

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					
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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	
Universal Network for Knowledge & Empowerment Agency		State	% County/ies (include payam when possible)
Project CAP Code	CAP Gender Code	Upper Nile	35% Nasir
SSD-14/E/60079	2a	Upper Nile	35% Maiwut
CAP Project Title (please write exact name as in the CAP)		Upper Nile	30% Longechuk
Increase access to life saving education for emergency affected boys, girls & youths from returnees, IDPs and host communities			
Total Project Budget requested in the in South Sudan CAP		Funding requested from CHF for this project proposal	
US\$: 383 488		US\$: 150,000	

Total funding secured for the CAP project (to date)	US\$:00
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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:	20	46
Girls:	1,018	2,260
Men:	15	44
Boys:	1,028	2,610
Total:	2,081	4,960

Indirect Beneficiaries / Catchment Population (if applicable)
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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) UNKEA
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Indicate number of months: 6 1 st January 2014 – 30 th June 2014

Contact details Organization's Country Office	
Organization's Address	P.O. Box 504 Juba-South Sudan Munuki Payam (ICCO compound) along Gudele road
Project Focal Person	Gatluak Chieng Yiol Education Manager gatluaky2010@yahoo.com +211 955 323 372
Country Director	Simon Bhan Chuol Executive Director unkea.southsudan@gmail.com unkea.sudan@yahoo.com simon@unkea.net + 211 (0) 917 976 984 + 211 (0) 955 295 774
Finance Officer	David Dak Deng Finance Manager deng_dak@yahoo.co.uk david.dak@unkea.net + 211 (0) 955 812 211 +211 (0) 910485494
Monitoring & Reporting focal person	Yien Chan Chol y_chan1980@yahoo.com + 211 (0) 914 161 124 + 211 (0) 921 212 572

Contact details Organization's HQ	
Organization's Address	P.O. Box 504, Nasir County South Sudan
Desk officer	info@unkea.net Benard Sangula
Finance Officer	David Dak Deng Finance Manager deng_dak@yahoo.co.uk david.dak@unkea.net + 211 (0) 955 812 211 +211 (0) 910485494

<p>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</p> <p>Humanitarian emergencies continue to persist in Nasir, Maiwut and Longechuk Counties rank as extremely high in terms of education emergency vulnerability in Upper Nile state which comes out with extremely high vulnerability indices in the whole of South Sudan. (South Sudan Education clusters projected 3,467 girls, 3,594 boys, 24 women and 68 men in Upper Nile State will be displaced and have no access to education. The biggest factor driving this vulnerability is the post conflict situation exacerbated by persistent insecurity, displacements and increased number of returnees and host communities.</p> <p>Demand for emergency basic education has been overwhelmed due to inadequate learning space with very high pupil-classroom ratio of 63.2, per qualified teachers, limited government capacities and high population mobility. This has resulted to high illiteracy rate among school going aged. The girl child is extremely disadvantaged in accessing school than boys due to confinement to social, cultural believes, traditional practices and domestic activities at home and early marriage enrolment. While in other hand boys are disadvantage in accessing school due to child soldier recruitment and looking after cattle. The school enrolment in 2014 among school going age is expected to be extremely low due to government austerity and displacement of the people measure in the country limiting the government funding capacity.</p> <p>It's therefore hoped that this emergency education intervention will provide access to quality and protective basic emergency education and reduce illiteracy among school going age children in the four counties. Additionally this project will empower the communities to enhance education to their children. This project will also pave way for the realization of universal access to quality and protective basic education by most vulnerable children affected by natural or man-made disasters in the three Counties of Nasir, Maiwut, and Longechuk counties in Upper Nile state.</p>

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.

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.

This project funding will contribute to delivery of quality and protective emergency basic education to most extremely high vulnerable school age boys and girls coping up with natural and man-made disasters. Specifically, this funding will support the establishment of protected semi-permanent and repaired of protected learning space, distribution of education emergency supplies, constructing segregated latrines facilities that are friendly used by the children with disability, distribution of ECD kits, Tarpaulins, recreation kits, production of user friendly instruction materials in local languages, capacities building through psychosocial and life skill training of teachers, PTA/SMC, active community mobilizations and sensitizations especially on importance of girls' child education through radio show talk. The community mobilization can be done using club through small groups' discussion, debates, dramas and songs and radio show talk.

Additionally, this funding will enhance the provision of clean and safe water through safe water storage, purification and treatment. At the same time provision of water tanks for hand washing in schools will be under taken. To ensure optimum access and utilization, active mobilization and sensitization of school children through targeted mobile outreach activities.

With six month funding from CHF 2013 round 2 allocation in Nasir and Longechuk Counties which UNKEA is currently implementing in provision of semi-temporary learning space and the proposed activities to complement the ongoing activities and will provide more learning space to the IDPs, Returnees and host communities who are most vulnerable in areas prone of emergency in Upper Nile state.

With 10 years presence in the country, UNKEA has strong community's support, acceptability and involvement making its programs cost effective and sustainable. Working with community volunteers and local resource persons are added value of UNKEA. UNKEA will involve consultative and inclusive process through working with its partners such as CED, National and State Education clusters, UNICEF, SMOE, and ICCO in supporting education system in three selected 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.

The establishment of 8 semi-permanent learning spaces and repair of 3 existed primary schools will increase access to protective and quality learning spaces to 2,046 school-age children (1,018 girls and 1,028 boys) across the three counties of Upper Nile state. Addition, training of 20 female teachers/PTA and 15 male teachers/PTA on psycho-social support, life-skills, life-saving, education continuity and planning. Installation of latrine and hand washing facilities per schools in the three counties this will address hygiene and sanitation challenges that are major triggered of increased spread of communicable diseases such as diarrhea among school children, youth and adults in areas affected by or highly vulnerable emergencies.

Additionally, printing/distribution of picture codes will facilitate the delivery of life saving messages and psycho-social support to children, youth and adults who have been negatively affected by emergencies.

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)

- To enhance education activities by supporting girls, boys and youths through setting up protected temporary learning spaces.
- Provision of school learning materials in emergencies situation
- To built the capacity of local actors (PTAs/SMCs and teachers) in mitigating the bad effects of education emergencies shocks on children and families through provision of psycho-social support and training services.

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).

- Community consultation meeting on the onset of the project in three Counties
- Provide surge capacity including logistic support (boat transport) and needs assessments with two group female and male
- Setting up 8 semi-permanent (protected) learning spaces and 3 rehabilitate of existed primary schools in the three counties of Nasir, Maiwut and Longechuk Upper Nile.
- Distribution of basic emergency education learning materials to (girls/boys/women/men) in emergency affected areas
- Provision of recreation activities to the girls and boys in areas affected by/highly emergency prone
- Training of education actors female/male (Teachers, Counties education staffs and PTAs) on Psycho-social support, life skills and life saving message in three counties)
- Conducting training on emergency response and preparedness and disaster risk reduction
- Dissemination of equality on gender, HIV/AIDS (through health education) and Environment awareness message through radio talk, printing of IEC materials and public places in three counties
- Inclusive education and installation of latrine that are friendly used by children with disability
- Involvement of women and men in project planning, implementation, monitoring and evaluation and community group discussion and awareness conducted
- Distribution of ECD kits to the selected schools

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

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

Increased access to quality and protective basic emergency education by vulnerable IDPs, returnees and host communities children, youth and adults in areas affected by or highly vulnerable to emergencies. Building capacities of teachers and communities to provide quality and protective basic emergency education in three counties. Empowerment of communities on the importance of girl child education including SGBV and reduction in occurrence and transmission of communicable diseases through increased access to latrine and hand washing facilities.

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/repared classrooms	2,046 children
		Girls	1,018
		Boys	1,028
X	2.	# of classrooms repaired	3 classrooms
X	3.	# of temporary learning spaces established	8 TLS of classrooms
X	4.	# of emergency affected learning spaces provided with gender segregated latrines	22 latrine of 11 schools 2 latrine per school (1 boy/1girls)
X	5.	# of emergency affected girls and boys benefiting from education in emergencies supplies	2,046 children
		Girls	1,018
		Boys	1,028
X	6.	# of school in a Box distributed to emergency affected children, youth and teachers	11 boxes
X	7.	# of recreation Kit distributed to emergency affected children, youth and teachers	11 boxes
X	8.	# of blackboard distributed to emergency affected children, youth and teachers	11 pieces
X	9.	# of ECD kit distributed to emergency affected children, youth and teachers	11 boxes
X	10.	# of education actors (M/F) in emergency affected areas trained on life skills and psychosocial support	35 education actors
		Females	20
		males	15
X	11.	# of children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	2,046 children and youth
		Girls	1,018
		Boys	1,028
X	12.	# of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages	2081 individuals
		Women	20
		Girls	1,018
		Men	15
		Boys	1,028
	13.	# of school garden established	11
	14.	# of community members attend planning, implementation, monitoring and evaluation meetings	15
	15.	# of radio show talk in Naath radio	6
	16.	# of youth, children, and adults reached with awareness campaign on environment conservation	11,512 children
		Women	4,222
		Girls	1,988
		Men	3,453
		Boys	1,849
	17.	# of children, youth and adults reached with awareness campaign on HIV/AIDS	11,512 children
		Women	4,222
		Girls	1,988
		Men	3,453
		Boys	1,849

vi). Cross Cutting Issues

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

The project will put in to consideration a number of cross-cutting issues in addressing the identified objectives. This will include environmental protection through trees planting, safe waste management and child protection. In addition, targeted de-worming of children and health education on HIV/AIDS, Malaria prevention, hand washing and nutrition will be address among boys and girls.

The children will be engage in school sport activities as a way of enhancing peace and reconciliation among difference ethnic tribes or clans. Prevention and control of sexual gender based violent (SGBV) will be incorporated into the communities outreach activities.

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.

Provision of basic emergency education services will be done in 11 primary schools. UNKEA will include a mixture of innovative approach using community outreach event during which importance of girl child education, hygiene and sanitation, environmental protection. Improvement and equipment of learning facilities, repairs, renovations and construction of protected and quality semi/temporary learning spaces.

Capacity building through life skills and psychosocial support training and supportive supervision staff will be a key component of quality management system through improving efficiency and effectiveness of education system. Effective education information and management system will be enhanced to ensure that data is used for informing decision making in the course of implementing the project. UNKEA will ensure that data is effectively captured, analyzed, disseminated and utilized by all stakeholders (government, donors, clusters and other partners) at all stages of the project implementation.

Ministry of Education and community involvement through recruitment and training of community leaders and community educators will be under taken. UNKEA will however, initiate and promote dialogue and close collaboration with it partners such as Ministry of education both national, state and Counties level, NGOs, the communities and County local authorities Education department. The Ministry of education at various levels will provide addition learning materials, participate in monitoring and evaluation.

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.

Through previous operational experience, UNKEA has developed strong skills in identifying and measuring appropriate indicators, in data collection, analysis, and in partnering with donors and other agencies to coordinate the dissemination of information. UNKEA will ensure the prompt and accurate collection of information and compile the results for data analysis and program evaluation according to the goal, objectives, and indicators of the program. The following initiatives will be adopted to incorporate the activities in this proposal into the current monitoring plan.

A. Planning workshop, community group discussion and consultation will be conducted in February- March 2014 at the beginning of the project and also at the end of project evaluation process. This will ensure that UNKEA community are involve in the onset of project implementation and has good data with which to measure progress against during the intervention. This is necessary due to the regular movement of IDPs and returnees in the targeted areas and lack of reliable data on the target group available with which to compare project progress. UNKEA planning several trainings to be held in order to ensure that all staffs and stakeholders understand the proposal and work plan well, to formulate individual staff work plans, which will tie performance to agree upon timelines for compiling monitoring information and reporting. Focus group discussion will be use as a mean to measuring the level of satisfaction of the target beneficiaries.

B. Monitoring methodologies will be consistent with those outlined for each indicator in the logical framework provided above.

C. Output indicators will be measured using program records and reports.

D. The Education Advisor will be responsible for the monitoring of activities as per the log frame and work plan. This will include regular visits to all sites in the Program, monitoring of staff activities, compiling and analyzing program records, assessing external variables, tracking changes and making modifications to the program or work plan accordingly in order to ensure the attainment of objective. The Executive Director will have overall responsibility for making sure that these activities take place and will coordinate the program from Juba and Malakal. The Executive Director and Education expert will also attend cluster working group and coordination meetings, ensure the relevant information is factored into program implementation and share UNKEA's progress and statistical information with other agencies where appropriate.

E. Given the difficulty of working in the South Sudan environment due to poor infrastructure and lower schooling level of staff and beneficiaries. UNKEA will continue to build the operational capacity of local staffs, county education staffs and community leaders in monitoring and evaluation and project cycle management (PCM) and maximize their participation in all activities.

D. Total funding secured 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.

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:

This section is **NOT required** at the first submission of a proposal to the cluster coordinator/co-coordinator. However it is required to be filled for proposals recommended for funding by the Advisory Board.

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/60079		Project title: Increase access to life saving education for emergency affected boys, girls & youths from returnees, IDPs and host communities	Organisation: <u>UNKEA</u>
Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
<p>Goal/Impact (cluster priorities)</p> <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"> 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. 	<p><i>What are the key indicators related to the achievement of</i></p> <p><i># of semi temporary learning space established</i></p>	<p><i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> - Construction report - Pupil attendance lists 	<p>Stability</p>

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> <ul style="list-style-type: none"> To enhance education activities by supporting girls, boys and youths through setting up protected temporary learning spaces. Provision of school learning materials in emergencies situation To built the capacity of local actors (PTAs/SMCs and teachers) in mitigating the bad effects of education emergencies shocks on children and families through provision of psycho-social support and training services. 	<p><i>What indicators will be used to measure whether the CHF Project Objective are achieved?</i></p> <ul style="list-style-type: none"> # of semi-permanent learning space provided # of school provided with emergency learning materials # of capacity building training conducted 	<p><i>What sources of information will be collected/already exist to measure this indicator?</i></p> <ul style="list-style-type: none"> School attendant sheets Project progress reports Field reports Training/workshop report 	<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"> Security will prevail Community acceptability and participation in the project Continuous funding support
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> <ul style="list-style-type: none"> Increase access to life saving education for emergency affected boys, girls & youths from returnees, IDPs and host communities 	<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"> 1,018 girls, 1028 boys and 35 female and male teachers access emergency education 	<p><i>What are the sources of information collected for these indicators?</i></p> <ul style="list-style-type: none"> School attendant and enrolment Teacher training attendance sheet 	<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"> Children will definitely come for learning
Output 1.1	<p><i>List the products, goods and services that will result from the implementation of project activities and lead to the achievement of the outcome.</i></p> <ul style="list-style-type: none"> Establishment of temporary learning spaces Supplies of emergency education materials to 11 targeted schools in three counties 	<p><i>What are the indicator(s) to measure whether and to what extent the project achieves the output?</i> <i>Ensure the indicators identified in Section II (v) of this proposal are adequately inserted in this section.</i></p> <ul style="list-style-type: none"> # and % of teachers training on psycho-social, life skills and life saving messages # of the supplies distributed in the target schools 	<p><i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> Training attendance lists Supplies distribution lists School attendance and field report 	<p><i>What factors not under the control of the project are necessary to achieve the expected outcomes? What factors may get in the way of achieving these objectives?</i></p> <ul style="list-style-type: none"> Security will prevail Community will allow their children to attend school
Activity 1.1.1	Setting up 8 Semi-permanent (protected) learning spaces and 3 rehabilitate of existed primary schools in the three counties of Nasir, Maiwut and Longechuk Upper Nile.			
Activity 1.1.2	Distribution of basic emergency education learning materials to (girls/boys/women/men) in emergency affected areas			
Activity 1.1.3	Provision of recreation activities to the girls and boys in areas affected by/highly emergency prone			
Activity 1.1.4	Distribution of ECD kits to the selected schools			
Output 1.2	Capacity building of teachers and communities empowered to provide basic emergency education in three counties.	# of teacher training conducted	Training report	Security will prevail
Activity 1.2.1	Provide surge capacity including logistic support (boat transport) and needs assessments with two group female and male			
Activity 1.2.2	Community consultation meeting on the onset of the project in three Counties			

Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
Activity 1.2.3	Conducting training on emergency response and preparedness and disaster risk reduction		
Output 1.3	Conducting community awareness on important of girl child education	# of awareness campaign conducted	Awareness campaign checklist
Activity 1.3.1	Dissemination of equality on gender, HIV/AIDS (through health education) and Environment awareness message through radio talk, printing of IEC materials and public places in three counties		
Activity 1.3.2	Inclusive education and installation of latrine that are friendly used by children with disability		
Activity 1.3.3	Training of education actors female/male (Teachers, Counties education staffs and PTAs) on Psycho-social support, life skills and life saving message in three counties		
Activity 1.3.4	Involvement of women and men in project planning, implementation, monitoring and evaluation and community group discussion and awareness conducted		
Outcome 2			
Output 2.1			
Activity 2.1.1			
Activity 2.1.2			
Activity ...			
Output 2.2			
Activity 2.2.1			
Activity 2.2.2			
Outcome 3			
Output 3.1			
Activity 3.1.1			
Activity 3.1.2			
Activity ...			
Output 3.2			
Activity 3.2.1			
Activity 3.2.2			
Activity ...			

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 st January 2014	Project end date:	30 th June 2014
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Activities	Q1/2014			Q2/2014			Q3/2014			Q4/2014		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Activity 1: Setting up 8 Semi-permanent (protected) learning spaces and 3 rehabilitate of existed primary schools in the three counties of Nasir, Maiwut and Longechuk Upper Nile.	x	x	x	x								
Activity 2: Distribution of basic emergency education learning materials to (girls/boys/women/men) in emergency affected areas	x	x	x	x								
Activity 3: Provision of recreation activities to the girls and boys in areas affected by/highly emergency prone												
Activity 4: Community consultation meeting on the onset of the project in three Counties	x											
Activity 5: Training of education actors female/male (Teachers, Counties education staffs and PTAs) on Psycho-social support, life skills and life saving message in three counties)		x	x									
Activity 6: Conducting training on emergency response and preparedness and disaster risk reduction				x								
Activity 7: Dissemination of equality on gender, HIV/AIDS (through health education) and Environment awareness message through radio talk, printing of IEC materials and public places in three counties	x	x	x	x	x	x						
Activity 8: Provide surge capacity including logistic support (boat transport) and needs assessments with two group female and male			x		X							
Activity 9: Inclusive education and installation of latrine that are friendly used by children with disability	x	x	x	X								
Activity 10: Involvement of women and men in project planning, implementation, monitoring and evaluation and community group discussion and awareness conducted	x											
Activity 11: Distribution of ECD kits to the selected schools	x	x	x	x								

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