

South Sudan 2014 CHF Standard Allocation Project Proposal

for CHF funding against Consolidated Appeal 2014

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

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

SECTION I:

CAP Cluster

EDUCATION

CHF Cluster Priorities for 2014 First Round Standard Allocation

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

Cluster Priority Activities for this CHF Round

- Cluster partners (including State Ministries and County Departments of Education) will establish or lightly rehabilitate emergency learning spaces in areas affected by or highly vulnerable to emergencies. Project planning, implementation and monitoring will actively involve community structures in order to promote conflict sensitive approaches, sustainability and accountability to affected people.
- Emergency teaching and learning materials will be prepositioned with partners (including State Ministries and County Departments of Education) in areas affected by or highly vulnerable to emergencies. The materials comprise School in a Box, Recreation kits, ECD kits, Blackboards and Psychosocial support and life-skills materials
- Education actors (e.g. teachers, PTA and SMC members, volunteers, education officials) will be trained on life skills and psychosocial support using a set of materials contextualized to South Sudan, purpose-developed by UNESCO for the Education Cluster.
- Education Cluster partners will conduct awareness raising activities on key issues concerning Education in Emergencies and life skills/lifesaving messages including WASH, child protection, girls' education, GBV, early marriage, HIV/AIDS, environment etc.
- Education actors (e.g. teachers, PTA and SMC members, volunteers, education officials) will be trained in education continuity planning, child centered disaster risk reduction and emergency preparedness using guidance and materials developed by Global Education Cluster co-lead Save the Children. Trainings will be targeted largely at education actors representing local communities and institutions.

Cluster Geographic Priorities for this CHF Round

- **Central Equatoria:** Terekeka, Juba
- **Eastern Equatoria:** Torit
- **Jonglei:** Ayod, Fangak, Duk, Bor, Urur, Nyirol, Akobo, Twic East, Pibor
- **Lakes:** Rumbek North & Rumbek Centre, Awerial & Yirol West
- **Northern Bahr-EI-Ghazal:** Aweil Centre, Aweil East, Aweil North
- **Unity:** Guit, Rubkona, Panyijar, Koch, Mayom, Pariang, Mayandit
- **Upper Nile:** Longuchok, Renk, Maiwut, Nasir, Ulang
- **Warrap:** Gogrial West, Tonj North, Twic, Gogrial East, Tonj South, Tonj East
- **Western Equatoria:** Tambura, Nagero

SECTION II

Project details

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

Requesting Organization

NILE HOPE

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)
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Project CAP Code	CAP Gender Code
SSD-14/E/60195	2a
CAP Project Title <i>(please write exact name as in the CAP)</i>	
Responding to Education in Emergencies needs in key vulnerable counties in Jonglei, Upper Nile and Unity States through inclusive activities.	

Total Project Budget requested in the in South Sudan CAP	US\$ 600,000
Total funding secured for the CAP project (to date)	US\$ 220,000

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:	220	500
Girls:	700	3,500
Men:	230	800
Boys:	800	3,000
Total:	1,950	7,800

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)
N/A

Contact details Organization's Country Office	
Organization's Address	Off Munuki/Bill Pharm Road, Juba, South Sudan
Project Focal Person	Name: Johnson K. NDICHU Email: gbpmi2005@yahoo.com Telephone: +211 920010325/955193375
Country Director	Name: Paul Biel Otoang Email: paulbiel@yahoo.com Telephone: +211 954264444/912249550
Finance Officer	Name: Sophie Njeri Wambaire Email: soffi28@yahoo.com Telephone: +211 920010324/ 927915764
Monitoring & Reporting focal person	Name: Wuor Chuol Email wuorboth@gmail.com Telephone: +211 927276811/

Jonglei	100%	Akobo and Fangak

Funding requested from CHF for this project proposal	US\$ 100,000
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)

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

Indicate number of months: x3months (1st Feb – 30th April, 2014)
(Akobo project will target different beneficiary in different payams so no overlap with R2 3013, in Fangak the project will run for 3 months Feb – April. We have staff in Fangak currently)

Contact details Organization's HQ	
Organization's Address	Off Munuki/Bill Pharm Road, Juba, South Sudan
Desk officer	Name: Gloria Andrew Email: gigiruot@gmail.com Telephone: +211 920010322
Finance Officer	Name: Sandy Kwith Email: sandykwith@yahoo.com Telephone: +211 920010340

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

On 15th December 2013 hostilities broke out in Juba reportedly between factions of SPLA and in a short while continued intensively in various locations across the city. Consequently, and in a spate of about 3 weeks about 468,100 people have become internally displaced, mainly women and children, and over 1,000 people are believed to have lost their lives since the fighting spread from Juba to the states of Jonglei, Unity and Upper Nile (OCHA, Situation Report No. 11). The largest concentrations of IDPs are in Jonglei (Akobo has 2,403² while Fangak has 32,000³), Lakes and Unity States.

OCHA's South Sudan Crisis, Report No. 10 refers to "Large groups of people displaced (and) reported in Fangak and Lankien, both in the northern part of the state."

It is instructive to note that a good number of partners have scaled down their staff in majority of the locations albeit

¹ To the extent possible reference needs assessment findings and include key data such as mortality and morbidity rates and nutritional status, and how the data differs among specific groups and/or geographic regions. Refer situation/data/indicators to national and/or global standards.

² South Sudan Crisis Report, January 13 2014)

³ South Sudan Crisis Report, January 13 2014)

local agencies like Nile Hope are still in touch with the population.

This recent conflict has added to, and exacerbated, the aftermath of the February 2013 communal fighting in West Akobo (with IDPs spill-over in Ulang) left >100 civilians and 14 soldiers dead (IA Report, 19.02.13). Ultimately, 1500 HHs became affected. Through CHF, 2013 1st Round funding, Nile Hope has established 16 TLSs (7 in Akobo West/Walgak and 9 in Akobo East) and distributed 20 SiaB and 20 recreational kits (these only in Akobo East), far below the requirements. Existing schools are reported as congested and without adequate teachers and supplies.

Poverty (and the fact that communities have become unsettled to meaningfully participate in agriculture and livelihoods opportunities) has exacerbated the education needs of the vulnerable with serious implications for the girl-child (lower enrolments and attendances, higher drop-out rates, few female teachers {just 13% in primary schools in Jonglei are female}...). ECD activities have stagnated, yet "ECD lays the foundation for success in education and beyond"!

There is immediate need for access to education, also as a protective measure, for the affected internally displaced learners and the suffering host community children and youth. We need to embark on emergency learning spaces, ensure access to teaching and learning materials and conduct rapid life skills training whilst offering psychosocial support.

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.

Nile Hope is a veteran education actor, including in EiEs in Jonglei and Upper Nile States with past and on-going programs in Bor, Akobo, Ulang and Nasir. We continue to work with the Government and partners to run ALP, FAL, Vocational Education and Life Skills Program for Adolescent Girls. We have the requisite technical, administrative and infrastructure/field presence (e.g. offices/compounds/speed boats in Akobo, Bor, Ulang, Nasir, Juba, Malakal...), social capital advantage and an understanding of local context.

The CHF funding will enable us to fix immediate emergency-related gaps in the Education Program especially establishment of temporary learning spaces (no funding for this component from our partners), enable us reach more children and teachers with scholastic materials (to supplement inadequate resources from our partners), impart useful life skills and offer psychosocial support to a greater number of emergency-affected children and education actors (County Education Departments, PTAs/SMCs, local leaders, County Clusters...). We have a dedicated pool of staff to respond to emergencies that can be called to action at short notice, and will continue to support them to improve their competencies – and the wider community - via the CHF resources.

Nile Hope has the requisite systems, policies and procedures in place and in the last half of 2012 revisited her Strategic Plan to devise a more program- and context-friendlier plan for the ensuing five years to enable responsive, relevant and timely programming. Nile Hope continues to participate in key policy, program and coordination forums, including in the development of country-specific mechanisms and guidelines/standards such as South Sudan's Inter-Agency Network for Education in Emergencies (INEE). We are active members of the Education Cluster at the national, state and County levels.

We rely solely on pool funds like CHF for emergency interventions, including EiEs, but also mobilizes local resources for response as part of communities' contribution, participation and accountability. The current EiEs program supported by CHF is going to lapse on 31st/March/2013 and could expose the conflict-affected communities to serious vulnerabilities and missed education opportunities for boys, girls and youth if no further funding is secured.

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.

Education is life-saving as it brings normalcy during and after emergencies to the lives of boys, girls, male and female youth. All children have equal rights, and should get equal opportunities to and within education even in times of emergencies. We shall work to further inclusive education approach in line with Cluster and INEE guidelines to reach 25% of Nile Hope's CAP 2014 Caseload translating into 1,950 direct beneficiaries of both gender (Girls: 700; Boys: 800; Women: 220 and Men: 230) in both Akobo and Fangak. In particular, we shall work with local communities and structures and coordinate with local actors to establish 8 temporary learning spaces; secure and distribute 10 School in a Box kits; secure and distribute 10 recreational kits; 10 ECD kits and 10 Blackboards. Too, we shall work to establish 8 latrines/hand-washing facilities in the established TLSs and coordinate closely with the WASH Department and partners to set up 5 more in education environments without such facilities as well as distribute 20 tarpaulins. We shall conduct a life skills/PSS/Education continuity planning/child-centred DDR and emergency preparedness training to reach 100 participants consisting of male and female teachers (and ECD volunteers), County Education Department staff, PTA/SMC members and youth/women representatives. Largely and inter alia, we shall use UNESCO's training materials for training purposes and collaborate with the Protection Department and partners.

We shall carry out EiEs sensitization and advocacy campaigns (also highlighting such important matters like the need to report when schools become occupied by armed or other groups) to reach 200 community members (100 in Akobo and 100 in Fangak) to ensure communities understand the content and basics of the intervention and therefore will be able to participate and contribute intelligently to the intervention. We shall continue to play an active coordination role at the national, state, county and payam levels to ensure continuity of inclusive education intervention as well as provide routine technical support to the local actors like County Education Department, Clusters, PTAs/SMCs and school/youth/women clubs

<p>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)</p>
<p>The project seeks to provide emergency education amenities and opportunities to vulnerable children (both boys and girls) and youth (both male and female) in Jonglei State (Akobo and Fangak Counties) as a response to the on-going conflict, by availing inclusive, safe and protective learning spaces (together with EiEs supplies that shall include ECD kits), offering psychosocial support, life skills and life-saving messages as well as build capacity of local actors and systems to ensure continuity of education by the end of June, 2014. Ultimately, the communities in these areas shall have some measure of EiEs access, knowledge, skills, opportunities and resilience to ensure continuity of education.</p>
<p>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. <u>List the main activities and results to be implemented with CHF funding.</u> As much as possible link activities to the exact location of the operation and the corresponding number of <u>direct beneficiaries (broken down by age and gender to the extent possible).</u></p>
<p>On strategy, Nile Hope shall work with her partners (Government, including County Education Department; Education Cluster at all levels, UNICEF) local structures like PTAs/SMCs and communities to realize the results envisaged from the implementation of the project. We shall not only work to respond in and around IDP camps but also outside the camps including host communities and will consider protection measures of doing no harm either to the affected communities being served as well as our own personnel. As usual, we have done our utmost (and will continue to do so) to actively involve local communities in project planning, implementation and monitoring. Through assorted tools like case studies, we shall continue to receive feedback information from the community on the results emanating from the implementation of the project. All activities will be guided by South Sudan INEE Minimum Standards. The good thing is that we have dedicated staff that can be called to action on short notice! We shall cross-sector and cross cut and exploit the support and expertise of the cluster mechanism, whilst endeavoring at all times to be accountable to the affected population (AAP) through dedicated and quality response. The overarching objective shall be to provide emergency education opportunities to vulnerable children (boys and girls) and youth (male and female) in the 2 counties and help to build resilience for purposes of continued and inclusive education. We have taken into account complementarity with 2013 2nd Round project to ensure we do not have overlaps of funding, beneficiaries, locations and or activities.</p> <p>Key project activities shall entail the following:</p> <ul style="list-style-type: none"> i) Establish and or rehabilitate a minimum of 8 inclusive, safe and protective emergency learning (and ECD⁴) spaces; ii) Provide emergency supplies to schools and emergency affected children and youth clubs to include 14 (School in a Box) relevant and essential teaching and learning and 7 recreational kits, 14 ECD Kits, 14 Blackboards and 20 tarpaulins whilst creating general EiEs awareness in the community through campaigns and advocacy (life saving messages including WASH in emergency, child protection, girls' education, GBV, early marriage, HIV/AIDS, environment, peace-building....); iii) Set up or rehabilitate 8 latrines/hand-washing points (4 in Akobo and 4 in Fangak) for boys and girls and work closely with our WASH Department and Partners to avail 5 additional gender-segregated WASH amenities; iv) Conduct a life skills and psychosocial support and education continuity planning, child-centred DRR and emergency preparedness training/session to reach 100 local education actors (50 male, 50 female) in Akobo These shall include ECD/child care volunteer teachers/County Education Staff and PTA/SMC members. We shall print UNESCOS's psychosocial support materials for dissemination purposes; vii) Work closely with our Protection-GBV Department and partners to impart timely life-saving messages and psychosocial support to 1,950 direct beneficiaries (800 boys; 700 girls; 220 women and 230 men) as well as with other sector programs (like in Health to avail HIV prevention commodities); vii) Report and respond when schools in the county become occupied by armed forces or other groups; viii) Provide routine technical support and make active the local actors and systems (i.e. Counties' Education Departments and Clusters/Teams, PTAs/SMCs, EMIS.... as well as coordinate, monitor, report and evaluate the progress of the results of the response activities and outcomes.
<p>iv) Expected Result(s)/Outcome(s) Briefly describe the results you expect to achieve at the end of the CHF grant period.</p>
<ul style="list-style-type: none"> • Up to 700 girls and 800 boys and youth will have access to safe and protective infrastructure/TLSs to continue with education; • We anticipate about 70% of the target 1,500 (700 girls) and (800 boys) to report feeling safe and protected in emergency affected learning environments as the implementation happens; • Up to 700 girls and 800 boys as well as 160 education actors, both male and female (teachers, PTA/SMC members, County Education staff...) will benefit directly or indirectly from scholastic materials (to include SiaBs, blackboards, ECD and recreational kits) and have an improved quality of education; • Improved ECD environment courtesy of the training of ECD volunteers (10 in total) and supply of ECD kits, translating into

⁴ We shall train a pool of ECD volunteers on the basics and approaches of early childhood development, including children's rights

- an improved resilience for the young children;
- Up to 700 girls and 800 boys and youth as well as 80 teachers will have access to gender-sensitive sanitary amenities (especially latrines and hand-washing points) and an improved sanitary education environment;
- About 200 community members in the 2 counties will have an improved understanding and appreciation of EiEs and will catalyze their respective communities to participate in, and contribute to, the intervention and help in operationalizing accountability to affected population (AAP) mechanism;
- Up to 1,950 direct beneficiaries consisting of girls (700), boys (800), women (220) and men (230) will receive useful life skills (HIV/AIDS, WASH, landmine education, environment, peace-building) and PSS and will have improved resilience to cope in emergencies;
- Campaigns for anti-school occupation will help to engender safety and security in the schools and help to free up learning spaces for continuity of education;
- There will be improved coordination (and understanding) of EiEs among stakeholders at the state and county levels.

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)			
	1.	Number of emergency affected children and youth attending temporary learning spaces/repared classrooms	Girls: 700		Boys: 800	
	2.	Number of classrooms repaired	2.....classrooms			
	3.	Number of temporary learning spaces established	6..... TLS ofclassrooms			
	4.	Emergency affected learning spaces provided with gender segregated latrines	12..... TLS of Gender segregated latrines (including by the Emergency WASH partners			
	5.	Number of emergency affected girls and boys benefiting from education in emergencies supplies	Girls: 700		Boys: 800	
	6.	School in a Box distributed to emergency affected children, youth and teachers	14 boxes			
	7.	Recreation Kits distributed to emergency affected children, youth and teachers	7 boxes			
	8.	Blackboard distributed to emergency affected children, youth and teachers	14 pieces			
	9.	ECD kit distributed to emergency affected children, youth and teachers	14 boxes (7 in each of the 2 counties)			
	10.	Education actors (M/F) in emergency affected areas trained on life skills and psychosocial support	Females: 50		Males: 50	
	11.	Children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments	Girls: 490		Boys: 560	
	12.	Number of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages	Girls: 700	Boys: 800	Women: 220	Men: 230
	13.	(Pipeline) Number of months education in emergency supplies are repositioned 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.

Nile Hope shall create healthy and productive working relationships and synergies with other programs such as Health and Protection to effectively address HIV/AIDS (which puts girls/female youth/women at a higher risk) during emergencies due to their attendant vulnerability. We shall work closely with the Protection-GBV team to address gender and child protection issues (as children and females become more vulnerable to rights violations and abuse, including rape and abductions during emergencies). We shall treat environmental awareness as part of the life skills program in schools and among the community (especially considering we shall exploit local construction materials to set up and or rehabilitate the TLSs). We have seen these approaches to be successful especially in Nasir County where the EiEs Program worked closely with the Protection-GBV Department with real gains for the community! We shall use and exploit local-level institutions/structures such as the life skills clubs, youth and women associations, PTAs/SMCs and the County Education Departments and Clusters also to engender peace-building into the psyche of the program. We concur with such messages as, "Organisations working with young children and their families need to anticipate the increasing impact of severe weather events in planning their services" (Early Childhood in Focus 8, 2012). Nile Hope shall continue to participate in policy forums on HIV/AIDS, environment or gender issues at the national, state, county and local levels.

vii) Implementation Mechanism

Describe planned mechanisms for implementation of the project. Explain if it is implemented through implementing partners such as NGOs, government actors, or other outside contractors.

The project will solely be implemented by Nile Hope with the support of the respective County Education Departments, Clusters and local structures (PTAs/SMCs/school-women-youth clubs...). Nile Hope has an implementation and program oversight/administrative structure to help successfully drive the project. There will be a head technical staff to lead the project (Education Technical Lead) supported by Education Program Coordinator, County-level Coordinators with quasi-technical and administrative support from the Programs Coordinator and the wider Management Team headed by the Executive Director. There will be community mobilizers to

take lead in EiEs awareness raising and advocacy (including vigilance to ensure reports about schools occupied by armed or other groups). The Jonglei State Coordinator will continue to spearhead state-level coordination with the Cluster and partners and follow-up on deliveries of supplies to the respective counties. The M&E Officer will help to provide progressive monitoring of the project and conduct mid-term and final evaluation of the project and will support the project on M&E tools (supplementing the project log frame) and render support to the Cluster monitoring team. The Finance Department will progressively resource the project and provide accountability through quarterly financial reports.

viii) Monitoring and Reporting Plan

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

1. Explain how will you measure whether a) Activities have been conducted, b) Results have been achieved, c) Cross-cutting issues have been addressed, and d) Project objectives have been met.
2. Indicate what are the monitoring institutional arrangements (e.g. monitoring team, monitoring schedule, updates to management etc.) and monitoring tools and technics will be used to collect data on the indicators to monitor the progress towards the results achieved. Please provide an indication of the frequency data will be collected and if there is already a baseline for the indicators or if a baseline will be collected.
3. Describe how you will analyze the data collected and report on the project achievements in comparison with the project strategy.
4. Ensure key monitoring and reporting activities are included in the project workplan (Section III)⁵.

Nile Hope shall employ and deploy the project log frame (to capture activities, indicators, cross-cutting issues) as the best measure for progress, timeliness and results achievement, and will work with the project team, partners (including UNICEF and Clusters) and local actors (including PTAs/SMCs, clubs and associations...) to realize the set indicators and targets. Tools and methodologies employed (including interviews with key persons, case study profiling of beneficiaries, observation, focus group discussions on key program aspects) during the monitoring and evaluation exercise will help to inform the extent to which the project objective is realized. We also shall use the organization's M&E tools and guidelines for routine implementation progress tracking (courtesy of the Programs Coordinator and M&E Officer). We shall work to ensure accountability to the affected population (AAP, especially through participatory approaches) and routinely consult with the communities. Whilst monitoring will be progressive, evaluation will be mid-term and final and accountability reports (both financial and narrative) will be germinated and shared as appropriate. We shall work to strengthen the monitoring and evaluation competencies of local institutions and structures like the County Education Departments and PTAs/SMCs. The M&E reports will be shared within Nile Hope utilizing the existing reports framework and protocol and under the technical lead of the M&E Officer. The Executive Director will have an overall birds-eye-view/oversight of the program's goings-on and will take broad responsibility for administration of the intervention.

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)
Stromme Foundation, funds secured in 2013 for 2014	220,000
Pledges for the CAP project	
	NIL

⁵ CHF minimum narrative reporting requirements will include the submission of a final narrative report and where applicable a narrative mid-term report. Narrative reports will include a progress on the project achievements using the outputs indicators listed in this project proposal.

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/60195		Project title: Responding to Education in Emergencies needs in key vulnerable counties in Jonglei, Upper Nile and Unity States through inclusive activities.	Organisation: <u>NILE HOPE</u>
Goal/Objectives/Outcomes/Outputs	Indicator of progress	Means of Verification	Assumptions and Risks
Goal/Impact (cluster priorities) <ul style="list-style-type: none"> Cluster partners establish or lightly rehabilitate emergency learning spaces in areas affected or highly vulnerable to emergencies; Emergency teaching and learning materials prepositioned with partners in areas affected or highly vulnerable to emergencies; Education actors trained on life skills and psychosocial support; Education cluster partners conduct awareness raising activities on key issues concerning EiEs; Education actors trained in education continuity planning, child centred disaster risk reduction and emergency preparedness. 	<ul style="list-style-type: none"> 8 TLSs established and or improved (2 rehabilitated and 4 set up) together with 11 latrines/hand-washing amenities; 14 SiABs and 7recreational kits distributed to school locations in Akobo and Fangak; 14 Blackboards distributed to schools in Akobo and Fangak; 14 ECD kits distributed to emergency affected children and youth; 200 community members in the 2 counties reached with awareness raising activities on key EiEs issues; A total of 1,950 direct beneficiaries have enhanced understanding and awareness of EiEs issues; 100 (50 male and 50 female) reached with training on education continuity planning, child centred disaster risk reduction and emergency preparedness. 	<ul style="list-style-type: none"> Monthly and quarterly narrative reports; Photos of established structures; and trainings; Monitoring Reports (M&E Officer); Training participants attendance sheets; Awareness raising reports Beneficiary profiling/Case studies 	<ul style="list-style-type: none"> It will be possible to access both locations and means of travel will be available; Security will resume in the 2 counties; Local communities stimulated and willing to participate in the EiEs intervention; Supplies are pre-positioned on time

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
CHF project Objective	To provide emergency education amenities and opportunities to vulnerable children (both boys and girls) and youth (both male and female) in Jonglei State (Akobo and Fangak Counties)	<ul style="list-style-type: none"> 1,500 children and youth (700 girls and 800 boys) have access to safe and protective amenities; 1,500 children and youth have improved quality of education courtesy of distributed SiABs (14), 7 recreational kits, blackboards (14), ECD kits (14); 1,500 children and 80 teachers (male and female) have access to sanitary environments courtesy of the 11 amenities established; 1,500 children and youth (700 girls and 800 boys) have improved understanding (and usage) of life skills and PSS 70% of the 1,500 children and youth reporting feeling safe and protected in emergency affected learning environments 	<ul style="list-style-type: none"> Monthly and quarterly narrative reports; Photos of established structures; and trainings; Monitoring Reports (M&E Officer); Training participants attendance sheets; Awareness raising reports Beneficiary profiling/Case studies Minutes of County Education Clusters 	*Trained teachers able and willing to propagate useful life skills and offer PSS to children and youth
Outcome 1	<ul style="list-style-type: none"> Children and youth have improved access to safe and protective learning facilities; Direct beneficiaries have improved understanding and usage of life skills and PSS 	<ul style="list-style-type: none"> 1,500 children and youth (700 girls, 800 boys) have improved access to safe and protective learning spaces; 1,950 direct beneficiaries (700 girls, 800 boys, 220 women and 230 men) have improved understanding and usage of useful life skills and PSS 	<ul style="list-style-type: none"> Project monthly, quarterly and final reports; Monitoring reports; Project photos; Minutes of County Education Clusters 	<ul style="list-style-type: none"> Local materials available, accessible and affordable to establish the TLSs and WASH amenities; Children and youth motivated to participate in the intervention;
Output 1.1	<ul style="list-style-type: none"> Number of emergency affected children and youth attending TLSs/repared classrooms; 	<ul style="list-style-type: none"> 700 girls and 800 boys attending 8 TLSs/repared classrooms; 	<ul style="list-style-type: none"> Minutes of County Education Clusters; Pupil/school registers for attendances; Photos of project activities (e.g. awareness campaigns) and amenities (e.g. latrines and hand-washing facilities); Case study profiling e.g. to gather information about children attending TLSs/repared classrooms 	<ul style="list-style-type: none"> Local communities motivated and inspired to participate in the intervention; Weather remains favourable to enable conduct of the activities, especially the construction work; Productive EiEs campaigns
Activity 1.1.1	Sessions held with teachers/local education actors to identify and confirm number of emergency affected children and youth attending TLSs/repared classrooms			
Activity 1.1.2	Campaigns conducted to ensure children and youth make use of TLSs/repared classrooms			
Activity 1.1.3				
Output 1.2	<ul style="list-style-type: none"> Number of classrooms repaired; 	2 classrooms repaired	<ul style="list-style-type: none"> Classrooms repair reports; Narrative Reports Minutes of County Education Cluster meetings 	
Activity 1.2.1	Map and identify classrooms requiring repairs			
Activity 1.2.2	Acquire materials and skills to rehabilitate the classrooms			
Activity 1.2.3	Repair the classrooms			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Output 1.3	<ul style="list-style-type: none"> School in a box distributed to emergency affected children, youth and teachers; 	14 SiABs distributed to schools	<ul style="list-style-type: none"> School supplies distribution listings Narrative reports Minutes of County Education Cluster meetings 	Supplies available and prepositioned by UNICEF/Cluster to the Counties
Activity 1.3.1	Schools to receive the kits re-mapped and more information secured			
Activity 1.3.2	Supplies distribution team assembled and rapidly trained/oriented about the supplies, including distribution plans			
Activity 1.3.3	Supplies distributed to schools agreed upon with the local education actors			
Outcome 2				
Output 2.1	<ul style="list-style-type: none"> Number of temporary leaning spaces established; 	6 new TLSs established	<ul style="list-style-type: none"> TLS construction reports Narrative reports Minutes of County Education Cluster meetings 	<ul style="list-style-type: none"> Weather favourable to enable construction work Security returns and means of travel available Construction materials available and affordable
Activity 2.1.1	Secure construction materials with support from the community			
Activity 2.1.2	Secure construction skills and engage them to offer support for construction work			
Activity 2.1.3	Construct 6 TLSs			
Outputs 2.2	<ul style="list-style-type: none"> Recreation kits distributed to emergency affected children, youth and teachers; Blackboard distributed to emergency affected children, youth and teachers; ECD kits distributed to emergency affected children, youth and teachers; 	<ul style="list-style-type: none"> 7 recreational kits distributed 14 blackboards distributed 14 ECD kits distributed 	<ul style="list-style-type: none"> Recreational kits, blackboards and ECD kits distribution listings Narrative Reports Minutes of County Education Cluster meetings 	Supplies available and prepositioned to the counties
Activity 2.2.1	Re-map and agree on schools to benefit from the supplies			
Activity 2.2.2	Assemble and orient the distribution team about the distribution plans			
Activity 2.2.3	Distribute supplies to designated schools			
Outcome 3	Boys, girls, male and female youth have sanitary learning environments	A total of 1,500 children and youth (700 girls and 800 boys) provided with sanitary amenities	<ul style="list-style-type: none"> Project reports 	Weather remains favourable to enable establishment of WASH amenities
Output 3.1	<ul style="list-style-type: none"> Emergency affected learning spaces provided with gender segregated latrines; 	<ul style="list-style-type: none"> In total, 11 emergency affected learning spaces provided with gender segregated latrines 	<ul style="list-style-type: none"> Minutes of Education Cluster meetings Narrative reports Minutes of County Education Cluster meetings 	Weather remains favourable to enable establishment of WASH amenities
Activity 3.1.1	Map learning spaces out of the available one to identify neediest learning spaces			
Activity 3.1.2	Secure construction materials for sanitary amenities			
Activity 3.1.3	Set up 8 latrines/hand washing amenities and coordinate with WASH partners to establish 5 more in both counties			

Goal/Objectives/Outcomes/Outputs		Indicator of progress	Means of Verification	Assumptions and Risks
Output 3.2	<ul style="list-style-type: none"> Number of emergency affected girls and boys benefitting from education in emergencies supplies; 	<ul style="list-style-type: none"> 700 girls and 800 boys benefitting from EiEs supplies 	<ul style="list-style-type: none"> School supplies distribution listings Narrative reports Minutes of County Education Cluster meetings 	<ul style="list-style-type: none"> Children and youth are motivated to actively participate in the project
Activity 3.2.1	Secure education in emergency supplies from the Cluster/UNICEF			
Activity 3.2.2	Re-map schools for distribution of supplies for due diligence purposes			
Activity 3.2.3	Distribute supplies to schools in Akobo and Fangak Counties			
Output 3.3	<ul style="list-style-type: none"> Education actors (M/F) in emergency affected areas trained on life skills and PSS; 	<ul style="list-style-type: none"> 100 (50 male and 50 female) education actors trained on life skills and PSS 	<ul style="list-style-type: none"> Training attendance sheets Narrative reports Minutes of County Education Cluster meetings 	<ul style="list-style-type: none"> Participants motivated and willing to participate in the trainings
Activity 3.3.1	Sessions held with local actors to identify education actors to participate in the training			
Activity 3.3.2	Listings created of training participants			
Activity 3.3.3	4-day training conducted for 100 participants			
Output 3.4	<ul style="list-style-type: none"> Children and youth (boys and girls) reporting feeling safe and protected in emergency affected learning environments; 	<ul style="list-style-type: none"> Up to 70% of the 1,500 boys and girls reporting feeling safe and protected in emergency affected learning environments 	<ul style="list-style-type: none"> Narrative reports Case studies Minutes of County Education Cluster meetings 	<ul style="list-style-type: none"> Protective learning spaces ready and in use
Activity 3.3.1	Case studies conducted from among children and youth attending learning spaces			
Activity 3.3.2	Analysis done for children and youth feeling safe and protected in emergency affected learning environments			
Activity 3.3.3	Report compiled and shared on children and youth feeling safe and protected in emergency affected learning environments			
Output 3.5	<ul style="list-style-type: none"> Number of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages. 	<ul style="list-style-type: none"> 1,950 direct beneficiaries (700 girls, 800 boys, 220 women and 230 men) in Akobo and Fangak reached by EiEs awareness campaigns 	<ul style="list-style-type: none"> Narrative reports Case studies Campaign photos Minutes of County Education Cluster meetings 	<ul style="list-style-type: none"> Local community inspired and motive to participate in the campaigns
Activity 3.5.1	Campaign materials and artwork done			
Activity 3.5.2	Campaign team assembled			
Activity 3.5.3	Campaigns routinely conducted			

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:	01/02/2014	Project end date:	30/04/2014
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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. Conduct awareness raising activities on key issues concerning EiEs and life skills/saving messages and participate in rapid needs assessments		x	X	X								
Activity 2. Establish and or rehabilitate 8 inclusive, safe and protective emergency learning spaces			x	X								
Activity 3. Set up or rehabilitate 8 latrines/hand-washing facilities and coordinate with WASH partners to provide 5 more			X	X								
Activity 4. Distribute education emergency supplies to schools (10 blackboards, 10 SiABs, 10 recreational kits, 10 ECD kits)			X	X								
Activity 5. Conduct a life skills and PSS, education continuity planning, child centred DDR and emergency preparedness training				X								
Activity 6. Liaise with the Protection-GBV Department and partners to impart timely life saving messages to 1,950 (700 girls, 800 boys, 220 women and 230 men) direct beneficiaries			X	X								
Activity 7. Report and respond when schools become occupied by armed or other groups			X	X								
Activity 8. Provide routine technical support to local education actors and structures like County Education Clusters			X	X								
Activity 9. Monitor, report and evaluate			X	X								
Activity 10. Work top secure additional resources as intervention is grossly under-resourced			X	X								

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