

## 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>
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#### 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)
Nile Hope Development Forum	Ulang and Nasir Counties in Upper Nile State
<b>Project CAP Code</b>	UPPER NILE: 100%
SSD-12/E/46076	
<b>CAP Project Title</b>	
Addressing Education in Emergencies needs in Akobo and Pigi Counties in Jonglei State and Ulang and Nasir Counties in Upper Nile State.	

<b>Total Project Budget in South Sudan CAP</b>	<b>Amount Requested from CHF</b>	<b>Amount Secured</b>
US\$ 970,000	US\$ 411, 543	US\$

<b>Total Direct Beneficiaries</b>		<b>Total Indirect Beneficiary</b>	
Women:	40	300	
Men:	200	<b>Catchment Population (if applicable)</b>	
Girls:	2,400	Emergency affected IDPs and host communities Pupils, youth, Teachers, PTA members and Community Members	
Boys	3,600		

<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):03/10/2012</b>
	<b>End Date (mm/dd/yy):03/09/2013</b>

<b>Address of Country Office</b>	<b>Address of HQ</b>
Project Focal Person: Reginah W. Wanyahoro Email & Tel: <a href="mailto:brindawanya@gmail.com">brindawanya@gmail.com</a> , 0903 437 854 e-mail country director: paulbiel@yahoo.com e-mail finance officer:soffi28@yahoo.com Address: Hai Tong Ping, P. O. Box Private Bag, off Munuki Rd, Tong Ping	e-mail desk officer: nybolbol424@hotmail.com e-mail finance officer: jidayiz@rocketmail.com  Address: Bilkey Payam, Akobo County, Jonglei State

## 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>

Upper Nile State has been categorized as one of the most vulnerable State with Education having been considerably and negatively affected during 2011 (OCHA). Boys, girls and youth have stopped accessing educational activities due to insecurity and the subsequent displacement. In OCHA's September 2011 Report, Ulang and Nasir Counties in Upper Nile were reported as having particular vulnerabilities during the emergencies. The two counties also have relatively high populations of stranded returnees as they are in line with the flow of the River Nile, they have been experiencing a continuous influx of returnees from North Sudan. Male and female children and youth are affected when their learning spaces are destroyed or occupied by IDPs and returnees. The disabled can become physically prone to more danger. In emergencies, boys and girls have to either stop attending school, or crowd into the few learning spaces available. Often teaching and learning materials are destroyed or looted. The situation gets worse when they are not guided to protect themselves or deal with the distress of having to stop learning abruptly, or they have fear of insecurity and of disruption of their normal school life for extended periods of time. Apart from missed learning opportunities, continued absenteeism from school could lead to the boys and girls dropping out, being exposed to immediate life threatening risk and also aggravating their educational well being. Girls can become more susceptible to early and forced marriages as well as get exposed to incidences of GBV and HIV/AIDS. Absence from school can also expose them to more physical danger when they are not in protective learning environments. The Education Cluster plans for 2012 represent a caseload of 342,755 children and youth (203,562 male; 139,261 female); while for Upper Nile is 42,230, being 19,348 female and 21,882 male). Absence of reliable and timely response mechanisms to deal with the needs of youth, boys and girls during emergencies can occasion the disruption of their education. When schools, teaching and learning materials are destroyed, male and female teachers have no means of handling the consequences of emergencies, or to assist children to go back to normalcy in their schools and homes. South Sudan has very weak Education statistics with net enrolment for primary school standing at 44.4% (37.1% for girls and 50.8% for boys) and net enrolment for secondary school standing at 1.6% (1.3% for girls and 1.8% for boys). Emergency-prone areas such as Upper Nile state are shown to have worse education scenarios. Therefore, based on prudent emergency planning for the Education sector in 2012, it is critical to ensure timely and reasonable support to guarantee children and youth of both gender affected by emergencies are provided with protective, live-saving education as they have education as a fundamental human right, EVEN IN TIMES OF EMERGENCIES! INEE states that 'Education in emergencies ensures dignity and sustains life by offering safe spaces for learning, where children and youth who need other assistance can be identified and supported.' During emergencies it becomes critical to ensure boys and girls are protected from lethal environments, have continued access to learning materials, live-saving messages and psychosocial support. Interactions and companionship provide security and confidence to these young people, and activities like restorative play build emotional health. Teachers and parents require emergency-support skills to help the children. GBV and exposure to HIV/AIDS cases may also become a threat especially to girls and women teachers.

### 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

**1)** Establish/rehabilitate safe, protective and responsive learning spaces for boys and girls in the 2 counties **2)** Provide safe and protective learning opportunities (including but not limited to GBV, HIV/AIDS, land mine education and human rights), for emergency affected boys and girls and youth of both gender in Ulang and Nasir counties **3)** Distribute relevant emergency school teaching and learning materials for children and youth, both boys and girls, including tents and materials that result in gender responsive psychosocial support and other emergency relevant key life-skills **4)** Conduct needs assessments in Education, including those of particular categories like the disabled (where there's sketchy data) whenever emergencies occur to determine needs and provide information for response **5)** Timely delivery of life- saving messages and psychosocial support to boys and girls and youth of both gender whenever an emergency occurs **6)** Conduct rapid training/orientation of teachers, PTA members, community members and the physically challenged community members - both men and women – in emergency-related life skills and psychosocial support **7)** Closely coordinate with other clusters to ensure the needs of emergency affected persons of both gender are addressed, for example, addressing separate WASH amenities of both gender (as in boys and girls in school) through gender-specific latrines **8)** Monitor and evaluate the impact of the response to Education in emergencies and generate and share reports on the progress of the response to emergencies affecting Education activities. This will be in line with the NHDF active participation in the National and Upper Nile State Education in Emergency Cluster and being the Lead and focal Points in Education in Emergency interventions in Akobo County.

### 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

Whenever natural or manmade emergencies occur, pupils and their teachers are greatly affected since their school are either destroyed or looted and they are displaced for some time hence disrupting their normal School life. Education is life saving since it brings normalcy during and after emergencies to the lives of boys, girls, youth and teachers of both genders and of vulnerable children such as the physically challenges. Many children who are returning from Sudan are coming and need normalcy in their schools as they settle in their new County, South Sudan. The CHF funding will cater for rehabilitating and establishing safe and protective learning spaces to returnees and emergency affected boys, girls and youths and their teachers, distribution of teaching and learning materials during and after emergencies. The Teachers, PTA members, and some community members will undergo trainings on life saving messages, Life skills and psychosocial support to be able to handle the emergency situations. Staff will be employed to cater for the above activities and to capacity build boys, girls , youth, teachers, PTA members and community members on emergency response

<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.

## ii) Objective

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

The intervention seeks to ensure continuity of life-saving education among children and youth in Upper Nile state in times of acute emergencies via: provision of protective temporary learning spaces, access to emergency teaching and learning materials as well as to life-saving messages and psychosocial support.

## 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.

**1)** Establish/rehabilitate safe, protective and responsive learning spaces for boys and girls in the 2 counties **2)** Provide safe and protective learning opportunities (including but not limited to GBV, HIV/AIDS land mine education and human rights), for emergency affected boys and girls and youth of both gender in Ulang and Nasir counties **3)** Distribute relevant emergency school teaching and learning materials for children and youth, both boys and girls, including tents and materials that result in gender responsive psychosocial support and other emergency relevant key life-skills **4)** Conduct needs assessments in Education, including those of particular categories like the disabled (where there's sketchy data) whenever emergencies occur to determine needs and provide information for response **5)** Timely delivery of life- saving messages and psychosocial support to boys and girls and youth of both gender whenever an emergency occurs **6)** Conduct rapid training/orientation of teachers, PTA members, community members and the physically challenged community members - both men and women – in emergency-related life skills and psychosocial support **7)** Closely coordinate with other clusters to ensure the needs of emergency affected persons of both gender are addressed, for example, addressing separate WASH amenities of both gender (as in boys and girls in school) through gender-specific latrines **8)** Monitor and evaluate the impact of the response to Education in emergencies and generate and share reports on the progress of the response to emergencies affecting Education activities.

## iv). Cross Cutting Issues

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

NHDF always consider gender parity in all its programs and will cater for all returned and emergency affected boys, girls, youth of both gender, Teachers and PTA members, community members and Project staff of both gender in addressing education in emergencies interventions. HIV /AIDS mainstreaming will be done like in other projects such that those emergency affected children, youth, Teachers and PTA members and project staff will be considered regardless of their status. NHDF activities will take care of the environment by encouraging tree planting in Schools or where temporary learning spaces are put up.

## 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.

**1)** 3,000 Boys, 2,000 girls, 600 male & 400 female youth have 60 safe and protective learning spaces to continue with learning in emergencies **2)** 3,000 Boys, 2,000 girls, 600 male & 400 female youth have access to (and gain skills in) safe and protective learning opportunities including but not limited to GBV, HIV/AIDS, land mine education and human rights **3)** 3,000 Boys, 2,000 girls, 600 male & 400 female youth as well as 200 male and 40 female teachers have an improved learning and teaching environment courtesy of provisions of emergency school learning and teaching materials respectively. This helps to improve their emergency education skills as well as psychosocial wellbeing **4)** Emergency education actors have an improved understanding of the special needs of boys, girls and youth courtesy of needs assessments conducted during the emergencies; this improves coordination and response and avails objective, authentic and reliable needs data. **5)** Children, both boys and girls and youth are able to cope well with emergencies and return to normalcy and continued learning in their schools **6)** 200 male and 40 female teachers, 400 male & 300 female parents, 300 male and female community members and the physically challenged persons acquire relevant life and psychosocial skills required during times of emergencies.

	Indicator	Target (indicate numbers or percentages)
1	# of emergency affected children and youth (M/F) attending temporary learning spaces	3,000 boys, 2,000 girls, 400 female and 600 male youth
2	# emergency affected learning spaces provided with gender segregated latrines	60 Temporary Learning spaces / Tents
3	# School in a Box distributed to emergency affected children, youth and teachers	75 Kits
4	# Recreation Kits distributed to emergency affected children, youth and teachers	75 kits
5	# Teachers (M/F) in emergency affected areas trained on life skills and psychosocial support	200 male 40 female Teachers

## 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 project will be solely implemented by NHDF. The Education Coordinator will be in charge of the project with 2 Assistant Education Coordinators being in charge of all the activities in Ulang and Nasir respectively. The Team in the counties will continue being the focal points in Education in Emergencies Cluster meetings, assessments and interventions in Upper Nile State. Six Community Mobilizers (3 in each County) will be vital in image building of the project and engaging the community to participate such as provision of local materials and labor for putting up TLS. The NHDF Team in the counties will also work hand in hand with the County Education Departments in all their plans and interventions while capacity building them. The Education Coordinator will be representing NHDF in National and Upper Nile State Education Clusters. The Director, Programs Coordinator and the Education Coordinator will be in charge of monthly monitoring and evaluation of the interventions so that all the planned activities are implemented according to the outputs set. The NHDF Finance and Grants officers will be in charge for the financial management of

the whole project. The monthly and quarterly financial and narrative reports will be delivered on time using data given by the 2 Assistance Coordinators to the Education Coordinator to compile.

**vii) Monitoring Plan**  
Describe how you will monitor progress and achievements of the project.

The 2 Assistance Education Coordinators with their 6 Community Mobilizers in the two counties will be involved in the day to day activities of the project and collecting data, the Education Coordinator will be making monthly visits to the four counties and will be compiling the monthly, quarterly and make the Annual Report. The County Education Departments will also be in charge of monitoring the project activities together with NHDF. Monthly, quarterly projects will be submitted on time to monitor the progress of the project achievements and be the one to address any necessary changes in the project achievements

**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:

LOGFRAME		
CHF ref. Code: <b>SSD-12/E/46076</b>	<b>Project title:</b> ..... Addressing Education in Emergencies needs in Ulang and Nasir Counties in Upper Nile State	<b>Organisation:</b> .....NHDF.....

<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> <ul style="list-style-type: none"> <li>The intervention seeks to ensure continuity of live-saving education among children and youth in Ulang and Nasir Counties of Upper Nile state in times of acute emergencies via: provision of protective temporary learning spaces, access to emergency teaching and learning materials as well as to life-saving messages and psychosocial support.</li> </ul>	<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>1) Establishment / Rehabilitation of 60 emergency affected Safe and Protective Learning Spaces/tents for 3,000 Boys, 2,000 Girls and 600 male and 400 youths who are emergency affected</li> <li>Established / rehabilitated 60 Emergency affected learning spaces provided with gender segregated latrines</li> <li>75 School in a box kits distributed to emergency affected children, youths and teachers</li> <li>75 Recreational kits distributed to emergency affected children, youths and teachers</li> <li>200 Male and 40 Female Teachers in emergency affected areas trained on life skills and 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>Minutes of meetings</li> <li>Monthly Reports</li> <li>Quarterly Reports</li> <li>Annual Reports</li> <li>Project Photos</li> <li>Training attendance sheets</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> <ul style="list-style-type: none"> <li>Provision of Safe and Protective learning using local materials and tents to emergency affected children, youth and teachers</li> <li>Distribution of Teaching and learning materials in terms of School in a box Kits and Recreational Kits to</li> </ul>	<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>3,000 Boys, 2,000 girls, 600 male &amp; 400 female youth have 60 safe and protective learning spaces to continue with learning in emergencies</li> <li>3,000 Boys, 2,000 girls, 600 male &amp; 400 female youth have access to (and gain skills in) safe and protective learning opportunities including but not</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>School Registers and Records,</li> <li>Number of Temporary Spaces established /rehabilitated</li> <li>Tents set up</li> <li>List of School in Box kits distributed</li> <li>List of Recreational Kits distributed</li> <li>Attendance List of meetings,</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>Community participation</li> <li>Community embrace of the project</li> <li>Community contribution</li> </ul>

<p>emergency affected children, youth and teachers</p> <ul style="list-style-type: none"> <li>• Training of Teachers, PTA members, Parents and Community members on Life Skills and Psychosocial skills</li> </ul>	<p>limited to GBV, HIV/AIDS, land mine education and human rights</p> <ul style="list-style-type: none"> <li>• 3,000 Boys, 2,000 girls, 600 male &amp; 400 female youth as well as 200 male and 40 female teachers have an improved learning and teaching environment courtesy of provisions of emergency school learning and teaching materials respectively. This helps to improve their emergency education skills as well as psychosocial wellbeing</li> <li>• Emergency education actors have an improved understanding of the special needs of boys, girls and youth courtesy of needs assessments conducted during the emergencies; this improves coordination and response and avails objective, authentic and reliable needs data.</li> <li>• Children, both boys and girls and youth are able to cope well with emergencies and return to normalcy and continued learning in their schools</li> <li>• 200 male and 40 female teachers, 400 male &amp; 300 female parents, 300 male and female community members and the physically challenged persons acquire relevant life and psychosocial skills required during times of emergencies.</li> </ul>	<p>workshops and trainings</p> <ul style="list-style-type: none"> <li>• Quarterly Reports</li> <li>• Project Photos</li> </ul>	<p>to local materials for Temporary learning Spaces</p> <ul style="list-style-type: none"> <li>• Clan / Tribal harmony</li> <li>• Resources available on time</li> <li>• Logistics are planned and organized well and before the rainy season</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><u>grouped in Workpackages</u></b>), leading to the specific objective/s:</li> <li>• 3,000 boys, 2,000 girls, 600 male and 400 female youth attending temporary learning spaces</li> <li>• 60 Temporary learning spaces and</li> </ul>	<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>• 3,000 Boys and 2,000 girls, 600 male and 400 male youths attending temporary learning spaces and continuing with their education activities</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>• School Registers and Records,</li> <li>• Number of Temporary Spaces established /rehabilitated</li> <li>• Tents set up</li> <li>• List of School in Box kits distributed</li> <li>• List of Recreational Kits distributed</li> </ul>	<p><b>Assumptions &amp; risks:</b> <i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i></p> <ul style="list-style-type: none"> <li>• Community involvement</li> <li>• Community engagement in contributing to local materials for constructing</li> </ul>

<p>tents provided with gender segregated latrines</p> <ul style="list-style-type: none"> <li>• 75 School in a box kits distributed to emergency affected children, youth and Teachers</li> <li>• 75 Recreational kits distributed to emergency affected children, youth and teachers</li> <li>• 200 male and 40 female teachers acquire life skills and psychosocial support during and after acute emergencies</li> <li>• 400 male and 300 female parents and 300 community members trained on life skills and psychosocial support during and after acute emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• 60 emergency temporary learning spaces and tents are created</li> <li>• 75 School in a box kits are distributed to emergency affected children, youth and teachers</li> <li>• 75 Recreational kits are distributed to emergency affected children, youth and teachers</li> <li>• 200 male and 40 female teachers using the life skills and psychosocial skill acquired</li> <li>• Education Actors have an improved understanding of the special needs of boys, girls and youth courtesy of needs assessments conducted during the emergencies; this improves coordination and response and avails objective, authentic and reliable needs data</li> <li>• 400 male and 300 female parents and 300 community acquire relevant life skills and psychosocial skills needed in times of emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance List of meetings, workshops and trainings</li> <li>• Quarterly Reports</li> <li>• Project Photos</li> </ul>	<p>temporary learning spaces</p> <ul style="list-style-type: none"> <li>• Education actors, Teachers, parents and community members avail for trainings and use the skills in emergencies assessments and during and after emergencies</li> <li>• Teaching and learning materials are used by children, youth and teachers appropriately</li> </ul>
<p><b>Activities:</b>  <i>What are the key activities to be carried out (grouped in Workpackages) and in what sequence in order to produce the expected results?</i></p> <ul style="list-style-type: none"> <li>• 2 Social Mobilization Campaigns conducted in the emergencies affected communities to raise awareness get involved in the project in Ulang and Nasir Counties</li> <li>• 2 emergency needs assessments conducted in Ulang and Nasir Counties</li> <li>• 4 Community Mobilization meetings for community to engage in supplying materials for establishing / rehabilitating temporary learning</li> </ul>	<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>• 6 community Mobilizers 3 in each county full time engaged</li> <li>• 2 Assistant project coordinator one for each county full time engaged</li> <li>• Education coordinator overseeing the two project locations</li> <li>• Office spaces with generator, printers and computers in each county</li> <li>• Hiring of car and boat for movement during distributions, trainings and emergency assessments</li> </ul>		<p><b>Assumptions, risks and pre-conditions:</b>  <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i></p> <ul style="list-style-type: none"> <li>• Emergency affected children, youth, teachers and community members in dire need of assistance</li> <li>• County Authority approvals and understandings</li> </ul>

<p>Structures / tents and opening Schools in emergency affected areas</p> <ul style="list-style-type: none"> <li>• Construction of temporary learning spaces and setting up of tents</li> <li>• Distribution of School in a box kits and Recreational kits to</li> <li>• 2 PTA/SMCs members, Parents and Community members training on School Management, emergency resource utilization and participation in School during the acute emergencies in Ulang and Nasir Counties</li> <li>• 8 Teachers, PTA/SMC members, Parents and Community Members trainings on Psychosocial Support and Life Skills messages in the emergencies affected communities and their role during emergencies 4 in each county in each quarter</li> <li>• 2 County Education Staff training on Needs Assessments during and after emergencies each in Ulang and Nasir Counties</li> <li>• 4 Life Skills training for emergency affected children and youth, and formation of Children Clubs especially girls to increase enrolment and retention in Schools</li> <li>• Monitoring and evaluation in Ulang and Nasir Counties</li> </ul>	<ul style="list-style-type: none"> <li>• Hall hire for trainings and hiring or Trainers for the trainings</li> <li>• Office stationery for record keepings and fillings</li> </ul>		<ul style="list-style-type: none"> <li>• Community positive feedback</li> <li>• County Education Department support and MoUs signing</li> <li>• Community engagement of the projects such as providing local materials for the construction of temporary learning spaces</li> <li>• Tents, teaching and learning materials to be available in the project locations</li> <li>• Education actors willing to coordinate and engage in the project activities</li> <li>• Good coordination with other Education Cluster members</li> <li>• Coordination with other clusters such as WASH, Health and Nutrition</li> </ul>
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## 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.

Activity	Q1 / 2012			Q2 / 2012			Q3 / 2012			Q4 / 2012			Q1. / 2013		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
<b>Result 1: 3,000 Boys, 2,000 girls, 600 male &amp; 400 female youth have 60 safe and protective learning spaces / tents to continue with learning in emergencies</b>															
Activity (1.1)															
1. 2 Social Mobilization Campaigns conducted in the emergencies affected communities to raise awareness get involved in the project in Ulang and Nasir Counties			X	X											
2. 2 emergency needs assessments conducted each in Ulang and Nasir Counties				X	X	X									
3. 4 Community Mobilization meetings for community to engage in supplying materials for establishing / rehabilitating temporary learning Structures / tents and opening Schools in emergency affected areas 2 meetings in each county			X	X	X	X									
<b>Result 2:3,000 Boys, 2,000 girls, 600 male &amp; 400 female youth have access to (and gain skills in) safe and protective learning opportunities including but not limited to GBV, HIV/AIDS, land mine education and human rights</b>															
Activity (2.1)															
1. Construction of temporary learning spaces using locally available materials and setting up of tents				X	X	X									
2. Distribution of School in a box kits and Recreational kits				X	X	X									
3. 4 Life Skills training for emergency affected children and youth, and formation of Children Clubs especially girls to increase enrolment and retention in Schools 2 in each county						X			X			X		X	
<b>Result 3: 3,000 Boys, 2,000 girls, 600 male &amp; 400 female youth as well as 200 male and 40 female teachers have an improved learning and teaching environment courtesy of provisions of emergency school learning and teaching materials respectively. This helps to improve their emergency education skills as well as psychosocial wellbeing</b>															
Activity (3.1)															
1. Distribution of School in a box kits and Recreational kits				X	X	X									
2. 4 Life Skills training for emergency affected children and youth, and formation of Children Clubs especially girls to increase enrolment and retention in Schools						X			X			X		X	
<b>Result 4: Emergency education actors have an improved understanding of the special needs of boys, girls and youth courtesy of needs assessments conducted during the emergencies; this improves coordination and response and avails objective, authentic and reliable needs data</b>															
Activity (4.1)															
1. 2 County Education Staff training on Needs Assessments during and after emergencies each in Ulang and Nasir Counties					X										
<b>Result 5: Children, both boys and girls and youth are able to cope well with emergencies and return to normalcy and continued learning in their schools</b>															
Activity (5.1)															
1. 4 Life Skills training for emergency affected children and youth, and formation of Children						X				X		X		X	

## 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.

Activity	Q1 / 2012	Q2 / 2012	Q3 / 2012	Q4 / 2012	Q1. / 2013
Clubs especially girls to increase enrolment and retention in Schools					
2. 2 PTA/SMCs members, Parents and Community members training on School Management, emergency resource utilization and participation in School during the acute emergencies in Ulang and Nasir Counties		X	X	X	
3. 8 Teachers, PTA/SMC members, Parents and Community Members trainings on Psychosocial Support and Life Skills messages in the emergencies affected communities and their role during emergencies 4 in each county in each quarter		X	X	X	X
<b>Result 6: 200 male and 40 female teachers, 400 male &amp; 300 female parents, 300 male and female community members and the physically challenged persons acquire relevant life and psychosocial skills required during times of emergencies.</b>					
Activity (6.1)					
1. 2 PTA/SMCs members, Parents and Community members training on School Management, emergency resource utilization and participation in School during the acute emergencies in Ulang and Nasir Counties		X	X	X	
2. 8 Teachers, PTA/SMC members, Parents and Community Members trainings on Psychosocial Support and Life Skills messages in the emergencies affected communities and their role during emergencies 4 in each county in each quarter		X	X	X	X
<b>Result 7:Monitoring and evaluation</b>					
Activity (7.1)					
1. Monthly Reports	X	X	X	X	X
2. Quarterly Reports	X		X	X	X
3. Annual Reports					X

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