

# Project Proposal

Organization	UNICEF (United Nations Children's Fund)																																		
Project Title	Back-to-Learning in South Sudan: Ensuring conflict-affected children and adolescents have access to quality basic education and life skills training																																		
Fund Code	SSD-15/SA1/E/UN/293																																		
Cluster	<b>Primary cluster</b>			<b>Sub cluster</b>																															
	EDUCATION			None																															
Project Allocation	1st Round Standard Allocation		Allocation Category Type	Frontline services																															
Project budget in US\$	400,000.24		Planned project duration	6 months																															
Planned Start Date	01/01/2015		Planned End Date	30/06/2015																															
OPS Details	OPS Code	SSD-15/E/73110		OPS Budget	0.00																														
	OPS Project Ranking			OPS Gender Marker																															
Project Summary	<p>The purpose of the project is to ensure girls, boys and adolescents affected by emergencies have uninterrupted access to critical and quality learning that includes life skills in protective learning spaces through:</p> <p>(1) the establishment and rehabilitation of safe and protective learning spaces with separate WASH facilities for girls and boys;</p> <p>(2) training of teachers on pedagogy, life skills, peace education and psychosocial support;</p> <p>(3) training of PTA members to ensure proper management and maintenance of schools, and;</p> <p>(4) conducting social mobilization of communities for awareness raising on the importance of education.</p> <p>UNICEF will implement these education interventions directly through Rapid Response Mechanism (RRM). In cooperation with WFP and FAO, UNICEF developed the RRM to address gaps in humanitarian needs of affected populations beyond the POCs and IDP sites where critical needs have not been met. This mechanism is implemented in coordination with OCHA and partners. The objectives of RRM are to 1) establish a predictable, coherent and appropriate humanitarian presence in priority field locations; 2) support sustained multi-sector responses to reach static and highly mobile populations in need, scattered in rural conflict-affected areas; and 3) build acceptance for unhindered humanitarian operations through coordinated efforts and enhance the safety and security of humanitarian personnel. Specifically for the education sector, the objective of the RRM mission is to provide learning opportunities, including the provision of lifesaving messages, as a safe and protective environment and entry point for other programme interventions.</p> <p>Through the RRM missions to difficult-to-access location, UNICEF will rehabilitate or set up safe and protective temporary learning spaces to provide an immediate space for learning with sex-segregated WASH facilities. To enhance teaching and learning, essential education supplies e.g. school-in-a-box kits, ECD kits, recreation kits, movable blackboards, will be distributed for children and adolescents in the learning spaces. In order to increase the quality of education services, teachers will be trained on pedagogy, life skills and peace education. Parent Teacher Associations will also be trained to ensure the proper management and maintenance of schools. Through social mobilization campaigns including community outreach and dialogue with key actors, awareness raising on the right to education, UNICEF will identify and target vulnerable areas with high numbers of out-of-school children to disseminate key education messages.</p> <p>In order to sustain the gains made by RRM, follow-up missions will be conducted to monitor progress and quality of the interventions including end-use of supplies distributed, respond to the RRM recommendations, and identify bottlenecks that require further actions. As an exit strategy, the capacity of community based organizations and PTAs will be strengthened to actively support the interventions at the school level.</p>																																		
Direct beneficiaries	<table border="1"> <thead> <tr> <th></th> <th>Men</th> <th>Women</th> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Beneficiary Summary</td> <td>140</td> <td>60</td> <td>4680</td> <td>3120</td> <td>8,000</td> </tr> <tr> <td colspan="6"><b>Total beneficiaries include the following:</b></td> </tr> <tr> <td>People in Host Communities</td> <td>40</td> <td>20</td> <td>680</td> <td>120</td> <td>860</td> </tr> <tr> <td>Internally Displaced People</td> <td>100</td> <td>40</td> <td>4000</td> <td>3000</td> <td>7140</td> </tr> </tbody> </table>						Men	Women	Boys	Girls	Total	Beneficiary Summary	140	60	4680	3120	8,000	<b>Total beneficiaries include the following:</b>						People in Host Communities	40	20	680	120	860	Internally Displaced People	100	40	4000	3000	7140
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People in Host Communities	40	20	680	120	860																														
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Indirect Beneficiaries	Displaced and host community children, adolescents, school personnel, and community members in the hard-to-reach areas of Unity, Upper Nile and Jonglei states where there are no partners will indirectly benefit from the provision of education services and temporary learning spaces established and made accessible.		Catchment Population	Vulnerable populations in remote and difficult-to-access locations in Unity, Upper Nile and Jonglei states.																															
Link with the Allocation Strategy	The project will contribute to the strategic objective of saving lives and alleviating suffering through multi-sectoral assistance as well as reinforcing the protection of the rights of the most vulnerable people, including their freedom of movement. Through the establishment and rehabilitation of learning spaces, training of teachers and PTA members, and awareness raising on the importance of education, girls, boys, and adolescents affected by emergencies will have access to safe and protective temporary learning spaces where teachers will be trained and are able to teach and provide psychosocial support and lifesaving messages.																																		
Sub-Grants to Implementing Partners			Other funding Secured For the Same Project (to date)																																
Organization focal point contact details	Name	Title	Phone	Email																															
	Phuong T. Nguyen	Chief of Education	+211955251726	ptnguyen@unicef.org																															

**BACKGROUND INFORMATION**

**1. Humanitarian context analysis.** Humanitarian context: Describe the current humanitarian situation in the specific locations where this project will be implemented

The ongoing crisis has aggravated an already difficult education situation, with an estimated 400,000 children forced to drop out and 1,188 schools closed in the conflict affected states. Fragile gains made to provide education services to children are at risk. Even before the current crisis, South Sudan had low rates of enrolment (47 per cent) and completion (10 per cent); limited girls' participation in schooling (35 per cent); poor school infrastructure (50 per cent of schools without permanent/semi permanent structures) and weak monitoring of learning outcomes. South Sudan's education system has been plagued by critical gaps including a lack of trained teachers (40 per cent); irregular salary payment; lack of classrooms and poor access to basic quality education. With the crisis came the occupation of 98 schools, 88 of which remain occupied by armed groups or IDPs.

To address the key education needs of conflict affected children and adolescents, preparedness and response activities are necessary to ensure access to education opportunities for young children (aged 3-6), school aged children and adolescents (aged 7-19) affected by the current crisis, including children who have been displaced and children from host communities.

The provision of Conflict Sensitive Education and child friendly, safe and protective learning spaces are essential protection measures, giving girls, boys and adolescents a safe space in the midst of increased risks of trauma, injury, exploitation and abuse. The provision of teaching and learning materials and teacher training will improve the quality of education. Quality education in emergencies also provides awareness, knowledge and skills and empowers children and adolescents to safeguard their wellbeing through disseminating information about self awareness, basic hygiene education, health care, safety, and prevention of separation of children from their families, prevention of violence against children including gender based violence (GBV), disabilities, sexual and reproductive health and HIV prevention.

Schools/learning spaces will be promoted as Zones of Peace where children are protected from harm. UNICEF seeks to expand its education response to adolescents delivering psychosocial support, basic education, life skills and livelihood training, and conflict resolution skills to ensure that they do not join combatant

groups.

As the Provider of Last Resort, UNICEF will reach out to IDP catchment areas away from PoCs where conflict affected children flee with their families for safety in locations within Unity, Upper Nile, and Jonglei where there are no partners. Wherever possible, displaced children will be integrated into host community schools.

UNICEF reaches out to difficult to access locations in support of IDPs and affected host communities through the Rapid Response Mechanism (RRM) whereby UNICEF and implementing partners are working. On RRM missions, UNICEF deploys experienced Education in Emergencies personnel, accompanied by education supplies such as school tents and teaching and learning supplies to rapidly (re)establish learning. The rapid mobilization and training of teachers and other education personnel enable the swift start up and/or resumption of education service.

Where possible, the Ministry of Education, Science and Technology will continue to be responsible for teachers' salaries. However, in opposition controlled areas, UNICEF will provide teacher incentives to enable the continuity of teaching and learning.

UNICEF will also contribute to the Education cluster objectives through the monitoring and evaluation of its RRM-supported education intervention. UNICEF will update on a bi weekly basis the 5W monitoring matrix and contribute to the mid-year review and annual Education Cluster report.

**2. Needs assessment.** Explain the specific needs of the target group(s), explaining existing capacity and gaps. State how the needs assessment was conducted, list any baseline data and explain how the number of beneficiaries has been developed. Indicates references to assessments such as Multi-cluster/sector Initial Rapid Assessments (MIRA)

Conflicts often negatively impact on the education needs of the affected girls, boys and adolescents, denying children access to inclusive quality education in a safe and protective learning space. Some of the existing schools are either occupied by armed groups or internally displaced people for shelter purposes. Children are recruited into armed groups and girls in particular get exposed to risks of GBV hindering their right to participation in education.

Through RRM, UNICEF will conduct needs assessments and carry out immediate response at the same time. Needs identified is shared through mission reports with Education Cluster and partners to mobilize willing partners to these remote locations to support the additional caseloads identified.

**3. Description Of Beneficiaries**

The beneficiaries of the project include 7,800 children (3,120 girls and 4,680 boys) aged 3 - 19 years, 160 teachers (48 females and 112 males), 40 PTA members (12 females and 28 males) in areas . The targeted children (aged 3 – 19) of Unity, Upper Nile, and Jonglei states where there are no humanitarian partners. As a Provider of Last Resort and through rapid response mechanism, UNICEF will endeavor to reach such areas to address the education needs of the targeted populations.

**4. Grant Request Justification.**

Through the project, the grant will help to address the key education needs of conflict affected children and adolescents and ensure access to education opportunities for young children (aged 3-6), school aged children and( adolescents (aged 7-19) affected by crisis, including displaced children and children from host communities.

UNICEF has adequate presence and capacity in terms of staffing to reach out to IDP catchment areas away from PoCs where conflict affected children flee with their families for safety, both in directly conflict affected areas and beyond especially in difficult to access locations. Where possible, displaced children will be integrated into host community schools. UNICEF deploys experienced Education in Emergencies personnel through a Rapid Response Mechanism to set up safe and temporary learning spaces using tents, conduct rapid mobilization and training of teachers and other education personnel in order to swiftly start up and/or support the resumption of education services.

The grant will significantly contribute to increasing access to quality learning for conflict affected children, particularly in areas where the Ministry of Education and partners are unable to access and ensure provision of education services, including areas with high concentration of Internally Displaced Persons (IDPs).

**5. Complementarity.** Explain how the project will complement previous or ongoing projects/activities implemented by your organization.

In 2014, UNICEF conducted a number of RRM missions to remote locations in Unity, Jonglei and Upper Nile states to start up education services through establishment of temporary learning spaces, distribution of education supplies, mobilization, identification and training of teachers. The proposed project will complement and sustain the gains made through past RRM missions and to increase intervention delivery to more locations where there are no humanitarian partners.

**LOGICAL FRAMEWORK**

**Overall project objective** Sustaining lives by increasing access to quality education and life skills (including psychosocial support and peace education) in safe and protective learning spaces (temporary or transitional) for conflict affected children and adolescents.

**Logical Framework details for EDUCATION**

Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
2015 SSO 1: Ensure uninterrupted access to critical and quality learning that is inclusive of lifeskills in protective spaces for conflict-affected children and young people	SO 1: Save lives and alleviate suffering by providing multi-sector assistance to people in need	50
2015 SSO 3: Enable conflict-affected children and young people to pursue healthy, productive lives through age and gender appropriate alternatives to recruitment, child labor and exploitation	SO 2: Protect the rights of the most vulnerable people, including their freedom of movement	50

Outcome 1	Conflict-affected girls, boys and adolescents affected by emergencies have access to quality education and life skills, including supplies.	
Code	Description	Assumptions & Risks
Output 1.1	25 temporary/transitional learning spaces (50 classrooms) established and 5 learning spaces (10 classrooms) rehabilitated with separate basic WASH facilities for girls and boys.	Availability and prompt disbursement of funds; Calm and stable security situation; Accessibility to project area

**Indicators**

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	
Indicator 1.1.1	EDUCATION	[Frontline services]v # of children benefiting from TLS construction			4000	3000	7000
		<b>Means of Verification:</b> Enrolment records; Field Trip reports; Progress reports					
Indicator 1.1.2	EDUCATION	[Frontline services] # of children benefiting from TLS rehabilitation			680	120	800
		<b>Means of Verification:</b> Enrolment records; Field Trip reports; Progress reports.					
Indicator 1.1.3	EDUCATION	# of rapid needs assessments completed					12
		<b>Means of Verification:</b> Needs Assessment Reports					

**Activities**

Activity 1.1.1	Set up or construct 25 emergency learning spaces (50 classrooms) by using local construction materials, tents or tarpaulins with separate WASH facilities for girls and boys to provide immediate space for learning.
Activity 1.1.2	Rehabilitate 5 learning spaces (10 classrooms) and WASH facilities in conflict affected areas.
Activity 1.1.3	Conduct needs assessments including the number of school-aged children and the availability of safe and protective learning spaces, WASH facilities, teachers and education personnel, PTAs , and education supplies.

**Output 1.2** 200 education actors with improved capacity to provide quality education and life skills. Availability and prompt disbursement of funds; Calm and stable security situation; Accessibility to project locations.

**Indicators**

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	
Indicator 1.2.1	EDUCATION	[Frontline services] # of teachers trained in life skills education	112	48			160
		<b>Means of Verification:</b> Training reports; Progress reports; Training attendance records					
Indicator 1.2.2	EDUCATION	[Frontline services] # of PTA trained	28	12	0	0	40
		<b>Means of Verification:</b> Training reports; Progress reports; Training attendance records					

**Activities**

Activity 1.2.1	Train 160 teachers (112 males and 48 females) on pedagogy, life skills, peace education and psychosocial support.
Activity 1.2.2	Train 40 PTA members (28 males and 12 females) to ensure proper management and maintenance of schools.

**Output 1.3** Social mobilization of communities and advocacy conducted Availability of funds; calm security situation; and accessibility to project locations.

**Indicators**

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	
Indicator 1.3.1	EDUCATION	# of community members reached with key awareness messages					16000
		<b>Means of Verification:</b> Minutes of community meetings; Record of attendance at community mobilization campaigns					
Indicator 1.3.2	EDUCATION	[Frontline services] # of schools vacated by IDPs and armed forces					50
		<b>Means of Verification:</b> Reports of schools vacated; 5W reporting matrix					

**Activities**

Activity 1.3.1	Conduct social mobilization campaigns including community outreach and dialogue with key actors to raise awareness on the right to education; HIV/AIDS; inclusive Education; and Girls' Education.
Activity 1.3.2	Advocate with key actors for IDPs and armed groups to vacate occupied schools

**Output 1.4** 7800 students and 200 teachers , education personnel and PTA members are provided with essential teaching and learning supplies. Availability of funds; calm security situation; accessibility to project locations; and prioritization of education supplies for transportation through the Logistics Cluster.

**Indicators**

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	
Indicator 1.4.1	EDUCATION	[Frontline services] # of children benefiting from learning supplies			4680	3120	7800
		<b>Means of Verification:</b> Supply Release Orders; Waybills: Receipt of supplies.					

**Activities**

Activity 1.4.1	Distribute essential teaching and learning supplies to students, teachers and education personnel
Activity 1.4.2	Monitor distributing of supplies to end-users, i.e., students, teachers and education personnel.

**WORK PLAN**

Project workplan for activities defined in the Logical framework	Activity Description (Month)	Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	Activity 1.1.1 Set up or construct 25 emergency learning spaces (50 classrooms) by using local construction materials, tents or tarpaulins with separate WASH facilities for girls and boys to provide immediate space for learning.	2015		X	X	X								
	Activity 1.1.2 Rehabilitate 5 learning spaces (10 classrooms) and WASH facilities in conflict affected areas.	2015		X	X	X								
	Activity 1.2.1 Train 160 teachers (112 males and 48 females) on pedagogy, life skills, peace education and psychosocial support.	2015		X	X	X	X	X						
	Activity 1.2.2 Train 40 PTA members (28 males and 12 females) to ensure proper management and maintenance of schools.	2015		X	X	X	X	X						
	Activity 1.3.1 Conduct social mobilization campaigns including community outreach and dialogue with key actors to raise awareness on the right to education; HIV/AIDS; inclusive Education; and Girls' Education.	2015	X	X	X	X								
	Activity 1.3.2 Advocate with key actors for IDPs and armed groups to	2015	X	X	X	X	X	X						

vacate occupied schools																				
Activity 1.1.3 Conduct needs assessments including the number of school-aged children and the availability of safe and protective learning spaces, WASH facilities, teachers and education personnel, PTAs , and education supplies.	2015	X	X	X	X	X	X													

**M & R DETAILS**

**Monitoring & Reporting Plan:**  
Describe how you will monitor the implementation of each activity. Describe the tools you plan to use (checklist, photo, questionnaires, interviews, suggestion box etc.) in order to collect data and how you will store data. Explain the frequency type and protocol of reporting (how often do you report about what to whom?). State if, when and how you plan to evaluate your project .

Project monitoring and reporting will be conducted in a timely manner by staff who go for direct implementation of the Education in emergencies activities through the Rapid Response Mechanism. Field trip reports with actionable recommendations and issues for follow up will be compiled and shared with management. Follow up missions will be undertaken to ensure additional support in order to sustain results for children, adolescents, teachers, other education personnel, PTA members, and other community members. Field-based staff will collect information and provide bi-weekly updates. Bi-monthly 5W reports will be provided to the Education Cluster as well as progress reports to CHF.

**OTHER INFORMATION**

Accountability to Affected Populations	Beneficiaries will be involved in the different stages of the project management cycle through the participation of PTAs in mobilizing the affected communities to contribute to the management and maintenance of the temporary learning spaces. Training of teachers and PTA members on pedagogy, peacebuilding, life skills and psychosocial support will enhance their capacity to support children's and adolescents' learning and to adequately share information and provide feedback.
Implementation Plan: Describe for each activity how you plan to implement it and who is carrying out what.	The project will be implemented directly by UNICEF as a provider of last resort in locations of Unity, Upper Nile, and Jonglei where there are no partners and through rapid response mechanism (RRM).
Coordination with other Organizations in project area	
Environmental Marker Code	B: Medium environmental impact with NO mitigation
Gender Marker Code	2a-The project is designed to contribute significantly to gender equality
Justify Chosen Gender Marker Code	The project will contribute significantly to gender equality. All safe and protective temporarily learning spaces established will have separate pit-latrines for girls, boys, female and male teachers. Enrolment data will be disaggregated by sex. The importance of girls education and gender awareness and sensitivity will be mainstreamed into the training of teachers and PTA members.
Protection Mainstreaming	The project will mainstream protection as a key factor of implementation. Effort will be put to ensure that the temporary learning spaces are safe and protective. Teachers and PTA members will be trained to provide psychosocial support and lifesaving messages such as hygiene and sanitation promotion, HIV/AIDS awareness creation, GBV, and mine risk education.
Safety and Security	The safety and security of staff is paramount. UNICEF will check the security situation before deployment of staff on Rapid Response Mechanism mission. Staff will follow UN-established security rules and regulations through out the deployment in the field.
Access	Where feasible and as the Provider of Last Resort, UNICEF will make the necessary arrangements with relevant authorities to access the areas of operation to implement the project.

**BUDGET**

**1 Staff and Other Personnel Costs** (please itemize costs of staff, consultants and other personnel to be recruited directly by the implementing partner for project implementation)

Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total
								Q1	Q2	
1.1	Education Officer (RRM), NOB TA	D	1	4000	6	100.00%	24,000.00		0.00	0.00
	One Education Officer at NOB level to participate in RRM to set up temporary learning spaces, mobilize communities, identify and train teachers/PTA members									
	<b>Section Total</b>						24,000.00	0.00	0.00	0.00

**2 Supplies, Commodities, Materials** (please itemize direct and indirect costs of consumables to be purchased under the project, including associated transportation, freight, storage and distribution costs)

Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total
								Q1	Q2	
2.1	Establish/rehabilitate temporary learning spaces	D	30	3746	1	100.00%	112,380.00		0.00	0.00
	Through RRM missions to remote locations with high concentration of vulnerable conflict-affected people									
2.2	Handling of education supplies during distribution.	D	12	2082	1	100.00%	24,984.00		0.00	0.00
	Through RRM missions to remote locations with high concentration of vulnerable conflict-affected people									
2.3	Identify and train teachers/volunteers on pedagogy, life skills, peace education, and psychosocial support.	D	12	4163	1	100.00%	49,956.00		0.00	0.00
	Through RRM missions to remote locations with high concentration of vulnerable conflict-affected people									
2.4	Train PTA members on their roles and responsibilities to ensure proper management and maintenance of schools.	D	12	4162	1	100.00%	49,944.00		0.00	0.00
	Through RRM missions to remote locations with high concentration of vulnerable conflict-affected people									
2.5	Conduct social mobilization campaigns for communities and disseminate key education messages.	D	12	1040	1	100.00%	12,480.00		0.00	0.00
	Through RRM missions to remote locations with high concentration of vulnerable conflict-affected people									
	<b>Section Total</b>						249,744.00	0.00	0.00	0.00

**3 Equipment** (please itemize costs of non-consumables to be purchased under the project)

Code	Budget Line Description	D / S	Unit	Unit Cost	Duration	Percent	Total	2015	Quarterly
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	Quantity	Cost	Charged to CHF / ERF	Cost	2015		Total
					Q1	Q2	
<b>Section Total</b>				0.00	0	0	0.00

**4 Contractual Services** (please list works and services to be contracted under the project)

Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total
								Q1	Q2	
<b>Section Total</b>							0.00	0	0	0.00

**5 Travel** (please itemize travel costs of staff, consultants and other personnel for project implementation)

Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total
								Q1	Q2	
5.1	Flights - staff travel for rapid response and follow up monitoring 12 RRM missions proposed at \$400 per return trip	D	12	400	1	100.00%	4,800.00	0.00	0.00	
5.2	Staff travel DSA Official elsewhere DSA rate at \$91 per night for 14 days per mission	D	12	1274	1	100.00%	15,288.00	0.00	0.00	
<b>Section Total</b>							20,088.00	0.00	0.00	0.00

**6 Transfers and Grants to Counterparts** (please list transfers and sub-grants to project implementing partners)

Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total
								Q1	Q2	
<b>Section Total</b>							0.00	0	0	0.00

**7 General Operating and Other Direct Costs** (please include general operating expenses and other direct costs for project implementation)

Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total
								Q1	Q2	
7.1	Operation and maintenance cost Cross-sectoral support costs including transportation, security, logistics, ICT, warehousing, and field operations support - 20% of the grand total	S	1	400000	1	20.00%	80,000.00	0.00	0.00	
<b>Section Total</b>							80,000.00	0.00	0.00	0.00

**Sub Total Direct Cost** 373,832.00

**Indirect Programme Support Cost PSC rate** (insert percentage, not to exceed 7 per cent) 7%

**Audit Cost** (For NGO, in percent)

**PSC Amount** 26,168.24

Quarterly Budget Details for PSC Amount	2015		Total
	Q1	Q2	
	0.00	0.00	

**Total Fund Project Cost** 400,000.24

**Project Locations**

Location	Estimated percentage of budget for each location	Beneficiary Men	Women	Boy	Girl	Total	Activity
Jonglei	30	42	18	1404	936	2400	Activity 1.1.1 : Set up or construct 25 emergency learning spaces (50 classrooms) by using local construction materials, tents or tarpaulins with separate WASH facilities for girls and boys to provide immediate space for learning. Activity 1.1.2 : Rehabilitate 5 learning spaces (10 classrooms) and WASH facilities in conflict affected areas. Activity 1.2.1 : Train 160 teachers (112 males and 48 females) on pedagogy, life skills, peace education and psychosocial support. Activity 1.2.2 : Train 40 PTA members (28 males and 12 females) to ensure proper management and maintenance of schools.
Unity	40	56	24	1872	1248	3200	Activity 1.1.1 : Set up or construct 25 emergency learning spaces (50 classrooms) by using local construction materials, tents or tarpaulins with separate WASH facilities for girls and boys to provide immediate space for learning. Activity 1.1.2 : Rehabilitate 5 learning spaces (10 classrooms) and WASH facilities in conflict affected areas. Activity 1.2.1 : Train 160 teachers (112 males and 48 females) on pedagogy, life skills, peace education and psychosocial support. Activity 1.2.2 : Train 40 PTA members (28 males and 12 females) to ensure proper management and maintenance of schools.
Upper Nile	30	42	18	1404	936	2400	Activity 1.1.1 : Set up or construct 25 emergency learning spaces (50 classrooms) by using local construction materials, tents or tarpaulins with separate WASH facilities for girls and boys to provide immediate space for learning. Activity 1.1.2 : Rehabilitate 5 learning spaces (10 classrooms) and WASH facilities in conflict affected areas. Activity 1.2.1 : Train 160 teachers (112 males and 48 females) on pedagogy, life skills, peace education and psychosocial support. Activity 1.2.2 : Train 40 PTA members (28 males and 12 females) to ensure proper management and maintenance of schools.

**Project Locations** (first admin location where activities will be implemented. If the project is covering more than one State please indicate percentage per State)

Admin Location1	Percentage

Jonglei	30
Unity	40
Upper Nile	30
<b>DOCUMENTS</b>	

