

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 • Jonglei: Bor • Lakes Awerial • Unity: Bentui, Pariang, Mayom, Abenienhom • Upper Nile: Malakal • Warrap: Twic • Eastern Equatoria

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		
Norwegian Refugee Council (NRC)			State	County/ies (include payam when possible)	
Project CAP Code	CAP Gender Code		Central Equatoria State	40%	Juba County: UNMISS Tongping IDP site and other areas outside the IDP site
SSD-14/E/60222	2a		Unity	60%	Rubkhona County: UNMISS Bentui IDP site and other potential sites outside the IDP site
CAP Project Title (please write exact name as in the CAP)					
Education for Children and Youth Affected by Acute Emergencies in South Sudan					

Total Project Budget requested in the in South Sudan CAP	US\$4,561,650	Funding requested from CHF for this project proposal	US\$180,000
---	---------------	---	-------------

Total funding secured for the CAP project (to date)	US\$200,000
--	-------------

Are some activities in this project proposal co-funded (including in-kind)? Yes No x (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:	320	4,011
Girls:	4583	16,835
Men:	355	2,776
Boys:	4583	16,835
Total:	9841	40,457

Indirect Beneficiaries / Catchment Population (if applicable)

Approximately 17,500 beneficiaries in UNMISS Tongping IDP site and 7,000 IDPs in UNMISS Bentui IDP site

Targeted population:
Children and youth affected by displacement in NBeG and CES, teachers, PTAs and target communities

CHF Project Duration (12 months max., earliest starting date will be Allocation approval date)

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

Indicate number of months: 6 months (1 Jan – 30 June 2014)

Contact details Organization's Country Office

Organization's Address	Norwegian Refugee Council, South Sudan Tongping Area, Juba
Project Focal Person	<i>Kate Norton</i> Kate.Norton@nrc.no +211(0)913440180
Country Director	<i>Kennedy Mabonga,</i> kennedy.mabonga@nrc.no +211(0)913440143 and +211(0)956288722
Finance Officer	<i>Hannah Nyoka Kedini,</i> Hannah.nyoka.kedini@nrc.no +46956392820
Monitoring & Reporting focal person	<i>John Mark Udalang Ojwang,</i> john.mark.ojwang@nrc.no +211(0)954322201, +211(0)927068682

Contact details Organization's HQ

Organization's Address	Norwegian Refugee Council P.O. Box 6758, St. Olavs plas, 0130 Oslo, Norway
Desk officer	<i>Carina Vedvik Hansen,</i> carina.vedvik.hansen@nrc.no +47 95 75 22 71
Finance Officer	<i>Kristian Larsson</i> Kristian.larsson@nrc.no +47 907 57 061

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

In July 2013 President Salva Kiir Mayardit removed vice-president, Dr Riek Machar Teny and other members of the cabinet. On 15th December fighting broke out between factions of the Presidential Guard and violence spread across Juba and did not abate until 21st December. From 15th December thousands fled to the two UNMISS bases in Juba. The numbers of IDPs are believed to be approximately 17,500 in UNMISS Tongping base. The conditions in the site are dire, with serious overcrowding and humanitarians are facing phenomenal challenges delivering basic services.

Between the 19th and 23rd December violent clashes took place in Bentui and an estimated 10,000 IDPs fled to the UNMISS base in Bentui. Many foreign nationals have since been evacuated and the current estimated population is between 7 to 8,000 people. There has not yet been a registration so the number of children and youth in the camp is not known.

The IDP population includes many children and there is a unusually high number of young men in all sites. All IDPs in the sites have experienced trauma but the effect on children and youth is particularly of concern. In addition, it is very clear that in the absence of any activities to keep children and youth occupied during the day the protection risks are dramatically increased including forced recruitment, risk of sexual exploitation and abuse, risks of getting involved in petty criminality due to boredom and alcohol abuse. Not only is there no diversion for these young populations groups at risk, there are no safe spaces and no opportunities to continue learning and playing and to acquire vital life-saving skills. In addition the IDP population includes teachers and young people who have had been educated and are capable of being trained to be teaching assistants.

Prospects for return in the next three months are limited, and unlikely to occur before the start of the next school year in February for Central Equatoria State but may occur before the start of the school year in April for Unity State. Even if return is possible before or after the school year starts, support will be required to schools in return areas.

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.

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.

The action has relevance to the priorities of the South Sudan Crisis Response Plan, January – March 2014. At the moment education and recreational activities in the camp is a complete gap. No agencies are either responding in this sector yet by providing activities in the camp or preparing the IDPs for return.

The protection consequences of missing out on education either because it is not provided in displacement sites or because the schools in places of return are not ready are enormous. Those children returning to school eventually will miss lessons, meaning that they will either not be able to keep up with their classmates and more likely to fail, being required to repeat the school year with younger children which will be demoralizing or dropping out of school altogether. If displacement continues, children will need to return to school and education actors need to start preparing for that now.

NRC has secured longer term funding for education activities as part of the response to what is foreseen as a protracted displacement situation and additional needs for funding of Education in Emergencies will be continuously assessed.

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.

NRC will implement the CHF project activities guided by the cluster priorities and the recent priorities identified in the South Sudan Crisis Response Plan January – March 2014.

The Government's capacity to deliver basic services such as infrastructure, physical protection, clean water and sanitation facilities, education opportunities and other basic services to save lives, alleviate suffering and maintain human dignity will continue to be low in the coming year as austerity measures continues to impact delivery in all areas of South Sudan, a situation compounded and worsened in areas affected by volatility and the recent spike in conflict. Provision of education opportunities in safe environments provides physical, psychosocial and cognitive protection in conflict and emergency settings. It provides a sense of normalcy and stability and can provide life-saving and life-sustaining information to strengthen coping mechanisms for communities. With the recent upsurge in conflict and displacement in South Sudan a total response will be required with a focus on providing assistance from short through to the longer term in collaboration with humanitarian and development actors and cluster partners.

For this CHF proposal, NRC will start preparing ground for the recently displaced to rejoin school either in displacement sites or in return areas in Juba and Bentiu. NRC will register all children of a school-going age in both UNMISS Tongping and UNMISS Bentui IDP sites as well as their school of origin. NRC will identify all teachers and teaching assistants in both sites as well as identify youth with sufficient education that they could be trained to be teacher-assistants.

Juba Tongping IDP site:

With the current constraints on land availability in the IDP site in Juba (UNMISS Tongping), specific education services inside the camp will be limited, but with the primary school year expected to commence in February, preparatory activities to enable the displaced children and youth of school-going age and idle youth to participate will be vital. With several alternative/expansion sites in Juba being planned with the inclusion of space for education preparatory activities will be paramount to provide timely physical, psychosocial and cognitive protection to children and youth affected by the conflict.

Bentiu IDP site:

NRC visited the Bentui site from 5th-6th January 2014 on behalf of the education cluster. IDPs in the site identified learning and playing activities for children and youth as a priority. Considerable concern was expressed about the 'idleness' of children and youth by IDPs and also humanitarian workers and UNMISS staff in Bentui. UNMISS have confirmed that an area could be made available for a tent to organize some education activities for children and youth in the Bentiu site. As the school year in Lakes is not starting until April, the first phase of the project would focus on recreational activities through games to keep children and youth in the 'learning spirit'. Teachers will be trained on life skills, life-saving messages and peace building skills during this project. Life skills training paired with business skills, literacy and numeracy will be provided to youth in the Bentiu site. Coordination between NRC and health, WASH and protection agencies to include hygiene promotion, HIV/Aids, GBV and gender sensitive messages and themes into the life skills trainings will be done.

To prepare for schooling starting in both IDP sites or on return to the place of origin, NRC will store stocks of emergency basic education supplies including 'School in a Box' kits, blackboards, papers and pens for children and teachers affected by emergencies. Recreational kits will be important to engage the children and youth in the existing IDP sites to try to mitigate some of the protection concerns which occurs in time of conflict with large number of idle children and youth in confined spaces.

NRC will carry out advocacy and awareness raising campaigns aimed at parents and children as well as the wider community on the importance of the return to school as soon as possible. In parallel, NRC will be working with the education cluster partners in relation to joint advocacy with the Ministry of Education in relation to children that have been displaced (whether inside or outside the IDP sites) who have not been able to take the P8 examination this year.

NRC will ensure good coordination with child protection and camp management agencies working in the sites. ACTED (camp managers in Tonping) has agreed to support NRC's activities through their outreach workers and community radio messaging.

ii) Project Objective

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

The overall objective for this NRC CHF submission is "Emergency Education preparedness and provision for IDPs in Juba and Bentui IDP sites" and it relates to the overall CAP objective on "to protect and nurture the physical, cognitive and psychosocial wellbeing and resilience of children and youth by providing access to safe, inclusive, protective and quality education, including recreation, life skills and psychosocial support in areas affected by or highly vulnerable to emergencies".

The specific objectives are adopted from the education cluster objectives as follows:

Specific Objective 1: Children, youth, teachers and teaching assistants displaced is prepared to return to school in areas of return or in IDP sites

should space allow

Specific Objective 2: Emergency teaching and learning materials is prepositioned to allow continuity of relevant education during and after the current crisis

Specific Objective 3: The IDP population in the sites promote children returning to school upon return or participating in learning activities in the sites.

Specific Objective 4: Vulnerable youth has accessed life skills training in Bentiu IDP site.

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).

Location	Outcome	Output	Activities	Beneficiaries
CES: Tongping IDP site Unity: Bentui IDP Site	Outcome 1 IDP site communities have preparedness and access to education activities	Output 1 Children and youth of school-age in the IDP sites are identified and registered Output 1.2 All teachers, teacher-assistants and potential new teacher-assistants identified and registered. Output 1.3 Education personnel have received training to enable education delivery	1.1.1 Registration and identification of children of school-going age in the IDP site. 1.2.1 Identification of teachers, teacher-assistants and potential new-teacher assistants in the IDP sites based on established criteria 1.3.1 Assessment of the capacity building needs and skills of teachers, teachers-assistants and potential teacher-assistants 1.3.2 Training of teachers, teacher-assistants and potential teacher-assistants done	Approximately 5833 children in Tongping and 2333 in Bentiu (assumes 1/3 of site are children, note we do not have any final statistics of IDPs in these sites) of which 50% girls. Approximately 50 teachers in Tongping and 25 in Bentui IDP sites. (Note we currently have no information on the number of displaced teachers in the sites)
CES: Tongping IDP site Unity: Bentui IDP Site	Outcome 2 Emergency teaching and learning materials is prepositioned to allow continuity of relevant education during and after the current crisis	Output 2 Teaching and learning materials are available	2.1.1 Identify suppliers of the goods 2.1.2. Procure the items 2.1.3 Stock the procured items in a safe space for easy access	As above
CES: Tongping IDP site Unity: Bentui IDP Site	Outcome 3 The IDP population in the sites promote children returning to school upon return or participating in learning activities in the sites.	Output 3 IDP site residents sensitized and empowered to participate and contribute to establishment, management and maintenance of Education activities.	3.1.1 Make use of existing advocacy messages and materials on the importance of education 3.1.2 Conduct sensitisation meetings with IDP communities	Approximately 17,500 IDPs in Tongping and 7,000 IDPs in Bentui
CES: Tongping IDP site Unity: Bentui IDP Site	Outcome 4 Vulnerable youth has accessed life skills training in Bentiu IDP site.	Output 4 Youth in the IDP sites have been trained in life skills training	4.1.1 Decide on vulnerability criteria for selection of the Youth 4.1.2 Identify youth fitting the criteria 4.1.3 Make necessary adjustments to the life skills training materials 4.1.4 Construct TLS 4.1.5 Refresh the teachers on the methodology and the learning materials 4.1.6 Conduct training in life skills with the youth	600 youth of which 50% girls

Upon approval, the project start would be 1st February 2014 and will end on 30th August, 2014.

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

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

NRC expects that the displaced children and youth targeted will have increased and equitable access to education through the following:

- Children and youth displaced prepared for starting education when they are able to return home or in the the IDP site if continued displacement continues.
- Teachers and teacher assistants prepared and trained in use of learner-centred teaching methodologies to work in returnee area schools or in IDP sites if displacement continues and space allows.
- Lifesaving messages and life skills training for youth affected by the crisis is delivered.
- Targeted communities understand the importance of education on return and/or in the sites if the school year starts whilst displacement continues.
- Emergency teaching and learning materials is prepositioned for easy distribution should schools open or space allow education activities to take place.
- Youth that has accessed life skills, business skills, literacy and numeracy training report aquired skills and knowledge to improve their livelihoods situation.

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	600 children
		Girls	300
		Boys	300
X	2.	Number of temporary learning spaces established	7 TLS (2 which are conditional upon the IDP site in Juba being decongested or additional land made available for learning activities).
	3.	Emergency affected learning spaces provided with gender segregated latrines
X	4.	Number of stakeholders that have a functional knowledge of child centered and participatory methodology	55 individuals
		Females	10
		Males	45
X	5.	# of emergency affected girls and boys benefiting from education in emergencies supplies	9166 children
		Girls	4583 girls (accurate figure for the IDP site in Bentiu is not available)
		Boys	4583 boys (accurate figure for the IDP site in Bentiu is not available)
X	6.	School in a Box distributed to emergency affected children, youth and teachers	25
X	7.	Recreation Kit distributed to emergency affected children, youth and teachers	12
X	8.	Blackboard distributed to emergency affected children, youth and teachers	25
	9.	ECD kit distributed to emergency affected children, youth and teachers	
X	10.	# of education actors (M/F) in emergency affected areas trained on life skills and psychosocial support	75 education actors
		Female	25
		Male	50
	11.	Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments
X	12.	# of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages	9841 individuals
		Women	320
		Girls	4583
		Men	355
		Boys	4583

vi). Cross Cutting Issues

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

In relation to gender, care will be taken to ensure that girls as well as boys of school going age are identified and all advocacy messages promoting education will particularly target girls and their families to advocate for more girls enrolling in school.

For the youth activities in Bentui, NRC will ensure that life skills training includes environmental issues, HIV/Aids awareness and hygiene promotion. In relation to any skills training for youth, NRC will ensure that trainers will use participatory methodologies. The teaching methodologies will not only be learner centered but gender sensitive and gender inclusive. Any training for youth will be accessible to young women. As a mandatory approach, NRC shall orient and train staff all its staff and outreach workers involved in this project on the Code of Conduct (COC) and create awareness about their role and responsibilities specifically regarding the protection of children.

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.

NRC will implement the project in collaboration with the Education Cluster and other NGOs working in the IDP sites. NRC senior management and Area Management will be responsible for the overall management and decision making of the project. The project staff will do direct implementation, while the finance and grants team will ensure all compliance related issues. NRC will work hand in hand with representatives of the IDP communities, particularly the chiefs in the sites. IDP community members and representatives will be engaged throughout the project implementation through their meetings and regular follow up of activities. Before full implementation of the project activities starts, start-up meetings with IDP leaders will be held to clarify roles to be played by each stakeholder. NRC will also strive to coordinate with other agencies working in the camps, particularly camp managers as well as other cluster partners. The education narrative reports will be accompanied by monthly financial reports which will be scrutinized by the Country Director.

viii) Monitoring and Reporting Plan

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

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

Project Monitoring and Evaluation will be undertaken in line with NRC guidelines that emphasize participatory approaches, relevance, accountability, timeliness of information and data and learning and reflection. The M and E process will focus on results monitoring which will assess project's progress against indicators at results and objective levels of the intervention logic as well as quality monitoring.

As a standard NRC practice, the M and E processes will be guided by the following key planning tools that will be prepared, discussed and shared with key project stakeholders including CHF focal points;

- a) Detailed Activity Implementation Plans (DIP's) - will outline the key activities and tasks to be undertaken to achieve the planned results. This tool will be used to track activity implementation in order to ensure planned activities are implemented on schedule and where appropriate adjustments are made to recoup lost time. It will be reviewed and updated on monthly basis (during the monthly review meetings) by the project implementation and management teams at the filed level. Updated DIP's will be shared with CHF focal points to keep them abreast of progress.
- b) Monitoring and Evaluation Work plan: This tool will outline specific plans for data collection, analysis, use and reporting premised on the logframe indicators. It will be reviewed on a quarterly basis (during quarterly reviews) based on the progress in the execution of the proposed M and E activities. It will guide project teams in scheduling of routine and periodic data collection, analysis, reporting, reflection and feedback of key findings into project implementation.
- c) Indicator Tracking Tool (ITT) – This tool will track indicator achievements on the key output/results indicators based on the prescribed frequencies in the logframe. Given the time sensitive nature of the proposed interventions, the ITT will be reviewed on a monthly basis (during monthly reviews) to track progress towards as well actual achievement of key results indicators. By so doing, prospects for non or delayed achievement of the indicators will be minimized or eliminated altogether. Summary indicator tracking reports will be prepared and fed into the main CHF monthly indicator reporting tool.

Measuring Activities and Results Achievement:

This will be done through routine and periodic data/information gathering activities, reporting and reflection events.

A monitoring framework for the project will be developed, implemented and ensure that regular monitoring of all education response activities and evolving learner needs of the affected population is carried out as outlined in the project proposal. The field staff and communities will be involved in the implementation and monitoring of the project. This regular monitoring will track and inform the programming. This process will examine the benefits and challenges of the project as well as how the project has been implemented. Donor reports will be produced and submitted as per the requirements.

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)
Norwegian NMFA	200,000 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/60222		Project title: Education for Children and Youth Affected by Acute Emergencies in South Sudan	Organisation: NRC	
Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Goal/Impact (cluster priorities)	Children and youth affected by emergencies have access to quality, lifesaving conflict sensitive education			
CHF project Objective	“Emergency Education preparedness and provision for IDPs in Juba and Bentui IDP sites”		Project end report Potential evaluation report (real-time)	Security situation allows for access to all project sites. Partner institutions and organisations remain committed and play complimentary roles in facilitating education service provision.
Outcome 1	IDP site communities have preparedness and access to education activities	% of IDP site communities (children, youth, teachers and teacher-assistants) report preparedness for return to education activities	Project baseline survey reports Project monitoring reports and visits Education cluster meeting minutes and reports End of project report	Security situation allows for access to all project sites. IDP population continuous to see the importance of education and the necessity of participating.
Outcome 2	Emergency teaching and learning materials is prepositioned to allow continuity of relevant education during and after the current crisis	Prepositioning and availability of teaching and learning materials are secured		
Outcome 3	The IDP population in the sites promote children returning to school upon return or participating in learning activities in the sites.	% of sensitized community members report support for education activities % of sensitized community members report participating in learning activities		
Outcome 4	Vulnerable youth has accessed life skills training in Bentiu IDP site.	% of vulnerable youth trained report using acquired skills and knowledge in improving livelihood situation		
Output 1.1	Children and youth of school-age in the IDP sites are identified and registered	# of children and youth of school going age identified and registered	Registration records Project monitoring and supervision visit	Security situation allows for access to all project sites.
Activity 1.1.1	Registration and identification of children of school-going age in the IDP site.			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Output 1.2	All teachers, teacher-assistants and potential new teacher-assistants identified and registered.	# of teachers, teacher-assistants and potential teacher-assistants identified and registered	reports Training records	IDP population continues to see the importance of education and the necessity of participating.
Activity 1.2.1	Identification of teachers, teacher-assistants and potential new-teacher assistants in the IDP sites based on established criteria		Attendance records	
Output 1.3	Education personnel have received training to enable education delivery	# of training sessions provided # of male and female teachers, teacher-assistants and potential teacher-assistants trained		
Activity 1.3.1	Assessment of the capacity building needs and skills of teachers, teachers-assistants and potential teacher-assistants			
Activity 1.3.2	Training of teachers, teacher-assistants and potential teacher-assistants done			
Outcome 2				
Output 2.1	Teaching and learning materials are available	# of school in a box kits stored (25) # of blackboards stored (25) # of recreational kits stored (12) # of tarpaulins stored (60) # of notebooks stored (20 000) # of pens stored (9860)	Supplies and distribution records Warehouse/Stock reports	Security situation allows for access to all project sites. IDP population continuous to see the importance of education and the necessity of participating.
Activity 2.1.1	Identify suppliers of the goods		Project monitoring and supervision visit reports	
Activity 2.1.2	Procure the items			
Activity 2.1.3	Stock the procured items in a safe space for easy access			
Outcome 3				
Output 3.1	IDP site residents sensitized and empowered to participate and contribute to establishment, management and maintenance of Education activities.	# of IDP site members that take part in awareness campaigns/sensitisation meetings # of IDP site sensitisation and advocacy meetings held	Records of sensitisation meetings and advocacy sessions provided Project monitoring and supervision visit reports	Security situation allows for access to all project sites. IDP population continuous to see the importance of education and the necessity of participating.
Activity 3.1.1	Make use of existing advocacy messages and materials on the importance of education		Meeting attendance lists	
Activity 3.1.2	Conduct sensitisation meetings with IDP communities		Community meeting reports Activity assessment report	
Outcome 4				
Output 4.1	Youth in the IDP sites have been trained in life skills training	# of male and female youth enrolled (600: 300f/300m) # of male and female youth trained (600; 300f/300m) # of TLS constructed (7 – 2 conditional on availability of space in Juba IDP site)	Record of trainings held Project monitoring and supervision visit reports Attendance lists	Security situation allows for access to all project sites. IDP population continuous to see the importance of education and the necessity of participating.

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Activity 4.1.1	Decide on vulnerability criteria for selection of the Youth		Enrolment records Activity reports	
Activity 4.1.2	Identify youth fitting the criteria			
Activity 4.1.3	Make necessary adjustments to the life skills training materials			
Activity 4.1.4	Construct TLS			
Activity 4.1.5	Refresh the teachers on the methodology and the learning materials			
Activity 4.1.6	Conduct training in life skills with the youth			

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:	1st February 2014	Project end date:	30th June 2014
----------------------------	-------------------------------------	--------------------------	----------------------------------

Activities	Q1/2014			Q2/2014			Q3/2014			Q4/2014		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1.1.1 Registration and identification of children of school-going age in the IDP site.												
1.2.1 Identification of teachers, teacher-assistants and potential new-teacher assistants in the IDP sites based on established criteria												
1.3.1 Assessment of the capacity building needs and skills of teachers, teachers-assistants and potential teacher-assistants												
1.3.2 Training of teachers, teacher-assistants and potential teacher-assistants done												
2.1.1 Identify suppliers of the goods												
2.1.2 Procure the items												
2.1.3 Stock the procured items in a safe space for easy access												
3.1.1 Make use of existing advocacy messages and materials on the importance of education												
3.1.2 Conduct sensitisation meetings with IDP communities												
4.1.1 Decide on vulnerability criteria for selection of the Youth												
4.1.2 Identify youth fitting the criteria												
4.1.3 Make necessary adjustments to the life skills training materials												
4.1.4 Construct TLS												
4.1.5 Refresh the teachers on the methodology and the learning materials												
4.1.6 Conduct training in life skills with the youth												

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