

South Sudan 2013 CHF Standard Allocation Project Proposal

for CHF funding against Consolidated Appeal 2013

For further CHF information please visit <http://unocha.org/south-sudan/financing/common-humanitarian-fund>
or contact the CHF Technical Secretariat chfsouthsudan@un.org

SECTION I:

| | | |
|--|---|---|
| CAP Cluster | Education | |
| CHF Cluster Priorities for 2013 Second Round Standard Allocation | | |
| Cluster Priority Activities for this CHF Round <ol style="list-style-type: none"> 1. Establish or repair (quick and light) safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities 2. Pre-position and distribute emergency teaching and learning materials to emergency-affected schools and communities to ensure continuity of learning during/after emergencies 3. Conduct rapid training or orientation of education actors and PTAs in emergency-related lifesaving messages and psychosocial support for the benefit of children and youth affected by emergencies | Cluster Geographic Priorities for this CHF Round <ul style="list-style-type: none"> • Jonglei: Akobo, Uror, Pibor, Pochalla, Nyirol, Bor • Unity: Pariang, Abienhom, Mayom, Rubkona • Upper Nile: Maban, Renk, Melut, Ulang, Nasir, Baliet, Longuchuk • Warrap: Twic – incl. Agok, Tonj South, Tonj East, Tonj North, Gogrial East, Gogrial West • Lakes: Rumbek North, Cueibet, Awerial • NBEG: Aweil North, Aweil East • CES: Juba • EES: Kapoeta North, Kapoeta East • WBeG: Raja | |
| Project details | | |
| The sections from this point onwards are to be filled by the organization requesting CHF funding. | | |
| Requesting Organization | | |
| NHDF (Nile Hope) | | |
| Project CAP Code | CAP Gender Code | |
| SSD-13/E/55551/R/8452 | 1 | |
| CAP Project Title <i>(please write exact name as in the CAP)</i> | | |
| Responding to EiE needs in Akobo and Pigi counties in Jonglei State and Ulang County in Upper Nile State through multi-faceted and timely set of inter-linked activities | | |
| Total Project Budget requested in the in South Sudan CAP | US\$ 710,000 | |
| Total funding secured for the CAP project (to date) | US\$ 285,000 | |
| Funding requested from CHF for this project proposal | | |
| US\$ 185,000 | | |
| 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> | | |
| There will be community contribution toward establishment of TLSs | | |
| Direct Beneficiaries <i>(Ensure the table below indicates both the total number of beneficiaries targeted in the CAP project and number of targeted beneficiaries scaled appropriately to CHF request)</i> | | |
| | Number of direct beneficiaries targeted in CHF Project | Number of direct beneficiaries targeted in the CAP |
| Women: | 250 | 300 |
| Girls: | 1,000 | 1,700 |
| Men: | 300 | 500 |
| Boys: | 1,440 | 2,500 |
| Total: | 2,990 | 5,000 |
| Indirect Beneficiaries | | |
| Appx 15,000 assuming each of the 2,990 beneficiaries can reach about 5 more individuals especially on life skills and PSS messages as we shall emphasize during the training | | |
| Catchment Population (if applicable) | | |
| | | |
| Implementing Partner/s <i>(Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)</i> | | |
| | | |
| CHF Project Duration <i>(12 months max., earliest starting date will be Allocation approval date)</i> | | |
| Indicate number of months: 6 months (1 October 2013 – 31 March 2014) | | |
| Contact details Organization's Country Office | | |
| Organization's Address | Hai TongPing, Juba, South Sudan | |
| Project Focal Person | Name: Johnson K. NDICHU Email: gbpmi2005@yahoo.com Telephone: 0977481400 / 0955193375 | |
| Country Director | Name: Paul Biel OTOANG Email: paulbiel@yahoo.com Telephone: 0912249550 / 0977197189 | |
| Finance Officer | Name: Sophia Njeri Wambaire Email: soffi28@yahoo.com Telephone: 0927915764 / 0955023273 | |
| Contact details Organization's HQ | | |
| Organization's Address | Akobo County, Jonglei State, South Sudan | |
| Desk officer | Name: Simon Buony Bol Email: buonybol2007@ymail.com Telephone: 0917325764 | |
| Finance Officer | Name: Jidayi Zaituni Email: jidayiz@rocketmail.com Telephone: 0911898747 | |

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

A Juba statement by Toby Lanzer, HC in South Sudan, issued on 6th May 2013 reads, "I am deeply concerned about the humanitarian situation in Jonglei State, where thousands of civilians are in need of assistance, and where humanitarian workers have treated more than 450 casualties, including children since February. We have seen houses burned down and civilian property destroyed. Facilities such as schools and health centres have been robbed, looted and occupied by armed actors...."

This statement reflects the general chaos, cyclical tide of violence and human rights abuse and deprivation that continues to plague Jonglei, including Akobo County. CHF's Policy Paper dated 12/07/13 affirms this position, "...violence and insecurity have displaced tens of thousands of people (in Jonglei) since the start of the year." The continued Lou-Murle armed skirmishes have caused civilians to be restless and the situation is unpredictable. Some 2,060 households have become displaced (10,500 individuals to Ulang and 3,000 individuals settled in Walgak, 3,300 in Dirror and 2700 in Buong payam (RNA Report, 08 February 2013). According to Toby, "People displaced by the hostilities.... would like to return to their homes, especially during the rainy season when many rural areas flood."

Nile Hope's Programs Coordinator who just returned from Akobo County (and before that from Ulang) can confirm a general anxiety among the local population, and especially fear of attack by the Murle.² A suspected Murle attack in Akobo West on the 18th of July 2013 left 2 people dead and 3 critically injured (Walgak PHCC, Nile Hope); a subsequent ambush in Akobo West on 20th July has left 3 dead and 3 injured and instilled restlessness in the community with counter attacks likely to occur compromising Education services.

The grave attack of 8th February 2013 in Akobo West resulted in 188 fatalities and displaced some population to Ulang County (an underserved area) in Upper Nile. Some of the IDPs from this attack settled in Dilule in Akobo (Interagency Rapid Needs Assessment of 14/15 February, 2013).

As Master Ler Khot, a pupil at Wechpuot Primary School in Akobo asserted during CHF's 1st Round activity implementation, "The most important thing (about this Project) is that it has helped to bring school closer to me therefore enabling me to avoid going on long distances for education and in the face of insecurity" (Nile Hope's Education in Emergencies Program, Akobo County 2013 Quarter 2 (April – June, 2013) Narrative Report). We wish this for majority of the emergency-affected children, therefore this proposed project!

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.

Nile Hope is an active Education player in Jonglei and Upper Nile, including Akobo, Ulang and Nasir Counties. The organization has its headquarters in Akobo, her mother County, a coordination office in Juba and in Bor and Malakal as well as operational sites in Walgak (Akobo West), Nasir, Ulang and Pigi Counties. The organization has the necessary infrastructure to enable implementation of the proposed project plus strong and reliable partners like Stromme Foundation who have covered some of the Education gaps especially in Akobo). There are requisite systems, policies and procedures in place, and in the last half of 2012 we re-developed a 5-year (2013 – 2017) Strategic Plan taking into account the operational context (conflict, emergencies, food insecurity, adverse weather and inflation...) to enable responsive and relevant programming. The organization relies solely on pool funds such as CHF for emergency interventions, including EiEs, but also mobilizes local resources as part of community contribution (labour, local materials for establishing TLSS...). The current EiEs program supported by the CHF funds will lapse on 30th September, 2013, yet both Akobo and Ulang continue to present new challenges related to accumulated emergencies and **we have no existing PCA to drive the EiE activities**. Serious congestion (pupil-teacher ratio) and poor/unavailable learning spaces threaten the learning process as most children have moved away from borderline schools to concentrate in town schools such as Walgak Primary School (roof was blown off by wind as in Ulang's Kuich School, and children do not attend school during rainy seasons). This may have serious implications for the EiEs in the proposed areas and gains realized hitherto may be compromised if no further funding is secured. Nile Hope wishes to ensure continuity of the program in Akobo and to attend to EiEs needs in Ulang as part of the continuing 2012/13 program. Nile Hope has a dedicated EiEs staff who can swiftly respond to emergencies, including conducting needs assessments.

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.

Education is life-saving as it brings normalcy during and after emergencies to the lives of boys, girls, youth and teachers of both genders. Nile Hope, through the CHF funding, shall work to reduce the cluster load in Akobo and Ulang by 2,990 individuals. We

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.

² Nile Hope's Education in Emergencies Program, Akobo County 2013 Quarter 2 (April – June, 2013) Narrative Report

shall, together with local communities, establish and or repair 20 safe and protective temporary learning spaces (TLSs) that shall include 5 tented classes with gender-segregated latrines³ in line with the INEE guidelines. In line with Cluster priorities, we shall enable the distribution of 30 school in-a-box and 30 recreational kits in both Akobo and Ulang to boys, girls, male and female youth in the 2 counties. At the same time, we shall reach directly 550 teachers (including volunteers) and other education personnel (including County Education Department personnel) and PTA/SMC members, youth and community leaders of both genders with life skills/saving messages and psychosocial. These additional emergency-affected beneficiaries can be disaggregated as follows: 150 teachers (130 male, 20 female) and 150 PTA/SMC members (80 male, 70 female); 30 youth leaders, 15 CED, 50 community leaders and other 155 key community persons (church leaders, volunteers...) to be imparted with the tenets, procedures and practices of EiEs Rapid Needs Assessments, useful life skills and psychosocial support as well as school governance; Via the CHF resources, we shall capacity-strengthen Akobo and Ulang CEDs and help to strengthen local-level structures including PTAs, Education Clusters and School-Youth-Women Life Skills Clubs. The funding will support advocacy issues on school occupation by armed groups. Appropriate staff will be employed to steward EiEs activities and to render support to the direct 2,990 beneficiaries envisaged.

ii) Project Objective

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

The Project will contribute to:

- i) Ensuring that emergency-affected children (2,440 directly being 1,000 girls and 1,440 boys and youth, men and women (at least 550 directly, to include teachers, PTA/SMC members and County Education Staff) benefit from the intervention by way of access to quality, protective and life-saving spaces and or life-saving and EiEs awareness messages by the end of June 2014. On this, we propose to continue working with active partners like UNICEF and CEDs and will negotiate for continued partnership in 2014;
- ii) Nile Hope shall continue to increase access to safe, protective and accessible temporary learning spaces by emergency-affected boys, girls and female and male youth to ensure continuity of relevant education during and after acute emergencies. On this we shall prolong our partnership with UNICEF and other partners to realize this output as a part endeavor to reach the 2,440 boys and girls ;
- iii) Nile Hope, through UNICEF, shall continue to make available emergency teaching and learning materials to both teachers and children in both Counties. We shall work to deliver life-saving messages and psychosocial support, including formation of school and youth clubs, to emergency affected boys, girls, youth and key members of the community (such as teachers, community leaders, PTA members and County Education Staff) in the aforementioned target locations (Akobo East/ West and Ulang);
- iv) In addition, we shall endeavour to advocate, report and respond when schools become occupied by armed forces or other groups and will coordinate closely with other sectors like WASH, Protection, Health and FSL to ensure a holistic and gender-specific intervention.

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).

- i) Conduct, document and share a pre-implementation mapping/rapid needs assessment exercise in Ulang and Akobo to determine and confirm the actual and relevant emergency response required in the 2 counties;
- ii) Establish and or rehabilitate a minimum of 15 safe and protective learning spaces⁴ ((7 in Ulang and 8 in Akobo) and provide 5 Tented classes in Ulang to benefit boys and girls as well as male and female youth (and work closely with our WASH Department to avail responsive and appropriate WASH amenities like latrines for boys and girls) in both counties based on the mapping/rapid needs assessment exercise conducted to reach – in this CHF 2nd Round – 2,990 persons. In so doing, we shall ensure and engender community consultation and participation. As usual, we shall encourage shift learning to optimize the available learning spaces, whilst also ensuring they are accessible to children with disabilities. As much as possible, we shall utilize local community workers/volunteers. We shall reach out to out-of-school children via outreach education as well as run informal catch up classes where circumstances dictate;
- iii) Provide 5 schools/learning spaces with gender-segregated latrines, both in Ulang (2) and Akobo (3) and coordinate and work with the WASH Programs and actors to avail more gender-segregated sanitation amenities, including hand-washing facilities, to the schools/TLSs as well as disseminate useful education/training on the use of latrines, waste management, including via the school and youth clubs;
- iv) Distribute 60 relevant and essential teaching and learning materials (30 school-in-a-box/SiaB and 30 recreational kits) to boys, girls, male and female youth in emergency-affected schools and communities in the 2 counties to ensure continuity of learning during and after emergencies. This exercise will also entail demonstrations on their management, use and storage to students, teachers and the wider community. We shall endeavour to organize weekly inter-school recreational activities with support and supervision from teachers, CED staff and community volunteers as well as mobile awareness campaigns;
- v) Impart, in close working relations with our Protection-GBV & Health Departments, timely life-saving messages and psychosocial support and cross-cutting issues to the 2,990 direct beneficiaries (boys, girls, male and female youth, men and women) and including PTA members, education officials and community leaders of both genders to be accurately ascertained and confirmed during the mapping/rapid needs assessment exercise;
- vi) Work to link the Education in Emergencies with Health, Nutrition, WASH, Psychosocial and Protection Programs/services to ensure a holistic and quality intervention as per the South Sudan INEE standards, of which Nile Hope actively contributed to its development;
- vii) Conduct a range of periodic, relevant, targeted, responsive and structured trainings (including County Education Department staff) and life saving message dissemination to reach 550 teachers (including provision and dissemination of the Teachers Code of Conduct) and other education personnel and PTA/SMC members, Youth and Community Leaders of both genders, according to needs and circumstances and based on the mapping/needs assessment exercise and available education intelligence available also from Nile Hope's progress reports. As much as possible, we shall utilize local community facilities like

³ Largely coordinating with the WASH Program and partners

⁴ Children's sense of security, and feelings of belonging, are basic human needs which may be undermined by their living conditions (Early Childhood in Focus 8, 2012)

- churches and schools for the trainings and conduct outreach-based trainings;
- viii) Advocate, report and respond (especially for child protection issues will work closely with our Protection-GBV Department) when schools in the four 2 counties become occupied by armed forces or other groups. We shall produce and distribute 500 basic posters bearing anti-school occupation and EiEs messages;
 - ix) Continue to spearhead and make active the Education Clusters/Teams at the County level. Nile Hope has already taken lead, or is participating, in this front and has propelled County-level Education Departments to start addressing Education in Emergencies (EiEs) in 3 counties (Akobo, Ulang and Nasir). Nonetheless, more financial and technical support and leadership is required for these local education institutions to function effectively. Nile Hope is the County Education Cluster Lead in Akobo County and has helped form the same in Ulang and Nasir Counties. We have local staff, amenities and local partnerships capable of driving and responding to EiEs as well as potent and potential surge capacity to respond as appropriate. We have continued to disseminate and share the INEE minimum standards to ensure correct adherence and integration into the EiEs implementation process and will ensure timely monitoring for compliance reasons. We shall at the same time nurture and promote inter-cluster/program work (especially with WASH, Health-including HIV/AIDS⁵ issues- and Protection Clusters) via coordinated efforts and monthly inter-cluster and county-level meetings and activities;
 - x) Offer technical and material support to the County Education Departments in the 2 Counties to ensure reasonable and quality delivery of EiEs work as well as engender supervision and monitoring mechanisms to ensure teachers and other education personnel function productively and effectively;
 - xi) Regularly coordinate, monitor and report (monthly/quarterly/bi-annually and annually) and evaluate (bi-annually and annually) the progress of the results of the response activities and outcomes.

iv). Cross Cutting Issues

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

Nile Hope shall create healthy and working relationships/synergies with other Programs such as Health to effectively address HIV/AIDS (which puts girls/female youth/women at a higher risk than boys/male youth/men during emergencies due to the attendant vulnerability) and communicable/water-borne diseases (this shall include participating in cross-sectoral and Cluster coordination forums and joint trainings and campaigns), Protection-GBV to address gender and child protection issues (where children and females become more vulnerable to rights violations and abuse, including rape and deprivation during emergencies and also because child abductions become rife especially in Jonglei/Upper Nile during violent episodes as well as safety and security issues such as mine awareness), and treat environmental awareness as part of the life-skills program in schools and youth clubs and among PTA/SMC members. As has been the practice, we shall invite technical persons from across the programs to provide expertise information on cross-cutting issues like HIV/AIDs, child protection, mine awareness and peace-building. Peace-Building shall continue to be a major phenomenon considering the context of the project locations as both Akobo and Ulang are major conflict-prone regions and will be promoted among school/youth/women clubs and during recreational activities. For this purpose, we shall continue to work with the FSL-Peace Building Department and other active partners like UNHCR and UNMISS who continue to support us on this front. We have seen this approach to be very successful especially in Upper Nile where the EiEs Program worked hand-in-hand with the Protection-GBV Department on these issues in 2012. We shall use local-level institutions/structures such as the life-skills clubs, youth and women associations, PTAs and the County Education Clusters/Sub-Clusters to disseminate and further environmental issues (and work with them, including promoting/campaigning for tree planting and appropriate community sanitation) as well as work to mitigate the destruction of natural resources, more so trees for TLSs and natural waters.

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.

2,440 (1,000 girls and 1,440 boys) in both Counties have access to EiEs, life-saving messages and skills and psychosocial support. 550 individuals who include 150 teachers (130 male, 20 female), 150 PTA/SMC members (80 male, 70 female) and 250 others (30 youth, 15 CED staff, 50 community leaders, and 155 other key community persons like church leaders and volunteers) will benefit from strengthened knowledge and capacities in EiEs. Both boys and girls will have improved confidence and a sense of integrity (possibly with more enrolments and retention) courtesy of the TLSs with gender-segregated latrines/sanitation facilities. Emergency Education actors will have an improved understanding of the special needs of boys and girls, male and female youth. Children, both boys and girls and youth will be better able to cope well with emergencies and return to normalcy and continued learning; Campaigns for anti-school occupation will help to engender security among schools and learning spaces and help to impart positive attitudes among security forces.

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

| SOI (X) | # | Output Indicators | Target (indicate numbers or percentages) | |
|---------|----|--|--|-------------|
| X | 1. | Number of classrooms repaired | | |
| X | 2. | Number of temporary learning spaces established | | 20 |
| X | 3. | Number of emergency affected children and youth attending temporary learning spaces/repairs classrooms | Girls: 1,000 | Boys: 1,440 |

⁵ A recent assessment on HIV in humanitarian settings carried out in Unity, Upper Nile and Western Equatoria States, points to a possible increase in new HIV infections among these vulnerable groups, yet a lack of resources is restricting prevention and treatment (OCHA South Sudan Humanitarian Bulletin, 3-9 December, 2012)

| | | | | | | |
|---|-----|--|---|------------|-------------|----------|
| X | 4. | Number of emergency affected learning spaces provided with gender segregated WASH facilities ⁶ | 15 (5 by Nile Hope and 10 via the WASH Department and partners) | | | |
| X | 5. | Number of Schools in a Box distributed to emergency affected children, youth and teachers | 20 | | | |
| X | 6. | Number of Recreation Kits distributed to emergency affected children, youth and teachers | 20 | | | |
| x | 7. | Number of black boards | 20 | | | |
| X | 8. | Number of children and teachers benefiting from Education in Emergencies supplies | Girls: 500 | Women: 40 | Boys: 720 | Men: 100 |
| X | 9. | Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support | Women: 90 | | Men: 210 | |
| X | 10. | Number of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces | Women: 20 | | Men: 130 | |
| X | 11. | Number of children and youth reporting feeling safe and protected in emergency affected learning environments | Girls: 500 | | Boys: 720 | |
| X | 12. | Number of emergency affected people reached through life saving messages, awareness campaigns and activities (girls/boys/women/men) | Girls: 1,000 | Women: 225 | Boys: 1,440 | Men: 325 |
| X | | Number of rapid assessments conducted to authenticate the actual and relevant emergency response required taking into account post-funding contexts in Ulang and Nasir | 2 | | | |

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 solely implemented by Nile Hope with the support of Akobo and Ulang County Education Departments and local institutions/structures. Nile Hope has the requisite implementation structures and infrastructure to drive the project. There will be an overall head/lead technical staff (Education Program Technical Lead) who will take lead in technical implementation of the overall project and will be field-Juba-state based and will work closely with the Education Program Coordinator and Program Assistants and Clusters and Partners with the support of the Programs Coordinator, the Executive Director and senior administrative staff. The Education Program Technical Team, refereed also by an M&E Officer will drive the technical aspects of the EiEs. Below The Education Program Technical Lead will be the Education Program Coordinator; there will be 3 Education Program Assistants (to be based in Akobo East, Akobo West and Ulang). The Team at the County level will continue to be the focal points for EiEs at the respective County levels and will bolster the activities of the County Education Departments and Clusters/Sub-Clusters. Nile Hope shall work to bolster the capacity of the County Education Departments to ensure quality interventions and program sustainability. The Education Program Coordinator will particularly participate in national (e.g. Clusters) and state-level Education forums and with the support of the Education Program Technical Lead will steward the Education Policy for the organization. The Programs Coordinator will work closely with the M&E Officer to progressively monitor and evaluate the project against the designated indicators. Nile Hope's Finance and Grants Office will be in charge of the financial management and grant administration of the funds.

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)⁷.

Nile Hope shall employ the project log frame (to capture activities, indicators, cross-cutting issues) as the best measure for progress, activity and results achievement and will work with the Project Team to realize the set indicators and targets as making reference to the **Interagency Network for Education in Emergencies (INEE)** standard indicators. Tools and methodologies employed (including interviews with key persons, case studies, observations and focus group discussions) during the evaluation exercise will help to inform the extent to which the project objectives have been realized. We also shall use the organization's M&E tools and guidelines, including requisite questionnaires and coordinate closely with the Cluster's M&E arm. The Report developed from the project entry rapid needs assessments will also provide useful baselines for M&E assignment. Project monitoring shall be conducted regularly as the project implementation progresses, to track extent of achievement of envisaged activities while evaluation shall be mid-term and at project-end and attendant reports will be produced and shared with partners. We are also going to use observation (for example locations and quality of TLSs), interviews with key stakeholders, focus-group discussions to gauge the success (and feedback from) the progress of the implementation and will work to strengthen the monitoring capacity/system/skills of the respective County Education Clusters and County Education Departments. The Monitoring and Evaluation Officer will work with the field team to capture information/report about the progress of the intervention and provide technical support to the overall program and the M&E process and send to the Education Program Technical Lead with a copy to the Programs Coordinator, the Programs Coordinator, the Executive Director and Management Team before submission to the Cluster/partners and OCHA-UNDP. We shall make reference to the Logical Framework (as a living document) to ensure key monitoring and reporting activities are taken care of.

⁶ Nile Hope will directly ensure 5 are constructed while we shall coordinate and work with the WASH Department and partners to ensure all the 20 TLSs have access to WASH amenities

⁷ 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.

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| 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) |
| Stomme Foundation | 120,000 |
| CHF 2013 1 st Round | 165,429 |
| | |
| Pledges for the CAP project | |
| | 0 |
| | 0 |

SECTION III:

The logical framework is a tool to present how the implementation of CHF funded activities and their results (outputs and outcomes) will contribute to achieving higher level humanitarian results (project and cluster objectives) and how these results will be measured.

Fill in the logical framework below for this project proposal ensuring the information provided is in accordance with the strategies and activities described in the narrative section of this proposal, in particular section C.

| LOGICAL FRAMEWORK | | | |
|--|---|--|--|
| CHF ref./CAP Code: SSD-13/E/55551/R/8452 | | Responding to EiE needs in Akobo and Pigi counties in Jonglei State and Ulang County in Upper Nile State through multi-faceted and timely set of inter-linked activities | |
| | | Organisation: Nile Hope | |
| Overall Objective | <p>Cluster Priority Activities for this CHF Allocation: <i>What are the Cluster Priority activities for this CHF funding round this project is contributing to:</i></p> <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 | <p>Indicators of progress: <i>What are the key indicators related to the achievement of the CAP project objective?</i></p> <ul style="list-style-type: none"> • Total number of beneficiaries – number of emergency affected children and youth attending temporary learning spaces. • Number of temporary learning spaces established. • Number of schools in boxes and recreation kits distributed to affected children both males and females as well as teachers • Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support • Number of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces | <p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Project photos • Minutes of meetings with stakeholders and partners. • Monthly ,quarterly and end project reports . |
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| Purpose | <p>CHF Project Objective: <i>What are the specific objectives to be achieved by the end of this CHF funded project?</i></p> <p>1) Ensuring that emergency-affected children (2,440 directly being 1,000 girls and 1,440 boys and youth, men and women (at least 550 directly, to include teachers, PTA/SMC members and County Education Staff) benefit from the intervention by way of access to quality, protective and life-saving spaces and or life-saving and EiEs awareness messages by the end of June 2014. On this, we propose to continue working with active partners like UNICEF and CEDs and will negotiate for continued partnership in 2014;</p> <p>ii) Nile Hope shall continue to increase access to safe, protective and accessible temporary learning spaces by emergency-affected boys, girls and female and male youth to ensure continuity of relevant education during and after acute emergencies. On this we shall prolong our partnership with UNICEF and other partners to realize this output as a part endeavor to reach the 2,440 boys and girls ;</p> <p>iii) Nile Hope, through UNICEF, shall continue to make available emergency teaching and learning materials to both teachers and children in both Counties. We shall work to deliver life-saving messages and psychosocial support, including formation of school and youth clubs, to emergency affected boys, girls, youth and key members of the community (such as teachers, community leaders, PTA members and County Education Staff) in the aforementioned target locations (Akobo East/ West and Ulang);</p> <p>iv) In addition, we shall endeavour to advocate, report and respond when schools become occupied by armed forces or other groups and will coordinate closely with other sectors like WASH, Protection, Health and FSL to ensure a holistic and gender-specific intervention.</p> | <ul style="list-style-type: none"> • Number of children and youth reporting feeling safe and protected in emergency affected learning environments . • Number of emergency affected people reached through life saving messages, awareness campaigns and activities (girls/boys/women/men) • Number of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces . | <p>How indicators will be measured: <i>What sources of information already exist to measure this indicator? How will the project get this information?</i></p> <ul style="list-style-type: none"> • Project photos • Minutes of meetings with stakeholders and partners. • Monthly ,quarterly and end of project reports . | <p>Assumptions & risks: <i>What factors not under the control of the project are necessary to achieve these objectives? What factors may get in the way of achieving these objectives?</i></p> <ul style="list-style-type: none"> • National and local security guaranteed • Accessibility to the area especially during the rainy season\ • Climate shock and environmental diversity (floods) • Coordination and local community support • Resources available in time for implementation |
| Results | <p>Results - Outcomes (intangible): <i>State the changes that will be observed as a result of this CHF Project. E.g. changes in access, skills, knowledge, practice/behaviors of the direct beneficiaries.</i></p> <ul style="list-style-type: none"> • 2,440 (1,000 girls and 1,440 boys) in both Counties have access to EiEs, life-saving messages and skills and psychosocial support. 550 individuals who include 150 teachers (130 male, 20 female), 150 PTA/SMC members (80 male, 70 female) and 250 others (30 youth, 15 CED staff, 50 community leaders, and 155 other key community persons like church leaders and volunteers) will benefit from strengthened knowledge and capacities in EiEs. Both boys and girls will have improved confidence and a sense of integrity (possibly with more enrolments and retention) courtesy of the TLSs with gender-segregated latrines/sanitation facilities. Emergency Education actors will have an improved understanding of the special needs of boys and girls, male and female youth. Children, both boys and girls and youth will be better able to cope well with emergencies and return to normalcy and continued learning; Campaigns for anti-school occupation will help to engender security among schools and learning spaces and help to impart positive attitudes among security forces. | <p>Number of emergency affected people reached through life saving messages, awareness campaigns and activities (girls/boys/women/men)</p> | <p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Project photos • Minutes of meetings with stakeholders and partners. • Monthly ,quarterly and end project reports . | <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"> • We assume that the community will continue to become active involved in and contribute to the success of the project . • We assume that the new emergencies do not escalate the situation and make it difficult to response. • National and local security guaranteed • Accessibility to the |

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| | | | | <p>area especially during the rainy season\</p> <ul style="list-style-type: none"> • Climate shock and environmental diversity (floods) • Coordination and local community support • Resources available in time for implementation. |
| | <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"> • 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 | <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"> • Number of temporary learning spaces established. <ul style="list-style-type: none"> • Number of schools in boxes and recreation kits distributed to affected children both males and females as well as teachers • Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support | <p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Project photos • Minutes of meetings with stakeholders and partners. • Monthly ,quarterly and end project reports . • Project photos • Minutes of meetings with stakeholders and partners. <ul style="list-style-type: none"> • Monthly ,quarterly and end project reports . | <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"> • We assume that the community will continue to become active involved in and contribute to the success of the project . <ul style="list-style-type: none"> • We assume that the new emergencies do not escalate the situation and make it difficult to response • National and local security guaranteed • Accessibility to the area especially during the rainy season\ • Climate shock and environmental diversity (floods) • Coordination and local community support <ul style="list-style-type: none"> • Resources available in time |

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| | | | | for implementation |
| | <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> <ol style="list-style-type: none"> 1).Conduct, document and share a pre-implementation mapping/rapid needs assessment exercise in Ulang and Akobo to determine and confirm the actual and relevant emergency response required in the 2 counties; 2).Establish and or rehabilitate a minimum of 20 safe and protective learning spaces⁸ ((10 in Ulang and 10 in Akobo) and in Ulang to benefit boys and girls as well as male and female youth (and work closely with our WASH Department to avail responsive and appropriate WASH amenities like latrines for boys and girls) in both counties based on the mapping/rapid needs assessment exercise conducted to reach – in this CHF 2nd Round – 2,990 persons. In so doing, we shall ensure and engender community consultation and participation. As usual, we shall encourage shift learning to optimize the available learning spaces, whilst also ensuring they are accessible to children with disabilities. As much as possible, we shall utilize local community workers/volunteers. We shall reach out to out-of-school children via outreach education as well as run informal catch up classes where circumstances dictate; 3).Provide 5 schools/learning spaces with gender-segregated latrines, both in Ulang (2) and Akobo (3) and coordinate and work with the WASH Programs and actors to avail more gender-segregated sanitation amenities, including hand-washing facilities, to the schools/TLSs as well as disseminate useful education/training on the use of latrines, waste management, including via the school and youth clubs; 4).Distribute 40 relevant and essential teaching and learning materials (20 school-in-a-box/SiaB and 20 recreational kits) to boys, girls, male and female youth in emergency-affected schools and communities in the 2 counties to ensure continuity of learning during and after emergencies. This exercise will also entail demonstrations on their management, use and storage to students, teachers and the wider community. We shall endeavour to organize weekly inter-school recreational activities with support and supervision from teachers, CED staff and community volunteers as well as mobile awareness campaigns; 5).Impart, in close working relations with our Protection-GBV & Health Departments, timely life-saving messages and psychosocial support and cross-cutting issues to the 2,990 direct beneficiaries (boys, girls, male and female youth, men and women) and including PTA members, education officials and community leaders of both genders to be accurately ascertained and confirmed during the mapping/rapid needs assessment exercise; 6).Work to link the Education in Emergencies with Health, Nutrition, WASH, Psychosocial and Protection Programs/services to ensure a holistic and quality intervention as per the South Sudan INEE standards, of which Nile Hope actively contributed to its development; 7).Conduct a range of periodic, relevant, targeted, responsive and structured | <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"> • Community contribution • Staff time • Supplies in kind (school in boxes ,teaching ,recreation kit and learning materials) • Buying of training materials • Support banking services | <ul style="list-style-type: none"> • Project photos • Minutes of meetings with stakeholders and partners. Monthly ,quarterly and end project reports. | <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"> • We assume that the community will continue to become active involved in and contribute to the success of the project . • We assume that the new emergencies do not escalate the situation and make it difficult to response • National and local security guaranteed • Accessibility to the area especially during the rainy season\ • Climate shock and environmental diversity (floods) • Coordination and local community support • Resources available in time for implementation. |

⁸ Children's sense of security, and feelings of belonging, are basic human needs which may be undermined by their living conditions (Early Childhood in Focus 8, 2012)

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| <p>trainings (including County Education Department staff) and life saving message dissemination to reach 550 teachers (including provision and dissemination of the Teachers Code of Conduct) and other education personnel and PTA/SMC members, Youth and Community Leaders of both genders, according to needs and circumstances and based on the mapping/needs assessment exercise and available education intelligence available also from Nile Hope's progress reports. As much as possible, we shall utilize local community facilities like churches and schools for the trainings and conduct outreach-based trainings;</p> <p>8).Advocate, report and respond (especially for child protection issues will work closely with our Protection-GBV Department) when schools in the four 2 counties become occupied by armed forces or other groups. We shall produce and distribute 500 basic posters bearing anti-school occupation and EiEs messages;</p> <p>9)Continue to spearhead and make active the Education Clusters/Teams at the County level. Nile Hope has already taken lead, or is participating, in this front and has propelled County-level Education Departments to start addressing Education in Emergencies (EiEs) in 3 counties (Akobo, Ulang and Nasir). Nonetheless, more financial and technical support and leadership is required for these local education institutions to function effectively. Nile Hope is the County Education Cluster Lead in Akobo County and has helped form the same in Ulang and Nasir Counties. We have local staff, amenities and local partnerships capable of driving and responding to EiEs as well as potent and potential surge capacity to respond as appropriate. We have continued to disseminate and share the INEE minimum standards to ensure correct adherence and integration into the EiEs implementation process and will ensure timely monitoring for compliance reasons. We shall at the same time nurture and promote inter-cluster/program work (especially with WASH, Health-including HIV/AIDSs⁹ issues- and Protection Clusters) via coordinated efforts and monthly inter-cluster and county-level meetings and activities;</p> <p>10)Offer technical and material support to the County Education Departments in the 2 Counties to ensure reasonable and quality delivery of EiEs work as well as engender supervision and monitoring mechanisms to ensure teachers and other education personnel function productively and effectively;</p> <ul style="list-style-type: none"> • 11)Regularly coordinate, monitor and report (monthly/quarterly/bi-annually and annually) and evaluate (bi-annually and annually) the progress of the results of the response activities and outcomes | | | |
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⁹ A recent assessment on HIV in humanitarian settings carried out in Unity, Upper Nile and Western Equatoria States, points to a possible increase in new HIV infections among these vulnerable groups, yet a lack of resources is restricting prevention and treatment (OCHA South Sudan Humanitarian Bulletin, 3-9 December, 2012)

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.

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| Project start date: | 01/10/2013 | Project end date: | 31/3/2014 |
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| Activities | Q3/2013 | | | Q4/2013 | | | Q1/2014 | | | Q2/2014 | | | Q3/2014 | | |
|--|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|
| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |
| Activity 1: Conduct, document and share a pre-implementation mapping/rapid needs assessment exercise in Ulang and Akobo to determine and confirm the actual and relevant emergency response required in the 2 counties | | | | X | x | | | | | | | | | | |
| Activity 2: Establish and or rehabilitate a minimum of 20 safe and protective learning spaces ¹⁰ ((10 in Ulang and 10 in Akobo) and in Ulang to benefit boys and girls as well as male and female youth (and work closely with our WASH Department to avail responsive and appropriate WASH amenities like latrines for boys and girls) in both counties based on the mapping/rapid needs assessment exercise conducted to reach – in this CHF 2nd Round – 2,990 persons. In so doing, we shall ensure and engender community consultation and participation. As usual, we shall encourage shift learning to optimize the available learning spaces, whilst also ensuring they are accessible to children with disabilities. As much as possible, we shall utilize local community workers/volunteers. We shall reach out to out-of-school children via outreach education as well as run informal catch up classes where circumstances dictate; | | | | x | x | x | x | x | x | | | | | | |
| Activity 3: Distribute 40 relevant and essential teaching and learning materials (20 school-in-a-box/SiaB and 20 recreational kits) to boys, girls, male and female youth in emergency-affected schools and communities in the 2 counties to ensure continuity of learning during and after emergencies. This exercise will also entail demonstrations on their management, use and storage to students, teachers and the wider community. We shall endeavour to organize weekly inter-school recreational activities with support and supervision from teachers, CED staff and community volunteers as well as mobile awareness campaigns; | | | | x | x | x | | | | | | | | | |
| Activity 4: Conduct a range of periodic, relevant, targeted, responsive and structured trainings (including County Education Department staff) and life saving message dissemination to reach 550 teachers (including provision and dissemination of the Teachers Code of Conduct) and other education personnel and PTA/SMC members, Youth and Community Leaders of both genders, according to needs and circumstances and based on the mapping/needs assessment exercise and available education intelligence available also from Nile Hope's progress reports. As much as possible, we shall utilize local community facilities like churches and schools for the trainings and conduct outreach-based trainings; | | | | x | x | x | x | x | x | | | | | | |
| Activity 5: Provide 5 schools/learning spaces with gender-segregated latrines, both in Ulang (2) and Akobo (3) and coordinate and work with the WASH Programs and actors to avail more gender-segregated sanitation amenities, including hand-washing facilities, to the schools/TLSs as well as disseminate useful education/training on the use of latrines, waste management, including via the school and youth clubs; | | | | x | x | x | | | | | | | | | |

¹⁰ Children's sense of security, and feelings of belonging, are basic human needs which may be undermined by their living conditions (Early Childhood in Focus 8, 2012)

| Activities | Q3/2013 | | | Q4/2013 | | | Q1/2014 | | | Q2/2014 | | | Q3/2014 | | |
|--|---------|--|--|---------|---|---|---------|---|---|---------|--|--|---------|--|--|
| Activity 6: Regularly coordinate, monitor and report (monthly/quarterly/bi-annually and annually) and evaluate (bi-annually and annually) the progress of the results of the response activities and outcomes | | | | x | x | x | x | x | x | | | | | | |
| Activity 7: Advocate, report and respond (especially for child protection issues will work closely with our Protection-GBV Department) when schools in the four 2 counties become occupied by armed forces or other groups. We shall produce and distribute 500 basic posters bearing anti-school occupation and EiEs messages; | | | | x | x | x | x | x | x | | | | | | |
| Activity 8: Continue to spearhead and make active the Education Clusters/Teams at the County level. Nile Hope has already taken lead, or is participating, in this front and has propelled County-level Education Departments to start addressing Education in Emergencies (EiEs) in 3 counties (Akobo, Ulang and Nasir). Nonetheless, more financial and technical support and leadership is required for these local education institutions to function effectively. Nile Hope is the County Education Cluster Lead in Akobo County and has helped form the same in Ulang and Nasir Counties. We have local staff, amenities and local partnerships capable of driving and responding to EiEs as well as potent and potential surge capacity to respond as appropriate. We have continued to disseminate and share the INEE minimum standards to ensure correct adherence and integration into the EiEs implementation process and will ensure timely monitoring for compliance reasons. We shall at the same time nurture and promote inter-cluster/program work (especially with WASH, Health-including HIV/AIDSs ¹¹ issues- and Protection Clusters) via coordinated efforts and monthly inter-cluster and county-level meetings and activities; | | | | x | x | x | x | x | x | | | | | | |
| Activity 9: Offer technical and material support to the County Education Departments in the 2 Counties to ensure reasonable and quality delivery of EiEs work as well as engender supervision and monitoring mechanisms to ensure teachers and other education personnel function productively and effectively; | | | | x | x | x | x | x | x | | | | | | |
| Activity 10: Continue to spearhead and make active the Education Clusters/Teams at the County level. Nile Hope has already taken lead, or is participating, in this front and has propelled County-level Education Departments to start addressing Education in Emergencies (EiEs) in 3 counties (Akobo, Ulang and Nasir). Nonetheless, more financial and technical support and leadership is required for these local education institutions to function effectively. Nile Hope is the County Education Cluster Lead in Akobo County and has helped form the same in Ulang and Nasir Counties. We have local staff, amenities and local partnerships capable of driving and responding to EiEs as well as potent and potential surge capacity to respond as appropriate. We have continued to disseminate and share the INEE minimum standards to ensure correct adherence and integration into the EiEs implementation process and will ensure timely monitoring for compliance reasons. We shall at the same time nurture and promote inter-cluster/program work (especially with WASH, Health-including HIV/AIDSs ¹² issues- and Protection Clusters) via coordinated efforts and monthly inter-cluster and county-level meetings and activities; | | | | x | x | x | x | x | x | | | | | | |
| Activity 11: Work to link the Education in Emergencies with Health, Nutrition, WASH, Psychosocial and Protection Programs/services to ensure a holistic and quality intervention as per the South Sudan INEE standards, of which Nile Hope actively contributed to its development; | | | | x | x | x | | | | | | | | | |

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

¹¹ A recent assessment on HIV in humanitarian settings carried out in Unity, Upper Nile and Western Equatoria States, points to a possible increase in new HIV infections among these vulnerable groups, yet a lack of resources is restricting prevention and treatment (OCHA South Sudan Humanitarian Bulletin, 3-9 December, 2012)

¹² A recent assessment on HIV in humanitarian settings carried out in Unity, Upper Nile and Western Equatoria States, points to a possible increase in new HIV infections among these vulnerable groups, yet a lack of resources is restricting prevention and treatment (OCHA South Sudan Humanitarian Bulletin, 3-9 December, 2012)