

## 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.			
Requesting Organization		Project Location(s)	
COSV – Coordinamento delle Organizzazioni per il Servizio Volontario		<b>State</b>	<b>%</b>
Project CAP Code		<i>County/ies (include payam when possible)</i>	
SSD-14/E/60359	CAP Gender Code	Jonglei	100
CAP Project Title <i>(please write exact name as in the CAP)</i>		<i>Ayod County – Kuachdeng, Mogok and Pagil Payams</i>	
Enhancing safety, inclusiveness, protection, and quality of basic education among children and youth in the vulnerable communities of Ayod County (Jonglei State)			

<b>Total Project Budget requested in the in South Sudan CAP</b>	US\$ 408,942.00
<b>Total funding secured for the CAP project (to date)</b>	US\$

<b>Funding requested from CHF for this project proposal</b>	US\$ 181,000.00
<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)	

**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:	1787	1266
Girls:	5726	4956
Men:	1795	1324
Boys:	6547	7533
<b>Total:</b>	<b>15,855</b>	<b>11,903</b>

**Indirect Beneficiaries / Catchment Population (if applicable)**

The children in primary school age living in the 3 payams:  
 Kuachdeng: 1686 boys, 1226 girls  
 Mogok: 1630 boys, 1276 girls  
 Pagil: 3798 boys, 2868 girls

**Targeted population:**  
 , IDPs, Host communities

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

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

Indicate number of months: 6 months (1 Feb – 31 July 2014)

**Contact details Organization's Country Office**

Organization's Address	Thong ping – Airport road – Juba
Project Focal Person	TO BE RECRUITED
Country Director	Giorgio Berardi – <a href="mailto:cosv.countryjuba@gmail.com">cosv.countryjuba@gmail.com</a> 0920429262
Finance Officer	Matteo Brunelli – <a href="mailto:Cosv.countryadmi.juba@gmail.com">Cosv.countryadmi.juba@gmail.com</a> 0923066139
Monitoring & Reporting focal person	Peter Claver Olore – Ayod coordinator <a href="mailto:Cosv.ssudan.healthco@gmail.com">Cosv.ssudan.healthco@gmail.com</a> 0927133847

**Contact details Organization's HQ**

Organization's Address	COSV – Via Soperga 39 – Milano -Italy
Desk officer	Claudia Cui – <a href="mailto:claudia.cui@cosv.org">claudia.cui@cosv.org</a> +39 022822852
Finance Officer	Elena Sironi – <a href="mailto:elena.sironi@cosv.org">elena.sironi@cosv.org</a> +39 022822852

**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>

In December 2013, with violence erupting between opposing factions in South Sudan, large movements of population and IDPs took place and affected several parts of the country, including Jonglei State. In County Ayod, in spite of an apparent stability of the situation resulting primarily from the homogeneous composition of the local population, flows of displaced people have recently been reported by the CHD and Commissioner's Office, with verifications started on 6<sup>th</sup> January and ongoing. These appear to reach about 1,000 individuals, originating from Bor and Malakal, who are now in Mogok, Pagil, Ayod and Wau payams.

In addition to these recent developments, Ayod County is heavily affected by floods every year. Two assessments (one carried out jointly by COSV and the CED in the County from 2nd to 9th of July and the second carried out with the CMD and the CED from 1<sup>st</sup> to 9<sup>th</sup> of November in 4 payams) carried out during the rainy season, one in July and one in November, showed that floods strongly contribute to reduce the **already low gross primary enrolment level**: of 38.581 children in primary school age, only 27% is enrolled (71% boys, 29% girls) with a frequency of out-of school of 82% for girls, 62% for boys. Annual flood also contributes to increase the **dropout rate**: only 3 boys out of 100 will complete primary school, only 5 girls out of 1000 will.

The assessments also showed that **children attending open air schools are the most affected**: 71% of the primary schools in the County are run under a tree.

Situation in the hard to reach payams had been even worse before the current crisis: in **Pagil and Mogok payams the percentage of open air schools reaches 80%**. Island locations such as **Menime (Pagil Payam) and Haat (Mogok Payam)** that can be reached only by air, have not been accessed by both the local authorities and NNGOs and INGOs for years. Therefore an estimated population of 36,993 children in primary school age (figures provided by the local authorities since the 2008 census did not manage to reach the area) lack any basic school material and support.

In **Mogok Payam** 5 out of 6 schools are open air. With a ratio of pupils vs. number of school at 501, displacement is likely further to compromise the situation.

**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 proposed CHF intervention aims at tackling the most hard to reach areas and thus the most neglected and vulnerable children that live in the county of Ayod. The county is located along a corridor that displaced population has started to use to flee the conflict-ridden towns of Malakal and Bor. The initiative will be the first emergency education response to be carried out in the areas in years,

<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.

which – under the current conditions – has become of even more concern.

The initiative not only will have an immediate and positive impact on the critical situation, starting to fill all the existing gaps (lack of safe learning spaces, lack of latrines, lack of school materials, low capacities of teachers to properly address emergency and cope with such a challenging environment), but also will facilitate the local authorities, namely the county education department staff to reach the areas.

Attention will be also given to children in pre-school age, which do not have access to safe spaces or opportunity to develop skills that support early learning and other personal skills. Communities, families, teachers and CED staff are not aware of the importance and the potential of children in pre-school age education and activities that ensure continuing learning through primary education.

The added value provided by COSV lies in its knowledge of the whole County (it has been the primary health care provider since 2007) and its capacity to reach such remote locations. Moreover, through its long and steady presence in the area it has acquired the trust and the respect of both local communities and authorities, which is an added advantage in the current circumstances of uncertainty. Moreover, COSV will also have the capacity to communicate with those locations with its Codan Radio network funded under the health programme, therefore it will also be able to keep constantly abreast of education emergencies and immediately respond to them.

Being the proposed action the first intervention in education to be carried out in the County by COSV, no additional funds have been secured yet.

### C. Project Description (For CHF Component only)

#### i) Contribution to Cluster Priorities

Briefly describe how CHF funding will be used to contribute to the achievement of the cluster priority activities identified for this allocation.

The initiative aims at contributing to the following cluster priorities:

**Priority 1:** semi permanent emergency learning spaces will be establish in 3 payams affected by seasonal flood and in hard to reach areas. The CED, the local administration and the community leaders will be consulted before the construction or the rehabilitation start and informed about the progress of the works. Learning spaces will be rehabilitated using local material and local manpower in order to create income opportunities for the community.

**Priority 2:** emergency teaching and learning materials will be prepositioned with the support of the County education department in 3 Payams affected by the seasonal flood and in hard to reach areas including islands where no education materials are available.

**Priority 3:** the county education department staff, including one gender officer; teachers, including those who are volunteers and those who teach in pre primary schools, members of teachers and parents associations will be trained on life skills and psychosocial support using a set of materials contextualized to South Sudan. Education staff located in hard to reach areas prone to emergency, including outbreaks, will be trained for the first time.

**Priority 4:** awareness sessions will be organized for the community, including local authorities and leaders will on key issues concerning Education in Emergencies and life skills/lifesaving messages. COSV will continue to carry out awareness and informative sessions about WASH and correct hygiene behavior, girls' education, GBV, early marriage, HIV/AIDS STDs and risky behaviors. Tailored sessions will be organized for pupils, teachers, authorities and community leaders.

Moreover, COSV will organize integrated health outreach sessions in the primary schools.

**Priority 5:** Education actors located in hard to reach and outbreak prone diseases areas will be trained in education continuity planning, child centered disaster risk reduction and emergency preparedness.

#### 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 action overall objective aims at **ensuring equal access for girls and boys to primary education in the County of Ayod**, fostering as well on-time enrolment and reducing the drop-our rate, despite the seasonal emergency and any unpredictable events.

This will be achieved through:

- 1 - enhancing the capacities and the involvement of the county education department staff in planning, management and supervision in emergency preparedness and response to flood or/and arrival of IPDs and returnees.
- 2 - improving the quality and the safety of the learning spaces in 3 payams, in addition to the improvement in quality of the education provided, with special attention to life skills enhancement and well-being of the youth.
- 3 - increasing the involvement of the local community, the primary school students and their families, the parents associations, the local authorities and the community leaders in fostering on-time enrolment in primary school and in fighting the drop-out.
- 4 - providing psychological support and life-skills and life saving messages and promoting messages about the importance of primary education, on-time ennoblement with special focus for girls, for the empowerment of the household to the community
- 5 - fostering and mainstreaming gender equality in the strategy of intervention.

The all Action has been designed taking into account the extreme vulnerability of the County. This will be achieved as well trough the interaction with the health, nutrition and WASH activities carried out by COSV and the other partners in the all County.

#### 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 areas selected for the proposed intervention are the most affected by the 2013 rainy season and flood. The selected payams (Mogok, Pagil and Kuachdeng) have been dramatically affected mainly for the following reasons: the number of open air schools is high (above 80%) and the ratio number of facilities VS number of students is also extremely high (Mogok 1:501, Kuachdeng 1:271). Moreover, being the Western Island of Ayod (Pagil and Mogok Payams) completely inaccessible once the rain has started, interventions can be carried out only once the flood has withdrawn. Interventions that mitigates the status while the flood and the rain are ongoing are impossible to be carried out. That's the reason why the temporary learning spaces are severely damaged.

The selected payams also have very concerning datas: the ratio boys VS girls enrolment (Kuachdeng 4:10, Mogok 3:10), the most hard to reach areas (Western Island in Mogok and Pagil Payams), which become completely inaccessible during the rainy season and the drop-out rate 3:100 and 5:1000 for girls. Focus has been given as well to the low girls enrolment rate (Pagil 10%).

The implementation strategy will be based on two main axes: the community involvement in both rehabilitation processes and awareness and the consultation and the coordination among other partners and sector of intervention. The proposed strategy will try to ensure the commitment of the community and to avoid overlapping and waste of resources allowing all partners on the ground to implement more effective actions increasing the coverage in the county.

1) Rehabilitation of semi-permanent and permanent schools before the rainy season starts (including safe spaces for children in pre school age).

**2 semi permanent schools rehabilitated in Kuachdeng payam**

**1 permanent school rehabilitated in Mogok payam**

**3 safe learning space for pre-primary school age children**

Total estimated beneficiaries in Kuachdeng

Boys: 671

Girls: 103

Male children < 5: 165

Female children < 5: 165

Men: 10 teachers

Women: 5 teachers

Total estimated beneficiaries in Mogok

Boys: 373

Girls: 201

Male children < 5: 161

Female children < 5: 170

Men: 2 teachers

2) Construction of semi-permanent schools including safe spaces for children in pre school age (with local materials and local manpower)

**9 semi-permanent learning spaces built, 5 in Mogok, 4 in Pagil, (including separated latrines for boys and girls and water points)**

**9 safe learning space for pre primary school age children**

Total estimated beneficiaries in Mogok

Boys: 2264

Girls: 641

Male children < 5: 165

Female children < 5: 165

Men: 13 teachers

Women: 1 teachers

Total estimated beneficiaries in Pagil

Boys: 654

Girls: 244

Male children < 5: 358

Female children < 5: 400

Men: 21 teachers

Women: No female teachers in the Payam

3) Equipment of semi permanent and permanent schools (including fencing where possible)

**12 semi-permanent and permanent schools equipped with benches, carpets and fences**

4) On the job and on demand training for the CED staff on planning, management and supervision of primary education and emergency preparedness and response

**6 on demand training for the CED staff carried out**

Beneficiaries:

Male:7

Female:1 the gender officer

5) Workshop for the CED personnel on gender mainstreaming in primary education management (develop and implement gender-responsive management, dissemination and implementation of practices addressing gender based violence in education)

**2 workshop for the CED on gender mainstreaming and gender base violence in education carried out**

Beneficiaries:

Male:7

Female:1 the gender officer

6) Capacity building for teachers (both male and female) focusing on practical pedagogical strategies and material for gender responsive pedagogy and response to students challenging and on gender equality in education (knowledge, methodologies and approaches), life skills and life saving messages

**4 sessions for teachers on practical pedagogical strategies in emergency setting carried out**

Beneficiaries:

20 male and 5 female from Kuachdeng

27 male and 2 female from Mogok

26 male from Pagil (no female teacher are available)

7) Awareness sessions and community events (parents association, local leaders, youth, teachers) on the importance of education including the readiness of children in pre-school age, education in emergency, life safe/life skills.

**at least 2 awareness sessions carried out in each payam on the importance of education and life skills positive messages**

Girls: 1736  
Boys: 3637  
Men: 1500  
Women: 1500

8) Meetings with community leaders at county and Payam levels

**at least 1 bi-monthly meeting carried out in each payam**

Beneficiaries:

45 Local leaders (at least 15 - 10 women and 5 men per payam) that will be involved in the community awareness and mobilization, including the promotion of early learning opportunities and on-time enrolling, positive health, safety and nutrition practices.

9) Meeting with the "parent and teacher associations" to promote the importance of readiness to school and primary education

**at least 1 meeting carried out in each payam**

Beneficiaries:

Teachers and parents Associations members in 3 payams (at least 20 groups - 250 women and 200 men) that will be actively involved in the community awareness, including the promotion of early learning opportunities and on-time enrolling, positive health, safety and nutrition practices.

10) Involvement of the existing Mother support group to foster readiness to school and to promote correct nutrition and health practices

**at least 9 mother support group actively involved**

11) Promotion and distribution of awareness material, recreational kits, schools and student commodities

**Recreational kit, school and teachers commodities distributed in 12 schools**

Girls 1189  
Boys 3962  
Men 46  
Women 6

12) Formation and support of School health clubs

**5 school health clubs formed and supported**

13) Training for teachers on girls' hygiene

**4 training sessions addressed to teachers on hygiene and 4 refresher training**

14) Provision of girls' hygiene kits

**1189 hygiene kits distributed**

15) Sessions for girls and boys on hygiene and health.

**1 awareness session on hygiene and health per month in each school**

16) Carry out an emergency response need assessment in the County

**one assessment carried out**

17) Carry out monthly monitoring activities from the head quarter in Juba and quarterly revision in addition to a mid-term evaluation

**one monthly monitoring visit and one mid-term evaluation carried out**

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

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

The initiative aims at achieving the following results:

- 1) the CED capacity to plan and manage emergency responses is strengthened. COSVs long experiences in the county facing seasonal emergencies will be key factor for the achievement of this result. Moreover, participation to State and National tables of discussion and planning will be supported
- 2) learning environments are improved, making them safe, clean and accessible, commodities and kits will be timely prepositioned in order to overcome the emergency caused by seasonal flood
- 3) teachers capacities to provide psychological support and life skills messages are increased.
- 4) awareness about the importance of primary education for both boys and girls and about the importance of pre primary school education is increase

**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.

<b>SOI (X)</b>	<b>#</b>	<b>Standard Output Indicators</b> (Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).	<b>Target (indicate numbers or percentages)</b> (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	5,151 children
		Girls	1,189
		Boys	3,962
x	2.	# of classrooms repaired	3 classrooms
x	3.	# of temporary learning spaces established	12 TLS of 2 classrooms

x	4.	# of emergency affected learning spaces provided with gender segregated latrines	12 TLS of 12 gender-segregated latrines
x	5.	# of emergency affected girls and boys benefiting from education in emergencies supplies	5,151 children
		Girls	1,189
		Boys	3,962
x	6.	# of school in a Box distributed to emergency affected children, youth and teachers	24 boxes
x	7.	# of recreation Kit distributed to emergency affected children, youth and teachers	12 boxes
x	8.	# of blackboard distributed to emergency affected children, youth and teachers	24 pieces
x	9.	# of ECD kits distributed to emergency affected children, youth and teachers	24 boxes
	10.	# of tarpaulins distributed to emergency affected children, youth and teachers	48 pieces
x	11.	# of education actors (M/F) in emergency affected areas trained on life skills and psychosocial support	88 education actors
		Females	8
		Males	80
x	12.	Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	Girls: 70%      Boys: 80%
X	13.	# of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages	8373 individuals
		Women	1500
		Girls	1736
		Men	1500
		Boys	3637
	14.	# of mother support groups involved in the ECD	10
	15.	# of local leaders involved in the community awareness and mobilization, including the promotion of early learning opportunities and on-time enrolling, positive health, safety and nutrition practices	45 at least 15 - 10 women and 5 men per payam
	16.	# of community leaders that attend at least 3 meeting	40 community leaders
		Women	20
		Men	20
	17.	# of teachers and parents Associations members in 3 payams involved in the community awareness, including the promotion of ECD and positive health, safety and nutrition practices	450 PTA members; at least 20 groups
		Women	250
		Men	200
	18.	# of children in preprimary school age benefiting from safe learning spaces	1,749 children
		Girls	849
		Boys	900

#### vi). Cross Cutting Issues

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

##### **Gender and vulnerability:**

The proposed intervention aims to support basic education needs of vulnerable populations in rural and remote areas with special attention for the most vulnerable groups, namely **girls in primary school age**. The action will try to break some of the barriers that prevent their access to primary education.

Community believes that girls should help in the household rather than attend school, common practices such as early marriage and pregnancy, that force girls to leave school once they get married will be tackled and discussed through the awareness and the involvement of local community leaders.

Parents concerned about the risks related to sending girls to mixed schools, where they might get attentions from other students or from teachers and girls feeling of unsafely and their reports of feeling uncomfortable at school due to the low level of security and the availability of adequate sanitation will be tackled through the discussion with relatives and parents associations in addition to the construction of separate latrines and fences wherever possible. Moreover, COSV experience in primary health care and health awareness for girls in primary school age and above will help to tackle taboo issues related to girls hygiene and adolescents that often discourage girls from attending school.

Attention will be also given to **children in pre-schooling age**, which do not have access to safe spaces or opportunity to develop skills that support early learning and other personal skills. **Male involvement** in education and awareness will be emphasized.

**Women recruitment** shall be encourage. The action aims at having a positive impact in the role of girls in the households and the community.

**HIV-AIDS:**

COSV has started to mainstream HIV- AIDS in the health and nutrition program covering the whole County; therefore it will be one of its priorities to make sure the mainstreaming and the linkage with the education activities.

The following actions will tackle both directly and indirectly the initiative on education:

1 – HIV-AID vulnerability and risks assessment, and ANC sentinel survey to be carried out in the County with the MoH and the technical support of UNAIDS

3 – Capacity building of teachers and county education department staff on: Basics of HIV/AIDS, sexual and violence exploitation and life skills

4 - Awareness for the communities and school children about HIV-AIDS and distribution of information, education and communication material, including the celebration of world HIV days

5 - Establishment of PMTCT program in AYOD PHCC. Stock of HIV kits and life skills education material, including possibility to talk with trained staff will be accessible for students, their families and the teachers

6 – HIV counselling and Testing (HCT) at Ayod PHCC and selected PHCU sentinel sites. There will be access to essential HIV health services both for learners and staff. This will also support Gender Based Violence (GBV) management, The HIV/AIDS interventions shall be implemented through COSV health programme and extended to reach the education institutions.

**ENVIRONMENT:**

COSV overall environmental policies aim at ensuring that, there is no direct or indirect or low negative environmental impact on the areas where it operates.

COSV promotes the 3Rs reduce reuse and recycle policy during the awareness and community activities.

COSV compound in Ayod is equipped with a solar system; therefore the use of generator and fuel is minimal.

COSV collaborates closely with the WASH partners that operate in the County. They will be involved in the specific actions for the construction of new separated latrines in school facilities and during the awareness activities at both schools and community level. Being one county WASH focal point also involved in education, the effectiveness of the activities will be ensured.

COSV personnel is duly trained about the high risks related to waste management and thus about the importance of following the correct procedures for the safe collection and disposal of waste.

COSV ensure collection and disposal of packaging, plastic and other wastes, paying particular attention to waste storage and disposal with special care during the awareness and the community activities.

Moreover, COSV has stated to participate at the ENVIRONMENTAL PROJECT RECYCLING in Juba for the disposal of plastic bottles and aluminium cans. It is planned to extend it in Ayod in 2014, starting with training and awareness sessions and collection of waste in COSV compound and during the activities implemented.

The mentioned cross-cutting issues will be strongly integrated into lifesaving messages and the awareness campaigns to be carried out. COSV will also support the other education partners during health – HIV-AIDS related activities.

**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.

Field activity implementation shall be coordinated by COSV education coordinator, who will report to a program manager. Implementations shall be carried out in collaboration with CED and other education partners to ensure adequate preparedness and response to emergencies in learning institutions. Coordination among the actors on ground will be the starting point for the implementation of the program. Partners in Ayod county have agreed during a coordination meeting held the 15<sup>th</sup> of November to meet once per month. Moreover, given the strong logistic capacities of COSV, (vehicles and possibility to fly to hard to reach areas) partners have agreed to give to COSV the role of facilitator to support CED and other partners in movement around the county in coordination as well with the primary health care activities.

Community leaders, parent teachers associations and community groups shall support community level coordination, and participate in response initiatives and local resource mobilization. The program manager shall be based in Juba, and coordinate with education cluster at state and national levels. The health team shall work hand in hand with the education team at field level, to ensure collaboration on essential school health issues, such as psychosocial trainings and support, and awareness in ensuring preparedness at schools we serve.

Community participation will be fostered mainly through the involvement of the community and church leaders not only to ensure the participation of the community during the awareness activities but also during the rehabilitation of the learning spaces: not only local material and men power will be used, community will be called to contribute in the reconstruction process also providing local material to be used for extra work (fences) and volunteering in the reconstruction. The active participation of the local leaders will be an incentive for the community to attend and to gain trust in the messages that will be spread and ensure the commitment of the community. In addition to it, COSV long presence in the County with the trust and the respect gained from the community in the other sectors of intervention will have a positive impact in the community mobilization.

**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>.

- The **monitoring system** will be based on 3 sets of indicators: **efficiency indicators**, touching the respect of time, expenditures, human resources and outputs; such indicators are settled every 6 months; **effectiveness indicators**, measuring the usefulness of the project activities, quantifying the short and long term impacts in terms of benefits produced by the project and enjoyed by the beneficiaries, and the achievement of intermediate and final objectives; such indicators are settled once at the beginning of the project; **context indicators**, analyzing risk factors and project assumptions in order to keep track of sustainability from the beginning; such indicators are established at the starting of the project and revised mid term.

- **Monitoring and Evaluation Plan:** will be developed in tracking progress in relation to the designed project log frame. A monthly work plan for the execution of the activities will be derived. Data collected will at all time being disaggregated into sex, age, location to address and inform on cross cutting issues. The country director, the education coordinator shall be the focal persons for M&E activities involving financial and technical aspects respectively. Activity plans shall be broken down into weekly and monthly schedules. Quarterly review and planning meetings will be conducted to ensure project objectives are met and challenges are communicated and addressed accordingly. The **success of the monitoring and evaluation framework system** will be underpinned by the active role played by COSV staff members based in Ayod and the CED, to involve the communities in participatory monitoring mechanisms. Focus groups and community meetings, where the participation of the local administration will be strongly encouraged, will be held on a monthly base, not only to inform about the progress in project implementation but also to foster community involvement and participation to build their resilience and their capacity to cope with disasters and emergency.

At all stages of monitoring, the available community structures will be involved accordingly to provide a participatory M&E system.

- **Monitoring in the field:** the education coordinator in collaboration with the education field workers dislocated in the different locations will be in charge of the continuous follow up, gathering data, process them and report to the management. All deviations between planned indicators and measured data will be reported in real time to the project management, which will be in charge of taking remedial actions when appropriate. Moreover, both county administrator and director will conduct monthly visits in order to track progress and to communicate to the donor any challenges encountered.

- **Reporting:** Adequate report forms, register books from MoE, UNICEF and education Cluster and all necessary record materials shall be put in place.

- **Financial Monitoring:** the Administrator is responsible for the administrative coordination of the whole project. A special internal control system based on several financial tool-kits (intermediate financial reports, salary sheets, petit cash, time sheets, assets register, etc) that allows the Administrator to have a permanent overview on the whole project, in order to assure a sound management.

#### 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.



### 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: <b>SSD-14/E/60359</b>	<b>Project title:</b> <u>Enhancing safety, inclusiveness, protection, and quality of basic education among children and youth in the vulnerable communities of Ayod County (Jonglei State)</u>	<b>Organisation:</b> <u>COSV</u>

Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
<p><b>Goal/Impact (cluster priorities)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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, tarpaulins and Psychosocial support and life-skills materials</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>No. of classrooms repaired</li> <li>No. of temporary learning spaces established</li> <li>No. of School in a Box distributed to emergency-affected children, youth and teachers</li> <li>No. of Blackboards distributed to emergency-affected children, youth and teachers</li> <li>No. of ECD kits distributed to emergency-affected children, youth and teachers</li> <li>No. of tarpaulins distributed to emergency-affected children, youth and teachers</li> <li>No. of education actors in emergency-affected areas trained on life-skills and psychosocial support</li> </ul>	<ul style="list-style-type: none"> <li>Narrative report (COSV format)</li> <li>Training Reports</li> <li>School registers</li> <li>Distribution registers</li> </ul>	

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
<b>CHF project Objective</b>	Primary education for boys and girls is ensured in Ayod County with equal access, fostering on-time enrolment and reducing the drop-out rate.	<ul style="list-style-type: none"> <li>No. of emergency-affected children/youth attending temporary learning spaces/repared classes</li> <li>No. of classrooms repaired</li> <li>No. of temporary learning spaces established</li> </ul>	<ul style="list-style-type: none"> <li>School enrolment registers</li> <li>Construction/completion reports</li> </ul>	<ul style="list-style-type: none"> <li>Partners respect CHF implementation processes</li> <li>Project locations remain accessible for the time needed for construction work</li> <li>Security situation remains stable</li> </ul>
<b>Outcome 1</b>	Primary education is made possible where no dedicated space exists or is in good repair.	<ul style="list-style-type: none"> <li>No. of children enrolled in rehabilitated schools</li> </ul>	<ul style="list-style-type: none"> <li>School enrolment registers</li> </ul>	<ul style="list-style-type: none"> <li>No major population shifts</li> <li>New school spaces are perceived as safe</li> </ul>
<b>Output 1.1</b>	a) Semi-permanent emergency learning spaces are established in 3 payams affected by seasonal floods and in hard-to-reach areas.	<ul style="list-style-type: none"> <li>No. of semi-permanent learning spaces completed</li> </ul>	<ul style="list-style-type: none"> <li>COSV / CED reports</li> </ul>	<ul style="list-style-type: none"> <li>Road accessibility</li> <li>Security and political situation stable</li> </ul>
<b>Activity 1.1.1</b>	(i) Rehabilitation of permanent and semi-permanent school before the start of the rainy season			
<b>Activity 1.1.2</b>	(ii) Construction of semi-permanent schools, including safe spaces for children in pre-school age			
<b>Activity 1.1.3</b>	(iii) Adequate equipment of semi-permanent and permanent schools			
<b>Activity 1.1.4</b>	(iv) Pre-positioning of emergency teaching and learning materials			
<b>Activity 1.1.5</b>	(v) Promotion and distribution of awareness-raising material, recreational kits, school and student commodities			
<b>Output 1.2</b>	b) Emergency teaching and learning materials are pre-positioned and ready for distribution	<ul style="list-style-type: none"> <li>Quantity of materials delivered</li> <li>No. of recreational kits distributed</li> </ul>	<ul style="list-style-type: none"> <li>Inventory lists</li> <li>Kit distribution records</li> </ul>	<ul style="list-style-type: none"> <li>Pre-positioning locations are accessible and secure</li> </ul>
<b>Activity 1.2.1</b>	(i) Ordering, receiving and stocking emergency teaching and learning materials			
<b>Activity 1.2.2</b>	(ii) Distributing emergency teaching and learning materials			
<b>Outcome 2</b>	Education staff receives adequate training, with a special focus on education in emergencies	<ul style="list-style-type: none"> <li>No. of education actors trained on life-skills and psychological support</li> </ul>	<ul style="list-style-type: none"> <li>Training attendance register</li> </ul>	<ul style="list-style-type: none"> <li>Continued goodwill on the part of CED and other education staff</li> </ul>
<b>Output 2.1</b>	a) Training of CED staff	<ul style="list-style-type: none"> <li>No. of CED staff (including gender officers) trained on planning</li> <li>No. of CED staff (including gender officers) trained on gender mainstreaming in education</li> </ul>	<ul style="list-style-type: none"> <li>Training attendance registers</li> </ul>	<ul style="list-style-type: none"> <li>Training venues remain accessible</li> </ul>
<b>Activity 2.1.1</b>	(i) On-the-job and on-demand training for CED staff on planning, management and supervision of primary education			
<b>Activity 2.1.2</b>	(ii) Workshop for CED staff on gender mainstreaming in primary education management			
<b>Output 2.2</b>	b) Training of teachers	<ul style="list-style-type: none"> <li>No. of teachers trained on practical pedagogical strategies</li> <li>No. of teachers trained on girls' hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Training attendance registers</li> </ul>	<ul style="list-style-type: none"> <li>Training venues remain accessible</li> </ul>
<b>Activity 2.2.1</b>	(i) Capacity-building for teachers on practical pedagogical strategies and gender-responsive pedagogy			
<b>Activity 2.2.2</b>	(ii) Capacity-building for teacher on girls' hygiene			
<b>Outcome 3</b>	Communities are aware of issues linked to education in emergencies	<ul style="list-style-type: none"> <li>No. of campaigns and meetings carried out</li> </ul>	<ul style="list-style-type: none"> <li>Attendance records for awareness-raising events</li> </ul>	<ul style="list-style-type: none"> <li>No political interference</li> </ul>
<b>Output 3.1</b>	a) Awareness-raising campaigns at administrative level	<ul style="list-style-type: none"> <li>No. of local leaders involved in community awareness and mobilisation</li> <li>No. of participants in awareness-raising campaigns and events</li> </ul>	<ul style="list-style-type: none"> <li>Attendance records</li> </ul>	<ul style="list-style-type: none"> <li>Population remains stable</li> <li>Accessibility of venues</li> </ul>
<b>Activity 3.1.1</b>	(i) Meetings with community leaders at County and <i>payam</i> level			
<b>Activity 3.1.2</b>	(ii) Awareness-raising sessions and community events			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
<b>Output 3.2</b>	b) Awareness-raising initiatives at community level	<ul style="list-style-type: none"> <li>No. of participants in awareness-raising campaigns and events</li> <li>No. of participants in awareness-raising meetings on a smaller scale</li> <li>No. of school health clubs established</li> <li>No. of girls' hygiene distributed</li> </ul>	<ul style="list-style-type: none"> <li>Attendance records</li> <li>Records of PTA meetings</li> <li>Health club attendance records</li> <li>Kit distribution lists</li> </ul>	<ul style="list-style-type: none"> <li>Population remains stable</li> <li>Accessibility of venues</li> <li>The cultural climate is supportive towards some of the topics dealt with</li> </ul>
<b>Activity 3.2.1</b>	(i) Meetings with parents-teachers' associations to promote the importance of readiness to school			
<b>Activity 3.2.2</b>	(ii) Involvement of existing mother-support groups to foster readiness to school			
<b>Activity 3.2.3</b>	(iii) Creation and support of school health clubs			
<b>Activity 3.2.4</b>	(iv) Distribution of girls' hygiene kits			
<b>Activity 3.2.5</b>	(v) Sessions for girls and boys on hygiene and health			

## 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.)

<b>Project start date:</b>	<b>01/02/2014</b>	<b>Project end date:</b>	<b>31/07/2014</b>
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Activities	Q1/2014			Q2/2014			Q3/2014			Q4/2014		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Activity 1: Rehabilitation of semi-permanent and permanent schools before the rainy season starts		x	x	x	x	x	x					
Activity 2: Construction of semi-permanent schools, including safe spaces for children in pre-school age		x	x	x	x	x	x					
Activity 3: Equipment of semi-permanent and permanent schools			x	x	x	x	x					
Activity 4: On-the-job and on-demand training for CED staff on planning, management and supervision of primary education and emergency preparedness and response			x	x	x	x	x					
Activity 5: Workshop for CED personnel on gender mainstreaming in primary education management			x	x	x	x	x					
Activity 6: Capacity-building for teachers focusing on practical pedagogical strategies and material for gender-responsive pedagogy			x	x	x	x						
Activity 7: Awareness-raising sessions and community events on the importance of education			x		x		x					
Activity 8: Meetings with community leaders at County and <i>payam</i> level		x		x		x						
Activity 9: Meetings with PTAs to promote the importance of readiness to school			x		x		x					
Activity 10: Involvement of existing mother-support groups to foster readiness to school		x	x	x	x	x	x					
Activity 11: Promotion and distribution of awareness-raising material, recreational kits, etc.			x	x	x	x	x					
Activity 12: Formation and support of school health clubs				x	x	x	x					
Activity 13: Training for teachers on girls' hygiene				x	x	x	x					
Activity 14: Provision of girls' hygiene kits			x	x	x	x	x					
Activity 15: Sessions for girls and boys on hygiene and health				x	x	x	x					
Activity 16: Emergency-response needs assessment					x	x						
Activity 17: Monthly monitoring from the Juba HQ		x	x	x	x	x	x					
Activity 18: Quarterly revision and mid-term evaluation				x			x					

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