

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

SECTION I:

CAP Cluster	Education				
CHF Cluster Priorities for 2014 First Round Standard Allocation					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Cluster Priority Activities for this CHF Round</th> </tr> </thead> <tbody> <tr> <td> <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. </td> </tr> </tbody> </table>	Cluster Priority Activities 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. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Cluster Geographic Priorities for this CHF Round</th> </tr> </thead> <tbody> <tr> <td> <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 </td> </tr> </tbody> </table>	Cluster Geographic Priorities for this CHF Round	<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
Cluster Priority Activities 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. 					
Cluster Geographic Priorities for this CHF Round					
<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		
INTERSOS		
Project CAP Code	CAP Gender Code	
SSD-14/E/60421	2a	
Ensuring the right to education for all children affected by emergency in Jonglei, Unity and Warrap States through the integration of support system and responsive community action		
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		
State	%	County/ies (include payam when possible)
Upper Nile	33	Malakal
Central Equatoria	66	Juba

Total Project Budget requested in the in South Sudan CAP	US\$ 823,000
Total funding secured for the CAP project (to date)	US\$

Funding requested from CHF for this project proposal	US\$ 180,039
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)	

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:	288	888
Girls:	860	3840
Men:	572	760
Boys:	1250	5955
Total:	2970	11443

Indirect Beneficiaries / Catchment Population (if applicable)
IDPs, returnees, host community, conflict affected population

Targeted population: IDPs, Returnees, 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)

Indicate number of months 3 months (20 Jan – 20 April 2013)

Contact details Organization's Country Office	
Organization's Address	Nimra Talata, Block 3 Juba, South Sudan
Project Focal Person	Liz Lock education.chf.south.sudan@intersos.org 0928096834
Country Director	Davide Berruti south.sudan@intersos.org 0912398543
Finance Officer	Amal Alsheikh deputy.admin.south.sudan@intersos.org 0954605152
Monitoring & Reporting focal person	Rebecca Carter deputy.south.sudan@intersos.org 0927077171

Contact details Organization's HQ	
Organization's Address	Via Aniene 26A, 00198, Rome, Italy
Desk officer	Magda Bellu magda.bellu@intersos.org Marcelo Garcia della Costa, marcelo.garcia@intersos.org ,
Finance Officer	Daniela Carella daniela.carella@intersos.org Mario Rusconi mario.rusconi@intersos.org ,

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

South Sudan is a country which is cyclically affected by complex emergencies both natural and manmade. The most recent conflict, which began December 15th, 2013, has displaced 180,000 in five states in South Sudan. Both Juba and Malakal have been majorly affected, with Juba having (at current IOM registration count) 17,464 IDP individuals in Tongping and 4,858 IDP individuals in UNHouse and Malakal having approximately 12,000 individuals on the UNMISS base. Within this recent level of displacement many children are without stable situations, including lack of access to education and recreational activities. It is intended that INTERSOS work closely with the education and protection clusters to provide educational activities in child friendly spaces so that life skills, psychosocial support and minor traditional education goals are reached within the IDP camps. Conversations have already occurred with the child protection group working in UNHouse, of which INTERSOS is the lead agency, to determine what partnerships can be made. Children are not receiving the benefits that education can provide in emergency situations: physical, cognitive and psychosocial protection, all of which are life-sustaining and life-saving. The project will target primarily IDPs, with the hope that returnees and other conflict affected populations will also be reached, aiming to directly reach 2970 people, 288 women, 572 men, 860 girls and 1250 boys.

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 present project is designed to strengthen local capacities to respond effectively to humanitarian crises that are currently affecting scholastic activities in two of the States currently hosting the most displaced: Upper Nile and Central Equatoria. CHF funding with its targeted approach will help address the following critical gaps by providing a tailored approach to emergency-affected communities:

Low access to education: The project will establish 6 appropriate TLSs and will especially target low girls enrollment (average of 42.2%).

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.

Lack of and/or gender inappropriate WASH facilities: General assessments at this point show that both camps in Juba are seriously lacking in appropriate WASH facilities, including latrines and hand washing points. While the WASH cluster is actively working on this situation, the potential to support these activities by providing education/CFS with appropriate facilities is great.

Lack of learning materials: The project will preposition emergency learning materials in all targeted locations at State and County levels in order to readily distribute the EiE materials when needed. In addition to the learning materials that will be distributed directly in connection with the TLSs there will be distribution of materials to various teachers and community leaders in the camp to ensure that even the children who can not access the TLSs will still have access to learning activities in other spaces.

Lack of psychosocial support and delivery of lifesaving messages: The project will provide emergency-specific orientation to ensure that teachers have the necessary materials to provide support and lifesaving information to emergency affected learners and to prepare the community to better cope with disasters. All activities will follow the guidelines of the INEE Minimum Standards.

INTERSOS will operate through its long-standing presence and strong infrastructure in Central Equatoria and Upper Nile.

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.

At least 189,000 people have been displaced since hostilities erupted on 15 December. This includes 62,000 people sheltering in UN peacekeeping bases. In Juba the registration of people displaced in the UN Tongping site closed on 2 January, with 17,464 registered. The registration process in UN House started on the same day, along with distributions of food and household items. Some 4,100 people were registered as of 4 January.

In Malakal, Upper Nile, the situation remained calm but unpredictable. The number of civilians in the UN base fluctuates, with the current working number around 12,000, down from an estimated 22,000 at the height of the fighting (OCHA, January 2014).

The three camps referenced above were all established after December 15th, 2013. This means that the services offered in the camps are still developing and Education has certainly not been addressed yet. NFI distribution and partial food distribution are ongoing and protection activities, including the opening Child Friendly Spaces, assessing the space and locations and determining the best options for moving forward. This offers a unique opportunity for Education in Emergencies to come in immediately and establish education spaces so that some normalcy can return to children and youth despite the disruption in their standard living situations.

There is an obvious difficulty with locating space in the camps, with OCHA already stating that the camps don't meet minimum standards for space. However, as the camps develop and hopefully spaces grow, CFSs and TLSs will become more necessary to give children constructive activities in safe spaces and to keep them out of trouble and away from illegal activities. Additionally, the earlier the Education Cluster involves itself in Education in the camps and advocacy, the earlier the spaces will be created and some normalcy will be able to return. In addition to providing TLSs INTERSOS intends to distribute additional school in a box and recreational kits so that further children and youth in the communities can be supported. Because of the space issue in the camps the building of additional TLSs would be difficult to arrange, however, distribution of additional materials could further serve the community with the support of INTERSOS in determining community based spaces where children can be served.

b) The project will aim to strengthen local capacities to respond effectively to humanitarian crises that are currently affecting scholastic activities in these three extremely critical areas. INTERSOS will help address the following critical gaps by providing a tailored approach:

Low access to education for emergency affected children: to build appropriate TLSs and to especially target low girls enrolment (average of 42.2%). The respective latrines and hand washing points at each TLS will also be built, ensuring there are gender segregated latrines and sufficient for the students attending the TLSs.

Lack of learning materials and adequate teaching staff to use the materials: to preposition and distribute emergency learning materials in all targeted locations at State or County levels in order to readily distribute the ECD and EiE materials when needed. Rapid training on using the materials will be provided to teachers in order to ensure appropriate use.

Lack of psychosocial support and delivery of lifesaving messages: to deliver emergency-specific orientation for teachers in order to provide them with the necessary materials to give support and lifesaving information to emergency affected learners, and to prepare the community to better cope with and reduce the risk of disasters. All activities will follow the guidelines of the INEE Minimum Standards, child-centred DRR manuals, UNESCO Life Skills Manual, especially when it comes to teaching about HIV/AIDS, peaceful coexistence, and GBV.

Response

The response will be coordinated at all times through the Education Cluster at the State and National levels as well as with other relevant clusters or sub-clusters such as WASH, Health and Child Protection. In case of emergency the coordination mechanisms will be activated, and INTERSOS education team together with relevant SMOE representatives and Education and WASH partners will organize assessment missions. These inter-cluster activities will help provide the best and most coordinated response to the target group. As this is a short term and immediate need being addressed, the situation should allow for implementation, if the situation changes drastically at any point a new assessment will be completed to determine the best way that services can be provided to the affected populations. The response will consist in the provision of 6 safe and protective temporary learning spaces (made with local materials) within the IDP camps in both Central Equatoria and Upper Nile, there is some hope that these spaces can be supplied in conjunction with the Protection clusters distribution of Child Friendly Spaces, so that the space necessary has minimal impact on the general space and organization of the camps. It also foresees the distribution of 50 school-in-a-box, 25 recreational kits, 50 blackboards, 40 tarpaulins and at least 12 gender-segregated emergency latrines. Close cooperation with INTERSOS' child protection project and Nonviolent Peace Force protection project in the IDP camps in Juba will be maintained.

For the soft component of the project, a series of trainings aimed for teachers and PTA members on Psychosocial support and

Protection Principles will be conducted in order to better address the needs of children affected by emergencies. A total of at least 120 teachers and PTA members will be trained on psychosocial support and Protection Principles. Both of the populations will be found within the camp, as many IDPs are also teachers and parents, a PTA network will have to be developed to support the students and the TLSs. Moreover trainings on EiE for education personnel and awareness raising campaigns on lifesaving messages will be conducted. These lifesaving messages will include topics such as: HIV/AIDS and other health issues, mine awareness, and psychosocial support. A total of 800 participants including community members, children and youth (at least 35% women) will be targeted during the awareness raising campaigns. Mobilizing the community will be of great importance in order for the affected population to be able to better cope with the impact of emergencies. These awareness activities will be done through community meetings/workshops, posters/flyers and through the inclusion of religious and key community leaders. Additionally and in light of the instability in the camps, the trained teachers, volunteers and PTA members will be able to provide support once stabilization is achieved. Attention will be given to the ethnic breakdown of the surge actors to ensure the target populations will positively perceive their presence.

The project duration is 3 months. To maximize the immediate distribution of services, activities will run from January to March 2014.

Monitoring

As part of the monitoring strategy, a monitoring team will be put in place in order to check the effectiveness of the interventions, and will focus mainly to measure the impact of the interventions, both the provision of temporary learning spaces, emergency latrines and hand washing points and the teachers and PTAs members' trainings. The team will monitor the intervention with the objective to verify that at least 80% of teachers and PTAs members trained use the psychosocial principles and at least 75% of pupils attending the temporary learning spaces feel safe and protected from abuse and violence.

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 kick start/support the overall project). Objective/s should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART)

Objective 1. Increase access to protective temporary learning spaces by children and youth affected by acute emergencies;
 Objective 2. Preposition and supply emergency teaching and learning materials to ensure continuity of relevant education during and after acute emergencies;
 Objective 3. Deliver lifesaving messages and psychosocial support to children and youth affected by emergencies;
 Objective 4. Ensure quick and effective response to emergencies in cooperation with education partners

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).

Activity 1.1 Conduct community consultations to determine most effective locations for TLSs
Activity 1.2 Construct safe and protective learning spaces for at least 480 children, of which 230 boys and 150 girls (at least 6 TLS constructed). It is expected the TLSs will function in 2 shifts;
Activity 1.3 Construction of 12 emergency latrines (6 male, 6 female) for the 6 TLSs;
Activity 1.4 Provision of 6 hand washing points using rain water harvesting method for collection of water where possible, 1 hand washing point per TLS;
Activity 1.5 Conduct Focus Group Discussions with pupils and teachers attending the TLSs;
Activity 2.1 Preposition emergency teaching and learning materials at state and county level;
Activity 2.2 Distribute and carry out demonstrations for the use of essential EiE teaching and learning materials to emergency-affected schools (at least 50 school in a box kits, 25 recreational kits, 40 tarpaulins and 50 blackboards) in Central Equatorial and Upper Nile States
Activity 2.3 Post distribution monitoring of EiE materials;
Activity 3.1 Deliver trainings on Psychosocial Support and Lifesaving Principles aimed for teachers and PTA members (60 participants with at least 40% female PTAs members);
Activity 3.2 Presentation and rapid orientation on UNESCO Life Skills Manual and its practical applications in an emergency context (with a special focus on HIV/AIDS, GBV and CPiE), 60 participants with at least 40% female participants;
Activity 3.3 Awareness raising campaigns (through discussions, local radio programmes, drama and music) on lifesaving messages for community members including GBV, CPiE and HIV/AIDS (800 persons reached with at least 280 women and girls);
Activity 4.1 Joint monitoring with local authorities of staff/community members trained in two areas to assess impact of training

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

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

Result 1: Access to inclusive, safe and protective learning spaces is assured/increased;
Result 2: Education in Emergency supplies to quickly respond to emergencies are made available;
Result 3: Life saving best practices are followed by the concerned actors and taught to children
Result 4: Coordination among education partners is ensured

v) List below the output indicators you will use to measure the progress and achievement of your project results. Use a reasonable and measurable number of indicators and ensure that to the most possible extent chosen indicators are taken from the cluster defined Standard Output Indicators (SOI) (annexed). Put a cross (x) in the first column to identify the cluster defined SOI. Indicate as well the total number of direct beneficiaries disaggregated by gender and age. Ensure these indicators are further used in the logframe.

SOI (X)	#	Standard Output Indicators (Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).	Target (indicate numbers or percentages) (Targets should be disaggregated by age and sex as per the standard output indicators list and add-up to the number of direct beneficiaries identified page 1)
X	1.	# of temporary learning spaces established or repaired;	6 with local material
X	2.	# of emergency affected children and youth attending temporary learning spaces/repairs classrooms;	380 children
		Girls	150
		Boys	230
X	3.	# of emergency affected learning spaces provided with gender segregated WASH facilities;	12 gender separated latrines and 6 hand washing points
X	4.	# of Schools in a Box distributed to emergency affected children, youth and teachers;	50 schools in box kits
X	5.	# of Recreation Kits distributed to emergency affected children, youth and teachers;	25 Recreation kits
X	6.	# of children and teachers benefiting from Education in Emergencies supplies;	2,050 children and teachers
		Women	20
		Girls	800
		Men	30
		Boys	1,200
X	7.	# of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support;	120 teachers and PTA members
		Women	48
		Men	72
X	8.	# of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces;	97 trained teachers
		Women	39
		Men	58
X	9.	# of children and youth reporting feeling safe and protected in emergency affected learning environments;	284 children and youth
		Girls	112
		Boys	172
X	10.	# of emergency affected people reached through life saving messages awareness campaigns and activities (girls/boys/women/men);	800 individuals
		Women	220
		Girls	60
		Men	470
		Boys	50
	11.	# of Blackboard distributed to emergency affected children, youth and teachers	50 blackboards
	12.	# of tarpaulins distributed to emergency affected children, youth and teachers	40 tarpaulins

vi). Cross Cutting Issues

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

Gender

The project will ensure disaggregated data by sex is collected especially when it comes to access and attendance to TLSs. The project has been designed with a strong gender component which includes the specification of gender separated latrines, their location (to ensure it is safe for girls to go) and privacy they will offer. This will aim to reduce the potential for adolescent girls to be abused when they go to use the WASH facilities. The project has also taken into account the inclusion of female teachers and female community members in the activities to ensure the female voice is heard. This will be especially important when deciding the location of the TLSs, the training of teachers and PTA members and during the awareness sessions, where women are rarely able to give their input and where emergencies are seen so differently by men and women. These sessions as well as the lifesaving messages will include the topic of GBV to try and reduce the risk of sexual abuse and exploitation.

HIV/AIDS awareness

This will be a topic that will be covered in both the rapid orientation of teachers, in training on lifesaving messages and during awareness raising sessions in order to fully inform the population about the issue and to promote preventive measures. These activities will be coordinated with the relevant Clusters and line Ministries.

Protection

In emergency responses it's crucial to address the need of children especially those more vulnerable (orphans, children with physical and/or mental disabilities, children recruited by armed groups, children victims of violence, etc.) who normally are the most affected and often forgotten by humanitarian actors. Education plays a critical role in protecting children and youth in these situations; the protection afforded by education can be physical, cognitive, psychosocial, or a combination of the three. Physical protection will be provided through the creation of safe learning spaces free from dangers such as falling debris and landmines, as well as from violence such as forced abduction and sexual violence. Cognitive protection through the content of education which will provide important health and safety messages. Psychosocial protection will be provided by the teachers themselves and making children feeling safe and able to interact freely with adults and with peers they trust, sharing their ideas, hopes and fears for the future. In emergency situations, girls and boys have different vulnerabilities and capacities and, therefore, different protection needs. INTERSOS education intervention is designed to be protective for children affected by the crisis and is gender-responsive. Protection from physical violence will be ensured with particular attention to protection from sexual violence for girls and young women; the location of school buildings and facilities will be decided with this in mind, as will be the schedule of classes. All the activities related to protection will be coordinated with the Cluster through Inter-Agency meetings. Moreover, before the implementation of trainings on Protection principles, INTERSOS coordinates with all relevant national actors, Clusters and sub-clusters.

Water and Sanitation, Hygiene

The coordination with this sector is essential considering that WASH in order to guarantee to emergency affected children proper and safe educational spaces. It is demonstrated in fact that a better access to gender-friendly latrines, the promotion of hygiene interventions and best practices along with access to safe water supplies for both children and teachers plays an important role during emergency responses targeting affected schools.

Each gender segregated latrine will have 2 stances, so to better guarantee the standards necessary within a school with a high number of pupils. INTERSOS will guarantee the coordination with this important Cluster and the implementation of WASH-related activities and components.

If, due to space restrictions, it is impossible to have latrines specifically for the TLSs, access to safe latrines within the immediate community will be determined and secured.

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.

A fundamental role will be played by the Education assistants, 3 full time staff for the project who will also be in charge of overseeing monitoring of the implementation of the activities and the impact. There will be one education assistant working in each camp the project will cover.

The team will also be strengthened with 2 International Project Managers and 1 Education Junior Education Officer (two of the international staff will be based in Juba with one in Malakal, this will help ensure that the response is as direct and fast as possible due to the complexity of the situation and the critical nature of timely services), 2 Monitoring Officers and 1 storekeeper to directly reach Juba in Central Equatorial and Malakal in Upper Nile.

An International construction expert will guarantee that the TLS meet the necessary quality and security standards.

The Education team is crucial for the implementation of this project because it will ensure the rapid and efficient response to the targeted areas. The PM in Juba will coordinate the staff in the field; the education assistant will organize the monitoring sessions together with the Monitoring Officer, as well as the organization and the implementation of the foreseen trainings and distributions in both states.

For all logistic and administrative aspects INTERSOS will implement activities through permanent presence in Juba.

Furthermore, all the responses will be coordinated with MoE and other Education Partners at Cluster Level in both States where INTERSOS has had a strong presence in the last few years. Specifically, INTERSOS has been present in South Sudan since 2006 and in Upper Nile since 2011

INTERSOS will utilize its own procurement rules and regulations as per INTERSOS' Organization, Management and Control Model.

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.

The International Project Managers will have the overall responsibility of the on-going monitoring of activities implementation. He/She will be assisted by a national Education Assistant in each camp who will supervise and coordinate all works related to constructions in the State, as well as all the preposition and distributions of emergency supplies, together with the storekeeper/logistics assistant. In addition, the Monitoring Officers in Central Equatoria and Upper Nile will be deployed in the field to monitor implementation and impact.

M&E will be carried at every implementation phase of the project against its quality, technical specifications or standards as well as

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.

transfer of project ownership for effective sustainability after its completion. At all steps of the project the SMOE and the Education in Emergency stakeholders will be invited for meetings in order to verify the effectiveness of interventions. Joint M&E will be carried out in the middle and at the end of the project against the outputs and outcomes. INTERSOS will also refer to its Management and Control Model (Protocol I – section 4) and will use as monitoring tool the Project appraisal Tool - PAT (refer to annex 6 to the protocols).

Financial and administrative monitoring will be assured by the PM and the country administrative manager against the financial requisition and procedures ensuring balanced expenditures and cash at hand.

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)
Pledges for the CAP project	

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: <u>SSD-14/E/60421</u>		Project title: <u>Ensuring the right to education for all children affected by emergency in Jonglei, Unity and Warrap States through the integration of support system and responsive community action</u>	Organisation: <u>INTEROS</u>
Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
Goal/Impact (cluster priorities) <ul style="list-style-type: none"> Establish or lightly rehabilitate emergency learning spaces in areas affected by or highly vulnerable to emergencies. Preposition of emergency teaching and learning materials in areas affected by or highly vulnerable to emergencies. Train education actors on life skills and psychosocial support and conduct awareness raising activities on key issues concerning Education in Emergencies and life skills/life saving messages. 	<ul style="list-style-type: none"> Pupils and teachers enrollment and retention rates are stable or in growth Materials are distributed Trainings are offered to teachers, PTA and community members 	<ul style="list-style-type: none"> School attendance lists; Project and SMOE reports; Other agencies assessments 	
CHF project Objective <ol style="list-style-type: none"> Increase access to protective temporary learning spaces by children and youth affected by acute emergencies; Preposition and supply emergency teaching and learning materials to ensure continuity of relevant education during and after acute emergencies; Deliver lifesaving messages and psychosocial support to children and youth affected by emergencies; Ensure quick and effective response to emergencies in cooperation with education partners 	<ul style="list-style-type: none"> Number of TLS established/classrooms repaired; Number of emergency affected children and youth attending TLS (boys and girls); Number of emergency affected learning spaces provided with gender segregated WASH facilities; Number of school in a box and recreation kits distributed to emergency affected children, youth and teachers; Number of children and teachers benefitting from EiE supplies (boys, girls, women, men); Number of teachers, PTA members and other education actors in emergency affected areas trained on life skills and psychosocial support (men and women); Number of trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces (men and women); Number of children and youth reporting feeling safe and protected in emergency affected learning environments (boys and girls); Number of emergency affected people reached through life saving messages, awareness campaigns and activities (boys, girls, men and women). 	<ul style="list-style-type: none"> Monitoring visits; Project reports; Training attendance lists; Registration of students and teachers in emergency affected schools; Delivery bills 	<ul style="list-style-type: none"> Accessibility to the area of intervention, especially during rainy season; Climate shocks and environmental adversity (such as floods); Coordination and support from local education partners; National and local security situation guaranteed; Emergencies in education happen

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Outcome 1	Access to inclusive, safe and protective learning spaces is assured/increased	<ul style="list-style-type: none"> At least 75% of the children attending TLS feel safe and protected while at school; Pupils and teachers enrollment and retention rates are stable or in growth by 20%; At least 80% of the students use WASH facilities 	<ul style="list-style-type: none"> Questionnaires; School attendance lists 	<ul style="list-style-type: none"> Security situation and working environment remain stable to allow movements and delivery; Support and coordination with SMOE, County stakeholders continue. Teachers' and PTAs members' participation in trainings sessions is high and their commitments in EiE issues continue;
Output 1.1	Temporary Learning Spaces are established and a rub hall is managed	<ul style="list-style-type: none"> At least 6 TLS are established; At least 480 students benefit from the TLS 	<ul style="list-style-type: none"> Field visits reports and pictures; School attendance lists 	<ul style="list-style-type: none"> Construction material are available on the local market
Activity 1.1	Conduct community consultations to determine most effective locations for TLSs			
Activity 1.2	Construct safe and protective learning spaces for at least 480 children, of which 230 boys and 150 girls (at least 6 TLS constructed). It is expected the TLSs will function in 2 shifts;			
Output 1.2	Water, Sanitation and Hygiene-related practices are promoted	<ul style="list-style-type: none"> At least 12 emergency latrines are established; At least 6 hand washing points are established 	<ul style="list-style-type: none"> Field visits reports and pictures; 	<ul style="list-style-type: none"> Construction material are available on the local market
Activity 1.3	Construction of 12 emergency latrines (6 male, 6 female) for the 6 TLSs;			
Activity 1.4	Provision of 6 hand washing points using rain water harvesting method for collection of water where possible, 1 hand washing point per TLS;			
Output 1.3	Schools are child-friendly and girl-friendly spaces	<ul style="list-style-type: none"> At least 1 discussion per school is organized 	<ul style="list-style-type: none"> Field visits reports 	<ul style="list-style-type: none"> Students participation in trainings sessions is high
Activity 1.5	Conduct Focus Group Discussions with pupils and teachers attending the TLSs;			
Outcome 2	Education in Emergency supplies to quickly respond to emergencies are made available	<ul style="list-style-type: none"> At least 50% of the emergency affected school are able to deliver quality education according to INEE standards; At least 80% of the teachers targeted and trained use emergency school material and apply psychosocial and lifesaving principles in their teaching; 	<ul style="list-style-type: none"> Monitoring visits; Questionnaires; Field visit reports; 	<ul style="list-style-type: none"> Security situation and working environment remain stable to allow movements and delivery;
Output 2.1	Emergency kits are prepositioned, ready to be distributed and properly used	<ul style="list-style-type: none"> At least 50 school in a box, 25 recreational kits, 50 blackboards and 40 tarpaulins are prepositioned; At least 2000 students and 50 teachers benefit from EiE kits 	<ul style="list-style-type: none"> Delivery bills; Monitoring visits; Project reports 	<ul style="list-style-type: none"> Security situation and working environment remain stable to allow movements and delivery;
Activity 2.1	Preposition emergency teaching and learning materials at state and county level;			
Activity 2.2	Distribute and carry out demonstrations for the use of essential EiE teaching and learning materials to emergency-affected schools (at least 50 school in a box kits, 25 recreational kits, 40 tarpaulins and 50 blackboards) in Central Equatorial and Upper Nile States			
Activity 2.3	Post distribution monitoring of EiE materials in all targeted schools;			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Outcome 3	Life saving principles are followed by the concerned actors and taught to children	<ul style="list-style-type: none"> At least 80% of the teachers trained apply psychosocial and lifesaving principles in their teaching; At least 70% of the Parents & Teachers Association members trained are aware of the importance of life saving practices and EiE; At least 60% of the participants to awareness campaign internalized the information (sample survey) 	<ul style="list-style-type: none"> Monitoring visits; Project reports; Group discussion with teachers; Pre and post survey 	<ul style="list-style-type: none"> Security situation and working environment remain stable to allow movements and delivery; Support and coordination with SMOE, County stakeholders continue. Teachers' and PTAs members' participation in trainings sessions is high and their commitment in EiE issues continue;
Output 3.1	Targeted teachers and PTAs attend the training sessions on psychosocial support, life saving principles, life skills	<ul style="list-style-type: none"> At least 120 teachers and PTA members (40% female) attend the training sessions 	<ul style="list-style-type: none"> Attendance list 	<ul style="list-style-type: none"> Teachers' and PTAs members' participation in trainings sessions is high and their commitment in EiE issues continue;
Activity 3.1	Deliver trainings on Psychosocial Support and Lifesaving Principles aimed for teachers and PTA members (120 participants with at least 40% female PTAs members);			
Activity 3.2	Presentation and rapid orientation on UNESCO Life Skills Manual and its practical applications in an emergency context (with a special focus on HIV/AIDS, GBV and CPIE), 120 participants with at least 40% female participants;			
Output 3.3	Awareness campaigns on life saving messages are organized	<ul style="list-style-type: none"> At least 800 participants (35% women) are reached 	<ul style="list-style-type: none"> Attendance list 	<ul style="list-style-type: none"> Community participation in trainings sessions is high and their commitment in EiE issues continue;
Activity 3.3	Awareness raising campaigns (through discussions, local radio programmes, drama and music) on lifesaving messages for community members including GBV, CPIE and HIV/AIDS (800 persons reached with at least 280 women and girls);			
Outcome 4	Coordination among education partners is ensured	<ul style="list-style-type: none"> At least 2 IRNA are carried out 	<ul style="list-style-type: none"> IRNA report 	<ul style="list-style-type: none"> Support from all of the education partners continue; Emergencies in education happen
Output 4.1	Education cluster coordination meeting are organized at Bor or State Level	<ul style="list-style-type: none"> At least 2 education cluster coordination meeting per month are organized 	<ul style="list-style-type: none"> Education cluster meeting attendance list Education cluster meeting minutes 	<ul style="list-style-type: none"> Partners participation is high and regular
Activity 4.1	Joint monitoring with local authorities of staff/community members trained in two areas to assess impact of training			

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:	January 20th, 2014	Project end date:	April 20th, 2014
----------------------------	--------------------------------------	--------------------------	------------------------------------

Activities	Q1/2014		
	Jan	Feb	Mar/Apr
<u>Activity 1.1</u> Conduct community consultations to determine most effective locations for TLSs	X	X	
<u>Activity 1.2</u> Construct safe and protective learning spaces for at least 480 children, of which 230 boys and 150 girls (at least 6 TLS constructed). It is expected the TLSs will function in 2 shifts;	X	X	X
<u>Activity 1.3</u> Construction of 12 emergency latrines (6 male, 6 female) for the 6 TLSs;	X	X	X
<u>Activity 1.4</u> Provision of 6 hand washing points using rain water harvesting method for collection of water where possible, 1 hand washing point per TLS;	X	X	X
<u>Activity 1.5</u> Conduct Focus Group Discussions with pupils and teachers attending the TLSs;			X
<u>Activity 2.1</u> Preposition emergency teaching and learning materials at state and county level;	X	X	
<u>Activity 2.2</u> Distribute and carry out demonstrations for the use of essential EiE teaching and learning materials to emergency-affected schools (at least 50 school in a box kits, 25 recreational kits, 40 tarpaulins and 50 blackboards) in Central Equatorial and Upper Nile States	X	X	X
<u>Activity 2.3</u> Post distribution monitoring of EiE materials;		X	X
<u>Activity 3.1</u> Deliver trainings on Psychosocial Support and Lifesaving Principles aimed for teachers and PTA members (60 participants with at least 40% female PTAs members);	X	X	
<u>Activity 3.2</u> Presentation and rapid orientation on UNESCO Life Skills Manual and its practical applications in an emergency context (with a special focus on HIV/AIDS, GBV and CPiE), 60 participants with at least 40% female participants;	X	X	
<u>Activity 3.3</u> Awareness raising campaigns (through discussions, local radio programmes, drama and music) on lifesaving messages for community members including GBV, CPiE and HIV/AIDS (800 persons reached with at least 280 women and girls);	X	X	
<u>Activity 4.1</u> Joint monitoring with local authorities of staff/community members trained in two areas to assess impact of training		X	X

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