

## Project Proposal

Organization	CAD (Community Aid for Development)																																													
Project Title	Delivering safe and quality education to 6,918 school going children (3,750 boys and 3,168 girls) and alternative formal learning to 1,811 out of school youths (999 boys and 812 girls) affected by conflict in Pigi County, Jonglei State.																																													
Fund Code	SSD-15/SA1/E/NGO/267																																													
Primary Cluster	EDUCATION	Secondary Cluster	None																																											
Project Allocation	1st Round Standard Allocation	Allocation Category Type	Frontline services																																											
Project budget in US\$	204,806.61	Planned project duration	6 months																																											
Planned Start Date	01/01/2015	Planned End Date	30/06/2015																																											
OPS Details	OPS Code	SSD-15/E/72562	OPS Budget	0.00																																										
	OPS Project Ranking		OPS Gender Marker																																											
Project Summary	In partnership with local authorities and communities, funds allocated to this project will be used to rehabilitate 8 existing learning spaces, establish 85 inclusive temporary learning spaces, train and build the capacity of 11 education ministry of education officers at the county level, train 75 volunteer teachers and 160 PTAs on Education in Emergency (EIE) and child centered risk disaster reduction. The program will also provide 85 wash facilities and basic school supplies to support teaching, recreation and learning (distribute recreation kits, hygiene kits, school in a box, ECD kits), support accelerated learning of 1,811 out of school youths, support peace building, provide psycho social support, deliver lifesaving messages to IDPs and host communities and conduct 5 awareness raising activities targeting 750 persons to provide adolescent youths, men and women with life skills and lifesaving messages. Also, hygiene promotion activities will target 530 individuals including Host communities and IDPs. To enable more efficient achievements and wider impact, a direct referral system will be established between the target schools and the different non-formal education and protection services provided by other humanitarian actors working in the area. Moreover, the activities proposed within the present action have been designed as integral part of a broader EDUCATION cluster intervention in emergency. Activities proposed will be conducted in close collaboration with the beneficiaries, host communities, education cluster, CHF, IDPs and local authorities.																																													
Direct beneficiaries	<table border="1"> <thead> <tr> <th></th> <th>Men</th> <th>Women</th> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Beneficiary Summary</td> <td>188</td> <td>158</td> <td>4749</td> <td>3980</td> <td>9,075</td> </tr> <tr> <td colspan="6"><b>Total beneficiaries include the following:</b></td> </tr> <tr> <td>Internally Displaced People</td> <td>107</td> <td>98</td> <td>3300</td> <td>2065</td> <td>5570</td> </tr> <tr> <td>People in Host Communities</td> <td>41</td> <td>30</td> <td>1000</td> <td>1481</td> <td>2552</td> </tr> <tr> <td>Trainers, Promoters, Caretakers, committee members, etc.</td> <td>188</td> <td>158</td> <td>32</td> <td>32</td> <td>410</td> </tr> <tr> <td>Children under 5</td> <td>0</td> <td>0</td> <td>449</td> <td>434</td> <td>883</td> </tr> </tbody> </table>					Men	Women	Boys	Girls	Total	Beneficiary Summary	188	158	4749	3980	9,075	<b>Total beneficiaries include the following:</b>						Internally Displaced People	107	98	3300	2065	5570	People in Host Communities	41	30	1000	1481	2552	Trainers, Promoters, Caretakers, committee members, etc.	188	158	32	32	410	Children under 5	0	0	449	434	883
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Indirect Beneficiaries	1,280 (356 men, 394 women, 330 youths, 200 children)	Catchment Population	IDPs and Host communities (School going Children aged between 3- 5 years, Out of school youths, Women and men, School aged children between 5=17 years ) affected by or highly vulnerable to acute emergencies in Pigi/Canal County in Jonglei State.																																											
Link with the Allocation Strategy	The aim of the project is to provide safe and quality education opportunities for school going children and out of school youths affected by current conflict in Pigi County, in Jonglei State. This will be done through rehabilitating existing learning spaces, establishment of safe temporary learning spaces, training and deploying of volunteer teachers, providing emergency recreation, teaching and learning materials, building the capacities of various stakeholders including PTAs and Ministry of Education officials to support education in emergency intervention. Through responding to immediate education needs of the affected children and youths, enrolling and retaining children in school will help to avoid outright instances of school going children being recruited into armed forces (especially young boys and girls), minimize vulnerabilities for girls resulting from early marriages and GBV in non-school settings and promote response in Pigi/Canal-a county that has been underfunded due to frequency and nature of the conflict in the area. The project pays a particular attention to the situation of boys and girls (including adolescent's boys and girls) and women acutely affected by emergency situation in Pigi/Canal. Education actors (i.e. PTAs, teachers, education officials) will be trained on psycho social support and life skills using materials contextualized to South Sudan. Education actors representing local communities and institutions will also receive training in child centered disaster risk reduction using materials developed by Global Education cluster co-lead. Awareness raising activities will be conducted on key issues concerning education in emergency and lifesaving messages. Particular attention will be paid to integrate and give HIV/AIDS due consideration including human rights. Also, lifesaving skills and support such as Mine risk education, health and hygiene, SGBV information, psycho social support and provision of essential HIV Life Saving skills, in particular, to women and youths. Further, the fragility of environment is acknowledged in project activities that are designed to avert negative effects on the environment in all project sites including environment education to school clubs and teachers, use of less timber, poles and supporting woodlots to bring timber supply back into environment. All project activities will be carried out in close consultation with the education cluster at National Level, State and county level and in close collaboration with the local authorities in order to effectively respond to the needs and avoid duplication. This is in tandem with education needs, education cluster objectives and cluster and CHF response plans for South Sudan.																																													
Sub-Grants to Implementing Partners	Other funding Secured For the Same Project (to date)	Source	US\$																																											
		UNICEF	153,359.00																																											
			153,359.00																																											
Organization focal point contact details	Name	Title	Phone	Email																																										
	Stephen Ndegwa	Program Manager	092070056	cadjuba@gmail.com																																										

## BACKGROUND INFORMATION

## 1. Humanitarian context

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

Since December 2014 when the current conflict in South Sudan erupted, armed conflict and reoccurring floods in South Sudan have created serious emergency. 1.91 million People have been displaced (OCHA 2014 Situation Report Number 64). Of this number, 1.18 million individuals are currently displaced in the three states of Jonglei, Upper Nile and Unity. Jonglei State alone has 1.17 million IDPs. Among the counties worst affected by the conflict in the state includes Pigi/Canal. According to IRNA assessment, the county has registered 80,000 IDPs. Among this number are more than 10,000 school going children. These numbers are likely to get higher due to latest clashes between government and opposition forces in Upper Nile and Jonglei State. The likely scenario in the next few weeks is two-fold, the conflict continues and more people will be displaced or warring parties halt their military engagement resulting in people returning to their homes. Referring to two latest assessments for Pigi (IRNA and RRM missions for Canal town, Kaldak Payam and Khorflus town), and figures verified by UNICEF and WFP, 89,000 (IDPs integrated into host community) across the three areas in Pigi County. The figure includes 53,492 women and girls and 36,373 men and boys. Apart from these numbers, WFP and UNICEF has verified 24,149 IDPs are staying in Wunalam Payam, 10,089 in Wanthoa Payam and 18,000 in Wanlab Payam. Noting that these numbers represents 4 of the 8 Payams in Pigi, the number of IDPs is higher if all the Payams can be assessed and numbers tabulated. An estimated 29,784 (figure not yet verified but supplied by SSR officials) school going children have no access to education opportunities. Schools in the county are largely destroyed due to current conflict. Others which still exist lack desks, chairs, teachers and education materials. Apart from interventions done during RRM missions, majority of schools are not operating and children at home or non-camp settlements are exposed to risks associated with being out of school. Out of school youths are likely to be recruited into armed groups if not provided with education opportunities. The most necessary part of immediate response for education will be a mixture of provision of EIE materials and rehabilitation of existing schools. CAD intervention will aim at establishing safe and protective Temporary Learning Spaces with wash facilities, provision of learning kits for school going children, provision of School-in-a-Box Kits, ECD Kits for children aged between 3-6 years, training and deployment of volunteer teachers, provision of recreation Kits Hygiene Kits for adolescent girls, supporting accelerated learning for out-of-school youths, training of PTAs and education officials on life skills, psychosocial support, peace building, delivery of lifesaving messages to IDPs and host communities, training education

managers on Disaster Risk Reduction and Management, Preparedness and Response Interventions.

<p><b>2. Needs assessment.</b> 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)</p>	<p>Need assessment was conducted during IRNA and RRM missions on 19-22 July 2014 and in the month of October and November 2014, through observation, interviews with key informants that included women and men, male; female teachers, local authorities, boys &amp; girls out of schools. FGD was done separately with both men and women from both host and the IDP community :girls &amp;boys; information later cross checked. The assessment found that school facilities in Canal/Pigi are inadequate &amp; dilapidated. Assessment was conducted Kaldak, Khorlemon, Canal town, and Khorflus in Pigi/Canal County in Jonglei State to assess reports of humanitarian need resulting from conflict-related displacement that occurred in the first half of 2014. During the assessments, the total number of people identified as in need was 89,000 .This figure is verified by UNICEF and WFP reports. The number is composed of 10,000 school going children currently missing education opportunities in areas assessed. Majority of IDPs were reportedly from Upper Nile (especially Baiet and Malakal), neighboring parts of Jonglei, and parts of Unity. These groups were quite mixed, including Dinka, Nuer, Shilluk, Mabanese, Darfurians, and Equatorians. Education needs identified during the assessment included; rehabilitation of collapsed learning spaces in schools, provision of teaching and learning materials and construction of TLS, water tanks for safe drinking water and Jerry cans, washing facilities, distribution of scholastic materials ,Mobilization and capacity building of teachers, construction of temporary gender-segregated latrines, mobilization of children, teachers and parents, training of the teachers on life skills, teachers code of conduct in emergency.</p>
<p><b>3. Description Of Beneficiaries</b></p>	<p>Beneficiaries of this project include school going children currently displaced and out of school. These children were identified during assessments conducted in Pigi in the month of October and November 2014. Among identified individuals also includes out of school youths. This project will respond to needs identified among these individuals who are acutely affected by conflict in Jonglei.</p>
<p><b>4. Grant Request Justification.</b></p>	<p>As clashes continue boys are exposed to exploitation and recruitment in armed forces while girls are marginalized due to household duties and early marriages. Girls marry early and start childbearing early contributing to the high child and maternal mortality rates. Moreover the lack of engagement in meaningful education activities deprives both boys and girls from sustainable ways to build up their future. In particular, the vulnerability of girls and women is worsened by the current conflict. Incidences of sexual violence and gender based violence have been reported.</p>
<p><b>5. Complementarity.</b> Explain how the project will complement previous or ongoing projects/activities implemented by your organization.</p>	<p>As part of its response to some of the challenges facing Pigi County, CAD has entered into a working relationship with UNICEF. Already, in kind supplies worth 462,595 SSps are secured and 599,671 SSPs in cash granted to support education for 2,500 school going children and 400 youths currently out of school in Pigi. Overall, the project is targeting 4,000 beneficiaries in Canal town, Khorflus town and Kaldak Payam. The Program has already rolled out and will last for 6 months (ending in March 2015). 70 teachers are being trained and given monthly incentives to support the education programme. The proposed project will complement the existing project by reaching to the extra number of children in need (among the 10,000 identified during the assessments) not factored in the current CAD-UNICEF project. CAD will strive to ensure there is a continuum of care being provided in emergency settings and work to fill in gaps where there are geographic limitations to services provided.</p>

#### LOGICAL FRAMEWORK

<b>Overall project objective</b>	To deliver safe and quality education to pre-school, school going children and alternative formal learning to out of school youths affected by conflict in Pigi County, Jonglei State.
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#### 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	49
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	33
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	18

<b>Outcome 1</b>	At least 6,918 ( 3,750 boys and 3,168 girls) out-of-school children among the IDPs and the host communities are provided with equal, quality, safe and sustained access to education opportunities			
<b>Code</b>	<b>Description</b>	<b>Assumptions &amp; Risks</b>		
<b>Output 1.1</b>	Out-of-school children among the IDPs and the host communities are provided with equal, quality, safe and sustained access to education opportunities	<ul style="list-style-type: none"> <li>-Availability and prompt disbursement of funds.</li> <li>-Greater accessibility due to improved weather condition</li> <li>-Commitment by government and opposition actors to Education in emergency.</li> <li>-Continued Education Cluster support and partnership.</li> <li>-The target community will own the project activities</li> <li>-There shall be no war ,rebel militia group activity or tribal clashes in the operation area</li> <li>-Relocation of affected populations will not take place before the completion of the project</li> </ul>		

#### Indicators

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	
Indicator 1.1.1	EDUCATION	[Frontline services] # of temporary emergency learning spaces established					85
		<b>Means of Verification:</b> Photos of TLS. Children attend classes in TLSs Monthly and mid term reports Field Visits					
Indicator 1.1.2	EDUCATION	[Frontline services]v # of children benefiting from TLS construction			3750	3168	6918
		<b>Means of Verification:</b> TLS enrollment and attendance records, Feedback from beneficiaries, Bi-monthly reports, Field Visits, Photos.					
Indicator 1.1.3	EDUCATION	[Frontline services] # of emergency affected learning spaces provided with gender segregated WASH facilities					85
		<b>Means of Verification:</b> Bi-Monthly reports, Field Visits, Photos, Feedback from Beneficiaries.					
Indicator 1.1.4	EDUCATION	[Frontline services] # of temporary emergency learning spaces rehabilitated					8
		<b>Means of Verification:</b> Photos of Rehabilitated classrooms. Children attend classes in rehabilitated spaces Monthly and mid term reports Field Visits					
Indicator 1.1.5	EDUCATION	[Frontline services] # of children benefiting from learning supplies			3750	3168	6918
		<b>Means of Verification:</b> List of beneficiaries TLS enrollment records, TLS attendance records. Mid term and bi-monthly reports Feedback from Beneficiaries					

#### Activities

Activity 1.1.1	Establishment of 85 emergency temporary learning spaces (46 for boys and 39 for girls).
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Activity 1.1.2	Conduct 5 Community outreach and mobilization activities on the importance of and inclusiveness in education, with special focus on girls' education and ensuring active participation of community in the project activities
Activity 1.1.3	Provide 85 WASH Facilities (separate latrines for boys and girls and separate hand washing facilities) in the TLS.
Activity 1.1.4	Rehabilitation 8 damaged classrooms.
Activity 1.1.5	Provision of relevant teaching and learning materials to 6,978 pupils in all 85 learning sites, recreational materials and sanitary kits for girls.

<b>Outcome 2</b>	Improved quality of education through capacity building of teachers and provision of teaching incentives	
<b>Code</b>	<b>Description</b>	<b>Assumptions &amp; Risks</b>
<b>Output 2.1</b>	Out of school-age children and youths acutely affected by the conflict benefit from quality education services	<ul style="list-style-type: none"> <li>-Availability and prompt disbursement of funds.</li> <li>-Greater accessibility due to improved weather condition</li> <li>-Commitment by government and opposition actors to Education in emergency.</li> <li>-Continued Education Cluster support and partnership.</li> <li>-The target community will own the project activities</li> <li>-There shall be no war, rebel militia group activity or tribal clashes in the operation area</li> <li>-Relocation of affected populations will not take place before the completion of the project</li> </ul>

**Indicators**

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	
Indicator 2.1.1	EDUCATION	[Frontline services] # of teachers trained to provide psychosocial support	45	30			75
		<b>Means of Verification:</b> TLS attendance records Bi-Monthly and midterm reports Beneficiaries feedback					
Indicator 2.1.2	EDUCATION	[Frontline services] # of teachers trained in life skills education	45	30			75
		<b>Means of Verification:</b> Bi Monthly reports TLS records Field Visits					
Indicator 2.1.3	MULTI-SECTOR RESPONSE TO REFUGEES AND RETURNEES	[Frontline services] [Education] # of schools benefiting from distribution of teaching and learning materials					85
		<b>Means of Verification:</b> Photos List of beneficiaries Bi monthly reports TLS records					

**Activities**

Activity 2.1.1	Training of 75 (45 males and 30 female) teachers in child centered teaching methodologies, class room management and lessons planning, specialized modules for the inclusion of children with disabilities and special needs, psychosocial support, health and hygiene, MRE, GBV and peace education. All trainings will be needs based and take into account gender aspects and mainstream child protection.
Activity 2.1.2	Provision of teaching materials for 75 (45 males and 30 female) teachers

<b>Output 2.2</b>	1,811 out of school Boys and girls benefit from activities that support psychosocial development and resilience in schools	<ul style="list-style-type: none"> <li>-Availability and prompt disbursement of funds.</li> <li>-Greater accessibility due to improved weather condition</li> <li>-Commitment by government and opposition actors to Education in emergency.</li> <li>-Continued Education Cluster support and partnership.</li> <li>-The target community will own the project activities</li> <li>-There shall be no war, rebel militia group activity or tribal clashes in the operation area</li> <li>-Relocation of affected populations will not take place before the completion of the project</li> </ul>
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**Indicators**

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	
Indicator 2.2.1	EDUCATION	[Frontline services] # of children and young people accessing Alternative Education System (AES)			999	812	1811
		<b>Means of Verification:</b> Attendance records Monthly Reports Mid term reports Beneficiaries feedback Photos					

**Activities**

Activity 2.2.1	Deliver psychosocial services, life skills trainings, recreational sports and lifesaving messages to 6,918 school going children and 1,811 out of school youths
Activity 2.2.2	Provide life saving psychosocial support to 6918 school going children and 1811 youths affected by conflict.

<b>Outcome 3</b>	Strengthened education systems through managerial capacity building of PTAs, MoE and CECs and other education personnel	
<b>Code</b>	<b>Description</b>	<b>Assumptions &amp; Risks</b>
<b>Output 3.1</b>	Managerial capacity of PTAs, MoE and CECs and other education personnel strengthened	<ul style="list-style-type: none"> <li>-Availability and prompt disbursement of funds.</li> <li>-Greater accessibility due to improved weather condition</li> <li>-Commitment by government and opposition actors to Education in emergency.</li> <li>-Continued Education Cluster support and partnership.</li> <li>-The target community will own the project activities</li> </ul>

-There shall be no war, rebel militia group activity or tribal clashes in the operation area  
-Relocation of affected populations will not take place before the completion of the project

**Indicators**

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	
Indicator 3.1.1	EDUCATION	[Frontline services] # of PTA trained	85	75	0	0	160
<b>Means of Verification:</b>							
Indicator 3.1.2	MULTI-SECTOR RESPONSE TO REFUGEES AND RETURNEES	[Frontline services] [Education] # of members of Parent Teachers Association/School Management Committees trained in education issues	20	16			36
<b>Means of Verification:</b>							
Indicator 3.1.3	MULTI-SECTOR RESPONSE TO REFUGEES AND RETURNEES	[Frontline services] [Education] # of teachers/education personnel trained in education issues	2	2			4
<b>Means of Verification:</b> bimonthly reports Photos TLS records Feedback from beneficiaries							

**Activities**

Activity 3.1.1	Training of 11 (6 male and 5 female) county education officials, and 4 head teachers on school improvement plan, school management and supervision of education activities. All trainings will include gender and child protection.
Activity 3.1.2	Training 196 individuals including 36 CECs (16 females, 20 males) 160 PTAs (85 men, 75 women) to improve their capacity on disaster management, monitoring of school activities, safety and maintenance of schools as well as enrollment and retention of school children. Gender aspects and child protection will be mainstreamed in all the trainings.
Activity 3.1.3	Training of 4 head teachers on Capacity building of CEC members, education officials, and other education personnel, both male and female to plan, implement and manage quality and resilient education programs. The training includes project management, life skills and other crosscutting issues so that they effectively plan, implement and monitor the project with project staff.
Activity 3.1.4	Monitoring and evaluation

**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 Establishment of 85 emergency temporary learning spaces (46 for boys and 39 for girls).	2015	X	X	X									
Activity 1.1.2 Conduct 5 Community outreach and mobilization activities on the importance of and inclusiveness in education, with special focus on girls' education and ensuring active participation of community in the project activities	2015		X	X									
Activity 1.1.3 Provide 85 WASH Facilities (separate latrines for boys and girls and separate hand washing facilities) in the TLS.	2015		X	X	X								
Activity 1.1.4 Rehabilitation 8 damaged classrooms.	2015	X	X	X	X	X	X						
Activity 2.1.1 Training of 75 (45 males and 30 female) teachers in child centered teaching methodologies, class room management and lessons planning, specialized modules for the inclusion of children with disabilities and special needs, psychosocial support, health and hygiene, MRE, GBV and peace education. All trainings will be needs based and take into account gender aspects and mainstream child protection.	2015	X	X										
Activity 2.1.2 Provision of teaching materials for 75 (45 males and 30 female) teachers	2015	X	X	X	X	X	X						
Activity 2.2.1 Deliver psychosocial services, life skills trainings, recreational sports and lifesaving messages to 6,918 school going children and 1,811 out of school youths	2015	X	X	X	X	X	X						
Activity 1.1.5 Provision of relevant teaching and learning materials to 6,978 pupils in all 85 learning sites, recreational materials and sanitary kits for girls.	2015	X	X	X	X	X	X						
Activity 3.1.1 Training of 11 (6 male and 5 female) county education officials, and 4 head teachers on school improvement plan, school management and supervision of education activities. All trainings will include gender and child protection.	2015	X	X	X									
Activity 3.1.2 Training 196 individuals including 36 CECs (16 females, 20 males) 160 PTAs (85 men, 75 women) to improve their capacity on disaster management, monitoring of school activities, safety and maintenance of schools as well as enrollment and retention of school children. Gender aspects and child protection will be mainstreamed in all the trainings.	2015	X	X	X									
Activity 3.1.3 Training of 4 head teachers on Capacity building of CEC members, education officials, and other education personnel, both male and female to plan, implement and manage quality and resilient education programs. The training includes project management, life skills and other crosscutting issues so that they effectively plan, implement and monitor the project with project staff.	2015	X	X	X									
Activity 3.1.4 Monitoring and evaluation	2015	X	X	X	X	X	X						
Activity 2.2.2 Provide life saving psychosocial support to 6918 school going children and 1811 youths affected by conflict.	2015	X	X	X	X	X	X						

M & R DETAILS					
<p><b>Monitoring &amp; Reporting Plan:</b> 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.</p>	<p>CAD will use LEAP (Learning through Evaluation and Accountability), to ensure that monitoring and evaluation remain a core part of the project. Information management will be prioritized by the management and project administration. The affected community and relevant government department will play a critical role in the monitoring process to ensure representative appraisal of project activities and achievements. At the commencement of the project, the project manager, quality assurance department at CAD will use the project framework to develop a detailed monitoring and implementation plan and also identify tools to be used to collect data for each of the indicators. The data sources, frequency, roles and responsibility will also be established at the inception of the project. The frequency of data collection will be quarterly and report generated will be shared with CHF. The project will adopt bi-monthly activity implementation monitoring and updating of the Cluster 5Ws. Financial and monthly reports will be shared with the Education project officer to ensure that project expenditures are in conformity with the budget and activities planned. Midterm reports will be generated from monthly reports and gathered monitoring data to provide project updates. The project manager will oversee monthly budget review and provide explanations on variances identified in the budget. The project management team will collect data on a regular basis, review it, verify and compare it through regular field visits before developing final mid-term report. Monthly meetings will also be conducted between Project officer, quality assurance officer and zonal project officer to review progress and act on recommendations generated in the monthly reports. CAD support office in Juba will provide complimentary monitoring assistance for this project. Further; CAD will monitor output indicators for project activities through documentation related to response plans, education responses and assessments. End of project (EOP) evaluation will be held during the final phase in 2015. Quarterly review meetings involving the working group members and education field staff will form part of the monitoring and reporting process. Apart from monthly reports, all members' education units will submit reports to the CAD Coordination office as follows: January-March (deadline 15th April), April-June (deadline 15th July). All reports will be used by coordinator to compile a six months joint report to the CHF (deadline 30th July 2015)</p>				
OTHER INFORMATION					
Accountability to Affected Populations	All the beneficiaries in the proposed project are identified as vulnerable and acutely affected by conflict during IRNA assessment and RRM missions conducted in Kaldak, Canal, Khorflus and Karmel in Pigi County in the month of July and October 2014. Activities proposed will be conducted in a manner that does not compromise the security of all identified beneficiaries among the IDPs and the Host communities. Apart from education actors and local authorities, CAD will involve 75 individuals (25 men, 26 women, 12 girls and 12 boys) in project design, planning of activities, implementation and monitoring. Crisis-affected communities will be given access to information on all aspects of the project to give them a better understanding of project activities, help them know their role and receive feedback in order to adapt the response based on the needs and concerns of affected populations				
Implementation Plan: Describe for each activity how you plan to implement it and who is carrying out what.	CAD will directly implement this project, making use of its human resources capacity and expertise. The project will be implemented by a qualified and experienced Education Project Officer from CAD. He will be responsible for day to day implementation of education activities in the field and timely delivery of this project. He will implement the project in liaison with CAD technical staffs. Administratively and operationally, this project will be supported by CAD Juba office. Supplies not available at the project site will be obtained from Juba, Bor or Malakal. The project will take advantage of the dry season window of January to June 2015 during which timely delivery of supplies will be done. The education officer will work in regular consultations with Quality Assurance Officer, education committees, State Ministries of General Education and Instruction at county and state level to ensure quality is attained in all activities implemented. Ministry of Education Officers at the county and state level will be involved in the implementation and monitoring of project activities. CAD Education Officer based in Pigi will coordinate project activities including coordinating and sharing information with other education agencies and stakeholders in Jonglei State. The project will be supported by CAD program officer who will offer technical and management oversight to the project team with regular field visits to ensure project is being implemented as planned. The program manager will act as a link between CAD and Education cluster participation in Bor and Juba. He will also review the technical aspects of the project report prior to transmission to CHF. The finance team will keep all financial records of financial transaction, generate financial reports and support project audits. Other top level management functions and overall policy oversight will be provided by CAD top management.				
Coordination with other Organizations in project area	<table border="1"> <thead> <tr> <th>Name of the organization</th> <th>Areas/activities of collaboration and rationale</th> </tr> </thead> <tbody> <tr> <td>1. UNICEF</td> <td>CAD is an Implementing partner with UNICEF. In kind supplies will be supplied from UNICEF core pipeline.</td> </tr> </tbody> </table>	Name of the organization	Areas/activities of collaboration and rationale	1. UNICEF	CAD is an Implementing partner with UNICEF. In kind supplies will be supplied from UNICEF core pipeline.
Name of the organization	Areas/activities of collaboration and rationale				
1. UNICEF	CAD is an Implementing partner with UNICEF. In kind supplies will be supplied from UNICEF core pipeline.				
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 Theme WASH facilities will be constructed in a gender friendly manner, with gender segregated facilities. All training for teachers, head teachers, CECs, MoE experts and children will be gender sensitive and take gender specific issues into consideration. Females will be particularly encouraged to participate. Integration of gender issues will be taken into consideration in the supplementary reading materials for children Activity 1.1: Community outreach and mobilisation activities including enrollment of children (3,168 girls) and ensuring active participation of community in the project activities Activity 1.2: Construction and equipping of 85 TLS (39 for girls), including WASH Facilities (separate latrines for boys and girls, separate hand washing facilities Activity 1.3: Provision of relevant teaching and learning materials to 6,918 (3,750 boys and 3,168 girls) pupils in all learning sites, including recreational materials and sanitary kits for girls. Activity 2.1: Training of 75(30 females and 45 men) teachers in child centered teaching methodologies, class room management and lessons planning, specialized modules for the inclusion of children with disabilities and special needs, psychosocial support, health and hygiene, MRE, GBV and peace education. All trainings will be needs based and take into account gender aspects and mainstream child protection. Activity 2.2: Provision of incentives for 75 (30 female) teachers Activity 3.1: Training of 11 (6 male and 5 female) county education officials, and 4 head teachers on school improvement plan, school management and supervision of education activities. All trainings will include gender and child protection. Activity 3.2: Training of 196 individuals ( 160 PTAs (85 men and 75 women) 36 CECs( 16 female and 20 males) to improve their capacity on disaster management, monitoring of school activities, safety and maintenance of schools as well as enrollment and retention of school children. Gender aspects and child protection will be mainstreamed in all the trainings. Activity 3.3: Training of 4 head teachers (2 females and 2 males) on Capacity building of CEC members, education officials, cluster members and other education personnel, both male and female to plan, implement and manage quality and resilient education programs. The training includes project management, life skills and other crosscutting issues so that they effectively plan, implement and monitor the project with project staff.				
Protection Mainstreaming	The project will ensure non-discrimination and meaningful access to assistance and services: Identified beneficiaries will be accorded equal opportunity to attain their rights by accessing available education services. Concern for the safety and dignity of children, youths, women and men is central in this project. Prioritizing the safety and dignity of beneficiaries will entail seeking to reduce risk and to ensure 'do no harm' in all project activities. The implementing team will seek meaningful engagement with local authorities, SSRC, Education cluster and UNOCHA to ensure that activities are only implemented in locations where the safety of beneficiaries and implementing team is guaranteed. Further, the project will aim at developing the self-protection capacities of children, women, girls and youths through capitalizing on their knowledge of the risks that they face and their capacities to address these risks. All beneficiaries and other stakeholders will be at centre of decision-making concerning their own protection and welfare. Special attention will be paid to ensuring the participation of, and consultation with, the women and girls-most vulnerable members of society who may often be excluded from decision-making processes.				
Safety and Security	Safety of staffs and beneficiaries will precede project activities. Activities will only be carried out where there is guarantee of protection from Government and non state actors .Further,beneficiaries will be involved in deciding project sites based on their perception of how secure those areas are to conduct project activities.				
Access	Access to Pigi/Canal is by road, air or river. However, if the security situation remains the same, supplies can only be delivered by air.				

## 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	Security/Support Staff	S	4	550	6	70.00%	9,240.00	4,620.00	4,620.00	9,240.00
	Security officers to guard 2 project bases(2 per base) at a cost of 550 dollars per month. CHF charged 100%.									
1.2	Administration/Finance Staff	S	2	1450	6	25.00%	4,350.00	2,175.00	2,175.00	4,350.00
	Finance manager to be based in Juba and one accountant based in Canal. The pair to manage finances, generate financial reports at a cost of 1450 dollars per person per month. CHF charged 25%.									
1.3	Education Coordinator	D	1	1550	6	100.00%	9,300.00	4,650.00	4,650.00	9,300.00
	Education coordinator to be based in Canal to oversee project implementation at a cost of 1550 dollars per month. CHF to be charged 55 %.									
1.4	Hygiene Promoter	D	2	1210	6	25.00%	3,630.00	1,815.00	1,815.00	3,630.00
	Two hygiene promoters needed to conduct interactive hygiene and sanitation promotion activities on common personal and environmental practices in emergency in in 8									

	schools, established TLSs and the community, including messages on the importance of hand washing, drinking safe water and cleaning around the school as well as on the proper way of using latrines and handling food. The pair to be based in Canal and Atar and to be paid 1210 dollars per month. CHF charged 25%.									
1.5	Quality Assurance Officer	S	1	1690	6	25.00%	2,535.00	1,267.50	1,267.50	2,535.00
	Quality assurance officer based in Juba and monitoring project implementation activities achieved and indicators and reviewing and overseeing monthly and midterm reports recommendations at a cost of 1690 dollars per month. CHF to be charged 15%									
1.6	Psychosocial Expert	D	1	1450	6	43.00%	3,741.00	1,870.50	1,870.50	3,741.00
	Psychosocial Expert is crucial to effectively train the teachers and provide them with guidelines and appropriate tools to: explore and understand children emotions and behaviors by observing, offering listening and providing space for expressing; find out children personal available resources and stimulate them constructively through play and creative activities; foster children personal psycho physical development and the develop of pro-social behavior at a cost of 1450 dollars. CHF charged 53%.									
1.7	Community Mobilizer	D	2	540	6	25.00%	1,620.00	810.00	810.00	1,620.00
	Community mobilizers based in Atar and Canal to mobilize community and other stakeholders to participate in project design, planning, implementation and monitoring. Also acting as guides at a cost of 540 dollars per month. CHF charged 25%.									
	<b>Section Total</b>						34,416.00	17,208.00	17,208.00	34,416.00

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

Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total
								Q1	Q2	
2.1	Sanitary towels for school going girls	D	750	4	6	35.00%	6,300.00	3,150.00	3,150.00	6,300.00
	Provision of sanitary kits for school going girls at a cost of 4 dollars per girl. CHF charged 35% and 65% to be obtained from UNICEF in Kind									
2.2	Individual learners supplies	D	6918	5	3	25.00%	25,942.50	12,971.25	12,971.25	25,942.50
	Distribution of 6,918 individual learner kits (3,750 to boys and 3,168 to girls); each kit containing 3 A4 exercise books, 2 pens, 2 pencils, 1 box of colored pencils, 1 eraser and 1 sharpener. Each target school will also be provided with teaching and learning supplies, including textbooks and recreational material for alternative educational opportunities. CHF charged 25%. 75% of supplies to be obtained from UNICEF in kind.									
2.3	Teaching supplies	D	75	74	3	25.00%	4,162.50	2,081.25	2,081.25	4,162.50
	Teaching tools including attendance register, text books, duster, black board, chalk for each per TLS at a cost of 95 dollars per TLS. CHF charged 25%. 75% to be obtained from UNICEF in Kind.									
2.4	Hand wash basins-	D	30	25.7	2	100.00%	1,542.00	1,542.00	0.00	1,542.00
	30 Hand wash basins to TLSs; at least one hand wash basin for every 3 latrines. CHF charged 100%									
2.5	Rehabilitation of existing classrooms	D	8	450	1	100.00%	3,600.00	3,600.00	0.00	3,600.00
	Rehabilitation of 8 existing classrooms. 2 in Canal, 2 in Kaldak, 2 in Atar and 2 in Khorflus using locally available materials at a cost of 450 dollars per classroom. CHF charged 100%.									
2.6	Field communication costs (Pigi/Canal)-	D	3	150	6	45.00%	1,215.00	607.50	607.50	1,215.00
	Airtime for 3 Thuraya at cost of monthly pay at a cost of 150 dollars per phone. CHF charged 45%									
2.7	Field stationary supplies and printer consumables (Pigi/Canal)	D	4	60	6	60.00%	864.00	432.00	432.00	864.00
	2 rims of printing papers per month at 7.5 dollars per rim, 1 rim of photocopying papers at 7.5 dollars per month CHF charged 60%.									
2.8	Training of Teachers	D	75	3	4	100.00%	900.00	900.00	0.00	900.00
	2 training sessions for 4 days each. Training of 75 teachers (45 men and 30 women) in 4 sessions in core subjects on child-centered, inclusive teaching, key life-saving messages delivery (health and hygiene education, mine risk education, etc.) and fundamental basics of pedagogy, child protection and psychosocial support. Teachers play a key role in supporting children in disclosing overwhelmed individual and relational resources to cope with difficult circumstances, but they need to be equipped with theoretical, methodological and practical instruments to the purpose at a cost of 3 dollars per teacher to cover writing materials, meals, water per session. Training to be done in four locations- 21 in Canal, 17 in Atar, 18 in Kaldak and 19 in Khorflus. CHF charged 100%									
2.9	Training of Community Education Committees-	D	36	3	4	100.00%	432.00	432.00	0.00	432.00
	-Establishment, capacity building and mobilization of 6 Community Education Committees (CECs) (each committee having 6 members) on school co-management and sustainability, school safety and hygiene, and disaster risk reduction strategies at a cost of 3 dollars per person. Training sessions conducted will be 4. CHF Charged 100%.									
2.10	Training MoE Officers at county level- 8 participants i.e. 1 per target location +3 MoE officers.	D	11	8	4	80.00%	281.60	281.60	0.00	281.60
	8pp Training of MoE Officers at county level- 8 participants i.e. 2 per target location +3 MoE officers. Unit =2 training sessions each session is 2 days at a cost of 8 dollars per participant for food and refreshments. CHF charged 80%.									
2.11	Awareness Raising and Information Sharing Activities	D	750	5	1	70.00%	2,625.00	1,312.50	1,312.50	2,625.00
	Conduction of 4 community awareness raising campaigns on the importance of and inclusiveness in education, with special focus on girls' education targeting 750 individuals among IDPs (356 women and 394 men). Distribution of pamphlets. Each pamphlet to cost 3 dollars. CHF charged 70%									
2.12	Hygiene promotion activities-	D	4	530	4	70.00%	5,936.00	2,968.00	2,968.00	5,936.00
	Conduct 4 hygiene promotion activities targeting 430 individuals among host communities in 4 location at a cost of 530 dollars per promotion activity in each location, CHF charged 70%									
2.13	TLS storage tents	D	2	2130	1	60.00%	2,556.00	2,556.00	0.00	2,556.00
	Purchase 2 tents to be used as offices in 2 bases. CHF charged 60%.									
2.14	TLS chairs	D	95	7	1	70.00%	465.50	465.50	0.00	465.50
	1 chair per TLS to be used by teachers. CHF charged 70%.									
2.15	TLS tables-	D	95	10	1	80.00%	760.00	760.00	0.00	760.00
	1 table per TLS to be used by teachers. CHF charged 80%.									
2.16	TLS benches	D	488	19	1	100.00%	9,272.00	9,272.00	0.00	9,272.00
	Establishment of TLS benches using local materials at a cost of 4 per bench. Each bench with a capacity of 10 children. 8 benches per TLS. CHF charged 100%									
2.17	Construction of temporary learning spaces (material and labor)	D	85	536	1	100.00%	45,560.00	45,560.00	0.00	45,560.00
	Construction of 85 TLS in 4 locations 21 in Kaldak, 22 in Atar, 20 in Khorflus and 22 in Canal at a cost of 675 dollars per TLS. CHF charged 100%.									
2.18	Construction of temporary latrines (material and	D	85	111.2	1	100.00%	9,452.00	9,452.00	0.00	9,452.00

	labor)										
	Construction of 85 temporary latrines in schools, internally lockable and separated for girls and boys; at least one latrine for every 60 boys and one latrine for every 30 girls as per INEE MS ratios. CHF charged 100%.										
2.19	Printing of t-shirts	D	50	16	1	60.00%	480.00	480.00	0.00	480.00	
	Print 50 T-shirts at 16 dollars per T-shirt for visibility purposes. CHF charged 60%.										
2.20	Project site signposts	D	4	300	1	60.00%	720.00	720.00	0.00	720.00	
	4 project site signposts (each signpost at 300 dollars) for visibility purposes. CHF charged 60%										
2.21	Printing banners	D	4	130	1	80.00%	416.00	416.00	0.00	416.00	
	Printing of 4 banners (each banner @ 130 dollars) for visibility purposes. CHF charged 80%										
	<b>Section Total</b>						123,482.10	99,959.60	23,522.50	123,482.10	

### 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	Laptops	D	2	750	1	70.00%	1,050.00	1,050.00	0.00	1,050.00
	Purchase of 2 laps.1 in each base for communication purposes at a cost of 750 dollars each. CHF charged 70%.									
3.2	Generators	D	2	2150	1	80.00%	3,440.00	3,440.00	0.00	3,440.00
	Purchase of two 5 KVA generators(one in each base) at a cost of 2150 dollars. CHF charged 80%.									
3.3	Honda Motorbikes	D	2	1650	1	80.00%	2,640.00	2,640.00	0.00	2,640.00
	Purchase of Two Honda motorbikes to facilitate mobility of education officer,account officer,community mobilizers,hygiene promoters and psychosocial expert.One based at Atar and the other in Canal Town.Each motorbike costing 1650 dollars. CHF charged 80%									
3.4	Thuraya phones	D	3	1000	1	70.00%	2,100.00	2,100.00	0.00	2,100.00
	Purchase of 3 Thuraya phones needed for field communication.2 for base offices and 1 for juba office. CHF charged 70%									
3.5	Cameras	D	2	128.9	1	70.00%	180.46	180.46	0.00	180.46
	Purchase of 2 cameras. One for each base. CHF charged 70%									
3.6	Internet Equipments	S	2	1150	1	50.00%	1,150.00	1,150.00	0.00	1,150.00
	Purchase of internet equipment,transport and connection fee for two bases at a cost of 1,150 dollars per station. One for Atar base and the other Canal Town base. CHF charged 50%									
3.7	Printers	D	2	250	1	60.00%	300.00	300.00	0.00	300.00
	Purchase of 2 printers. One in each base. CHF charged 60%.									
	<b>Section Total</b>						10,860.46	10,860.46	0.00	10,860.46

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

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

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

Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total
								Q1	Q2	
5.1	Cargo/freight costs (including packaging, loading and off loading expenses)	D	2	5000	1	100.00%	10,000.00	10,000.00	0.00	10,000.00
	Transport of supplies to 2 locations at a cost of 5,000 dollars per location(Charter plane)									
5.2	Flights and missions costs for activities regular supervision	D	4	300	1	80.00%	960.00	480.00	480.00	960.00
	Flight for three staffs(Quality assurance officer,Program Manager,financial manager) from Juba to Canal at a cost of 600 dollars per round trip.									
5.3	Staff travel allowances and deployment costs	D	2	503	1	80.00%	804.80	402.40	402.40	804.80
	Flights for 5 staffs deployed from Juba(Accountant,Education coordinator,Psycho social expert and 2 hygiene promoters) at a total cost of 1006 dollars per trip.(Cost covering the trip From Juba to Pigi @503 and return trip from Pigi to Juba@503.									
	<b>Section Total</b>						11,764.80	10,882.40	882.40	11,764.80

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

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

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

Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total
								Q1	Q2	
7.1	Fuel Cost	D	660	1.5	6	70.00%	4,158.00	2,079.00	2,079.00	4,158.00
	2 motorbikes and 2 generators consuming a total of 22 litres of fuel per day (360 litres per month) at a cost of 1.5 dollars per litre for 6 months. CHF charged 70%. (1 motorbike consuming 3.5 litres of petrol per day and each generator consuming 7.5 litres of diesel per day)									
7.2	Base and warehouse rental, supplies and running costs	D	11	91.9	6	40.00%	2,426.16	1,213.08	1,213.08	2,426.16

	Food, refreshments, and water for 11 staffs based in Pigi's project base at a cost of 90 dollars per month per staff. CHF charged 40%.										
7.3	Internet monthly fee/subscription	D	2	400.9	6	50.00%	2,405.40	1,202.70	1,202.70	2,405.40	
	Internet monthly fee/subscription for 2 bases at a cost of 400 dollars per month per station. One base in Atar, the other in Canal. CHF charged 50%										
	<b>Section Total</b>						8,989.56	4,494.78	4,494.78	8,989.56	
<b>Sub Total Direct Cost</b>										189,512.92	
<b>Indirect Programme Support Cost</b> PSC rate (insert percentage, not to exceed 7 per cent)										7%	
<b>Audit Cost</b> (For NGO, in percent)										1%	
<b>PSC Amount</b>										13,265.90	
Quarterly Budget Details for PSC Amount		<b>2015</b>		<b>Total</b>							
		Q1	Q2								
		6,632.95	6,632.95	13,265.90							
<b>Total Fund Project Cost</b>										202,778.82	
<b>Project Locations</b>											
<b>Location</b>	<b>Estimated percentage of budget for each location</b>					<b>Beneficiary Men</b>	<b>Women</b>	<b>Boy</b>	<b>Girl</b>	<b>Total</b>	<b>Activity</b>
Jonglei -> Canal	100									0	
<b>Project Locations</b> (first admin location where activities will be implemented. If the project is covering more than one State please indicate percentage per State)											
<b>DOCUMENTS</b>											
<b>Document Description</b>											
1. 19-22.07.14 Pigi-Canal IRNA.pdf											
2. RRM Kamel mission report finaldocx (1).docx											
3. South Sudan Crisis - Displaced Count Monitor (12Oct).xlsx											



