

South Sudan 2014 CHF Standard Allocation Project Proposal

for CHF funding against Consolidated Appeal 2014

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

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

SECTION I:

CAP Cluster

EDUCATION

CHF Cluster Priorities for 2014 First Round Standard Allocation

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

Cluster Priority Activities for this CHF Round

Cluster partners (including State Ministries and County Departments of Education) will establish or lightly rehabilitate emergency learning spaces in areas affected by or highly vulnerable to emergencies. Project planning, implementation and monitoring will actively involve community structures in order to promote conflict sensitive approaches, sustainability and accountability to affected people.

Emergency teaching and learning materials will be prepositioned with partners (including State Ministries and County Departments of Education) in areas affected by or highly vulnerable to emergencies. The materials comprise School in a Box, Recreation kits, ECD kits, Blackboards and Psychosocial support and life-skills materials

Education actors (e.g. teachers, PTA and SMC members, volunteers, education officials) will be trained on life skills and psychosocial support using a set of materials contextualized to South Sudan, purpose-developed by UNESCO for the Education Cluster.

Education Cluster partners will conduct awareness raising activities on key issues concerning Education in Emergencies and life skills/lifesaving messages including WASH, child protection, girls' education, GBV, early marriage, HIV/AIDS, environment etc.

Education actors (e.g. teachers, PTA and SMC members, volunteers, education officials) will be trained in education continuity planning, child centered disaster risk reduction and emergency preparedness using guidance and materials developed by Global Education Cluster co-lead Save the Children. Trainings will be targeted largely at education actors representing local communities and institutions.

Cluster Geographic Priorities for this CHF Round

- **Central Equatoria:** .,
- **Eastern Equatoria:** .
- **Jonglei**
- **Lakes:** .
- **Unity:**
- **Upper Nile:**
- **Warrap:**

SECTION II

Project details

The sections from this point onwards are to be filled by the organization requesting CHF funding.

Requesting Organization		Project Location(s) - list State and County (payams when possible) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State	
IBIS		State	% <i>County/ies (include payam when possible)</i>
Project CAP Code	CAP Gender Code	Central Equatoria	100%
SSD-14/E/60694	2a		
CAP Project Title <i>(please write exact name as in the CAP)</i>			
Education in Emergency for Children and Youth Affected by Conflicts			

Total Project Budget requested in the in South Sudan CAP	US\$226,350.00
Total funding secured for the CAP project (to date)	US\$

Funding requested from CHF for this project proposal	US\$141,366
Are some activities in this project proposal co-funded (including in-kind)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (if yes, list the item and indicate the amount under column i of the budget sheet)	

Direct Beneficiaries (Ensure the table below indicates both the total number of beneficiaries targeted in the CAP project and number of targeted beneficiaries scaled appropriately to CHF request)		
	Number of direct beneficiaries targeted in CHF Project	Number of direct beneficiaries targeted in the CAP
Women:	215	93
Girls:	4,080	1732
Men:	200	182
Boys:	3,920	1640
Total:	8,415	3,647

Indirect Beneficiaries / Catchment Population (if applicable)
10,000

Targeted population: Conflict affected, IDPs, Host communities
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CHF Project Duration (12 months max., earliest starting date will be Allocation approval date)

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

Indicate number of months: 4 months (22 Jan - 21 May 2014)
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Contact details Organization's Country Office	
Organization's Address	Juba Na Bari Area, Block 3-K- South, Juba, Republic of South Sudan
Project Focal Person	Daniel Jok Ayuen, danieljokayuen@gmail.com , +211 (0)955559261 (mobile)
Country Director	Peter McCanny, pmc@ibis.dk , +211 (0)957175250 (mobile)
Finance Officer	Martin Mbaka, martin.mbaka@gmail.com , +211 (0)954625181 (mobile)
Monitoring & Reporting focal person	Drani James, drani.james@gmail.com

Contact details Organization's HQ	
Organization's Address	Vesterbrogade 2b, 2 1620 Copenhagen V, Denmark
Desk officer	Bent Jahns, bj@ibis.dk , +45 26703887
Finance Officer	Peter Bro-Jørgensen, pbj@ibis.dk , +45 20 86 64 67

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

The fighting erupted in South Sudan since December 15 2013, has exposed the country to an escalating humanitarian crisis which has quickly spread to almost all the ten states, created contention between the country's two largest ethnic groups, the Dinka and the Nuer, caused a (not yet confirmed) death toll of more than 1,000 casualties and displaced around 194,000 people with some 57,500 people sheltering in UN Peacekeeping bases across the country, as reported by UNOCHA's 'South Sudan Crisis-Situation Report as of 1 January 2014-Report number 6'. Given the unpredictable security situation, it is likely that around 400,000 people may be displaced and that the provision of already insufficient basic services, particularly healthcare, water and sanitation and education, would be chronically affected in the short as in the mid-term. As projected by the 'South Sudan Crisis Response Plan', the crisis has particularly affected children and youth whose vulnerability to internal displacement, malnutrition, protection risks (e.g. recruitment by armed groups, sexual exploitation and abuse, physical violence), disruption of family bounds and experience of traumatic event has severely increased.

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.

Given such a dramatic scenario, CHF funding will be allocated to implement Education in Emergency (EiE) interventions aiming at re-establishing and/or providing safe, inclusive, protective and quality educational, recreational and psycho-social activities for children and youth affected by conflict in the capital city of South Sudan, Juba.
As EiE cluster-lead in Central Equatoria State, IBIS' interventions will be based on lessons learnt and best practices such as:

- Provision of Temporary Learning Spaces (TLS);
- Distribution teaching, learning and recreational materials
- Fast-track training of education actors (e.g. teachers, PTAs, volunteers, social workers, education officials) in life skills, psycho-social support and live-saving messages;
- Awareness-raising campaigns aimed at improving community's awareness, accountability and participation.

Moreover, IBIS' added value would lie in its knowledge, expertise and understanding of Juba's social, political, and economic environment as well as well-established connection with vulnerable communities and beneficiaries targeted by the following three current projects:

- Denmark Collection-funded 'Reintegrating Juba's Children in Street Situation into Education and Society' (CSS) Project, which caters for children in street situation, their families and the community at large;

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.

- DANIDA-funded 'Empowering Women in Nation-building in South Sudan' (WIN), which addresses issues of education rights, governance and participation in state-building processes through women's empowerment and participation;
- CHF-funded 'Education in Emergency for Children and Youth Affected by Conflict' project, which is responding to the emergency of IDP children and youth coming from Jonglei to Juba by rehabilitating learning space-blocks, distributing teaching and learning materials, conducting rapid training in life skills and psycho-social support in emergencies, to ensure continuity of education and quality of learning provision.

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.

IBIS' interventions will be aligned to the 'South Sudan Crisis Response Plan' Education Cluster priorities which focus on:

- Providing children and youth with basic supplies necessary for safe, inclusive, protective and quality education;
- Providing children, youth and communities with psychosocial support, life-skills and life-saving messages in crisis-affected areas.

In particular, CHF funding will be used by IBIS to deliver emergency education services and TLS/Child-Friendly Spaces to accommodate and ensure regular class attendance, recreational activities and psycho-social support to Juba's children and youth affected by the recent crisis, principally unaccompanied and separated children, out-of-school children and youth, children and youth living in a street situation, IDPs, stranded returnees and refugees, with special focus on girls and women.

IBIS will provide 40 school-tents to be set up in the two Juba's UN bases (UN Topping and UN House) and will quickly rehabilitate existing learning facilities in the areas in and around Mahad Primary School, Kathor Catholic Church, Mangala, Lologo, Northern Bari payam and Lirie payam. Distribution of teaching, learning and recreational materials will be available for students and teachers and will comprise: school-in-a-box, recreation kits, blackboards and psychosocial support and life-skills materials. Fast-track trainings on life skills, psychosocial support and life-saving messages through a set of materials developed by UNESCO for the South Sudan Education Cluster, will be conducted for education actors (trained teachers, volunteer teachers and PTAs members) whose teaching capacity will be established at project-start. Awareness-raising campaigns on live-saving messages such as health & hygiene, pacific co-existence and mine/UXO/ERW risk education will be ensured to all the beneficiaries settled in the targeted areas and will be conducted by the identified education actors in collaboration with IBIS staff and other Education Cluster partners' personnel.

IBIS will deliver the above-mentioned activities in consultation with the affected communities in the course of 4 months.

Ongoing hostilities are impeding aid agencies to conduct exhaustive assessments and establish the exact number of people in need. However, for this application IBIS is working with the figure of 8,415 direct beneficiaries (of which 4,295 would be female and 4,120 male).

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)

Overall Objective: To provide safe, inclusive, protective and quality educational, recreational and psycho-social activities for children and youth affected by conflict in Juba, South Sudan.

Specific Objective 1: To set-up 40 school-tents in the two UN bases and quickly rehabilitate 20 existing learning facilities in Juba, South Sudan;

Specific Objective 2: To distribute teaching, learning and recreational materials to students (children and youth) and education actors (trained teachers, volunteer teachers and PTAs members) in order to maintain continuity of learning and recreational provision;

Specific Objective 3: To conduct fast-track trainings on life skills, psychosocial support and life-saving messages to education actors (trained teachers, volunteer teachers and PTAs members);

Specific Objective 4: To conduct awareness-raising campaigns on live-saving messages with the involvement of identified education actors, IBIS staff and other Education Cluster partners' personnel.

iii) Project Strategy and proposed Activities

Present the project strategy (**what the project intends to do, and how it intends to do it**). There should be a logical flow to the strategy: activities should lead to the outputs, which should contribute towards the outcomes, which should ultimately lead to the project objective.

List the main activities and results to be implemented with CHF funding. As much as possible link activities to the exact location of the operation and the corresponding number of direct beneficiaries (broken down by age and gender to the extent possible).

The project is set to provide safe, inclusive, protective and quality educational, recreational and psycho-social activities for children and youth affected by conflict in Juba, South Sudan, through the following activities:

Activity 1.1: Establishment of 40 school tents functioning as TLS/Child-Friendly Spaces, to be set up in UN Topping base and UN House base, and quick rehabilitation of 20 existing learning facilities in and around Mahad Primary School, Kathor Catholic Church, Mangala, Lologo, Northern Bari payam and Lirie payam, to ensure safe, inclusive, protective and quality educational, recreational and psycho-social activities for 8,000 children and youth (of which 4,080 are female and 3,920 are male);

Activity 2.1: Supply of emergency teaching, learning and recreational materials (120 'School-in-a-box', 120 Blackboards, 60 'Recreation Kits' 20 ECD kits and 60 UNESCO- developed 'Life Skills and Psycho-Social Support in Education in Emergency' materials) for 8,000 children and youth (of which 4,080 are female and 3,920 are male) and 195 teachers of which 100 female;

Activity 3.1: 5-4 days training for 415 education actors (of which 215 are females) in life skills, psychosocial support and life-saving messages through UNESCO-developed 'Life Skills and Psycho-Social Support in Education in Emergency' materials;

Activity 4.1: 2-1 day awareness-campaigns for 8,000 learners, 415 education actors and 10,000 community members on live-saving messages such as health & hygiene, pacific co-existence and mine/UXO/ERW risk education.

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

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

ER1.1.1: 40 school tents set up in Juba's UN bases working regularly on a double shifted arrangement and 20 learning facilities quickly rehabilitated all hosting 8,000 children and youth.

ER 2.1.1: 120 'School-in-a-box', 120 blackboards, 60 'Recreation Kits' 20 ECD kits and 60 UNESCO-developed 'Life Skills and Psycho-Social Support in Education in Emergency' materials procured and distributed to 4,180 girls and women and 4,015 boys and men.

ER 3.1.1: 415 education actors trained and able to deliver life skills, psychosocial support and life-saving messages through UNESCO-developed 'Life Skills and Psycho-Social Support in Education in Emergency' materials.

ER 4.1.1: 2-1 day awareness-campaigns on live-saving messages such as health & hygiene, pacific co-existence and mine/UXO/ERW risk education, conducted for 8,000 learners, 415 education actors and 10,000 community members.

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

SOI (X)	#	Standard Output Indicators (Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).	Target (indicate numbers or percentages) (Targets should be disaggregated by age and sex as per the standard output indicators list and add-up to the number of direct beneficiaries identified page 1)
X	1.	Number of emergency affected children and youth attending temporary learning spaces/repared classrooms	8,000 children
		Girls	4,080
		Boys	3,920
X	2.	Number of classrooms repaired	40 classrooms
X	3.	Number of temporary learning spaces established	40 TLS (total of 80 classrooms)
	4.	Emergency affected learning spaces provided with gender segregated latrines TLS of Gender segregated latrines
X	5.	Number of emergency affected girls and boys benefiting from education in emergencies supplies	8,000 children
		Girls	4,080
		Boys	3,920
X	6.	# of school in a Box distributed to emergency affected children, youth and teachers	120 boxes
X	7.	# of recreation Kit distributed to emergency affected children, youth and teachers	60 boxes
X	8.	# of blackboard distributed to emergency affected children, youth and teachers	120 pieces
X	9.	# of ECD kit distributed to emergency affected children, youth and teachers	20.boxes
X	10.	# of tarpaulins distributed to emergency affected children, youth and teachers	40 pieces
X	11.	# of education actors (M/F) in emergency affected areas trained on life skills and psychosocial support	415 education actors
		Females	215
		Males	200
X	12.	# of children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	8,000 children
		Girls	4,080
		Boys	3,920
X	13.	# of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages	18,415 individuals
		Women	5,315
		Girls	4,080
		Men	5,100
		Boys	3,920
	14.	(Pipeline) Number of months education in emergency supplies are prepositioned at target levels (30%)months

vi). Cross Cutting Issues

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

IBIS will integrate **child protection** mechanisms into its interventions by setting up and/or rehabilitating safe and protected TLS/Child-friendly spaces which promote, protect and fulfill the right to quality education of children and youth. Gender imbalance will be addressed by specifically targeting girls and women in education provision with the aim of promoting **gender equality**. Awareness-raising campaigns on the importance of education as a **peace-building** tool will sensitize children, youth and communities on the importance of pacific co-existence.

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.

IBIS in collaboration with the Central Equatoria State Ministry of General Education and Instruction (SMoGEI) will implement directly the CHF-funded project. Involvement of local communities through the incorporation of operationalized accountability to affected population (AAP) and community consultation activities will be ensured to guarantee democratic ownership and participation.

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)².

IBIS M&E Coordinator will support the Emergency Response Coordinator with monitoring and reporting activities. Progress and achievement of the project will be monitored based on simple and user-friendly M&E tools developed at project start, which will focus on result-oriented output and outcome indicators vis-à-vis activities and objectives. The M&E Coordinator will oversee success and challenges of project implementation through regular field-visits to the project site and focus group discussion that will involve direct and indirect project beneficiaries.

The Emergency Response Coordinator will provide monthly reports that together with other reporting tools will be analyzed by the M&E Coordinator and will contribute to the production of monthly project progress reports.

The M&E Coordinator will ensure that the Inter-Agency Network for Education in Emergencies (INEE) *Minimum Standards for Education: Preparedness, Response, Recovery* tools (and particularly the *South Sudan Minimum Standards for Education In Emergencies*) will be utilized by the Emergency Response Coordinator in the course of the project implementation.

D. Total funding secured for the CAP project

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

Source/donor and date (month, year)	Amount (USD)
Pledges for the CAP project	

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

SECTION III:

The logical framework is a tool to present how the implementation of CHF funded activities and their results (outputs and outcomes) will contribute to achieving higher level humanitarian results (project and cluster objectives) and how these results will be measured.

Fill in the logical framework below for this project proposal ensuring the information provided is in accordance with the strategies and activities described in the narrative section of this proposal, in particular section C. Follow the guidance and the structure (Goal, objective, outcome, outputs and activities) and the numbering. Add/remove lines according to the project strategy.

LOGICAL FRAMEWORK				
CHF ref./CAP Code: SSD-14/E/60694		Project title: Education in Emergency for Children and Youth Affected by Conflicts		Organisation: IBIS
Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Goal/Impact (cluster priorities)	<i>Provide children and youth with basic supplies necessary for safe, inclusive, protective and quality education;</i>			
	<i>Provide children, youth and communities with psycho-social support, life skills and life-saving messages in crisis-affected areas.</i>			
CHF project Objective	To provide safe, inclusive, protective and quality educational, recreational and psycho-social activities for children and youth affected by conflict in Juba, South Sudan.	<p><i>School tents set up in Juba's UN bases working regularly on a double shifted arrangement and learning facilities quickly rehabilitated all hosting 8,000 children and youth;</i></p> <p><i>School-in-a-box, recreational kits, ECD kits and UNESCO-developed 'Life Skills and Psycho-social Support in Education in Emergency' materials procured and distributed to girls, women, boys and men;</i></p> <p><i>Education actors trained and able to deliver life skills, psycho-social support and life-saving messages through UNESCO-developed 'Life Skills and Psycho-social Support in Education in Emergency';</i></p> <p><i>Awareness-campaigns on live-saving messages conducted for learners, education actors and members of the affected community resulting to increased awareness and response.</i></p> <p><i>Reduced vulnerability of children, especially girls, unaccompanied and separated children, out-of-school children and youth, children and youth living in a street situation, IDPs, stranded returnees and refugees, to abuse, recruitment by armed groups and exploitation, through safe and protective educational, recreational and psycho-social activities.</i></p>	<p><i>Education Needs Assessment Tool used for baseline and continuous assessment /monitoring of emergency;</i></p> <p><i>INEE South Sudan Minimum Standards for Education in Emergency assessment procedure and tools contextualized;</i></p> <p><i>Capacity mapping of CES Education Cluster members to enable coordinated action in case of emergency;</i></p> <p><i>Monthly EiE reports written and submitted to the national education cluster.</i></p>	<p><i>Timely release of funds;</i></p> <p><i>Security situation in project area allowing implementation;</i></p> <p><i>Availability of necessary materials requested for activities;</i></p> <p><i>Cooperation and acceptance of the activities by direct and indirect beneficiaries</i></p>

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Outcome 1	Juba's children and youth affected by the recent crisis have reduced their vulnerability to protection risks, through safe and protective educational, recreational and psycho-social activities.	Vulnerability of children to abuse, recruitment by armed groups and exploitation decreased by 70%;	End-line Survey Report; Most Significant Change (MSC) Stories.	Security situation in project area allowing implementation; Children and youth are able to access safe and protective educational, recreational and psycho-social activities thanks to spacious learning spaces, pro-active attitude of education actors and positive behavior of community members.
Output 1.1	Functioning school tents and rehabilitated learning facilities provide safe, inclusive and protective learning environment to children and youth who attend educational, recreational and psycho-social activities regularly	40 school tents set up and 20 learning facilities quickly rehabilitated; 8,000 children and youth attending regularly educational, recreational and psycho-social activities.	Construction Engineer Report; Tendering and Procurement documents; Inspection Certificates.	Security situation in project area allowing implementation; Availability of necessary materials requested for activities; Good quality materials and expert labor force are used for the quick rehabilitation of long-lasting learning space-blocks
Activity 1.1.1	Establishment of 40 school tents functioning as TLS/Child-Friendly Spaces, to be set up in UN Tamping base and UN House base, and quick rehabilitation of 20 existing learning facilities in and around Mahad Primary School, Kathor Catholic Church, Mangala, Lologo, Northern Bari payam and Lirie payam, to ensure safe, inclusive, protective and quality educational, recreational and psycho-social activities for 8,000 children and youth (of which 4,080 are female and 3,920 are male)			
Outcome 2	Relevant and adequate teaching, learning recreational and psycho-social materials facilitate and inspire teaching, learning, recreational and psycho-social activities contributing to children's and youth's learning growth and trauma-healing	Increased access to learning and recreational materials for children and youth by 80%; Increased access to teaching and psycho-social materials for education actors by 70%.	Teacher Informal Observation Report; Teacher Evaluation Report.	Security situation in project area allowing implementation; Children, youth and education actors are able to overcome their post-traumatic stress disorder in order to attend (for the former) and deliver (for the latter) educational, recreational and psycho-social activities.
Output 2.1	Supplied EiE learning, teaching, recreational and psycho-social materials improve teaching delivery, learning process and psycho-social balance	120 'School-in-a-box', 120 blackboards, 60 'Recreation Kits' 20 ECD kits and 60 UNESCO-developed 'Life Skills and Psycho-Social Support in Education in Emergency' materials procured and distributed; 4,180 girls and women and 4,015 boys and men benefit from EiE supplies.	Field-activities Report; Formative Supervision Report; Teacher-evaluation Report; Class Register.	Learning, teaching, recreational and psycho-social materials are used appropriately by the education actors and are adequate to cover all the targeted beneficiaries
Activity 2.1.1	Supply of emergency teaching, learning and recreational materials (120 'School-in-a-box', 120 blackboards, 60 'Recreation Kits' 20 EDC kits and 60 UNESCO-developed 'Life Skills and Psycho-Social Support in Education in Emergency' materials) for 8,000 children and youth (of which 4,080 are female and 3,920 are male) and 195 teachers of which 100 are female			
Outcome 3	Fully competent education actors are able to deliver life skills activities, psycho-social support and life-saving messages to empower children and youth in coping with daily challenges, making informed decisions and becoming resilient citizens for conducting a productive and fulfilling life during and after the emergency	Improved knowledge, skills and practice in life skills, psycho-social support and life-saving messages of education actors by 80%; Increased number of children and youth able to cope with emergency by 70%.	Teacher Informal Observation Report; Teacher Evaluation Report.	Security situation in project area allowing implementation; No further displacement of beneficiaries will occur again.

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Output 3.1	Fast-track trainings on life skills, psycho-social support and life-saving messages Increase knowledge, skills and practice of education actors who are able to empower children and youth in coping with emergencies	415 education actors (of which 215 are female) trained on life skills, psychosocial support and life-saving messages through UNESCO-developed 'Life Skills and Psycho-Social Support in Education in Emergency' materials	Training Attendance List; EiE Response Coordinator Monthly Report; Monthly M&E Report.	Security situation in project area allowing implementation; Education actors are able to overcome their post-traumatic stress disorder in order to attend the life skills, psychosocial support and life-saving messages training and deliver it to the targeted beneficiaries; 4-day training on life skills, psychosocial support and life-saving messages is sufficient to upgrade education actors' knowledge, skills and practice
Activity 3.1.1	5-4 days training for 415 education actors (of which 215 are females) in life skills, psychosocial support and life-saving messages through UNESCO-developed 'Life Skills and Psycho-Social Support in Education in Emergency' materials			
Outcome 4	Learners, education actors and community members are aware, prepared and responsive to tackle issues arisen during the emergency contributing to create a safe, inclusive and protective social environment during and after the emergency	Awareness rose among learners, education actors and community members on issues to face in emergency by 60%.	End-line Survey Report; Most Significant Change (MSC) Stories; Community meeting minutes.	Security situation in project area allowing implementation; No further displacement of beneficiaries will occur again.
Output 4.1	Awareness-raising campaigns support learners, education actors and community members in making informed decisions, solving problems, think critically and cope with the ongoing emergency	2-1 day awareness-campaigns on live-saving messages conducted; 8,000 learners, 415 education actors and 10,000 community members well informed and able to cope with emergencies.	End-line Survey Report; End of Project Report.	Security situation in project area allowing implementation; Community member are cooperative and participate to the activities promptly.
Activity 4.1.1	2-1 day awareness-campaigns for 8,000 learners, 415 education actors and 10,000 community members on live-saving messages such as health & hygiene, pacific co-existence and mine/UXO/ERW risk education			

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:	22/Jan/2014	Project end date:	21/May/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: Establishment of 40 school tents functioning as TLS/Child-Friendly Spaces, to be set up in UN Topping base and UN House base, and quick rehabilitation of 20 existing learning facilities in and around Mahad Primary School, Kathor Catholic Church, Mangala, Lologo, Northern Bari payam and Lirie payam, to ensure safe, inclusive, protective and quality educational, recreational and psycho-social activities for 8,000 children and youth (of which 4,080 are female and 3,920 are male);	x	x	X									
Activity 2: Supply of emergency teaching, learning and recreational materials (120 'School-in-a-box', 120 blackboards, 60 'Recreation Kits', 20 EDC kits and 60 UNESCO- developed 'Life Skills and Psycho-Social Support in Education in Emergency' materials) for 8,000 children and youth (of which 4,080 are female and 3,920 are male) and 195 teachers of which 100 female;	x	x										
Activity 3: 5-4 days training for 415 education actors (of which 215 are females) in life skills, psychosocial support and life-saving messages through UNESCO-developed 'Life Skills and Psycho-Social Support in Education in Emergency' materials;		x	x									
Activity 4: 2-1 day awareness-campaigns for 8,000 learners, 415 education actors and 10,000 community members on live-saving messages such as health & hygiene, pacific co-existence and mine/UXO/ERW risk education.			x	x								
M&E Revolving Activities	x	x	x	x	x							

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