

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 | |
|---|---|
| Cluster Priority Activities for this CHF Round | Cluster Geographic Priorities for this CHF Round |
| <ul style="list-style-type: none"> Cluster partners (including State Ministries and County Departments of Education) will establish or lightly rehabilitate emergency learning spaces in areas affected by or highly vulnerable to emergencies. Project planning, implementation and monitoring will actively involve community structures in order to promote conflict sensitive approaches, sustainability and accountability to affected people. Emergency teaching and learning materials will be prepositioned with partners (including State Ministries and County Departments of Education) in areas affected by or highly vulnerable to emergencies. The materials comprise School in a Box, Recreation kits, ECD kits, Blackboards and Psychosocial support and life-skills materials Education actors (e.g. teachers, PTA and SMC members, volunteers, education officials) will be trained on life skills and psychosocial support using a set of materials contextualized to South Sudan, purpose-developed by UNESCO for the Education Cluster. Education Cluster partners will conduct awareness raising activities on key issues concerning Education in Emergencies and life skills/lifesaving messages including WASH, child protection, girls' education, GBV, early marriage, HIV/AIDS, environment etc. Education actors (e.g. teachers, PTA and SMC members, volunteers, education officials) will be trained in education continuity planning, child centered disaster risk reduction and emergency preparedness using guidance and materials developed by Global Education Cluster co-lead Save the Children. Trainings will be targeted largely at education actors representing local communities and institutions. | <ul style="list-style-type: none"> Central Equatoria: Terekeka, Juba Eastern Equatoria: Torit Jonglei: Ayod, Fangak, Duk, Bor, Urur, Nyirol, Akobo, Twic East, Pibor Lakes: Rumbek North & Rumbek Centre, Awerial & Yirol West Northern Bahr-EI-Ghazal: Aweil Centre, Aweil East, Aweil North Unity: Guit, Rubkona, Panyijar, Koch, Mayom, Pariang, Mayandit Upper Nile: Longuchok, Renk, Maiwut, Nasir, Ulang Warrap: Gogrial West, Tonj North, Twic, Gogrial East, Tonj South, Tonj East Western Equatoria: Tambura, Nagero |

SECTION II

| Project details | | | | | | | | | | | | | | | | | |
|--|------------------------|--|-------|---|--|-------------|-----|------------------------|--------------|-----|--------------|--|--|--|--|--|--|
| The sections from this point onwards are to be filled by the organization requesting CHF funding. | | | | | | | | | | | | | | | | | |
| Requesting Organization | | Project Location(s) | | | | | | | | | | | | | | | |
| Mercy Corps | | <table border="1"> <thead> <tr> <th style="background-color: #4F81BD; color: white;">State</th> <th style="background-color: #4F81BD; color: white;">%</th> <th style="background-color: #4F81BD; color: white;">County/ies (include payam when possible)</th> </tr> </thead> <tbody> <tr> <td>Unity State</td> <td>50%</td> <td>Leer, Koch and Rubkona</td> </tr> <tr> <td>Warrap State</td> <td>50%</td> <td>Twic and AAA</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | State | % | County/ies (include payam when possible) | Unity State | 50% | Leer, Koch and Rubkona | Warrap State | 50% | Twic and AAA | | | | | | |
| State | % | County/ies (include payam when possible) | | | | | | | | | | | | | | | |
| Unity State | 50% | Leer, Koch and Rubkona | | | | | | | | | | | | | | | |
| Warrap State | 50% | Twic and AAA | | | | | | | | | | | | | | | |
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| Project CAP Code | CAP Gender Code | | | | | | | | | | | | | | | | |
| SSD-14/E/60642 | 2a | | | | | | | | | | | | | | | | |
| CAP Project Title (please write exact name as in the CAP) | | | | | | | | | | | | | | | | | |
| Provision of Educational Services to Pupils in Emergency and Disaster Affected Populations (PESPE) | | | | | | | | | | | | | | | | | |

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|---|---------------|
| Total Project Budget requested in the in South Sudan CAP | US\$1,800,005 |
| Total funding secured for the CAP project (to date) | US\$0 |

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|---|-------------|
| Funding requested from CHF for this project proposal | US\$320,000 |
| Are some activities in this project proposal co-funded (including in-kind)? Yes <input type="checkbox"/> No <input checked="" 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: | 60 | 250 |
| Girls: | 3000 | 9000 |
| Men: | 40 | 150 |
| Boys: | 3000 | 9000 |
| Total: | 6100 | 18400 |

Indirect Beneficiaries / Catchment Population (if applicable)

Targeted population:
Abyei conflict affected, IDPs, Returnees, Host communities, Refugees

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)

Number of months: 6 months: (27 January – 31 July 2014)

| Contact details Organization's Country Office | |
|--|--|
| Organization's Address | |
| Project Focal Person | Amanuel Dibaba adibaba@ss.mercycorps.org '+211 (0) 955 315 156 |
| Country Director | Mathieu Rouquette, mrrouquette@ss.mercycorps.org + 211(0) 912 168 389 |
| Finance Officer | Nicola Dodero ndodero@ss.mercycorps.org +211 (0) 954 731 946 |
| Monitoring & Reporting focal person | Mario Patino mpatino@ss.mercycorps.org +211 (0) 927 042 153 |

| Contact details Organization's HQ | |
|--|---|
| Organization's Address | |
| Desk officer | Sandy Biggar sbiggar@uk.mercycorps.org + 44 131 662 5160 |
| Finance Officer | Vicky Roos vroos@uk.mercycorps.org +44 (0) 131 662 5160 |
| | |
| | |

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 current crisis in South Sudan has exacerbated an already dire education in emergencies outlook. Recent estimates place the number of persons displaced throughout the country at 189,000.² Ongoing conflict and displacement have hampered educational activities, creating a number of protection concerns for children in camps and informal settlements, particularly those that are unaccompanied. In a number of locations, IDPs have occupied schools and temporary classrooms, in the absence of transitional shelters and adequate site planning. These numbers are likely to swell as fighting intensifies, and as government forces attempt to retake rebel held areas, and secure oil fields in Unity state.

Over the last several weeks, the numbers of emergency-affected persons have grown exponentially. In Unity, where some of the worst fighting has taken place, there has been an exodus of IDPs within the state, and to neighboring areas. Approximately 8,000 IDPs are sheltering at the UNMISS Base in Bentiu. In Leer and Koch counties, UNOCHA estimates that there are approximately 43,700 IDPs present.³ Furthermore, thousands of persons from Abiemnom and Mayom counties (Unity state) have fled to neighboring AAA (approx. 4000) and Twic County, Warrap State (approx. 4200) due to ongoing clashes. Initial rapid assessments

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.
² UNOCHA, South Sudan Crisis Situation report as of 4 January 2014
³ UNOCHA, South Sudan Humanitarian Snapshot 17 January, 2014.

conducted by Mercy Corps and humanitarian partners in Abyei and Twic suggest that the majority of the newcomers are women and children. It is unclear whether classes will resume in early February, and whether existing educational infrastructure can accommodate the growing caseload.

In normal times, these areas have educational outcomes and conditions at emergency levels. For instance, education statistics from Unity state indicate a pupil to classroom ratio of 1 per 148, and 1 latrine per 190 children, most of which are not gender disaggregated.⁴ Similarly girls' enrollment is quite low, hovering at 36%. This demonstrates the gap that exists in education coverage, which is likely to worsen as a result of the current conflict. In other areas, available spaces are overcrowded and pupils have to walk long distances, exposing them to risk, especially girls. The substandard educational services, added to cultural factors, such as early marriages contribute to poor girls' enrollment and high dropout rates (15% in 2012). Mercy Corps' proposed EiE activities aim to address the worsening situation of education services in conflict-affected areas through the construction of TLSs, provision of scholastic materials and training of teachers and care givers on life saving skills and curriculum.

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.

Mercy Corps intervention will respond to the evolving needs of emergency-affected persons in Unity, Warrap State, and the AAA. The proposed project will provide educational supplies to emergency-affected children, and construct Temporary Learning Spaces (TLS), gender-segregated pit latrines and hand washing points in sites with high IDP caseloads, which are critical sanitation interventions in a dire context where priorities of disease prevention are life saving. During emergencies, children often lose their right to play, which affects their mental development. Hence in addition to safe learning spaces, the program will provide Early Childhood Development support for children. Furthermore, Mercy Corps will work with pupils, teachers and caregivers to promote hygiene, and raise awareness on Mine Risk, WASH, and Disaster Risk Reduction. These activities will help meet the educational needs of displaced children and adolescents, while contributing to the overall cluster strategy and priorities.

As discussed under "Section A", across much of South Sudan, students lack safe and adequate learning spaces due to overcrowding and the poor state of existing facilities. Children often lack basic school supplies. These conditions are likely to be exacerbated by the current crisis, placing additional strain on existing infrastructure. As such, the proposed project comes at a critical juncture and will ensure children and adolescents have access to safe learning spaces and scholastic materials for the upcoming school year. These interventions will encourage pupils to remain in school and mitigate protection concerns for displaced children. The project further strengthens education actors' (teachers and PTAs) ability to address EiE sensitive areas.

Mercy Corps has been present in Unity, Warrap state, and the AAA since 2003, in support of governance, food security livelihoods and education in emergencies initiatives. Hence, Mercy Corps will use this experience to successfully implement the proposed Education in Emergency (EiE) program. In Addition, Mercy Corps will ensure complimentary approaches between the CHF-funded EiE activities and its ongoing emergency response interventions in food security and livelihoods, WASH, shelter and NFIs. This program will build on the previous EiE activities implemented by Mercy Corps in the AAA, Warrap and Unity State, ensuring adequate coverage in underserved areas where service delivery has been limited due to access constraints.

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.

Mercy Corps' proposed activities will provide safe learning environments for students, and ensure the availability of scholastic materials within schools. Furthermore, education actors (teachers and PTA) will be trained on life skills and psychosocial support and disaster risk reduction. All these are in line with the cluster priority areas.

Mercy Corps will utilize funds from CHF 2014 first round to:

1. Provide 30 (**Protective Learning Spaces**) with each TLS accompanied by a **set of latrines and hand washing points**, one each for boys and girls.
2. Ensure availability and **provide scholastic materials** to benefit 6000 children in target areas. This will address "pre-positioning of core pipeline / EP & R through the procurement and prepositioning of emergency teaching and learning materials at state and country level" and "distribute essential teaching and learning materials to emergency-affected schools and communities."
3. Promote **dissemination of critical EiE messages** to actors including teachers and PTAs through three 2-day trainings.

⁴ INEE EiE standards for South Sudan; both pupil to class and teacher ratio is 1:50 while pupil to toilet ratio is 1:30 for girls while 1:60 for boys.

Through a child-centric approach that encourages recreational activities and plays / dramas to disseminate, lifesaving messages will cover key topics including Mine Risk Education, WASH / hygiene promotion and disaster risk reduction to ensure that key messages are retained through an enjoyable medium by the children.

4. Conduct **awareness raising campaigns** through Child-to child clubs activities that address key EiE issues including WASH, early child marriage, girl education and HIV. This will have a far reaching impact on education for pupils especially girls and beyond on the communities.

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)

6,000 emergency affected children have access to improved learning environments through protective learning spaces, sanitation facilities and education supplies.

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)**.

1. Formation and / or revamping of PTAs and community meetings

At the start of the program in affected communities, Mercy Corps will ensure a well functioning PTA is in place and if not, that one is formed with at least one key position for women. Where such PTAs exist but are in-active, Mercy Corps will reactivate the associations and ensure that at least one meeting is called every quarter. Through these PTAs, most of the activities that are beneficial to both the school will be channelled. Furthermore, PTAs will ensure parents are fully engaged in schools activities and take full ownership of the school and engage in activities that affect the welfare of pupils in schools.

2. Construction of 30 Temporary learning spaces (TLSs)

The major constraint to education identified within the three areas is the lack of safe learning environments. Mercy Corps will continue to reduce the number of pupils per classroom and provide safe learning spaces for learners through the construction of 30 temporary learning spaces (TLS) across the four target areas (15 in Unity, and 15 in Warrap state and the AAA). Mercy Corps will ensure that these spaces are fenced and that locally available materials are used in their construction. The new TLSs will benefit at least 2250 pupils (1125 girls). Mercy Corps will mobilize the community and PTAs to ensure classrooms are mudded through community contribution. Mercy Corps, like other partners, considers that UNMISS Camps in their present form are not sustainable locations for IDPs, and all efforts should be made to relocate all IDPs in new identified areas, where EiE activities can be implemented without providing a false sense of settlement. The situation is still very fluid throughout the country, and Mercy Corps will continuously consult with the Cluster and partners to identify the best locations and options for the construction of TLSs. In less suitable environments, but where the education and sanitation needs are extreme, Mercy Corps will prefer the use of tents.

3. Construction of 60 gender disaggregated pit latrine stances and hand washing points

In order for TLSs to be regarded as safe, there must be an accompanying and separate latrine for boys and for girls. Mercy Corps will construct two latrine stances and handwashing points for every TLS built. According to the INEE Minimum Standards, there should be at least 1 stance for every 30 girls and 1 for every 60 boys with hand washing points. Unless under extreme emergency, Mercy Corps will ensure the PTAs take responsibility for digging the latrine pits. However, previous experience has shown that temporary latrines are not very well beneficial to pupils hence Mercy Corps will adopt a hybrid structure either with mud or iron sheets to benefit the schools as shown below, with accompanying hand washing facilities.



4. Provision of emergency tents

In emergency situations, and most likely within the current UNMISS locations where IDPs have taken refuge, Mercy Corps will co-ordinate with other education cluster partners, Camp Managers/OCHA and IDPs representatives, to set up tents as suitable to resume educational activities. Care will be taken to ensure that these spaces are safe, that site selection mitigates risk, and further encourages girls to continue their education in emergencies.

5. Formation of 15 Child-to-Child clubs in schools and Awareness Campaigns

Mercy Corps will co-ordinate with school administrators and PTAs where possible, and with IDPs representatives and Camp Managers/OCHA in UNMISS IDPs locations to form at least 15 Child-to-Child clubs across the same number of schools. Mercy Corps intends to have at least five clubs in each of the counties. Pupils within the clubs will help to promote proper hygiene and sanitation both within schools and beyond. Beneficiaries will bring these messages home and serve as agents of change and health promoters. Furthermore, key life saving messages on Mine Risk Education will be packaged in the form of dramas, with competitions held within and across schools and in IDP locations

6. Provision of scholastic materials and supplies for emergency and conflict affected children, with a focus on girls.

6,000 children, including 3,000 girls will benefit from access to scholastic learning materials and recreation kits. These will include the following:

- a. 60 school in a box.
- b. 30 recreation kits
- c. 60 Blackboards
- d. 30 Early Childhood Development kits (ECD)
- e. 120 pieces of tarpaulin

All these items will be sourced through core UNICEF pipeline most of which have already been allocated to Mercy Corps and stored in Mercy Corps warehouses.

7. Train and strengthen 100 teachers and PTAs in EiE

Most of the activities relating to schools are teacher-centered, involving at least 60 female teachers and/or PTA members. Through the PTA Mercy Corps will ensure that teachers have an understanding of South Sudan's curriculum and understand EiE standards, which aim to reduce vulnerability and foster a resilience based approach. Through their involvement in the PTA, parents will be provided with training on life saving skills and disaster risk reduction and preparedness. Furthermore, PTA's will be sensitized on the critical roles they play in supporting education in emergencies.

Mercy Corps will strive to use different funding source to apply proper resilience thinking in the activities implemented and hereby contribute to the 2014-2016 CAP focus on resilience. For instance, Mercy Corps will try to bring the VSLA methodology to the PTA and generate social funds investments to retain teachers and ensure proper care and maintenance of school facilities.

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

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

1. Improved involvement of parents in school affairs through active PTAs.
2. 2250 pupils (1125 girls 70% host, 15% returnees and 15% IDPs) have access to safe educational facilities, by the end of the project period.
3. Girls' enrollment and retention rate in target schools improves against the baseline.

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

| SOI (X) | # | Standard Output Indicators (Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal). | Target (indicate numbers or percentages) (Targets should be disaggregated by age and sex as per the standard output indicators list and add-up to the number of direct beneficiaries identified page 1) |
|---------|----|---|--|
| x | 1. | # of emergency affected children and youth attending temporary learning spaces/repairs classrooms | 2,250 children |
| | | Girls | 1,125 |
| | | Boys | 1,125 |
| | 2. | # of temporary learning spaces established | 30 TLS of 30 classrooms |
| | 3. | # of emergency affected learning spaces provided with gender segregated latrines | 30 TLS of 60 Gender segregated latrines |
| | 4. | # of emergency affected girls and boys benefiting from education in emergencies supplies | 6,000 |
| | | Girls | 3,000 |
| | | Boys | 3,000 |

| | | |
|-----|---|----------------------|
| 5. | # of school in a Box distributed to emergency affected children, youth and teachers | 60 boxes |
| 6. | # of recreation Kit distributed to emergency affected children, youth and teachers | 30 boxes |
| 7. | # of blackboards distributed to emergency affected children, youth and teachers | 60 pieces |
| 8. | # of ECD kit distributed to emergency affected children, youth and teachers | 30 boxes |
| 9. | # of tarpaulin distributed to emergency affected children, youth and teachers | 120 pieces |
| 10. | # of education actors (M/F) in emergency affected areas trained on life skills and psychosocial support | 100 education actors |
| | Female | 60 |
| | Males | 40 |
| 11. | # of children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments | 2,250 children |
| | Girls | 1,125 |
| | Boys | 1,125 |
| 12. | # of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages | |
| 13. | Women | |
| 14. | Girls | |
| 15. | Men | |
| 16. | Boys | |
| 17. | (Pipeline) Number of months education in emergency supplies are prepositioned at target levels (30%) | X months |

vi). Cross Cutting Issues

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

Environment: Through its OFDA funded food security and livelihoods program (INSPIRE), Mercy Corps will provide tree seedlings to schools to encourage tree planting. Furthermore, Mercy Corps will disseminate key environmental messages within the child-to-child clubs. During teacher and PTA training workshops, the topic of preserving the environment and tree planting will be included. All of which will contribute to creating awareness of the need for sustainable use of natural resources and environmental protection. Furthermore, all based on the INEE minimum standards for South Sudan; classrooms will be built with locally available materials to the required standards. From previous experience and the in house expertise from Mercy Corps' engineer, during the preparation of the BOQ previous good practices will be incorporated ensuring there is no waste of materials (particularly for the use of local long poles / bamboo). Any of such materials left will be put to use through making of local benches for students, which will enhance their learning experience.

HIV / AIDS: Mercy Corps will ensure special emphasis is put on targeting adolescent girls, most of whom are forced into early marriage when they drop out of school, which exposes them to the risk of contracting HIV. Guidance from UNAIDS will be sought to ensure all HIV/AIDS messages are in line with the latest information and thematic standards. Teachers during trainings and PTAs will be oriented on the risks associated with sexual exploitation of pupils and protection for pupils in homes and schools. Mercy Corps will encourage teachers and youth (particularly girls) to report cases of gender-based violence and / or non-consensual sex, which will be documented and referred back to the Protection, Logistics and Education Cluster. In the distribution of scholastic materials, orphans and vulnerable pupils from HIV-affected homes will be given priority.

Gender: The program will give more opportunities to girls and women for equitable involvement during implementation. Through local leaders and school administration, girls will be encouraged to enroll in schools. Special measures will be put in place working with teachers to follow-up on girl pupils whose absenteeism rate is high to encourage them stay in school. Girls who have reached puberty, working with other partners, hygienic sanitary pads will be provided through female teachers. Psychosocial Support (PSS) activities aimed at easing the shock and trauma that conflict affected children have experienced due to various conflicts will also be gender sensitive. Drama and sports clubs will be formed as both mixed, and gender segregated groups in order to encourage leadership among girl children and to capture girl specific issues that are noted during the enactment of plays / dramas. Having gender-disaggregated latrines is very crucial for sensitivity and privacy of girls pupils.

Child Protection: This is mainstreamed into all activities through dissemination of Life saving messages in IEC. Mercy Corps will coordinate with IRC to ensure children faced with abuse either from home or community are rehabilitated. In UNMISS camps, where protection concerns are particularly high, Mercy Corps will consult regularly with Unicef Child Protection and key protection NGOs, such as Non Violent Peace Force, to ensure the best possible coordination, implementation of minimum standards and rapid referral systems.

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.

The program will be implemented directly by Mercy Corps in consultation with all stakeholders from the Ministry of Education and education commissioners at County level. Program support and operation functions will be handled at Mercy Corps' field offices in Agok, Bentiu, Leer, and Wunrok, which comprises key finance, operations and logistics personnel. The country office in Juba will provide overall guidance and direction for the program implementation and assist with logistical support as required. The Juba office also acts as linkage to the National Education Cluster and provides a platform for information exchange between the field team and stakeholders at the national level such as UNICEF.

Mercy Corps systematically involves community members and representatives during all stages of the project cycle. Communities are consulted at the assessment stage and during the design phase. Specific needs are taken into account and community participation is required to ensure ownership. Mercy Corps holds the highest standards of accountability to beneficiaries through internal metric systems as well as active participation in all external evaluation initiatives. Throughout the project implementation, Mercy Corps will work with the education cluster at national and state level. Mercy Corps will coordinate needs assessments, site selection and beneficiaries with the state Education cluster, the Ministry of Education and the beneficiary community. Mercy Corps will collaborate with other humanitarian actors mainly in the WASH cluster to create the coordination and synergy that will be beneficial and add value to the already planned education activities. Mercy Corps will draw from experience obtained in implementing similar programs globally and utilize best practices to ensure the success of the proposed program. Mercy Corps will co-ordinate with WASH and other partners for information collection on availability / lack of water points / boreholes, toilet facilities for schools to be shared with the relevant clusters; Mercy Corps will co-ordinate with relevant clusters including WASH (for IEC material, use of standardized CHAST / PHAST training materials), and with the protection sector to provide information on vulnerable children and girls in emergencies.

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)⁵.

Mercy Corps' internal M&E systems -

The program will be monitored regularly (monthly) through a mix of quantitative and qualitative tools. Mercy Corps uses monitoring systems that provide checks and balances, ensuring program activities achieve their stated results. Program teams provide bi-weekly reports on Task vs. Actuals achieved. The Program Manager, M&E Manager and the Juba-based senior management team routinely review monitoring data for quality and results. Most of the construction will be accompanied with completion reports together with monitoring reports will provide a clear measure against which target vs actual will be measured. The procurement teams submit procurement master lists that account for the status of every procurement on a weekly basis; on the other hand, finance teams provide a monthly report of actual expenses which is compared against the forecasted and budgeted spend. These internal tools provide a Management Information System that helps identify bottlenecks in the process, and helps identify areas of concern that can be flagged both internally, and to CHF as required.

Mercy Corps' external M&E systems -

As the first step, an M&E workshop as part of the program launch internally helps program team understand the indicators committed to, essential and additional data to be collected at the start of the project and the success indicators. In addition to pupil enrollment data, participant attendance forms for trainings, way bills and distributions forms for scholastic materials, service / work completion forms, field visit reports and photos will be important tools to measure performance, and are submitted to finance and compliance teams prior to issuing payments.

Mercy Corps works in partnership with local authorities, the school administration and the general community to gather key data on information on children's enrollment, including gender disaggregated data, number of teachers / trained teachers, presence / absence of other facilities in / around schools (water points, latrines, permanent / semi permanent / local structures) etc. Additionally case studies with direct beneficiaries and the larger community, helps gather qualitative information to highlight specific challenges such as cultural inhibitions, mindsets and attitudes towards children's education.

Mercy Corps uses a mix of quantitative and qualitative data to inform its programs, including using some data as a basis for policy

⁵ 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.

and advocacy changes. Mercy Corps has a robust and roving M&E team that will provide capacity building for field staff, highlighting tools for data collection, data quality and case studies that capture challenges, and share lessons learned during the program implementation with key actors both internally and externally.

| D. Total funding secured for the CAP project Please add details of secured funds from other sources for the project in the CAP. | |
|---|---------------------|
| Source/donor and date (month, year) | Amount (USD) |
| | |
| Pledges for the CAP project | |
| | |

SECTION III:

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

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

| LOGICAL FRAMEWORK | | |
|--|---|---------------------------|
| CHF ref./CAP Code: <u>SSD-14/E/60642</u> | Project title: Provision of Educational Services to Pupils in Emergency and Disaster Affected Populations (PESPE) | Organisation: Mercy Corps |

| Goal/Objectives/Outcomes/Outputs | Indicator of progress | Means of Verification | Assumptions and Risks |
|---|---|---|---|
| Goal/Impact (cluster priorities) <ul style="list-style-type: none"> Establish or rehabilitate emergency learning spaces in emergency affected areas Education actors will be trained on life skills and psychosocial support Emergency teaching and education materials are prepositioned with partners | <ul style="list-style-type: none"> Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments | Focus group discussions | Security situation remains stable and there is access to schools, allowing for the resumption of education activities |
| CHF project Objective 6,000 emergency affected children have access to improved learning environments through protective learning spaces, sanitation facilities and scholastic supplies | <ul style="list-style-type: none"> # of children and youth benefitting from project activities, disaggregated by age and sex 25% improvement in pupil to classroom ratios across target schools | Monitoring data Baseline data collected from schools | Security situation remains stable, allowing for the resumption of education activities |
| Outcome 1 Improved educational facilities for emergency affected children and youth | <ul style="list-style-type: none"> Number of emergency affected children and youth attending temporary learning spaces/ repaired classrooms | Monitoring data | Construction activities proceed according to work plan |
| Output 1.1 30 temporary learning spaces are constructed in underserved schools | # of TLS constructed in underserved schools | Program records | Same as above |
| Activity 1.1.1 Assessment of schools to determine needs, in coordination with the education cluster | | | |
| Activity 1.1.2 Construction of TLSs in underserved schools | | | |
| Output 1.2 60 gender-separated latrines with hand washing points are constructed | # of gender separated latrines and hand washing points constructed | Program records | Construction activities proceed according to work plan |
| Activity 1.2.1 Assessment of schools to determine needs, in coordination with the education cluster | | | |
| Activity 1.2.2 Construction of latrines and hand washing points in underserved schools | | | |
| Outcome 2 6,000 children benefit from the provision of scholastic materials | # of children and youth benefitting from scholastic materials, disaggregated by sex | Baseline assessment on schools Distribution records | Children receive scholastic materials, and they are provided in sufficient quantities |

| Goal/Objectives/Outcomes/Outputs | Indicator of progress | Means of Verification | Assumptions and Risks | |
|----------------------------------|---|--|-----------------------------|--|
| Output 2.1 | 60 School in a Box kits provided | # of SIBs provided | Distribution records | Same as above |
| Activity 2.1.1 | Assessment of schools to determine needs, in coordination with the education cluster | | | |
| Activity 2.1.2 | Distribution of SIBs to project sites | | | |
| Output 2.2 | 30 recreation kits are provided | # of recreation kits provided | Distribution records | Recreation kits are provided in sufficient quantities, and teachers and pupils are sensitized on their use |
| Activity 2.2.1 | Assessment of schools to determine needs, in coordination with the education cluster | | | |
| Activity 2.2.2 | Distribution of recreation kits to project sites | | | |
| Output 2.3 | 60 blackboards provided | # of blackboards provided | Distribution records | Blackboards are provided in sufficient quantities and chalk is available |
| Activity 2.3.1 | Assessment of schools to determine needs, in coordination with the education cluster | | | |
| Activity 2.3.2 | Distribution of blackboards to project sites | | | |
| Output 2.4 | 30 ECD kits distributed | # of ECD kits distributed | Distribution records | ECD kits are provided in sufficient quantities, and teachers and pupils are sensitized on their use |
| Activity 2.4.1 | Assessment of schools to determine needs, in coordination with the education cluster | | | |
| Activity 2.4.2 | Distribution of ECD kits to project sites | | | |
| Outcome 3 | Training and sensitization activities are conducted | # of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages | Program monitoring | Trainings and awareness campaigns are culturally sensitive |
| Output 3.1 | 100 education actors (teachers and care givers) in emergency affected areas are trained on life skills and psychosocial support | # of education actors (teachers and care givers) in emergency affected areas are trained on life skills and psychosocial support | Training attendance records | Training curriculum is understood and accepted by educators |
| Activity 3.1.1 | Selection of teachers and caregivers to participate in trainings | | | |
| Activity 3.1.2 | Education actors are trained on life skills and psycho-social campaigns | | | |
| Output 3.2 | Formation of 15 child-to child clubs to promote health, hygiene and mine risk education | # of child-to-child clubs formed | Program monitoring | Pupils actively participate in C2C clubs |
| Activity 3.2.1 | Formation of child-to-child clubs | | | |
| Activity 3.2.2 | Awareness raising campaigns are conducted with C2C clubs | | | |
| Outcome 4 | Prepositioned education in emergency supplies enable a rapid and effective response to human and manmade shocks | # of children and youth benefitting from the deployment of prepositioned supplies during the life of the project | Assessment of stocks | EiE materials are prepositioned prior to the start of the rainy season |
| Output 4.1 | Education in emergency supplies are prepositioned | Number of months education in emergency supplies are prepositioned at target levels (30%) | Assessment of stocks | Same as above |
| Activity | Education in emergency materials are prepositioned | | | |

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: | 27/1/14 | Project end date: | 31/6/14 |
|----------------------------|----------------|--------------------------|----------------|

| Activities | Q1/2014 | | | Q2/2014 | | | Q3/2014 | | | Q4/2014 | | |
|---|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| Activity 1 Assessment of schools in target areas to determine EiE needs | X | X | | | | | | | | | | |
| Activity 2 Construction of TLSs and gender-segregated latrines | | X | X | X | X | X | X | | | | | |
| Activity 3 Distribution of scholastic materials (SIBs, recreation kits, blackboards and ECDs) | | | X | X | | | | | | | | |
| Activity 4 Selection of teachers and caregivers to participate in training | | X | X | | | | | | | | | |
| Activity 5 Training of teachers and caregivers | | X | X | X | | | | | | | | |
| Activity 6 Formation of child-to-child clubs | | | | X | X | X | X | | | | | |
| Activity 7 Awareness campaigns are conducted | | | | X | X | X | X | | | | | |
| Activity 8 EiE materials are prepositioned | X | X | X | X | | | | | | | | |

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