Project Proposal

Organization	INTERSOS (INTERSOS)										
Project Title	Provision of Education in Emergency	y for conflict-affected child	ren and young people in	Jonglei State, Unity Stat	e, Upper Nile State and	l Central Equatoria State					
Fund Code	SSD-15/SA1/E/INGO/307										
Primary Cluster	EDUCATION			Secondary Cluster	None						
Project Allocation	1st Round Standard Allocation			Allocation Category Type							
Project budget in US\$	287,955.23			Planned project duration	6 months						
Planned Start Date	01/01/2015			Planned End Date	30/06/2015						
OPS Details	OPS Code	SSD-15/E/72523		OPS Budget	0.00						
	OPS Project Ranking			OPS Gender Marker							
	community individuals. Considering served by education activities and in INTERSOS will repair current classi distribution of education supplies to people. Furthermore, by developing through consistent integration of key sectors (for the latter, specific trainif of the most vulnerable young people abuse, etc.), will be considered thro project planning phase, INTERSOS pathway trainings to teachers and Paddressed or referred. Age and gen	nore teachers and PTA will owns where possible, and further ensure uninterrupte and maintaining relationsh (life-saving messaging frogs will be delivered). Final (as unaccompanied and ughout the project implement aims to ensure that the ke TAs, in order to guarantee	I be supported through to construct new TLS who do access to critical and hips with partners organism WASH, Livelihood, Clilly, as GBV and CP acto separated children, child entation. Specifically, aftey education actors are to that the learning environers.	rainings to ensuring quall ere necessary. INTERS' quality learning in protect zations, INTERSOS will enhild Protection (CP), Gen or, INTERSOS will ensure dren associated with armer taking into consideratic equipped with the relevar nement is also a protective.	ty, safe and regular ac DS will also offer capac tive spaces for conflict ensure a more effective der Based Violence (G te that the specific needs to forces and armed gi on vulnerabilities and get t and critical skills throw e space where all the s	cess to education. ity building trainings and affected children and yo and multi-sectorial app BV), Health and Nutrition so of girls and boys, above oups, victims of violencender perspective in the ugh CP, GBV and referr pecific needs will be ided.					
Direct beneficiaries		Men	Women	Boys	Girls	Total					
	Beneficiary Summary	1925	1056	699	376	4,056					
	Total beneficiaries include the following:										
	People in Host Communities	278	154	94	184	710					
	Internally Displaced People	835	464	515	282	2096					
	Internally Displaced People Other	835 812	464 438	515	282	2096 1250					
Indirect Beneficiaries		efit indirectly from this projeness raising sessions. 19 and girls from the total) will a be share the information the munity. Therefore, of the 1 Schools as zones of pea additional individuals will be 1 boys). Of the 750 youth	ect is through the 50 individuals (25% attend the awareness y gained with 3 additions 1500 individuals who ce (394 women, 731 enefit indirectly (1181 who attend awareness	0 Catchment Population	0						
Indirect Beneficiaries Link with the Allocation Strategy	Other The primary way individuals will ben sharing of information from the awar children, 27% adults, 35% women a raising events. They will be asked to individuals, in their household or contend awareness raising on EiE and men, 131 girls and 244 boys) 4500 awomen, 2194 men, 394 girls and 73 raising (262 women and 488 men) 2	efit indirectly from this projeness raising sessions. 13 of girls from the total) will a share the information the mnunity. Therefore, of the 1 Schools as zones of peadditional individuals will be 1 boys). Of the 750 youth 1,250 individuals will benefit except to increase the access of incation gaps and needs an address the identified need ion of learning spaces, programs. Consequently, corportunities offered by the	ect is through the 50 individuals (25% attend the awareness y gained with 3 additional 1500 individuals who ice (394 women, 731 enefit indirectly (1181 who attend awareness t indirectly (788 women of the Strategic Respechildren and young peo e greatest as reflected in ds and achieve the exprovision of education supresidering specifically the dry season, in line with	Catchment Population Catchment Population Catchment Population Catchment Population Catchment Population Catchment Population The "Hart Map" produce Ceted outcomes through plies, trainings for teache pre-position of education the Fund's Strategic Obj	s high priority for the Espaces and quality edued for the Humanitarian intervention strategy rs and PTA members, all supplies as well as tectives. Through a multiple of the priority of the p	ducation Cluster, the pre Loation specifically in two Needs Overview to pri y which includes severa community awareness he repair and construct ti-sectorial approach, th					
	Other The primary way individuals will ben sharing of information from the awar children, 27% adults, 35% women a raising events. They will be asked to individuals, in their household or cor attend awareness raising on EiE and men, 131 girls and 244 boys) 4500; women, 2194 men, 394 girls and 73 raising (262 women and 488 men) 2 and 1462 men). In the framework of the overall INTE EiE project in Northern Jonglei aims counties, Nyrol and Uror, where edgeographical areas. INTERSOS will components: construction/rehabilitaryoung people specific education proworks, this proposal capitalize the o proposal ensures the most effective	efit indirectly from this projeness raising sessions. 13 of girls from the total) will a share the information the mnunity. Therefore, of the 1 Schools as zones of peadditional individuals will be 1 boys). Of the 750 youth 1,250 individuals will benefit except to increase the access of incation gaps and needs an address the identified need ion of learning spaces, programs. Consequently, corportunities offered by the	ect is through the 50 individuals (25% attend the awareness y gained with 3 additional 1500 individuals who ice (394 women, 731 enefit indirectly (1181 who attend awareness t indirectly (788 women of the Strategic Respechildren and young peo e greatest as reflected in ds and achieve the exprovision of education supresidering specifically the dry season, in line with	Catchment Population Catchment Population Catchment Population Catchment Population Catchment Population Catchment Population The "Hart Map" produce Ceted outcomes through plies, trainings for teache pre-position of education the Fund's Strategic Obj	s high priority for the Espaces and quality edue for the Humanitarian an intervention strategy rs and PTA members, all supplies as well as tectives. Through a mulin the educational envir	ducation Cluster, the pre Loation specifically in two Needs Overview to pri y which includes severa community awareness he repair and construct ti-sectorial approach, th					
Link with the Allocation Strategy Sub-Grants to Implementing Partners	Other The primary way individuals will ben sharing of information from the awar children, 27% adults, 35% women a raising events. They will be asked to individuals, in their household or cor attend awareness raising on EiE and men, 131 girls and 244 boys) 4500; women, 2194 men, 394 girls and 73 raising (262 women and 488 men) 2 and 1462 men). In the framework of the overall INTE EiE project in Northern Jonglei aims counties, Nyrol and Uror, where edgeographical areas. INTERSOS will components: construction/rehabilitaryoung people specific education proworks, this proposal capitalize the o proposal ensures the most effective	efit indirectly from this projeness raising sessions. 13 of girls from the total) will a share the information the mnunity. Therefore, of the 1 Schools as zones of peadditional individuals will be 1 boys). Of the 750 youth 1,250 individuals will benefit except to increase the access of incation gaps and needs an address the identified need ion of learning spaces, programs. Consequently, corportunities offered by the	ect is through the 50 individuals (25% attend the awareness y gained with 3 additional 1500 individuals who ice (394 women, 731 enefit indirectly (1181 who attend awareness t indirectly (788 women of the Strategic Respechildren and young peo e greatest as reflected in ds and achieve the exprovision of education supresidering specifically the dry season, in line with	Catchment Population Catchment Population	s high priority for the Espaces and quality edue for the Humanitarian an intervention strategy rs and PTA members, all supplies as well as tectives. Through a mulin the educational envir	ducation Cluster, the pre Loation specifically in two Needs Overview to pri y which includes severa community awareness he repair and construct ti-sectorial approach, th					
ink with the Allocation Strategy.	Other The primary way individuals will ben sharing of information from the awar children, 27% adults, 35% women a raising events. They will be asked to individuals, in their household or cord attend awareness raising on EiE and men, 131 girls and 244 boys) 4500 awomen, 2194 men, 394 girls and 73 raising (262 women and 488 men) 2 and 1462 men). In the framework of the overall INTE EiE project in Northern Jonglei aims counties, Nyrol and Uror, where edu geographical areas. INTERSOS will components: construction/rehabilitary young people specific education proworks, this proposal capitalize the o proposal ensures the most effective to be rooted.	efit indirectly from this projeness raising sessions. If and girls from the total) will a share the information the munity. Therefore, of the I Schools as zones of peadditional individuals will be 1 boys). Of the 750 youth 1,250 individuals will benefit errors are the access of location gaps and needs an address the identified need ion of learning spaces, programs. Consequently, corportunities offered by the and integrated services, s	ect is through the 50 individuals (25% attend the awareness y gained with 3 additiona 1500 individuals who ice (394 women, 731 enefit indirectly (1181 who attend awareness i indirectly (788 women of the Strategic Respechildren and young peo e greatest as reflected i ds and achieve the exprovision of education supsidering specifically the dry season, in line with since the main key and I	Catchment Population Catchment Population Catchment Population Catchment Population Catchment Population In the "Heat Map" produce the ductomes through piles, trainings for teache pre-position of education the Fund's Strategic Objifesaving messages find Other funding Secured For the Same Project (to date	s high priority for the Espaces and quality educed for the Humanitarian an intervention strategy rs and PTA members, all supplies as well as tectives. Through a mulin the educational envir	ducation Cluster, the pre Loation specifically in two Needs Overview to pri y which includes severa community awareness he repair and construct ti-sectorial approach, th					

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

TThe two counties in Jonglei that INTERSOS intends to respond in for this project are large and vastly underserved. They represent hard to reach locations received minimal to no response over 2014, considering also the de-prioritization of Education sector. Specifically, Nyirol county currently has one national NGO responding to an IDP population of approximately 184,380 and a host community population of 108,674; according to the cluster these populations combine to a total of 48,360 school aged children needing support. While there is a second INGO currently developing proposals for response in Nyirol: coordination discussions have occurred and INTERSOS will primarily target beneficiaries in Chiul, a payam that has no planned response and 47,221 IDPs and supplementary activities in Lankien, that the other agencies do not currently intend to implement. The second county INTERSOS plans to respond in is Uror where there is currently one national NGO responding to an IDP population of approximately 46,699 and a host community population of 178,519: according to the cluster these populations combine to a total of 79,441 school aged children needing support. In Uror, in addition to small activities in Yuai, INTERSOS is again targeting two payams that do not have a current response occurring, Pathai and Pulchol (Information on NGOs responding was collected directly from the Education Cluster and from the most recent Education Cluster 3W map of ongoing activities, 25 October 2014; Information on the IDP population was collected from the OCHA South Sudan Situation Map, November 2014). These two counties are clearly underserved in education activities, not just in terms of IDP populations, but also in relation to host community: IDP population is growing as new conflicts break out in Northern Jonglei and people are forced to secondary displacement.

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)

Following INTERSOS assessment and INTERSOS expertise on EiE and as State Cluster Focal Point in Jonglei, the main education needs and priorities renormans: - Lack of learning spaces: during the crisis in these broader areas there was a complete destruction of school buildings and materials, leaving a gap in safe spaces for classes to be offered and materials for lessons. Boys and girls have been without a learning and protective environment that could aid them in finding relief from what they have been experiencing because of the current crisis. Additionally, heavy rains and flooding resulted in regular and serious damages. - Lack of supplies and low level of teachers' skills: a large number of children have neither textbooks nor short hand notebooks, that absence, combined with the low Lack of supplies and low level of teachers skills, a large maintee of children have relative teathors in the state of the volunteer teachers highlight the difficulty to receive a quality education. Additionally, most of the teachers revolunteers with little to no experience or ability to manage a classroom, develop lesson plans, support the children's psychosocial needs and generally raise capacity. - Lack of teachers' payment: because of the nationwide issue related to the teachers' payment above all in the SPLA-IO areas, most of the teachers stopped to hold lessons. This had a high negative impact on learning programs - Lack of awareness among the community on ECD: there is the need to foster community support in these isolated and difficult to reach areas, underlining the protective role of learning spaces - Lack of education opportunities for young people: unintended excluded from the previous response, young people are the priority now. Thus, educational activities are critical and crucial to protect them from becoming militarized or radicalized. In fact, there have not been education opportunities for those in higher classes or those who have previously dropped out of schooling. Cross-cutting to all these needs are the gender considerations, since girls are reached far less by educational activities, with lower enrollment rates and higher dropout rates in early primary classes.

3. Description Of Beneficiaries

The beneficiaries of this project will include children, both boys and girls, young men and women, and adult men and women. Children, both boys and girls, will be targeted through an EiE program, constructing or repairing TLS and provision of education supplies. Girls will be directly targeted in two ways, classrooms will be encouraged to have at least 35% girls, which will be supported through awareness raising about the importance of girls education. Also, in the WASH component of the project it will be ensured that the new/repaired TLS have latrines for girls, so that they feel comfortable accessing facilities while in the school. Children and school spaces will be determined in close collaboration with the community. In each location the INTERSOS PM will adhere to do no harm principals and attempt to serve both IDP children and host community, children that are in need of extra support. The community will be consulted throughout the project in order to best offer these services in a way that is supported by everyone. Young men and women are regularly left out of projects in emergencies, often when they are most at risk for recruitment and exploitation. INTERSOS will attempt to mitigate these challenges by offering productive educational activities targeted at young men and women, will be targeted primarily through trainings and awareness raising. Women will be involved when trainings wherever possible, and INTERSOS will make sure to involve women's leaders, women PTA and women teachers in trainings in each location. Additionally, women will be strongly targeted in awareness raising sessions, because women are a key aspect of ensuring children's access to education. Eurthermore, the project will be managed through direct involvement of education key stakeholders including target beneficiaries, local authorities and education partners. Their feedback is used to correct and improve the project management) to concretely enforce their capacity and the ownership towards the project and ensure adequate sustainabil

4. Grant Request Justification

INTERSOS will be uniquely qualified to respond in Northern Jonglei and start its intervention in hard to reach areas for different reasons. INTERSOS has been working in South Sudan since 2006 and has been active in the Education response since the beginning of its operation in the country. While the education response has been ongoing, the recent conflict has strongly shaped the way the response is planned. INTERSOS is currently the Cluster Co-Lead in all three of the Greater Upper Nile States and has seen firsthand the destruction and devastation that the recent conflict has caused. The needs are extensive and are widespread as highlighted in the needs analysis. A lesson learned in the first nine months of the response to the most recent conflict is that there is a strong need for trainings to build capacity of both teachers and community members and allow them to better support their students and children. Additionally, it is very important for education to continue on, even in locations where there are serious restrictions in space. This means that creative measures need to be taken to ensure access to education for as many children as possible. INTERSOS has a long history of providing EIE activities in Jonglei State, giving this a strong background in the context; additionally, as state cluster co-lead for Education in Jonglei, INTERSOS has a deep knowledge of the current education situation, allowing to design a project that will most effectively address the needs in both Nyirol and Uror counties. In the framework of this expertise, the proposed activities are relevant for the assessed needs, Interestically address the needs in both Nyirol and Uror counties. In the framework of this expertise, the proposed activities are relevant for the assessed needs, Interesting and project as a strong the same and the project and the project and the project. Teachers will be trained in how to teach life skills, providing children and youth with such necessary information as protection risks, sanitation rules, conflict

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

Considering the fact that INTERSOS intends to implement CP and GBV project in the same locations, INTERSOS is very best placed to have a strong impact on the psychosocial wellbeing of the children in the communities targeted. Consequently, protection will be mainstreamed in the intervention, ensuring that the most vulnerable children and young people will be targeted. Furthermore, having multiple projects in the area will allow having different background staff to ensure the best provision of activities to the populations in need and at the same time to optimize the operational and logistical cost linked to the action. Specifically, being this project part of a broader program of intervention by INTERSOS in Northern Jonglei and following the needs and logistic assessment on the ground, INTERSOS is ready to start its operations with trained staff available to transfer skills and competences locally.

LOGICAL FRAMEWORK

Overall project objective

The project intends to provide increased access to safe, protective and inclusive education spaces for children and youth affected by conflict. This aspect will be achieved in three primary ways, first the learning spaces will be repaired or constructed where necessary; second, education in emergency supplies will be prepositioned and distributed based on need to ensure education is ongoing; third, teachers, PTA and community leaders will be trained in relevant skills so that the quality and inclusiveness of education in the area are constantly improving. Additionally, this project will address the needs of youth by increasing access to youth specific education spaces and training individuals to give them the support and guidance necessary to provide alternatives to recruitment and exploitation.

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	45
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	40
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	15

Outcome 1	Increased access to safe, quality and protective learning spaces for conflict-affected children and y messaging from WASH, CP, GBV, Nutrition and Health	roung people, facilitating girls' participation and consistent integration of life-saving
Code	Description	Assumptions & Risks
Output 1.1	Community capabilities are enhanced in relation to education support and more safe and inclusive learning spaces are available for 700 children to access	Humanitarian access possible for the first half of 2015

Indicators

Code	Cluster	Indicator	End Cycle	Beneficiarie	s		End- Cycle
			Men	Women	Boys	Girls	Target
Indicator 1.1.1	EDUCATION	[Frontline services]v # of children benefiting from TLS construction			215	115	330
	Means of Verification:	Field visits and reports, attendance lists, FGDs with teachers and students					
Indicator 1.1.2	EDUCATION	[Frontline services] # of children benefiting from TLS rehabilitation			240	130	370
	Means of Verification:	Field visits and reports, attendance lists, FGDs with teachers and students					
Indicator 1.1.3	EDUCATION	[Core pipeline] # of emergency affected girls and boys benefiting from education in emergencies supplies from the pipeline			455	245	700
	Means of Verification:	Field visits and reports, attendance and distribution lists, FGD with teachers and students					
Indicator 1.1.4	EDUCATION	[Frontline services] # of emergency affected learning spaces provided with gender segregated WASH facilities					700

Activities								
Activity 1.1.	1 Conduct c	ommunity	consultations and education assessments to determine the best locations for construction o	f TLS or re	epair of existing	classrooms		
Activity 1.1.			afe and inclusive learning spaces for at least 700 children (455 boys and 245 girls), at least ated in double shifts).	9 TLS will	be constructed	or repaired (it is anticipate	ed that at
Activity 1.1.			latrines (9 male and 9 female) for the 9 TLS					
Activity 1.1.	4 Construct	or repair 9	hand washing points, using rain water harvesting methods where possible (1 hand washing	point per	TLS)			
Activity 1.1.			tion in Emergency Supplies (at least 18 School in a Box, 18 Blackboards, 9 recreation kits, 1 ICEF pipeline	4 UNESC	O Life Skills kits	s, 6 ECD kits	, 18 Tarpaulir	ns, 3 tents
tput 1.2		ills, Psycho	15 Community leaders, and 1,500 communities have a stronger skills set in social support and additional educational needs in their communities by the	access p	oossible for the t	first half of 20)15	
Indicators								
Code	Cluster		ndicator	End Cy	cle Beneficiarie	es		End- Cycl
				Men	Women	Boys	Girls	Targ
Indicator 1.2.1	EDUCATION		Frontline services] # of teachers trained in life skills education	59	31			90
	Means of Verif	ication:	Attendance lists, pictures of trainings, trainer report					
Indicator 1.2.2	EDUCATION		of individual trained in EiE skills					90
	Means of Verif	ication:	Attendance lists, pictures of trainings, trainer report					
Indicator 1.2.3	EDUCATION		Frontline services] # of teachers trained to provide psychosocial support	59	31			90
	Means of Verif	cation:	Attendance lists, pictures of trainings, trainer report					
Indicator 1.2.4	EDUCATION		Frontline services] $\#$ of teacher trained on referral mechanisms for protection, nutrition and nealth	59	31			90
	Means of Verif	ication:	Attendance lists, pictures of trainings, trainer report					
Indicator 1.2.5	EDUCATION		Frontline services] # of PTA trained	39	21	0	0	60
	Means of Verif	cation:	Attendance lists, pictures of trainings, trainer report					
Indicator 1.2.6	EDUCATION	;	# of Teachers trained in ECD					80
	Means of Verif	ication:	Attendance lists, pictures of trainings, trainer report					
Indicator 1.2.7	EDUCATION	:	of community members attending awareness events					1500
	Means of Verif	cation:	Attendance lists, pictures of events					
Indicator 1.2.8	EDUCATION		# of children participating in life-saving message activities					700
	Means of Verif		Attendance lists, pictures of events					
Indicator 1.2.9	EDUCATION		# of individual trained in nutrition best practices					75
Indicator	Means of Verification		Attendance lists, pictures of trainings, trainer report					75
1.2.10			# of individual trained in nutrition best practices					//3
	Means of Verif	cation:	Attendance lists, pictures of trainings, trainer report					
Activities								
Activity 1.2.	Deliver 4 of 35% women		on UNESCO Life Skills and Psychosocial Support for Teachers and PTA members (30 indi	viduals in	Pathai, 30 Pulch	nol, and 30 C	huil,– at least	25% PT/
Activity 1.2.			on EiE skills for Teachers, PTA members, and Community Leaders, including explanation of Community Leaders – 35% women)	f EiE supp	olies (30 individu	ıals in Pathai	, 30 Pulchol, a	and 30 Cl
Activity 1.2.	Deliver 2 of 25% PTA		on referral mechanisms for CP, GBV, Nutrition, Health for Teachers and PTA members (30 nomen)	individua	ls in Pathai, 30 I	Pulchol, and	30 Chuil,– at l	east
Activity 1.2.	4 Deliver 2 o	lay training	on PTA skills for PTA members (20 individuals in Pathai, 20 Pulchol, and 20 Chuil , - 35% w	omen)				
Activity 1.2.		lay training	on ECD skills for Teachers and nutrition staff (20 teachers in Pathai, 20 Pulchol, 20 Chuil, 10	Yuai and	10 Lankien – 3	5% women)		
Activity 1.2.			raising campaigns in each location focusing on EiE/ ECD awareness and on Schools as Zo					
Activity 1.2.	8 In partners	ship with n	ng through education activities which include hygiene promotions, child rights with specific at utrition actors on the ground, deliver one day training on nutrition best practices	tention to I	key life-saving r	nessages on	health and n	utrition
			ai, 15 Pulchol, 15 Chuil, 15 Yuai and 15 Lankien – 35% women)					
tcome 2	Skills, spac exposure	es and edu	cational and gender appropriate alternatives provided to young people, considering the spec	cific needs	of the most vu	Inerable boys	and girls an	d their ris

The community is enabled to support young people with productive activities by gaining space and skills for ALP and remedial education Output 2.1 Indicators Code Cluster Indicator **End Cycle Beneficiaries** End-Cycle Target Girls Men Women Boys Indicator 2.1.1 **EDUCATION** [Frontline services] # of children and young people accessing Accelerated learning programs (ALP) 162 88 250 Means of Verification: Attendance sheets, field visits and reports Indicator 2.1.2 **EDUCATION** [Frontline services] # of emergency affected learning spaces provided with gender segregated WASH facilities 500 Means of Verification: Attendance lists, field visits and reports, FGDs Indicator **EDUCATION** [Frontline services] # of children and young people accessing remedial catch up/exams 162 88 250 2.1.3 preparation Means of Verification: Attendance sheets, field visits and reports Indicator 2.1.4 100 **EDUCATION** # of volunteer facilitators who gain skills in alternative education programmes Means of Verification: Attendance sheets, pre and post tests, FGDs **EDUCATION** 750 Indicator # of youth participating in awareness raising activities 2.1.5 Means of Verification: Attendance sheets, field visits and reports, pictures of events Activities Construction of five TLS for ALP and remedial/catch up education (1 in each location: Pathai, Pulchol, Chuil, Yuai and Lankien - double shift equally split between the two groups) Activity 2.1.1 Activity 2.1.2 Construction of five latrines in the TLS for ALP (one set of latrines in each TLS, boys and girls) Activity 2.1.3 Distribution of materials for ALP and remedial/catch up students Activity 2.1.4 3 day training of volunteer facilitators in ALP methods (10 individuals trained in each of the 5 locations - 35% female) Activity 2.1.5 3 day training of volunteer facilitators in remedial/catch up education support (10 individuals trained in each location - 35% female) and UNESCO Life Skills

Conduct awareness sessions in each location to sensitize the community on the importance of education, clean water, sanitation and hygiene practices, GBV, HIV/AIDS and

WORK PLAN

Project workplan for activities defined in the Logical framework

Activity 2.1.6

ctivity Description (Month)	Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
ctivity 1.1.1 Conduct community consultations and education ssessments to determine the best locations for construction of TLS or epair of existing classrooms	2015	X											
ctivity 1.1.2 Construct or repair safe and inclusive learning spaces for t least 700 children (455 boys and 245 girls), at least 9 TLS will be onstructed or repaired (it is anticipated that at ast half will be operated in double shifts).	2015	X	X	X	X								
ctivity 1.1.3 Construct or repair 9 latrines (9 male and 9 female) for the TLS	2015		Х	Х	Х	Х							
ctivity 1.1.4 Construct or repair 9 hand washing points, using rain later harvesting methods where possible (1 hand washing point per LS)	2015				X	X	Х						
ctivity 1.1.5 Distribution of Education in Emergency Supplies (at least 8 School in a Box, 18 Blackboards, 9 recreation kits, 14 UNESCO Life kills kits, 6 ECD kits, 18 Tarpaulins, 3 tents) received through UNICEF ipeline	2015			x	X	X	X						
ctivity 1.2.1 Deliver 4 day training on UNESCO Life Skills and sychosocial Support for Teachers and PTA members (30 individuals in athai, 30 Pulchol, and 30 Chuil,—at least 25% PTA and 35% women)	2015			X	X	Х	X						
ctivity 1.2.2 Deliver 2 day training on EiE skills for Teachers, PTA nembers, and Community Leaders, including explanation of EiE upplies (30 individuals in Pathai, 30 Pulchol, and 30 Chuil, at least 50% TA and Community Leaders – 35% women)	2015		X	X	X								
ctivity 1.2.3 Deliver 2 day training on referral mechanisms for CP, BV, Nutrition, Health for Teachers and PTA members (30 individuals in athai, 30 Pulchol, and 30 Chuil,– at least 5% PTA and 35% women)	2015			X	X	X	х						
ctivity 1.2.4 Deliver 2 day training on PTA skills for PTA members (20 dividuals in Pathai, 20 Pulchol, and 20 Chuil , - 35% women)	2015		Х	Х	Х								
ctivity 1.2.5 Deliver 2 day training on ECD skills for Teachers and utrition staff (20 teachers in Pathai, 20 Pulchol, 20 Chuil,10 Yuai and 10 ankien – 35% women)	2015			Х	Х	Х							
ctivity 1.2.6 Deliver 2 awareness raising campaigns in each location cusing on EiE/ ECD awareness and on Schools as Zone of Peace – at ast 35% women and girls	2015			X	Х	Х	Х						
ctivity 1.2.7 Life-saving messaging through education activities which clude hygiene promotions, child rights with specific attention to key life- aving messages on health and nutrition	2015			Х	Х	X	Х						
ctivity 1.2.8 In partnership with nutrition actors on the ground, deliver	2015			Х	Х	Х	Х						

productive health led by young people benefiting from life skills lessons facilitated by the trained volunteers facilitators

one day training on nutrition best practices (15 teachers in Pathai, 15 Pulchol, 15 Chuil, 15 Yuai and 15 Lankien – 35% women)									
Activity 2.1.1 Construction of five TLS for ALP and remedial/catch up education (1 in each location: Pathai, Pulchol, Chuil, Yuai and Lankien – double shift equally split between the two groups)	2015	х	Х	X	X				
Activity 2.1.2 Construction of five latrines in the TLS for ALP (one set of latrines in each TLS, boys and girls)	2015			Х	Х	X			
Activity 2.1.3 Distribution of materials for ALP and remedial/catch up students	2015		X	Х					
Activity 2.1.4 3 day training of volunteer facilitators in ALP methods (10 individuals trained in each of the 5 locations – 35% female)	2015		Х	Х					
Activity 2.1.5 3 day training of volunteer facilitators in remedial/catch up education support (10 individuals trained in each location – 35% female) and UNESCO Life Skills	2015			X	X				
Activity 2.1.6 Conduct awareness sessions in each location to sensitize the community on the importance of education, clean water, sanitation and hygiene practices, CBV, HIV/AIDS and productive health led by young people benefiting from life skills lessons facilitated by the trained volunteers facilitators	2015			Х	Х	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 will employ one Education in Emergency Project Manager who will support regular activities. Specifically, the Project Managers will be responsible to track the budget, follow all activities and participate in the Education cluster to support proper coordination between the organization and the Cluster at the state level. In addition to the standard project monitoring methods, detailed below, INTERSOS will regularly collect information through OCHA and other parties to assess security in the areas of response. M&E will be carried out throughout the project with concentrated reports developed in the middle and at the end of the project in order to check the outputs and outcomes, and the technical standards and ownership transferred to the beneficiaries' communities for effective sustainability after the project termination. INTERSOS will also refer to its Management and Control Model (Protocol 1 - section 4) and will use as monitoring tool the Project appraisal Tool (PAT). In summary, as far as Monitoring, Evaluation and Reporting are concerned, INTERSOS will regularly and systematically submit the required CHF reports, including: • Regular financial tracking; • A midterm report that summarizes activities that have occurred by the end of the first quarter; • A final narrative and financial report summarizing all achievements and expenditures; These reports will cover the activities undertaken, results achieved, challenges faced during the reporting period, and any other relevant information.

OTHER INFORMATION

Accountability to Affected Populations

The project will be managed through direct involvement of education key stakeholders including target beneficiaries, local authorities and education partners. Their feedback is used to correct and improve the project implementation in line with main objective and goal. Theoretical and on the job trainings involving both education personnel, target beneficiaries and institutional partners will be included as main project activities (identification of TLS and schools to be rehabilitated, community based-approach in all the levels of the project management) to concretely enforce their capacity and the ownership towards the project and ensure adequate sustainability to the program. The identified implementation modalities will pursue full and active involvement of the institutional stakeholder in the project follow up and consistent monitoring, as well as in the regular info and data sharing with other stakeholders to better coordinate emergency response and manage integrated resources.

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

The project will not involve any sub-grantees, it will be entirely implemented by INTERSOS program staff, both national and international, in Jonglei State. The project manager, to be based in Bor, Jonglei State, with extensive travel, will be the primary international staff involved in the project. They will be supported by the Programme Coordinator, based out of the Juba office as well as the international Admin based out of the Juba office and a team of national logisticians in Juba. Additionally, a national field admin and national logistics focal point will be placed in Bor to help support the administrative and logistics needs of the PMs based in Jonglei State. This project would directly benefit from those Bor based staff. The project will also have four national staff, two education assistants and two monitoring assistants, one of each will be based in both counties. The PM will travel from Bor to the field with regularity in order to lead trainings, follow up on assessments and construction/repair work, and support the overall implementation of the project. In both counties there is one other education organizations currently working or planning to work. INTERSOS will coordinate closely with the National and State education clusters to ensure that no overlap in implementation will take place. The relationships are mentioned in further detail in the section below, but INTERSOS will primarily be implementing in payams that other organizations are not currently implementing, or, when locational over lap occurs the activities to be implemented will be complementary but not offering the same services to repeat populations.

Coordination with other Organizations
in project area

Name of the organization	Areas/activities of collaboration and rationale	
1. CMD	As both partners will be working in Nyirol in Lankien coordination will be done between the small activities INTERSOS will hold in Lankien to ensure that there is no programmatic overlap. INTERSOS main focus in Nyirol will be in Chuil where CMD is not operational.	
2. HCO	Since both partners will be working in Uror coordination will be done between the small activities INTERSOS will conduct in overlapping locations to ensure that there is no programmatic overlap.	

Environmental Marker Code

A: Neutral Impact on environment with No mitigation

Gender Marker Code

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

Justify Chosen Gender Marker Code

Gender has been taken into consideration during the project design and it will play a crucial role over the implementation, guaranteeing active participation of the female staff in the education activities, including outreach education sessions, supporting management of the schools/TLS (PTAs and SMCs), mobilization of children and youth and spreading of education in emergency, peace building and life skills messages. Gender mainstreaming is pursued through equal opportunity of accessing education services, involving women in nutrition and ECD trainings and in the organization of awareness raising campaigns, targeting also men and opinion leaders to facilitate behavioral changes (awareness raising will also target the enrollment of girls and intends to garner more support from the community). Monitoring activities will be carried out both by male and female staff from different behing groups in order to harmonize the activities. Gender will also be a strong focus for youth component of the project, as many young women are interested in being active in beneficial ways in their communities and ALP and remedial education will help them build the confidence and skills necessary for them to pursue this.

Protection Mainstreaming

The project directly addresses Do no Harm principles by ensuring extensive communication with the community (including leaders, women, youth, and children) to determine the needs that can best be supported by INTERSOS in the implementation period. Additionally, issues such as the hiring of staff, the procurement of materials, and the distribution of supplies will be looked at in a manner that directly address the context and maintains the Do no Harm principles by not discriminating against any specific populations (both host community and IDP populations are very intentionally targeted) and by being aware of the dynamics present. During the project implementation, life-saving messages on HIV/AIDS will be addressed to young people thanks to the mediation of teachers. In fact, by mainstreaming GBV in Education, the teachers will be able to facilitate discussion on the topic and support the focus group discussions led by the peer educators. Additionally, the project includes a training that directly involves information on reproductive health and HIV/AIDS with the aim of increasing awareness and share best practices as well as young people-led awareness sessions to sensitize the community on GBV, HIV/AIDS and reproductive health.

Safety and Security

The security situation in Nyirol and Uror is fluid, while both counties have received minimal response and support in education this year, both are relatively stable areas. They regularly have an influx of IDPs from neighboring counties, but have maintained relative stability in the second half of 2014. National staff will be hired from the local population, ensuring an immediate knowledge of the area and the ongoing situation. The international staff for the project will be based in Bor, where INTERSOS has other full time, national staff, and will travel to the field with regularity to implement trainings, and follow up on assessments and construction. INTERSOS is also planning to set up a child protection and GBV project in both Nyirol and Uror which will involve another international PM and the projects are intended to be closely linked so that staff from both projects will be regularly supporting each other in missions and ensuring safety and security for all of the staff involved in the implementation of the project.

Access

INTERSOS has been working in Jonglei state for an extended period of time and is currently the education co-lead for the education cluster at the state level. Because of this role INTERSOS has a high level of expertise of the partners operating in Jonglei state and the needs and gaps that are not being filled. This project was designed with those relationships and gaps actively in mind and access issues were considered throughout. National staff will be hired and based in the field and will be supplied with Motorcycles so that they can access the various payams that the project intends to operate in. The international PM will be based in Bor with extensive travel to the implementation region, this way they will have strong access to internet and network and be able to organize the transportation of

materials and goods as necessary and still spend an extensive amount of time in the field leading trainings and following up on needs. UNHAS regularly flies to the locations identified in the project and the PM will travel via UNHAS to the primary locations and by motorcycle to the payams that do not currently receive direct flights.

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	Total Cost	2015		Quarterly Total
			Quantity	0031		CHF / ERF	0031	Q1	Q2	Total
1.1	Project manager	D	1	5500	6	100.00%	33,000.00	16,500.00	16,500.00	33,000.00
	One project manager at 5,500 USD for 6 month	s to oversee	e the project	in Nyirol	and Uror C	ounties				
1.2	Education Assistant	D	2	1050	6	100.00%	12,600.00	6,300.00	6,300.00	12,600.00
	Two education assistants each at 1,050 USD for	or 6 months	each - one to	be bas	ed in Nyirol	and one to be t	pased in Uro	or		
1.3	Monitoring Assistant	D	2	950	6	100.00%	11,400.00	5,700.00	5,700.00	11,400.0
	Two monitoring assistants, each at 950 USD fo	r 6 months e	each, to trave	el betwee	en the 5 loca	ations as neces	sary (Patha	ai, Pulchol, Chuil, Yuai and Lar	nkien)	
1.4	Program Coordinator	S	1	5500	6	25.00%	8,250.00	4,125.00	4,125.00	8,250.00
	25% for the Programme Coordinator for a total minimum standards and liaising with the cluster		SD, based in	Juba, w	ho directly s	upports the pro	oject manag	er in technical aspects of the	project, ensuring the	
1.5	Casual labor	D	1	10000	1	100.00%	10,000.00	5,000.00	5,000.00	10,000.0
	Labor for construction/repair of TLS and latrine	s, loading an	d offloading,	hand wa	shing points	construction t	for a total an	nount of 10,000 USD		
1.6	Volunteer Facilitators allowances - Youth	D	10	100	6	100.00%	6,000.00	3,000.00	3,000.00	6,000.00
	1 ALP facilitator and 1 remedial education facilitation amount of 6,000 US	ator will be h	ired from the	training	s in each loo	ation (Pathai, I	Pulchol, Chu	il, Yuai and Lankien) to suppo	ort programmes for a total	
1.7	Volunteer Facilitators allowances - Children	D	11	100	6	100.00%	6,600.00	3,300.00	3,300.00	6,600.0
	1 ECD facilitator to be hired in Yuai and 1 Lankii USD	en; 3 facilitat	ors for each	of the ot	her location	s: Pathai, Pulch	nol, Chuil (1	ECD, two primary/lifeskills) fo	r a total amount of 6,600	
1.8	Field Admin (National staff) - Jonglei	s	1	1500	6	33.34%	3,000.60	3,000.60	0.00	3,000.60
	33.34% to field admin based in Bor who will sup	port the fina	nce and the	logistic c	oordination	of the project fo	or a total am	ount of 3,000 USD		
1.9	Logistic assistant (National staff) - Jonglei	s	1	620	6	33.34%	1,240.25	1,240.25	0.00	1,240.2
	33.34% to Log Assistant based in Bor who will s	support the f	inance and t	he logisti	c coordinati	on of the projec	ct for a total	amount of 1,240 USD		
1.10	Country Finance Officer	s	1	5500	6	16.67%	5,501.10	5,501.10	0.00	5,501.10
	16.67% contribution to country finance officer b	ased in Juba	a for an amo	unt of 5,	501 USD					
	Section Total						97,591.95	53,666.95	43,925.00	97,591.95

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	Total Cost	2015		Quarterly Total
			,,			CHF / ERF		Q1	Q2	
2.1	Repair/Construction of TLS	D	9	3000	1	100.00%	27,000.00	27,000.00	0.00	27,000.00
	3 TLS to be construced or repaired in Nyirol, 6 TL	S to be co	nstructed or	repaired	d in Uror for	a total amount	of 27,000 U	SD		
2.2	Construction of Latrines	D	9	1000	1	100.00%	9,000.00	9,000.00	0.00	9,000.00
	One set of latrines for each of the 9 TLS (one for b	ooys and	one for girls)	to be co	nstructed in	each TLS in N	yirol and Ur	or for a total amount of 9,000	USD	
2.3	Repair/Construction of hand-washing points	D	9	250	1	100.00%	2,250.00	2,250.00	0.00	2,250.00
	9 Hand-washing points (1 hand washing point per	TLS) for a	total amour	nt of 2,25	0 USD					
2.4	Training of teachers and PTA in UNESCO lifeskills	D	90	20	4	100.00%	7,200.00	3,600.00	3,600.00	7,200.00
	One 4 day training for total 90 participants (30 per	each of th	e three mos	t unserv	ed locations	: Pathai, Pulch	ol, Chuil) @	20\$ per person (training mate	erials + refreshment)	
2.5	Training of teachers, PTA, and community leaders in EiE	D	90	20	2	100.00%	3,600.00	1,800.00	1,800.00	3,600.00
	One 2 day training for total 90 participants (30 per	each of th	e three mos	t unserv	ed locations	: Pathai, Pulch	ol, Chuil) @	20\$ per person (training mate	erials + refreshment)	
2.6	Training on referral mechanism for teachers and PTA members	D	90	20	2	100.00%	3,600.00	1,800.00	1,800.00	3,600.00
	One 2 day training for total 90 participants (30 per	each of th	e three mos	t unserv	ed locations	: Pathai, Pulch	ol, Chuil) @	20\$ per person (training mate	erials + refreshment)	
2.7	Training of PTA in PTA skills	D	60	20	2	100.00%	2,400.00	1,200.00	1,200.00	2,400.00
	One 2 day training for total 60 participants (20 per	each of th	e three mos	t unserv	ed locations	: Pathai, Pulch	ol, Chuil) @	20\$ per person (training mate	erials + refreshment)	
2.8	Training Teachers in ECD	D	80	20	2	100.00%	3,200.00	1,600.00	1,600.00	3,200.00
	One 2 day training for total 80 participants (20 Pat	hai, 20 Pu	chol, 20 Ch	uil, 10 Yu	ai and 10 La	ankien): @ 20\$	per person	(training materials + refreshm	nent)	
2.9	Awareness raising campaingns on EiE/ ECD and Schools as Zone of Peace	D	10	400	1	100.00%	4,000.00	2,000.00	2,000.00	4,000.00
	2 campaigns to be held in each location (Pathai, P	ulchol, Ch	uil, Yuai and	Lankien) - one on E	iE/ECD and one	e on schools	s as zones of peace		
2.10	Training on ECD and nutrition best practices	D	75	20	1	100.00%	1,500.00	750.00	750.00	1,500.00
	One day training on nutrition best practices (15 tea	achers pe	r each locati	on: Path	ai, Pulchol, (Chuil, Yuai and	Lankien) @	20\$ per person (training mate	erials + refreshment)	
2.11	Construction of TLS for ALP	D	5	3000	1	100.00%	15,000.00	11,250.00	3,750.00	15,000.00
	One TLS for youth to be constructed per each loc	ation in Ny	rirol and Uro	r (Patha	i, Pulchol, C	huil, Yuai and L	ankien) @3	000\$ per TLS in local material	ls (poles, iron sheets, etc)	
2.12	Construction of Latrines for ALP TLS	D	5	1000	1	100.00%	5,000.00	5,000.00	0.00	5,000.00

1.5	Contribution to base maintenance									
	volume		<u>'</u>	100	, T	. 55.5570	555.00	450.00	750.00	300.0
7.3	Base mantainance - Jonglei	s	1	150		100.00%	900.00	450.00	450.00	900.0
	700 USD monthly rent for 1 PM in Bor + 300 USD	for field ba	ases (1 in La	ankien a	ınd 1 in Yuai)				
7.2	Base rent in Jonglei	S	1	1000	6	100.00%	6,000.00	3,000.00	3,000.00	6,000.0
	20usd*4 National staff + 50usd*international staff-	-200usd*2	thurayas							
7.1	Airtime (mobile and thuraya)	D	1	540	6	100.00%	3,240.00	1,620.00	1,620.00	3,240.0
								Q1	Q2	
Code	Budget Line Description	D/S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total
	ral Operating and Other Direct Costs (pleas								1	
Game		o inal····	goror-1 -	norci	0.0000000	o and atter				0.0
	Section Total						0.00	0	0	0.0
			Quantity	Cost		Charged to CHF / ERF	Cost	Q1	Q2	Total
Code	Budget Line Description	D/S	Unit	Unit	Duration	Percent	Total	2015		Quarterly
Trans	sfers and Grants to Counterparts (please lis	t transfer	s and sub-g	grants t	to project in	mplementing	partners)			
	Section Total						19,480.00	9,740.00	9,740.00	19,480.0
	100litres*6USD for Fuel + 200USD for Manteinan	се								
5.3	Fuel and mantainance for motorcycles - Jonglei	D	1	680	6	100.00%	4,080.00	2,040.00	2,040.00	4,080.0
	(20USD for per diem+30usd for accomodation)*2	days/week	*4weeks*2r	monitori	ng assistant	+200usd for th	e PM(contin	gency food)		
5.2	Travel allowance and accomodation for staff	D	1	900		100.00%	5,400.00	2,700.00	2,700.00	5,400.0
	(2flight*6months)									
	Project Manager based in Bor to fly to the two field	d sites onc	e or twice a			flights)- plus at	least 12 flig			
5.1	Internal flights	D	25	400	1	100.00%	10,000.00	5,000.00	5,000.00	10,000.0
			Quantity	Cost		CHF / ERF	Cost	Q1	Q2	I Utal
Code	Budget Line Description	D/S	Unit Quantity	Unit	Duration	Percent Charged to	Total	2015		Quarterly Total
Trave	el (please itemize travel costs of staff, consulta	ants and o	ther perso	nnel fo	r project in	nplementation	n)			
	Section Total						0.00	0	0	0.0
								Q1	Q2	
	•		Quantity	Cost		Charged to CHF / ERF	Cost		02	Total
	Budget Line Description	D/S	Unit	Unit			Total	2015		Quarterly
Conti	ractual Services (please list works and servi	ces to be	contracted	under	the proiect	t)			1	,
	Section Total						17,500.00	16,000.00	1,500.00	17,500.0
	One in Nyrol and one in Uror to be used by the pr	oject staff	for the move	ements	to the project	ct sites: Pathai	, Pulchol, Ch	nuil, Yuai and Lankien		
3.4	Motorcycle	D	2	3500	1	100.00%	7,000.00	7,000.00	0.00	7,000.0
	Procure 2 tents for set up temporary bases for m	onitoring a	ssistant, PM	1 and sta	aff in mission	n				
3.3	Tent	D	2	1500	1	100.00%	3,000.00	3,000.00	0.00	3,000.0
	1 thuraya for the PM and 1 thuraya for each of the	e staff, sind	ce normal ne	etwork o	communicat	ion is difficult o	r impossible	in both field locations at this p	oint	
3.2	Thuraya	D	3	1500	1	100.00%	4,500.00	4,500.00	0.00	4,500.0
	1 laptop for use by the PM and 1 laptop for use by									
3.1	Laptop	D	2		1	100.00%	3,000.00	1,500.00	1,500.00	3,000.0
0.4		_		4===		400	0.000			
			Quantity	Cost		Charged to CHF / ERF	Cost	Q1	Q2	Total
Code	Budget Line Description	D/S	Unit	Unit	Duration		Total	2015		Quarterly
Equip	oment (please itemize costs of non-consumat	oles to be	purchased	d under	the projec	t)				
	Section Total						111,650.00	81,950.00	29,700.00	111,650.0
	each)	mayort IIIa	wiab iVi II	LO ariu i	LiL auphiles	where necess	oary (cargo)	costs on the basis of the Welg	nt. cominate 2 cargos, 5000\$	
10	Transportation costs Transportation costs for trucks/barge rental to tra						•	· · · · · · · · · · · · · · · · · · ·		10,000.0
2.18	· · · · · · · · · · · · · · · · · · ·	D		10000		100.00%	10,000.00		5,000.00	10,000.0
2.17	100\$ per month for 14 TLS over 6 months (include						•		4,200.00	0,400.0
2.17	TLS running costs	D	14	100	6	100.00%	8,400.00	4,200.00	4,200.00	8,400.0
	One awareness campaign led by youth for each stationary, etc)	ocation (P	athai, Pulcho	ol, Chuil	, Yuai and L	ankien) @ 450	\$ per campa	aign (banners, information mat	erials, refreshments,	
2.16	Awareness raising campaingns led by Youth	D	5		1	100.00%	2,000.00		1,000.00	2,000.0
	One 3 day training for 10 participants in each loca	1				1				
	Education and UNESCO life skills	# (D-#-	: Dulahat 6	215 11 . X / .		:\ @ 000	/4			
2.15	Training for volunteer Facilitators in Remedial	D	50	20	3	100.00%	3,000.00	1,500.00	1,500.00	3,000.0
	One 3 day training for 10 participants in each local	tion (Path	ai, Pulchol, C	Chuil, Yu	iai and Lank	ien) @ 20\$ pe	r person (tra	aining materials + refreshment)	
	Training for volunteer Facilitators in ALP	D	50	20	3	100.00%	3,000.00	1,500.00	1,500.00	3,000.0
2.14										
2.14	500 students receiving at least 2 exercise books	and some	stationary (pens, pe	encils, etc) i	n Pathai, Pulch	ol, Chuil, Yu	ai and Lankien		

					SSD	- 15/SA1	1/E/INGO/307-3	307-Proposa					
	Contribution to office running cost (water, cleaning materiarls, maintenance services, stationary, office utilities)												
7.5	Contribution to base rent - Juba		S	1 2800	6	16.67%	2,800.56	2,800.56			0.00	2,800.56	
	16.67% contribution to office in Juba												
7.6	Office running costs - Juba			S	1 2500	6	17.00%	2,550.00	1,275.00		1	1,275.00	2,550.00
	Contribution to office running cost (water, cleaning materials, maintenance services, stationary, office utilities)												
7.7	Monitoring and evaluation S			S	1 2000	6	17.00%	2,040.00	1,020.00		1	1,020.00	2,040.00
	Contribution to Monitoring and Evaluation mission (flight, visa, accommodation)												
7.8	Bank charges S			1 200	6	100.00%	1,200.00	600.00			600.00	1,200.00	
	Bank charges costs												
	Section Total						2	20,230.56	11,515.56		8	3,715.00	20,230.56
Sub To	Fotal Direct Cost											266,452.5	
Indired	ct Programme Su	pport Cos	t PSC rate (inse	te (insert percentage, not to exceed 7 per cent)						7			
	Audit Cost (For NGO, in percent)												79
Audit (Cost (For NGO, in	percent)	er oo rato (moo	n percentage, no	n io exceed	7 per cer	nıy						
	Cost (For NGO, in	percent)	er de raie (mee	n percemage, no	n io exceed	r per cer	ny						19
PSC A	Amount	, ,	2015	n percemage, no	Total	7 per cer	nı						19 18,651.6i
PSC A	Amount	, ,		Q2		7 per cer	ny						19
PSC A	Amount	, ,	2015				ny						19
Quarter Amount	Amount rly Budget Details fo t	or PSC	2015 Q1	Q2	Total		ny						19 18,651.6
Quarter Amount	Amount rly Budget Details fot t	or PSC	2015 Q1	Q2	Total		ny						19, 18,651.6
Quarter Amount	Amount rly Budget Details fo t	or PSC	2015 Q1	Q2	Total		ny						19, 18,651.6
Quarter Amount	Amount rly Budget Details for t Fund Project Cost t Locations	r PSC	2015 Q1 9,325.84	Q2	Total			neficiary Men	Women	Воу	Girl	Total	19 18,651.6
PSC A Quarter Amount Total F Project Locat	Amount rly Budget Details fort fund Project Cost t Locations	r PSC	2015 Q1 9,325.84	Q2 9,325.84	Total			neficiary Men	Women	Воу	-	Total 0	1% 18,651.6i 285,104.1

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