

## South Sudan 2014 CHF Standard Allocation Project Proposal

*for CHF funding against Consolidated Appeal 2014*

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

**SECTION I:**

<b>CAP Cluster</b>	<b>Education</b>
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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.	
<b>Requesting Organization</b>	
ADRA South Sudan	
<b>Project CAP Code</b>	<b>CAP Gender Code</b>
SSD-14/E/60118	2a
<b>CAP Project Title</b> <i>(please write exact name as in the CAP)</i>	
Education in Emergency for IDPs and Host Communities in Warrap, Western Equatoria and <b>Upper Nile</b>	
<b>Total Project Budget requested in the in South Sudan CAP</b>	US\$1,298,000
<b>Funding requested from CHF for this project proposal</b>	US\$176,206

<b>Total funding secured for the CAP project (to date)</b>	US\$0
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**Are some activities in this project proposal co-funded (including in-kind)?** Yes  No  (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:	1,215	5,417
Girls:	712	10,370
Men:	933	4,736
Boys:	729	10,613
<b>Total:</b>	<b>3,589</b>	<b>31,136</b>

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

Total indirect beneficiaries (community members benefiting from promotional campaigns): 10,364  
 Women: 7,564  
 Men: 7,564

**Targeted population:**  
 IDPs from flooding or tribal conflict and 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)  
 None

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

**Contact details Organization's Country Office**

Organization's Address	ADRA South Sudan Munuki SDA Compound Kuwait Estate Rd Juba, South Sudan
Project Focal Person	<i>Wilson Daniel</i> <a href="mailto:dwilson@adrasouthsudan.org">dwilson@adrasouthsudan.org</a> 0914811627
Country Director	<i>Awadia Ogillo</i> <a href="mailto:cd@adrasouthsudan.org">cd@adrasouthsudan.org</a> 0919032597
Finance Officer	<i>Cliff Momanyi</i> <a href="mailto:financedir@adrasouthsudan.org">financedir@adrasouthsudan.org</a> 0954346086
Monitoring & Reporting focal person	<i>Hadassah Chandia</i> <a href="mailto:hadassahchandia@adrasouthsudan.org">hadassahchandia@adrasouthsudan.org</a> 0955059404

**Contact details Organization's HQ**

Organization's Address	Same as left
Desk officer	<i>Rebecca de Graaff</i> <a href="mailto:programsdir@adrasouthsudan.org">programsdir@adrasouthsudan.org</a> 0911398162
Finance Officer	<i>Cliff Momanyi</i> <a href="mailto:financedir@adrasouthsudan.org">financedir@adrasouthsudan.org</a> 0954346086

**A. Humanitarian Context Analysis**  
 Briefly describe (in no more than 300 words) the current humanitarian situation in the specific locations where CHF funded activities will be implemented. Provide evidence of needs by referencing assessments and key data, including the number and category of the affected population<sup>1</sup>

Emergency Context – Maiwut, Upper Nile exhibits **extreme vulnerabilities to emergencies** in the Education Cluster's vulnerability categories. Maiwut County experiences sporadic tribal conflicts and annual severe flooding, disrupting schools, causing widespread damage and displacement of over 3,000 people annually. Access to food and basic services becomes critical with the inability to move (RRC Maiwut 2013).

Learners for Maiwut have limited or no access to semi-/permanent **classroom spaces** and a dismal shocking PCR at 609:1 making it one of the worst in the state/nation, with only four permanent structures for schools (EMIS 2012). All other classes conducted under trees are in jeopardy especially during the rainy/flood season. Increase in IDPs make school absorption capacity even less and necessitates provision of TLS that meet immediate protection needs.

The general dire education system situation doesn't have much to leave behind in the event of flight, although students likely lost all **textbooks/learning materials** that were provided through ADRA's former PRM project when they were forced to flee at a moment's notice.

Teachers, equally affected by chaos, must handle children with psychosocial problems as well as manage their own fears of sudden attacks while trying to teach effectively (Ed Assess. 2011), highlighting critical needs for **emergency-specific training** that ensures information is provided for lifesaving acts (HIV/AIDS, WASH, landmines awareness, etc). During these times of social upheaval, GBV within and around schools is more prevalent, focusing need on training of critical protection principles, psychosocial support practices, referral needs (Protection Cluster Needs Assess. 2011).

Analysis of education data available shows clear **gender disparity** in terms of education access in emergency affected Maiwut especially, with only 38% female pupils (EMIS 2012). Girls are less likely to attend TLS than boys and more so in emergency situations. There are few female teachers being trained at all and much less as part of ER programming.

<sup>1</sup> To the extent possible reference needs assessment findings and include key data such as mortality and morbidity rates and nutritional status, and how the data differs among specific groups and/or geographic regions. Refer situation/data/indicators to national and/or global standards.

Finally, evidence from sector actors and ADRA experience indicate that the biggest barrier to girls' education is not security or access related to emergencies, but mainly a result of the cultural practice of early marriage/ pregnancy and others.

## **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.

ADRA's approach to prioritization will be to target interventions in Maiwut for the most vulnerable in emergencies by primarily targeting Pagak and Turuw payams as the relocation sites for IDPs, providing educational infrastructure, school supplies, life-saving skills, psychosocial support. The proposal envisages two main overarching objectives in support of the five main cluster priority activities: preparedness and response (see C.i below). ADRA's interventions will address needs for EiE in areas where the service is in highest demand in coordination with the CED.

### **ADRA Advantage**

At the beginning of 2013, ADRA was implementing 16 projects in six states of South Sudan, covering portfolios of education, health, food security and livelihoods, general integrated development. Many take a service oriented approach due to the pervading context of conflict and instability, but the country strategy is slowly making transition towards more development and civil society strengthening for long-term impact. This includes crosscutting issues such as gender sensitization, hygiene and sanitation, community empowerment.

For education specifically, ADRA has/is received/ing support from five different international donors for Warrap, Western and Eastern Equatoria, and Upper Nile. ADRA completed UNICEF EiE project in Warrap/WE States, which is expected to recommence in 2013 and CHF EiE project in Warrap ends this November. In addition, ADRA has experience as Education Cluster Co-lead in the two states.

Current grant request is meant to provide complementary emergency coordination/services for Maiwut County, where ADRA has been providing development oriented programming with PRM and Norad funding. This project will build on ADRA's long standing experience/presence, strong network, good collaboration with local authorities and gained trust of the community from the combined efforts of current/recent/past. This project will continue to utilize existing assets of former projects such as compound, offices, furniture and others. Complementary alternative education funding is currently requested from Danida for the same area.

## **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.

ADRA's approach to geographic prioritization will be to target interventions in Maiwut for the most vulnerable in emergencies in payams where IDPs relocate to, which will be the primary target locations with support to others as deemed necessary in coordination with the CED.

The proposal envisages two main overarching objectives in support of the five main cluster priority activities: preparedness and response. The five cluster priority activities are encapsulated in 'preparedness' or 'response' but there are certainly preliminary steps to effective and efficient interventions of the corresponding activities.

### **Coordination**

Together with the County Education Office, State Ministry of Education, and Relief and Rehabilitation Commission (RRC) at the state and county levels, ADRA will utilize data and information provided by these bodies as well as UN agencies to ensure genuine beneficiaries are reached and their basic education needs are met.

ADRA will participate in the regular state level Education Cluster Coordination Meetings and liaise with other sectors, such as child protection and WASH where feasible, for a joint and coordinated response to conflict related scenarios. Child protection issues may arise while teachers become more skilled at addressing psychosocial needs of their students and they may need assistance for referrals and/or specific services. This project considers hygiene and sanitation awareness raising an important intervention, but it will also need to coordinate with the WASH sector to avoid overlaps with other key players in the area.

### **Preparedness**

Functions of preparedness are closely entwined with those of coordination. Preparedness for this project not only entails strategic prepositioning of critical education supplies in secure locations, but also training and skills-building for coordination partners and teachers in order for emergency activities to be effectively and efficiently carried out. All the focal persons within the communication loop will be trained on emergency preparedness and response and will be facilitated to mobilize communities and disseminate the attained knowledge and skills relevant to disaster risk reduction and management to teachers and community members. This will be done using guidance and materials developed by Global Education Cluster co-lead Save the Children.

Education actors (e.g. teachers, PTA members, education officials) will also 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.

Also as part of preparedness, ADRA will work closely with UNICEF to obtain vital supplies (school in a box, recreation kits, ECD kits, blackboards and psychosocial support and life-skills materials) for prepositioning in Maiwut County. These supplies will be transported and prepositioned in key areas/points that will be relocated by the CED. Whereas some supplies may need to be on standby, other supplies may need to be immediately distributed to the IDPs and host communities. As soon as supplies are allocated and distributed to school sites, the cycle of pre-positioning will begin again.

### **Response**

ADRA, together with the CED and any other EiE stakeholders will engage in emergency rapid assessments. Emergency response for education will reflect the needs of those assessments and include a variety of activities: establishing temporary learning spaces (TLS), hygiene, sanitation and HIV/AIDS awareness raising, promotion of girls' education, construction of emergency latrines and supplies distribution. These activities will be monitored by active involvement of community structures (PTAs, local chiefs, etc.), taking into consideration conflict sensitive issues and approaches and increase accountability and transparency.

### **ii) Project Objective**

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

By the end of the project 2014:

Objective 1: The local education sector is pre-positioned with basic education supplies and emergency response skills in strategic locations of Maiwut County.

Objective 2: Response to education in emergency is rapid in establishing temporary learning spaces, distributing critical materials and providing critical health education awareness and life-saving messages at the Maiwut community level

### **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).

In essence, ADRA proposes to address EIE issues in Maiwut because of its dire status as extremely vulnerable in Upper Nile and because of the organization being familiar and present with the location. Statistics and budget reflect the needs described for the targeted area. Projects will remain flexible and adjust allocation of resources in consultation with donors/local authorities should emergencies appear in other nearby locations.

ADRA selected activities prioritize those of the Education Cluster under the general objectives of preparedness and response and can be summarized as follows:

#### **Coordination/Preparedness**

1. ADRA will continue participating in and contributing to the Education Cluster meetings in Malakal and carry out the role of coordinator for EIE related activities—assessments, prepositioning, distribution, capacity building in Maiwut County. Where possible/relevant build linkages with other Clusters (i.e, health/child protection/WASH).
2. Collaborate with other on-going education sector related activities such as SSTEP, GESS , etc.
3. Identify preposition points for the county—together with the CED and other Education Cluster member agencies and preposition the education supplies as part of emergency preparedness.
4. Train education actors (40 men and 10 women) to administer EIE including psychosocial support, life skills and other key health components (ie, HIV&AIDS, WASH, GBV, disability, child protection). Conduct needs assessment to prioritize cross-cutting issues.
5. Train education actors (40 men and 10 women) on child centered DRR and emergency preparedness and education continuity planning.
6. Train education actors (7 men and 3 women) to incorporate ECD principles in schools.

#### **Response**

7. Conduct rapid assessments together with the CED and other EiE stakeholders/players.
8. Engage existing PTAs/local authorities (40 women; 50 men) in preparation for all construction/rehab activities to determine site locations, identify community contributions and participation and design action plans for maintenance and upkeep.
9. Establish temporary gender sensitive PTAs at TLSs so parents can benefit from awareness raising messages and discuss the importance of gender sensitivities/protection.
10. Rehabilitate classrooms damaged by forces of nature or other catastrophes (5 classrooms rehabilitated to benefit 120 girls and 280 boys).

11. Construct safe, nurturing and stimulating temporary/semi-permanent learning spaces for pre-primary and primary age groups with ECD considerations (8 TLS for 192 girls and 448 boys).
12. Dedicate at least 3 (30%) of the TLSs to the establishment of protective spaces for the pre-primary age group.
13. Construct gender segregated latrines/handwashing points (to benefit 150 girls and 350 boys).
14. Distribute school learning materials (school-in-a-box, recreation kits, ECD kits, chalkboards, psychosocial support materials, etc.) (to benefit 712 girls and 729 boys).
15. Facilitate awareness campaigns on prioritized cross-cutting areas (mentioned above) with students, PTAs and existing PAGE groups.

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

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

**Coordination/Preparedness**

1. ADRA will have contributed to efficient and effective coordination of EiE activities in the county and have built good linkages with other stakeholders and clusters for a comprehensive approach.
2. The EiE activities are well complemented to other on-going education development programming with each building on the other and contributing to general education objectives of the State.
3. Preposition points for the county are identified in good collaboration with local education authorities and are well-stocked for flooding season or other civil strife.
4. Education actors (40 men and 10 women) are able to effectively administer EIE including psychosocial support, life skills and other key health components (ie, HIV&AIDS, WASH, GBV, disability, child protection). They also have skills to conduct needs assessment that inquire after cross-cutting issues.
5. Education actors (40 men and 10 women) are well-versed on on child centered DRR and emergency preparedness and can effectively continue education services in emergencies due to pre-planning.
6. Education actors (7 men and 3 women) incorporate ECD principles in schools in a few select sites.

**Response**

7. Rapid assessments are efficiently conducted in good collaboration between the CED and other EiE stakeholders/players including ADRA project staff.
8. PTAs/local authorities (40 women; 50 men) participate in preparation for all construction/rehab activities to determine site locations, identify community contributions and the design of action plans for maintenance and upkeep and carry these out.
9. Temporary gender sensitive PTAs are established at TLSs and parents benefit from awareness raising messages and discuss the importance of gender sensitivities/protection.
10. Classrooms damaged by forces of nature or other catastrophes are rehabilitated in a timely manner.
11. Safe, nurturing and stimulating temporary/semi-permanent learning spaces are constructed for pre-primary and primary age groups with ECD considerations.
12. Three TLSs are established primarily as protective spaces for the pre-primary age group.
13. Gender segregated latrines/handwashing points are constructed, utilized and maintained.
14. Children are able to continue schooling through the distribution of school learning materials (school-in-a-box, recreation kits, ECD kits, chalkboards, psychosocial support materials, etc.).
15. PTAs, any existing PAGE groups and students combined efforts to improve awareness on prioritized cross-cutting areas (mentioned above) with students which leads to increase girls' enrolment and retention, better hygiene practices, safe places for learning and understanding of child protection, etc.

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

<b>SOI (X)</b>	<b>#</b>	<b>Standard Output Indicators</b> <small>(Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).</small>	<b>Target (indicate numbers or percentages)</b> <small>(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)</small>	
X	1.	Number of emergency affected children and youth attending temporary learning spaces/repared classrooms	Girls: 312	Boys: 728
X	2.	Number of classrooms repaired	5 classrooms	
X	3.	Number of temporary learning spaces established	8 TLS of 2 classrooms each	
X	4.	Emergency affected learning spaces provided with gender segregated latrines	5 gender segregated latrines of 5 TLS	
X	5.	Number of emergency affected girls and boys benefiting from education in emergencies supplies	Girls: 712	Boys: 729
X	6.	School in a Box distributed to emergency affected children, youth and teachers	20 boxes	
X	7.	Recreation Kit distributed to emergency affected children, youth and teachers	12 boxes	
X	8.	Blackboard distributed to emergency affected children, youth and teachers	20 pieces	
X	9.	ECD kit distributed to emergency affected children, youth and teachers	3 boxes	
X	10.	Education actors (M/F) in emergency affected areas trained on life skills and psychosocial support	Females: 10	Males: 40

X	11.	Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	Girls: 427		Boys: 437	
X	12.	Number of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages	Girls: 3,811	Boys: 3,900	Women: 7,564	Men: 7,564
	13.	(Pipeline) Number of months education in emergency supplies are prepositioned at target levels (30%)	N/A.....months			

#### 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 seek to apply a gender balanced approach. However, this also means that the project will put a special focus on girls and women as they are most negatively impacted during emergencies. Women and girls often experience gender-based violence during conflict and emergencies. They also tend to be left out of education and other organized activities, such as sports. Women and men will be involved in planning processes at the community level with appropriate representation in the targeted groups (e.g., health campaigns and PTAs). Women teachers will be especially targeted for training opportunities as they are key providers of safety and security for children during emergencies.

##### **Disabilities**

Some of the most vulnerable of the vulnerable (and especially so in emergencies) are children with disabilities. The project will provide awareness raising in all campaigns for communities so they know how welcome children with disabilities are to participate in education and access the newly established TLSs and WASH facilities. All trainings for education actors will also include lessons on how to incorporate them in classes.

##### **HIV/AIDS**

The project will support community awareness raising campaigns on the dangers of HIV/AIDS, preventive measures and how to reduce stigmatization. The campaigns not only target the children and youth in and out of schools, but the entire community through various events, parades and performances.

##### **WASH**

ADRA considers hygiene and sanitation a cross-cutting issue that can be incorporated in most any program sector. This education in emergency project lends itself well to the inclusion of WASH promotion. This will be accomplished with awareness raising activities with students and PTAs at the schools, and coordinated work to establish emergency pit latrines and handwashing facilities.

##### **Environment**

As mentioned above, students will be trained on how to keep their environment clean for better health in schools and at home.

In addition, construction and setup of temporary learning spaces and latrines will involved the careful selection of sites to avoid tree-cutting as well as take into consideration placement of latrines in comparison to potable water sources. Preparations will highlight the reasons for this.

#### 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.

ADRA will have a project team consisting of a Project Manager, Education Officer, Community Mobilizer and Accountant as well as other project support staff such as Guard and Cook. ADRA seeks additional funding for complementary education in development project that will cover 50% of the Education Officer and Community Mobilizer. Administrative support will also be available from the head office in Juba where oversight of the overall program is seen by a Programs Director and Education Coordinator with support from the HR, Finance and Logistics Departments. The Project Accountant will provide 25% of his time to the CHF project while the remaining funding is secured with alternative source.

In addition to coordination with area stakeholders and Education Cluster members, ADRA seeks to engage the beneficiaries themselves in the project activities to ensure local involvement and ownership. Community-based approaches to emergency response will help people to be prepared and assist them with coping mechanisms to maintain as much stability and normalcy as possible. This type of approach will be incorporated in temporary shelter and latrine site selection and construction, as well as PTA establishment, trainings and school and community awareness campaigns.

ADRA recognizes the importance of inter-cluster coordination. For this project, activities of psychosocial support for affected children and youth and then also hygiene and sanitation and latrine construction, indicate a need to closely work with the Child Protection sub-Cluster and WASH Cluster, both at state and national levels, with information sharing and dissemination of best practices and challenges.

Finally, the Project Manager will coordinate closely with UNDP/CHF for reporting of project activities, procurement and supply needs, coordination meetings, as well as assistance in communications with state and local authorities as necessary.

**viii) Monitoring and Reporting Plan**

Describe how you will monitor and report on the progress and achievements of the project. Notably:

1. Explain how will you measure whether a) Activities have been conducted, b) Results have been achieved, c) Cross-cutting issues have been addressed, and d) Project objectives have been met.
2. Indicate what are the monitoring institutional arrangements (e.g. monitoring team, monitoring schedule, updates to management etc.) and monitoring tools and technics will be used to collect data on the indicators to monitor the progress towards the results achieved. Please provide an indication of the frequency data will be collected and if there is already a baseline for the indicators or if a baseline will be collected.
3. Describe how you will analyze the data collected and report on the project achievements in comparison with the project strategy.
4. Ensure key monitoring and reporting activities are included in the project workplan (Section III)<sup>2</sup>.

A detailed implementation plan will be developed to guide the quarterly implementation of the project. This implementation plan will be reviewed by field and management staff, under the auspices of the ADRA SS quarterly ProCom (ProCom consists of Project Manager, Programs and Finance Directors, M&E and Logistics Managers), for adjustments and strategic improvements as necessary and to compare expenditures against program targets to ensure that funds are released on a timely basis. Apart from the quarterly planning schedules, weekly and monthly plans will be developed to incorporate program details which will be matched appropriately with the budget.

**Monitoring plan**

Monitoring and evaluation tools will be developed by ADRA South Sudan’s M&E Department in accordance with the project design, objectives and indicators and INEE Minimum Standards. Field staff will monitor the project on a regular basis, highlighting any shortfalls in planned activities. As much as possible, joint supervisory visits to any and all construction accomplishments will include government counterparts. Reports will be submitted to ADRA management to inform them about the progress of work and needs for adjustment. M&E staff will formalize an appropriate visiting schedule to the field sites to determine program performance vis-à-vis objectives and targets.

For trainings, pre- and post-tests need to be included in training activities in order to determine absorption of new knowledge by the education actors.

Some baseline information will need to be collected, particularly to understand feelings of safety and security of students benefiting from the learning spaces. This may require development of a survey tool. The survey can include other topics that inquire after community absorption of cross-cutting issues and topics raised during awareness campaigns.

Another important area of monitoring involves a community participation mechanism. This will happen towards the end of each awareness raising campaign conducted in the communities and during other times as deemed necessary during planning. They will take the form of group discussions and include time for individuals and/or groups to voice their concerns and complaints, process and deal with grief, and also so both project and communities have opportunity for accountability of their roles and responsibilities in overcoming challenges of emergencies.

UNDP/CHF will be invited to undertake regular monitoring, oversight and evaluation of the project, giving overall guidance, technical assistance support, and leadership for the implementation of the Program, as part of the implementation and making it available for consultations as requested of the partner.

**Reporting plan**

ADRA has a Programs Director for the overall operations of the organization in South Sudan, while in the field the implementation of projects is guided by the Project Manager who will liaise with the local education authorities and other relevant partners for monitoring, and contractual accountability. The Project Manager will ensure the timely preparation of project reports in line with the project’s planned activities. ADRA will adopt a reporting format provided by CHF/UNDP.

Field officers will send monthly reports to the Project Manager who will compile programmatic reports and send them to the Programs Director at the end of every month. After a thorough review of the monthly reports, they will be forwarded to CHF/UNDP.

Financial reporting will follow ADRA standard expenditure report formats and be summarised in a budget control sheet and final financial statement (as per UNDP/CHF set guidelines).

**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)

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

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

### 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/60118</u>		Project title: <u>Education in Emergency for IDPs and Host Communities in Warrap, Western Equatoria and Upper Nile</u>	Organisation: <u>ADRA South Sudan</u>	
Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
<b>Goal/Impact (cluster priorities)</b>	<b>Children in emergencies are able to continue their education</b>	<ul style="list-style-type: none"> <li>- Classes remain in session</li> <li>- Enrolment levels remain steady during crisis</li> </ul>	<ul style="list-style-type: none"> <li>- SSSAMS</li> <li>- EMIS</li> <li>- Other CED data</li> </ul>	<ul style="list-style-type: none"> <li>- Crises are too catastrophic to manage effectively</li> </ul>
<b>CHF project Objective</b>	Provide psychosocial support, inclusive, safe and protective learning spaces and learning materials for school-age IDP children and affected host communities in Maiwut County, Upper Nile, by building capacity of local actors and systems to ensure continuity of education in emergencies.	<ul style="list-style-type: none"> <li>- Teachers are implementing psychosocial support activities in the classroom</li> <li>- TLS are available for IDP students</li> <li>- CED authorities are proactive in DRR and ER</li> </ul>	<ul style="list-style-type: none"> <li>- School assessment reports</li> <li>- Coordination meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers are active to engage new skills in the classroom</li> <li>- Communities are interested in and participatory for campaigns and construction activities.</li> <li>- CED staffing is sufficient and qualified to carry out EiE mandates</li> </ul>
<b>Outcome 1</b>	Local education sector is <u>pre-positioned</u> with basic education supplies and emergency response skills in strategic locations of Maiwut County.	<ul style="list-style-type: none"> <li>- Maiwut CED is proactive and ready for EiE</li> </ul>	<ul style="list-style-type: none"> <li>- Rapid Survey/assessment</li> </ul>	
<b>Output 1.1</b>	ADRA will have contributed to efficient and effective coordination of EiE activities in the county and have built good linkages with other stakeholders and clusters for a comprehensive approach.	<ul style="list-style-type: none"> <li>- Participation in at least 2 Education Cluster meetings in Malakal</li> <li>- EiE activities carried out together with the CED.</li> </ul>	<ul style="list-style-type: none"> <li>- Education Cluster meeting minutes</li> <li>- Meeting minutes with the CED</li> <li>- Activity reports</li> </ul>	
<b>Activity 1.1.1</b>	ADRA will continue participating in and contributing to the Education Cluster meetings in Malakal and			
<b>Activity 1.1.2</b>	Carry out the role of coordinator for EIE related activities—assessments, prepositioning, distribution, capacity building in Maiwut County.			
<b>Activity 1.1.3</b>	Where possible/relevant, build linkages with other Clusters (i.e, health/child protection/WASH).			
<b>Activity 1.1.4</b>	Collaborate with other on-going education sector related activities such as SSTEP, GESS , etc.			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
<b>Output 1.2</b>	Preposition points for the county are identified in good collaboration with local education authorities and are well-stocked for flooding season or other civil strife.	- 1 preposition point identified and stocked	- Photo and/or observation	- CED and/or community is able to provide secure space
<b>Activity 1.2.1</b>	Identify preposition points for the county—together with the CED and other Education Cluster member agencies.			
<b>Activity 1.2.2</b>	Place order with UNICEF for EiE supplies and set apart some for prepositioning stock.			
<b>Activity 1.2.3</b>	Agree with the CED on security system/process for distribution.			
<b>Output 1.3</b>	Education actors are able to effectively administer EIE including <b>psychosocial support, life skills</b> and other key health components (ie, HIV&AIDS, WASH, GBV, disability, child protection).	- 50 (10 women / 40 men) Education actors in emergency affected areas trained on life skills and psychosocial support	- Training reports with pre-/post-tests - School monitoring assessments	
<b>Activity 1.3.1</b>	Conduct needs assessment to prioritize cross-cutting issues.			
<b>Activity 1.3.2</b>	Organize training venue and send out invitations in coordination with the CED			
<b>Activity 1.3.3</b>	Train education actors (40 men and 10 women) to administer EIE including psychosocial support, life skills and other key health components (ie, HIV&AIDS, WASH, GBV, disability, child protection).			
<b>Activity 1.3.4</b>	Carry out pre- and post-tests			
<b>Output 1.4</b>	Education are well-versed <b>on child centered DRR and emergency preparedness</b> and can effectively continue education services in emergencies due to pre-planning.	- 50 (10 women / 40 men) Education actors in emergency affected areas trained on child centered DRR and ER	- Training reports with pre-/post-tests - School monitoring assessments	
<b>Activity 1.4.1</b>	Organize training venue and send out invitations in coordination with the CED			
<b>Activity 1.4.2</b>	Carry out pre- and post-tests			
<b>Activity 1.4.3</b>	Train education actors (40 men and 10 women) on child centered DRR and emergency preparedness and education continuity planning.			
<b>Output 1.5</b>	Education actors (7 men and 3 women) incorporate ECD principles in schools in a few select sites.	- 10 (3 women / 7 men) Education actors incorporate ECD principles in their schools	- Training reports with pre-/post-tests - School monitoring assessments	- Sufficient numbers of pre-primary students enroll in school
<b>Activity 1.5.1</b>	Train education actors (7 men and 3 women) to incorporate ECD principles in schools.			
<b>Activity 1.5.2</b>	Assist in establishing 2-3 pre-primary learning spaces			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
<b>Outcome 2</b>	<u>Response</u> to education in emergency is rapid in establishing temporary learning spaces, distributing critical materials and providing critical health education awareness and life-saving messages at the Maiwut community level	<ul style="list-style-type: none"> <li>- 1,040 (312 girls / 728 boys) emergency affected children and youth attending temporary learning spaces/repared classrooms</li> <li>- 1,441 (712 girls / 729 boys) emergency affected girls and boys benefiting from education in emergencies supplies</li> <li>- 60% of children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments</li> </ul>	<ul style="list-style-type: none"> <li>- SSSAMS</li> <li>- EMIS</li> <li>- Other CED data</li> <li>- School attendance</li> <li>- Rapid survey of students in schools</li> </ul>	-
<b>Output 2.1</b>	Rapid assessments are efficiently conducted in good collaboration between the CED and other EiE stakeholders/players including ADRA project staff.	<ul style="list-style-type: none"> <li>- Minimum of two joint assessments conducted.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment reports</li> <li>- Coordination meeting minutes</li> </ul>	-
<b>Activity 2.1.1</b>	Coordinate with the CED on when and how to respond.			
<b>Activity 2.1.2</b>	Conduct rapid assessments together with the CED and other EiE stakeholders/players.			
<b>Output 2.2</b>	PTAs/local authorities participate in preparation for all construction/rehab activities to determine site locations, identify community contributions and the design of action plans for maintenance and upkeep and carry these out.	<ul style="list-style-type: none"> <li>- PTAs/local authorities (40 women; 50 men) participate in preparation for all construction/rehab activities to determine site locations,</li> <li>- 40% of communities contribute to construction/rehab activities</li> <li>- 8 PTAs have action plans for maintenance and upkeep and carry these out.</li> </ul>	<ul style="list-style-type: none"> <li>- PTA meeting minutes</li> <li>- Action Plans exist</li> </ul>	- Communities interested and willing to participate in project activities
<b>Activity 2.2.1</b>	Engage existing PTAs/local authorities in preparation for all construction/rehab activities to determine site locations.			
<b>Activity 2.2.2</b>	Identify community contributions to construction activities.			
<b>Activity 2.2.3</b>	Assist PTAs to design action plans for maintenance and upkeep as necessary.			
<b>Output 2.3</b>	Classrooms damaged by forces of nature or other catastrophes are rehabilitated in a timely manner.	<ul style="list-style-type: none"> <li>- 5 classrooms repaired</li> </ul>	<ul style="list-style-type: none"> <li>- Observation and photos</li> <li>- Waybills of building supply distribution</li> <li>- Contracts</li> </ul>	-
<b>Activity 2.3.1</b>	Conduct assessment together with the CED and other local authorities.			
<b>Activity 2.3.2</b>	Prioritize needs and select schools to provide assistance to.			
<b>Activity 2.3.3</b>	Rehabilitate classrooms damaged by forces of nature or other catastrophes			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
<b>Output 2.4</b>	Safe, nurturing and stimulating temporary/semi-permanent learning spaces are constructed for pre-primary and primary age groups with ECD considerations.	<ul style="list-style-type: none"> <li>- 8 temporary learning spaces established</li> <li>- 2-3 TLS set apart for pre-primary age group</li> </ul>	<ul style="list-style-type: none"> <li>- Observation and photos</li> <li>- Waybills of building supply distribution</li> <li>- Contracts</li> </ul>	<ul style="list-style-type: none"> <li>- Reliable contractors are available in Maiwut</li> <li>- Communities are willing to participate and contribute readily</li> </ul>
<b>Activity 2.4.1</b>	Conduct assessment of emergency affected areas together with the community and CED			
<b>Activity 2.4.2</b>	Identify priority locations for establishing TLS and consider site selection for pre-primary facilities.			
<b>Activity 2.4.3</b>	Identify contractor to ease construction activities			
<b>Activity 2.4.4</b>	Construct safe, nurturing and stimulating temporary/semi-permanent learning spaces for pre-primary and primary age groups with ECD considerations			
<b>Output 2.5</b>	Gender segregated latrines/handwashing points are constructed, utilized and maintained.	<ul style="list-style-type: none"> <li>- 5 emergency affected learning spaces provided with gender segregated latrines</li> </ul>	<ul style="list-style-type: none"> <li>- Observation and photos</li> <li>- Waybills of building supply distribution</li> <li>- Contracts</li> </ul>	<ul style="list-style-type: none"> <li>- Reliable contractors are available in Maiwut</li> <li>- Communities are willing to participate and contribute readily</li> </ul>
<b>Activity 2.5.1</b>	Include latrine construction in discussions of learning space site selection (see above)			
<b>Activity 2.5.2</b>	Identify contractor to ease construction activities together with TLSs			
<b>Activity 2.5.3</b>	Construct gender segregated latrines/handwashing points			
<b>Output 2.6</b>	Children are able to continue schooling through the distribution of school learning materials (school-in-a-box, recreation kits, ECD kits, chalkboards, psychosocial support materials, etc.).	<ul style="list-style-type: none"> <li>- 20 school-in-a-boxes distributed to emergency affected children, youth, and teachers</li> <li>- 12 recreation kits distributed to emergency affected children, youth and teachers</li> <li>- 20 blackboards distributed to emergency affected children, youth and teachers</li> <li>- 3 ECD kits distributed to emergency affected children, youth and teachers</li> <li>- 40 tarpaulins distributed to emergency affected children, youth and teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Observation and photos</li> <li>- Waybills of supply distribution to ADRA and to schools</li> </ul>	<ul style="list-style-type: none"> <li>- UNICEF supplies are available and on stock.</li> <li>- UNICEF avails needed supplies in a timely manner</li> </ul>
<b>Activity 2.6.1</b>	Conduct assessment of emergency affected areas – decide on site selection for distributions			
<b>Activity 2.6.2</b>	Distribute school learning materials (school-in-a-box, recreation kits, ECD kits, chalkboards, psychosocial support materials, etc.)			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
<b>Output 2.7</b>	PTAs, any existing PAGE groups and students combined efforts to improve awareness on prioritized cross-cutting areas with students which leads to increase girls' enrolment and retention, better hygiene practices, safe places for learning and understanding of child protection, etc.	<ul style="list-style-type: none"> <li>- 7,711 children (3,811 girls / 3,900 boys) reached by awareness campaigns on EiE and life skills/life-saving messages</li> <li>- 15,128 adults reached by awareness campaigns on EiE and life skills/life-saving messages</li> </ul>	<ul style="list-style-type: none"> <li>- Campaign reports</li> <li>- Photos of events</li> <li>- Rapid survey of host communities to know of absorption of information</li> </ul>	-
<b>Activity 2.7.1</b>	Conduct assessment to determine priority cross-cutting issues			
<b>Activity 2.7.2</b>	Identify any PAGE groups and or school groups with which to work			
<b>Activity 2.7.3</b>	Facilitate awareness campaigns on prioritized cross-cutting areas (mentioned above) with students, PTAs and existing PAGE groups.			
<b>Activity 2.7.4</b>	Conduct rapid survey in host communities where campaigns are run.			
<b>Output 2.9</b>				
<b>Activity 3.2.1</b>				
<b>Activity 3.2.2</b>				
<b>Activity ...</b>				

## PROJECT WORK PLAN

This section must include a workplan with clear indication of the specific timeline for each main activity and sub-activity (if applicable).

The workplan must be outlined with reference to the quarters of the calendar year. Please insert as well the key monitoring activities to be conducted during the project implementation (collection of baseline, monitoring visits, surveys etc.)

<b>Project start date:</b>	<b>1 February 2014</b>	<b>Project end date:</b>	<b>31 July 2014</b>
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Activities	Q1/2014			Q2/2014			Q3/2014			Q4/2014		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<i>General --</i>												
Orientation of staff		X										
Monitoring activities			X			X						
Report writing and submission including financial reports			X			X						
<b>Activity 1.1.1</b> ADRA will continue participating in and contributing to the Education Cluster meetings in Malakal and		X	X		X		X					
<b>Activity 1.1.2</b> Carry out the role of coordinator for EIE related activities—assessments, prepositioning, distribution, capacity building in Maiwut County.		X	X	X	X	X	X					
<b>Activity 1.1.3</b> Where possible/relevant, build linkages with other Clusters (i.e, health/child protection/WASH).		X	X	X	X	X	X					
<b>Activity 1.1.4</b> Collaborate with other on-going education sector related activities such as SSTEP, GESS , etc.		X	X	X	X	X	X					
<b>Activity 1.2.1</b> Identify preposition points for the county—together with the CED and other Education Cluster member agencies.		X										
<b>Activity 1.2.2</b> Place order with UNICEF for EiE supplies and set apart some for prepositioning stock.		X										
<b>Activity 1.2.3</b> Agree with the CED on security system/process for distribution.		X										
<b>Activity 1.3.1</b> Conduct needs assessment to prioritize cross-cutting issues.		X										
<b>Activity 1.3.2</b> Organize training venue and send out invitations in coordination with the CED		X										
<b>Activity 1.3.3</b> Train education actors (40 men and 10 women) to administer EIE including psychosocial support, life skills and other key health components (ie, HIV&AIDS, WASH, GBV, disability, child protection).		X										
<b>Activity 1.3.4</b> Carry out pre- and post-tests		X										
<b>Activity 1.4.1</b> Organize training venue and send out invitations in coordination with the CED				X								
<b>Activity 1.4.2</b> Carry out pre- and post-tests				X								
<b>Activity 1.4.3</b> Train education actors (40 men and 10 women) on child centered DRR and emergency preparedness and education continuity planning.				X								
<b>Activity 1.5.1</b> Train education actors (7 men and 3 women) to incorporate ECD principles in schools.		X										
<b>Activity 1.5.2</b> Assist in establishing 2-3 pre-primary learning spaces			X									
<b>Activity 2.1.1</b> Coordinate with the CED on when and how to respond.		X										
<b>Activity 2.1.2</b> Conduct rapid assessments together with the CED and other EiE stakeholders/players.		X										
<b>Activity 2.2.1</b> Engage existing PTAs/local authorities in preparation for all construction/rehab activities to determine site locations.			X	X	X	X	X					
<b>Activity 2.2.2</b> Identify community contributions to construction activities.			X									
<b>Activity 2.2.3</b> Assist PTAs to design action plans for maintenance and upkeep as necessary.			X									
<b>Activity 2.3.1</b> Conduct assessment together with the CED and other local authorities.		X										
<b>Activity 2.3.2</b> Prioritize needs and select schools to provide assistance to.		X										
<b>Activity 2.3.3</b> Rehabilitate classrooms damaged by forces of nature or other catastrophes			X	X	X	X	X					
<b>Activity 2.4.1</b> Conduct assessment of emergency affected areas together with the community and CED		X										
<b>Activity 2.4.2</b> Identify priority locations for establishing TLS and consider site selection for pre-primary facilities.		X										
<b>Activity 2.4.3</b> Identify contractor to ease construction activities			X									

Activities		Q1/2014		Q2/2014		Q3/2014		Q4/2014	
<b>Activity 2.4.4</b>	Construct safe, nurturing and stimulating temporary/semi-permanent learning spaces for pre-primary and primary age groups with ECD considerations		X	X	X	X			
<b>Activity 2.5.1</b>	Include latrine construction in discussions of learning space site selection (see above)		X	X	X	X			
<b>Activity 2.5.2</b>	Identify contractor to ease construction activities together with TLSs		X						
<b>Activity 2.5.3</b>	Construct gender segregated latrines/handwashing points		X	X	X	X			
<b>Activity 2.6.1</b>	Conduct assessment of emergency affected areas – decide on site selection for distributions		X						
<b>Activity 2.6.2</b>	Distribute school learning materials (school-in-a-box, recreation kits, ECD kits, chalkboards, psychosocial support materials, etc.)		X	X	X	X			
<b>Activity 2.7.1</b>	Conduct assessment to determine priority cross-cutting issues		X						
<b>Activity 2.7.2</b>	Identify any PAGE groups and or school groups with which to work		X						
<b>Activity 2.7.3</b>	Facilitate awareness campaigns on prioritized cross-cutting areas (mentioned above) with students, PTAs and existing PAGE groups.			X	X	X	X		
<b>Activity 2.7.4</b>	Conduct rapid survey in host communities where campaigns are run.			X			X		

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