

Requesting Organization :	World Relief		
Allocation Type :	2nd Round Standard Allocation		
Primary Cluster	Sub Cluster	Percentage	
EDUCATION		100.00	
		100	
Project Title :	Preparedness, Response and Recovery in education emergencies in Guit and Koch Counties of Unity State.		
Allocation Type Category :	Frontline services		
OPS Details			
Project Code :		Fund Project Code :	SSD-16/HSS10/SA2/E/INGO/3596
Cluster :		Project Budget in US\$:	207,489.05
Planned project duration :	6 months	Priority:	
Planned Start Date :	01/09/2016	Planned End Date :	28/02/2017
Actual Start Date:	01/09/2016	Actual End Date:	28/02/2017
Project Summary :	<p>In Koch County, fifty seven (57) schools remain closed since the May 2015 conflict as the security situation could not allow resumption of activities in the county. Pre-conflict school enrollment numbers totaled 19,034 students (Boys 14,013; Girls 5,021). The wave of violence and displacement aggravated an already difficult education situation, with poor school infrastructure. In addition to some schools being destroyed, education materials were also burned in Koch and this has made it difficult for the resumption of schools.</p> <p>In Guit County, only 2 out of 25 schools have re-opened since the 2013 conflict. It's pre-conflict enrollment was 14,267 students; and current rates in four (4) schools are down to 1,137 students (B – 873, G – 264), a drastic 95% drop. There are no female teacher mentors for girls as only 4.3% (12 out of 279) of the teachers in the county are female thus impacting negatively to girl child education. Guit County has many obstacles which impacted negatively to improve the quality of education and these factors include; Lack of skills in PSS, counseling and coping skills of teachers and PTAs, Teachers' lack of knowledge of life and life saving skills; reluctance of trained teachers to transmit life and life saving skills to children and youth, Lack of capacity of teachers to identify and refer for specialized support and assistance, Lack of engagement of community and government in proper school management, resulting in lack of maintenance of school facilities, Lack of qualified teachers, high turnover, irregular presence of teachers due to insecurity, and low amount of incentives or salary and/or delayed payment of salaries.</p> <p>This project aims to provide learning opportunities to the learners by increasing protective learning spaces and training teachers and parents on how to protect children, enabling children to choose alternatives to exploitative ends, and contribute to sustaining their lives. It will be achieved through provision of school supplies to 6 schools in Guit (Kuach, Kadet, Nimni) and Koch (Rier, Bieh, Latgoah), establishment of temporary learning spaces (TLS) and light rehabilitation of classrooms in Guit (Kadet, Nimni) and Koch (Norbor, Patit), and the identification of teachers and Early Childhood Development (ECD) school mentors in Koch (Patiet, Bieh, Rier), providing trainings in psychosocial and life skills plus emergency preparedness and provision of incentives for teaching facilitators. Also, this project will strengthened ECD integration into nutrition programming in order to nurture the child's mind at the early stage.</p> <p>As for ECD, mothers often do not have the time or knowledge to best stimulate brain development for their infants and young children. Many of the women are preoccupied with providing food and water for the families. ECD activities can easily be linked to nutrition OTP sites in order to save mothers' time:</p> <ul style="list-style-type: none"> • Lessons will be held next to 3 OTP sites (Bieh, Rier and Boaw) as the children are waiting to be measured and weighed, to provide instructive activity while they wait. • ECD is defined as "developing concepts" into the child's mind; children will receive lessons that encompass social, emotional, self help and adaptive behavior. <p>Instability and conflict has had a negative impact on the psychosocial state of many young learners and their families. Unfortunately most teachers in Guit and Koch Counties are unable to effectively deliver psychosocial support to those suffering the negative impacts of historic and current insecurity. Additionally, 140 representatives from among vulnerable populations, including IDPs and host communities, will be reached through emergency preparedness trainings offered through the Parent Teacher Associations (PTAs). This education will reduce the long term negative impact resulting from conflicts on all groups in Guit and Koch Counties.</p>		

Direct beneficiaries :				
Men	Women	Boys	Girls	Total

1,910	1,941	6,851	4,279	14,981
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Other Beneficiaries :

Beneficiary name	Men	Women	Boys	Girls	Total
Children under 5	0	0	800	960	1,760
Internally Displaced People	855	875	1,586	854	4,170
People in Host Communities	875	966	4,465	2,465	8,771
Trainers, Promoters, Caretakers, committee members, etc.	180	100	0	0	280

Indirect Beneficiaries :

Catchment Population:

Link with allocation strategy :

This project will benefit the children and young people through provision of "access to learning" opportunities include providing temporary/emergency learning spaces, provided school supplies and facilities, emergency teaching/learning materials and protection for the affected children and young people that will enhance education continuity and improve enrollment rates in schools. The project will also impart coping mechanism to the affected children and young people through psychosocial support, trauma healing as well recreational activities that strengthen their skills and become confident, self-reliant, achievement-oriented and emotionally controlled. This project will focus at areas not covered by GESS in order to benefit children and young people, including teachers whose schools are not benefiting from GESS project to provide incentives to volunteer teachers.

Sub-Grants to Implementing Partners :

Partner Name	Partner Type	Budget in US\$
World Relief	International NGO	200,000.00
		200,000.00

Other funding secured for the same project (to date) :

Other Funding Source	Other Funding Amount

Organization focal point :

Name	Title	Email	Phone
Darren Harder	Country Director	DHarder@wr.org	+211(0)954634201
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BACKGROUND

1. Humanitarian context analysis

Koch County has been continuously precarious for the past eleven months, exposing children to various conflicts, and potentially resulting in a grim future for the next generation. The current wave of violence and displacement only aggravated an already difficult education situation, with low rates of enrollment, limited participation of girls in schooling and poor school infrastructure. The crisis has created an additional access challenge for state institutions to effectively prepare for and respond to critical education needs of the communities most affected by the conflict, and has provided few alternatives to boys from going out to join the fight. It is estimated that 42% of the population is forced to join the army between the ages of 8 to 12 years, and have already left schooling (Koch County Education Department & WR assessment report 25th February – 6th March, 2016). Without immediate attention to the educational needs of the affected children, most of them will have missed out on an entire year of schooling or more. An assessment of the educational system by the Koch County Education Department highlighted that since the conflict begun most learning materials have been looted or destroyed, school assets have been taken by military actors, and some temporary schools were destroyed.

Guit County continues to bear the brunt of underdevelopment in education resources and a continuous state of interethnic conflicts caused by the political differences, cattle rustling and natural disasters including seasonal flooding and drought. These events have resulted in massive displacement in and out of Guit County, eroded coping mechanisms, and constrained food and livelihoods security. The most vulnerable members of the community are women and children, whose livelihoods pattern has been drastically undermined by the on-going conflict, and the related human rights violations and abuses, as well as food insecurity in the County. According to SSRRRA officials, besides 2540 vulnerable host population in Nimni, the county has the total number of people in need according to the SSRRRA is 87,280 (IDPs 71,000; Host community 16,280), most of them women and children.

Koch County has about 3,890 IDPs (Women 1,450; Girls 786; Men 1,100; Boys 554) of whom would benefit directly from this project. The girl children are particularly adversely affected due to low enrolment rates with Koch County having twice as many boys are currently enrolled. Schools in Koch have few permanent structures and most learners attend classes under tree shades. Those structures present are dilapidated and learners use tree shades, and therefore, during rainy and windy conditions, learning is disrupted. Girl child education is low due to lack of a child friendly environment with sanitation facilities for girls – 92% of the learners have no access to latrines). Teachers present are unable to effectively deliver quality learning since they have no salaries, no instructional materials and qualified teachers are few with a ratio of 60 pupils per qualified teacher and most teachers lacks psychosocial training to help learners in emergencies.

In Koch County, the HNO severity score is rated 0.55, or severity class 3, and in addition to that, 98% of learners have no access to clean water and close to 20% are malnourished (WR Nutrition GAM rate data in Koch). This scenario impacts children negatively, particularly the girl child who is most often forced to help their mothers in provision of water and other household chores leading to a low female enrolment rate of 44% countywide.

Due to the aforementioned challenges, many girls have been forced to drop out of school early and the quality of learning is affected. There are only 3.8% female teacher mentors including ECD mentors (8 out of 208) of the teachers in Koch County are female thus impacting negatively to girl child education.

2. Needs assessment

Reports from IRNA conducted in Guit County from 4 - 6th March, 2015 shows that Guit has many obstacles which impacted negatively to improve the quality of education and these factors include:

1. Need for more and safe learning environments:

- a. Schools are damaged and destroyed to make learning takes place for the continuity of education for the newly IDPs children and the host community as Guit County hosts IDPs movements within and around the county like Nimni Payam hosting 14,000 people, mostly women and children and its estimated 95% of children are out of school in Guit as Only 2 out of 27 schools were re-opened.
- b. Lack of gender segregated WASH facilities
- c. Regular and heavy rains and flooding damage the learning spaces, especially the TLS
- d. Fighting and school occupations have impacted the permanent and semi permanent schools (1/3 of schools in South Sudan), resulting in closure of many of them,
- e. Lack of engagement of community and government in proper school management, resulting in lack of maintenance of school facilities
- f. Lack of skills and tools in and for school management
- g. Use of non child friendly practices such as corporal punishment
- h. Use of schools compounds for forced recruitment of children and other forms of children exploitation

2. Need to improve the quality of education:

- a. Lack of qualified teachers, high turnover, irregular presence of teachers due to insecurity, low amount of incentives or salary and/or delayed payment of salaries,
- b. Few Early Childhood Development (ECD) facilities
- c. Poor knowledge of teachers, parents and community leaders of ECD
- d. Lack of skills in ECD methodology;
- e. Poor teaching skills and few abilities to manage a class in a child friendly manner, plan school activities or assess and evaluate children progress;
- f. Lack of learning and teaching supplies, including textbooks;
- g. Lack of skills in PSS, counseling and coping skills of teachers and PTAs

In Koch County; The County Education Department highlighted that since the 2013 conflict begun most learning materials had been looted or destroyed, school assets had been taken by military actors, and some temporary schools were destroyed (UNMISS Mission Report 27th May 2015) and these factor has made Only 34% of girls were enrolled in May 2015. Many young girls drop out of school because of continued insecurity, early and/or forced marriages and peer influence. Additionally girls are engaged in domestic shores at home including fetching water and firewood, taking food items for sale in the local market, washing clothes along the swamps and making tea in the public places (local market) to earn a small income for the family. These factors have hindered girls' opportunity to enroll in school. The community will be sensitized on the importance of girl-child education, female teachers mobilized to act as matrons to continue counseling the young girls, provision of sanitary kits to Girls, Girl education clubs (GEC) will be formed as an advocacy tool for girls' rights in education as these requirements will improve girl's retention and enrollment. In reference to frequent movements of IDPs from Koch and Guit Counties into Betni PoC seeking for basic services for example education; World Relief seeks to implement its education activities as "IDPs Returns) in order to engage all the affected children and young people to have access to education as they missed schooling since the conflict erupted in 2013.

3. Description Of Beneficiaries

Total: 14,981 individuals; learners, teachers, community members

Descriptions of the beneficiaries:

* Children and young people benefiting from 6 temporary learning spaces serving 10,905 learners and life skills; trainings serving 3,200
Broken down two different ways, as follows.

1) By Gender - Learners 10,905: (Boys 6,250 Girls 4,655)

2) By Category: Host community children 4,500 – Boys 2,865; Girls 1,635; IDP children 1,340: Boys – 786, Girls – 554 – ECD 1,304: Boys 560 Girls 744

* Community members (Adults & young people) benefiting from awareness campaigns and life skills: Host community/IDP 6681 – Men 2,650; Women 4,031

* Life skills trained individuals 280 – Men 180; Women 100.

Representatives of the targeted beneficiaries were interviewed, both through face-to-face discussion and focus group discussions, finding out that women and children have suffered the most from the conflicts which has severely limits the future of the young people. Awareness campaigns to communities on the inclusive education for children with disabilities to reduce stigmatization and discrimination. Children with disabilities including boys and girls will be involved in active participation in the learning process as well teachers be trained on how to handle children with disabilities at schools.

4. Grant Request Justification

In Guit County, World Relief established its static presence since January 2016, implementing a Health Pooled Fund Project with an initial entry as mobile health intervention and from April 2016, World Relief started managing routine health activities and establishment of one (1) PHCC (Primary Health Care Center and four (4) PHCU (Primary Health Care Units). World Relief's model is to integrate all of the programs that we do in an area in order to holistically strengthen society and protect the most vulnerable.

WR has extensive experience in education programming in South Sudan and is committed to building education systems within the country so that all children are able to access basic education. WR's humanitarian work in Koch County, Unity State has exposed us to the extensive education needs of children within the county, including the need for trauma counseling infused into education programs. It is therefore imperative that a coherent strategy for providing education to school age children in Guit and Koch be developed and implemented.

World Relief has set out to undertake education life-saving activities in Guit and Koch Counties. In these circumstances, many school supplies were destroyed and there is need to facilitate re-supplying these to the schools to facilitate learning. School PTAs have yet to put in place any contingency plans on how they should run the education system, leaving many children dropping out of school and losing valuable learning time. WR intends to equip these PTAs with skills that shall facilitate the community to strengthen their coping mechanisms when they are forced to relocate to other areas. Institutionally, there's also the need to strengthen the County Education Department to be able to offer:

- Continuous training and monitoring to PTAs on their roles and responsibilities.
- Offer psychosocial help training to teachers to help traumatized children.
- Identify suitable sites where communities relocating due to cyclical flooding can have their children continue with learning through advance plans.

World Relief's experience closely mentoring the County Health Department in four Counties of Unity State (Koch, Guit, Mayom and Abiemnom), plus our prior education experience makes us well equipped to meet these needs.

WR has been working in Koch County, Unity State, for the past ten years and is currently active doing primary health care, nutrition, and some basic food security and livelihoods interventions. In Education endeavours, we partner closely with the Ministry of Education, as well as the Episcopal Church of Sudan/South Sudan (ECS/SS) education department, and are currently implementing a UNICEF education in emergencies program targeting 16,000 children, including ECD being integrated into nutrition OTP sites. ECD activities can easily be linked to nutrition OTP sites on the following:

- Lessons will be held next to 4 OTP sites in Koch County (Koch, Bieh, Rier & Boaw) as the children are waiting to be measured and weighed, to provide instructive activity while they wait.
- ECD is defined as "developing concepts" into the child's mind; children will receive lessons that encompasses social, emotional, self help and adaptive behavior.

Over the three years from 2010-2012, WR worked closely with the Episcopal Church in Sudan (ECS) in seven (7) states through the Basic Services Fund (BSF) on a teacher training program funded by DFID, training over 400 teachers in three stages of in-service training, conducting PTA and education administrator trainings, and advancing the curriculum development. In partnership with Episcopal Church of Sudan/South Sudan (ECS/SS), World Relief participated in the implementation of EiE in Upper Nile State which include establishment/rehabilitation of temporary learning spaces, distribution of school-in-a-box kits, ECD kits, teacher training, life skills awareness and psychosocial support, provision of recreational activities.

5. Complementarity

LOGICAL FRAMEWORK

Overall project objective

Preparedness, Response and Recovery in education emergencies in Guit and Koch Counties of Unity State.

EDUCATION							
Cluster objectives		Strategic Response Plan (SRP) objectives			Percentage of activities		
CO1: Conflict-affected children and young people are protected through access to safe and secure learning environments		HRP 2016 SO1: Save lives and alleviate suffering through safe access to services and resources with dignity			40		
CO2: Conflict-affected children and young people's psychosocial recovery and cognitive development are strengthened through Education in Emergency, inclusive of basic education, vocational training and life skills		HRP 2016 SO1: Save lives and alleviate suffering through safe access to services and resources with dignity			50		
CO3: Immediate and future threats are prevented and minimized through the provision of life-saving education to children and young people affected by the crisis		HRP 2016 SO2: Ensure communities are protected, capable and prepared to cope with significant threats			10		
<p>Contribution to Cluster/Sector Objectives : This project will provide access and quality education to children, young people and adults affected by conflicts as well foster the capacity of early childhood development (ECD) programs through integration of ECD into nutrition programming. World Relief will coordinate the project activities with UNICEF, SMOGEI and education partners during the project implementation as it's aimed to strengthen the partnerships.</p> <p>In partnerships with UNICEF, World Relief has achieved to established 31 temporary learning spaces at Liech Primary School – Bentiu PoC to serve as safe spaces for recreation and psychological support. With the ECD support, these has increased enrollment rates of children in the PoC schools by imparting ECD knowledge and skills to teachers on how to handle children at the early stage. World Relief have trained 140 teachers across Bentiu PoC, Koch and Boaw through In-service teacher training, psychosocial support and life-skills. World Relief propose to continue to implement education intervention in Guit and Koch Counties because many children have missed schooling since the 2013 conflicts erupted. Its estimated 40,000 children to have access to basic education and early childhood development at their early stages.</p>							
Outcome 1							
Increased access to inclusive, safe and protective emergency learning spaces for children and youth affected by conflict in Guit and Koch Counties.							
Output 1.1							
Description							
Emergency learning spaces are established or rehabilitated.							
Assumptions & Risks							
Local materials will be available to support school rehabilitation.							
Activities							
Activity 1.1.1							
1.1 Carry out rapid assessments and monitor schools in terms of facilities and teaching activities; 1.2 Rehabilitate or improve identified schools or build new TLS, including gender segregated WASH facilities in coordination with WaSH partners; 1.3 Create or revive Parent Teacher Associations (PTAs) and train their members in the basic principles of civic engagement; 1.4 Training of Teachers, PTAs, County Education personnel and community leaders in school management; 1.5 Recruitment of EIE volunteers, training in child centered teaching skills and monitoring of their activities in compliance with Cluster guidelines and South Sudan Teacher Code of Conduct; 1.7 Carry out sensitization campaigns in the community to encourage education and positive discipline, with focus on girl education, and promote learning spaces, included schools as zones of peace; 1.8 Support to the MoEST in the coordination of the Education Cluster in Unity State.							
Indicators							
Code	Cluster	Indicator	End cycle beneficiaries				End cycle Target
			Men	Women	Boys	Girls	
Indicator 1.1.1	EDUCATION	Frontline # of Temporary Learning Spaces/classrooms rehabilitated					6
Means of Verification : Work completion report, Photos,							
Indicator 1.1.2	EDUCATION	Frontline # of IDP and host community children enrolled			6,851	4,279	11,130
Means of Verification : Admission sheet, Photos, Attendance records,							
Indicator 1.1.3	EDUCATION	Frontline # of girls' clubs formed for mentorship and increasing enrolment of girls in schools					4
Means of Verification : Participants lists, Group records, Photos,							
Output 1.2							
Description							

Wash and Protection activities mainstreamed in Schools							
Assumptions & Risks							
Collaboration with Wash and Protection partners continued							
Activities							
Activity 1.2.1							
Teachers training on Wash and Protection components for schools							
Activity 1.2.2							
Sensitisation of children on hygiene and formation of hygiene clubs in schools							
Activity 1.2.3							
Teachers training on identification and referral mechanisms of children with PSS, nutrition, protection and health needs							
Activity 1.2.4							
Identification of schools with insufficient or inappropriate wash facilities and building or rehabilitation of the facilities in partnership with Wash Partners							
Indicators							
			End cycle beneficiaries				End cycle
Code	Cluster	Indicator	Men	Women	Boys	Girls	Target
Indicator 1.2.1	EDUCATION	Frontline # of teacher trained on referral mechanisms for protection, nutrition and basic health	115	25			140
Means of Verification : Training Report Photos Attendance list							
Indicator 1.2.2	EDUCATION	Frontline # of children who have access to PSS services and referral pathways for protection, nutrition, basic health			50	60	110
Means of Verification : Field Reports							
Indicator 1.2.3	EDUCATION	Number of Latrines build in Schools segregated by gender					22
Means of Verification : Field Reports Photos							
Outcome 2							
Strengthened cognitive development in conflict affected children and youth through formal education of good quality, psychosocial support, life skills trainings and active participation of youth in community life.							
Output 2.1							
Description							
Children <5 enrolled in ECD at nutrition OTP centers demonstrate improved learning outcomes.							
Assumptions & Risks							
Children are available to be enrolled at ECD – OTP sites.							
Parents will be available and committed to report ECD learning outcomes of their children							
Activities							
Activity 2.1.1							
2.1 Train teachers in Early Childhood Development (ECD) activities; 2.2 Raise awareness of parents and other members of community on the importance of ECD; 2.3 Train teachers in evaluation of pupils' knowledge and skills, included life skills; 2.4 Train teachers, PTAs and community leaders on the rationale of Education in Emergencies and provide EiE supplies; 2.5 Train teachers on PSS and basic counseling skills; 2.6 Build the capacities of teachers to identify and refer the special needs of boys and girls; 2.7 Train County Education personnel and community members on the basic of child centered methodologies and evaluation; 2.8 Support the enrollment of children in national primary education examinations; 2.9 Train and develop the capacities of youth to raise awareness on youth related issues among peers and the community and support their active participation in community life; 2.10 Support youth led cultural, physical and recreational activities.							
Indicators							
			End cycle beneficiaries				End cycle
Code	Cluster	Indicator	Men	Women	Boys	Girls	Target
Indicator 2.1.1	EDUCATION	Frontline # of IDP and host community children enrolled			6,851	4,279	11,130

Means of Verification : Admission Registers,
Class Registers,
Photos,

Outcome 3

Strengthened resilience and overall well-being of children and young people affected by the crisis through life saving education.

Output 3.1

Description

Education actors are trained in life skills and psychosocial support.

Assumptions & Risks

Teachers will be available to be trained

Activities

Activity 3.1.1

- 3.1 Train teachers and support peer education activities related to life saving;
- 3.2 Train teachers on conflict sensitive education;
- 3.3 Train youth on peace building and conflict resolution and support them;
- 3.4 Train teachers on peace education and conflict management.
- 3.5 Train teachers on EiE Curriculum

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 3.1.1	EDUCATION	Frontline # of teachers trained to provide psychosocial support	115	25			140

Means of Verification : Training Report,
Attendance sheet,
Training photos

Indicator 3.1.2	EDUCATION	Frontline # of teaching facilitators paid with monthly incentives in displacement sites	115	25			140
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Means of Verification : Monthly payment sheet,
EiE Facilitator Agreement form,

Indicator 3.1.3	EDUCATION	Frontline # of teachers trained in EiE Curriculum	115	25			140
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Means of Verification : Training reports,
Attendance Lists,
Training photos,

Output 3.2

Description

Parents have more awareness on Education in Emergencies and hygiene education and improved knowledge of life skills/lifesaving and peace building messages.

Assumptions & Risks

Participants lists,
Photos,

Activities

Activity 3.2.1

- 3.2.1 PTA members formed.
- 3.2.2 Train PTA members on roles and responsibilities, education in emergencies, life-skills and psychosocial support.
- 3.2.3 Train PTA members on peace building and conflict management.

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 3.2.1	EDUCATION	Frontline # of PTA trained in life-saving skills	50	90			140

Means of Verification : Attendance Lists,
Training reports,
Photos,

Indicator 3.2.2	EDUCATION	Frontline # of sensitization and community mobilization sessions conducted on the importance of girls education and GBV					4
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Means of Verification : Participants lists,
Photos,
Meeting minutes,
Attendance sheets,

Output 3.3

Description

Local authorities conducted joint monitoring visits to 6 schools

Assumptions & Risks

Education Officials will be ready in visiting schools,
The security will be stable in the project sites

Activities

Activity 3.3.1

3.3.1 Organize 2 joint monitoring visits to 6 supported schools in Guit and Koch
3.3.2 Organize classroom supervision to 140 teachers in 6 schools
3.3.3 Organize coaching and mentorship sessions to teachers.

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 3.3.1	EDUCATION	Frontline # of teachers coached/mentored on teaching methodologies and classroom management	115	25			140

Means of Verification : Classroom Observation records, Supervision records, Teachers Lists, Photos,

Indicator 3.3.2	EDUCATION	Frontline # of parents/teachers trained	180	100			280
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Means of Verification : Training reports, Photos,

Additional Targets : 11,130 children and youth enrolled and attending primary education
60% of learning spaces and schools targeted are equipped with WaSH facilities
6 schools supported by World Relief are rehabilitated and operational
1,760 children benefiting from ECD
100 children and youth are enrolled in primary education certificate exams
3,571 youth have developed life skills
2 Joint monitoring visits conducted in 6 schools both Guit and Koch Counties.
4 peer education sessions conducted with key life saving messages
280 teachers and PTA trained in PSS / life skills / Conflict sensitive Education
4 girl's club formed in Guit 2 and Koch 2.

M & R

Monitoring & Reporting plan

Monitoring:
World Relief will provide progress reports on a quarterly basis to CHF via GMS and share monthly data with the National Cluster Information Management team. These reports will cover the activities undertaken, results achieved, challenges faced during the reporting period, and any other relevant information. Information and data based on the indicators shall be updated regularly and also provided during Education Cluster meetings at state level.

Monitoring of the activities and budgets will be under taken at all levels of program implementation. World Relief Education Project staff and Education Program Manager will be responsible for day-to-day management of the SRP project with support from Program Director. Bi-weekly and monthly meetings will be conducted to share success, challenges and lessons learnt. Quarterly reports will be written and submitted to CHF as agreed. Field site visits will include discussions with partners, local officials and beneficiaries. Indicators stated above will be used to measure the performance of the project.

At the end of the project, a narrative report will be provided to CHF through the GMS, detailing the achievements of the program. WR will comply with financial reporting requirements as outlined in detail in the CHF grant agreement.

Evaluation:
World Relief will monitor progress through monthly education reports and quarterly project reports. Beneficiaries enrolled in the primary schools and ECD centers will be tracked and follow up of children, particularly girls who drop out. The monitoring and evaluation activities will be coordinated with the local authorities on the ground, including the MoE. Education team will make frequent field visits to provide support to the project to ensure the targets are on course. Monitoring and evaluation tools will be developed that will be used by the projects that include but are not limited to progress reports, site visits, interviews with the community and local officials, and assessment reports.

Exit strategy:
In consultation with CHF, World Relief will hand over the project resources during the end of the project and these materials include training materials, and stationery. through the MoE to advise how best to utilize those resources as these will encourage the continuity of the project in the community. World Relief will also recommend some of the local project staff to the MoE as they will be capable to support the community and the MoE when the project ends. Strong collaboration with the County level CED will ensure sustainability of the program beyond WR's presence in the counties. The County Education Department will be encouraged to take ownership of the project and will be involved every step of the way.

Workplan

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: 1.1 Carry out rapid assessments and monitor schools in terms of facilities and teaching activities; 1.2 Rehabilitate or improve identified schools or build new TLS, including gender segregated WASH facilities in coordination with WaSH partners; 1.3 Create or revive Parent Teacher Associations (PTAs) and train their members in the basic principles of civic engagement; 1.4 Training of Teachers, PTAs, County Education personnel and community leaders in school management; 1.5 Recruitment of EiE volunteers, training in child centered teaching skills and monitoring of their activities in compliance with Cluster guidelines and South Sudan Teacher Code of Conduct; 1.7 Carry out sensitization campaigns in the community to encourage education and positive discipline, with focus on girl education, and promote learning spaces, included schools as zones of peace; 1.8 Support to the MoEST in the coordination of the Education Cluster in Unity State.	2016										X	X	X
	2017	X	X										
Activity 1.2.1: Teachers training on Wash and Protection components for schools	2016											X	X
	2017												
Activity 1.2.2: Sensitisation of children on hygiene and formation of hygiene clubs in schools	2016											X	X
	2017	X	X										
Activity 1.2.3: Teachers training on identification and referral mechanisms of children with PSS, nutrition, protection and health needs	2016											X	X
	2017												
Activity 1.2.4: Identification of schools with insufficient or inappropriate wash facilities and building or rehabilitation of the facilities in partnership with Wash Partners	2016									X	X	X	
	2017												
Activity 2.1.1: 2.1 Train teachers in Early Childhood Development (ECD) activities; 2.2 Raise awareness of parents and other members of community on the importance of ECD; 2.3 Train teachers in evaluation of pupils' knowledge and skills, included life skills; 2.4 Train teachers, PTAs and community leaders on the rationale of Education in Emergencies and provide EiE supplies; 2.5 Train teachers on PSS and basic counseling skills; 2.6 Build the capacities of teachers to identify and refer the special needs of boys and girls; 2.7 Train County Education personnel and community members on the basic of child centered methodologies and evaluation; 2.8 Support the enrollment of children in national primary education examinations; 2.9 Train and develop the capacities of youth to raise awareness on youth related issues among peers and the community and support their active participation in community life; 2.10 Support youth led cultural, physical and recreational activities.	2016												X
	2017	X	X										
Activity 3.1.1: 3.1 Train teachers and support peer education activities related to life saving; 3.2 Train teachers on conflict sensitive education; 3.3 Train youth on peace building and conflict resolution and support them; 3.4 Train teachers on peace education and conflict management. 3.5 Train teachers on EiE Curriculum	2016												X
	2017	X	X										
Activity 3.2.1: 3.2.1 PTA members formed. 3.2.2 Train PTA members on roles and responsibilities, education in emergencies, life-skills and psychosocial support. 3.2.3 Train PTA members on peace building and conflict management.	2016											X	X
	2017												
Activity 3.3.1: 3.3.1 Organize 2 joint monitoring visits to 6 supported schools in Guit and Koch 3.3.2 Organize classroom supervision to 140 teachers in 6 schools 3.3.3 Organize coaching and mentorship sessions to teachers.	2016												X
	2017	X	X										
OTHER INFO													
<u>Accountability to Affected Populations</u>													

The accountability measures/activities that should be undertaken to identify the needs of men, women, boys and girls include: by visibly demonstrate their commitment through personal engagement with the workforce and by showing concern for the health and safety of every individual. They should also demonstrate the same commitment to protecting the environment and process safety risk mitigation.

The education project will target individuals, teachers, children and young people affected directly or indirectly regardless of their sex hence promoting gender equality throughout the project period. Female teachers will be mobilized and identified through active participation of PTA members and encouraging women involvement in the PTA executive leadership to strengthened gender sensitive during the project implementation. Monitoring and evaluation systems will capture information segregated by sex. Women will be involved in the entire process of the program - assessment, implementation, monitoring and evaluation. Girls who have drop Out of school will be mobilized through advocacy /or campaigns of Girl's Education and female teachers will be assigned to act as matrons in order to counsel girls to continue with their education. 55% of the children enrolled in schools will be girls. There is already Girl's Education Clubs (GEC) that plays a big role in educating fellow colleagues to concentrate in their education.

HIV/AIDS information and awareness will be integrated into teacher training, community training, and life-skills education and disseminated through all community and life-skills trainings under this project.

World Relief will take care to protect the environment while implementing this project. When building temporary learning spaces, all precautions will be taken to ensure environmental sustainability. The local materials procured for the super structure will be bought from sources who ensure sustainable forestry practices. All waste from building sites will be collected and disposed in designated disposal area. Where possible materials procured locally to prevent degradation of roads in the county.

The project will educate the community on waste disposal (ways to safely burn or bury waste) and the importance of using latrines. All ECD already integrated into nutrition OTP sites have latrines for use by beneficiaries. Three ECD at nutrition sites are located with nutrition and health facilities that have incinerators for waste disposal, and the 3 sites will bury the waste.

Implementation Plan

World Relief in partnership with UNICEF, will coordinate its project activities with the education partners (INTERSOS - Cluster Lead and MercyCorps) as these minimizes the duplication of activities and beneficiaries. World Relief have built a strong collaboration with the MoE, community leaders and its members in order to strengthen and instill in them a "sense of ownership" during the project cycle.

Implementation will involve a mix of international, national non-local, national local and local partners that need to be managed. All staff (including local partners) will be trained and prepared to implement activities connected to this project. In this way it will be ensured that activities will continue if WR international and non-local staff are unable to be on the ground in Koch. Our Education Program Manager will coordinate with the Education Cluster and Ministry of Education on a monthly basis, filling in the 5-W support and updating on trends in child vulnerability.

In collaboration with UNICEF and the Ministry of General Education and Instruction; World Relief proposes to support 6 primary schools, establish 3 ECD (focusing on early childhood development – ECD), and establish 4 temporary learning spaces that also serve as safe spaces for recreation and psychological first aid, benefiting an estimated number of 11,130 children. In order to address the issues of the looted schools WR will, provided by UNICEF, distribute school supplies and recreational kit equipment for all supported schools and a basic "school in a box" for each classroom running in those six primary schools (for a total of 42 boxes), supplementing the student school supplies to stretch their impact while making the schools conducive places to study and teach. In collaboration with UNICEF, WR will identify and recruit the volunteer teachers, conduct teacher training (140), training of 140 PTA members and ongoing mentoring of 140 teachers, conduct evaluation/planning workshops during the project implementation. In addition to the basics of classroom management and using curriculum for lesson planning, throughout the year, the in-service teacher training will cover emergency preparedness, psychosocial support, human rights. WR will also provide some training, notably key Education in Emergencies principles as well as disaster risk reduction. Further physical rehabilitation of the school structures will involve the community in the process, and will require some new materials.

Community mobilization is a key component to making the services accessible to the most vulnerable among the whole population of the counties, the community volunteers will reach out to their population clusters to encourage active participation in mobilizing children to go back to school. Local community leaders and/or church leaders will be informed of the project, and will be requested to assist in creating awareness about the program, participate in evaluation exercises, and will play a significant role in information sharing and identification of community volunteers.

Exit strategy:

In consultation with CHF, World Relief will hand over the project resources at the end of the project and these materials include training materials and stationery through the MoE to advise how best to utilize those resources as these will encourage the continuity of the project in the community. World Relief will also recommend some of the local project staff to the MoE as they will be capable to support the community and the MoE when the project ends. Strong collaboration with the County level CED will ensure sustainability of the program beyond WR's presence in the counties. The County Education Department will be encouraged to take ownership of the project and will be involved every step of the way.

Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale

Environment Marker Of The Project

B+: Medium environmental impact with mitigation(sector guidance)

Gender Marker Of The Project

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

Justify Chosen Gender Marker Code

The project description shows the needs of women, men, girls and boys affected by conflicts which are consistent through the situation analysis. In preparing this project, interviews were conducted to 50 people (women 15; men 15; Boys 10 and Girls 10) through focus group discussion to collect the current community needs and existing problems affecting children and young people that need intervention. Through the provision of scholastics materials, emergency learning spaces, Psychosocial support training, life-saving messages and recreational activities, the program will equally encourage enrollment of boys and girls, which should prevent them from being made to work at home, or tend cattle, or be recruited as child soldiers. Also, through Back To Learning (BTL) campaigns could improve girls' enrollment and retention in schools. In addition, female teachers should be mobilized to act as Matrons at school to counsel young girls to continue with their education. The community will be sensitized on the importance of girl-child education, Girl education clubs (GEC) will be formed as an advocacy tool for girls' rights in education. Provision of sanitary pads to girls as "hygiene kits" for them during their monthly menstrual cycle and these factor has encouraged drop out of girls from school, in turn if provided these will motivate them to continue schooling.

Protection Mainstreaming

This project will address protection issues through provision of learning opportunities to all the affected children, both boys and girls enrolled in schools as part of their rights to education. Also, training of teachers, community leaders and other groups on Disaster Risks Reduction and life-skills will reduce the vulnerabilities of the vulnerable populations. The project will promote a culture of peace, including through support for peace education programmes and other non-violent approaches to conflict prevention and resolution. In addition, the project will put some particular attention and adequate resources to the rehabilitation of children affected by armed conflict through counseling, trauma healing, and education, as a preventive measure and as a means of reintegrating them into society. Parents or other care-givers will be encouraged to provide good and consistent support and guidance to the affected children and also create support from friendship/community networks and teachers to the re-establishment of a normal pattern of daily life. Teachers will be encouraged to provide an educational climate which is emotionally positive, open and supportive; and appropriate role models which encourage constructive coping mechanism.

World Relief has a mandate to serve the most vulnerable people around the world. In doing this, it strongly incorporates protection issues into the design, implementation, and evaluation of assistance programs whenever possible and appropriate. This is done in order to assist IDPs and other vulnerable populations to reduce or manage risks from violence, abuse, harassment, and exploitation.

Country Specific Information

Safety and Security

Security Category 2, international staff are not able to maintain a presence in Guit and Koch: non-local national staff will maintain a presence in Guit and Koch and rotate out on a 3 week schedule. WR will ensure that there is always a non-local staff in Guit and Koch who is able to provide management oversight to the project. Daily communication with the implementation site will be maintained via satellite phone. On the ground staff will be able to provide updates, Project Manager will be able to meet with local partners and county officials. Community groups, local staff and beneficiary representatives will be able to meet with the Project Manager. Monitoring missions will be conducted when security permits.

Security Category 3, international and non-local staff are unable to maintain presence in Koch: Project Manager and non-local staff are able to accompany flights to Koch and conduct management meetings. Local staff and local partners will be responsible for both implementation and management of activities. Daily communication with the implementation site will be maintained via satellite phone. On the ground staff will be able to provide updates, Project Manager will be able to meet with local partners and county officials. Community groups, local staff and beneficiary representatives will be able to meet with the Project Manager. Monitoring missions will be conducted when security permits.

Security Category 4, international and non-local staff not able to fly into Koch: implementation and management of activities will be conducted by local staff and local partners. Daily communication with the implementation site will be maintained via satellite phone. On the ground staff will be assisted to move out of Koch for management meetings in Bentiu, as Koch perceives other locations as a threat. Reports will be provided daily via satellite phone. When security permits, Project Manager and M&E staff will travel to Bentiu for management and monitoring meetings.

Access

Given the uncertainty of future security for access to the site locations, and the complexity of access now that access may deteriorate due to the recurring insecurity in the project sites, all staff and materials must be flown via Bentiu and transported to Guit and also directly to Koch, we have envisioned the following possible scenarios and implications for project management and implementation.

BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
1.1	Country Director	D	1	5,250.00	6	5.00	1,575.00
	<i>County Director oversees WR country operations in South Sudan, charged 5% to CHF</i>						
1.2	Program Director	D	1	3,800.00	6	5.00	1,140.00
	<i>Oversees all programmatic aspects. 5% salary charged to CHF</i>						
1.3	Education Program Manager	D	1	2,650.00	6	40.00	6,360.00
	<i>Responsible for the implementation of all education programs both Juba and field locations. 40% charged to CHF.</i>						
1.4	Education Project Coordinator - Guit/Koch	D	1	1,500.00	6	30.00	2,700.00

	<i>Responsible for coordination of education activities at field level and provide support in training of field project staff. Two for Koch/Boaw and one for Guit. 30% salary charged to CHF</i>						
1.5	Education Program Officer - Guit	D	1	1,200.00	6	100.00	7,200.00
	<i>Responsible for supporting education activities at the field location (Guit). 100% charged to CHF.</i>						
1.6	HR Manager	D	1	1,100.00	6	5.00	330.00
	<i>Responsible for Human Resource Management and processes for WRSS country wide. 5% charged to CHF</i>						
1.7	Finance & Admin Manager	D	1	1,300.00	6	5.00	390.00
	<i>Responsible for country financial management. 5% salary charged to CHF.</i>						
1.8	Logistics Officer	D	1	800.00	6	5.00	240.00
	<i>Provide support with supply chain management at county office level. 5% Charged to CHF</i>						
1.9	Driver	D	1	400.00	6	5.00	120.00
	<i>Responsible for driving and minor repairs and servicing of vehicles at field level. 5% charged to CHF.</i>						
	Section Total						20,055.00
Supplies, Commodities, Materials							
2.1	Transportation and distribution of materials	D	1	1,000.00	12	100.00	12,000.00
	<i>Charter flight for transporting education materials and supplies to the field locations (Guit & Koch). 100% charged to CHF.</i>						
2.2	ECD kits 12 (In Kind)		0	0.00	0	0.00	0.00
	<i>In kind</i>						
2.3	School in-a-box Kits 90 (In kind)		0	0.00	0	0.00	0.00
	<i>In kind</i>						
2.4	Recreational Kits 40 (In Kind)		0	0.00	0	0.00	0.00
	<i>In kind</i>						
2.5	Blackboards (In Kind)		0	0.00	0	0.00	0.00
	<i>In kind</i>						
2.6	Stationaries	D	1	600.00	6	100.00	3,600.00
	<i>office supplies (reams of papers, cartridge, ink), chairs, tables etc. 100% charged to CHF.</i>						
2.7	Teachers Professional Development Support Packages: Incentives for Volunteer teachers (140 teachers in 6 TLS)	D	140	70.00	6	100.00	58,800.00
	<i>Teaching facilitators incentives: 70USDx140paxX1month. 100% charged to CHF.</i>						
2.8	Training of Teachers in Psychosocial support and life skills (140 Pax)	D	1	6,000.00	1	100.00	6,000.00
	<i>Refreshments (tea, Lunch) and transport refund for the participants during the training. 100% charged to CHF.</i>						
2.9	Training of PTAs in emergency preparedness and roles and responsibilities (140 Pax)	D	1	5,500.00	1	100.00	5,500.00
	<i>Refreshments (tea, Lunch) and transport refund for the participants during the training. 100% charged to CHF.</i>						
2.10	Emergency Assesments in Guit & Koch (one per County)	D	1	350.00	1	100.00	350.00
	<i>Printing of assessment tools and 100% charged to CHF.</i>						
	Section Total						86,250.00
Equipment							
3.1	Training materials	D	2	500.00	1	100.00	1,000.00

	<i>Flip charts, Flip chart stand, Note books, Pens, Masking tape, Manilla cards, pencil, colours</i>							
	Section Total						1,000.00	
Contractual Services								
4.1	Rehabilitate two (2) classrooms; Guit 1 and Koch 1	D	2	1,000.00	6	100.00	12,000.00	
	<i>Rehabilitate damaged and destroyed classrooms</i>							
4.2	Build four (4) semi-permanent classrooms structures; Guit 2 and Koch 2	D	4	1,200.00	6	100.00	28,800.00	
	<i>Build semi-permanent classrooms in a newly re-opened schools</i>							
	Section Total						40,800.00	
Travel								
5.1	Local air travels	D	3	400.00	6	100.00	7,200.00	
	<i>Travel to field and back to Juba for Program staff</i>							
5.2	Ground travels and per diems	D	2	100.00	30	100.00	6,000.00	
	<i>Hire of vehicle within the field locations and feeding for project staff</i>							
	Section Total						13,200.00	
Transfers and Grants to Counterparts								
6.1	Bank charges	D	1	100.00	6	100.00	600.00	
	<i>Transactions and transfers charges of project money to the filed locations</i>							
	Section Total						600.00	
General Operating and Other Direct Costs								
7.1	Motor Vehicle Maintenance and Depreciation	D	1	500.00	6	30.00	900.00	
	<i>Repairs and maintenance of motor vehicle and replacement of tyres. 30% charged to CHF</i>							
7.2	Fuel	D	1	500.00	6	100.00	3,000.00	
	<i>Vehicle use for transportation of education materials and supplies from main store to project sites (remote areas) and supervisory trips. 100% charged to CHF</i>							
7.3	Office Operation - Guit	D	1	1,200.00	6	50.00	3,600.00	
	<i>Cost of running the office in the field. 50% is charged to CHF</i>							
7.4	Office Operation - Koch/Buaw	D	2	1,200.00	6	30.00	4,320.00	
	<i>Cost of running the office in the field - 30% is allocated to CHF</i>							
7.5	Communications - Thuraya, VSAT, Mobile Phone	D	1	250.00	6	50.00	750.00	
	<i>Airtime for project staff and Thuraya communications with field. 50% charged to CHF</i>							
7.6	Accommodation and Food - Guit	D	1	1,000.00	6	50.00	3,000.00	
	<i>Accommodation and food for 3 program staff in Guit. 50% charged to CHF</i>							
7.7	Accommodation and Food - Koch/Buaw	D	2	1,000.00	6	30.00	3,600.00	
	<i>Accommodation and food for 2 program staff in Koch. 30% charged to CHF</i>							
7.8	Office Rent, Maintenance and Utilities - Juba	D	1	4,200.00	6	20.00	5,040.00	
	<i>Rent, water, stationery, minor repairs, etc for Country office. 20% charged to CHF</i>							
7.9	Accommodation, Maintenance and Food - Juba	D	1	1,500.00	6	20.00	1,800.00	

	<i>Accommodation and food for program staff in Juba. 20% charged to CHF</i>						
7.10	Monitoring and Evaluation	D	1	500.0 0	6	100.00	3,000.00
	<i>Printing of tools, hire of volunteers, refreshments of the participants. 100% charged to CHF.</i>						
7.11	Security Equipment and Supplies	D	1	500.0 0	6	100.00	3,000.00
	<i>Procurement of security equipments and supplies for field locations. 100% charged to CHF.</i>						
	Section Total						32,010.00
SubTotal			181.00				193,915.00
Direct							193,915.00
Support							
PSC Cost							
PSC Cost Percent							7.00
PSC Amount							13,574.05
Total Cost							207,489.05
Grand Total CHF Cost							207,489.05

Project Locations

Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Unity -> Guit	40	955	971	3,251	1,225	6,402	<p>Activity 1.1.1 : 1.1 Carry out rapid assessments and monitor schools in terms of facilities and teaching activities;</p> <p>1.2 Rehabilitate or improve identified schools or build new TLS, including gender segregated WASH facilities in coordination with WaSH partners;</p> <p>1.3 Create or revive Parent Teacher Associations (PTAs) and train their members in the basic principles of civic engagement;</p> <p>1.4 Training of Teachers, PTAs, County Education personnel and community leaders in school management;</p> <p>1.5 Recruitment of EiE volunteers, training in child centered teaching skills and monitoring of their activities in compliance with Cluster guidelines and South Sudan Teacher Code of Conduct;</p> <p>1.7 Carry out sensitization campaigns in the community to encourage education and positive discipline, with focus on girl education, and promote learning spaces, included schools as zones of peace;</p> <p>1.8 Support to the MoEST in the coordination of the Education Cluster in Unity State.</p> <p>Activity 2.1.1 :</p> <p>2.1 Train teachers in Early Childhood Development (ECD) activities;</p> <p>2.2 Raise awareness of parents and other members of community on the importance of ECD;</p> <p>2.3 Train teachers in evaluation of pupils' knowledge and skills, included life skills;</p> <p>2.4 Train teachers, PTAs and community leaders on the rationale of Education in Emergencies and provide EiE supplies;</p> <p>2.5 Train teachers on PSS and basic counseling skills;</p> <p>2.6 Build the capacities of teachers to identify and refer the special needs of boys and girls;</p> <p>2.7 Train County Education personnel and community members on the basic of child centered methodologies and evaluation;</p> <p>2.8 Support the enrollment of children in national primary education examinations;</p> <p>2.9 Train and develop the capacities of youth to raise awareness on youth related issues among peers and the community and support their active participation in community life;</p> <p>2.10 Support youth led cultural, physical and recreational activities.</p> <p>Activity 3.1.1 : 3.1 Train teachers and support peer education activities related to life saving;</p> <p>3.2 Train teachers on conflict sensitive education;</p> <p>3.3 Train youth on peace building and conflict resolution and support them;</p> <p>3.4 Train teachers on peace education and conflict management.</p> <p>3.5 Train teachers on EiE Curriculum</p> <p>Activity 3.2.1 : 3.2.1 PTA members formed.</p> <p>3.2.2 Train PTA members on roles and responsibilities, education in emergencies, life-skills and psychosocial support.</p> <p>3.2.3 Train PTA members on peace building and conflict management.</p> <p>Activity 3.3.1 : 3.3.1 Organize 2 joint monitoring visits to 6 supported schools in Guit and Koch</p> <p>3.3.2 Organize classroom supervision to 140 teachers in 6 schools</p> <p>3.3.3 Organize coaching and mentorship sessions to teachers.</p>

Unity -> Koch	60	955	970	3,600	3,054	8,579	<p>Activity 1.1.1 : 1.1 Carry out rapid assessments and monitor schools in terms of facilities and teaching activities;</p> <p>1.2 Rehabilitate or improve identified schools or build new TLS, including gender segregated WASH facilities in coordination with WaSH partners;</p> <p>1.3 Create or revive Parent Teacher Associations (PTAs) and train their members in the basic principles of civic engagement;</p> <p>1.4 Training of Teachers, PTAs, County Education personnel and community leaders in school management;</p> <p>1.5 Recruitment of EiE volunteers, training in child centered teaching skills and monitoring of their activities in compliance with Cluster guidelines and South Sudan Teacher Code of Conduct;</p> <p>1.7 Carry out sensitization campaigns in the community to encourage education and positive discipline, with focus on girl education, and promote learning spaces, included schools as zones of peace;</p> <p>1.8 Support to the MoEST in the coordination of the Education Cluster in Unity State.</p> <p>Activity 2.1.1 :</p> <p>2.1 Train teachers in Early Childhood Development (ECD) activities;</p> <p>2.2 Raise awareness of parents and other members of community on the importance of ECD;</p> <p>2.3 Train teachers in evaluation of pupils' knowledge and skills, included life skills;</p> <p>2.4 Train teachers, PTAs and community leaders on the rationale of Education in Emergencies and provide EiE supplies;</p> <p>2.5 Train teachers on PSS and basic counseling skills;</p> <p>2.6 Build the capacities of teachers to identify and refer the special needs of boys and girls;</p> <p>2.7 Train County Education personnel and community members on the basic of child centered methodologies and evaluation;</p> <p>2.8 Support the enrollment of children in national primary education examinations;</p> <p>2.9 Train and develop the capacities of youth to raise awareness on youth related issues among peers and the community and support their active participation in community life;</p> <p>2.10 Support youth led cultural, physical and recreational activities.</p> <p>Activity 3.1.1 : 3.1 Train teachers and support peer education activities related to life saving;</p> <p>3.2 Train teachers on conflict sensitive education;</p> <p>3.3 Train youth on peace building and conflict resolution and support them;</p> <p>3.4 Train teachers on peace education and conflict management.</p> <p>3.5 Train teachers on EiE Curriculum</p> <p>Activity 3.2.1 : 3.2.1 PTA members formed.</p> <p>3.2.2 Train PTA members on roles and responsibilities, education in emergencies, life-skills and psychosocial support.</p> <p>3.2.3 Train PTA members on peace building and conflict management.</p> <p>Activity 3.3.1 : 3.3.1 Organize 2 joint monitoring visits to 6 supported schools in Guit and Koch</p> <p>3.3.2 Organize classroom supervision to 140 teachers in 6 schools</p> <p>3.3.3 Organize coaching and mentorship sessions to teachers.</p>
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Documents	
Category Name	Document Description