

## South Sudan 2012 CHF Standard Allocation Project Proposal

*Proposal for CHF funding against Consolidated Appeal*

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

This 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 proposal should explain and justify the activities for which CHF funding is requested and it 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. 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. Partners should also fill and submit to cluster coordinator/ co-coordinator the CHF Allocation Matrix (Excel template).

### SECTION I:

<b>CAP Cluster</b>	<b>Education</b>
--------------------	------------------

#### CHF Cluster Priorities for 2012 First Round Standard Allocation

This section should be filled by the cluster Coordinators/Co-coordinators before sending to cluster partners. Provide a brief articulation of Cluster priority activities and geographic priorities that the cluster will recommend for funding from the CHF.

<b>Cluster Priority Activities</b>	<b>Cluster Geographic Activities</b>
<ol style="list-style-type: none"> <li>1. Provide protective temporary learning spaces in emergencies</li> <li>2. Supply emergency teaching and learning materials to ensure continuity of education</li> <li>3. Deliver life-saving messages and psychosocial support to emergency affected children and youth</li> </ol>	Upper Nile, Unity, Warrap, Jonglei, Lakes

#### Project details

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

<b>Requesting Organization</b>	<b>Project Location(s)</b> (list State, County and if possible Payam where CHF activities will be implemented)
INTERSOS	Unity State: Pariang, Rubkona, Mayom, Abiemnhom, Guit, Koch, Mayendit, Leer, Panyijar
<b>Project CAP Code</b>	UNITY: 100%
SSD-12/E/46074	
<b>CAP Project Title</b>	
Education for all in acute emergencies in Jonglei, Unity, upper Nile States, Southern Sudan	

<b>Total Project Budget in South Sudan CAP</b>	<b>Amount Requested from CHF</b>	<b>Amount already Secured</b>
US\$ 1,291,000	US\$ 379,953	US\$ 0

<b>Total Direct Beneficiaries</b>		<b>Total Indirect Beneficiary</b>	
Women:	20	<b>Catchment Population (if applicable)</b> Emergency affected IDPs and associated affected host populations.	
Men:	40		
Girls:	1,268		
Boys	1,902		

<b>Implementing Partners</b> (Indicate partners who will be sub-contracted if applicable and corresponding sub-grant amounts)	<b>Project Duration</b> (max. of 12 months, starting from allocation date)
N/A	<b>Start Date (mm/dd/yy):</b> 03/10/2012
	<b>End Date (mm/dd/yy):</b> 03/09/2013

<b>Address of Country Office</b>	<b>Address of HQ</b>
Project Focal Person: Davide Berruti, Head of Mission Email & Tel: <a href="mailto:south.sudan@intersos.org">south.sudan@intersos.org</a> - (00211) 955228947 e-mail country director: <a href="mailto:south.sudan@intersos.org">south.sudan@intersos.org</a> e-mail finance officer: <a href="mailto:admin.south.sudan@intersos.org">admin.south.sudan@intersos.org</a> Address: Plot n. 18 block n. 3 3 <sup>rd</sup> class at Nimra Talata - Juba – South Sudan	e-mail desk officer: <a href="mailto:marcelo.garcia@intersos.org">marcelo.garcia@intersos.org</a> e-mail finance officer: <a href="mailto:mario.rusconi@intersos.org">mario.rusconi@intersos.org</a>  Address: via Aniene, 26/A – 00198 Roma, Italy

## SECTION II

### A. Humanitarian Context Analysis

Briefly describe (in no more than 500 words) the current humanitarian situation in the specific locations where CHF supported activities will be implemented. Provide evidence of needs by referencing assessments and key data, including the number and type of the affected population<sup>1</sup>

The Republic of South Sudan is considered by the international community to be a fragile country prone to complex emergencies related both to the consequences of decades of war and to the morphology of its territory.

Internal and external conflicts, and the frequent natural disasters that affect the region have caused huge movements of population to which the new born Republic of South Sudan is not able to respond in terms of infrastructures and basic services delivered.

According to OCHA reports, the figures about the returnees' numbers are quite alarming: until February 2012, a total of 366,797 returnees arrived in South Sudan. Among the 10 States of South Sudan, only Unity State has received 87,634 returnees.

The deep insecurity due to manmade humanitarian crises caused by food insecurity and access to resources, and due to natural disasters brings also to other large movements of internally displaced people. According to OCHA figures of October 2011, the total amount of IDPs in South Sudan is 325,723, of which 70,673 among Unity State.

The humanitarian response to these kinds of emergencies is usually very focused on the health, water and sanitation, shelter, and food security sectors. The Education interventions are often underestimated as they are not considered life saving but education can ensure physical and psychosocial protection, in addition to contribute effectively to the social, political and economical growth of the local communities.

In terms of humanitarian response, Education in Emergency is still needed to be included in contingency planning and disasters risk-reduction in order to provide the whole affected population- and children in particular- with a protective environment. Furthermore, education spaces and environments can be safe places to provide other essential services in sectors as protection, nutrition, water and sanitation, and health.

In South Sudan the 10% of children complete primary school despite high enrolment rates of 1.4 million and the access to education is strongly unequal for girls and boys (the ratio of girls who attend school is 1 to 3 compared to boys). In total in 2010, 1,401,874 children attended primary school, of which only 521,666 girls (37.2%) and 34,487 students attended secondary schools, of which only 9,989 girls (29%).

Education in Emergency is a field to be developed throughout the Republic of South Sudan according with the relative international guidelines and minimum standards INEE adapted to the context.

Taking into consideration the likelihood of new emergencies to occur in Southern Sudan, due both to intertribal conflicts and natural disasters as floods and droughts, a response needs to be quickly drawn in order for the humanitarians to be ready for appropriate action.

### B. Grant Request Justification

Briefly describe (in no more than 500 words) how proposed activities support the agreed cluster priorities and the value added by your organization

The present project is designed to address manmade and natural humanitarian crises that are currently affecting scholastic activities in a very critical State of the Republic of South Sudan: Unity State.

As previously underlined, the State of Unity is considered to be among the most critical because it has been characterized by all the three main humanitarian emergencies: high concentration of stranded returnees, natural disasters and manmade humanitarian crises.

Also the general Education figures show how much the State should be taken highly in consideration for the implementation of Education in Emergency projects, as the data from "Education Statistics for Southern Sudan-2010" of GoSS-EMIS shows.

In South Sudan the total primary school Gross Enrolment Rate (GER) is 68,8% and the Net Enrolment Rate (NER) is 44,4% (the enrolment rate for girls is largely behind that one of boys: GER of girls is 54,5% compared to 81,4% of boys; NER of girls is 37,1% compared to 50,8% of boys.) In particular in Unity State the pupils enrolled are 155,262, of which 53,017 are girls.

The total secondary school GER is 4,2% and the NER is 1,6%. The enrolment rate for girls is still largely behind that of boys: GER of girls is 2,6% compared to 5,6% of boys; NER of girls is 1,3% compared to 1,8% of boys. In particular the students enrolled in the Secondary School are 648, of which 112 are girls.

The total number of teachers in Unity State is 2,327, of which only 109 are female, for a total 326 schools.

In addition the Pupil teacher's ratio (1:69), the Pupil classrooms ration (1:265,9) and the percentage of learners with no access to permanent or semi-permanent education spaces (80,4%) are much worse compared to the average of all

<sup>1</sup> 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.

Southern Sudan (data from “Education Statistics for Southern Sudan-2010” of GoSS-EMIS). Furthermore through the submission of the present project proposal, funds are being asked also in order to strengthen the State Education in Unity State in terms of theoretical knowledge background and of technical response skills and capacities, and in order to strengthen the Education in Emergency Response Teams (EERT) with the objective of meeting education needs in case of emergency. In addition, the present project will ensure a deep monitoring and the evaluation of the local capacity building activities, and of the provision of safe and protective learning spaces and hand washing facilities and latrines. In general, this project wants to ensure that IDP and returnee children, as well as children from the host communities, have the opportunity to have safe Education environments, as well as water and sanitation facilities, a health and nutritional monitoring among the communities, and above all protection issues.

### C. Project Description (For CHF Component only)

#### i) Purpose of the grant

Briefly describe how CHF funding will be used to support core humanitarian activities

The project targets around the 2% of returnees and IDPs children in Unity State (3,170 children, of which at least 1,268 are girls) and it is designed to be strictly complementary to the UNICEF Education in Emergency project 2012.

The proposal envisages two main actions: response and monitoring.

#### **Response**

As part of the *response* strategy, Intersos will start supporting the vulnerable groups in Unity State as it already did in 2011 in Jonglei State, in order to implement and strengthen the State Education Clusters interventions and to constantly monitor the emergency situation in the State.

It will be of paramount importance to monitor the triggers and indicators reported in the State Contingency Plan in order to rapidly activate the appropriate contingency measures and to conduct effective response actions.

In case of emergency the coordination mechanisms will be activated, and Intersos educational team together with relevant SMOE representatives and Education partners will shortly organize very effective assessment missions, the response plans according to the data collected, the organization of temporary classes and the provision of emergency hand washing facilities and latrines (WASH component in Education).

The response will consist in the provision of 2 safe and protective temporary learning spaces (tents), 39 school-in-a-box, 7 recreational kits and 78 blackboards (the material will be provided by UNICEF through the existing project EiE UNICEF 2012), 39 hand washing facilities and hygiene kits (the material will be provided by UNICEF through the existing project EiE UNICEF 2012) and 6 gender segregated latrines.

For the soft component of the project, the response intervention will include the training of teachers and PTAs members on the Psychosocial support to children affected by emergencies, and lifesaving principles. In fact, in case of emergency it will be important to ensure that teachers have the capacity of detecting immediately potential vulnerable cases and refer them to appropriate Protection actors. For this reason, a total of at least 60 teachers and PTAs members, of which at least 20 women, will be trained on psychosocial support (at least 2 teachers and 2 PTAs members for each school targeted).

#### **Monitoring**

As part of the *monitoring* strategy, a Monitoring team will be put in place in order to check the effectiveness of the interventions.

It means to set up a team focused mainly to measure the impact of the interventions, both the provision of temporary learning spaces and the teachers and PTAs members’ trainings. The monitoring part of the project is crucial because it assures that the follow-up of the activities is done.

Therefore, in Unity State Intersos will establish a monitoring team composed of 2 people, of which the objective will be to evaluate the number of teachers and PTAs members who apply the psychosocial principles after the trainings, and the real number of children who benefit from the protective temporary learning spaces provided.

These two teams set up will monitor the Intersos Education interventions in Unity State, and at least 80% of teachers and PTAs members trained uses the psychosocial principles.

#### ii) Objective

State the objective/s of the project. Objective/s should be specific, measurable, achievable, relevant and time-bound (SMART)

**Principal objective:** To contribute to the development of Education in Emergency response and monitoring in Unity State.

**Objective 1:** To ensure the provision of protective and safe temporary learning spaces to the pupils affected by natural and manmade humanitarian crises in Unity State.

**Objective 2:** To ensure the monitoring and the follow-up of the Education in Emergency interventions implemented in Unity State.

### iii) Proposed Activities

List the main activities 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.

**Activity 1.1:** Distribution of Education in Emergency materials throughout Unity State in case of natural and manmade disasters immediately after crises and to address expected returnees too.

**Activity 1.2:** Installation of 2 temporary safe protective school facilities (tents).

**Activity 1.3:** Construction of 8 emergency latrines for the schools affected in case of emergency.

**Activity 1.4:** Distribution of 39 hygiene promotion kits, 156 buckets for hand washing facilities and 78 boxes of soap for the classes affected in case of emergency.

**Activity 1.5:** Organization of trainings for at least 60 teachers and PTAs members on psychosocial support and lifesaving principles.

**Activity 2.1:** Organization of monitoring sessions with the teachers and PTAs members trained in Unity State.

**Activity 2.2:** Organization of monitoring sessions with the pupils and the students who benefit of the provision of protective temporary learning spaces.

### iv). Cross Cutting Issues

Briefly describe how cross-cutting issues are taken into consideration (i.e. gender, environment, HIV/AIDS)

According to the INEE standards, the coordination with other sectors is crucial to put in place Education in Emergency interventions of quality and effectiveness. In order to maximize the impact of activities, the Education in Emergency sector should work closely with other clusters as Protection, and in particular Child Protection and Gender Base Violence (GBV) working groups, WASH, Health and Nutrition.

#### **Protection**

In complex emergency contexts, it is vital to identify and assist children with particular vulnerabilities (orphans, children with physical and/or mental disabilities, children from armed groups, children victims of violence, etc.) who normally are the most affected by the crises but the less accounted for in programming. The emotional, physical and social wellbeing of children mostly depends on their safety, protection and security, free from any kind of abuse, threat, violence and exploitation. In particular, Education assessments could contribute to identify children with special needs and vulnerabilities to refer to the Protection cluster, and vice versa.

#### **Gender**

The gender-based issues can affect also men and boys, but too often it targets women and girls. It is very important to raise awareness among communities, teachers, parents and children about abuse, violence and sexual exploitation. Better gender-based programs in Education reduce the risks and the threats for children, and in particular for women and girls, minimizing the drop-out rates too.

#### **Water and Sanitation, Hygiene**

The coordination with this sector is essential in order to give to children and communities complete and adequate educational spaces. Furthermore, it is useful to ensure gender-friendly latrines, to promote hygiene interventions and promotion and to implement access to a safe water supply for both children and teachers, and communities.

#### **Disasters Risk Reduction and Management**

The Education system in general is the first service affected by manmade and natural disasters, and it generally collects the majority of children of the community. Trainings for teachers, parents and children on support disasters prevention and management activities could reduce the effects of hazards and improve the resilience of the community putting in place specific coping mechanisms.

### v) Expected Result/s

List below the results you expect to have at the end of the CHF grant period, and provide no more than five indicators you will use to measure the

extent to which those results will have been achieved. At least three of the indicators should be out of the cluster defined Standard Output Indicators.

**Result 1:** Students and pupils affected by natural and manmade disasters in Unity State are assisted in coping rapidly and efficiently with setting up alternative, functional, safe and protective educational environments.

**Result 2:** The teachers, the PTAs members and the students affected by emergencies enjoy positive effects of Education in Emergency interventions.

	Indicator	Target (indicate numbers or percentages)
1	Total direct beneficiaries - number of emergency affected children and youth (M/F) attending temporary learning spaces	3,170 children (M: 1,902; F: 1,268)
2	Temporary learning spaces established	2
3	Number of gender segregated latrines constructed	6
4	Number of Hygiene promotion kits distributed	39
5	Number of buckets distributed	156
6	Number of boxes of soap distributed	78
7	School in a Box distributed to emergency affected children, youth and teachers	39
8	Recreation Kits distributed to emergency affected children, youth and teachers	7
9	Blackboards distributed to emergency affected children, youth and teachers	78
10	Teachers and PTAs members (M/F) in emergency affected areas trained on life skills and psychosocial support	60 (at least 20 female)
11	Trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	At least 80%
12	Children and youth (M/F) reporting feeling safe and protected in emergency affected learning environments	At least 2,530 children (M: 1,522; F: 1,008)

#### vi) 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 implementation mechanism consists in strengthening Intersos' Education team in Unity State with 1 additional international staff, 1 Education assistant, 3 Monitoring team staff, and 2 storekeepers to directly reach additional counties and respond to any new emergencies.

The Education team will work in order to ensure the Education in Emergency adequate response and monitoring of the interventions.

The Education international staff is crucial for the implementation of this project because it covers all the 9 counties of Unity State. He/She will be supported by the Education team funded by the project EiE UNICEF 2012 which covers all the 10 counties in Jonglei State, 3 counties in Upper Nile State (among which the very challenging Maban) and 3 counties in Unity State.

With this CHF Education project, the counties to cover with Education in Emergencies activities will become 22, in the most challenging and vulnerable States in South Sudan, and for it INTERSOS will need at least 3 expats: 1 based in Bor to follow very closely Jonglei State, also as State Education cluster focal point; 1 based in Bentiu to follow Unity State activities among all the counties to overview the entirety of the Education in Emergency activities, both CHF and UNICEF funded.

#### vii) Monitoring Plan

Describe how you will monitor progress and achievements of the project.

#### **Roles and Responsibilities of Intersos Project Experts**

The International Education Expert/Project Manager will have the overall responsibility of the on-going monitoring of

activities implementation. The International Project Manager will be assisted by a national Education Assistant. M&E will be carried at every completion implementation phase of the project against its quality, technical specifications or standards as well as transfer of project ownership for effective sustainability after its completion. Financial and administrative monitoring will be assured by the PM and the country admin manager against the financial requisition and procedures ensuring balanced expenditures and cash at hand.

The present project will be evaluated in a Community-Based Approach, which involves the community leaders, INTERSOS technical staff not directly involved on the project, the SMOE and the Education in Emergency stakeholders. Joint M&E will be carried out in the middle and at the end of the project against the outputs and outcomes (Technical standards and ownership transfer to the beneficiary community for effective sustainability after the project termination)

**Roles and Responsibilities of State Ministry of Education Focal Persons.**

The SMOE of Unity State will be involved at field level in all steps of the project. SMOE will be involved in coordinating State Education Cluster monthly meeting, planning capacity building trainings and meetings and coordinating the educational response in case of emergency (men or natural related). No related costs for SMOE are foreseen in the budget.

**E. Committed funding**

Please add details of committed funds for the project from other sources including in-kind supports in monetary terms (USD)

Source/donor and date (month, year)	Amount (USD)

### 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.

LOGFRAME			
CHF ref. Code: <u>SSD-12/</u>	Project title: <u>EDUCATION IN EMERGENCY UNITY STATE</u>	Organisation: <u>INTERSOS</u>	
<p><b>Overall Objective:</b> <i>What is the overall broader objective, to which the project will contribute? Describe the expected long-term change.</i></p> <p>To contribute to the development of Education in Emergency response and monitoring in Unity State.</p>	<p><b>Indicators of progress:</b> <i>What are the key indicators related to the overall objective?</i></p> <ul style="list-style-type: none"> <li>• Pupils and teachers enrollment rate is stable or in growth.</li> </ul>	<p><b>How indicators will be measured:</b> <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> <li>• Report and statistics by MoE.</li> </ul>	
<p><b>Specific Project Objective/s:</b> <i>What are the specific objectives, which the project shall achieve? These relate to the immediate effect of the intervention measured at the end of the project.</i></p> <p><b>Objective 1:</b> To ensure the provision of protective and safe temporary learning spaces to the pupils affected by natural and manmade humanitarian crises in Unity State.</p> <p><b>Objective 2:</b> To ensure the monitoring and the follow-up of the Education in Emergency interventions implemented in Unity State.</p>	<p><b>Indicators of progress:</b> <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <ul style="list-style-type: none"> <li>• EiE materials for 2% of IDPs and returnees children are supported in Unity State;</li> <li>• At least 2 EiE responses are planned, implemented and monitored within 6 months of the beginning of project.</li> </ul>	<p><b>How indicators will be measured:</b> <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <ul style="list-style-type: none"> <li>• Intersos assessments and field visits;</li> <li>• EiE materials delivery bills;</li> <li>• EiE Response Plans and Reports;</li> <li>• EiE Response Plan and Monitoring reports;</li> <li>• Project reports.</li> </ul>	<p><b>Assumptions &amp; risks:</b> <i>What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</i></p> <ul style="list-style-type: none"> <li>- Continued Education in Emergency partners support and participation for EiE interventions.</li> <li>- Accessibility to the area of intervention;</li> <li>- Climate shocks and environmental adversity (such as floods);</li> </ul>



			<ul style="list-style-type: none"> <li>- Coordination and support from local Education partners.</li> <li>- National and local security situation guaranteed;</li> <li>- Lack of Education emergencies registered in Unity State.</li> </ul>
<p><b>Results - Outputs (tangible) and Outcomes (intangible):</b></p> <ul style="list-style-type: none"> <li>• Please provide the list of concrete DELIVERABLES - outputs/outcomes (<b>grouped in Workpackages</b>), leading to the specific objective/s:</li> </ul> <p><b>Result 1:</b> Students and pupils affected by natural and manmade disasters in Unity State are assisted in coping rapidly and efficiently with setting up alternative, functional, safe and protective educational environments.</p>	<p><b>Indicators of progress:</b> <i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <ul style="list-style-type: none"> <li>• 2 temporary learning spaces established;</li> <li>• 8 gender segregated latrines constructed;</li> <li>• 39 hygiene promotion kits distributed;</li> <li>• 156 buckets distributed;</li> <li>• 78 boxes of soap distributed;</li> <li>• 39 school in a Box distributed;</li> <li>• 7 recreation Kits distributed;</li> <li>• 78 blackboards distributed;</li> <li>• At least 60 teachers and PTAs members are trained in psychosocial support.</li> </ul>	<p><b>How indicators will be measured:</b> <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> <li>• Field visits reports and photos;</li> <li>• Delivery bills of EiE materials;</li> <li>• Response Plans and Reports;</li> <li>• Project reports;</li> <li>• Attendance list for teachers' and PTAs members psychosocial trainings;</li> <li>• Training reports;</li> </ul>	<ul style="list-style-type: none"> <li>- Continued EiE partners commitment;</li> <li>- Information gathered is constant;</li> <li>- Security situation and working environment remain stable to allow movements and delivery;</li> <li>- Support and coordination with SMoE, County stakeholders continue.</li> <li>- Teachers' and PTAs</li> </ul>



<p><b>Result 2:</b> The teachers, the PTAs members and the students affected by emergencies enjoy positive effects of Education in Emergency interventions.</p>	<ul style="list-style-type: none"> <li>• At least 80% of teachers and PTAs members trained use the psychosocial principles;</li> <li>• At least 80% of students supported feel safe and protected.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring reports;</li> <li>• Project reports.</li> </ul>	<p>members' participation in trainings sessions is high and their commitments in EiE issues continue.</p> <ul style="list-style-type: none"> <li>- Number of Education emergencies registered in Unity State;</li> <li>- Accessibility to the areas of intervention;</li> <li>- Security ensured in the areas of intervention.</li> </ul>
<p><b>Activities:</b> <i>What are the key activities to be carried out (<b>grouped in Workpackages</b>) and in what sequence in order to produce the expected results?</i></p> <p><b>Activity 1.1:</b> Distribution of Education in Emergency materials throughout Unity State in case of natural and manmade disasters immediately after crises and to address expected returnees too.</p> <p><b>Activity 1.2:</b> Installation of 2 temporary safe protective school facilities (tents).</p> <p><b>Activity 1.3:</b> Construction of 8 emergency latrines for the schools affected in case of emergency.</p> <p><b>Activity 1.4:</b> Distribution of 39 hygiene</p>	<p><b>Inputs:</b> <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i></p> <ul style="list-style-type: none"> <li>• Transport means and funds;</li> <li>• Communication tools for field mission (i.e. thuraya, radio, phones);</li> <li>• Skilled manpower;</li> <li>• Specific tools for WASH intervention;</li> <li>• Trainers and psychosocial experts;</li> </ul>		

<p>promotion kits, 156 buckets for hand washing facilities and 78 boxes of soap for the classes affected in case of emergency.</p> <p><b>Activity 1.5:</b> Organization of trainings for at least 60 teachers and PTAs members on psychosocial support and lifesaving principles.</p> <p><b>Activity 2.1:</b> Organization of monitoring sessions with the teachers and PTAs members trained in Unity State.</p> <p><b>Activity 2.2:</b> Organization of monitoring sessions with the pupils and the students who benefit of the provision of protective temporary learning spaces.</p>	<ul style="list-style-type: none"> <li>• Transport means and funds;</li> <li>• Communication tools for field mission (i.e. thuraya, radio, phones);</li> <li>• Monitoring tools.</li> </ul>		
---	---	--	--

<b>Activity</b>	<b>Q1 / 2012</b>			<b>Q2 / 2012</b>			<b>Q3 / 2012</b>			<b>Q4 / 2013</b>		
	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
<b>RESULT 1: STUDENTS AND PUPILS AFFECTED BY NATURAL AND MANMADE DISASTERS IN UNITY STATE ARE ASSISTED IN COPING RAPIDLY AND EFFICIENTLY WITH SETTING UP ALTERNATIVE, FUNCTIONAL, SAFE AND PROTECTIVE EDUCATIONAL ENVIRONMENTS.</b>												
<b>Activity 1.1:</b> Distribution of Education in Emergency materials throughout Unity State in case of natural and manmade disasters immediately after crises and to address expected returnees too.	x	x	x	x	x	X	x	x	x	x	x	x
<b>Activity 1.2:</b> Installation of 6 temporary safe protective school facilities (tents).	x	x	x	x	x	X	x	x	x	x	x	x
<b>Activity 1.3:</b> Construction of 10 emergency latrines for the schools affected in case of emergency.		x	x	x	x	X	x	x	x	x	x	x
<b>Activity 1.4:</b> Distribution of 87 hygiene promotion kits, 348 buckets for hand washing facilities and 174 boxes of soap for the classes affected in case of emergency.		x	x	x	x	X	x	x	x	x	x	x
<b>Activity 1.5:</b> Organization of trainings for at least 60 teachers and PTAs members on	x	x	x	x	x	X	x	x	x	x	x	x

<b>Activity</b>	<b>Q1 / 2012</b>			<b>Q2 / 2012</b>			<b>Q3 / 2012</b>			<b>Q4 / 2013</b>		
psychosocial support and lifesaving principles.												
<b>RESULT 2: THE TEACHERS, THE PTAS MEMBERS AND THE STUDENTS AFFECTED BY EMERGENCIES ENJOY POSITIVE EFFECTS OF EDUCATION IN EMERGENCY INTERVENTIONS.</b>												
<b>Activity 2.1:</b> Organization of monitoring sessions with the teachers and PTAs members trained in Unity State.			x	x	x	X	x	x	x	x	x	x
<b>Activity 2.2:</b> Organization of monitoring sessions with the pupils and the students who benefit of the provision of protective temporary learning spaces.			x	x	x	X	x	x	x	x	x	x

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