

Project Proposal

Organization	IBIS (IBIS)					
Project Title	Education in Emergency for Children, Adolescents and Young People Affected by Conflict residing in and out of Juba's POCs, Central Equatoria State					
Fund Code	SSD-15/SA1/E/INGO/243					
Primary Cluster	EDUCATION	Secondary Cluster	None			
Project Allocation	1st Round Standard Allocation	Allocation Category Type				
Project budget in US\$	232,277.89	Planned project duration	6 months			
Planned Start Date	05/01/2015	Planned End Date	30/06/2015			
OPS Details	OPS Code	SSD-15/E/72440	OPS Budget	0.00		
	OPS Project Ranking		OPS Gender Marker			
Project Summary	<p>The project is set to sustain the lives of children, adolescents and young people affected by the current crisis erupted in South Sudan on December 15 2013, by implementing Education in Emergency (EIE) activities in 7 locations, in and out of Juba's POCs, characterized by the presence of IDP population and host-community affected by conflict. More specifically, the intervention, in line with the Strategic Response Plan (SRP) 2015-Education Cluster objectives, aims at contributing to quality learning, psycho-social support and empowering initiatives for children, adolescents and young people, with special focus on girls, affected by conflict through: - ECD activities to mitigate the effect of the distress that the conflict has on the child's mind, stimulate and nurture brain's capacity and eventually support the individual's physical, cognitive and socio-emotional formation, targeting children from 0 to 8 years old; - Educational, recreational and psycho-social activities to reduce the vulnerability to protection risks of children from 8 to 14 years old; - Empowering initiatives to mitigate the chances of being engaged in casual and exploitative jobs in the informal economy and enhance self-worth and productivity of adolescents and young people from 15 to 24 years; - Continuous professional development of not professionally trained and qualified education personnel to ensure crucial and quality learning, targeting Education Actors/Community Animators/Teachers, PTA executive members, Social Workers and ECD Facilitators.</p>					
Direct beneficiaries		Men	Women	Boys	Girls	Total
	Beneficiary Summary	110	54	1360	2040	3,564
	Total beneficiaries include the following:					
	Internally Displaced People	89	45	900	1800	2834
	People in Host Communities	21	9	460	240	730
Indirect Beneficiaries	Catchment Population					
Link with the Allocation Strategy	<p>The project fits the Strategic Response Plan (SRP) 2015-Education Cluster objectives, as exemplified below: Cluster Objective 1: IBIS will continue establishing partnership with INGOs involved in the emergency, since such approach has contributed to successful results during the CRP 2014, transforming a possible competition in coordination and providing a holistic and comprehensive response able to tackle different necessities of the targeted population. Moreover, IBIS will ensure that the structures of the 7 Child-Friendly Learning Spaces (CFLS) in the 7 targeted locations will be kept at a pre-determined standard for the entire duration of the project implementation, in order to provide a protective and healthy environment which can impact positively on the psychosocial well-being of children, young people, teachers and families. Finally, IBIS will distribute teaching, learning and recreational materials which will improve teaching delivery and learning outcomes and generally enhance the quality of the education response. Cluster Objective 2: IBIS will support the psychosocial well-being of learners, teachers and communities at large by: combining Life Skills and psychosocial support in emergency with the regular curriculum; training teachers and social workers on Life Skills, Psychosocial Support in Emergency and Child-Protection, enhancing school protection mechanisms through training of Parents Teachers Associations (PTAs). Cluster Objective 3: Through the facilitation of empowering initiatives, IBIS will contribute to decreasing radicalization and militarization of young people by enhancing their self-worth and productivity.</p>					
Sub-Grants to Implementing Partners	Other funding Secured For the Same Project (to date)		Source	US\$		
			DANIDA	120,432.00		
				120,432.00		
Organization focal point contact details	Name	Title	Phone	Email		
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BACKGROUND INFORMATION						
1. Humanitarian context analysis. Humanitarian context: Describe the current humanitarian situation in the specific locations where this project will be implemented	<p>The fighting erupted in South Sudan on December 15 2013, has escalated into the current humanitarian crisis which has affected almost all the ten states of the country, created contention between the two largest ethnic groups, the Dinka and the Nuer and internally displaced around 1, 44 million people, with some 467,000 people fleeing to neighboring countries, as reported by UNOCHA's 'South Sudan Crisis-Situation Report as of 21 November 2014-Report number 63'. The crisis has aggravated the condition of already insufficient basic services (particularly healthcare, water and sanitation and education) and exposed children and young people to internal displacement, malnutrition, protection risks (e.g. recruitment by armed groups, sexual exploitation and abuse, physical violence), disruption of family bonds and experience of traumatic events. The upcoming 'CHF- First Standard Allocation' offers then the opportunity for strengthening and complementing Education in Emergency (EIE) activities in 7 CFLS, established by IBIS under the Crisis Response Plan (CRP) 2014, in and out of Juba's Protection Of Civilians (POC) sites, The targeted locations, particularly those out of the POCs which constitute the majority, have been selected for being spontaneous settings where IDPs fleeing from the conflict-affected states of Jonglei, Unity and Upper Nile mainly, have found sanctuary. The influx of IDPs, which still continues up to date, as evidenced by data collected by the Site Manager PIN in Mahad where 22 households have freshly arrived to the site on November 24 2014, keeps testing the host community's absorption capacity and ability to share limited basic services, livelihood opportunities, economic resources, education and healthcare facilities. In order to avert the loss of a generation, ensure continuity of education and sustain the lives of conflict-affected children, adolescents and young people, their education, recreational and psycho-social needs must be met, particularly in the urban context of Juba, which exposes them to poverty, abuse, discrimination and social and economic marginalization.</p>					
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. Indicate references to assessments such as Multi-cluster/sector Initial Rapid Assessments (MIRA)	<p>As requested by the learners and the community at large in the course of various meetings, focus-group discussions and daily interaction, the project aims at addressing the following needs: - Constant professional development of teachers (most of them untrained and unqualified); - Lack of teaching and learning materials being a hindrance to quality of educational activities and retention of learners; - Lack of activities for adolescents and young people, who have been particularly neglected in the first phase of the emergency. The project is set to sustain lives by contributing to quality learning, psycho-social support and peace-building initiatives in a protective and healthy environment for children, adolescents and young people affected by conflict through training of education stakeholders on specific training needs, distribution of EIE supplies and facilitation of peace-building initiatives for adolescents and young people in and out of Juba's POCs, precisely: UNMISS UNHOUSE POC2, Mahad Primary School IDP Site, Lologo 2 - St. Andrea Primary School, Gumbo - Bright Academy Primary School, Konyo Konyo - Murl IDP Site, Jaborona IDPs Primary School and Jebel - Herald Academy Primary School, all located in Juba City Council, Juba County, Central Equatoria State.</p>					
3. Description Of Beneficiaries	<p>3,200 pre-school and school-age children and adolescents (1,920 male and 1,280 female) from 0 to 14 years old and 200 young people (of which 40% are women) from 15 to 24 years old affected by the crisis, principally unaccompanied and separated children, out of school children and adolescents, IDP and host-community children, adolescents and young people currently attending 7 CFLS in targeted locations in and out of Juba's POCs, are the primary direct beneficiaries of the present project. Particularly, children from 0 to 8 years old are targeted to mitigate the effect of the distress that the conflict has on the child's mind, through Early Childhood Development (ECD) activities which stimulate and nurture brain's capacity and eventually support the individual's physical, cognitive and socio-emotional formation. Children from 8 to 14 years old are targeted to reduce their vulnerability to protection risks, through safe and protective educational, recreational and</p>					

psycho-social activities. Whereas, adolescents and young people from 15 to 24 years old are targeted to mitigate their chances of being engaged in casual and exploitative jobs in the informal economy, due to their difficulties of finding employment, because of legal status, social discrimination, lack of family interconnections but also adequate skills and education, through peace-building initiatives that enhance their self-worth and productivity. Additionally, 38 Education Actors/Community Animators/Teachers (of which 4 are women), 105 PTA executive members (of which 35 are women) 7 Social Workers (of which 4 are women) and 14 ECD Facilitators (of which 11 are women) are the secondary direct beneficiaries of the present project. Apart from the 7 Social Workers, all the secondary direct beneficiaries will be recruited among the IDP community.

4. Grant Request Justification.

IBIS has been working in South Sudan since December 2007 to increase access to education, empower disenfranchised youth and improve educational systems and structures in the country. IBIS' activities in South Sudan have represented an opportunity for the global IBIS organization to explore new interventions in the areas of Education in Emergency and Fragility (EIEF), which constitute the core of 'IBIS South Sudan Thematic Programme' whose focus is on implementation of education strategies and actions that merge immediate interventions (education in emergency) and long-term reconstruction (education in fragility), so to provide flexible education solutions to circular resurgences of acute conflict. Thanks to this programmatic framework, IBIS has been able to provide, since the outbreak of the crisis, inclusive, protective, child-friendly and quality educational, recreational and psycho-social activities to children and adolescents affected by the conflict, residing in and out of Juba's POCs. Hence, IBIS' added value to the project will stem from precedent lessons learned and best practices such as: - Establishment of school-tents and rehabilitation of classrooms in and out of Juba's POCs; - Distribution of emergency teaching, learning, recreational and psycho-social materials; - Daily provision of School-Snack; - Training on Protection, Life Skills and Psycho-Social Support in Education in Emergency of Education Actors; - Involvement of female representatives, such as female teachers, community animators and social workers, to ensure equal gender representation and distribution; - Partnership with INGOs to ensure multi-sector response and address different necessities of the targeted population such as: IDP site management (PIN) and coordination (INTERSOS), child-protection (Terre des homes), WASH (Medair) and Literacy in Mother Tongue (SIL). - Application of the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education: Preparedness, Response, Recovery tools (and particularly the South Sudan Minimum Standards for Education in Emergencies), the INEE Conflict-Sensitive Education Pack and the Child Protection Working Group Minimum Standards for Child Protection in Humanitarian Action in EIE programming.

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

The present 'CHF- First Standard Allocation' will complement Education in Emergency (EIE) activities, which have been managed by IBIS under the Crisis Response Plan (CRP) 2014, with the following interventions: - Strengthening and scaling up of ECD, piloted under the CRP 2014, to all the targeted locations; - Professional development of teachers (most of them untrained and unqualified), through refresher trainings or trainings on new topics; - Supply of teaching and learning materials, necessary for continuing learning activities as well as for motivating learners and teachers; - Peace-building activities for adolescents and young people, who have been particularly neglected under the CRP 2014.

LOGICAL FRAMEWORK**Overall project objective**

To sustain the lives of children, adolescents and young people affected by the current crisis erupted in South Sudan on December 15 2013, by implementing Education in Emergency (EIE) activities in 7 locations, in and out of Juba's POCs, characterized by the presence of IDP population and host-community affected by conflict. More specifically, the intervention, in line with the Strategic Response Plan (SRP) 2015-Education Cluster objectives, aims at contributing to quality learning, psycho-social support and empowering initiatives for children, adolescents and young people, with special focus on girls, through: - ECD activities to mitigate the effect of the distress that the conflict has on the child's mind, stimulate and nurture brain's capacity and eventually support the individual's physical, cognitive and socio-emotional formation, targeting children from 0 to 8 years old; - Educational, recreational and psycho-social activities to reduce the vulnerability to protection risks of children from 8 to 14 years old; - Empowering initiatives to mitigate the chances of being engaged in casual and exploitative jobs in the informal economy and enhance self-worth and productivity of adolescents and young people from 15 to 24 years; - Continuous professional development of not professionally trained and qualified education personnel to ensure crucial and quality learning, targeting Education Actors/Community Animators/Teachers, PTA executive members, Social Workers and ECD Facilitators.

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	60
2015 SSO 2 : Ensure protection of learners and learning spaces so as to generate positive psychosocial impact for children, young people, teachers and families	SO 2: Protect the rights of the most vulnerable people, including their freedom of movement	30
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	10

Outcome 1	Children and adolescents affected by conflict have continuous access to critical, multi-sector and quality learning in safe, child-friendly and protective spaces	
Code	Description	Assumptions & Risks
Output 1.1	7 learning facilities are functioning, equipped with adequate EIE supplies, Textbooks and Literacy in Mother Tongue sets, and run by 38 fully competent Education Actors/Community Animators/Teachers and 14 ECD Facilitators who provide safe, protective, healthy and multi-sector learning to 3,564 children and adolescents who attend educational and recreational activities regularly.	Children, adolescents and young people are able to access safe and protective educational, recreational and psycho-social activities thanks to well-maintained learning spaces, adequate teaching and learning materials, pro-active attitude of education actors and positive behavior of community members.

Indicators

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	
Indicator 1.1.1	EDUCATION	[Frontline services] # of children benefiting from learning supplies			1360	2040	3400
		Means of Verification: Field-activities Report; Learners' Daily Attendance Sheet					
Indicator 1.1.2	EDUCATION	[Frontline services] # of children benefiting from TLS rehabilitation			1360	2040	3400
		Means of Verification: Rehabilitation/Maintenance Engineer Report; Tendering and Procurement documents; Inspection Certificates.					
Indicator 1.1.3	EDUCATION	[Frontline services] # of temporary emergency learning spaces rehabilitated					7
		Means of Verification: Rehabilitation/Maintenance Engineer Report; Tendering and Procurement documents; Inspection Certificates.					
Indicator 1.1.4	EDUCATION	Children and adolescents are daily provided with school-snacks (juice and biscuits) at the CFLSS					3200
		Means of Verification: Supplies Distribution Form					
Indicator 1.1.5	EDUCATION	ECD Facilitators trained on Age and Stage of Child's Developmental Domains and relevant activities to address young children affected by emergency situations;					14
		Means of Verification: Pre and Post Training Assessment; Teacher Informal Observation Report; Teacher Evaluation Report.					
Indicator 1.1.6	EDUCATION	Education Actors/Community Animators/Teachers trained on: Basic Teaching Practices and Instructional Methods, Formative Supervision, Literacy in Mother Tongue and Subjects Matter					38
		Means of Verification: Pre and Post Training Assessment Report;					

Teacher Informal Observation Report;
Teacher Evaluation Report.

Activities

Activity 1.1.1	Distribution of emergency teaching, learning and recreational supplies, ECD kits, Textbook sets and Literacy in Mother Tongue sets, which will be procured locally or regionally to reduce carbon footprint, for 3,564 children and adolescents (2,040 boys and 1,360 girls), 38 Education Actors/Community Animator/Teachers and 14 ECD facilitators
Activity 1.1.2	Daily provision of school snacks for 3,564 children and adolescents (2,040 boys and 1,360 girls) for 6 months
Activity 1.1.3	Regular maintenance and ad-hoc support, by using locally available materials to ensure low environmental impact, of 7 CFLS for 6 months
Activity 1.1.4	Training for 14 ECD Facilitators on Age and Stage of Child's Developmental Domains and relevant activities to respond holistically to young children affected by emergency
Activity 1.1.5	Trainings for 38 Education Actors/Community Animators/Teachers on: Basic Teaching Practices and Instructional Methods, Formative Supervision, Literacy in Mother Tongue and Subjects Matter
Activity 1.1.6	Co-chairing, as Central Equatoria State (CES) Education Cluster Focal Point, of monthly CES Education Cluster Partners Coordination Meeting in collaboration with CES Ministry of Education, Science and Technology (MoEST) and in coordination with education and non-education partners
Activity 1.1.7	Participatory assessments and monitoring conducted in line with the INEE South Sudan Minimum Standards for Education in Emergencies, INEE Conflict-Sensitive Education Pack and the Child Protection Working Group Minimum Standards for Child Protection in Humanitarian Action, in collaboration with 3,200 children and adolescents, 200 young people, 38 Education Actors/Community Animators/Teachers, 7 Social Workers, 105 PTA executive members and the community members of 7 targeted locations

Outcome 2 Children, adolescents, Education Actors/Community Animators/Teachers, families and community members contribute to and benefit from a safe and protective learning environment

Code	Description	Assumptions & Risks
Output 2.1	Fast-track trainings on Life Skills and Psychosocial Support in Emergency, Child Protection Mechanisms and School Monitoring increase knowledge, skills and practice of 38 Education Actors/Community Animators/Teachers, 7 Social Workers and 105 PTA executive members who are able to empower 3,564 children and adolescents in coping with emergencies while impacting positively on their psycho-social well-being	Education Actors/Community Animators/Teachers, Social Workers and PTA executive members are personally and professionally motivated to attend trainings first and deliver educational, recreational and psycho-social activities later to children and adolescents

Indicators

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	
Indicator 2.1.1	EDUCATION	[Frontline services] # of PTA trained	70	35	0	0	105
		Means of Verification: Pre and Post Training Assessment					
Indicator 2.1.2	EDUCATION	[Frontline services] # of teacher trained on referral mechanisms for protection, nutrition and health	34	4			38
		Means of Verification: Pre and Post Training Assessment Report Teacher Informal Observation Report; Teacher Evaluation Report.					
Indicator 2.1.3	EDUCATION	[Frontline services] # of teachers trained in life skills education	34	4			38
		Means of Verification: Pre and Post Training Assessment Report; Teacher Informal Observation Report; Teacher Evaluation Report.					
Indicator 2.1.4	EDUCATION	[Frontline services] # of teachers trained to provide psychosocial support	34	4			38
		Means of Verification: Pre and Post Training Assessment Report; Teacher Informal Observation Report; Teacher Evaluation Report.					
Indicator 2.1.5	EDUCATION	Social Workers trained on Psychosocial Support and Child-protection Mechanisms					7
		Means of Verification: Pre and Post Training Assessment; Field-activities Report.					

Activities

Activity 2.1.1	Trainings for 38 Education Actors/Community Animators/Teachers, 7 Social Workers and 105 PTA executive members on, respectively: Life Skills and Psychosocial Support in Emergency; Psychosocial Support and Child-protection Mechanisms; Roles & Responsibilities, School Governance and Monitoring.
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Outcome 3 Adolescents and young people enhance their self-worth and productivity while decreasing their chance to be engaged in radicalization and militarization activities

Code	Description	Assumptions & Risks
Output 3.1	200 adolescents and young people (from 13 to 24 years old) take part to the joint design and facilitation of peace-building initiatives	200 adolescents and young people are interested into designing and facilitating peace-building initiatives in collaboration with IBIS staff

Indicators

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	
Indicator 3.1.1	EDUCATION	[Frontline services] # of children and young people accessing Alternative Education System (AES)			120	80	200
		Means of Verification: Field-activities Report; Learners' Attendance Sheet.					

Activities

Activity 3.1.1 Design and facilitation of peace-building initiatives in collaboration with 200 adolescent and young people (of which 40% are girls)

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 Distribution of emergency teaching, learning and recreational supplies, ECD kits, Textbook sets and Literacy in Mother Tongue sets, which will be procured locally or regionally to reduce carbon footprint, for 3,564 children and adolescents (2,040 boys and 1,360 girls), 38 Education Actors/Community Animator/Teachers and 14 ECD facilitators	2015		X										
Activity 1.1.2 Daily provision of school snacks for 3,564 children and adolescents (2,040 boys and 1,360 girls) for 6 months	2015	X	X	X	X	X	X						
Activity 1.1.3 Regular maintenance and ad-hoc support, by using locally available materials to ensure low environmental impact, of 7 CFLS for 6 months	2015	X				X							
Activity 1.1.4 Training for 14 ECD Facilitators on Age and Stage of Child's Developmental Domains and relevant activities to respond holistically to young children affected by emergency	2015		X										
Activity 1.1.5 Trainings for 38 Education Actors/Community Animators/Teachers on: Basic Teaching Practices and Instructional Methods, Formative Supervision, Literacy in Mother Tongue and Subjects Matter	2015				X								
Activity 1.1.6 Co-chairing, as Central Equatoria State (CES) Education Cluster Focal Point, of monthly CES Education Cluster Partners Coordination Meeting in collaboration with CES Ministry of Education, Science and Technology (MoEST) and in coordination with education and non-education partners	2015	X	X	X	X	X	X						
Activity 1.1.7 Participatory assessments and monitoring conducted in line with the INEE South Sudan Minimum Standards for Education in Emergencies, INEE Conflict-Sensitive Education Pack and the Child Protection Working Group Minimum Standards for Child Protection in Humanitarian Action, in collaboration with 3,200 children and adolescents, 200 young people, 38 Education Actors/Community Animators/Teachers, 7 Social Workers, 105 PTA executive members and the community members of 7 targeted locations	2015	X	X	X	X	X	X						
Activity 2.1.1 Trainings for 38 Education Actors/Community Animators/Teachers, 7 Social Workers and 105 PTA executive members on, respectively: Life Skills and Psychosocial Support in Emergency; Psychosocial Support and Child-protection Mechanisms; Roles & Responsibilities, School Governance and Monitoring.	2015		X	X	X								
Activity 3.1.1 Design and facilitation of peace-building initiatives in collaboration with 200 adolescent and young people (of which 40% are girls)	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.

The Project Manager (PM), the Education Officer (EO) and the Monitoring Officer (MO) will be responsible for monitoring and reporting which is a revolving activity throughout the whole project implementation. Particularly, the EO is responsible for monitoring the Education Actors/Community Animators/Teachers in teaching practices and instructional methods, whereas the MO is responsible for keeping regular track of the learners' and teachers' attendance as well as monitoring the learning environment in and out of the CFLS and report to the Education Cluster on a bi-monthly basis through the 5Ws Matrix. In the monitoring of the project's activities, the PM, the EO and the MO will be supported by IBIS Programme M&E Coordinator (M&EC). Together they will develop a M&E plan and a series of simple and user-friendly M&E tools which will focus on result-oriented output and outcome indicators vis-a-vis activities and objectives. They will include a pre-project and post-project baseline which includes Knowledge, Attitudes and Practices/or Behaviour (KAP/KAB) surveys, and focus group discussions with direct and indirect beneficiaries. The EO and the MO will feed into the PM's Monthly Activity Reports which include the activity plan and budget forecast for the coming month and which will be collated into Quarterly Progress Reports. The PM's Monthly Activity Report will also feed into the M&EC's Monthly and Quarterly M&E Reports. As per CHF requirements, the PM will be responsible for submitting a Mid-Term and Final Report to the CHF Secretariat. All reports will go to IBIS Education Programme Director (EPD) for review, approval and feedback. The reporting will be incorporated into IBIS' Global Reporting System (GRS) for overall monitoring and learning.

OTHER INFORMATION

Accountability to Affected Populations

AAP measures will include: - Baseline-survey to collect beneficiaries' points of view into the project design and implementation modalities; - Community participation and inclusion as foundational standard for applying the principles of Do No Harm through continuous dialogues, focus group discussions and review meetings; - Children, adolescents and young people participation into the EIE project through information-sharing, using child-friendly formats and language;

Implementation Plan: Describe for each activity how you plan to implement it and who is carrying out what.

The PM will be responsible for coordinating and supervising the project's activities vis-a-vis the project's objectives and implementation strategies, in collaboration with the EO and the MO, and with the support of the M&EC. The Finance Assistant (FA) will be responsible for book-keeping, cashier and payments, whereas the Administrative Officer (AO) will be responsible for logistics, Human Resources (HR) and procurement. Programme activities will be quality controlled by the EPD, whereas management of finances will be supervised by the Head of Finance and Administration (HoFA). The Programme Development Adviser (PDA) as CES Cluster Focal Point, together with the PM, will be responsible for coordinating EIE activities with other humanitarian partners, in joint collaboration with the CES Ministry of Education, Science and Technology (MoEST).

Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale
1. People in Need (PIN)	IDP site management; WASH
2. INTERSOS	IDP site coordination; EIE
3. Summer Institute of Languages (SIL)	Development of literacy in mother-tongue materials
4. Terre des hommes	Child-protection

Environmental Marker Code

A+: Neutral Impact on environment with mitigation or enhancement

Gender Marker Code

2a-The project is designed to contribute significantly to gender equality

Justify Chosen Gender Marker Code

Gender-equality measures will include: - 40% of project's beneficiaries including children, adolescents, young people, education actors, Early Childhood Development (ECD) facilitators, social workers and PTA executive members must be girls and women to ensure gender-balance and participation in and out of class. - Education actors will be specifically trained in gender-sensitive pedagogy, to familiarize with teaching methodologies and classroom management techniques that create an egalitarian and democratic atmosphere encouraging boys and girls to achieve academic excellence. - International Day of the Girl Child will be celebrated on October 11 2015 to raise awareness about the importance of girl's education.

Protection Mainstreaming

In order to apply the principle of Do No Harm in practical terms, the INEE Conflict-Sensitive Education Pack will be utilized in the course of the project's activities. Moreover, the Child Protection Working Group Minimum Standards for Child Protection in Humanitarian Action, and particularly Standard 20 which focuses on the synergy between education and child protection, will ensure that child protection concerns are considered in all the phases of the project cycle, specifically monitoring and evaluation, so that girls and boys of all ages can access safe and child-friendly learning opportunities in a protective environment. Mechanisms to

support self-protection capacities will include: - Life Skills and psycho-social support in emergency classes to children and adolescents; - 1 Social Worker deployed to each of the 7 locations for psycho-social support to distressed children; - Training on and signing of the South Sudan's Teacher Code of Conduct for Emergency Situations to help teachers understanding how to behave and be good role model as well as making them aware of child protection issues during an emergency; - Trained PTA executive members capable of monitoring the CFLSs and protect them from child-protection risks; - Abiding by existing GBV and Child-protection referral systems.

Safety and Security

Security situation remains relative calm in Juba and in the locations where the project is going to be implemented. Nevertheless, safety and security of staff will be guaranteed through: - Continuous monitoring of security updates by NGO Forum – Security Information Analyst; - Regular attendance of IDP site coordination meetings.

Access

Project's activities are going to take place in the urban setting of Juba where access is not compromised

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	Project Manager	D	1	1843	6	100.00%	11,058.00	5,529.00	5,529.00	11,058.00
	The Project Manager is responsible for coordinating and supervising the project's activities vis-a-vis the project's objectives and implementation strategies. His/her salary corresponds to a manager-grade of the IBIS salary scale and includes: gross pay, SSF, medical insurance and GPA insurance. His/her salary is apportioned to this project for 6 months.									
1.2	Education Officer	D	1	1480	6	100.00%	8,880.00	4,440.00	4,440.00	8,880.00
	The Education Officer is responsible for mentoring the teachers in teaching practices and instructional methods. His/her salary corresponds to a senior trainer-grade of the IBIS salary scale and includes: gross pay, SSF, medical insurance and GPA insurance. His/her salary is apportioned to this project for 6 months.									
1.3	Monitoring Officer	D	1	968	6	100.00%	5,808.00	2,904.00	2,904.00	5,808.00
	The Monitoring Officer is responsible for regularly keeping track of the learners' and teachers' attendance as well as monitoring the learning environment in and out of the CFLS. His/her salary corresponds to an officer-grade of the IBIS salary scale and includes: gross pay, SSF, medical insurance and GPA insurance. His/her salary is apportioned to this project for 6 months.									
1.4	Finance Assistant	D	1	1005	6	100.00%	6,030.00	3,015.00	3,015.00	6,030.00
	The Finance Assistant is responsible for book-keeping, cashier and payments. His/her salary corresponds to an assistant-grade of the IBIS salary scale and includes: gross pay, SSF, medical insurance and GPA insurance. His/her salary is apportioned to this project for 6 months.									
1.5	Driver	D	1	840	6	100.00%	5,040.00	2,520.00	2,520.00	5,040.00
	The Driver is responsible for facilitating transportation. His/her salary corresponds to a driver-grade of the IBIS salary scale and includes: gross pay, SSF, medical insurance and GPA insurance. His/her salary is apportioned to this project for 6 months.									
1.6	Administration Officer	S	1	1935	6	25.00%	2,902.50	1,451.25	1,451.25	2,902.50
	The Administrative Officer is responsible for logistics, HR and procurement. His/her salary corresponds to a manager-grade of the IBIS salary scale and includes: gross pay, SSF, medical insurance and GPA insurance. His/her salary is apportioned to this project for 6 months.									
1.7	Programme Development Adviser	S	1	7185	6	45.00%	19,399.50	9,699.75	9,699.75	19,399.50
	The Programme Development Adviser is responsible for coordinating the EIE in Central Equatoria State as EIE State Cluster Focal Point, communication and documentation. His/her salary corresponds to an expatriate/junior adviser-grade of the IBIS salary scale and includes: basic salary, gratuity, pension and country allowance. 45 % of his/her salary is apportioned to this project.									
1.8	Education Programme Director	S	1	11165	6	13.00%	8,708.70	4,354.35	4,354.35	8,708.70
	The Education Programme Director is responsible for the quality control of the project's implementation. His/her salary corresponds to an expatriate/senior adviser-grade of the IBIS salary scale and includes: basic salary, gratuity, pension and country allowance. 13 % of his/her salary is apportioned to this project.									
	Section Total						67,826.70	33,913.35	33,913.35	67,826.70

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	School-in-a-box	D	80	0	1	100.00%	0.00	0.00	0.00	0.00
	As per UNICEF EIE Supplies Guidelines, 1 School-in-a-box caters for 40 pupils. In-kind contribution from UNICEF hence no unit costs budgeted for.									
2.2	Blackboards	D	21	0	1	100.00%	0.00	0.00	0.00	0.00
	The Unit Quantity takes in consideration 3 Blackboards for each of the 7 CFLS. In-kind contribution from UNICEF hence no unit costs budgeted for.									
2.3	Recreational Kit	D	40	0	1	100.00%	0.00	0.00	0.00	0.00
	As per UNICEF EIE Supplies Guidelines, 1 Recreational Kit caters for 80 pupils. In-kind contribution from UNICEF hence no unit costs budgeted for.									
2.4	ECD Kit	D	40	0	1	100.00%	0.00	0.00	0.00	0.00
	As per UNICEF EIE Supplies Guidelines, 1 ECD Kit caters for 40 pupils. In-kind contribution from UNICEF hence no unit costs budgeted for.									
2.5	First Aid Kit	D	14	100	1	100.00%	1,400.00	1,400.00	0.00	1,400.00
	2 First Aid Kits for each of the 7 CFLS amounts to a total of 14. The Unit Cost takes in consideration the market price in Juba.									
2.6	School Snack	S	7	387.1	6	100.00%	16,258.20	8,129.10	8,129.10	16,258.20
	The school snack includes 1 glass of juice and 1 pack of biscuits and corresponds to 60 SSP per school for 20 days a month (Monday-Friday) for 6 months.									
2.7	Visibility Materials	D	7	190	1	100.00%	1,330.00	1,330.00	0.00	1,330.00
	T-shirts and Caps									
2.8	PTA Training	D	77	50.52	3	100.00%	11,670.12	7,780.08	3,890.04	11,670.12
	The training caters for feeding, transport reimbursement and stationery for 77 participants (11 members for each PTA) for 3 days.									
2.9	Education Actors/Community Animators/Teachers Training	D	50	17.41	5	100.00%	4,352.50	4,352.50	0.00	4,352.50

	The training caters for feeding, transport reimbursement and stationary for 38 participants for a total of 5 days.									
2.10	Social Workers Training	D	7	95.07	3	100.00%	1,996.47	0.00	1,996.47	1,996.47
	The training caters for feeding, transport reimbursement and stationary for 7 participants for a total of 3 days.									
2.11	Support for Peace-building Initiatives	D	7	200	6	100.00%	8,400.00	4,200.00	4,200.00	8,400.00
	The support for peace-building initiatives amounts to 200 USD for each of the 8 initiatives for 7 CFLS in the course of 6 months.									
2.12	Social Workers Incentives	D	7	333.33	6	100.00%	13,999.86	6,999.93	6,999.93	13,999.86
	Social Workers incentives amount to 1000 SSP per month for 6 months.									
2.13	Participatory Monitoring with PTAs, children and communities	D	7	200	2	100.00%	2,800.00	1,400.00	1,400.00	2,800.00
	The participatory monitoring visits with PTAs, children and communities are 2 in the course of 6 months for each of the 7 CFLS.									
2.14	Training of ECD Facilitators	D	14	61.41	4	100.00%	3,438.96	0.00	3,438.96	3,438.96
	The training caters for feeding, transport reimbursement and stationary for 14 participants for a total of 4 days.									
2.15	First Aid Training for Teachers	D	70	55	2	100.00%	7,700.00	0.00	7,700.00	7,700.00
	The training caters for feeding, transport reimbursement and stationary for 70 participants for 2 days.									
2.16	Distribution of Supplies	D	30	60	6	100.00%	10,800.00	5,400.00	5,400.00	10,800.00
	This corresponds to car-hire for 10 months at a rate of 60 USD per day.									
2.17	Mother Tongue sets	D	1700	18	1	100.00%	30,600.00	30,600.00	0.00	30,600.00
	One set for every two learner									
	Section Total						114,746.11	71,591.61	43,154.50	114,746.11

3 Equipment (please itemize costs of non-consumables to be purchased 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	
3.1	Laptop Computer	D	2	1300	1	100.00%	2,600.00	2,600.00	0.00	2,600.00
	2 laptop computers to be allocated to the Education Officer and the Field Monitoring Officer									
	Section Total						2,600.00	2,600.00	0.00	2,600.00

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	
4.1	Maintenance of Existing Child Friendly Learning Spaces	D	7	1350	1	100.00%	9,450.00	4,725.00	4,725.00	9,450.00
	To be used for regular maintenance of 7 CFLS in the course of 6 months.									
	Section Total						9,450.00	4,725.00	4,725.00	9,450.00

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	Fuel and Maintenance of Motorbikes	D	1	285	6	100.00%	1,710.00	855.00	855.00	1,710.00
5.2	DSA during ME	D	4	25	6	100.00%	600.00	300.00	300.00	600.00
	Section Total						2,310.00	1,155.00	1,155.00	2,310.00

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	
	Section Total						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	Rent and Security	S	1	6000	6	25.00%	9,000.00	4,500.00	4,500.00	9,000.00
	Apportioned at 25 % of Rent & Security of IBIS in South Sudan Country Office where the project is going to be hosted.									
7.2	Stationary Costs	S	1	1000	6	25.00%	1,500.00	750.00	750.00	1,500.00
	Apportioned at 25 % of Stationary Cost of IBIS in South Sudan Country Office where the project is going to be hosted.									
7.3	Office Maintenance	S	1	600	6	25.00%	900.00	450.00	450.00	900.00
	Apportioned at 25 % of Office Maintenance of IBIS in South Sudan Country Office where the project is going to be hosted.									
7.4	Communication Costs	S	1	1600	6	25.00%	2,400.00	1,200.00	1,200.00	2,400.00
	Apportioned at 25 % of Communication Costs of IBIS in South Sudan Country Office where the project is going to be hosted.									
7.5	Office Utilities	S	1	1800	6	25.00%	2,700.00	1,350.00	1,350.00	2,700.00

Apportioned at 25 % of Communication Costs of IBIS in South Sudan Country Office where the project is going to be hosted.											
7.6	Bank Charges	S	1	1000	6	25.00%	1,500.00	750.00	750.00	1,500.00	
Apportioned at 25 % of Bank Charges related to project's expenses.											
Section Total							18,000.00	9,000.00	9,000.00	18,000.00	
Sub Total Direct Cost								214,932.81			
Indirect Programme Support Cost <i>PSC rate (insert percentage, not to exceed 7 per cent)</i>								7%			
Audit Cost <i>(For NGO, in percent)</i>								1%			
PSC Amount								15,045.30			
Quarterly Budget Details for PSC Amount		2015		Total							
		Q1	Q2								
		7,522.65	7,522.65	15,045.30							
Total Fund Project Cost								229,978.11			
Project Locations											
Location	Estimated percentage of budget for each location					Beneficiary Men	Women	Boy	Girl	Total	Activity
Central Equatoria -> Juba	100									0	
Project Locations (first admin location where activities will be implemented. If the project is covering more than one State please indicate percentage per State)											
DOCUMENTS											

