

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

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:

CAP Cluster	Education
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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.

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

Project details

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

Requesting Organization	Project Location(s) (list State, County and if possible Payam where CHF activities will be implemented)
UNICEF	Warrap State – all counties Unity State – all counties Upper Nile State – all counties WARRAP: 30% UNITY: 40% UPPER NILE: 30%
Project CAP Code	
SSD-12/E/46093	
CAP Project Title	
Providing coordinated and timely lifesaving education for emergency-affected girls and boys through an efficient emergency education core pipeline, establishing protective learning spaces and delivery of emergency life skills and psychosocial support.	

Total Project Budget in South Sudan CAP	Amount Requested from CHF	Other Resource Secured
US\$ 16,258,064	US\$ 2,793,866	US\$ 0

Direct Beneficiaries	Total Indirect Beneficiary										
<table border="1"> <tr><td>Women:</td><td>27</td></tr> <tr><td>Men:</td><td>63</td></tr> <tr><td>Girls:</td><td>24,000</td></tr> <tr><td>Boys:</td><td>36,000</td></tr> <tr><td>Total:</td><td>60,090</td></tr> </table>	Women:	27	Men:	63	Girls:	24,000	Boys:	36,000	Total:	60,090	Catchment Population (if applicable)
Women:	27										
Men:	63										
Girls:	24,000										
Boys:	36,000										
Total:	60,090										
	Emergency affected IDPs and associated affected host populations.										

Implementing Partners (Indicate partners who will be sub-contracted if applicable and corresponding sub-grant amounts)	Project Duration (max. of 12 months, starting from allocation date)
State MoGEIs, Hold the Child, Food for the Hungry, CCSS & SPEDP, UNYMPDA, UNIDO, OMEID, and SAID	Start Date (mm/dd/yy): 31/03/2012
	End Date (mm/dd/yy): 30/03/2013

Address of Country Office	Address of HQ
Project Focal Person: Dr. Simon Q. Mphisa	e-mail desk officer
Email & Tel: smphisa@unicef.org	e-mail finance officer:
e-mail finance officer: yhaque@unicef.org	Address:
Address: UNICEF South Sudan, Totto Chan Compound, P.O. Box 45, Juba, SOUTH SUDAN	

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 population¹

The humanitarian situation in South Sudan continues to necessitate significant emergency education provision in order to meet the educational needs of emergency affected girls and boys and their teachers. Widespread displacement due to insecurity caused by tribal conflicts and cattle raiding coupled with continuous influx of returnees, particularly stranded returnees, and refugees all demand education in emergency interventions. The three states of Warrap, Unity and Upper Nile are particularly prone to emergencies, which results in a lack of educational resilience; hence, there is urgent need to prioritize support to the most vulnerable emergency affected learners and teachers.

The emergency situations that affect education are manifested through the displacement of people, destruction of school facilities and learning spaces, disruption of the teaching and learning process, occupation of schools by IDPs for shelter or by armed forces for operational bases, and exposure of learners to risks. In these situations, it is necessary to direct interventions to the establishment of temporary learning spaces and include the provision of emergency lifesaving skills and psychosocial support.

The impact of internal displacement is anticipated to continue especially in Warrap, Unity and Upper Nile states where at least 547,941 (376,423 boys, and 171,518 girls) and up to 70 learning spaces could be affected. It is worth noting that interruption of learning has greater impact on girls who mostly don't return to school due to particular challenges and are less likely to attend protective temporary learning spaces. This calls for special focus on girls to ensure that they too have access to education even during emergencies.

Overall, there is a significant shortage of learning spaces across the country; the national pupil to permanent and semi-permanent classroom ratio is 134:2, and the states with highest prevalence of emergencies have extreme shortages of dedicated learning spaces: 75.9% of children in Jonglei and 80.4% in Unity do not have access to permanent or semi-permanent learning spaces. Children in several counties most affected by instability and returnees also have the highest rates of school children without access to water and latrines.

Children affected by emergencies need psychosocial support and emergency relevant life skills such as landmine awareness that teachers in South Sudan presently lack capacity to provide. Over 60% of teachers have completed only primary school themselves, and only 45% have had teacher training of any kind. Thus there is need for rapid training of teachers on lifesaving skills and psychosocial support. Furthermore, children with disabilities are rarely accounted for in emergency programming and there is very little data presently available relating to this part of the school-aged population.

There is an extreme lack of essential teaching and learning materials in South Sudan. Temporary learning spaces and schools are overwhelmed due to displaced children from ongoing conflicts, and will continue to be overcrowded and/or have materials destroyed. The impact on participation of particular categories of children in this regard is worth noting.

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

Every year, humanitarian crises put hundreds of thousands of children and young people at risk in South Sudan. During such emergencies, community services and normal support mechanisms are disrupted. Children and their families face dangerous and rapidly changing situations. Education can be a protective, life-saving and life sustaining intervention in this environment. Yet, access to education continues to be denied to many children who need it most.

Many of the states and counties with the worst education indicators are those affected annually by conflict and insecurity. If we do not provide education in emergencies in South Sudan, we will see increasing disparity across the country and some of the most vulnerable and at risk children without access to the protection and support that education provides. Education provides children with stability and structure throughout an emergency, and protects them from risks and dangers. It also ensures that young people can continue to learn. Learning cannot and should not be put aside in times of crisis as education it is crucial to children and young people's future.

The proposed activities will contribute to the achievement of three objectives of the Education Cluster namely: 1) Provide protective temporary learning spaces in emergencies; 2) Supply emergency teaching and learning materials to ensure continuity of education; 3) Deliver lifesaving messages and psychosocial support to children and youth affected by emergencies. With the requested grant, the project will seek to provide protective temporary learning spaces with WASH facilities, supply emergency teaching/learning materials and strengthen the capacity of teachers to manage teaching and learning in emergencies as well as help affected children to cope with the impact of emergencies on their education.

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 grant will be used to address education related humanitarian needs in Warrap, Unity and Upper Nile states that are prone to inter-clan and inter-tribal conflicts as well as border tensions. Proposed interventions will include the establishment of protective temporary learning spaces with separate latrines for girls and boys and training of teachers on the delivery of lifesaving messages and provision of psychosocial support to girls and boys affected by emergencies in Warrap, Unity and Upper Nile states. Funds will also be used to supplement the Emergency Education Pipeline, providing emergency teaching and learning materials for Cluster partners across South Sudan.

ii) Objective

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

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.

- The specific objectives of the project are:
- To provide protective temporary learning spaces
 - To supply emergency teaching and learning materials to ensure continuity of education in emergencies;
 - To provide lifesaving skills and psychosocial support to girls and boys affected by emergencies

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.

- Conduct education specific assessments in emergency affected areas of Warrap, Unity and Upper Nile states to identify needs and inform response interventions.
- Establish 45 protective temporary learning spaces for girls and boys affected by emergencies
- Orient teacher trainers on lifesaving skills and psychosocial support materials for emergency teacher training and print materials for all 10 states.
- Conduct rapid training or orientation of 90 teachers (27 female; 63 male) to deliver lifesaving skills and provide psychosocial support to girls and boys affected by emergencies in Warrap, Unity and Upper Nile states
- Conduct regular monitoring and evaluation of the project
- Procure and distribute emergency teaching and learning materials (I.e schools in a box, tents, recreation kits, ECD kits)
- Pre-position adequate educational materials for emergency response (i.e schools in a box, tents, recreation kits, ECD kits)

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

Cross-cutting issues such as gender, environment, HIV/AIDS and children with disabilities will be taken into consideration when assessing needs and planning an emergency response. Global and national tools for cross-cutting issues will be used. For instance, all data collected will be disaggregated by gender. The teacher training on lifesaving skills and psychosocial support will target both female and male teachers. Sessions on HIV/AIDS, Mine Risk Education, and DDR will be integrated in the teacher training sessions. Separate latrines for girls and boys will be provided at the protective temporary learning spaces. The concept of inclusive education will be encouraged throughout the project.

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.

- 45 protective temporary learning spaces established to increase access for children and youth affected by emergencies.
- 4,500 children (40% girls) affected by emergencies have access to protective temporary learning spaces.
- 60,000 children have access to emergency teaching and learning materials.
- 90 teachers (30% female) trained on delivery of lifesaving messages and psychosocial support

	Indicator	Target (indicate numbers or percentages)
1	SMART indicator 1A: # of temporary learning spaces established	45 protective temporary learning spaces
2	SMART indicator 1B: # of emergency affected children and youth (M/F) attending temporary learning spaces	4,500 children (2,400 girls; 3,600 boys)
3	SMART indicator 3A: # of teachers (M/F) in emergency affected areas trained on life skills and psychosocial support	90 teachers (27 female; 63 male)
4	SMART indicator 3B: % of trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	70%
5	SMART indicator 2A: # of School in a Box distributed to emergency affected children, youth and teachers	1,500

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 planned mechanism for the implementation of the project will involve the International and local NGOs as well as State Ministries of General Education and Instruction in Warrap, Unity and Upper Nile. The implementing partners will sign project cooperative agreements with UNICEF as the modality for receiving support to implement defined activities. Throughout the implementation period, UNICEF will monitor and provide technical support.

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

Progress and achievements of the project will be monitored jointly with the implementing partners and the State Ministry of General Education and Instruction. The implementing partners will provide quarterly progress reports detailing achievements against the objectives, indicators of progress and targets of the project. UNICEF staff, leading Clusters in all affected states will provide monthly reports on the indicators above to the Education Cluster through the Cluster's Incident and Intervention Reporting and Monitoring formats. Furthermore, UNICEF will lead, on behalf of the Education Cluster, an Impact Monitoring Study, undertaking targeted monitoring to establish the impact of the interventions outlined above, including the protective nature of learning spaces and end-user monitoring of supply distribution.

. 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: <u>SSD-12/E/46093/124</u>	Project title: Providing coordinated and timely lifesaving education for Girls and Boys affected by Emergencies in Warrap, Unity and Upper Nile States	Organisation: <u>UNICEF</u>	
Overall Objective: <ul style="list-style-type: none"> To provide coordinated and timely lifesaving education for emergency affected girls and boys through an efficient emergency education core pipeline, establishing protective learning spaces and delivery of emergency life skills and psychosocial support 	Indicators of progress: <ul style="list-style-type: none"> # of temporary learning spaces established # of emergency affected children and youth (M/F) attending temporary learning spaces # of teachers (M/F) in emergency affected areas trained on life skills and psychosocial support % of trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces # of pupils and teachers with emergency teaching and learning materials 	How indicators will be measured: <ul style="list-style-type: none"> Monthly Reports Cluster Bulletins Training reports and attendance lists EMIS data School Enrolment Records Distribution Records; Delivery Notes; End-user Monitoring Reports 	Assumptions & risks: <ul style="list-style-type: none"> Availability and prompt disbursement of funds Security situation will remain calm and stable Inaccessibility due to environmental adversity Continued government commitment to education in emergencies Education Cluster partnerships
Specific Project Objective/s: <ul style="list-style-type: none"> To increase access to protective temporary learning spaces To supply emergency teaching and learning materials to ensure continuity of education in emergencies; To provide lifesaving skills and psychosocial support to girls and boys affected by emergencies 	Indicators of progress: <ul style="list-style-type: none"> # of temporary learning spaces established # of emergency affected children and youth (M/F) attending temporary learning spaces # of teachers (M/F) in emergency affected areas trained on life skills and psychosocial support % of trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces # of pupils and teachers with emergency teaching and learning materials 	How indicators will be measured: <ul style="list-style-type: none"> Monthly Reports Cluster Bulletins Training reports and attendance lists EMIS data School Enrolment Records Distribution Records; Delivery Notes; End-user Monitoring Reports 	Assumptions & risks: <ul style="list-style-type: none"> Availability and prompt disbursement of funds Security situation will remain calm and stable Inaccessibility due to environmental adversity Continued government commitment to education in emergencies Education Cluster partnerships

<p>Results - Outputs (tangible) and Outcomes (intangible):</p> <ul style="list-style-type: none"> • 45 protective temporary learning spaces established to increase access for 4,500 children (40% girls) and youth affected by emergencies. • 90 teachers (30% female) trained on delivery of lifesaving messages and psychosocial support • Emergency teaching and learning materials procured, distributed and prepositioned for coordinated and timely emergency response 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> • # of temporary learning spaces established • # of emergency affected children and youth (M/F) attending temporary learning spaces • # of teachers (M/F) in emergency affected areas trained on life skills and psychosocial support • % of trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces • # of pupils and teachers with emergency teaching and learning materials 	<p>How indicators will be measured:</p> <ul style="list-style-type: none"> • Monthly Reports • Cluster Bulletins • Training reports and attendance lists • EMIS data • School Enrolment Records • Distribution Records; Delivery Notes; End-user Monitoring Reports 	<p>Assumptions & risks:</p> <ul style="list-style-type: none"> • Availability and prompt disbursement of funds • Security situation will remain calm and stable • Inaccessibility due to environmental adversity • Continued government commitment to education in emergencies • Education Cluster partnerships
<p>Activities:</p> <p>(1) Protective temporary learning spaces:</p> <ul style="list-style-type: none"> • Conduct education specific assessments in emergency affected areas of Warrap, Unity and Upper Nile states to identify needs and inform response interventions. • Establish 45 protective temporary learning spaces for girls and boys affected by emergencies; <p>(2) Lifesaving skills and psychosocial support:</p> <ul style="list-style-type: none"> • Orient teacher trainers on lifesaving skills and psychosocial support materials for emergency teacher training and print materials for all 10 states. • Conduct rapid training or orientation of 90 teachers (27 female; 63 male) to deliver lifesaving skills and provide psychosocial support to girls and boys affected by emergencies in Warrap, Unity and Upper Nile states • Conduct regular monitoring and evaluation of the project 	<p>Inputs:</p> <ul style="list-style-type: none"> • Funds; • Staff time; • Transportation; • Human resources 		<p>Assumptions, risks and pre-conditions:</p> <ul style="list-style-type: none"> • Availability and prompt disbursement of funds • Security situation will remain calm and stable • Inaccessibility due to environmental adversity • Continued government commitment to education in emergencies • Education Cluster partnerships

<p>(3) Emergency teaching and learning materials:</p> <ul style="list-style-type: none"> • Procure and preposition emergency teaching and learning materials (including schools in a box, tents, recreation kits, ECD kits) • Distribute emergency teaching and learning materials (including schools in a box, tents, recreation kits, ECD kits) 			
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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
Result 1: 45 protective temporary learning spaces established to increase access for 6,000 children (40% girls) and youth affected by emergencies															
Activity (1.1) Conduct education specific assessments in emergency affected areas of Warrap, Unity and Upper Nile states to identify needs and inform response interventions.			X	X											
Activity (1.2) Establish 45 protective temporary learning spaces for 6,000 girls and boys affected by emergencies				X	X	X			X	X	X			X	X
Result 2: 90 teachers (30% female) trained on delivery of lifesaving messages and psychosocial support															
Activity (2.1) Orient teacher trainers on lifesaving skills and psychosocial support materials for emergency teacher training and print materials for all 10 states.				X	X	X									
Activity (2.2) Conduct rapid training or orientation of 90 teachers (27 female; 63 male) to deliver lifesaving skills and provide psychosocial support to girls and boys affected by emergencies in Warrap, Unity and Upper Nile states							X	X	X	X	X				
Result 3: Emergency teaching and learning materials procured, distributed and prepositioned for coordinated and timely emergency response															
Activity (3.1) Procure and preposition emergency teaching and learning materials (including schools in a box, tents, recreation kits, ECD kits)			X	X	X	X									
Activity (3.2) Distribute emergency teaching and learning materials (including schools in a box, tents, recreation kits, ECD kits)							X	X	X	X	X	X	X	X	

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