

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

This project proposal shall be submitted by cluster partners in two stages to the Cluster Coordinators and Co-coordinators for each project against which CHF funds are sought. In the first stage, before cluster defenses, applying partners fill sections I and II. The project proposal should explain and justify the activities for which CHF funding is requested and is intended to supplement information already available in the CAP Project Sheets. The proposals will be used by the cluster Peer Review Team in prioritizing and selecting projects for CHF funding during CHF Standard Allocation round. Partners should also fill and submit to cluster coordinator/ co-coordinator the CHF Project Summary (Annex 1). In the second stage projects recommended for funding by the CHF Advisory Board must complete Section III of this application and revised/update sections I and II if needed.

SECTION I:

CAP Cluster	Education
--------------------	------------------

CHF Cluster Priorities for 2014 First Round Standard Allocation

This section should be filled by the cluster Coordinators/Co-coordinators before sending to cluster partners. It should provide a brief articulation of Cluster priority activities and geographic priorities that the cluster will recommend for funding from the CHF in line with the cluster objectives highlighted in the CAP 2014.

Cluster Priority Activities for this CHF Round	Cluster Geographic Priorities for this CHF Round
<ul style="list-style-type: none"> 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. 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 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. 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. 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. 	<ul style="list-style-type: none"> Central Equatoria: Terekeka, Juba Eastern Equatoria: Torit Jonglei: Ayod, Fangak, Duk, Bor, Urur, Nyirol, Akobo, Twic East, Pibor Lakes: Rumbek North & Rumbek Centre, Awerial & Yirol West Northern Bahr-El-Ghazal: Aweil Centre, Aweil East, Aweil North Unity: Guit, Rubkona, Panyijar, Koch, Mayom, Pariang, Mayandit Upper Nile: Longuchok, Renk, Maiwut, Nasir, Ulang Warrap: Gogrial West, Tonj North, Twic, Gogrial East, Tonj South, Tonj East Western Equatoria: Tambura, Nagero

SECTION II

Project details																
The sections from this point onwards are to be filled by the organization requesting CHF funding.																
Requesting Organization	Project Location(s) - list State and County (payams when possible) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State															
Christian Mission for Development (CMD)	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #4F81BD; color: white;">State</th> <th style="background-color: #4F81BD; color: white;">%</th> <th style="background-color: #4F81BD; color: white;">County/ies (include payam when possible)</th> </tr> </thead> <tbody> <tr> <td>Jonglei</td> <td>100%</td> <td>Duk and Nyirol (Lankien)</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	State	%	County/ies (include payam when possible)	Jonglei	100%	Duk and Nyirol (Lankien)									
State	%	County/ies (include payam when possible)														
Jonglei	100%	Duk and Nyirol (Lankien)														
Project CAP Code	CAP Gender Code															
SSD-14/E/60129	2a															
CAP Project Title (please write exact name as in the CAP)																
Provide protective temporary learning spaces, emergency																

teaching and learning materials and deliver lifesaving psycho-social support to IDPs, returnees and host communities in Ayod, Duk and Uror Counties of Jonglei State

Total Project Budget requested in the in South Sudan CAP	US\$ 250,000
Total funding secured for the CAP project (to date)	US\$ 20,000

Direct Beneficiaries (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)

	Number of direct beneficiaries targeted in CHF Project	Number of direct beneficiaries targeted in the CAP
Women:	60	60
Girls:	780	2,650
Men:	120	195
Boys:	1,140	2,350
Total:	2,100	5,255

Targeted population:
Abyei conflict affected, IDPs, Returnees, Host communities, Refugees

Implementing Partner/s (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)
N/A

Contact details Organization's Country Office

Organization's Address	308 Afro – Asian Business Centre Juba University Area, At-labara Juba, South Sudan
Project Focal Person	Daniel Kusemererwa E – Mails: dkusema@gmail.com programs@cmdsouthsudan.org Tel: +211927190134; 0955432664
Country Director	Rev. Thomas Tut Gany E – Mails: ed@cmdsouthsudan.org tutgany@gmail.com Tel: 0927262266;0919701340
Finance Officer	Gatkuoth Gatluak Par E-mail: finance@cmdsouthsudan.org gatkuothnyayie@gmail.com Telephone:0954323313; 0955432664
Monitoring & Reporting focal person	Christine Akello E-Mail: christineakello1@gmail.com Tel: +211977930122

--	--	--

Funding requested from CHF for this project proposal	US\$ 200,000
Are some activities in this project proposal co-funded (including in-kind)? 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)	

Indirect Beneficiaries / Catchment Population (if applicable)

6,354 Indirect Beneficiaries. (Each direct beneficiaries is expected to benefits 2 person indirectly)

Duk - 65,588 (2008 Sudan National Census)
Nyirrol - 108,674 (2008 Sudan National Census)

CHF Project Duration (12 months max., earliest starting date will be Allocation approval date)

6 Months (20 January – 30 June 2014)

Contact details Organization's HQ

Organization's Address	Ayod County- Ayod Town Head Office
Desk officer	Ayod Head Office E-mail: info@cmdsouthsudan.org Telephone: 0919701340; 0955432664
Finance Officer	Gatkuoth Gatluak Par E-mail: finance@cmdsouthsudan.org gatkuothnyayie@gmail.com Telephone:0954323313; 0955432664

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

An estimated 500,000 people are believed to be displaced in South Sudan as a result of violence that erupted in Juba on 15th December that quickly spread, affecting six of the ten states in the country. (OCHA, 29th December 2013). Jonglei, Central Equatorial, Unity and Upper Nile states have seen the worst of the crisis with IDP figures expected to rise in the upcoming weeks. Duk and Nyirrol each have a population of 65,588 and 108,674 respectively. (2008 Sudan National Census). Most recent reports and inter agency education assessments place the number of vulnerable people at 60,000 in the worst affected of counties. (OCHA, January 2014) of which 29,400 are boys, 30,600 are girls. The unfolding of the events has further exacerbated South Sudan education challenges that have overwhelmed and annulled ongoing humanitarian interventions in the aforementioned counties. Duk and Nyirrol Counties in Jonglei are now playing host to thousands of IDPs fleeing ongoing military interventions in Bor South, Unity and Upper Nile State. The payams of Nyambor, Pading, Pulturuk, Thol and Waat in Nyirrol County are currently host to over 20,000 IDPs from Upper Nile fleeing the ongoing security operations in the state. Children and youths in particular are vulnerable to recruitment into armed groups, abuse, sexual exploitation and physical violence. Provision of Education in Emergency facilities will not only prevents child abuse, but also avail an opportunity for education continuance in an emergency setting amongst the IDPs and vulnerable host communities. Under tree learning spaces in Nyirrol and

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.

Duk that become irrelevant during harsh weather occurrences have greatly contributed to the high school dropouts witnessed in the counties. The limited number of actors and inadequate basic skills amongst teachers and a deficit in school supplies has further led to decline in school enrollment amongst children and youths. (EMIS, 2011)

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.

A quick and rapid intervention in the months of January – June 2014 will greatly minimize the adverse effects of the conflict on the children and youths amongst the IDPs and host communities that have rendered learning activities inoperative in Lankien (Nyiröl) and Duk County. Despite the fact that violent incidents are minimal in these counties compared to other areas within Jonglei State, an environment of serenity and a feeling of being more secure has greatly favored movements into the counties causing a strain on available education facilities. CHF funding at a time like this will greatly complement ongoing interventions that have been overwhelmed by the needs within the counties that have been grossly affected by the inadequate number of partners working and dedicated to education. The project will target beneficiaries based on needs of both girls and boys, to avoid overlapping of activities across different fund cycles. TLS set ups and classroom rehabilitated in the most vulnerable places will pave way for the enrollment of more children and youths into schools and the eventual provision of extra teaching and learning materials coupled with rapid trainings of teachers and PTAs. CMD is fully based in the area and currently undertaking education, WASH and Food Security interventions through CHF and other sources of funding such as in kind contributions from churches. Acquisition of organization means of transport has further boosted CMD's capacity to implement projects in multiple locations. A vast number of local staff in each of these areas will greatly favor the implementation due to the unlikelihood of being ethnically targeted.

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.

Continuity of education in an emergency setting amongst male and female children and youths will be the core of the project. This will be through establishment of safe and protective learning spaces that favor both girls and boys. The project will also endeavor to do light repairs at learning spaces that have been affected and therefore unsuitable for learning purposes. CMD will through dialogue seek to lead local advocacy in areas where armed groups occupy schools. A consultative approach has been planned with the affected communities, local authorities and education actors within the counties of intervention aimed at mainstreaming cross cutting issues such as HIV/AIDs, Nutrition, Health, Protection and WASH. Provision of teaching and learning materials, trainings on life skills and psycho – social support and education continuity planning and awareness raising campaigns in the afore mentioned counties will be done.

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)

The main objectives of the six (6) months project are as follows;

1. Ensure continuance of education amongst male and female children and school aged youths in an emergency setting through the establishment or light rehabilitations of emergency learning spaces in Lankien (Nyiröl) and Duk County.
2. Provision of emergency teaching and learning materials that comprise of School in a Box, Recreation kits, ECD kits, Blackboards and Psychosocial support and life-skills materials to children and youths enrolled into learning spaces within Duk County and Lankien (Nyiröl)
3. Training of education actors who include PTAs, teachers, county officials, volunteers, chiefs and religious leaders on life skills and psychosocial based on UNESCO designed manuals and education continuity planning which will incorporate disaster risk reduction.
4. Organize and conduct Education in Emergency tailored awareness campaigns based on cluster standards that will incorporate other cross cutting issues such as HIV/AIDs, Protection, WASH, Mine Awareness and environmental protection.
5. Ensure through dialogue and advocacy that schools occupied by armed actors are vacated and utilized for their intended purposes.
6. Strengthen advocacy, coordination, joint force monitoring, information sharing and beneficiary accountability within the

counties, state and national levels.

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).

Continuance of education in an emergency setting is the main aim of the project. The project intends to setup temporary learning spaces in the worst affected payams in the Duk and Nyirol (Lankien in particular) which will complement ongoing EiE interventions being carried out by CMD in the neighboring counties. Dedicated EiE Staff are available to respond who through the involvement of local communities will be accountable to the beneficiaries through adherence to CMD humanitarian policies. Strengthening of existing structures such as advocacy groups along cluster mechanisms of intervention and a clear focus on needs of both male and female beneficiaries will be done.

The following activities will be carried out during the project duration;

1. Consultative briefing of community leaders, county administration officials, partner organizations and beneficiaries about project intended activities and expectations.
2. Awareness campaigns involving community leaders in-line ministry officials, church leaders, male and female social group leaders in both English and Arabic dialects based on standard and education cluster recommendations. These will involve mass awareness sessions, community gatherings, plays, outdoor events and house-to-house exercises meant at reaching over 70% of the populations in these counties. HIV/AIDs, WASH, Nutrition. Girl Child rights messages will be incorporated into the campaigns.
3. Establishment and light repairs of temporary learning spaces and classrooms in the worst affected payams, this will involve setting up 12 TLS and light repairs 12 classrooms in at least 6 learning spaces in the counties to benefit at least 2,100 children and school aged youths.
4. Training of education actors who include PTAs, teachers, county officials, volunteers and church leaders on life skills and psycho social support.
7. Distribution and supply of teaching and learning materials that include School in a Box, Recreation kits, ECD kits, Blackboards and Psychosocial support and life-skills materials to benefit 2,100 children, youths, teachers and PTAs (840 females and 1,260 males) participating in the EiE project within the targeted counties.
5. Hold and organize Education cluster county level monthly meetings and other arrangements aimed at strengthening advocacy, coordination, joint force monitoring, information sharing and beneficiary accountability within the counties, state and national levels. These will eventually be reported to the state and national level cluster hierarchies.
6. Carry out and jointly participate in EiE assessments within and nearby the aforementioned counties to improve coordination and cover up gaps where necessary.

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

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

1. 12 TLS setup and light repairs of 12 classrooms in at least 6 learning spaces in the county to benefit at least 2,000 children and school aged youths.
2. 98% of 150 (90 male and 60 female) trained education actors who include PTAs, teachers, county officials, volunteers and church leaders on life skills and psycho social support fully utilizing gained skills in their education activities.
3. 1,920 children and school aged youths (1,140 males and 780 females enrolled into schools with a monthly attendance rate of over 90%.
4. 40 School in a Box, 35 Recreation kits, 15 ECD kits, 40 Blackboards and Psychosocial support and life-skills materials to benefit 1,920 children and youths (780 females and 1,140 males) and 60 women and 120 men within the targeted counties.
5. At least 5 county level cluster meetings held and organized aimed at strengthening advocacy, coordination, joint force monitoring, information sharing and beneficiary accountability within the counties, state and national levels.
6. 2 quarterly EiE assessments held within and nearby the aforementioned counties to improve coordination and cover up gaps where necessary.

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 log frame.			
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/repairs classrooms	1,920 children
	2.	Girls	780
		Boys	1,140
x	3.	# of classrooms repaired	12 classrooms
x	4.	# of temporary learning spaces established	12 TLS of 3 classrooms each
x	5.	# of emergency affected learning spaces provided with gender segregated latrines	12 TLS
x	6.	# of emergency affected girls and boys benefiting from education in emergencies supplies	1,920 children
		Girls	780
		Boys	1,140
x	7.	# of school in a Box distributed to emergency affected children, youth and teachers	40 boxes
x	8.	# of recreation Kit distributed to emergency affected children, youth and teachers	35 Kits
x	9.	# of blackboard distributed to emergency affected children, youth and teachers	40 pieces
x	10.	# of ECD kit distributed to emergency affected children, youth and teachers	15 Kits
x	11.	# of education actors (M/F) in emergency affected areas trained on life skills and psychosocial support	150 education actors
		Females	60
		Males	90
x	12.	# of children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	1,920 children and youth
		Girls	780
		Boys	1,140
x	13.	# of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages	15,830 individuals
		Women	5,120
		Girls	6,410
		Men	1,500
		Boys	2,800

vi). Cross Cutting Issues

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

CMD will use both internal and external tools to address crosscutting issues and comply with relevant internal and international standards. During the assessment phase of the project, focus group discussions were held for separate men and women's groups, included community leaders, elders, school children, youth, women-headed households, child-headed households, and the disabled. This process assisted CMD to identify how the problems faced affected community members differently, and has facilitated the project design accordingly. An inter-linkages between education, protection, nutrition and health will be done during this project. Women and other vulnerable groups will be given beneficiary priority during the project. Sanitation and Hygiene, HIV/AIDs, environment protection, mine awareness and girl child rights messages will be incorporated into EiE trainings. TLS will not be set up in swampy areas and tree cutting will be greatly discouraged. Latrines set up as part of CMD's WASH programming will be gender segregated. Inter cluster linkages with the Protection Cluster, WASH Cluster, Nutrition and health clusters to ensure alignment towards a joint humanitarian intervention, as spelt out by the humanitarian team.

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.

CMD will be responsible for project implementation through the direct engagement of key project staff, such as the Executive Director, Programs Coordinator, State and Field Coordinators, Education Officers, Field Officers and Community Mobilisers and yet will achieve this in collaboration with government actors. Trained beneficiaries identified from amongst the targeted populations, will be the frontline Education promoters to advance messages on education in an emergency setting. For technical aspects of project implementation, CMD will engage expertise from lead education agencies within the states.

To ensure the maximum impact of the intervention, CMD will strengthen existing structures, as opposed to creating parallel systems that do not add value to local capabilities. Primary stakeholders identified include the county Departments of Education and chiefs coordinated by the county RRC Secretary. CMD will implement each stage of the project in collaboration with these stakeholders and aim to include representatives from each government and non-government structure in training and capacity building components. Whilst doing this, CMD will also take into account the strategies and plans of the state (such as the State-Level Contingency Plans) and a national level. Coordination will be maintained through CMD's commitment to attend Education cluster meetings at a state and national level, both in Jonglei and Juba

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 work plan (Section III)².

Baseline indicators and technical capacities will be used to measure whether progress is being made towards achieving results and project objectives. In addition, capacity assessments will be conducted to determine existing skill levels of targeted beneficiaries, in order to design training and assess its impact both immediately following training and periodically throughout the project duration. CMD has developed a performance-monitoring plan specifically related to these project indicators. The monitoring plan will be used to collect and analyze data for strengthening management of the project. At the field level, regular monitoring visits conducted by CMD field staff will use cluster-approved systems to measure progress against the work plan and towards achieving the desired results and project objectives. Data collected from field visits will be used to report to the cluster on a monthly basis, with additional narrative and financial reports provided to CHF as per contractual requirements.

Community participation in project monitoring and evaluation will be done which will involve utilization of single sex focus groups, same age peer group discussions to obtain accurate feedback from beneficiaries as an accountability mechanisms aimed at implementing lessons learnt and avoid repetition of implementation short falls in coming/ongoing projects.

To further complement and strengthen the monitoring and evaluation of activities, CMD will conduct a mid-term review meeting with stakeholders, particularly those from the targeted community, but also including county-level authorities and other agencies operating in the area. The review will involve not only stakeholders related to the education component of the exercise, but also those related to Nutrition, Health, WASH and protection to ensure that a comprehensive approach is maintained for addressing the needs of the most vulnerable. Lessons learnt from the project will be documented and shared with stakeholders to increase the impact of future interventions.

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)
In-kind community contributions from Church partners and affiliate faith based organizations such as the Episcopal Church of Sudan (ECS) who will provide free uniforms and shoes to children and youths especially girls. This will include wheel chairs and aiding tools to PWDs.	20,000
Pledges for the CAP project	

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

SECTION III:

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/60129		Project title: Provide protective temporary learning spaces, emergency teaching and learning materials and deliver lifesaving psycho - social support to IDPs, returnees and host communities in Ayod, Duk and Uror Counties of Jonglei State	Organisation: Christian Mission for Development (CMD)
Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
<p><i>What are the Cluster Priority activities for this CHF funding round this project is contributing to?</i></p> <ul style="list-style-type: none"> 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. 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 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. 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. 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 	<ul style="list-style-type: none"> # of TLS established # of TLS rehabilitated/lightly repaired # of classrooms setup/lightly repaired in the different TLS # of children and youths and actors benefiting from EiE supplies(SIB, R/Kits, ECD Kits, Blackboards) # of SIB, R/Kits, ECD Kits, Black Boards and PSS and Life skills materials distributed to children, youths and actors. # of education actors, male and female (teachers, PTAs, SMC members, volunteers, education officials) trained on life skills and PSS. # of awareness raising activities on EiE key issues meant to incorporate cross cutting issues such as HIV/AIDS, child rights. # of Education actors (e.g. teachers, PTA and SMC members, volunteers, education officials) trained in education continuity planning, child centered disaster risk reduction and emergency preparedness 	<p><i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> Direct observations by actors, stakeholders and beneficiaries on accessibility of TLS. Progressive and activity reports by CMD and other Education partners operating in the county. Photographic evidence of project activities within the county. Beneficiary enumeration, registration and attendance records. State and county Education Data. House to house randomised visits and assesments 	<ul style="list-style-type: none"> Accessibility of Juba, Lankien and Duk Timely disbursement of project funds from CHF to facilitate the quick-start of the project activities. County Government providing adequate security in areas prone to cattle raiding. The overall security status in the counties remains calm. Inter-tribal conflicts do not escalate and affect the activities of the project. Effectiveness of logistics between Juba- Duk and Lankien and Payams targeted by intervention. Lankien Duk and Ayod Airstrip always remains land-able to UNHAS flights to enable Juba, Bor and Ayod staff pay weekly/monthly visits to the project sites.

Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
<p>CHF project Objective</p> <p><i>What is the result the project will contribute to by the end of this CHF funded project?</i></p> <ul style="list-style-type: none"> In partnership with communities and local authorities, establish or rehabilitate inclusive, safe and protective learning spaces for children and youth affected by or highly vulnerable to emergencies. Provide children and youth with basic supplies necessary for safe, inclusive, protective and quality education, including recreation, life skills and psychosocial support in areas affected by or highly vulnerable to emergencies. Build capacity of local actors and systems to engage in education continuity planning, and child centred disaster risk reduction and emergency preparedness in areas affected by or highly vulnerable to emergencies 	<p><i>What indicators will be used to measure whether the CHF Project Objective are achieved?</i></p> <ul style="list-style-type: none"> # of TLS established # of TLS rehabilitated/lightly repaired # of classrooms setup/lightly repaired in the different TLS # of children and youths and actors benefiting from EiE supplies(SiB, R/Kits, ECD Kits, Blackboards) # of SiB, R/Kits, and ECD Kits, Black Boards and PSS and Life skills materials distributed to children, youths and actors. # of awareness raising activities on EiE key issues meant to incorporate cross cutting issues such as HIV/AIDS, child rights. # of Education actors (e.g. teachers, PTA and SMC members, volunteers, education officials) trained in education continuity planning, child centered disaster risk reduction and emergency preparedness. 	<p><i>What sources of information will be collected/already exist to measure this indicator?</i></p> <ul style="list-style-type: none"> Direct observations by actors, stakeholders and beneficiaries on accessibility of TLS. Progressive and activity reports by CMD and other Education partners operating in the county. Photographic evidence of project activities within the county. Beneficiary enumeration, registration and attendance records. State and county Education Data. House to house randomised visits and assessments 	<p><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"> Accessibility of Juba, Lankien and Duk Timely disbursement of project funds from CHF to facilitate the quick-start of the project activities. County Government providing adequate security in areas prone to cattle raiding. The overall security status in the counties remains calm. Inter-tribal conflicts do not escalate and affect the activities of the project. Effectiveness of logistics between Juba- Duk and Lankien and Payams targeted by intervention. Lankien Duk and Ayod Airstrip always remains land-able to UNHAS flights to enable Juba, Bor and Ayod staff pay weekly/monthly visits to the project sites.
<p>Outcome 1</p> <p><i>What change 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"> Increase in access to education services through establishments and light repairs of temporary learning centers. 	<p><i>What are the indicator(s) used to measure whether and to what extent the project achieves the envisaged outcomes?</i></p> <ul style="list-style-type: none"> Number of emergency affected children and youth enrolled into TLS established/repaired. 	<p><i>What are the sources of information collected for these indicators?</i></p> <ul style="list-style-type: none"> Beneficiary enumeration, registration and attendance records. State and county Education Data. House to house randomised visits and assessments 	<p><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"> Accessibility of Juba, Lankien and Duk Timely disbursement of project funds from CHF to facilitate the quick-start of the project activities. County Government providing adequate security in areas prone to cattle raiding. The overall security status in the counties remains calm. Inter-tribal conflicts do not escalate and affect the activities of the project. Effectiveness of logistics between Juba- Duk and Lankien and Payams targeted by intervention. Lankien Duk and Ayod Airstrip always remains land-able to UNHAS flights to enable Juba, Bor and Ayod staff pay weekly/monthly visits to the project sites.

Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks	
<p>Output 1.1</p> <p>List the products, goods and services that will result from the implementation of project activities and lead to the achievement of the outcome.</p> <ul style="list-style-type: none"> Emergency temporary learning spaces established/lightly repaired within various payams of in direct involvement of the communities, beneficiaries and other stakeholders. 	<p>What are the indicator(s) to measure whether and to what extent the project achieves the output? Ensure the indicators identified in Section II (v) of this proposal are adequately inserted in this section.</p> <ul style="list-style-type: none"> Number of emergency learning spaces established or rehabilitated Number of girls, boys, women and men who are accessing inclusive, safe and protective emergency learning spaces. Girls and boys reporting feeling safe and protected in emergency learning spaces 	<p>What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> Direct observations by actors, stakeholders and beneficiaries on accessibility of TLS. Progressive and activity reports by CMD and other Education partners operating in the county. Photographic evidence of project activities within the county. Beneficiary enumeration, registration and attendance records. State and county Education Data. House to house randomised visits and assesments. 	<p>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?</p> <ul style="list-style-type: none"> Accessibility of Juba, Lankien and Duk Timely disbursement of project funds from CHF to facilitate the quick-start of the project activities. County Government providing adequate security in areas prone to cattle raiding. The overall security status in the counties remains calm. Inter-tribal conflicts do not escalate and affect the activities of the project. Effectiveness of logistics between Juba- Duk and Lankien and Payams targeted by intervention. Lankien Duk and Ayod Airstrip always remains land-able to UNHAS flights to enable Juba, Bor and Ayod staff pay weekly/monthly visits to the project sites. 	
<p>Activity 1.1.1</p>	<ul style="list-style-type: none"> Establishment and light repairs of temporary learning spaces and classrooms in the worst affected payams, this will involve setting up 12 TLS and light repairs in at least 12 learning spaces in the counties to benefit at least 5,530 children and school aged youths. 			
<p>Output 1.2</p>	<ul style="list-style-type: none"> Emergency teaching and learning supplies are distributed to girls, boys, men and women directly involved in the EiE project. 	<ul style="list-style-type: none"> Number of emergency affected girls, boys, women and men benefiting from School in a Box, Recreation kits, ECD kits, blackboards, tarpaulins and Skills for Life manuals 	<ul style="list-style-type: none"> Direct observations by actors, stakeholders and beneficiaries on accessibility of TLS. Progressive and activity reports by CMD and other Education partners operating in the county. Photographic evidence of project activities within the county. Beneficiary enumeration, registration and attendance records. State and county Education Data. House to house randomised visits and assesments 	<ul style="list-style-type: none"> Accessibility of Juba, Lankien and Duk Timely disbursement of project funds from CHF to facilitate the quick-start of the project activities. County Government providing adequate security in areas prone to cattle raiding. The overall security status in the counties remains calm. Inter-tribal conflicts do not escalate and affect the activities of the project. Effectiveness of logistics between Juba- Duk and Lankien and Payams targeted by intervention. Lankien Duk and Ayod Airstrip always remains land-able to UNHAS flights to enable Juba, Bor and Ayod staff pay weekly/monthly visits to the project sites.
<p>Activity 1.2.1</p>	<ul style="list-style-type: none"> Distribution and supply of teaching and learning materials that include School in a Box, Recreation kits, ECD kits, Blackboards and Psychosocial support and life-skills materials to benefit 5,707 children, youths, teachers and PTAs participating in the EiE project within the targeted counties. 			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Outcome 2	<ul style="list-style-type: none"> Capacity of local actors and systems built to engage in education continuity planning, and child centered disaster risk reduction and emergency preparedness. 	<ul style="list-style-type: none"> Number of local actors and systems facilitating continuity planning and child centered DRR and emergency preparedness. 	<ul style="list-style-type: none"> Direct observations by actors, stakeholders and beneficiaries. Progressive and activity reports by CMD and other Education partners operating in the county. Photographic evidence of project activities within the county. Beneficiary enumeration, registration and attendance records. State and county Education Data. House to house randomised visits and assesments. 	<ul style="list-style-type: none"> Accessibility of Juba, Lankien and Duk Timely disbursement of project funds from CHF to facilitate the quick-start of the project activities. County Government providing adequate security in areas prone to cattle raiding. The overall security status in the counties remains calm. Inter-tribal conflicts do not escalate and affect the activities of the project. Effectiveness of logistics between Juba- Duk and Lankien and Payams targeted by intervention. Lankien Duk and Ayod Airstrip always remains land-able to UNHAS flights to enable Juba, Bor and Ayod staff pay weekly/monthly visits to the project sites.
Output 2.1	<ul style="list-style-type: none"> Education actors trained in life skills and psychosocial support. 	<ul style="list-style-type: none"> Number of female and male education actors trained in disaster risk reduction, emergency preparedness and education continuity planning. 	<ul style="list-style-type: none"> Direct observations by actors, stakeholders and beneficiaries on accessibility of TLS. Progressive and activity reports by CMD and other Education partners operating in the county. Photographic evidence of project activities within the county. Beneficiary enumeration, registration and attendance records. State and county Education Data. House to house randomised visits and assesments 	<ul style="list-style-type: none"> Accessibility of Juba, Lankien and Duk Timely disbursement of project funds from CHF to facilitate the quick-start of the project activities. County Government providing adequate security in areas prone to cattle raiding. The overall security status in the counties remains calm. Inter-tribal conflicts do not escalate and affect the activities of the project. Effectiveness of logistics between Juba- Duk and Lankien and Payams targeted by intervention. Lankien Duk and Ayod Airstrip always remains land-able to UNHAS flights to enable Juba, Bor and Ayod staff pay weekly/monthly visits to the project sites.
Activity 2.1.1	<ul style="list-style-type: none"> Training of education actors who include PTAs, teachers, county officials, volunteers and church leaders on life skills and psycho social support. 			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Output 2.2	<ul style="list-style-type: none"> Awareness campaigns on Education in Emergencies and life skills/lifesaving messages are conducted 	<ul style="list-style-type: none"> Number of awareness raising campaigns on EiE and lifesaving messages organized. 	<ul style="list-style-type: none"> Direct observations by actors, stakeholders and beneficiaries on accessibility of TLS. Progressive and activity reports by CMD and other Education partners operating in the county. Photographic evidence of project activities within the county. Beneficiary enumeration, registration and attendance records. State and county Education Data. House to house randomised visits and assessments 	<ul style="list-style-type: none"> Accessibility of Juba, Lankien and Duk Timely disbursement of project funds from CHF to facilitate the quick-start of the project activities. County Government providing adequate security in areas prone to cattle raiding. The overall security status in the counties remains calm. Inter-tribal conflicts do not escalate and affect the activities of the project. Effectiveness of logistics between Juba- Duk and Lankien and Payams targeted by intervention. Lankien Duk and Ayod Airstrip always remains land-able to UNHAS flights to enable Juba, Bor and Ayod staff pay weekly/monthly visits to the project sites.
Activity 2.2.1	<ul style="list-style-type: none"> Awareness campaigns involving community leaders in-line ministry officials, church leaders, male and female social group leaders in both English and Arabic dialects based on standard and education cluster recommendations. 			
Activity 2.2.2	<ul style="list-style-type: none"> Consultative briefing of community leaders, county administration officials, partner organizations and beneficiaries about project intended activities and expectations. 			

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:	20th January 2014	Project end date:	30th June 2014
----------------------------	-------------------------------------	--------------------------	----------------------------------

Activities	Q1/2014			Q2/2014			Q3/2014			Q4/2014		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Consultative briefing of community leaders, county administration officials, partner organizations and beneficiaries about project intended activities and expectations.	X	X	X									
Awareness campaigns involving community leaders in-line ministry officials, religious leaders, male and female social group leaders in both English, Arabic and local dialects based on standard and education cluster recommendations. These will involve mass awareness sessions, community gatherings, plays, outdoor events and house-to-house exercises meant at reaching over 70% of the populations in these counties. HIV/AIDs, WASH, Nutrition. Girl Child rights messages will be incorporated into the campaigns.	X	X	X	X	X	X						
Establishment and light repairs of temporary learning spaces and classrooms in the worst affected payams, this will involve setting up 12 TLS and light repairs in at least 6 learning spaces in the counties to benefit at least 1,920 children and school aged youths.	X	X	X	X	X	X						
Training of 150 education actors who include PTAs, teachers, county officials, volunteers and church leaders on life skills and psycho social support.			X									
Distribution and supply of teaching and learning materials that include School in a Box, Recreation kits, ECD kits, Blackboards and Psychosocial support and life-skills materials to benefit 1,920 children, youths, teachers and PTAs participating in the EiE project within the targeted counties.		X	X	X	X							
Hold and organize Education cluster county level monthly meetings and other arrangements aimed at strengthening advocacy, coordination, joint force monitoring, information sharing and beneficiary accountability within the counties, state and national levels. These will eventually be reported to the state and national level cluster hierarchies.	X	X	X	X	X	X	X					
Carry out and jointly participate in EiE assessments within and nearby the aforementioned counties to improve coordination and cover up gaps where necessary.		X	X		X							

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