

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					
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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		
PEACE CORPS ORGANIZATION(PCO) SOUTH SUDAN		
Project CAP Code	CAP Gender Code	
SSD-14/E/60606	2A	
CAP Project Title <i>(please write exact name as in the CAP)</i>		
Emergency Life Saving, inclusive and Quality Education for the acutely vulnerable host Communities and IDPs in Warrap State.		
Total Project Budget requested	US\$ 520,000.00	
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 <i>(include payam when possible)</i>
WARRAP	100%	Twic, Greater Tonj
Funding requested from CHF for		US\$ 120,132.00

in the in South Sudan CAP	
Total funding secured for the CAP project (to date)	US\$

this project proposal	
Are some activities in this project proposal co-funded (including in-kind)? Yes <input type="checkbox"/> (if yes, list the item and indicate the amount under column i of the budget sheet) UNICEF Goods in kind items(SIB, ECD and Recreation Kits, chalk boards)	

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:	100	100
Girls:	1,500	5,500
Men:	200	120
Boys:	1,000	5,500
Total:	2,800	11,400

Indirect Beneficiaries / Catchment Population (if applicable)
6,000 Girls, 4,000 Boys, 1,500 Women, 1,000 men amongst host communities reached through awareness campaigns on the importance of girl child education during the implementation of this project. 2,000 women, 1,000men, 2,500 girls and 2,000 boys amongst the communities that are likely to host families displaced by floods and or conflict(cattle rustling); as likely providers of labor, local construction materials, indirect consumers of life skills and psychosocial support training

Targeted population: Floods and conflict affected, 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)

6 months (1 Jan – 30 Jun 2014)

Contact details Organization's Country Office	
Organization's Address	HAI TARAWA AREA, ICCO COMPOUND, JUBA CITY.
Project Focal Person	<i>Kennedy Onguny,</i> Peacecorps@pcosouthsudan.org or peacecorpssudan@gmail.com , telephone: +211929240054 and +211954245596.
Country Director	<i>Ayaba Mustafa, Email-</i> peacecorpssudan@gmail.com , telephone; +211926100371.
Finance Officer	<i>Mr George Ochere-</i> peacecorpssudan@gmail.com telephone; +211954245596
Monitoring & Reporting focal person	<i>Mr. Stevene Nathan Agot</i> Peacecorps@pcosouthsudan.org . Telephone; +211954245596 and +211925098048

Contact details Organization's HQ	
Organization's Address	HAI TARAWA AREA, ICCO COMPOUND, JUBA CITY.
Desk officer	<i>Name, Email, telephone</i> NOT APPLICABLE
Finance Officer	<i>Name, Mr. G. Oluoch</i> Email-Peacecorps@pcosouthsudan.org , telephone +211954542496/+211929240054

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

Trend of events in Warrap state indicate the likelihood of increased/worsening emergency situation in the foreseeable future; the humanitarian situation has worsened sharply in the country since the outbreak of violence in Juba amongst factions of the military on 15th December 2013, upto 180,000 people have been forced to flee their homes with an estimated 70,000 taking shelter at UN bases. Heavy fighting in the neighbouring Unity State has displaced thousands of people some of whom have fled to relative safety in bordering counties in Warrap state particularly in Twic County; there are also increasing reports of children being separated from their parents while fleeing their homes and gender based violence(South Sudan Crisis Response plan January-March 2014). These has worsened the humanitarian situation considering the fact that Seasonal flooding in parts of the state also resulted in large numbers of IDPs for example; an interagency assessment (IRNA Report 28th August 2013) carried out on 22-26th August 2013 revealed large scale displacements of 17,300 girls, boys, women and men in low lying areas of Tonj South, Tonj North, Gogrial East and West. Tonj South; with County RRC figures(9th October 2013) indicating a total of 39,790 displaced in Malual Mok, Wangalel, Mabanet, Jak and Manyaribok areas; anecdotal information indicating that the level of flooding this year being comparable to 1978 and 2008. These were confirmed during PCOs rapid floods assessment carried out during the first week of October 2013.

Displacemements due to the current conflict and flooding affects women, men, girls and boys differently with men/boys having to look for alternative grazing areas for their cattle hence miss out school and potentially result in further conflict whereas women and girls are caregivers to the displaced families thus girls not only miss out school and risk sex attacks/forced marriages when fetching water or firewood. Concentations of IDPS and their livestock also results in the destruction of the

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.

environment as due to cutting of firewood for shelter/firewood as well as grazing/overcrowding at water points.

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.

As major consequence of these is the occupation/destruction of school facilities and has a serious impact on access to protective education for thousands of children

- The affected children are likely to miss out an entire learning year or more if urgent remedial actions are not taken, hence the need to rapidly establish safe protective temporary learning spaces, rehabilitate damaged classrooms and advocate for non-occupation of existing schools
- Boys and girls from the displaced communities are also facing a myriad of protection related issues especially girls who have to fetch firewood and water in unfamiliar environments face the risk of sex attacks or forced marriages; Boys have to take care of cattle thereby risking fighting with host community; hence the need for safe protected TLS to enable interaction with peers and learn life skills and an opportunity for lost children to be reunified with their parents. Early Childhood education(ECD) is non-existent as the youngest boys and girls are left at home while older ones undertake household chores(girls) or tend livestock/support family income(boys). The TLS and ECDs will also form an excellent point to support lost children with a view to enabling them rejoin their parents/families
- WASH in schools is a key component of safe TLS and has been identified as an urgent need across the country, with analysis undertaken jointly by the WASH and Education Clusters finding that several counties affected by conflict/flooding report the worst indicators in terms of percentage of children in temporary learning spaces without access to water and latrines, increased caseloads of displaced persons will only worsen this situation.
- TLS for affected children must be equipped with emergency teaching and learning materials; safety is only possible if teachers, PTAs are trained to be able to support learners and provide lifesaving information and emergency relevant life-skills as well as psychosocial support. Considering that many of the displaced persons and returnees are adolescents, they may be tempted into risky sexual behaviour thereby exposing them to STIs such as HIV/AIDS. The need for firewood and charcoal for cooking and as a source of incomes is also increasing environmental degradation, to be addressed during training

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.

CHF funding will be used to procure materials and pay labor that would construct additional TLS and ECD centers, supply/preposition teaching and learning materials and undertake psychosocial support and life skills training as well as awareness creation on the importance of girl's education in conflict and floods affected areas. These actions will go a long way in contributing to the provision of quality lifesaving education by ensuring the realization of key cluster priority activities such as safe and protective learning spaces equipped with WASH facilities for girls and boys; distribution of emergency teaching and learning materials to boys and girls affected by emergencies, as well as undertaking training for Teachers and PTAs in the provision of psychosocial support and life-skills training. CHF funding will strongly complement and scale up ongoing efforts currently implemented by PCO and supported by other actors for example UNICEF PCA (also expected to start in late January 2014) through the construction of additional TLS, covering distribution costs of additional teaching and learning materials, enrollment of more teachers/PTAs on PSS and life skills training etc thus enabling increased support to beneficiaries affected in Payams/Bomas not yet covered under these particularly in the conflict and flood prone borderline Payams in Twic and greater Tonj Counties.

PCO will also use the CHF funds to support the logistics needed to distribute pre-positioned EiE supplies which will be requested in-kind from core pipeline for this particular project and; pay the remuneration package for staff involved in the project as well as supporting all the necessary logistics needed to effectively implement the planned activities. It is important to note that these supplies will not only be distributed to TLS locations but also to regular schools affected by emergencies who are expected to accommodate additional numbers of girls and boys following conflict and or flooding in these areas.

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)

To ensure that by 30th June 2014; 1,500 girls and 1,000 boys (including those with disabilities) amongst the most vulnerable; IDPs and host communities who have been affected by the prevailing conflict and flooding have access to inclusive and quality life-saving education.

PCO specifically aims to:

1. Provide 7 protective temporary learning spaces and 7 ECD centres equipped with gender segregated WASH facilities in safe areas (in line with INEE Access and Learning Standards 1, 2 and 3) taking into account the special needs of boys, girls, men and women with disabilities, thereby contributing to EiE cluster strategic objective no. 1 of Increased access to protective temporary learning spaces for children and youth affected by acute emergencies.

2. Supply assorted emergency teaching and learning materials to ensure continuity of quality and relevant education (fulfilling INEE Teaching and Learning Standard 3) for 1,000 boys and 1,500 girls including those with disabilities in line with EiE cluster strategic objective number 2.

3. Deliver life-saving messages and psychosocial support to the affected 1,000 boys and 1,500 girls, 80 PTAs, as well as 200 men and 100 women. Thereby contributing to the EIE cluster strategic objective number 3 of delivering lifesaving messages and psychosocial support to children and youth affected by emergencies hence the realization of South Sudan minimum standards of EIE(Access and Learning Environment-Standard 2-Protection and Wellbeing).

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).

- Establish/rehabilitate 7 safe and protective learning spaces for 1,000 boys and 1,500 girls- using locally available materials and in order to facilitate peaceful coexistence, materials would be procured from the host community and; men and women from most vulnerable host communities and IDPs invited to participate in Cash For Work to construct the TLS; consideration given to those with disabilities; hence the realization of INEE standard 1 on Access and Learning Environment in a non-discriminatory manner. Establish 7 ECD centres in each of the TLS
- Construction in each of the learning spaces of; safe water and separate sanitation facilities for boys and girls, men and women taking special consideration for those with disabilities. Where water facilities are not available or dysfunctional, PCO will liase closely with existing actors implementing WASH actions in the area to either rehabilitate or develop water points before constructing the latrines. In addition, the planned 2014 PCA with UNICEF also includes WASH actions that will complement these.
- Distribution of essential teaching and learning materials; 60 chalk boards, 60 school in a box kits, 32 recreation kits, 14 ECD kits, 14 tarpaulins as well as other Information, Education and Communication (IEC) materials on safety and child protection issues to affected schools and communities thereby facilitating instruction and learning processes that are learner centred, participatory, quality and inclusive (INEE Standard 3-Teaching and Learning)
- Training of 120 teachers(90 male 30 female), 40 PTAs and 60 local leaders(40 male, 20 female) in related life skills and psychosocial support; the teachers recruited amongst the emergency affected communities, hence teachers and other education personnel receive periodic, relevant and structured according to psychosocial needs, rights and development of learners(INEE standard 2)
- 120 teachers (90 male 30 female), 40 PTAs(20M:20F) and 60 local leaders (40 male, 20 female) will be facilitated to implement PSS and life skills training including; DRR, basics of HIV/AIDS transmission, prevention and control.
- Intensive community meetings aimed at increasing the level awareness on the importance of education, particularly for girls.

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

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

- 100 % of school-aged emergency affected children and youth i.e. 1,500 Girls and 1,000 Boys from the most vulnerable host communities and IDPs using the 7 safe and protected learning spaces.
- 7 temporary learning spaces and including 7 extra spaces to be used as ECD centres available to affected boys and girls; needs of disabled persons taken into consideration. WASH facilities included and separate sanitation facilities constructed for boys and girls, male and female teachers.
- 70% of Boys and Girls reporting feeling safe and protected in conflict/floods affected learning environments.
- 100 % of essential school supplies and recreation materials distributed to emergency affected boys and girls; male and female teachers:
 - School in a box- 60
 - Recreation kits-32
 - Textbooks- 2400 assorted
 - Chalk boards- 60
 - ECD kits-14
 - Tarpaulins-14
- 120 teachers (80 male 40 female), 40 PTAs and 60 local leaders (40 male, 20 female) trained on life skills(including helping boys and girls with disabilities) and psychosocial support ; training curriculum includes ECD.
- 80% of trained teachers both male and female using training materials and apply psychosocial and lifesaving principles including HIV/AIDS, GBV, Environment issues in their teaching in the TLS.
- 1,050 Girls and 700 Boys amongst the targeted communities including women and men are aware about the basics of natural resource management; HIV/AIDS transmission, prevention and control; 1,050 Girls and 700 Boys report awareness about natural resource management
- .40 PTAs and School Management Comittees tranied and participate in community mobilization for CFW, Monitoring and Evaluation.
- 25% increase in overall enrollment of girls in schools and TLS, including ECD centers in the targeted locations.

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

SOI (X)	#	Standard Output Indicators (Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).	Target (indicate numbers or percentages) (Targets should be disaggregated by age and sex as per the standard output indicators list and add-up to the number of direct beneficiaries identified page 1)
x	1.	# of emergency affected children and youth attending temporary learning spaces/repared classrooms	2,500 children
		Girls	1,500
		Boys	1,000

X	2.	# of classrooms repaired	7 classrooms
X	3.	# of temporary learning spaces established	7 TLS of 7 classrooms
X	4.	# of emergency affected learning spaces provided with gender segregated latrines	7 TLS of 7 Gender segregated latrines
X	5.	# of emergency affected girls and boys benefiting from education in emergencies supplies	2,500 children
		Girls	1,500
		Boys	1,000
X	6.	School in a Box distributed to emergency affected children, youth and teachers	60 boxes
X	7.	Recreation Kit distributed to emergency affected children, youth and teachers	32 boxes
X	8.	# of blackboard distributed to emergency affected children, youth and teachers	60 blackboards
X	9.	ECD kit distributed to emergency affected children, youth and teachers	14 boxes
X	10.	Education actors (M/F) in emergency affected areas trained on life skills and psychosocial support	120 individuals
		Females	40
		Males	80
X	11.	Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	1,750 children and youth
		Girls	1,050
		Boys	700
X	12.	Number of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages	18,500 individuals
		Women	3,000
		Girls	5,000
		Men	6,000
		Boys	4,500

vi). Cross Cutting Issues

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

HIV/AIDS

PCO is currently implementing a UNICEF supported strategic communication project on health and nutrition issues in Raja County of WBeG state; staff from this project will therefore be deployed to support HIV/AIDS mainstreaming in all programme activities planned for this project in the Warrap state; all the community committees formed round the education facilities will act as forums for disseminating relevant information, Communication and Education (IEC) materials as well as discussing key information, and all staff will be sensitized on key aspects of the HIV/AIDS pandemic. In addition, life skills and psychosocial support training already includes the basics of HIV/AIDS control under this project; Teachers, and PTA members will be supported to pass important information particularly to adolescent/youthful girls and boys about the management, prevention and control of HIV/AIDS. In addition, the organization will liaise with State MOH staff as well as those NGOs implementing HIV/AIDS actions in the targeted locations who will be invited to act as resource persons during community meetings and trainings.

Gender

Women will be given equal consideration during cash for work activities and supply of local construction materials for TLS and in all related committees so as to not only increase their level of participation in project activities but also earn incomes which they can control thus making a contribution to gender equality. It is envisaged that intensified campaigns for girl child education, which PCO has been undertaking with during the last 3 years will be expanded and bear fruits in terms of increased enrolment rates of girls in the TLS and more participation, decision making and control by women in planned activities in this project. In addition, the organization will expand the girl to girl mobilization, initiatives currently on course in other Payams to cover additional locations targeted under this project.

Environment

PCO is also implementing a UNFAO supported agro-forestry project/tree nursery in Wau County in Western Bahr El Gazal State; one of the key technologies being promoted is the preparation and use of organic fertilizer/farm yard manure, planting of agro-forestry trees for increased food, fuel wood, timber and to control soil erosion; the beneficiaries are also taught how to make and use fuel efficient stoves. The organization will therefore periodically deploy staff from this project to TLS locations to pass information on these technologies; in addition all children, teachers and PTAs in these locations will be given free agro-forestry seedlings for planting during the on-going rainy season. The organization will also invite resource persons from the ministry of agriculture and irrigation to undertake training for the girls, boys, male and female teachers including PTA members who will have received the tree seedlings.

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.

PCO already has a fully staffed and equipped office in Kuajok and is currently implementing similar actions in the targeted counties neighboring Unity State, the organization will therefore mobilize its staff lead by the Education project manager to directly undertake or join an inter-agency team to carry out a needs assessment in response to increased displacements in Twic County caused by the ongoing conflict. Thereafter, in order to ensure effective implementation and facilitate ownership by key stakeholders of this project, PCO will as an entry point hold a meeting with the community leaders, local authorities including the state ministries of Education/Water officials; State level Education and WASH cluster leads as well as PTA members from schools in areas receiving highest concentrations of IDPs from Unity State in order to introduce the project, discuss and agree on roles and responsibilities; develop beneficiary selection criteria then agree on an implementation as well as coordination modalities (including planning/implementing the needs assessment).

Thereafter the organization will hold general community meetings in each of the targeted areas to introduce the project explain the agreed roles and responsibilities, selection criteria for targeting beneficiaries, obtain consensus on TLS *locations as well as occupied/damaged schools(for rehabilitation) specifically focusing on Payams/bumas that are receiving large numbers of IDPs but have not been supported under CHF 2013 Round two* and thereafter describe the proposed implementation plan/schedule of the project. During these general meetings, the communities will be sensitized to form implementation committees in locations with existing schools or planned TLS facilities; to ensure gender equity, women will comprise 50% of these committees. The committees will be responsible for community mobilization for CFW activities as well as procurement of the local construction materials from their respective localities.. In addition these committees will form the core team supporting awareness campaigns on the importance of education, particularly of girls. In order to enhance *effective utilization of the TLS and ECDs the teachers will be requested to have morning and afternoon shifts; special consideration will be given to boys and girls who have lost their parents/families with a view to facilitating their registration and reunification where practicable.*

Whilst these mobilization and sensitization activities are on ongoing at community level, our programme support teams will procure the necessary inputs and put in place all the logistics needed to quickly deliver the project. Schools and their respective teachers and PTAs will be specifically targeted for conflict sensitive life skills and psychosocial support training including HIV/AIDs, DRR/preparedness awareness. UNICEF will also be officially contacted to supply additional, PSS, teaching and learning materials for distribution and or pre-positioning.

In order to address critical child protection issues such As forced marriages, Gender based violence, intra-community conflict amongst the targeted communities, PCO will support awareness campaigns on key life-skills as well as the training of school Teachers, PTA members, and opinion leaders for example church leaders on conflict related life-skills and psychosocial support needs. The organization will then support the trainees to provide life-skills and psychosocial support amongst their own communities. In addition, relevant IEC materials will also be designed with technical support from key partners such as UNICEF, Save the Children etc and circulated amongst the targeted communities.

For CFW activities/supply of local building materials, PCO will prioritize female headed households, who are comparatively more vulnerable and presently make up the majority amongst the displaced families. Culturally, women bear the burden of accessing food for their families and managing children related issues at household level. PCO, through this proposed project will not only increase access to incomes but also reduce the workload amongst women and girls thus contributing to their level of participation, control and decision making in other productive activities

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.

As the conflict unfolds and as a starting point PCO staff on the ground will liaise closely with the relevant stakeholders to support a needs assessment and real-time evaluation that will not only be used to identify the prevailing gaps in the areas targeted for scale up but also of the existing WASH facilities in the damaged schools, child protection issues and determine the capacity building needs particularly in terms of life-skills and psychosocial support; these will also be used to benchmark indicators that will be used to track performance in the course of programme implementation. Performance (results/impact, cross-cutting issues, objectives) particularly amongst children will be monitored using tools such as body maps, spacial maps, focus group discussions etc., separate interviews will be conducted for different gender, age and socio-economic status.

PCO management and project staff will also organize fortnightly feedback sessions with the RRC, local government authorities, local leaders as well as the community in general to ensure community participation/contribution in the project review processes. The organization will also invite visits by national EIE monitoring, Evaluation and Reporting lead to provide technical support as well as capacity building of our Key staff. In terms of reporting, PCO will submit financial reports to UNDP and CHF secretariat on a quarterly basis or as defined in the Project Partnership Agreement(PPA)

At the end of the project the organization will carry out an end of project evaluation, the report of which will be circulated widely among peers and EIE cluster, for critique before adoption.

D. Total funding secured for the CAP project

Please add details of secured funds from other sources for the project in the CAP.

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.

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: SSD-14/E/60606		Project title: Emergency Life Saving, inclusive and Quality Education for the acutely vulnerable host Communities and IDPs in Warrap State	Organisation: PEACE CORPS ORGANIZATION (PCO) SOUTH SUDAN
Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
Goal/Impact (cluster priorities) <i>What are the Cluster Priority activities for this CHF funding round this project is contributing to?</i>	<i>What are the key indicators related to the achievement of</i>	<i>What are the sources of information on these indicators?</i>	
CHF project Objective <i>What is the result the project will contribute to by the end of this CHF funded project?</i> <ol style="list-style-type: none"> Establish or repair (quick and light) safe and protective learning spaces including ECD facilities for affected boys and girls with gender segregated WASH facilities. Pre-position and distribute emergency teaching and learning materials to emergency-affected schools and communities to ensure continuity of learning during/after emergencies. Conduct rapid training or orientation of education actors and PTAs in emergency-related lifesaving messages and psychosocial support for the benefit of children and youth affected by emergencies 	<i>What indicators will be used to measure whether the CHF Project Objective are achieved?</i> <ol style="list-style-type: none"> Number of TLS and ECD facilities constructed and classrooms repaired and provided with gender disaggregated sanitation facilities. Number of children (M/F) using the TLS and or classrooms that have been repaired. Number of teaching and learning materials distributed to emergency affected boys, girls and youth(M/F) 	<i>What sources of information will be collected/already exist to measure this indicator?</i> <ol style="list-style-type: none"> Photographs of TLS and ECD facilities which are equipped with WASH facilities. Focus Groups Discussions with community members, leaders, teachers, parents Visits to project areas by cluster leads Reports from SMOED. Reports from the M\$E Officer 	<i>What factors not under the control of the project are necessary to achieve these objectives?</i> <ol style="list-style-type: none"> Peaceful coexistence amongst targeted project beneficiaries Unlimited access to targeted project beneficiaries Acceptance and ownership of project by targeted beneficiaries and host communities. Support by local and government authorities <i>What factors may get in the way of achieving these objectives?</i> <ol style="list-style-type: none"> Outbreak of conflict Large scale flooding limiting access to the beneficiaries Absence of community acceptance/ownership of project.

Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
<p>Outcome 1</p> <p><i>What change will be observed as a result of this CHF Project. E.g. changes in access, skills, knowledge, practice/behaviors of the direct beneficiaries</i></p> <ol style="list-style-type: none"> 1. Increased access to safe protected temporary learning spaces including ECD facilities following emergencies 2. Increased access to teaching, learning and recreation materials for emergency affected girls and boys, taking account of those with disabilities. 3. Increased knowledge by teachers and PTA, plus local leaders on floods/conflict related life skills and psychosocial support and their ability to impart these to emergency affected boys and girls 4. Increased ability of emergency affected boys and girls to cope safely with floods and conflict related emergencies 	<p><i>What are the indicator(s) used to measure whether and to what extent the project achieves the envisaged outcomes?</i></p> <ol style="list-style-type: none"> 1. The number of emergency affected girls and boys attending TLS and ECD centers established. 2. Number and type of teaching and learning materials distributed to emergency affected boys and girls 3. Number of teachers and PTAs passing relevant life skills and to emergency affected girls and boys 4. Number of boys and girls reporting feeling safe in the TLS/ECD centers 	<p><i>What are the sources of information collected for these indicators?</i></p> <ol style="list-style-type: none"> 1. Photographs of TLS, WASH facilities 2. Attendance lists at TLS and ECD centres 3. Focus Groups Discussions with community members, leaders, teachers, parents 4. Visits to project areas by cluster leads 5. Reports from SMOED. 6. Reports from M&E officer 	<p><i>What factors not under the control of the project are necessary to achieve these objectives?</i></p> <ol style="list-style-type: none"> 1. Peaceful coexistence amongst targeted project beneficiaries 2. Unlimited access to targeted project beneficiaries 3. Acceptance and ownership of project by targeted beneficiaries and host communities. 4. Support by local and government authorities <p><i>What factors may get in the way of achieving these objectives?</i></p> <ol style="list-style-type: none"> 1. Outbreak of conflict 2. Large scale flooding limiting access to the beneficiaries 3. Absence of community acceptance/ownership of project.

Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
<p>Output 1.1</p> <p><i>List the products, goods and services that will result from the implementation of project activities and lead to the achievement of the outcome.</i></p> <ul style="list-style-type: none"> 100 % of school-aged emergency affected children and youth i.e. 1,500 Girls and 1,000 Boys from the most vulnerable host communities and IDPs using the 7 safe and protected learning spaces. 7 temporary learning spaces and including extra classes to be used as ECD centres available to affected boys and girls; needs of disabled persons taken into consideration. WASH facilities included and separate sanitation facilities constructed for boys and girls, male and female teachers. 70% of Boys and Girls reporting feeling safe and protected in conflict/floods affected learning environments. 100 % of essential school supplies and recreation materials distributed to emergency affected boys and girls; male and female teachers: <ul style="list-style-type: none"> School in a box- 60 Recreation kits-32 Textbooks- 2400 assorted Chalk boards- 60 ECD kits-14 Tarpaulins- 14 120 teachers (80 male 40 female), 40 PTAs and 60 local leaders (40 male, 20 female) trained on life skills(including helping boys and girls with disabilities) and psychosocial support ; training curriculum includes ECD. 80% of trained teachers both male and female using training materials 	<p><i>What are the indicator(s) to measure whether and to what extent the project achieves the output?</i></p> <p><i>Ensure the indicators identified in Section II (v) of this proposal are adequately inserted in this section.</i></p> <p>Number of emergency affected children and youth attending temporary learning spaces/repaired classrooms -1500 girls, 1000 boys.</p> <p>Number of temporary learning spaces established-7</p> <p>Emergency affected learning spaces provided with gender segregated latrines-7</p> <p>Number of emergency affected girls and boys benefiting from education in emergencies supplies- 1,500 Girls, 1000 Boys</p> <p>School in a Box distributed to emergency affected children, youth and teachers-60</p> <p>Recreation Kit distributed to emergency affected children, youth and teachers-32</p> <p>Black boards distributed to emergency affected children, youth and teachers-60</p> <p>ECD kits distributed to emergency youth-14</p> <p>Education actors (M/F) in emergency affected areas trained on life skills and psychosocial support-220</p> <p>Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments-1,050 Girls, 700 Boys</p>	<p><i>What are the sources of information on these indicators?</i></p> <ol style="list-style-type: none"> Photographs of TLS Equipped with WASH facilities. Distribution lists of the assorted teaching and learning facilities. Participants lists of Teachers and PTA Inventory of pre-positioned education in emergency supplies in PCO warehouse in Kuajok. 	<p><i>What factors not under the control of the project are necessary to achieve the expected outcomes?</i></p> <ol style="list-style-type: none"> Peaceful coexistence amongst targeted project beneficiaries Unlimited access to targeted project beneficiaries Acceptance and ownership of project by targeted beneficiaries and host communities. Support by local and government authorities <p><i>What factors may get in the way of achieving these objectives?</i></p> <ol style="list-style-type: none"> Outbreak of conflict Large scale flooding limiting access to the beneficiaries Absence of community acceptance/ownership of

Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
Activity 1.1.1	Construction of safe protective Temporary learning facilities and ECD centres		
Activity 1.1.2	Construction of Gender segregated WASH facilities at TLS/ECD centres		
Activity ...			
Output 1.2			
Activity 1.2.1	Pre-positioning of Education suppliers/teaching and Learning materials		
Activity 1.2.2	Distribution of Education Supplies/teaching and Learning Materials		
Activity ...			
Output 1.3			
Activity 1.3.1	Training of Teachers and PTA members on floods and or conflict related life skills and PSS		
Activity 1.3.2	Provision of PSS and life skills(related to flooding/cattle rustling related conflict) to emergency affected boys and girls		
Activity ...	Monitoring and Evaluation of implemented activities		
Outcome 2			
Output 2.1			
Activity 2.1.1	Intensive awareness creation on the importance of education, particularly of girls		
Activity 2.1.2			
Activity ...			
Output 2.2			
Activity 2.2.1			
Activity 2.2.2			
Outcome 3			
Output 3.1			
Activity 3.1.1			
Activity 3.1.2			
Activity ...			
Output 3.2			
Activity 3.2.1			
Activity 3.2.2			
Activity ...			

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:	1 JAN 2014	Project end date:	30 JUN 2014
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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. Community mobilization and sensitization about project	X	X	X									
Activity 2. Procurement of materials and construction of TLS and ECD centers	X	X	X									
Activity 3. Procurement of materials and construction of gender segregated WASH facilities at ECD centers	X	X	X	X	X							
Activity 4. Pre-positioning and distribution of School Supplies/Teaching and Learning materials			X	X	X	X						
Activity 5 Life skills and PSS training of teachers and PTA				X	X	X						
Activity 6. Intensive awareness creation on the importance of education, particularly of girls	X	X	X	X	X	X						
Activity 7 Monitoring and Evaluation of implemented activities	X	X	X	X	X	X						
Activity 8 Life skills training and PSS to emergency affected boys, girls and youth				X	X	X						
Activity 9												
Activity 10												

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