entire school population will benefit instead by the provision of the recreational kits. Provision of hand washing facilities to all the 14 schools and distribution of soap.
2. PTAs, teachers and education actors' trainings on psycho social support implemented: all the mentioned categories of educators will be trained in discovering that the starting point of any intervention is the appreciation of the dignity of every person.
3. Community dialogues activities (including radio campaigns) organized on essential life skills: they will be meant to involve the adults of the targeted community in a meaningful discussion about sensitive topics (HIV prevention, Health and nutrition and hygiene promotion, parental care and behavior change).
4. School vouchers distributed to schools hosting IDPs children in order to promote their inclusion and retention supporting the all structure of the targeted schools.

List below the output indicators you will use to measure the progress and achievement of your project results. At least three of the indicators should be taken from the cluster defined Standard Output Indicators (SOI) (annexed). Put a cross (x) in the first column to identify the cluster defined SOI. Indicate as well the total number of direct beneficiaries disaggregated by gender and age.

SOI (X)	#	Output Indicators (Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).	Target (indicate numbers or percentages) (Targets should be disaggregated by age and sex as per the standard output indicators list and add-up to the number of direct beneficiaries identified page 1)
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X	1.	1.1 7 school in a box distributed to emergency affected children, youth and teachers. 1.2 7 recreational kits distributed to emergency affected children, youth and teachers. 1.3 20 hand washing facilities provided and soap distributed to 14 schools	1.1 1855 boys, 1280 girls and 151 teachers (38 women and 113 men) benefitting from the school in a box distribution 1.2 7 schools and 2,311 children receiving recreational kits 1.3 14 schools, 2344 boys and 1567 girls will benefit from the provision of hand washing facilities in schools and by the distribution of soap
X	2.	2.1 182 PTAs members, 151 teachers and 3 education actors trainings on psycho social support	2.1 182 PTAs members, 151 teachers (38 women and 113 men) and 3 education actors trained on psycho social support
X		2.2 151 trained teachers who use training materials and apply psycho social and lifesaving principles in their teaching in emergency affected learning spaces.	2.2 151 teachers will use training materials and apply psycho social and lifesaving principles in their teaching in emergency affected learning spaces
X		2.3 2344 boys and 1567 girls reporting feeling safe and protected in emergency affected learning environment	2.3 3,911 children (1567 girls and 2344 boys) will report feeling safe and protected in emergency affected learning environment
X	3.	3.1 54 community dialogue sections conducted on life saving messages 3.2 1080 emergency affected people reached through life saving messages awareness campaign and activities (meetings and radio campaigns)	3.1 1080 of community members attending the meeting 3.2 1080 emergency affected people reached through life saving messages awareness campaign and activities (meetings and radio campaigns)
	4.	4.1 Schools vouchers distributed to schools hosting IDPs children.	4.1 1855 boys, 1280 girls and 98 teachers benefitting from the school voucher disbursement.

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.

To ensure an effective implementation of project's activities, AVSI will employ a Project Manager based in the AVSI Country office in Torit, but with frequent travel and field visit to Kapoeta and Narus. Besides the PM, dedicated staff with expertise in education in emergencies will be hired: the Education and Child Protection Specialist based in Kapoeta Town (with periodic travel to Narus), being accountable for formulation and planning of core aspects of the program regarding *Child Protection*. This staff will be available to conduct needs assessment in order to complement the activities of monitoring and evaluation of the M&E officer. The Project Manager will also facilitate the psycho social support trainings for teachers and educators, delivering the contents and knowledge of AVSI modules in Education in Emergencies, and the INEE, Minimum Standard for Education in Emergency. The Education and Child Protection Specialist will support the Project Manager, having the technical skills in the sector. There will be two community mobilizers based both in Kapoeta and Narus. AVSI will adopt the strategy of *doing with*, being aware of the importance of involving the communities in order to build their own resilience and the coping skills starting from the resource they have. AVSI staff together with the County Education Office will carry out the community dialogue activities on life saving skills.

The same participatory approach will underpin the activities linked to the school vouchers. A committee in each school benefitting from the funds will be accountable for their planning and management, involving the supervision of AVSI staff and of the County Education Department.

Community consultation and participation is very crucial not only during the context analysis (baseline assessment), but also assuring the support for the activities implementation: the training will be put in place with the involvement of local community workers or use community volunteers (such as PTA) and through the provision of community places from the local population.

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 workplan (Section III)².

1. The conducted activities and their reached target will be measured through monthly reports attaching attendance lists of activities (trainings, meetings, community dialogues) and distribution (scholastic materials, soap). Particular focus will be put on the assessment of cross-cutting issues, collecting the data through qualitative questionnaires able to capture the knowledge, the experiences and the perceptions of the beneficiaries. The achieved results will be analyzed comparing them to the project objectives in order to assess whether they have been met. Need assessment will be carried out on regular basis by the M&E officer to keep pace with the evolution and changes of the situation and context.
2. The monitoring tools will be the schools statistics of the population enrollment in order to measure the attendance rate, the

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.

drop-out rate together with its causes, the pass percentage rate and the net enrollment for girls. That will also allow monitoring if the participation will be inclusive of all the actors, in terms of gender and protection.

3. In order to analyze the project achievements, a baseline study will be conducted among the affected schools, with particular focus on the IDPs out of school children using an in depth needs assessment. These results will be compared to the ones of an end line to assess the reached targets and the project achievements. For AVSI education in emergency is an innovative project considering its current development approach. It may be used as pilot to implement project with the same beneficiaries. It is therefore crucial to invest in M&E to assess the impacts of the project, to the extent that an M&E officer will be fully dedicated to this task. Finally, on the base of the monitoring carried out throughout the project, a final evaluation will be completed in order to measure the achievements in terms of target, impact and results.

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	

SECTION III:

LOGICAL FRAMEWORK				
CHF ref./CAP Code: SSD-13/E/55500/		Project title: Improved access and quality education in Eastern Equatoria State through the establishment of an emergency response mechanism among all the stakeholders operating in the education sector		Organisation: <u>AVSI</u>
Purpose	CHF Project Objective: <i>What are the specific objectives to be achieved by the end of this CHF funded project?</i> <ul style="list-style-type: none"> Improved availability of learning materials in the schools hosting IDPs children Good and correct hygiene practices are promoted through the provision of hand washing facilities, soap distribution and hygiene sessions Educational actors are equipped with skills and knowledge enabling them to support the IDPs children in schools Improved awareness of the targeted communities towards the IDPs presence Improved capacity of the schools in dealing with emergency situations 	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> <ul style="list-style-type: none"> 2344 boys, 1567 girls and 151 teachers benefitting from the distribution of scholastic materials through school in a box 2344 boys and 1567 girls have access to soap and participate to sessions on hygiene education 151 trained teachers trained and applying psycho social and lifesaving principles in their teaching 1080 emergency affected people are reached through life saving messages awareness campaign and activities (meetings and radio campaigns) 	How indicators will be measured: <i>What sources of information already exist to measure this indicator? How will the project get this information?</i> <ul style="list-style-type: none"> Distributions lists Schools statistics and enrollment Trainings attendance lists Qualitative questionnaires 	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> <ul style="list-style-type: none"> Positive attitude of the educational actors in schools Active participation of the targeted communities Willingness of IDPs children to be reintegrated in schools
	Results	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> <ul style="list-style-type: none"> Improved access to quality and safe learning spaces to IDPs children reintegration and inclusion of out of schools IDPs children developing of skills and gaining of knowledge by educational actors in psycho social support change in attitude towards the IDPs presence in the targeted communities 	Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged outcomes?</i> <ul style="list-style-type: none"> 151 trained teachers who use training materials and apply psycho social and lifesaving principles in their teaching in emergency affected learning spaces. 2344 boys and 1567 girls reporting feeling safe and protected in emergency affected learning environment 54 community dialogue sections conducted on life saving messages 1080 emergency affected people reached through life saving 	How indicators will be measured: <i>What are the sources of information on these indicators?</i> <ul style="list-style-type: none"> Trainings attendance lists Qualitative questionnaires Needs assessments Communities dialogues attendance Lists

		messages awareness campaign and activities (meetings and radio campaigns)		
	<p>Immediate-Results - Outputs (tangible): <i>List the products, goods and services (grouped per areas of work) that will result from the implementation of project activities. Ensure that the outputs are worded in a manner that describes their contribution to the outcomes.</i></p> <ul style="list-style-type: none"> • Scholastic materials and recreational kits distributed in the affected schools • Hand washing facilities provided with soap distribution and organization of hygiene sessions schools • Delivering of trainings on psycho social support to the education actors in schools • Sensitization of the targeted communities about the presence of IDPs • Provision of school vouchers to the targeted schools 	<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"> • 7 school in box distributed to emergency affected children, youth and teachers • 2344 boys and 1567girls receiving soap and sessions on hygiene education • 182 PTAs members, 151 teachers and 3 education actors trainings on psycho social support • 151 trained teachers who use training materials and apply psycho social and lifesaving principles in their teaching in emergency affected learning spaces. • 54 community dialogue sections conducted on life saving messages 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Trainings attendance lists • Qualitative questionnaires • Needs assessments • Communities dialogues attendance lists 	<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"> • Positive attitude of the IDPs • Affirmative response and participation of the targeted communities • Open attitude of education actors towards new knowledge and behaviour changes
	<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"> • Pre-position and distribution of emergency teaching and learning materials and recreational kits to emergency-affected schools and communities to ensure continuity of learning during/after emergencies. • Provision of hand washing facilities to all the 14 targeted schools with distribution of soap and subsequent organization of hygiene education sessions. • 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. • Organizing Life Saving Activities through awareness campaigns and sensitization on essential life saving skills (HIV prevention, Health and nutrition and hygiene promotion, parental care and behavior change). • Provision of School Vouchers to the schools hosting IDPs children in Kapoeta Towns (Kapoeta Mix P/S, Kapoeta Day S/S) and in Narus (Bakita P/S, Comboni P/S, Lopua S/S and Lolim). 	<p>Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, travel, publications costs etc.?</i></p> <ul style="list-style-type: none"> • Transport costs • Prepositions of supplies • Needs assessment • Staff time in conducting hygiene sessions • Staff time in organizing trainings in psycho social support • Provision of training materials to participants (food, stationery and handouts) • Staff time in conducting communities dialogues sections and radio campaigns • Staff time in supervising the allocations and use of funds to targeted schools 		<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"> • Presence of IDPs children in schools • Involvement of IDPs out of school children in school • Participative attitude of teachers and schools administration • Positive approach of the targeted communities to the IDPs presence

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 September 2013 **Project end date:** 31 March 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
Pre-position and distribution of emergency teaching and learning materials			X	X											
Distribution of recreational kits			X	X											
Provision of hand washing facilities with soap distribution and organization of hygiene education session					X	X									
Training in psycho social support				X	X	X									
Organizing life saving activities (community meeting and radio campaigns)				X	X	X	X	X							
Provision of school vouchers					X	X									
Monitoring and evaluation (needs assessments)			X			X		X							
Finalize outstanding activities and preparation of reports									X						

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