

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 <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, tarpaulins 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. 	Cluster Geographic Priorities for this CHF Round <ul style="list-style-type: none"> Central Equatoria ., Eastern Equatoria . Jonglei Lakes: Awerial 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		
Save the Children		
Project CAP Code	CAP Gender Code	
SSD-14/E/60679	2a	
CAP Project Title <i>(please write exact name as in the CAP)</i>		
Safe, Protective and Quality Education for emergency affected girls and boys from Returnees, IDP and host communities		
Total Project Budget requested in the in South Sudan CAP	US\$778,627	
Total funding secured for the CAP project (to date)	US\$ tbc	
Direct Beneficiaries <i>(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)</i>		
	Number of direct beneficiaries targeted in CHF Project	Number of direct beneficiaries targeted in the CAP
Women:	264	2,411
Girls:	1,200	2,887
Men:	64	2,295
Boys:	1,200	2,685
Total:	2,728	10,278
Project Location(s) - list State and County (payams when possible) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State		
State	%	County/ies (include payam when possible)
Lakes	100	Awerial
Funding requested from CHF for this project proposal US\$ 126,497		
Are some activities in this project proposal co-funded (including in-kind)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <i>(if yes, list the item and indicate the amount under column i of the budget sheet)</i>		
Indirect Beneficiaries / Catchment Population (if applicable)		
Indirect beneficiaries will include the IDP populations of Lakes (Awerial county). Several counties across these three states as well as the host populations who will benefit from the services.		

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

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

Contact details Organization's Country Office	
Organization's Address	Save the Children in South Sudan, Hai Malakal, P O Box 170, Juba, South Sudan
Project Focal Person	<i>Caitlin Brady</i> c.brady@savethechildren.org.uk
Country Director	<i>Alan Paul (interim)</i> Alan.Paul@savethechildren.org
Finance Officer	<i>Richard Odong</i> Richard.Odong@savethechildren.org
Monitoring & Reporting focal person	<i>Benson Maina</i> benson.maina@savethechildren.org

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

Indicate number of months: 3 months (1 February – 30 April 2014)

Contact details Organization's HQ	
Organization's Address	
Desk officer	<i>Name, Email, telephone</i>
Finance Officer	<i>Name, Email, telephone</i>

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

Heavy fighting between different elements of the South Sudan armed forces broke out in Juba in the evening of 15 December, and continued until around noon on 17 December, extending to other states. Since the crisis begun, the number of people killed in the clashes remains unknown, with thousands likely to have lost their lives. At least 413,000 people are known to have been displaced but the estimated figure is thought to be closer to 800,000 with 66,000 currently residing in and around UN bases. There are significant concentrations of people displaced reported in Central Equatoria, Jonglei, Lakes, Warrap, Upper Nile and Unity states. Violence continues to spread to other states including the oil producing regions of Unity and Upper Nile. The situation across the whole country remains volatile and unpredictable. There are concerns about the protection of civilians, even within UN compounds. The visible presence of the SPLA within some UN bases is hampering the ability of humanitarian partners to provide support to the affected civilians. Aid agencies currently have very limited information about displacement outside the main population centres but a multi-sector response to people displaced in Juba is underway, and partners are scaling up efforts to also assist civilians in the bases in Awerial, Bentiu, Bor and Malakal. Save the Children carried out an assessment in Awerial the week beginning 30th December to better understand the impact of displacement and conflict on populations living there.

Large numbers of people have been seen to leave Juba since the start of the crisis, and there have been reports of a large group of civilians congregating in Nimule on the border with Uganda. UNHCR reports that at least 100 people have crossed into Kenya, some 1,540 into Uganda and 290 into Sudan. A reported 3,100 have crossed the border to Ethiopia but it is unclear if this is related to the current crisis..

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.

The context in South Sudan since mid-December 2013 has rapidly changed and continues to deteriorate with widespread displacement, injury and death as a result of conflict. The current crisis has worsened South Sudan's already significant education challenges. Children are increasingly vulnerable to protection risks including sexual exploitation and abuse, physical violence and recruitment to armed groups. Family and community structures have been significantly affected and access to schooling largely impossible.

Given the high number of school going age children who have been displaced, support to the continuation of education provision will ensure that they do not miss substantial periods of schooling as they wait for conditions to improve before education services are restored. The proposed education in emergencies project will provide daily structure and purpose as well as a sense of normalcy, which, is critical to the psychosocial healing of conflict affected and displaced children. In addition to supporting children's social and intellectual development, education programs will provide physical protection from the dangers of a crisis environment, mitigate the psychosocial impact of the crisis, and facilitate screening for children who need special assistance.

With support from CHF, SC will minimize disruption of education during and after the emergency for a total of 3,000 learners (1,500 girls and 1,500 boys) and provide a protective environment that minimizes the risk of child protection violations and SGBV.

SC has been implementing Education in Emergencies (EiE) programs in Lakes and other states and has made a clear institutional commitment to providing quality programs that support children's well-being in emergencies and crises. SC has also recently implemented EiE projects in Juba following displacement from Jonglei in June/July 2013. The agency continues to invest in highly skilled staff who have the knowledge and skills to ensure provision of optimal EiE services. The agency has a strong established presence in 3 counties in the Lakes and has just opened a base in Awerial county for the purpose of assisting the increasing

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.

number of affected displaced population.

While only limited alternative funding has been secured for the activities proposed in this project, this project has been designed to complement ongoing (EIE) programs in the target counties.

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.

With CHF Funding, SC will ensure that Temporary Learning Spaces (TLS) are made child-friendly and protective by ensuring that each TLS has access to separate latrines for girls and boys as well as access to safe and clean water. CHF funding will also be used to pre-position and distribute teaching and learning materials to all the TLSs ensuring that conflict affected and displaced girls and boys have timely access to these materials to facilitate quick resumption of learning.

This funding will also enable the provision of recreational materials for each TLS. Distribution of eight recreational material kits will be accompanied with training of teachers, school administrators and PTA members on how to use recreational materials for psychosocial support. They will be sensitized on the importance of regularly structured play activities, such as sports, drama, music, poetry as they enable children to process the events around them and resume normal childhood development. PTAs and school administration will be involved (and where appropriate take the lead) in distributions of learning and other school materials. This strategy provides an opportunity to build the capacity of school administration in the management of school resources and accountability and engage the community in dialogue about education.

CHF funding will also be used to train teachers on psychosocial support and identification of children at risk of, or who have suffered from various child protection violations. This project will support TLSs to enable teachers to quickly and efficiently refer children with protection needs to child protection services. Teachers will collaborate with child protection staff to strengthen child protection within the TLSs. Furthermore, this project will hold a one-day orientation meeting for PTAs on Education in Emergencies so as to get them to support and actively mobilize their children to continue learning. Finally, CHF funding will enable SC to strengthen State Level Education cluster coordination in Lakes and Juba.

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)

To ensure that children from IDP and host communities affected by acute emergency in Lakes States can access quality education in a safe and protective environment.

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).

Objective 1: To provide children affected by emergencies in Lakes state (Awerial county) with safe, temporary child friendly learning spaces from February 1 to April 1, 2014.

- Establish 8 Temporary Learning Spaces (possibly using tents provided by UNICEF) in Awerial (Lakes state).
- Construct emergency latrines for girls and separate latrines for boys (specific numbers finalized after more in-depth assessment once fighting resides). This activity will be supported by Oxfam GB, and is not budgeted for under the current proposal.
- Provide TLSs with buckets for clean water (GIK provided by UNICEF).
- Promote hand-washing with ash or with soap if available.
- Strengthen referrals between TLSs and Child Friendly Spaces within the same payams.
- Create awareness on environmental hygiene.

Objective 2: To provide children affected by emergencies in Lakes states with essential teaching and learning materials from February 1 to April 1 2014.

- Supply and pre-position 'school in a box' (emergency teaching and learning materials including textbooks, pens, pencils, chalk, and stationary), blackboards, and recreational kits.
- Train teachers and school administrators on the use of the teaching, learning and recreational materials.

Objective 3: To provide training on psychosocial support and life saving messages to teachers and school administrators to strengthen psychosocial support for children affected by emergencies by April, 2014.

- Train teachers and school administrators on psychosocial support and life-saving messages
- Collaborate with the respective County Education Departments ensure each TLS is supplied with Teachers' Code of Conduct, teachers' oriented on the content and ensure all teachers sign the code of conduct
- Include environmental hygiene as part of life skills training and work with the school teachers and administrators to set up

garbage and waste disposal mechanisms.

- Work with teachers and PTA members to map out the available service providers within the TLS catchment areas as well as the relevant government authorities that can provide required support to survivors of SGBV.

Objective 4: To strengthen State level emergency preparedness and response and coordination in Lakes.

- Jointly with UNICEF through the core pipeline, pre-position education teaching, learning and recreational materials.
- Participate in EIE rapid needs assessments in the affected communities within the project.
- Provide emergency coordination support through joint cluster coordination at national level with UNICEF and as cluster lead in Lakes state.

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

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

The following results are expected by the end of the project:

- i) 2400 children affected by emergencies in Lakes will have been provided with safe, temporary child friendly learning spaces by April 2014;
- ii) 2400 children affected by emergencies in Lakes provided with essential teaching and learning materials by April 2014
- iii) 32 school in a box, 32 blackboards and 16 recreational kits pre-positioned and distributed to Temporary Learning Spaces to facilitate learning and psychosocial support activities
- iv) 8 TLSs will have been transformed into safer and protective environments where girls and boys are able to receive quality and relevant education, lifesaving information and psychosocial support
- v) The capacities of 32 teachers to provide education in emergencies will have been enhanced through training on Life skills and Psychosocial support;
- vi) 80 PTA members oriented on their roles as PTAs in school management and managing school resources
- vii) 80 PTA members taking lead in raising awareness and promoting education for girls and boys including children with disability.
- viii) The capacity of Lakes Education cluster to support emergencies in the state strengthened through better coordination amongst the education actors and with different County Education Departments.

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 <small>(Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).</small>	Target (indicate numbers or percentages) <small>(Targets should be disaggregated by age and sex as per the standard output indicators list and add-up to the number of direct beneficiaries identified page 1)</small>
x	1.	# of emergency affected children and youth attending temporary learning spaces/repared classrooms	2,400 children
		Girls	1,200
		Boys	1,200
	2.	# of classrooms repairedclassrooms
x	3.	# of temporary learning spaces established	8 TLS of 4 classrooms
x	4.	# of emergency affected learning spaces provided with gender segregated latrines	8 TLS of 7 Gender segregated latrines
X	5.	# of emergency affected girls and boys benefiting from education in emergencies supplies	2,400 children
		Girls	1200
		Boys	1200
X	6.	# of school in a Box distributed to emergency affected children, youth and teachers	32 boxes
x	7.	# of recreation Kit distributed to emergency affected children, youth and teachers	16 boxes
X	8.	# of blackboard distributed to emergency affected children, youth and teachers	32 pieces
	9.	# of ECD kit distributed to emergency affected children, youth and teachersboxes
	10.	# of tarpaulins distributed to emergency affected children, youth and teachers	64 pieces
X	11.	# of education actors (M/F) in emergency affected areas trained on life skills and psychosocial support	48 education actors
		Females	24
		Males	2
X	12.	# of children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	2,400 children
	13.	Girls	1200
	14.	Boys	1200

15.	# of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages	?....individuals
	Women
	Girls
	Men
	Boys
16.	(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.

Child protection has been integrated into the education in emergencies response. Strategies to address issues of inclusive and equal access for girls and boys, prevention of violence in school, quality of teaching and learning, observation of code of conduct by teachers as well as separate toilets for girls and boys have been put in place. Learning spaces will be an important avenue for passing on important protective messages, raising awareness and providing life skills to bolster girls' and boys' ability to recognize risks and respond accordingly. The project will disseminate the Code of Conduct for teachers and education staff and ensure this code is signed by all active teachers and education staff in the schools. Prior to this, SC will collaborate with the County Education Departments to organize sessions where the Code of Conduct will be explained in detail to all teachers, education staff and PTAs. SC will continuously monitor the child protection situation in each TLS and provide a child friendly, safe and confidential mechanism to report risks, or child protection violations.

SC has included an emphasis on girls' education in this project with a focus on community awareness and advocacy efforts. SC will work with the PTA members, sensitizing them on the importance of both girls and boys attending school and facilitating them to take a lead in promoting girls education. SC will jointly work with the community to assess ways of ensuring safe routes to school and this will determine siting of the new TLSs. Deliberate efforts will be made to identify and train female teachers who can be role models for girls in school. Further the project will ensure that female teachers have been trained and are available to work with the girls, and can offer confidentiality and pastoral advice. The TLSs will also provide boys with a protective environment, providing structure and hope in their lives, thus minimizing the risk of voluntarily joining the barracks in search of livelihood and survival. This project will make deliberate efforts to ensure at least 40% women representation in PTAs. Further, the project will ensure that the PTA environment is enabling for women's participation. All planning meetings and trainings will be held at a time when women are most likely to attend and all meetings and training will end early to enable women to return home before dark.

The TLSs will also be an opportunity to reach adolescent girls and boys with appropriate Reproductive health information. Female and male school teachers will collaborate with health service providers to conduct focus groups with adolescent girls and boys to assess their experiences and knowledge gaps regarding reproductive health, HIV/AIDS and risky sexual behaviour. Reproductive and sexual health information and education will be provided in a cultural and gender sensitive way to ensure the participation of both adolescent girls and boys.

This project will conduct Focus Group Discussions with the target communities to determine the stereotypes for different types of disabilities that exist among the population and may hinder access to education for these girls and boys. Sensitization campaigns will be designed to demystify the stereotypes and encourage parents and caregivers of disabled children to bring them to school. Additionally, teachers and administrators will be sensitized on practical strategies to address the needs of disabled children. For instance children identified as having sight and hearing disabilities will be placed closer to the front to see or hear better.

Environmental Education will be provided as part of the school curriculum. Teachers in TLSs will work with girls and boys to ensure that the compounds are litter free and that each TLS has a garbage pit for disposing of waste.

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.

Save the Children will be responsible for implementation, management and delivery of this project. However, SC will coordinate with the County Education Departments, conduct joint planning and joint monitoring of the project sites. SC will also coordinate closely with other education actors to ensure that there is no duplication in planned activities and locations. SC is also the co-lead for the Education cluster and will continue to work within this mechanism to ensure coordination of actions by SC and partner projects.

Prior to the current crisis, Save the Children had a substantial presence in Lakes with ongoing education projects in multiple locations. SC has experienced staff in the Education sector as well as dedicated expertise in Child Protection that are based in the project implementation sites. Projects have been implemented directly in close coordination with the MoE and other education partners. SC carried out a recent assessment in Awerial and is well positioned to start direct implementation of education programmes to support IDPs. Many of those displaced have been previously supported by SC interventions in Education in and are supportive of SC interventions in Awerial.

The number of staff currently in post in SC in South Sudan has dramatically reduced in recent weeks with international and relocatable staff evacuated from field sites and a skeleton staff remaining in Juba and the field to initiate the response. Additional emergency focused staff are being deployed in the coming days in order to support the scale up of the response, including dedicated educational technical staff who will be focused on the delivery of EiE programming. An additional core team will support operation remotely from Nairobi, including EiE specialists and the staffing options will continue to be addressed over the coming weeks and months. As access allows, SC will reinstate its decentralized program management structure with Deputy Directors for

Program Implementation (DDPIs) based at state level who will provide management and leadership to the field implementation team of this project, with close support from the humanitarian focused team. The DDPIs are supported by a fully-fledged programme and support structure that has technical, finance, HR and Admin and Procurement and Logistics functions. Overall programming direction and guidance will be provided by the Deputy Director for Humanitarian Response.

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.

Monitoring: In accordance with SC in South Sudan’s Monitoring, Evaluation, Accountability and Learning (MEAL) framework, a project specific MEAL plan and indicator performance tracking table will be designed at the outset of the project. MEAL systems provide project management information on whether activities are implemented as planned, what problems/ risks need to be resolved, what expected or unexpected impacts have occurred, and what lessons can be learned for the selection and design of future projects. Relevant project specific MEAL tools will be adapted from existing standardized education and child protection sector tools to ensure the regular collection and analysis of data. Ongoing site visits will be conducted by project staff and field based MEAL staff to ensure that project activities are proceeding on schedule and identify challenges that require immediate action.

Training of programme staff and volunteers to ensure they have necessary technical skills in their thematic areas, in addition continuous capacity and attitude improvement to implement result based, participatory and accountable emergency programmes.

Reporting: Narrative reports providing information on the implementation progress and highlighting achievements, challenges and constraints will be compiled and shared with UNDP on a quarterly basis. The reports are a part of the accountability process of SC to stakeholders, partners, children and the donor. There will be two levels of reporting.

- Quarterly reporting – Internal project activity reports will be prepared on the basis of monitoring reports and finance reports will be based on monthly Budget Variance Analyses. This will form the basis for review and re-planning of project activities.
- Completion report to UNDP: 30 days after end of the project, a final narrative and financial (audited) reports will be.

Accountability: SC will work to ensure that principles of accountability are mainstreamed throughout our programme design, implementation and M&E work; as well through specific accountability activities to improve our information sharing and transparency, beneficiary participation and our ability to receive and respond to feedback and complaints from children, communities and partners. An appropriate, safe and inclusive community based feedback and complaints handling mechanism will be established and implemented to provide platforms for beneficiary’s active involvement in project and avenues to voice any issues or concerns about the project.

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)
SIDA Rapid Response Mechanism, January 1 to May 1, 2014	\$96,000
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/60679	Project title: Safe, Protective and Quality Education for emergency affected girls and boys from Returnees, IDP and host communities	Organisation: Save the Children

Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
<p><i>What are the Cluster Priority activities for this CHF funding round this project is contributing to?</i></p> <ul style="list-style-type: none"> 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, tarpaulins 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. <p>Goal/Impact (cluster priorities)</p>	<p><i>What are the key indicators related to the achievement of</i></p> <ul style="list-style-type: none"> Number of emergency affected children and youth (M/F) attending temporary learning spaces School in a Box distributed to emergency affected children, youth and teachers Recreation kits distributed to emergency affected children, youth and teachers Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments Trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces 	<p><i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> Temporary Learning Spaces enrolment registers Temporary Learning Spaces attendance registers Classroom observation Distribution lists and physical site verification Rapid TLS assessment report Training records and attendance lists 	

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
CHF project Objective	<p><i>What is the result the project will contribute to by the end of this CHF funded project?</i></p> <p>To ensure that 2400 children from IDPs and host community affected by acute emergencies access quality education in emergency (EiE) in a safe and protective environment.</p>	<p><i>What indicators will be used to measure whether the CHF Project Objective are achieved?</i></p> <ul style="list-style-type: none"> • Proportion of all school-age children in the emergency affected community who regularly attend school, (disaggregated by age and gender) • Proportion of learning spaces that are perceived as safe by the learners and the parents/caregivers • Proportion of trained teachers and school administrators applying skills acquired through training 	<p><i>What sources of information will be collected/already exist to measure this indicator?</i></p> <ul style="list-style-type: none"> • Temporary Learning Spaces enrolment registers • Temporary Learning Spaces attendance registers • Observation 	<p><i>What factors not under the control of the project are necessary to achieve these objectives? What factors may get in the way of achieving these objectives?</i></p> <ul style="list-style-type: none"> • Pre-positioning of educational supplies will be done timely to enable rapid distribution when required <p><i>Risks</i></p> <ul style="list-style-type: none"> • A deterioration in security situation that results in secondary displacement of already displaced populations; • Inter-tribal fighting which could possibly result in burning/destruction of TLSs • Unprecedented flooding that is not consistent with normal patterns of flooding
Outcome 1	<p><i>What change will be observed as a result of this CHF Project. E.g. changes in access, skills, knowledge, practice/behaviors of the direct beneficiaries?</i></p> <p>Continued learning for 2400 children affected by emergencies through increased access to protective temporary learning spaces and availability of EiE materials</p>	<p><i>What are the indicator(s) used to measure whether and to what extent the project achieves the envisaged outcomes?</i></p> <ul style="list-style-type: none"> • Proportion of crisis affected children (gender and age disaggregated) enrolled in temporary learning spaces • Proportion of learning spaces providing psychosocial support program within the school curriculum 	<p><i>What are the sources of information collected for these indicators?</i></p>	<ul style="list-style-type: none"> • Pre-positioning of educational supplies will be done timely to enable rapid distribution when required <p><i>Risks</i></p> <ul style="list-style-type: none"> • A deterioration in security situation that results in secondary displacement of already displaced populations; • Inter-tribal fighting which could possibly result in burning/destruction of TLSs • Unprecedented flooding that is not consistent with normal patterns of flooding
Output 1.1	8 TLSs established	<ul style="list-style-type: none"> • # of TLSs established 	<ul style="list-style-type: none"> • Project monitoring reports • Observation/photos during field visits • UNICEF release/transfer documents 	

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Activity 1.1.1	Community mobilization activities for emergency affected communities			
Activity 1.1.2	Establish 8 Temporary Learning Spaces using tents provided by UNICEF			
Activity 1.1.3	Work with community to identify safe places for setting up temporary learning spaces; mobilize community to clear identified spaces of harmful objects and debris			
Activity 1.1.4	Support school administration to set up PTA if not already in place			
Activity 1.1.5	Conduct awareness raising and sensitization in the community on the importance of girl's education and children with disability and lobby for increased enrolment for both (girls and children with disability).			
Activity 1.1.6	Monitor the level of functionality of each learning space			
Output 1.2	8 TLS provided with gender segregated latrines	# of temporary latrines (separate for girls and boys) constructed	<ul style="list-style-type: none"> • Project monitoring reports • Observation/photos during field visits 	
Activity 1.2.1	Construct emergency latrines in 8 TLSs for girls and boys			
Output 1.3	EiE teaching and learning materials and supplies delivered to all temporary learning spaces	# and type of teaching and learning materials and supplies distributed to each temporary learning space	<ul style="list-style-type: none"> • SC Distribution and waybills • School store records • UNICEF release/transfer documents 	
Activity 1.3.1	Deliver EiE materials and supplies to each temporary learning space			
Output 1.4	Hygiene promotion conducted and buckets provided for hand-washing in all TLSs	# of buckets and promotion activities for hand-washing provided for each TLS	<ul style="list-style-type: none"> • SC Distribution and waybills • School store records 	
	Provide TLSs with buckets for clean water			
	Promote hand-washing with ash or with soap if available			
Output 1.5	Teachers, school administration and PTA members trained on the correct use of the distributed school supplies	# of teachers, school administration and PTA members (gender disaggregated) trained on the correct use of distributed school supplies	<ul style="list-style-type: none"> • Training reports • List of participants for each training 	
	Train teachers, School administrators and PTA on correct use of distributed materials			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Outcome 2	Psychosocial impact of the emergency mitigated by providing rapid, structured recreational activities for affected children and youth.	<ul style="list-style-type: none"> • Proportion of crisis affected children (gender and age disaggregated) enrolled in temporary learning spaces • Proportion of learning spaces providing psychosocial support program within the school curriculum 	<ul style="list-style-type: none"> • School attendance records • Monitoring visits and reports • Training reports • List of participants for each training 	<ul style="list-style-type: none"> • Pre-positioning of educational supplies will be done timely to enable rapid distribution when required <p><i>Risks</i></p> <ul style="list-style-type: none"> • A deterioration in security situation that results in secondary displacement of already displaced populations; • Communities are not affected by multiple emergencies that will disrupt the ongoing psychosocial support program for children • Inter-tribal fighting which could possibly result in burning/destruction of TLSs • Unprecedented flooding that is not consistent with normal patterns of flooding
Output 2.1	Teachers, school administrators and PTA members trained on provision of psychosocial support to children	<ul style="list-style-type: none"> • #of teachers, school administrators and PTA members (gender disaggregated) trained on psychosocial support and life skills 	<ul style="list-style-type: none"> • Training reports • List of participants for each training 	
Activity 2.1.1	Sensitize emergency affected communities on the importance of psychosocial support for their children and young people;			
Activity 2.1.2	Conduct rapid training of teachers, school administrators and PTA members covering psychosocial impacts of emergencies, basic child development, protection, and program Implementation			
Activity 2.1.3	Support teachers and school administrators to set up structured play activities within the school curriculum			
Output 2.2	All TLSs supplied with copies of Teachers Code of Conduct and teachers trained on its application	# of TLSs with copies of Teachers Code of Conduct	<ul style="list-style-type: none"> • SC Distribution and waybills • School store records • Training reports • Lists of participants for each training 	
Activity 2.2.1	Printing and distribution of Code of Conduct			
Activity 2.2.2	Conduct training with teachers of the content and application of the Code of Conduct			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Outcome 3	Improved emergency preparedness, response and coordination capacity in Lakes	# of education actors regularly attending coordination meetings and prepositioned emergency supplies in place	<ul style="list-style-type: none"> • Registration list of Lakes State SECs members; • Minutes of Lakes State SECs meetings; • Field visits reports Delivery bills of EIE materials; • Project monitoring reports 	<ul style="list-style-type: none"> • UNICEF will be able to pre- position the required GIK in their regional hubs on time and in adequate quantities
Output 3.1	State level Education cluster in Lakes regularly meeting and engaging with SMoE in coordination of emergency response	At least 1 SEC meeting per month is held in Lakes State with an updated county coverage mapping made available		
Activity 3.1.1	Attend Monthly coordination meetings in Juba and Lakes			
Output 3.2	Surge capacity in place and available for rapid emergency response	Locations for delivery of school supplies prioritized through the SEC		
Activity 3.2.1	Prepositioning of Education in Emergency materials			

PROJECT WORK PLAN

This section must include a workplan with clear indication of the specific timeline for each main activity and sub-activity (if applicable). The workplan must be outlined with reference to the quarters of the calendar year. Please insert as well the key monitoring activities to be conducted during the project implementation (collection of baseline, monitoring visits, surveys etc.)

Project start date: 1 February 2014 **Project end date:** 30 April 2014

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

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.

Activities	Q1/2014			Q2/2014			Q3/2014			Q4/2014			Q1/2014	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
Activity 1: Mobilize communities		x	x	x										
Activity 2 Establish 8 Temporary Learning Spaces using tents provided by UNICEF		x	x											
Activity 3 Construct emergency latrines for girls and separated latrines for boys		x	x											
Activity 4 Provide TLSs with buckets for hand washing		x	x											
Activity 5 Promote hand-washing with ash or with soap if available		x	x											
Activity 6 Create awareness in the community on the importance of girl's education and children with disability and lobby for increased enrolment for both (girls and children with disability).			x	x										
Activity 7 Create awareness on environmental hygiene within the TCFLS		X	x	x										
Activity 8 Supply and pre-position 32 school in a box (emergency teaching and learning materials including textbooks, pens, pencils, chalk, stationery) 32 blackboards, 16 recreational kits, 64 tarpaulin.		X	X											
Activity 9 Train 32 volunteer teachers and school administrators on the use of the teaching, learning and recreational materials.		X	x	x										
Activity 10 Train teachers and school administrators on psychosocial support and life saving messages			X	x										
Activity 11 Training for 32 volunteer teachers on basic pedagogical competencies			x											
Activity 12- Payment of incentive to volunteer teachers		x	x	x										
Activity 13 Collaborate with the respective County Education Departments ensure each TLS is supplied with Teachers' Code of Conduct, teachers' oriented on the content and ensure all teachers sign the code of conduct		X	X											
Activity 14 Include environmental hygiene as part of life skills training and work with the school teachers and administrators to set up of garbage and waste disposal mechanisms at the TCFLS.		X	X											
Activity 15: 1- day orientation of school administrators, school teachers on correct use of school materials		X	X											
Activity 16 Facilitate national level emergency response personnel (EiE Project Officers) to increase surge capacity during emergency in this project.			X	x										
Activity 17 Jointly with UNICEF through the core pipeline, pre-position education teaching, learning and recreational materials.		x	X											