

South Sudan

2013 CHF Standard Allocation Project Proposal

for CHF funding against Consolidated Appeal 2013

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
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	<ul style="list-style-type: none"> • Jonglei: Akobo, Urur, Pibor, Pochalla, Nyirol, Bor, Ayod • Unity: Pariang, Abienhom, Mayom, Rubkona • Upper Nile: Maban, Renk, Melut, Ulang, Nasir, Baltet, 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	Project Location(s)	
UNICEF	State	%
	<i>County/ies (include payam when possible)</i>	
Project CAP Code	CAP Gender Code	
SSD-13/E/55554/124	2a	
CAP Project Title <i>(please write exact name as in the CAP)</i>		
Ensuring that children and youth affected by acute emergencies have inclusive access to quality lifesaving education in a protective environment in South Sudan.		
Project Location(s)		
	State	%
	<i>County/ies (include payam when possible)</i>	
Jonglei	25	Bor, Twic East, Pibor, Pochalla, Akobo, Urur, Pigi and Fangak
Upper Nile	15	Renk and Mabaan
Unity	15	Pariang and Panyijiar
Warrap	15	Twic (incl. Agok), Tonj South and Tonj East
NBeG	15	Aweil North and Aweil East
Lakes	5	Rumbek North
CES	5	Juba
EES	5	Kapoeta South and Kapoeta East

Total Project Budget requested in the South Sudan CAP	US\$ 2,741,838	Funding requested from CHF for this project proposal	US\$ 586,003
Total funding secured for the CAP project (to date)	US\$ 2,018,981	Are some activities in this project proposal co-funded (including in-kind)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <i>(if yes, list the item and indicate the amount under column i of the budget sheet)</i>	

Direct Beneficiaries			Indirect Beneficiaries
	Direct beneficiaries in CHF Project	Direct beneficiaries targeted in the CAP	
Women:	118	316	
Girls:	4,800	42,173	
Men:	272	738	
Boys:	7,200	63,261	
Total:	12,390 (12% of beneficiaries targeted in the CAP)	106,488	
Indirect Beneficiaries			
Catchment Population (if applicable)			
			Emergency affected children and youth, IDPs, stranded returnees, and host communities.

Implementing Partner/s	CHF Project Duration
MoE, SMoE, CMI, UNIDO, SSRC, DRDA, RUWASA, ECS, CADAT, BHO, Root of Love, Street Children Aid	Number of months: 6 months (1 October 2013 – 31 March 2014)

Contact details Organization's Country Office		Contact details Organization's HQ	
Address	UNICEF, South Sudan, P. O. Box 45, Juba	Organization's Address	UNICEF, New York
Project Focal Person	Simon Mphisa, smphisa@unicef.org +211955626432	Desk officer	<i>Name, Email, telephone</i>
Country Director	Iyortumun Uhaa, iuhaa@unicef.org, +211912176444	Finance Officer	<i>Name, Email, telephone</i>
Finance Officer	Mable Ngandu, mngandu@unicef.org, +211955917123		

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

In the past period of 2013 insecurity along the border between Sudan and South Sudan, inter communal clashes, rebel militia group activities and natural disasters led to large displacement of population (55,763 newly displaced people, OCHA South Sudan Weekly Humanitarian Bulletin, July 8-14, 2013), including school aged children (girls, boys and youth), causing more stress to the already existing fragile South Sudan Education system. The main negative impacts of these emergencies on education included:

- Disruption of school activities
- Damage, destruction and occupation of school facilities
- Damage, destruction and looting of school materials
- Displacement, injury and death of children, teachers and education personnel

According to the education cluster vulnerability analysis Jonglei, Upper Nile, Unity, Warrap, Northern Bar el Ghazal and Lakes States are among the most affected by emergencies in South Sudan.

The continued tension along the border between Sudan and South Sudan has caused influx of refugees particularly from neighbouring South Kordofan and Blue Nile States in **Maban** County, Upper Nile State, and **Pariang** County, Unity State. The number of refugees has reached 191,365 individuals (OCHA South Sudan Weekly Humanitarian Bulletin July 8-14, 2013). Similarly, school aged children of stranded returnees (17,936 stranded returnees, OCHA South Sudan Weekly Humanitarian Bulletin July 8-14, 2013) particularly in **Renk** County, Upper Nile State, have put even more pressure on the basic education services. Insecurity and violence in Jonglei State, particularly in **Pibor** and **Pochalla** Counties throughout the first quarter of 2013, most prominently the armed hostilities between the South Sudan People's Liberation Army (SPLA) and the David Yau Yau Rebel Militia group (DYY), has prompted Pibor residents to flee their homes. Some of the displaced have sought refuge in neighbouring countries, while others remain unaccounted for. However, some have made their way to Juba and are living in several identified locations (OCHA South Sudan Weekly Humanitarian Bulletin May 6-12 2013). Other Counties in Jonglei State as **Bor**, **Twic East**, **Akobo** and **Uror** are also vulnerable due to inter communal violence; while **Pigi** and **Fangak** Counties are affected by natural disasters (e.g floods) and their access is very limited due to logistic constraints. **Rumbek North** County in Lakes State, **Tonj East** and **Tonj South** counties in Warrap State and **Panyijar** County in Unity State are tied over decades of conflict, where in particular Dinka Agar from Lakes and Nuer Adok from Unity have clashed with the county residents over grazing land and water in the border areas. The condition of people affected by the crisis in Abyei in **Twic** County (including Agok) in Warrap State is still unclear and vulnerable due to the ongoing negotiations between Sudan and South Sudan.

In general inaccessibility due to insecurity and flooding hindered partners' ability to assess and respond to education needs. There are still few partners in the areas mentioned above to cover the prevailing needs of children and youth affected by emergencies. Furthermore, gender based violence in emergency context is all too common, highlighting the need for teacher training on critical protection principles and psychosocial support practices. Also components such as sustainable use of natural resources, water conservation management and improved general environmental awareness should be included in the preparedness and response phases. This highlights the critical need for education in emergency preparedness and response in these locations in strong collaboration with other clusters such as WASH, Protection (especially Child Protection and GBV sub-clusters), Nutrition and Health.

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 humanitarian crises in South Sudan put hundreds of thousands of children and youth at risk. Basic community services and normal support mechanisms are disrupted. Though education can be a protective, lifesaving and life sustaining intervention in this environment, access to education continues to be denied to many children who need it most. Many of the States and counties with the worst education indicators are those affected annually by conflict, insecurity and natural disasters. If we do not provide education in emergencies in South Sudan, we will see increasing disparity across the country and some of the most vulnerable and at risk children without access to the protection and support that education provides. Education provides children with stability and structure throughout an emergency, and protects them from risks and dangers. It also ensures that young people can continue to learn. Learning cannot and should not be put aside in times of crisis, as education is crucial to children and young people's future.

In the light of the above, the proposed education in emergencies activities and the requested CHF 2nd round funds for 2013 will directly contribute to the achievement of the main objectives of the South Sudan Education Cluster to ensure continuity of quality education for emergency affected children, youth and teachers in a safe environment. National NGOs and CBOs that already have partnerships with UNICEF in locations with limited actors will be supported to implement education in emergency responses with SMOEST in timely and effective manner. The process of engaging the national NGOs and CBOs will be lighter as existing small scale funding agreements will be amended and their capacity will be enhanced for sustainability and community ownership. UNICEF has well-established presence at Zonal Offices (Wau, Malakal & Juba) and hub offices (Bor, Bentiu, Kuajok, Aweil, Rumbek, Yambio, and Torit) to support ongoing monitoring and evaluation. UNICEF will support the national NGOs and CBOs that are not supported by the education cluster. In particular for Unity State CMI and UNIDO, for NBeG State DRDA and SRRC, for Lakes State RUWASA and ECS, for Jonglei State CADAT and BHO, for Upper Nile State Root of Love and for Central Equatoria State Street Children Aid, in line with the education cluster strategy.

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.

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 funds will be used to address education related humanitarian needs in NBeG, Warrap, Unity, Upper Nile, Jonglei and Lakes and Central Equatoria and Eastern Equatoria States that are affected by inter communal violence, Rebel Militia Group activities, border tensions as well as natural disasters. Funds will contribute to the achievement of the Education Cluster priority activities through effective support to CBOs at local level (often not supported by the cluster) and coordination at National, State and County levels, conducting rapid needs education assessments, developing response plans and in collaboration with Government and education cluster partners coordinating emergency responses. These responses include provision of safe and protective temporary learning spaces, prepositioning and distributing emergency teaching and learning materials and providing life saving messages and psychosocial support trainings for teachers and PTA members.

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 preposition and distribute education in emergency (EiE) supplies in strategic locations.
- 2) To enhance capacities of education cluster partners and education actors in EiE preparedness and response, emergency-related lifesaving messages and psychosocial support.
- 3) To ensure education cluster coordination at National, State and County level in terms of preparedness and continued response in line with the education cluster objectives at lower levels where the CBOs operate.
- 4) To provide safe and protective temporary learning spaces with WASH facilities.

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	Agency	Beneficiaries
1. Transport, preposition and distribute EiE supplies.	NBeG, Warrap, Unity, Upper Nile, Jonglei, CES, EES and Lakes States	UNICEF and implementing partners	Affected communities
2. Conduct monthly regular field visits to monitor the status of EiE supplies and stores.	NBeG, Warrap, Unity, Upper Nile, Jonglei, CES, EES and Lakes States	UNICEF	Affected communities
3. Print and disseminate 1,237 copies of the new Psychosocial Support /Skills for Life manual at State and County level.	NBeG, Warrap, Unity, Upper Nile, Jonglei, CES, EES and Lakes States	UNICEF and education cluster	Affected communities
4. Develop small scale funding agreements with NNGOs and CBOs for EiE activities.	NBeG, Warrap, Unity, Upper Nile, Jonglei, CES, EES and Lakes States	UNICEF and implementing partners	Affected communities
5. Establish safe and protective temporary learning space equipped with WASH facilities.	NBeG, Warrap, Unity, Upper Nile, Jonglei, CES, EES and Lakes States	UNICEF and implementing partners	Affected communities

iv). Cross Cutting Issues

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

Support to the education cluster at National, State and County level and EiE basic trainings for cluster partners on preparedness and response will include HIV/AIDS, environmental awareness, gender analysis and inclusive education topics. These cross cutting issues will be integrated in coordinating emergency responses and field monitoring/evaluation mission. Strengthening inter-cluster collaboration, specifically with WASH, Child Protection and GBV, will ensure that EiE serves as an entry point for other emergency sector interventions.

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.

- a) EiE supplies are prepositioned in strategic locations and distributed in NBeG, Warrap, Unity, Upper Nile, Jonglei, Lakes, Central Equatoria and Eastern Equatoria States.
- b) Field monitoring visit reports on the status of EiE supplies and store are finalized and shared.
- c) 1,237 copies of the new Psychosocial Support /Skills for Life manual are printed and disseminated at State and County level.
- d) 60 safe and protective temporary learning spaces equipped with WASH facilities are established through implementing partners.

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 TLS established (through agreements with implementing partners)	60	
	2	Number of emergency affected children and youth attending temporary learning spaces	Girls: 4,800	Boys: 7,200
	3	Number of TLS equipped with WASH facilities	60	

4	Number of school-in-a-box kits distributed to emergency affected children, youth and teachers (through agreements with implementing partners)	120			
5	Number of recreation kits distributed to emergency affected children, youth (through agreements with implementing partners)	60			
6	Number of blackboards distributed to emergency affected children, youth and teachers (through agreements with implementing partners)	120			
7	Number of children, youth and teachers benefiting from EIE supplies	Girls: 4.800	Women: 72	Boys: 7,200	Men: 168
8	Number of copies of the new Psychosocial Support /Skills for Life manual printed and disseminated	1,237			
9	Number of field monitoring reports finalized on the status of EIE supplies and store	6			

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.

UNICEF will sign partnership agreements with national NGOs and CBOs to implement education in emergency activities at specific geographical locations. Also, the State MoEST will be involved in the implementation and monitoring of the activities. UNICEF National, Zonal and State Hub offices will coordinate the project activities. Throughout the implementation period, UNICEF will monitor and provide technical support to State MoEST, implementing national NGOs and CBOs.

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.

Progress and achievements of the project will be monitored jointly with MoE, implementing national NGOs and CBOs. The implementing partners will gather and compile information on the activities conducted and results achieved. UNICEF staff will conduct regular field monitoring visits to project sites and report on the indicators and targets. In addition UNICEF will directly monitor output indicators for the specific proposed project activities through the documentation related to needs assessments, response plans and EIE responses.

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)
Government of Japan, 2013	2,018,981
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: <u>SSD-13/E/55554/124</u>		Project title: <u>Ensuring that children and youth affected by acute emergencies have inclusive access to quality lifesaving education in a protective environment in South Sudan</u>		Organisation: <u>UNICEF South Sudan</u>
Overall Objective	Cluster Priority Activities for this CHF Allocation: <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 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 	Indicators of progress: <ul style="list-style-type: none"> No. of affected children and youth that have access to quality education in acute emergencies (girls/boys) No. of education actors trained on EiE and emergency-related lifesaving messages and psychosocial support at National, State and County level (women/men) 	How indicators will be measured: <ul style="list-style-type: none"> Monthly UNICEF Reports School Enrolment Records 	
Purpose	CHF Project Objective: <ul style="list-style-type: none"> To preposition and distribute education in emergency (EiE) supplies in strategic locations. To provide safe and protective temporary learning spaces with WASH facilities. To enhance capacities of education cluster partners and education actors in EiE preparedness and response, emergency-related lifesaving messages and psychosocial support. To ensure education cluster coordination at National, State and County level in terms of preparedness and continued response in line with the education cluster objectives at lower levels where the CBOs operate. 	Indicators of progress: <ul style="list-style-type: none"> No. of affected children, youth and teachers benefiting from education in emergency supplies (girls/boys/women/men) No. of children and youth benefiting from temporary learning spaces (girls/boys) No. of education actors trained on EiE and emergency-related lifesaving messages and psychosocial support at National, State and County level (women/men) No. of education cluster meetings held at National, State and County level No. of schools vacated after being occupied by armed forces or other groups 	How indicators will be measured: <ul style="list-style-type: none"> Monthly UNICEF Reports Training reports and attendance lists 	Assumptions & risks: <ul style="list-style-type: none"> Availability and prompt disbursement of funds (A) Greater than usual inaccessibility due to environmental adversity (R) Continued government commitment to education in emergencies (A) Continued Education Cluster partnerships (A)
Results	Results - Outcomes (intangible): <ul style="list-style-type: none"> Children and youth affected by acute emergencies have access to quality education including access to 	Indicators of progress: <ul style="list-style-type: none"> No. of children and youth attending temporary learning spaces (girls/boys) 	How indicators will be measured: <ul style="list-style-type: none"> Monthly UNICEF Reports Implementing Partners Progress Reports 	Assumptions & risks: <ul style="list-style-type: none"> Continued government commitment to education in emergencies (A) Continued Education Cluster

	<p>emergency teaching and learning materials</p> <ul style="list-style-type: none"> • Children’s physical, cognitive and psychosocial wellbeing and resilience are protected and nurtured through attendance at emergency learning spaces • Education cluster partners and education actors have capacity to assist affected children with lifesaving messages and psychosocial support 	<ul style="list-style-type: none"> • No. of children and youth affected by acute emergencies benefiting from school in a box kits, blackboards, recreation kits and ECD kits (girls/boys) • Percentage of children reporting feeling safe and protected in emergency learning environments (girls/boys) 		<p>partnerships (A)</p> <ul style="list-style-type: none"> • Continued Implementing partners commitment (A)
	<p>Immediate-Results - Outputs (tangible):</p> <ul style="list-style-type: none"> • EiE supplies are prepositioned in strategic locations and distributed in NBeG, Warrap, Unity, Upper Nile, Jonglei, Lakes, Central Equatoria and Eastern Equatoria States • Field monitoring visit reports on the status of EiE supplies and store are finalized and shared. • 1,237 copies of the new Psychosocial Support /Skills for Life manual are printed and disseminated at State and County level. • Monthly cluster meetings held at National, State and County level • 60 safe and protective temporary learning spaces equipped with WASH facilities are established through implementing partners 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> • No. of school in a box kits, recreation kits, blackboards and ECD kits prepositioned and distributed • No. of field reports on EiE supplies finalized and shared with education cluster partners • No. of copies of the new psychosocial Support/Skills for Life manual disseminated at State and County level • No. of education cluster meetings held • No. of children (girls/boys) accessing temporary learning spaces equipped with WASH facilities • No. of temporary learning spaces established 	<p>How indicators will be measured:</p> <ul style="list-style-type: none"> • Monthly UNICEF reports • Education cluster minutes • Attendance list • Response plan reports • Field monitoring reports 	<p>Assumptions & risks:</p> <ul style="list-style-type: none"> • Availability and prompt disbursement of funds (A) • More than usual inaccessibility due to environmental adversity (R) • Continued government commitment to education in emergencies (A) • Continued Education Cluster partnerships (A) • Continued Implementing partners commitment (A)
	<p>Activities:</p> <ul style="list-style-type: none"> • Transport, preposition and distribute EiE supplies. • Conduct monthly regular field visits to monitor the status of EiE supplies and stores. • Print and disseminate 1,237 copies of the new Psychosocial Support /Skills for Life manual at State and County level. • Develop small scale funding agreements with NNGOs and CBOs for EiE activities. • Establish safe and protective temporary learning space equipped with WASH facilities. 	<p>Inputs:</p> <ul style="list-style-type: none"> • Funds • Staff time • Transportation • Human resources 		<p>Assumptions, risks and pre-conditions:</p> <ul style="list-style-type: none"> • Availability and prompt disbursement of funds (A) • More than usual inaccessibility due to environmental adversity (R) • Continued government commitment to education in emergencies (A) • Continued Education Cluster partnerships (A) • Continued Implementing partners commitment (A)

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:	01-10-2013	Project end date:	31-03-2014
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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 Transport, preposition and distribute EiE supplies				X	X	X	X	X	X						
Activity 2 Conduct monthly regular field visits to monitor the status of EiE supplies and stores				X	X	X	X	X	X						
Activity 3 Print and disseminate 1,237 copies of the new Psychosocial Support /Skills for Life manual at State and County level				X	X	X									
Activity 4 Develop small scale funding agreements with NNGOs and CBOs for EiE activities.				X	X	X									
Activity 5 Establish safe and protective temporary learning space equipped with WASH facilities.				X	X	X	X	X	X						