

## +South Sudan 2014 CHF Standard Allocation Project Proposal

*for CHF funding against Consolidated Appeal 2014*

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

**SECTION I:**

CAP Cluster	Education				
<b>CHF Cluster Priorities for 2014 First Round Standard Allocation</b>					
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**SECTION II**

Project details		
The sections from this point onwards are to be filled by the organization requesting CHF funding.		
<b>Requesting Organization</b>		
AVSI Foundation		
<b>Project CAP Code</b>	<b>CAP Gender Code</b>	
SSD-14/E/60066	2a	
<b>CAP Project Title</b> <i>(please write exact name as in the CAP)</i>		
CREATE (Comprehensive Response in Emergency for Access to Education) in EE (Torit and Ikotos Counties)		
<b>Project Location(s)</b> - list State and County (payams when possible) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State		
<b>State</b>	<b>%</b>	<b>County/ies</b> <i>(include payam when possible)</i>
Eastern Equatoria	100%	Torit County, Nyong Payam

<b>Total Project Budget requested in the in South Sudan CAP</b>	US\$ 415,580
<b>Total funding secured for the CAP project (to date)</b>	US\$ N/A

<b>Funding requested from CHF for this project proposal</b>	US\$ 100,000
<b>Are some activities in this project proposal co-funded (including in-kind)?</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (if yes, list the item and indicate the amount under column i of the budget sheet)	

<b>Direct Beneficiaries</b> (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)		
	<b>Number of direct beneficiaries targeted in CHF Project</b>	<b>Number of direct beneficiaries targeted in the CAP</b>
Women:	80	1140
Girls:	2394	3090
Men:	152	1251
Boys:	2802	3699
<b>Total:</b>	5580	9180

<b>Indirect Beneficiaries / Catchment Population (if applicable)</b>
5.196 children 10.392 parents 232 education actors Total: <b>15.820</b> The entire population of the target schools will benefit from the project intervention as well as the families and communities surrounding them.

<b>Targeted population:</b> IDPs, Returnees, Host communities
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<b>CHF Project Duration</b> (12 months max., earliest starting date will be Allocation approval date)
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<b>Implementing Partner/s</b> (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts) N/A
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Indicate number of months: <b>6 months</b> (15 <sup>th</sup> February 2014 – 15 <sup>th</sup> August 2014)
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<b>Contact details Organization's Country Office</b>	
Organization's Address	AVSI South Sudan Ustratuna Compound, Juba, Central Equatoria State
Project Focal Person	Dominic Okello, <a href="mailto:ok.domic@gmail.com">ok.domic@gmail.com</a> 0955066937, 0912041723
Country Director	Anna Sambo, <a href="mailto:anna.sambo@avsi.org">anna.sambo@avsi.org</a> , 0921467479
Finance Officer	
Monitoring & Reporting focal person	

<b>Contact details Organization's HQ</b>	
Organization's Address	AVSI, Via Legnone 4, 20158, Milano, Italy
Desk officer	Chiara Savelli, <a href="mailto:chiara.savelli@avsi.org">chiara.savelli@avsi.org</a> , +39 347591754
Finance Officer	Marco Sangiorgio, <a href="mailto:marco.sangiorgio@avsi.org">marco.sangiorgio@avsi.org</a>

### 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 population<sup>1</sup>

Eastern Equatoria State has a population of approximately 900,000, among which about 58,419 persons have returned to Eastern Equatoria from Northern Sudan, Uganda and Kenya between 2007 and the beginning of 2013 according to UNHCR (6,5% of the State's population).

Torit County has a population of 110,662 with the presence of 16,749 individuals' returnees. These figures show how the high population density determines the extreme vulnerability of Torit County and the necessity to address the emergency needs. The presence of returnees strongly affects the host communities in terms of provision of basic services, such as education and health.

Torit has second highest rate of children in attendance of primary education in Eastern Equatoria. More than half (56%) of children age 6-13 are enrolled in primary school in Torit County (UNHCR 2012). This situation has been created by the flow of returnees choosing to settle in urban areas, with the result of congesting the existing school facilities which were already in a state of precariousness. This situation of overcrowded classroom, double shifts and lack of scholastic materials seriously affect the quality of primary education and the performance of the students. After conducting a needs assessment (October 2013) in cooperation with RCC and meeting some relevant stakeholders (SMoE), AVSI has selected for the interventions the most populated primary schools within Torit town since they are currently hosting high numbers of returnees and IDPs children: AIC (907), Airport View (1285), Torit East (1177), Torit One (714), Torit West (1116) with the result of congesting the schools facilities. For instance, Torit One P/S is currently located in the same compound of Torit West P/S, and they run double shifting and AIC P/S is using the church as learning space.

### 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 presence of these returnees seriously affects the schools capability of creating adequate, equipped and safe learning spaces, compromising the access to quality education for the host community as well. Throughout the project AVSI will put in place mechanisms helping returnees and host communities to address the challenges they are experiencing. Moreover, 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 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. AVSI is implementing education in emergency activities in EE in Kapoeta East and South Counties funded by CHF. There is a project in Torit town (rehabilitation of the water system) funded by UNHCR targeting returnees and host community. 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 and an UNICEF funded project which is multi sectors (education, wash and nutrition). For instance Torit West is currently included in the AVSI project funded by MAE so that the present intervention will complement the ongoing activities.

AVSI will face this emergency with recovery interventions such providing infrastructures and emergency materials. However, AVI will focus strongly on soft activities of psycho social support and capacity building in order to enable all the educations actors to fully face the emergency response, with the unpinning rationale of the need of building resilience and improve the synergies in emergency preparedness in a development perspective. These acquired skills will be long lasting resources for the whole communities promoting the social inclusion of displaced and returnees children. The sustainability of the proposed intervention is also given by the involvement and the collaboration of local authorities throughout the project implementation, and more specifically in their participation in the DRR workshop. The closer involvement in coordination mechanisms of all the relevant stakeholders will bring together all the partners who are currently operating in the area for a proper management of resources, interventions, information sharing and creation of synergy.

### 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 this project will be effective in:

- Cluster partners (including State Ministries and County Departments of Education) will establish or lightly rehabilitate emergency learning spaces in areas affected by or highly vulnerable to emergencies. Project planning, implementation and monitoring will actively involve community structures in order to promote conflict sensitive approaches, sustainability and accountability to affected people.

The establishment and rehabilitation of emergency learning spaces is crucial in promoting the safety and well-being of learners, teachers and other education personnel, considering also the access to safe water and appropriate sanitation facilities. This intervention will encompass the provision of furniture in order to meet the agreed ratio for class space and seating arrangement as well as the demarcation of learning spaces by visible boundaries. Local authorities and local communities will be involved, using locally produced materials and labour. Indeed, the involvement of members of groups differently affected by the emergency in joint activities, such as construction and maintenance works, may also support social inclusion of marginalized groups (IDPs or returnees).

- Emergency teaching and learning materials will be prepositioned with partners (including State Ministries and County Departments of Education) in areas affected by or highly vulnerable to emergencies. The materials comprise School in a

<sup>1</sup> 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.

Box, Recreation kits, ECD kits, Blackboards and Psychosocial support and life-skills materials.

The target children and youth are made vulnerable by the emergency in terms of access to adequate and equipped learning spaces and opportunities. 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 target schools will benefit from the provision of School in a Box, Recreation kits, ECD kits, Blackboards and Psychosocial support and life-skills materials.

- Education actors (e.g. teachers, PTA and SMC members, volunteers, education officials) will be trained on life skills and psychosocial support using a set of materials contextualized to South Sudan, purpose-developed by UNESCO for the Education Cluster.

The above mentioned categories of education actors will be equipped with knowledge and methods on life skills and psycho social support enabling them to face and guide the emergency affected children and youth.

- Education Cluster partners will conduct awareness raising activities on key issues concerning Education in Emergencies and life skills/lifesaving messages including WASH, child protection, girls' education, GBV, early marriage, HIV/AIDS, environment etc.

The entire communities surrounding the target schools will be involved in a meaningful dialogue and educated about sensitive and sensitive issues such as HIV prevention, hygiene promotion, parental care, girls' education, behavior change.

- Education actors (e.g. teachers, PTA and SMC members, volunteers, education officials) will be trained in education continuity planning, child centered disaster risk reduction and emergency preparedness using guidance and materials developed by Global Education Cluster co-lead Save the Children. Trainings will be targeted largely at education actors representing local communities and institutions.

Local authorities, community leaders and all the relevant education stakeholders will be oriented on child centered disaster risk reduction and emergency preparedness in order to strengthen the humanitarian coordination and emergency response, especially in terms of assessments. Their involvement in coordination mechanisms will bring together all the partners who are currently operating in the area for a proper management of resources, interventions, information sharing and creation of synergy.

### ii) Project Objective

State the objective/s of this CHF project and how it links to your CAP project (one specific geographical area, one set of activities or kickstart/support the overall project). Objective/s should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART)

Improving wellbeing and access to quality education to emergency affected children and youth, with particular focus on vulnerable groups (IDPs and returnees) through life saving interventions promoting protection.

### iii) Project Strategy and proposed Activities

Present the project strategy (**what the project intends to do, and how it intends to do it**). There should be a logical flow to the strategy: activities should lead to the outputs, which should contribute towards the outcomes, which should ultimately lead to the project objective.

List the main activities and results 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 involve the population, the teachers, the PTAs members and all the education actors of the five target schools in Torit: AIC, Airport View, Torit East, Torit West and Torit One.

1. Establishment and rehabilitation of emergency learning spaces with access to gender segregated sanitation facilities  
According to the need assessment carried out by AVSI with the SMoE supervision, the target schools have been selected to receive structural interventions by establishing (2 TLS of 4 classrooms in Torit One, 1 TLS of 4 classrooms in AIC) and rehabilitating their facilities (1 classrooms rehabilitated in Torit East, 2 in Airport View and 1 in Torit West), according to the criteria of students/classroom ratio. Particular focus will be put on sanitation, with the setting up of gender segregated latrines (one new block in each target schools). All the mentioned construction and rehabilitation works will be designed and supervised by AVSI qualified personnel (one engineer and one professional builder), contracting casual workers on daily basis.
2. Provision of emergency teaching and learning materials (school in a box, recreation kits and blackboards)  
The learning materials and recreational kits will be distributed to all the target schools. In particular, the provision of scholastic materials will allow the returnees children, most vulnerable, 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). The above mentioned materials will be distributed through the County Education Department.
3. Mapping of the children before the age of schooling  
The children who are before the age of schooling will be mapped, and grouped in the target school with nursery sections (AIC). The nursery teachers will be supported by AVSI social workers and they will focus on children learning through play-based activities (provision of Early Childhood Development kits).
4. Hygiene education sessions  
A healthy environment must have access to safe water to guarantee minimum standards of sanitation. The sanitation sessions will be carried out by AVSI hygiene promoters on personal and environmental hygiene (such as use and maintenance of latrines or safe storage of drinking water). This hygiene education will be important to guarantee the sustainability of the interventions, such as teaching the correct use of ash as soap substitute. Indeed, the effective impact will be given by the sanitation

education, meant to promote the hygiene behaviour change through the inception of new hygiene practices.

5. Establishment of peace and reconciliation clubs in the target schools  
Peace and reconciliation school clubs will be established under the supervision of AVSI social workers. The club members will be selected among IDPs, returnees and host community children and youth. Through sport and play-based activities these vulnerable children will be helped to overcome their marginalization and the host community children will be encouraged to approach them in a more meaningful way. The equal participation to games will promote the social inclusion.
6. Reproductive health and HIV prevention training for girls students  
The onset of puberty that occurs during adolescence marks a time of heightened vulnerability for young girls, who are exposed to school leaving, child marriage, early pregnancy or even HIV. To face the limited knowledge about sexual and reproductive health issues, AVSI will target young girl students of the upper classes of primary schools (P8) in training combining reproductive health with HIV prevention. The training will be facilitated by qualified medical staff with the participation of female teachers.
7. Psycho social support trainings for teachers and PTAs members  
The structure of the training 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 Code of Conduct for Teachers in Emergencies will be distributed and explained during these trainings.
8. Organization of community dialogues on key life saving messages  
Monthly, each school will organize a community dialogue meeting, addressing many sensitive issues and engaging the community at large (400 participants during the six months of the project). Life saving messages (HIV prevention, hygiene promotion, parental care, girls' education, behavior change) 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.
9. Workshop on Child Centered Disaster Risk Reduction  
AVSI will conduct the Emergency Response and Preparedness training involving all the relevant education stakeholders operating in the area together with the local authorities. The aim is to strengthen the humanitarian coordination and emergency response, especially in terms of assessments. All these actors will be equipped with the necessary skills enabling them to develop guidelines for the management and timely provision of basic services in emergency settings with returnees, IDPS and refugees. This knowledge will promote the resilience of the target communities.

#### iv) Expected Result(s)/Outcome(s)

Briefly describe the results you expect to achieve at the end of the CHF grant period.

1. Emergency learning spaces rehabilitated and established with access to gender segregated latrines
2. Emergency teaching and learning materials distributed (School in a Box, Blackboards, Recreational kits, ECD kits)
3. Children before the age of schooling are mapped and grouped
4. Hygiene session conducted
5. Peace and reconciliation clubs are established
6. Girls students are trained on reproductive health and HIV preventions
7. Teachers and PTAs members are trained on psycho social support
8. Community dialogues on key life saving messages are organized
9. Education stakeholders are trained on Child Centered Disaster Risk Reduction

v) List below the output indicators you will use to measure the progress and achievement of your project results. Use a reasonable and measurable number of indicators and ensure that to the most possible extent chosen indicators are 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. Ensure these indicators are further used in the logframe.

SOI (X)	#	Standard 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)
X	1.	# of emergency affected children and youth attending temporary learning spaces/repared classrooms	4,788 children
		Girls	2,394
		Boys	2,394
X	2.	# of classrooms repaired	4 classrooms
X	3.	# of temporary learning spaces established	3 TLS of 4 classrooms
X	4.	# of emergency affected learning spaces provided with gender segregated latrines	5 Gender segregated latrines
X	5.	# of emergency affected girls and boys benefiting from education in emergencies supplies	5196 children
		Girls	2,394
		Boys	2,802
X	6.	School in a Box distributed to emergency affected children, youth and teachers	30 boxes
X	7.	Recreation Kit distributed to emergency affected children, youth and teachers	30 boxes

X	8.	Blackboard distributed to emergency affected children, youth and teachers	35 pieces
X	9.	ECD kit distributed to emergency affected children, youth and teachers	4 boxes
X	10.	# of education actors (M/F) in emergency affected areas trained on life skills and psychosocial support	150 education actors
		Females	63
		Males	87
X	11.	# of children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	5,196 children and youth
		Girls	2,394
		Boys	2,802
X	12.	# of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages	5,596 individuals
		Women	2,394
		Girls	2,802
		Men	200
		Boys	200
	13.	# of girls, boys, men and women benefitted from hygiene education	5,313 individuals
		Women	40
		Girls	2,394
		Men	77
		Boys	2,802
	14.	# of Girls and women trained on reproductive health and HIV prevention	190 individuals
		Women	40
		Girls	150
	15.	# of girls and boys involved in Peace and Reconciliation Clubs	174 children
		Girls	87
		Boys	87
	16.	# of education actors trained on Child Centered Disaster Risk Reduction	50 education actors
		Women	25
		Men	25

#### vi). 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. The gender sensitive approach is meant to booster the well being of women and girls promoting behavioral change to ensure equal opportunities (access to basic needs and services). In the target schools, the activities will emphasize the role of girls and boys, focusing on the value of the person.
- Protection: IDPs and returnees represent vulnerable groups. All the project activities are meant to promote protection, strengthening their well-being and social inclusion. Especially in schools, the 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 loss of linkages with their families (psycho social counseling).
- 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.
- 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).
- Disaster Risk Reduction: all the relevant stakeholders will be trained on DRR in order to equip them with the capacity to minimize vulnerabilities and disasters risk within the target communities. These skills are meant to build the resilience of these stakeholders, especially the local authorities, in the perspective of either prevention and mitigation of impacts of a possible hazard.

#### vii) 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. Besides the PM, dedicated staff with expertise in education in emergencies will be hired: the Education Coordinator, being accountable for formulation and planning of core aspects of the program regarding in particular *Child Protection*. This staff will be available to also conduct needs assessment in order to complement the activities of monitoring and evaluation. The Project Manager will 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. There will be two social workers based in the target schools. AVSI staff together with the County Education Office will carry out the community dialogue activities on life saving skills.

The underpinning rationale is the applicability of a participatory approach. Both formal (i.e. State Ministry of Education, South Sudan Relief and Rehabilitation Commission) and informal (IDPs and returnees leaders) structures will be involved in selection of strategy, activity contents, and will pledge continued support to the action. 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. Moreover, the strengthened coordination mechanisms among all the relevant stakeholders will *create synergies* among different actors optimizing the use of the available resources.

In the target schools the resilience will be fostered through the acquiring of psycho social support knowledge by teachers and PTAs members. These skills will be long lasting resources for the whole communities. Moreover, the social inclusion of displaced and returnees children will be strengthened through the promotion of sport and play-based activities within the peace and reconciliation clubs. The sustainability of the proposed intervention is also given by the involvement and the collaboration of local authorities throughout the project implementation, and more specifically in their participation in the emergency response and preparedness workshop. As strengthening resilience is a long term process, the added value of AVSI will be the focus on the centrality and value of the person in the capacity building process in order not only to address the causes of vulnerability but also to improve the well being of affected children, youth and education actors.

#### viii) 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 are the monitoring institutional arrangements (e.g. monitoring team, monitoring schedule, updates to management etc.) and monitoring tools and technics will be used to collect data on the indicators to monitor the progress towards the results achieved. Please provide an indication of the frequency data will be collected and if there is already a baseline for the indicators or if a baseline will be collected.
3. Describe how you will analyze the data collected and report on the project achievements in comparison with the project strategy.
4. Ensure key monitoring and reporting activities are included in the project workplan (Section III)<sup>2</sup>.

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.
2. AVSI will provide qualified staff that will be in charge of this relevant activity, in order to assess the needs, to monitor the activities and results, and to evaluate the project impact. AVSI will also develop the data collection tools required to gather the data, such as needs assessment survey and a baseline study, which will be carried out at the inception of the project. Other important monitoring tools will be the schools statistics of the population enrollment in order to measure the attendance rate, the 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. Finally, monthly project reports will be produced, in terms of activities implemented, beneficiaries reached and challenges met.
3. The monitoring process will inform possible follow up interventions on specific beneficiaries, as well as advise adjustments in the action's programmatic framework. The regular results coming from the monitoring assessments will be compared to the project objectives in order to assess the achievements in terms of target, impact and results. All the M&E activities will imply a participatory approach: both formal (i.e. County Education Department, South Sudan Relief and Rehabilitation Commission) and informal (IDPs and returnees leaders) structures will be involved through group discussions in a consultation process in order to make the affected population accountable, promoting a sense of ownership. This is a key component to the action's risk reduction/contingency planning strategy, as well as possible exit strategy in terms of social and institutional sustainability.

#### 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)
<b>Pledges for the CAP project</b>	

<sup>2</sup> 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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### 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. Follow the guidance and the structure (Goal, objective, outcome, outputs and activities) and the numbering. Add/remove lines according to the project strategy.

LOGICAL FRAMEWORK			
CHF ref./CAP Code: SSD-14/E/60066		Project title: CREATE (Comprehensive Response in Emergency for Access to Education) in EE (Torit County)	Organisation: AVSI
Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
<b>Goal/Impact (cluster priorities)</b> <ul style="list-style-type: none"> <li>To establish or lightly rehabilitate emergency learning spaces in areas affected by or highly vulnerable to emergencies</li> <li>Emergency teaching and learning materials will be prepositioned in areas affected by or highly vulnerable to emergencies</li> <li>Education actors will be trained on life skills and psychosocial support</li> <li>Conduction of awareness raising activities on key issues concerning Education in Emergencies and life skills/lifesaving messages</li> <li>Education actors will be trained in education continuity planning, child centered disaster risk reduction and emergency environment etc.</li> </ul>	<ul style="list-style-type: none"> <li>Number of emergency affected children and youth attending temporary learning spaces/repaired classrooms</li> <li>Number of School in a box, blackboards and recreational kits distributed to emergency affected children, youth and teachers</li> <li>Number of Education actors trained in psycho social support</li> <li>Number of girls, boys, men and women reached by awareness campaigns and life-saving messages</li> <li>Number of education actors trained on Child Centered Disaster Risk Reduction</li> </ul>	Schools statistics and enrollment Distribution reports Assessment of the learning spaces rehabilitated carried out by SMOE Training attendance lists Project reports	Affirmative response and collaboration of the community and of all the relevant stakeholders Open attitude of education actors towards new knowledge and behaviour change in schools Collaboration of local government and State leadership Positive engagement of vulnerable groups
<b>CHF project Objective</b> Improving wellbeing and access to quality education to emergency affected children and youth, with particular focus on vulnerable groups (IDPs and returnees) through life saving interventions promoting protection.	2394 girls and 2802 boys reporting feeling safe and protected in emergency affected learning environments	Schools statistics and enrollment Qualitative questionnaires Project reports	Positive attitude of the education actors in schools Active participation of the target community

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
<b>Outcome 1</b>	Enhanced access to quality and safe learning spaces for children, youth and education actors			
<b>Output 1.1</b>	Improved schools facilities through structural intervention covering the sanitation (including hygiene education) and the provision of scholastic materials	4 classrooms repaired 3 Temporary learning spaces established 5 gender segregated latrines constructed 2394 girls and 2802 boys benefiting from education in emergency supplies 2391 girls, 2802 boys, 77 men and 40 women receiving hygiene education	Work plan Assessment and inspection by SMoE Delivery notes Distributions reports Attendance lists	Security allowing supplies transport Active participation of the schools administration and the community in the rehabilitation and construction works
<b>Activity 1.1.1</b>	Establishment and rehabilitation of emergency learning spaces with access to gender segregated sanitation facilities			
<b>Activity 1.1.2</b>	Provision of emergency teaching and learning materials			
<b>Activity 1.1.3</b>	Hygiene education sessions			
<b>Outcome 2</b>	Education actors are equipped with psycho social skills and knowledge			
<b>Output 2.1</b>	Education actors are better equipped in supporting the vulnerable and emergency affected children and youth	Education actors (63 females and 87 males) trained on life skills and psycho social support	Training attendance lists Qualitative questionnaires Project reports	Positive attitude of the education actors in the target schools
<b>Activity 2.1.1</b>	Psycho social support trainings for teachers and PTAs members			
<b>Output 2.2</b>	Education actors are able to involve emergency affected children and youth in positive coping mechanisms and to provide them with life skills support	50% of children before the age of schooling are reached and mapped 87 girls and 87 boys involved in Peace and Reconciliation clubs 150 girls and 40 women trained on reproductive health and HIV prevention	Schools statistics Clubs attendance lists Training attendance lists	Affirmative response of the education actors and vulnerable groups Willingness of emergency affected youth and children to be reintegrated in the schools environment Availability of girls and female teachers to cover sensitive issues like HIV and reproductive health
<b>Activity 2.2.1</b>	Mapping of the children before the age of schooling			
<b>Activity 2.2.2</b>	Establishment of peace and reconciliation clubs in the schools			
<b>Activity 2.2.3</b>	Reproductive health and HIV prevention training for girls students			
<b>Outcome 3</b>	The community is involved in awareness raising activities			
<b>Output 3.1</b>	Community members are actively engaged in a meaningful dialogue on key issues	2394 girls, 2802 boys, 200 women and 200 men reached by awareness campaigns and life-saving messages	Meetings attendance lists Project reports	Active participation of the target community
<b>Activity 3.1.1</b>	Organization of community dialogue on key life saving messages			
<b>Outcome 4</b>	The humanitarian coordination and emergency preparedness is strengthened			
<b>Output 4.1</b>	Education actors and local authorities acquired emergency response skills and knowledge	25 men and 25 women trained on Child Centered Disaster Risk Reduction	Training attendance lists Qualitative questionnaires	Collaboration of the local authorities and of all the relevant education stakeholders
<b>Activity 4.1.1</b>	Workshop on Child centred disaster risk reduction			

## 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. Please insert as well the key monitoring activities to be conducted during the project implementation (collection of baseline, monitoring visits, surveys etc.)

**Project start date:** 15<sup>th</sup> February 2014      **Project end date:** 15<sup>th</sup> August 2014

Activities	Q1/2014			Q2/2014			Q3/2014			Q4/2014		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Activity 1 Establishment and rehabilitation of emergency learning spaces with access to gender segregated latrines					X	X	X					
Activity 2 Provision of Emergency teaching and learning materials		X	X	X								
Activity 3 Mapping of the children before the age of schooling			X	X								
Activity 4 Hygiene education sessions						X	X	X				
Activity 5 Establishment of peace and reconciliation clubs in the target schools			X	X								
Activity 6 Reproductive health and HIV prevention training for girls students						X	X					
Activity 7 Psycho social support training for teachers and PTAs members				X		X						
Activity 8 Organization of community dialogues on key life saving messages			X	X	X	X	X	X				
Activity 9 Workshop on child centered Disaster Risk Reduction					X							
Activity 10 Monitoring & Evaluation		X	X	X	X	X	X	X				

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