

Project Proposal

Organization	PCO (Peace Corps Organization)																																												
Project Title	Emergency Life Saving, Inclusive and quality education for conflict affected IDPs and acutely vulnerable host communities in Warrap and Unity States of South Sudan																																												
Fund Code	SSD-15/SA1/E/NGO/268																																												
Primary Cluster	EDUCATION	Secondary Cluster	None																																										
Project Allocation	1st Round Standard Allocation	Allocation Category Type	Frontline services																																										
Project budget in US\$	183,745.50	Planned project duration	6 months																																										
Planned Start Date	01/01/2015	Planned End Date	30/06/2015																																										
OPS Details	OPS Code	SSD-15/E/72823	OPS Budget	0.00																																									
	OPS Project Ranking		OPS Gender Marker																																										
Project Summary	To ensure that by 30th June 2015; 1,500 girls and 1,500 boys (including those with special needs) amongst the most vulnerable; IDPs and host communities who have been affected by conflict as well as seasonal flooding in Mayom County(unity State, Twic Counties(Warrap) have access to inclusive and quality life-saving education. PCO specifically aims to: 1. Provide 8 protective temporary learning spaces including water and sanitation facilities in safe areas (in line with INEE Access and Learning Standards 1- Equal access, 2-Protection and well being and 3-Facilities and Services) taking into account requirements of boys, girls, men and women with special needs, thereby contributing to EIE cluster strategic objective no. 1. 2. Supply assorted emergency teaching and learning materials to ensure continuity of quality and relevant education (fulfilling INEE Teaching and Learning Standard 3) for, 1,500 boys and 1,500 girls including those with disabilities in line with EIE cluster SRP 2015 strategic objective 1. 3. Deliver life-saving messages and psycho social support to the affected 1,500 boys and 1,500 girls, 40 PTAs-40% female, as well as 200 men and 75 women; including advocacy for against school occupation. Thereby contributing to the EIE cluster 2015 SRP strategic objective number 2 of delivering lifesaving messages and psycho social support to children and youth affected by emergencies hence the realization of South Sudan minimum standards of EIE (Access and Learning Environment Standard 2 Protection and Well being). 4. Work with stakeholders (particularly FSL and WASH clusters) in State as well as national (Juba level), County/State level in advocacy initiatives aimed at supporting youth pursue alternative livelihoods (avoid child labor, negative coping strategies etc.) contributing to INEE minimum standard 5 (Education Policy and Coordination). Support EIE facilitator allowances including ECD and adolescent programmes.																																												
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>200</td> <td>75</td> <td>1500</td> <td>1500</td> <td>3,275</td> </tr> <tr> <td colspan="6">Total beneficiaries include the following:</td> </tr> <tr> <td>Internally Displaced People</td> <td>140</td> <td>60</td> <td>1300</td> <td>1300</td> <td>2800</td> </tr> <tr> <td>People in Host Communities</td> <td>50</td> <td>10</td> <td>0</td> <td>0</td> <td>60</td> </tr> <tr> <td>Children under 5</td> <td>0</td> <td>0</td> <td>200</td> <td>200</td> <td>400</td> </tr> <tr> <td>Trainers, Promoters, Caretakers, committee members, etc.</td> <td>10</td> <td>5</td> <td>0</td> <td>0</td> <td>15</td> </tr> </tbody> </table>				Men	Women	Boys	Girls	Total	Beneficiary Summary	200	75	1500	1500	3,275	Total beneficiaries include the following:						Internally Displaced People	140	60	1300	1300	2800	People in Host Communities	50	10	0	0	60	Children under 5	0	0	200	200	400	Trainers, Promoters, Caretakers, committee members, etc.	10	5	0	0	15
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Indirect Beneficiaries	Approximately 12,000 boys, girls, women and men amongst the host communities who will not only supply the local construction materials but also benefit from awareness campaigns on the importance of education particularly for girls.	Catchment Population	24,000 men and women in the neighboring host communities supporting the beneficiaries with housing and grazing land, benefiting from increased interventions WASH, FSL, Nutrition etc by virtue of their close proximity to the IDPs.																																										
Link with the Allocation Strategy	The project contributes directly with the SRP 2015 allocation strategy of providing front line services as follows; The project will entail construction of 8 TLS and or rehabilitation of damaged classroom as well distribution of School supplies thus directly contributing to cluster objective number 1of sustaining lives by ensuring uninterrupted access to critical, multisector and quality learning in protective spaces for conflict affected children and young people. Secondly, the project will entail the training of teachers, PTA and local leaders on psychosocial messaging and relevant life skills , including advocacy for the vacation of schools occupied by armed actors thus directly contributing to cluster objective number 2. Thirdly the project will entail the use of local materials and Cash for Work in the construction of the TLS and or rehabilitation of damaged school facilities thus directly enabling conflict affected children and young people pursue healthy productive lives through gender appropriate alternatives to recruitment and child labor-cluster objective number 3.																																												
Sub-Grants to Implementing Partners		Other funding Secured For the Same Project (to date)	<table border="1"> <thead> <tr> <th>Source</th> <th>US\$</th> </tr> </thead> <tbody> <tr> <td>UNICEF PCA</td> <td>350,000.00</td> </tr> <tr> <td></td> <td>350,000.00</td> </tr> </tbody> </table>	Source	US\$	UNICEF PCA	350,000.00		350,000.00																																				
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BACKGROUND INFORMATION

<p>1. Humanitarian context analysis. Humanitarian context: Describe the current humanitarian situation in the specific locations where this project will be implemented</p>	<p>The trend of events in Unity, Jonglei and to a limited extent, Warrap indicate the likelihoods of a worsening humanitarian emergency in the next 6 months. The outbreak of violence in Juba on 15th December 2013 that quickly spread out to other parts of the country; with Jonglei, Upper Nile and Unity states bearing the heaviest brunt of the fighting. 11 months of IGAD mediated talks have so far failed to halt the conflict, with reports indicating clashes around Dolieb Hill, Fangak, Pigi localities in Upper Nile(NNG Daily Security Report 10th December 2014). About one in seven people in South Sudan have been displaced since December 2013- Exposed, destitute and on the move these people are at extreme risk of death, disease and suffering. Close to 1.3 million people were displaced within South Sudan (with Jonglei State hosting 579,700 IDPs) and nearly 450,000 people had crossed into neighboring Ethiopia, Kenya, Sudan and Uganda (IPC South Sudan, September 2014). The most acute and vulnerable populations remain in Jonglei, Upper Nile, and Unity which have seen the most active hostilities and displacement throughout the crisis. In addition heightened conflict in Unity State is likely to lead to displacements into parts of Warrap State, for example Twic County. PCO has for the past 5 years been implementing EIE actions in all the other counties of Warrap, with the support of CHF and UNICEF PCA, and is currently the cluster focal point. Displacements due to the current conflict and flooding affects women, men, girls and boys differently with men/boys having to look for alternative grazing areas for their cattle hence miss out school and potentially result in further conflict whereas women and girls are caregivers to the displaced families thus girls not only miss out school and risk sex attacks/forced marriages when fetching water or firewood. Concentrations of IDPS and their livestock also results in the destruction of the environment as due to cutting of firewood for shelter/firewood as well as grazing/overcrowding at water points. In addition an estimated(OCHA December 20014) 78% of the IDPs are women, girls and the elderly and considering the large families they need to support, many have resorted to negative coping mechanisms to survive, for example charcoal/firewood sales(negative impact on the environment), reciprocal sex with some traders(potential exposure to HIV/AIDs) and or brewing traditional alcohol(affects dignity).</p>
<p>2. Needs assessment. Explain the specific needs of the target group(s), explaining existing capacity and gaps. State how the needs assessment was conducted, list any baseline data and explain how the number of beneficiaries has been developed. Indicates references to assessments such as Multi-cluster/sector Initial Rapid Assessments (MIRA)</p>	<p>The on going conflict, particularly in Unity state has severely disrupted learning, the state capital Bentiu has changed hands several times resulting in thousands of displacements with large number of the IDPs seeking refuge in Counties such as Mayom and Twic in Warrap state(NGO Daily Security SITREPs November and December 2014); these children are likely to miss an entire learning year if no remedial measures are provided. In addition hundreds of children have been separated from their parents/relatives due to the fighting, PCO will therefore use the CHF funds to support to construct TLS/ECD centers which will not only enable the affected boys and girls to continue learning but also act as centers for the registration and hence reunification of lost children with their parents and relatives. The conflict has not only destroyed the infrastructure but also resulted in the loss of teaching and learning materials, in addition to severely straining facilities and supplies in existing/surviving schools particularly among the communities hosting the IDPs, PCO will therefore request in-kind support in terms of schools supplies(school in a box kits, recreation kits, chalk boards etc) including tents from UNICEF pipeline supplies and distribute these to the TLS/ECD centers in order to remedy the situation. Boys and Girls face different barriers to accessing education, whereas early marriages is the greatest barrier to girls education, cattle herding forms the main obstacle for boys affected by conflict, the organization will therefore undertake intensive awareness creation amongst the IDPs and host</p>

communities on the importance of education, particularly of girls. Internally displaced children are particularly vulnerable to protection risks including recruitment by armed groups(boys) sexual exploitation and abuse(girls) and physical violence-girls, boys, young women and men(South Sudan Consolidated Appeal 2014-2016 Report-Education) ; these acts are extremely traumatic to those affected hence PCO, in close collaboration with protection actors will organize training of PTAs, teachers and local leaders on conflict sensitive life skills and psychosocial support and support them to offer these services to the affected children and youth using the TLS and amongst the host community. The children will also be sensitized to undertake peer to peer PSS and life skills messaging through role plays, drama, songs, poems etc.

3. Description Of Beneficiaries

The Beneficiaries are primarily made up girls, boys, men and women amongst the IDPs, the most vulnerable host communities directly affected by this conflict. Others include elderly men and women also affected by the conflict as well as seasonal floods. These will be identified through a consultative method that involves the SMeD, local leaders amongst the IDPs and host community.

4. Grant Request Justification.

As major consequence of conflict and potential flooding is the occupation/destruction of school facilities and has a serious impact on access to protective education for thousands of Boys and girls in 2014 likely to be a continuing challenge in 2015. The affected children are likely to miss out an entire learning year or more if urgent remedial actions are not taken hence the urgent need for safe protected temporary learning spaces. Communities worry about the increasing radicalization of young people, particularly in PoCs where idle and disengaged youth are forming gangs and militia (Education SRP 2015). • Boys and girls from the displaced communities are also facing a myriad of protection related issues especially girls who have to fetch firewood and water in unfamiliar environments face the risk of sex attacks or forced marriages; Boys have to take care of cattle thereby risking fighting with host community, due to crop damage by animals; hence the need for safe protected learning spaces where they can interact with their peers and learn life skills and an opportunity for lost children to be reunified with their parents. Early Childhood education (ECD) is virtually non-existent as the youngest boys and girls are often left at home while older ones undertake livelihoods actions. • WASH in schools is a key component of a protective learning environment and has been identified as an urgent need across the country, with analysis undertaken jointly by the WASH and Education Clusters finding that several counties most affected by instability/conflict and flooding report the worst indicators in terms of percentage of children in temporary learning spaces without access to water and latrines. • TLS for emergency affected children must be equipped with emergency teaching and learning materials; safety is only possible if teachers, PTAs are trained to be able to support learners and provide lifesaving information and emergency relevant life skills as well as psychosocial support. Considering that many of the displaced persons and returnees are adolescents, they may be tempted into risky sexual behavior thereby exposing them to STIs such as HIV/AIDS. The need for firewood and charcoal for cooking and as a source of incomes is also increasing environmental degradation.

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

The inclusion of WASH actions in the TLS and ECD centers for example training in personal hygiene, environmental hygiene will greatly complement actions by WASH agencies in this area and contribute to the reduction in Water borne diseases; the TLS/ECD locations will also act as excellent points for identification, support as well as save heavens of lost children thus greatly contributing to child protection initiatives.

LOGICAL FRAMEWORK**Overall project objective**

By 30th June 2015 Improved access to Life Saving, inclusive and Quality Education for the acutely vulnerable host Communities and IDPs in Unity and Warrap States through increased access to TLS/ECD centers, school supplies and Psychosocial support as well as relevant life-skills training

Logical Framework details for EDUCATION

Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
2015 SSO 1: Ensure uninterrupted access to critical and quality learning that is inclusive of lifeskills in protective spaces for conflict-affected children and young people	SO 1: Save lives and alleviate suffering by providing multi-sector assistance to people in need	60
2015 SSO 2 : Ensure protection of learners and learning spaces so as to generate positive psychosocial impact for children, young people, teachers and families	SO 2: Protect the rights of the most vulnerable people, including their freedom of movement	30
2015 SSO 3: Enable conflict-affected children and young people to pursue healthy, productive lives through age and gender appropriate alternatives to recruitment, child labor and exploitation	SO 2: Protect the rights of the most vulnerable people, including their freedom of movement	10

Outcome 1

Improved access to safe protected temporary learning spaces(TLS) including ECD facilities following emergencies

Code**Description****Assumptions & Risks****Output 1.1**

80% school aged emergency affected girls, boys and youth i.e. 1500 Girls and 1500 Boys from the most vulnerable host communities and IDPs using the 8 safe and protected temporary learning spaces(TLS) and ECD centers

1. Outbreak of conflict
2. Large scale flooding limiting access to the beneficiaries
3. Absence of community acceptance/ownership

Indicators

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	
Indicator 1.1.1	EDUCATION	[Frontline services]v # of children benefiting from TLS construction			1500	1500	3000
Means of Verification:							
Indicator 1.1.2	EDUCATION	[Frontline services] # of temporary emergency learning spaces established					8
Means of Verification: Pictures, Visits, FDGs with community leaders/SMOED/RRC							

Activities

Activity 1.1.1	Community mobilization and sensitization of IDPs as well as host communities to discuss project and have consensus on beneficiary targeting
Activity 1.1.2	Consultative meetings with local leaders, SMOED, and RRC officials for consensus on the sites for TLS/ECD centers
Activity 1.1.3	Procurement of local construction materials
Activity 1.1.4	Procurement of iron sheets, hoop iron, nails as well as timber for roofing and structural profile
Activity 1.1.5	Construction of TLS/ECD centres including the WASH facilities
Activity 1.1.6	Rapid needs assessment to determine the locations with the greatest needs
Activity 1.1.7	Real time evaluation to complement the findings of rapid needs assessment to enable more objective beneficiary targeting and benchmark indicators of performance.
Activity 1.1.8	End of project evaluation/assessment to identify, existing gaps yet to be addressed(additional fund raising efforts), capture lessons learnt and identify good practices for improved EIE programming at the location
Activity 1.1.9	Monthly and quarterly(Donor financial and narrative) reporting

Output 1.2

75% of emergency affected girls, boys and youth report feeling safe and protected when using the TLS and ECD facilities

Acceptance by parents to allow their children, particularly girls to use TLS/ECD facilities
Acceptance by local authorities to allow interviews of conflict affected boys and girls
Absence of increased conflict.

Indicators

Code	Cluster	Indicator	End Cycle Beneficiaries				End-Cycle Target
			Men	Women	Boys	Girls	

Indicator 1.2.1	EDUCATION	% increase in the number of conflict affected children particularly girls coming to the TLS				2250	
Means of Verification:		List of girls and boys using the TLS/ECD facilities Interviews of the children FGD with parents					
Indicator 1.2.2	EDUCATION	[Frontline services]v # of children benefiting from TLS construction			1125	1125	2250
Means of Verification:		Pictures List of girls and boys in the TLS					

Activities

Activity 1.2.1	Monitoring visits to TLS facilities and discussions with boys and girls using the facilities
Activity 1.2.2	FDGs with parents and teachers
Activity 1.2.3	Awareness meetings with both IDP and Host communities neighboring the TLS/ECD centres
Activity 1.2.4	End of project evaluation/assessment to identify, existing gaps yet to be addressed(additional fund raising efforts), capture lessons learnt and identify good practices for improved EIE programming at the location
Activity 1.2.5	Monthly and quarterly(Donor financial and narrative) reporting

Outcome 2 Improved knowledge by teachers and PTA, plus local leaders on floods/conflict related life skills and psychosocial support and their ability to impart these to emergency affected boys and girls

Code	Description	Assumptions & Risks
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Output 2.1	80% of trained teachers both male and female using training materials and apply psychosocial and lifesaving principles including HIV/AIDS, GBV, and Environment issues in their teaching in the TLS.	Trained persons use acquired knowledge to undertake PSS and conflict sensitive life skills messaging
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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	200	75			275
Means of Verification:		List of trainees FGD with the trained persons Comments from boys and girls receiving PSS and life skills messaging					
Indicator 2.1.2	EDUCATION	[Frontline services] # of teachers trained in life skills education	200	75			275
Means of Verification:							
Indicator 2.1.3	EDUCATION	[Frontline services] # of PTA trained	200	75	0	0	275
Means of Verification:		Training lists, training modules/curriculum, FGDs with beneficiaries					

Activities

Activity 2.1.1	Selection of Teachers, PTAs and local leaders for training in conflict sensitive psychosocial support and life-skills training.
Activity 2.1.2	Training of selected Teachers in conflict sensitive PSS and Life-skills, including cross-cutting issues such as HIV/AIDS(basics on mode of transmission, prevention and control), sustainable natural resource(soil,water, forests) conservation etc
Activity 2.1.3	Provision of Psychosocial support and life-skills to children and youth affected by the conflict.
Activity 2.1.4	Rapid needs assessment and real time evaluation
Activity 2.1.5	End of project evaluation/assessment to identify, existing gaps yet to be addressed(additional fund raising efforts), capture lessons learnt and identify good practices for improved EIE programming at the location
Activity 2.1.6	Monthly and quarterly(Donor financial and narrative) reporting

Output 2.2	80% boys, girls and youth using the TLS/ECD centers amongst IDPs and host communities apply conflict sensitive life life skills during their day to day activities
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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 teachers trained in life skills education	170	80			250
Means of Verification:		Beneficiary lists Training modules and curriculum					
Indicator 2.2.2	EDUCATION	[Frontline services] # of teacher trained on referral mechanisms for protection, nutrition and health	170	80			250
Means of Verification:		Beneficiary lists Training modules Training Report					

Activities

Activity 2.2.1	Identification and training of teachers on life-skills
Activity 2.2.2	Intensive awareness creation amongst boys,girls, teachers and parents on conflict sensitive lifeskills
Activity 2.2.3	Peer to peer education amongst children and youth on conflict sensitive life skills, through drama, songs, role plays, body maps etc

Activity 2.2.4	Monthly and quarterly(Donor financial and narrative) reporting						
Outcome 3	Improved access to teaching, learning and recreation materials for emergency affected girls and boys, taking account of those with disabilities.						
Code	Description	Assumptions & Risks					
Output 3.1	100 % of essential school supplies and recreation materials distributed to emergency affected boys and girls; male and female teachers: School in a box -50; Recreation kits 30; Textbooks 4,000 (assorted), Chalk boards 200	1. Peaceful coexistence amongst targeted project beneficiaries 2. Unlimited access to targeted project beneficiaries 3. Acceptance and ownership of project by targeted beneficiaries and host communities. 4. Support by local and government authorities					
Indicators							
Code	Cluster	Indicator	End Cycle Beneficiaries			End-Cycle Target	
			Men	Women	Boys	Girls	
Indicator 3.1.1	EDUCATION	[Frontline services] # of children benefiting from learning supplies			1500	1500	3000
Means of Verification:							
Activities							
Activity 3.1.1	Request and pre-position school supplies in kind from UNICEF						
Activity 3.1.2	Distribution of school supplies to TLS and ECD centres						
Activity 3.1.3	Rapid needs assessment to determine the locations with the greatest needs						
Activity 3.1.4	End of project evaluation/assessment to identify, existing gaps yet to be addressed(additional fund raising efforts), capture lessons learnt and identify good practices for improved EIE programming at the targeted locations						
Activity 3.1.5	Monthly and quarterly(Donor financial and narrative) reporting						

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 Community mobilization and sensitization of IDPs as well as host communities to discuss project and have consensus on beneficiary targeting	2015	X											
Activity 2.1.1 Selection of Teachers, PTAs and local leaders for training in conflict sensitive psychosocial support and life-skills training.	2015	X	X										
Activity 3.1.1 Request and pre-position school supplies in kind from UNICEF	2015	X	X	X									
Activity 2.1.2 Training of selected Teachers in conflict sensitive PSS and Life-skills, including cross-cutting issues such as HIV/AIDS(basics on mode of transmission, prevention and control), sustainable natural resource(soil,water, forests) conservation etc	2015		X	X									
Activity 3.1.2 Distribution of school supplies to TLS and ECD centres	2015		X	X	X	X							
Activity 1.1.2 Consultative meetings with local leaders, SMOED, and RRC officials for consensus on the sites for TLS/ECD centers	2015	X	X										
Activity 1.1.3 Procurement of local construction materials	2015	X	X	X									
Activity 1.1.4 Procurement of iron sheets, wood iron, nails as well as timber for roofing and structural profile	2015	X	X										
Activity 1.1.5 Construction of TLS/ECD centres including the WASH facilities	2015		X	X									
Activity 1.2.1 Monitoring visits to TLS facilities and discussions with boys and girls using the facilities	2015		X	X	X	X	X						
Activity 1.2.2 FDGs with parents and teachers	2015			X	X	X	X						
Activity 1.2.3 Awareness meetings with both IDP and Host communities neighboring the TLS/ECD centres	2015			X	X	X	X						
Activity 2.1.3 Provision of Psychosocial support and life-skills to children and youth affected by the conflict.	2015		X	X	X	X	X						
Activity 2.2.1 Identification and training of teachers on life-skills	2015	X	X	X									
Activity 2.2.2 Intensive awareness creation amongst boys,girls, teachers and parents on conflict sensitive lifeskills	2015			X	X	X	X						
Activity 2.2.3 Peer to peer education amongst children and youth on conflict sensitive life skills, through drama, songs, role plays, body maps etc	2015			X	X	X	X						
Activity 1.1.6 Rapid needs assessment to determine the locations with the greatest needs	2015	X											
Activity 1.1.7 Real time evaluation to complement the findings of rapid needs assessment to enable more objective beneficiary targeting and benchmark indicators of performance.	2015	X											

Activity 2.1.4 Rapid needs assessment and real time evaluation	2015	X																	
Activity 2.1.5 End of project evaluation/assessment to identify, existing gaps yet to be addressed(additional fund raising efforts), capture lessons learnt and identify good practices for improved EIE programming at the location	2015																		X
Activity 1.1.8 End of project evaluation/assessment to identify, existing gaps yet to be addressed(additional fund raising efforts), capture lessons learnt and identify good practices for improved EIE programming at the location	2015																		X
Activity 1.2.4 End of project evaluation/assessment to identify, existing gaps yet to be addressed(additional fund raising efforts), capture lessons learnt and identify good practices for improved EIE programming at the location	2015																		X
Activity 3.1.3 Rapid needs assessment to determine the locations with the greatest needs	2015	X																	
Activity 3.1.4 End of project evaluation/assessment to identify, existing gaps yet to be addressed(additional fund raising efforts), capture lessons learnt and identify good practices for improved EIE programming at the targeted locations	2015																		X
Activity 1.1.9 Monthly and quarterly(Donor financial and narrative) reporting	2015	X	X	X	X	X	X	X	X										
Activity 1.2.5 Monthly and quarterly(Donor financial and narrative) reporting	2015	X	X	X	X	X	X	X	X										
Activity 2.1.6 Monthly and quarterly(Donor financial and narrative) reporting	2015	X	X	X	X	X	X	X	X										
Activity 2.2.4 Monthly and quarterly(Donor financial and narrative) reporting	2015	X	X	X	X	X	X	X	X										
Activity 3.1.5 Monthly and quarterly(Donor financial and narrative) reporting	2015	X	X	X	X	X	X	X	X										

M & R DETAILS

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

PCO has developed a sound process and impact monitoring system for this project, building up results and data that can be easily verified. This monitoring system will be subject to verification from EIE cluster leads both at state and national level in order to match specific project indicators as stated in this proposal document (as defined by the log frame in Section iii). Monitoring: As a starting point for the project, PCO recruit a national consultant to undertake a rapid needs assessment and thereafter facilitate a workshop with the key stakeholders (including the state cluster leads) to carry out a real-time evaluation that will not only be used to identify the prevailing EIE gaps in the areas targeted for scale up but also of the existing WASH facilities in the damaged schools, child protection issues and determine the capacity building needs particularly in terms of life-skills and psychosocial support; these will also be used to benchmark indicators that will be used to track performance in the course of programme implementation. The reports will be shared widely for critique before final adoption. Performance (results/impact, cross-cutting issues, objectives) particularly amongst children will be monitored using tools such as body maps, spacial maps, focus group discussions etc, separate interviews will be conducted for different gender, age and socioeconomic status. These monitoring tools will be particularly useful to identify protection as well as safe programming related issues for example the areas to keep off such as land mine locations, areas with potential for sex attacks, safer locations for collecting firewood and or grazing, information pathways etc. The State as well as the national level EIE cluster monitoring lead will be invited to conduct independent monitoring visits as needed. In view of the fluid nature of this conflict particularly in Unity state, with on and off fighting; an end of project evaluation/assessment will be undertaken firstly to, evaluate performance, capture lessons learnt/good practices, beneficiary case stories and determine the gaps yet to be addressed with a view to designing better interventions in the next half year support further fundraising efforts to support the identified needs. The organization will work very closely with EIE cluster leads as well as State MoED Officials to design the terms of reference as well as tools and agree on a schedule that will be needed to effectively carry out these activities; in general terms both progress(output) and impact(outcome) indicators will be closely monitored on a quarterly basis. Regular site visits will also be made by middle and senior management from PCO; reports will be prepared and shared with UNDP and national level EIE Cluster leads as needed. Regular reviews: PCO will work very closely with the technical staff from the ministry of Education/UNICEF and other stakeholders carry out quarterly reviews of the project so as to identify programmatic, administrative and logistical support needs of the organization in order to strengthen programme delivery at community level. Reporting: PCO will submit quarterly financial and narrative progress reports to EIE cluster/CHF secretariat; a mid and end of project report will also be submitted or as mutually agreed.

OTHER INFORMATION

Accountability to Affected Populations

As with all the other projects implemented by the organization, PCO will adopt a consultative approach in the implementation of this project; meeting s will be held with the local leadership from amongst the IDPs and host communities, RRC officials and Some official's in order to introduce the project, discuss beneficiary targeting criteria particularly TLS locations, arrive at consensus on implementation modalities as well as a monitoring plan. Reports will be shared with the RRC, SMOED , cluster leads both at state and national level.

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

In case of displacements caused by sudden flooding or conflict, PCO will mobilize its staff lead by the Education project manager to directly undertake or join an inter-agency team to carry out a needs assessment. Thereafter, in order to ensure effective implementation and facilitate ownership by key stakeholders of this project, PCO will as an entry point hold a meeting with the community leaders, local authorities including the state ministries of Education/Water officials; State level Education and WASH cluster leads as well as PTA members from schools in the emergency affected areas. The purpose of the meeting would be to introduce the project, discuss and agree on roles and responsibilities; develop beneficiary selection criteria then agree on an implementation as well as coordination modalities (including planning/implementing the needs assessment). Thereafter the organization will hold general community meetings in each of the targeted areas to introduce the project explain the agreed roles and responsibilities, selection criteria for targeting beneficiaries, obtain consensus on TLS locations and describe the proposed implementation plan/schedule of the project. During these general meetings, the communities will be sensitized to form implementation committees in locations with existing schools or planned TLS facilities; to ensure gender equity, women will comprise 50% of these committees. The committees will be responsible for community mobilization for CFW activities as well as procurement of the local construction materials from their respective localities. Whilst these mobilization and sensitization activities are on ongoing at community level, our programme support teams will procure the necessary inputs and put in place all the logistics needed to quickly deliver the project. Schools and their respective teachers and PTAs will be specifically targeted for life skills and psychosocial support training including HIV/AIDs, DRR/preparedness awareness. UNICEF will also be officially contacted to supply additional teaching and learning materials for distribution and or pre-positioning. In order to address critical child protection issues such as early marriages, Gender based violence, intra-community conflict amongst the targeted communities, PCO will support awareness campaigns on key life-skills as well as the training of school Teachers, PTA members, and opinion leaders for example church leaders on floods/conflict related life-skills and psychosocial support needs. The organization will then support the trainees to provide life-skills and psychosocial support amongst their own communities. In addition, relevant IEC materials will also be designed with technical support from key partners such as UNICEF, Save the Children etc and circulated amongst the targeted communities. For CFW activities, PCO will prioritize female headed households, who are comparatively more vulnerable and presently make up the majority of the displaced and stranded returnee families. Culturally, women bear the burden of accessing food for their families and managing children related issues at household level. PCO, through this proposed project will not only increase access to incomes but also reduce the workload amongst women and girls thus contributing to their level of participation, control and decision making in other productive activities

Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale
1. OXFAM INTERNATIONAL	Are implementing WASH actions in the area and are quite strong in protection mainstreaming; PCO will collaborate with them in these areas to ensure effective programme delivery and do no harm/safe programming.

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

To ensure proper operations and maintenance of the TLS facilities; school PTA's as well as water user committees shall be set up putting specific emphasis on inclusion of women in the committees and that 50% of the members are female. This because culturally women/girls are the ones who collect water for household use and hence the need to be involved in decision making on operations of water sources as well as children hygiene related issues. PCO will also ensure that in the selection of volunteer hygiene promoters, women are given special considerations since also most domestic (particularly that related to boys and girls under 5

years of age) work is done by women. In addition, the organization will aim at having only female teachers/care givers at ECD centers.

Protection Mainstreaming

Safety and Security

Access

BUDGET

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

Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total
								Q1	Q2	
1.1	Education Project Manager-1 100% committed to the project, maintains overall technical and administrative oversight; also leads PCO team during needs assessment, paid US\$1,500. per month for 6 months	D	1	1500	6	100.00%	9,000.00	4,500.00	4,500.00	9,000.00
1.2	Education Project Officers-2 100% committed to the project, responsible for direct implementation, campaigns, awareness creation, training, data collection during needs assessments. 1-Mayom and 1-Twic, each paid US\$ 750.00 per month for 6 months	D	2	750	6	100.00%	9,000.00	4,500.00	4,500.00	9,000.00
1.3	Finance Officer-1 Salary for Finance Officer- 1, based in Kuajok, 50% committed to the project, paid US\$ 750.0 monthly; half of which is charged to the project monthly for 6 months.	S	1	750	6	50.00%	2,250.00	1,000.00	1,250.00	2,250.00
1.4	Monitoring and Evaluation Officer-1 One Monitoring and Evaluation officer based in Juba with frequent travels to Mayom and Twic, paid US\$750.00 per month, 50% commitment to the project for 3 months, mainly to support M&E actions including donor reporting.	S	1	750	3	50.00%	1,125.00	500.00	625.00	1,125.00
1.5	Logistics and Procurement Officer-1 Based in Kuajok, with frequent travels to Mayom and Twic, paid US\$ 750. 100% committed to the project during the construction of the TLS and ECD centres	S	1	750	3	50.00%	1,125.00	500.00	625.00	1,125.00
1.6	Director of Programmes-1 Director of Programmes salary, 25% committed to the project-maintains programmatic and strategic oversight	S	1	3000	3	25.00%	2,250.00	1,000.00	1,250.00	2,250.00
Section Total							24,750.00	12,000.00	12,750.00	24,750.00

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	Local Construction materials for TLS and ECD centres Local construction materials(bamboo reeds, wooden poles, timber for roofing and walls) for TLS and ECD centres	D	8	2000	1	100.00%	16,000.00	16,000.00	0.00	16,000.00
2.2	Imported construction materials for TLS and ECD centres Cost of Iron sheets/roofing nails, whooping iron, wallpas; including specialized labour for 8 TLS and ECD centers	D	8	3000	1	100.00%	24,000.00	24,000.00	0.00	24,000.00
2.3	WASH facilities for the TLS and ECD centres Construction of temporary latrines(materials and labor charges) equipped with hand washing facilities each per latrine, Hand washing facilities.	D	8	2000	1	100.00%	16,000.00	16,000.00	0.00	16,000.00
2.4	Teaching and learning materials, including tents to be supplied in kind from UNICEF Distribution costs to TLS/ECD centers in Twic and Mayom of teaching/learning materials listed in to be provided in Kind by UNICEF estimated at USD 2000 per month for 100 SIB-kits, 100 Recreation Kits, 250 chalk boards and assorted text books/IEC materials;	D	8	2000	1	100.00%	16,000.00	16,000.00	0.00	16,000.00
2.5	Psychosocial support and life-skills training for Teachers, PTA and Local leaders Trainers fees, venue, transport reimbursement, accommodation and food during training for 200 Teachers, 40 PTAs, and 30 local leaders; estimated at a lumpsum of US\$ 3,000.00; one main training and a refresher in each of the two counties i.e Twic and Mayom(the two areas are occupied by different communities hence training has to be conducted separately to avoid likely conflict-do no harm approach)	D	2	3000	1	100.00%	6,000.00	3,000.00	3,000.00	6,000.00
Section Total							78,000.00	75,000.00	3,000.00	78,000.00

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	Office Furniture for Mayom Four office desks, 8 office chairs, 4 filing cabinets for Mayom and Twic sub-offices estimated at a lump sum of US\$6,500	D	1	6500	1	100.00%	6,500.00	6,500.00	0.00	6,500.00
3.2	Solar Power System for Mayom and Twic Sub-offices Solar Power system with all the necessary accessories for Mayom and Twic sub-offices, estimated at US\$ 2500 per unit, fuel for generators is quite expensive and many times not available at these locations, particularly with the on going conflict.	D	1	2500	2	100.00%	5,000.00	5,000.00	0.00	5,000.00
3.3	Laptop Computers for Education Project staff 3-Laptop Computers for Education Project Officers- 2-Lenovo T430 S, each estimated at US\$1200.00 per unit, to replace aging ones in current use by the two staff	D	2	1200	1	100.00%	2,400.00	2,400.00	0.00	2,400.00
3.4	Printer and Photocopier for Mayom Sub-office One combined printer, photocopier, scanner and printer for Mayom sub-office estimated at US\$ 1500	D	1	1500	1	100.00%	1,500.00	1,500.00	0.00	1,500.00
3.5	Satellite Phones-2 Two satellite phones for one each for the program teams in Mayom and Twic County each costing approximately US\$ 650. These locations have little or no mobile phone connectivity	D	2	650	1	100.00%	1,300.00	1,300.00	0.00	1,300.00
3.6	MOTO BIKE-1	D	1	4000	1	100.00%	4,000.00	4,000.00	0.00	4,000.00

	One HONDA or YAMAHA Motorcycle-estimated at US\$ 4,000 for use by the Education project officer in Mayom, needed to follow up the implementation of project activities.											
Section Total								20,700.00	20,700.00	0.00	20,700.00	
4 Contractual Services (please list works and services to be contracted under the project)												
Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total		
								Q1	Q2			
4.1	Rapid needs Assessment and Real Time evaluation-1	D	1	5000	1	100.00%	5,000.00	5,000.00	0.00	5,000.00		
	National Consultant fees, enumerator payments, including the cost of all the necessary logistics during rapid needs assessment and facilitate a workshop for key stakeholder during a real time evaluation of the project; findings to be used as baseline information needed to benchmark performance and develop beneficiary selection criteria, estimated at a lump sum of US\$ 5,000											
4.2	End of Project Evaluation-1	D	1	4000	1	100.00%	4,000.00	0.00	4,000.00	4,000.00		
	A lump sum allocation of US\$ 4,000 to cover-National Consultant fees, enumerator payments, including the cost of all the necessary logistics during end of project evaluation; findings to be used to determine the gaps yet to be addressed and capture lessons learnt as well as identify good practices as an objective/firm basis for similar interventions in the future; the report will also be used to support further fund raising efforts from other donors for the 2015 SRP.											
Section Total							9,000.00	5,000.00	4,000.00	9,000.00		
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	Travelling costs for staff implementing the project	D	2	500	2	100.00%	2,000.00	1,000.00	1,000.00	2,000.00		
	Air tickets for Education PM and or Officers to and from Juba- participate in coordination and other related meetings, twice every three months- Includes cost of flight, accommodation and per diem; estimated at USD 500 return per return trip totaling 2 trips; this also includes airport taxes.											
5.2	Staff travel and overnights at field locations	D	2	500	6	100.00%	6,000.00	3,000.00	3,000.00	6,000.00		
	Staff travel to and from field, per diems-PM Ed PO(From Kuajok Office to Field Locations, estimated at a lump sum of US\$500 per month per county for the whole team											
5.3	Excutive Director and Director of Programme supervision of Project and coordination	D	2	500	2	100.00%	2,000.00	1,000.00	1,000.00	2,000.00		
	Executive Director and Director of Programmes to Twic and Mayom; flight, accommodation and per diem, once per quarter; estimated at USD 500 return per return trip totaling 2 trips; this includes airport taxes											
Section Total							10,000.00	5,000.00	5,000.00	10,000.00		
6 Transfers and Grants to Counterparts (please list transfers and sub-grants to project implementing partners)												
Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total		
								Q1	Q2			
Section Total							0.00	0	0	0.00		
7 General Operating and Other Direct Costs (please include general operating expenses and other direct costs for project implementation)												
Code	Budget Line Description	D / S	Unit Quantity	Unit Cost	Duration	Percent Charged to CHF / ERF	Total Cost	2015		Quarterly Total		
								Q1	Q2			
7.1	CAR HIRE	D	1	3000	1	100.00%	3,000.00	1,500.00	1,500.00	3,000.00		
	Motor vehicle Hire- One Toyota 4WD Hard Top, for community mobilization and sensitization including where possible, the distribution of teaching and learning materials; hired for 1 month to project locations; hired at the rate of US\$ 150 per day for 20 days per month.											
7.2	MOTOR CYCLE FUEL MAINTENANCE AND REPAIRS	D	2	200	6	100.00%	2,400.00	1,200.00	1,200.00	2,400.00		
	Fuel, maintenance and repairs for two motor bikes used by education project officers to support implementation of activities in Mayom and Twic estimated at USD 200 per bike per month for 6 months											
7.3	OFFICE RENT	D	2	800	6	100.00%	9,600.00	4,800.00	4,800.00	9,600.00		
	Twic and Mayom Sub-office rents each costing US\$ 800 per month for 6 months, the only funding secured for the two sub-offices is CHF2015 Education in Emergencies project. However,PCO is currently working on two project proposals to implement food security interventions in these two areas											
7.4	GENERATOR REPAIRS AND MAINTENANCE	D	2	250	6	100.00%	3,000.00	1,500.00	1,500.00	3,000.00		
	Generator Fuel, repairs and maintenance costs for two back-up sets one each in Twic and Mayom sub-offices, costing an estimated US\$ 250 per month											
7.5	COMMUNICATION COSTS-MOBILE	D	3	50	6	100.00%	900.00	450.00	450.00	900.00		
	Communications costs, mobile phone airtime 3 phones(3 project staff based in Warrap), estimated at US\$ 50 per person per month, charged for 6months											
7.6	COMMUNICATION COSTS-INTERNET BANDWIDTH	S	1	200	6	50.00%	600.00	300.00	300.00	600.00		
	Contribution for Internet access(Bandwidth purchase) costing US\$200 per month for Kuajok office; 50% contribution per month, charged for 6 months											
7.7	OFFICE EQUIPMENT MAINTENANCE	S	2	200	6	50.00%	1,200.00	600.00	600.00	1,200.00		
	Maintenance costs for computers, printers, photocopier, internet facilities etc, estimated at US\$ 200 per month per county, 50% contribution											
7.8	STATIONERIES AND OFFICE SUPPLIES	D	2	121.63	6	100.00%	1,459.56	1,000.00	459.56	1,459.56		
	Cost of office supplies/consumables including stationery estimated at US\$ 121.63 per month per county, for 6 months											
7.9	UTILITIES	S	2	101.1	6	100.00%	1,213.20	800.00	413.20	1,213.20		
	Cost of Drinking Water, tea etc per county estimated at US\$ 101.1 per month per county, for 6 months											
7.10	BANK CHARGES	D	1	5000	1	100.00%	5,000.00	2,500.00	2,500.00	5,000.00		
	Bank charges;-KCB charges 1.5% on all dollar transactions.											
Section Total							28,372.76	14,650.00	13,722.76	28,372.76		

Sub Total Direct Cost										170,822.76
Indirect Programme Support Cost <i>PSC rate (insert percentage, not to exceed 7 per cent)</i>										6.5%
Audit Cost <i>(For NGO, in percent)</i>										1%
PSC Amount										11,103.48
Quarterly Budget Details for PSC Amount	2015		Total							
	Q1	Q2								
	6,000.00	5,103.48	11,103.48							
Total Fund Project Cost										181,926.24
Project Locations										
Location	Estimated percentage of budget for each location			Beneficiary Men	Women	Boy	Girl	Total	Activity	
Unity -> Mayom	50							0		
Warrap -> Twic	50							0		
Project Locations (first admin location where activities will be implemented. If the project is covering more than one State please indicate percentage per State)										
DOCUMENTS										

