

South Sudan 2013 CHF Standard Allocation Project Proposal

for CHF funding against Consolidated Appeal 2013

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

SECTION I:

CAP Cluster	Education
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CHF Cluster Priorities for 2013 Second Round Standard Allocation

Cluster Priority Activities for this CHF Round	Cluster Geographic Priorities for this CHF Round
<ul style="list-style-type: none"> Establish or repair (quick and light) safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities. Pre-position and distribute emergency teaching and learning materials to emergency-affected schools and communities to ensure continuity of learning during/after emergencies. Conduct rapid training or orientation of education actors and PTAs in emergency-related lifesaving messages and psychosocial support for the benefit of children and youth affected by emergencies. 	<ul style="list-style-type: none"> Jonglei (Akobo, Uror, Pibor¹, Pochalla, Nyirol, Bor, Ayod) Unity (Pariang, Abienhom, Mayom, Rubkona) Upper Nile (Maban, Renk, Melut, Ulang, Nasir, Baliet, Longuchuk) Warrap (Twic – incl. Agok, Tonj South, Tonj East, Tonj North, Gogrial East, Gogrial West) Lakes (Rumbek North, Cueibet, Awerial) NBeG (Aweil North, Aweil East) CES (Juba) EES (Kapoeta North, Kapoeta East, Kapoeta South) WBeG (Raja)

Project details

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

Requesting Organization		Project Location(s) - list State and County (payams when possible) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State	
Christian Mission For Development (CMD)		State	%
		Jonglei	100%
		County/ies (include payam when possible)	
		Ayod County (Ayod Town, Kuachdeng, Wau, Pajiek, Pagil and Mogok Payams.)	
Project CAP Code		CAP Gender Code	
SSD-13/E/58571/R/14945		1	
CAP Project Title (please write exact name as in the CAP)			
Provide protective temporary learning spaces, emergency teaching and learning materials and deliver lifesaving psychosocial support to vulnerable IDPs, returnees and host communities in Ayod County of Jonglei State			
Total Project Budget requested in the in South Sudan CAP		US\$ 144,500	
Total funding secured for the CAP project (to date)		US\$ 28,700	
Direct Beneficiaries		Indirect Beneficiaries	
	Number of direct beneficiaries targeted in CHF Project	Number of direct beneficiaries targeted in the CAP	
Women:	32	1,000	
Girls:	1,528	5,103	
Men:	44	150	
Boys:	822	2,747	
Total:	2,426	9,000	
Implementing Partner/s (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)			
N/A			
Funding requested from CHF for this project proposal		US\$ 101,000	
Are some activities in this project proposal co-funded (including in-kind)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
Indirect Beneficiaries			
9,704			
Catchment Population (if applicable)			
139,282 (2008 Sudan National Census)			
CHF Project Duration (12 months max., earliest starting date will be Allocation approval date)			
9 Months (1 October 2013 to 30 June 2014)			

¹ Pibor is currently constrained with restricted access. Proposals for Pibor County must take this into account, and explain mitigating measures to be taken.

Contact details Organization's Country Office	
Organization's Address	Afro – Asian Business Centre Juba University Area, Atlabara Juba, South Sudan
Project Focal Person	Daniel Kusemererwa E – Mail: dkusema@gmail.com ed@cmdsouthsudan.org Tel: +211927190134
Country Director	Rev. Thomas Tut Gany E – Mail: tutgany@gmail.com Tel: 0927262266;0919701340
Finance Officer	Gatkuoth Gatluak Par E-mail: gatkuothnyayie@gmail.com Telephone:0954323313; 0955432664

Contact details Organization's HQ	
Organization's Address	Ayod County Ayod Town Head Office
Desk officer	Ayod Head Office E-mail: info@cmdsouthsudan.org Telephone: 0919701340; 0955432664
Finance Officer	Gatkuoth Gatluak Par E-mail: gatkuothnyayie@gmail.com Telephone:0954323313; 0955432664

SECTION II

A. Humanitarian Context Analysis

Briefly describe (in no more than 300 words) the current humanitarian situation in the specific locations where CHF funded activities will be implemented. Provide evidence of needs by referencing assessments and key data, including the number and category of the affected population²

Relief and Rehabilitation Commission (RRC) reports and Inter Agency Assessments from the Payams of Kuachdeng, Wau, Mogok, Pagil, Pajiek and the two camps in Ayod town and Pagil payam place the number of vulnerable people at 62,732 (March 2013) of which 12,075 are IDPs, 2,132 returnees and 48,525 flood prone within host Community. Ayod County is neighbored by the counties of Fangak, Canal, Leer, Duk, Uror and Nyirol with a population of 139,282 people (2008 Sudan National Census) and was severely hit by floods during the yearly rainy season that led to the collapse and rendered inaccessible most of the schools within the Payams of the County. Recovery has often been hampered by the seasonal rains that began in Mid-June 2013.

The County is also a safe haven for populations from the Counties of Uror, Duk, Pigi, Akobo and Nyirol that have fled past occurrences of civil and tribal incursions. In March 2013, arrivals of over 10,000 returnees began in Ayod County from the County of Pigi/Canal and Sudan that fled during the 1991/2 unrest. (IOM, April 2013). The influx of IDPs and returnees has strained the already insufficient education services within the county with less than 25% of youths accessing primary education due to lack of learning spaces, learning materials and cultural behaviors that give youths less time for school.

In Ayod County especially, more than 80% of the youths have abandoned school and resorted to cattle keeping and fishing at the onset of the rains due to lack of adequate and appropriate learning spaces, materials and social morale. Extreme teacher to Student Ratios (Jonglei - 84:1) has greatly affected the quality of education too.(EMIS, 2011)

B. Grant Request Justification

Briefly describe (in no more than 300 words) the reasons for requesting CHF funding at this time. Explain how CHF funding will help address critical humanitarian gaps in your cluster. Explain the value added by your organization (e.g. geographical presence). Indicate if any other steps have been taken to secure alternative funding.

Ayod county's strategic location between the highly volatile counties of Jonglei State has greatly favored the influx, settlement and integration of returnees and IDPs amongst the host communities. Ayod ranks second next to Pibor County in terms of poor education indicators in Jonglei State (Jonglei, EMIS 2011). With a number of schools under trees and dilapidated structures, seasonal yearly rains between the months of July and December render most of the open learning spaces inappropriate for usage. Lack of enough learning spaces has led to most of intending school age going children and youths especially boys from the returnee and IDP camps to be deliberately sent away or lose morale for school thereby resorting to other activities such as fishing and livestock keeping or cattle raiding. These are further aggravated by inadequate teaching and learning materials especially at learning spaces ran by churches in Ayod County.

Effects of the rainy season and a strain on available learning spaces due to returnee and IDP influxes can be mitigated by provision of extra safe and protective learning spaces in the six payams of the county and the two IDP and returnee camps that will serve school age girls and boys through CHF funding. Provision of learning and teaching materials to emergency affected/prone schools and communities coupled with rapid training of teachers and PTAs will greatly boost enrollment and attendance in the selected schools. Coordination will greatly be improved and periodic assessments carried out together with other education partners. Advocacy for girl child education through churches, social groups and community leaders is already being carried out by CMD in Ayod County.

CMD is fully based in Ayod County with a fully operational office and full time on-ground staff and has been implementing CHF funded projects in the areas of WASH and Food Security.

² 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.

C. Project Description (For CHF Component only)

i) Contribution to Cluster Priorities

Briefly describe how CHF funding will be used to contribute to the achievement of the cluster priority activities identified for this allocation.

The primary objective of the project will be to establish an environment that favors continuity of education in an emergency setting especially amongst the returnee, IDP populations and vulnerable host communities through provision of extra safe and protective learning spaces in 10 locations in Ayod.

Quick and light repairs in 4 selected schools in the county that were destroyed/ rendered inappropriate due to rains, distribution/supply of teaching and learning materials, direct monitoring of the learning and teaching exercises, and the rapid training and orientation of teachers/trainers and community education actors in view of the emergency setting will be part of the main activities. CMD will integrate WASH interventions such as latrine construction and hand washing facility installations in the targeted areas.

In line with the Education cluster priorities, this project will:

1. Establish or repair (quick and light) safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities.
2. Pre-position and distribute emergency teaching and learning materials to emergency-affected schools and communities to ensure continuity of learning during/after emergencies.
3. Conduct rapid training or orientation of education actors and PTAs in emergency-related lifesaving messages and psychosocial support for the benefit of children and youth affected by emergencies.

ii) Project Objective

State the objective/s of this CHF project. Objective/s should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART)

The main objectives of the CHF 9 months project are as follows;

1. Establishment and light repairs of learning spaces to facilitate rapid enrollment and continuance of education amongst the youth and children within the county and to ease the pressure on available learning spaces that have been strained by an influx of IDPs and returnees or that have been made inappropriate for use by adverse weather conditions.
2. Rapid training of teachers, PTAs and education actors on life skills and psycho-social support and distribution of emergency teaching and learning materials to targeted schools and communities.
3. Organize awareness campaigns and activities and to strengthen coordination, advocacy, joint force monitoring and information sharing among the partners at both the County, State and National levels.

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 (broken down by age and gender to the extent possible).

1. Brief the Community leaders, County Administration, in – line state ministries partner organizations and beneficiary communities about the project activities and expectations.
2. Organize awareness campaigns involving community leaders, chiefs, social groups on child/youth education in English, Arabic and local dialects. Girl child education will be strongly emphasized during the campaigns.
3. Establishment and rehabilitation of a total of 10 temporary learning spaces in the two IDP camps in Ayod and Pagil respectively, returnee camps in Ayod town, each of the 6 payams of Ayod County especially around churches with direct involvement of the community to increase children and youth enrollment into schools directly benefiting 1,250 children, and 1,100 school aged youths and facilitating light repairs on classrooms that have been rendered unusable in 4 areas in Ayod
4. Training of 20 teachers (9 female and 11 male), 34 dedicated/willing parents/guardians, (17 female and 17 male), 4 community leaders, 7 social group leaders (4 Male and 3 female) and 11 church leaders (8 male and 3 female) on emergency related life skills support.
5. Supply and distribution of teaching and learning materials benefitting 2,350 children and school aged youths,(1,528 females and 822 males) and 20 teachers(9 females and 11 males) directly participating in the emergency education initiatives carried out by CMD and partner organizations.
6. Advocacy, follow - up/monitoring and creating sustainability mechanisms in collaboration with county education officials to ensure continuity of the school education initiatives at the end of the project duration.
7. Participate, carry out, and report periodic assessment exercises jointly with leading actors in the county, in collaboration with the state cluster focal point on EiE efforts and interventions.

iv). Cross Cutting Issues

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

Girls, female teacher and parents and other vulnerable children will be given beneficiary priority during the project. Access to girl friendly water and sanitation facilities, promotion of community sensitisation campaigns on benefits of girls' education in terms of employment and economic development, community led door to door enrolment of girls into schools, encouragement of equity in the classroom through participatory child-friendly inclusive teaching methodologies and the incorporation of human rights and children's rights in the classroom curricula are some of the gender initiatives during the project.

HIV/AIDS awareness/sensitisation messages such as abstinence for young girls and environmental protection will be streamlined into the awareness campaigns. WASH facilities at the learning spaces will be set up at standard distances from water points and clean waste disposal mechanisms will be ensured during and after the project duration. PWDs will be handled holistically to allow inclusion and to avoid social disparity at the schools. Mine awareness in Ayod Town will be done alongside other awareness campaigns.

v) Expected Result/s

Briefly describe (in no more than 100 words) the results you expect to achieve at the end of the CHF grant period.

The below mentioned are expected at the end of the CHF grant period;

1. 10 learning spaces in Ayod County set up or rehabilitated with gender segregated WASH facilities.
2. 2,350 children and School - age youths (1,528 Girls and 822 Boys) enrolled into schools with a monthly attendance rate of over 80%.
3. 25 schools in a box kits, 15 recreation kits, 10 blackboards distributed and fully utilized for education purposes in Ayod.
4. 90% of trained teachers, education actors and PTAs fully utilizing training materials and applying psycho – social and lifesaving principles in their teaching.
5. County level education coordination strengthened with at least 8 cluster meetings held with partners in and around Ayod County.

List below the output indicators you will use to measure the progress and achievement of your project results. At least three of the indicators should be taken from the cluster defined Standard Output Indicators (SOI) (annexed). Put a cross (x) in the first column to identify the cluster defined SOI. Indicate as well the total number of direct beneficiaries disaggregated by gender and age.

SOI (X)	#	Output Indicators (Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal).	Target (indicate numbers or percentages) (Targets should be disaggregated by age and sex as per the standard output indicators list and add-up to the number of direct beneficiaries identified page 1)
	1.	Total direct beneficiaries - number of emergency affected children and youth (M/F) attending temporary learning spaces and classrooms rehabilitated	2,350 Children and School age - youths (1,528 females and 822 males) 1,250 Children (813 Girls and 437 Boys) 1,100 Youths (715 Females and 385 Males) 705 IDPs (460 girls and 245 boys) 611 Returnees (397 girls and 214 boys) 1,034 Host Community (672 girls and 362 boys)
	2.	Temporary learning spaces established	6 temporary learning spaces established in Ayod. Ayod Town: 3 TLS Wau payam: 2 TLS Pagil: 1 TLS
	3.	Classrooms repairs	6 classroom repairs at 4 schools in 4 payams of Ayod. Wau Payam : 1 classroom Mogok payam : 2 classrooms Kuachdeng Payam : 1 classroom Pajiek Payam : 2 classrooms
	4.	Emergency affected learning spaces provided with gender segregated latrines	10 Emergency affected learning spaces provided with gender segregated latrines.
	5.	School in a Box distributed to emergency affected children, youth and teachers	25 School in a box distributed to 20 teachers trained in life skills and psychosocial support to benefit 2,350 children and youths under learning spaces managed by CMD.
	6.	Recreation Kits distributed to emergency affected children, youth and teachers	15 Recreation Kits managed by 20 teachers benefitting 2,350 emergency affected children and youths in Ayod County.
	7.	Number of children benefitting from Education in Emergencies supplies	2,350 children and youths benefitting from EiE supplies. 1,528 girls 688 boys

			705 IDPs 611 Returnees 1,034 Host Communities
	8.	Teachers, PTA members or other education actors in emergency affected areas trained on life skills and psychosocial support	76 teachers, PTA members and education actors trained. 20 teachers (9 females and 11 males) 34 PTA members. (17 females and 17 males) 4 community leaders 7 social group leaders (4 males and 3 females) 11 church leaders (8 males and 3 females)
	9.	Trained teachers who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	90% of trained teachers use training materials and apply psycho – social and life - saving principles in their teaching in emergency affecting learning spaces.
	10.	Children and youth (M/F) reporting feeling safe and protected in emergency affected learning environments	95% of children and youth reporting and feeling safe and protected in emergency affected learning environment.

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.

In collaboration with education actors, state and county in – line ministries, CMD will be the sole implementer of this project. CMD will work with the Jonglei State education cluster state focal points to ensure effectiveness in meeting the cluster targets and effect advocacy and coordination at the county, state and national level.

CMD is fully based in Ayod County but with a coordination office in Juba and has been directly involved in education interventions through the churches and support from in – kind donations.

Under direct supervision from the Executive Director and Programs Coordinator, CMD’s Education Officer is fully based in Ayod and is the head of the education team that consists of full time and volunteer staff currently participating in the education work in Ayod.

vii) Monitoring and Reporting Plan

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

1. Explain how will you measure whether a) Activities have been conducted, b) Results have been achieved, c) Cross-cutting issues have been addressed, and d) Project objectives have been met
2. Indicate what monitoring tools and technics will be used
3. Describe how you will analyze and report on the project achievements
4. Ensure key monitoring and reporting activities are included in the project workplan (Section III)³.

An entire Results Based M & E plan for the project will be drafted based on cluster standard indicators and targets. Baseline data used is from Inter agency assessments, EMIS 2012 and OCHA. A full time Monitoring and Evaluation Officer will be in charge of the Monitoring and Evaluation under supervision from the Programs coordinator and Executive Director.

Monthly visits to the project sites by staff based in Juba together with a full time Education Officer, teachers and staff based in Ayod with a purpose of assessing of gauging achievements and constraints, identify lessons or good practices.

The aim also will be to assess how results are addressing education in emergency needs, human rights, protection, gender equality, HIV/AIDS and other cross cutting issues and Identify capacity development needs among partners, actors particularly related to data collection, analysis, monitoring and reporting.

Direct observation of daily educational activities in all the payams of Ayod county, interviews with direct beneficiaries, and analysis of data from field surveys and learning spaces to examine impact of the project on education standards within the county will be carried out. Monthly, Quarterly and Final Reports will be prepared and shared with education actors at state and national level.

D. Total funding secured for the CAP project

Please add details of secured funds from other sources for the project in the CAP.

Source/donor and date (month, year)	Amount (USD)
In – Kind donations from churches and individuals	\$ 28,700
Pledges for the CAP project	

³ CHF minimum narrative reporting requirements will include the submission of a final narrative report and where applicable a narrative mid-term report. Narrative reports will include a progress on the project achievements using the outputs indicators listed in this project proposal.

SECTION III:

LOGICAL FRAMEWORK					
<p>CHF ref./CAP Code: <u>SSD-13/E/58571/R</u></p>		<p>Project title: Provide protective temporary learning spaces, emergency teaching and learning materials and deliver lifesaving psycho - social support to vulnerable IDPs, returnees and host communities in Ayod County of Jonglei State</p>		<p>Organisation: <u>Christian Mission for Development.(CMD)</u></p>	
Overall Objective	<p>Cluster Priority Activities for this CHF Allocation: <i>What are the Cluster Priority activities for this CHF funding round this project is contributing to:</i></p> <ul style="list-style-type: none"> • Establish or repair (quick and light) safe and protective learning spaces for affected boys and girls with gender segregated WASH facilities. • Pre-position and distribute emergency teaching and learning materials to emergency-affected schools and communities to ensure continuity of learning during/after emergencies. • Conduct rapid training or orientation of education actors and PTAs in emergency-related lifesaving messages and psychosocial support for the benefit of children and youth affected by emergencies. 	<p>Indicators of progress: <i>What are the key indicators related to the achievement of the CAP project objective?</i></p> <ul style="list-style-type: none"> • No. of TLS established and lightly repaired with gender segregated WASH facilities • No. of Children and teachers benefitting from Education in Emergency teaching and learning Supplies. • No. of teachers, PTA members and other education actors (women/men) in emergency affected areas trained on life skills and psychosocial support and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • • CMD Monthly reports • School activity logs • Direct observation • EIE Surveys • Photographic and video reporting • Training Reports; Attendance Lists; Pre and Post Training Test Results; • Field Visit Monitoring Reports 		
Purpose	<p>CHF Project Objective: <i>What are the specific objectives to be achieved by the end of this CHF funded project?</i></p> <ul style="list-style-type: none"> • Establishment and rehabilitation of learning spaces to facilitate rapid enrollment and continuance of education amongst the youth and children within the county and to ease the pressure on available learning spaces that have been strained by an influx of IDPs and returnees or that have been made inappropriate for use by adverse weather conditions. • Rapid training of teachers, PTAs and education actors on life skills and psycho-social support and distribution of emergency teaching and learning materials to targeted schools and communities. • Organize awareness campaigns and activities and to strengthen coordination, advocacy, joint force monitoring and information sharing among the partners at both the County, State and National levels. 	<p>Indicators of progress: <i>What indicators will be used to measure whether the CHF Project Objectives are achieved. Indicators may be quantitative and qualitative</i></p> <ul style="list-style-type: none"> • Number of emergency affected children and youth (M/F) attending temporary learning spaces and classrooms rehabilitated/lightly repaired with an attendance rate of over 80% • Teachers, PTA members or other education actors in emergency affected areas trained on life skills and psychosocial support. • Number of awareness campaigns and activities including coordination meetings, advocacy exercises held at the county level. 	<p>How indicators will be measured: <i>What sources of information already exist to measure this indicator? How will the project get this information?</i></p> <ul style="list-style-type: none"> • • CMD Monthly reports • School activity logs • Direct observation • EIE Surveys • Photographic and video reporting • Training Reports; Attendance Lists; Pre and Post Training Test Results; • Field Visit Monitoring Reports 	<p>Assumptions & risks: <i>What factors not under the control of the project are necessary to achieve these objectives? What factors may get in the way of achieving these objectives?</i></p> <ul style="list-style-type: none"> • Timely disbursement of funds • There are no major disease outbreaks • Work is not disrupted due to natural hazards or conflict. • Prices and availability of construction materials and transportation remain stable. 	

LOGICAL FRAMEWORK			
CHF ref./CAP Code: <u>SSD-13/E/58571/R</u>		Project title: Provide protective temporary learning spaces, emergency teaching and learning materials and deliver lifesaving psycho - social support to vulnerable IDPs, returnees and host communities in Ayod County of Jonglei State	
		Organisation: <u>Christian Mission for Development.(CMD)</u>	
Results	<p>Results - Outcomes (intangible): State the changes that will be observed as a result of this CHF Project. E.g. changes in access, skills, knowledge, practice/behaviors of the direct beneficiaries.</p> <ul style="list-style-type: none"> • Increase in access to education and learning spaces within the county. • Increase in knowledge in areas of life skills and psychosocial support teachers, PTA members or other education actors in emergency affected areas. • Children and youth (M/F) reporting feeling safe and protected in emergency affected learning environments 	<p>Indicators of progress: What are the indicators to measure whether and to what extent the project achieves the envisaged outcomes?</p> <ul style="list-style-type: none"> • Number of emergency affected children and youth (M/F) attending temporary learning spaces and classrooms rehabilitated. • No. of teachers, PTA members or other education actors in emergency affected areas trained on life skills and psychosocial support. (• Number of children and youth (M/F) reporting feeling safe and protected in emergency affected learning environments 	<p>How indicators will be measured: What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> • Preliminary Needs Assessment Reports; Baseline and End line Surveys; Field Monitoring Reports; Distribution Reports. • CMD Monthly reports • School activity logs • Direct observation • EiE Surveys • Photographic and video reporting • Training Reports; Attendance Lists; Pre and Post Training Test Results; • Field Visit Monitoring Reports
	<p>Immediate-Results - Outputs (tangible): List the products, goods and services (<u>grouped per areas of work</u>) that will result from the implementation of project activities. Ensure that the outputs are worded in a manner that describes their contribution to the outcomes.</p> <ul style="list-style-type: none"> • Learning spaces in Ayod County set up or rehabilitated with gender segregated WASH facilities. • Children and School - age youths enrolled into schools. • Education in Emergency Supplies distributed and fully utilized for education purposes in Ayod. • Trained teachers, education actors and PTAs fully utilizing training materials and applying psycho – social and lifesaving principles in their teaching. • County level education coordination strengthened 	<p>Indicators of progress: What are the indicators to measure whether and to what extent the project achieves the envisaged outputs? Ensure the indicators identified in Section II (v) of this proposal are adequately inserted in this section.</p> <ul style="list-style-type: none"> • No. of Learning spaces in Ayod County set up or rehabilitated with gender segregated WASH facilities. • No. of children and School - age youths enrolled into schools with a monthly attendance rate of over 80%. • No. of schools in a box kits, recreation kits, blackboards distributed and fully utilized for education purposes in Ayod. • No. of trained teachers, education actors and PTAs fully utilizing training materials and applying psycho – social and lifesaving principles in their teaching. • No. of cluster meetings held with 	<p>How indicators will be measured: What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> • CMD Monthly reports • School activity logs • Direct observation • EiE Surveys • Photographic and video reporting • Training Reports; Attendance Lists; Pre and Post Training Test Results; • Field Visit Monitoring Reports

LOGICAL FRAMEWORK			
CHF ref./CAP Code: <u>SSD-13/E/58571/R</u>	Project title: Provide protective temporary learning spaces, emergency teaching and learning materials and deliver lifesaving psycho - social support to vulnerable IDPs, returnees and host communities in Ayod County of Jonglei State		Organisation: <u>Christian Mission for Development.(CMD)</u>
	partners in and around Ayod County.		
<p>Activities: <i>List in a chronological order the key activities to be carried out. Ensure that the key activities will results in the project outputs.</i></p> <ul style="list-style-type: none"> • Brief the Community leaders, County Administration, in – line state ministries partner organizations and beneficiary communities about the project activities and expectations. • Organize awareness campaigns involving community leaders, chiefs, social groups on child/youth education in English, Arabic and local dialects. • Purchase of project materials and subsequent transportation from Juba, Bor to Ayod. • Establishment and rehabilitation of a total of 10 temporary learning spaces in the two IDP camps in Ayod and Pagil respectively, returnee camps in Ayod town, each of the 6 payams of Ayod County. • Training of 20 teachers (9 female and 11 male), 34 dedicated/willing parents/guardians,(17 female and 17 male), 4 community leaders, 7 social group leaders (4 Male and 3 female) and 11 church leaders (8 male and 3 female) on emergency related life skills support. • Supply and distribution of teaching and learning materials benefitting 2,350 children and school aged youths,(1,528 females and 822 males) and 20 teachers(9 females and 11 males). • Learning and teaching activities at TLS. • Advocacy, follow up/monitoring and creating sustainability mechanisms in collaboration with county education officials. • Participate, carry out, and report periodic assessment exercises jointly with leading actors in the county, in collaboration with the state cluster focal point on EiE efforts and interventions 	<p>Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, travel, publications costs etc.?</i></p> <p>Staff</p> <ul style="list-style-type: none"> • Executive Director • Programs Coordinator • Monitoring & Evaluations Officer • Field Coordinator • Education Officer • Finance Officer • Cook • Cleaner • Community Mobilisers • <p>TLS Building Materials</p> <ul style="list-style-type: none"> • Iron-sheets • Timbers (2X3) • Timbers (3X4) • Timbers (2x2) • Cements • Local woods for wall construction • Laborers / community workers <p>Training Materials</p> <ul style="list-style-type: none"> • Stationary and accessories <p>EiE Supplies - from UNICEF.</p> <p>Office and Admin, equipment.</p> <ul style="list-style-type: none"> • Furniture • Laptop, Printer 		<p>Assumptions, risks and pre-conditions: <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"> • Timely disbursement of funds. • There are no major disease outbreaks. • Work is not disrupted due to natural hazards or conflict. • Prices and availability of construction materials and transportation remain stable

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.

Project start date: 1 October 2013

Project end date: 30 June 2014

Activities		Q3/2013			Q4/2013			Q1/2014			Q2/2014			Q3/2014		
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Activity 1	Brief the Community leaders, County Administration, in – line state ministries partner organizations and beneficiary communities about the project activities and expectations.				X											
Activity 2	Organize awareness campaigns involving community leaders, chiefs, social groups on child/youth education in English, Arabic and local dialects.				X	X										
Activity 3	Purchase of project materials and subsequent transportation from Juba, Bor to Ayod.				X					X						
Activity 4	Establishment and rehabilitation of a total of 10 temporary learning spaces in the two IDP camps in Ayod and Pagil respectively, returnee camps in Ayod town, each of the 6 payams of Ayod County.					X	X	X	X	X	X	X				
Activity 5	Training of 20 teachers (9 female and 11 male), 34 dedicated/willing parents/guardians,(17 female and 17 male), 4 community leaders, 7 social group leaders (4 Male and 3 female) and 11 church leaders (8 male and 3 female) on emergency related life skills support				X	X			X	X						
Activity 6	Supply and distribution of teaching and learning materials benefitting 2,350 children and school aged youths,(1,528 females and 822 males) and 20 teachers(9 females and 11 males).				X	X	X	X	X	X	X	X	X			
Activity 7	Learning and teaching activities at TLS					X	X	X	X	X	X	X	X			
Activity 8	Advocacy, follow - up/monitoring and creating sustainability mechanisms in collaboration with county education officials.				X	X	X	X	X	X	X	X	X			
Activity 9	Participate, carry out, and report periodic assessment exercises jointly with leading actors in the county, in collaboration with the state cluster focal point on EiE efforts and interventions				X			X	X			X	X			

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