

Requesting Organization :	Christian Mission for Development				
Allocation Type :	2nd Round Standard Allocation				
Primary Cluster	Sub Cluster	Percentage			
EDUCATION		100.00			
		100			
Project Title :	Education in Emergencies' intervention for IDPs, returnees and vulnerable host communities in Ulang County Upper Nile State.				
Allocation Type Category :	Frontline services				
OPS Details					
Project Code :		Fund Project Code :	SSD-16/HSS10/SA2/E/NGO/3540		
Cluster :		Project Budget in US\$:	118,000.67		
Planned project duration :	6 months	Priority:			
Planned Start Date :	10/09/2016	Planned End Date :	28/02/2017		
Actual Start Date:	10/09/2016	Actual End Date:	28/02/2017		
Project Summary :	<p>Recent assessments in locations within Ulang indicate that over over 50,000 people are affected by multiple crises within and around the county close to half children and youths between the ages of 6 and 18. Provision of Education in Emergency packages for children multiply displaced has longer-term effects on community harmony and development. CMD targets 4,400 beneficiaries under this project of which 2,142 (51%) are girls. 200 parents and teachers (80 females) are targeted for training in life skills, referral pathways for protection, nutrition and health, content for primary education curriculum and mentoring and coaching for primary education.</p> <p>CMD WASH projects in the locations will complement WASH in schools activities which will involve setting up latrines in schools, rehabilitation of WASH facilities. The project will seek to make learning spaces more protective by fencing of learning spaces, rehabilitation of roofing and doors and provision of scholastic materials including desks and benches locally made to ensure community participation.</p> <p>Breakage of the education cycle plays a major role in protection issues amongst boys and girls, necessitating interventions aimed at keeping children in school. Provision of incentives to teachers is key to sustaining education activities within the location targeted. CMD works with local communities and prioritizes activities, which focus on the needs of children displaced. Emphasis will be on meeting the psycho – social needs of girls and boys – victims of SGBV in Upper Nile, paving way for referral mechanisms and using learning spaces as platforms for other humanitarian interventions such as health and nutrition.</p>				
Direct beneficiaries :					
Men	Women	Boys	Girls	Total	
120	80	2,058	2,142	4,400	
Other Beneficiaries :					
Beneficiary name	Men	Women	Boys	Girls	Total
Internally Displaced People	64	42	1,090	1,135	2,331
People in Host Communities	56	38	968	1,007	2,069
Indirect Beneficiaries :					
3,300 indirect beneficiaries. It is anticipated that each child will indirectly affect one person in direct contact with, through either shared utilisation of items received, skills learned or other benefits. Every adult from a household will have impact on 5 people.					
Catchment Population:					
The locations of Ulang town, Yomding, Kuch and Ruplet have estimated populations of about 80,000 people. Rehabilitation of schools, WASH facilities in the institution and county leadership support will have an effect on the welfare of the population at large.					
Link with allocation strategy :					

In line with the allocation strategy, the project has prioritized activities that directly address life – saving needs of mainly vulnerable children and youths and that are feasible to implement immediately. Protective and highly engaging modalities of education are to be deployed due to the evolving nature of the effects of the protracted conflict in Jonglei and Upper Nile especially. The project seeks to utilize EiE interventions in Ulang county as a mechanism of reducing the effects of war on children and youths. Enhancing the protectiveness of learning spaces will reduce likelihood of abuse of girls and recruitment of boys into armed groups. The following activity types will be prioritized in line with the cluster strategy - #1. Training of current and new teachers and PTA members to improve the quality of education and WASH in schools tailored modules, #2. Payment of incentives for volunteer teachers. #3. Provision of learning and teaching materials and #3. Improving the security and safety of schools; making them more child friendly and protective.

Sub-Grants to Implementing Partners :

Partner Name	Partner Type	Budget in US\$

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

Other Funding Source	Other Funding Amount
In kind contributions and online fundraisings	7,500.00
	7,500.00

Organization focal point :

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BACKGROUND

1. Humanitarian context analysis

Ulang County currently hosts over 59,343 IDPs (IOM DTM, 2016) more than half of these being women and children. Education standards in the payams of this county still remain below global thresholds despite interventions by humanitarian agencies. Over 90% of the populations are without access to work, education and basic services (WFP, 2016.) and heavily reliant on aid. Armed incursions and insecurity in this areas played a major role in disrupting education activities due to destruction of learning spaces in Ulang town, Yomding, Kuch, Ruplet, Nyangora, Doma, Barmach and other locations which irrespective of spates of humanitarian intervention, still require specific attention. The use of public infrastructures including schools, as shelter by affected communities and armed actors is common in the targeted areas with over 52 schools occupied in Jonglei and Upper Nile state alone. (Ed. Cluster, December '16). Indicators remain low in the county with Pupil to Teacher Ratios (PTR) averages of 80.5 with Pupil Classroom Ratio (PCR) averages of up to 198.6 1.43% of the children in schools in these states are children with special needs and 46.8% of the teachers untrained. (EMIS, 2015). Gender disparity is evident amongst both the pupils and teachers with only 6.2% of qualified teachers being female. Child marriages are prevalent in the target communities and missing substantial periods of schooling makes girls more susceptible given the levels of extreme deprivation girls are particularly vulnerable to sexual exploitation. Girls are particularly at risk of abduction while boys are at a high risk of forced recruitment into armed groups. Data indicates over 17,000 children have been recruited into armed groups since January 2014. (UNICEF, 2016). A discontinuation of teacher incentives for a period of over 6 months in areas deemed to be anti – government is seen as the main reason for majority of school closures. Despite humanitarian advocacy efforts to see schools reopen in these areas, unavailability of funds to cater for teacher incentives has become a bottle neck, not mentioning the lack of basic education learning and training materials. (SS Ed. Cluster, 2016). An outbreak of cholera and flooding along the flood plains has increased risks of preventable water related diseases; with institutional WASH interventions required at this point in order to save lives of children and youths attending learning spaces. Provision of access to inclusive, multi sector and quality learning for conflict affected children and youths will enable achieve lifesaving initiatives by the humanitarian community and further provide a platform for provision of basic services. CMD plans to increase access to education in emergency services for children and youths affected by conflict, through rehabilitation of learning spaces to make them more protective for children and youths, provision of psychosocial support, life-skills training and alternatives to recruitment into armed groups, child labor and exploitation.

2. Needs assessment

Children and women are the most affected by the crisis, consisting of over 63% of the multiply displaced populations. (IOM DTM, 2016). The most recent inter agency post conflict assessment led by GOAL indicated populations of over 52,000 people are in need of urgent humanitarian aid, with education standing out as one of the major needs. Despite a desire to commence education activities in the county, occupation of schools and learning spaces has made it impossible to continue with their normal schedules. Close to 6 schools remain occupied in Ulang by mainly IDPs. Prevailing cultural norms amongst communities have further had effects on girl child enrollment, with boys and youths coerced into dangerous activities such as cattle raiding. Erratic season patterns have further made learning spaces unusable due to damage with several classroom blocks in Ulang unfit for utilization, requiring rehabilitation. Low literacy levels and lack of basic skills amongst teachers and county education officials has negating effects on the quality of education offered to children and youths. This is further compounded by the discontinuance of salaries for areas deemed anti - government. Lack of alternative learning modalities aimed at equipping over aged children, youths and young adults have resulted in socio – economical challenges for the communities, due to lack of skills, employability and idleness resulting into alternative dangerous means of survival such as violence and abuse. New displacements into locations in Ulang have further stained available educational facilities. Increased caseloads have resulted in congestion in learning spaces and insufficiency of learning and teaching materials. The project will seek to increase the protectiveness of learning spaces, equip young adults and youths with livelihood skills and provide a platform for other multi sectoral responses.

3. Description Of Beneficiaries

The project targets a total of 4,400 people consisting of women, men, girls and boys; 53% of those targeted are girls. As during previous allocations, CMD will prioritize activities, which focus on the needs of children displaced. Emphasis will be on meeting the psycho – social needs of girls and boys – victims of SGBV in Ulang county. Host communities are often acutely vulnerable as well, as the community may have some basic education services but little to no ability to absorb excess demand on education services. Communities around learning spaces will benefit from institutional WASH facilities, and services such as hygiene promotion

4. Grant Request Justification

Basic surveys carried out by CMD in Ulang reflect the desire amongst communities to continue with learning activities, with boys and girls showing keen interest in pursuing professional careers as a result of education. Some schools remain occupied in Ulang despite ongoing advocacy with support of the cluster. State Pupil to Teacher Ratios (PTR) average 91.3 with Pupil Classroom Ratio (PCR) averages of up to 177.65.

1.43% of the children in schools in these locations are children with special needs and 46.8% of the teachers untrained. (Only 6.2% female) (EMIS, 2012). Child marriages are prevalent in the target communities, with girls getting married at as early as 13 due to inconsistent educational activities. Girls are particularly at risk of abduction while boys are at a high risk of forced recruitment into armed groups. Presence of IDPs amongst host communities has further strained available educational facilities. Beneficiary figures have been drawn from assessments, Data from partners and ongoing intervention data from CMD. Quality of education has been compromised in these locations - majority of the teachers being unqualified and non remunerated by government due to political alliance of locations. Increased caseloads have further resulted in congestion in learning spaces and insufficiency of learning and teaching materials. Primary enrollment has reduced from 42% in 2013 to 30% in 2016. (Ed. Cluster, '16). The project will seek to improve service delivery skills of teachers and PTAs through training on life skills, referral pathways for protection, nutrition and health, content for primary education curriculum and mentoring and coaching for primary education. Incentivizing of teachers, provision of learning and teaching materials and advocacy will be carried out through this project.

5. Complementarity

Rehabilitation of damaged classrooms in Ulang, and of temporary child friendly learning spaces (TCFLS) will enable continuation of learning for girls and boys affected by emergency and provide physical protection from the dangers of a crisis environment, mitigate the psychosocial impact of the crisis, and facilitate screening for children who need special assistance. The project will work in collaboration with child protection actors to establish referral mechanisms for children affected. Schools will act as zones of peace and as platforms to provide other live saving services such as immunization, food distributions, NFIs distribution, screening amongst others. In order to uphold standards of hygiene and sanitation, CMD will complement WASH programs in Ulang to ensure the establishment of WASH facilities in the TLSs that are protective, appropriate and gender segregated. Key messaging such as environmental protection will be incorporated into learning activities.

LOGICAL FRAMEWORK

Overall project objective

The main objective of the project is to provide equitable and uninterrupted access to protective learning environments for children affected by conflicts and to strengthen the resilience of communities to cope with sudden onset of conflicts / crises through ensuring access to sustainable, appropriate and protective education for children.

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	30
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	30

Contribution to Cluster/Sector Objectives : The main objective of the project is to provide equitable and uninterrupted access to protective learning environments for children and youth affected by the conflicts and to strengthen the resilience of communities to cope with sudden onset of conflicts / crises through ensuring access to sustainable, appropriate and protective education for children and youth.

This objective support and align with cluster objectives (1,2 and 3) :

- Objective 1: Conflict-affected children and young people are protected through access to safe and secure learning environments (links to SO1: Saving lives).
- Objective 2: 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 (link to SO1: access to services and resources).
- Objective 3: Protect, prevent and minimise immediate and future threats through the provision of life-saving education to children and young people affected by the crisis (link to SO2: communities are prepared to cope with significant threats)

Outcome 1

Lives of children and youths sustained by ensuring uninterrupted, protective and inclusive access to education in emergencies.

Output 1.1

Description

Learning spaces with WASH facilities rehabilitated/lightly repaired within various payams to ensure access, safety and dignity of learners.

Assumptions & Risks

Timely disbursement of funds from donor and to the field locations.
 Accessibility of target locations and state capitals
 Effectiveness of logistical deliveries
 Security remains conducive for humanitarian delivery.

Activities							
Activity 1.1.1							
Establishment and rehabilitation of learning spaces in Ulang county.							
Indicators							
Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.1.1	EDUCATION	Frontline # of Temporary Learning Spaces/classrooms rehabilitated					10
Means of Verification : M&R field reports. Direct observation by stakeholders. Video and photographic evidence. Beneficiary enumeration, registration and daily school rosters. County Education Data Randomised field location assessments							
Indicator 1.1.2	EDUCATION	Frontline # of TLSs secured					12
Means of Verification : M&R field reports. Direct observation by stakeholders. Video and photographic evidence. Beneficiary enumeration, registration and daily school rosters. County Education Data Randomised field location assessments							
Output 1.2							
Description							
School aged children attending school through various initiatives and activities in targeted areas affected by conflict.							
Assumptions & Risks							
Timely disbursement of funds from donor and to the field locations. Accessibility of target locations and state capitals Effectiveness of logistical deliveries Security remains conducive for humanitarian delivery.							
Activities							
Activity 1.2.1							
Community awareness campaigns, door to door enrolment and enumeration of learners carried out in targeted locations.							
Indicators							
Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.2.1	EDUCATION	Frontline # of IDP and host community children enrolled			2,058	2,142	4,200
Means of Verification : M&R field reports. Direct observation by stakeholders. Video and photographic evidence. Beneficiary enumeration, registration and daily school rosters. County Education Data Randomised field location assessments							
Indicator 1.2.2	EDUCATION	Frontline # of IDP and host community children attending school			2,058	2,142	4,200
Means of Verification : M&R field reports. Direct observation by stakeholders. Video and photographic evidence. Beneficiary enumeration, registration and daily school rosters. County Education Data Randomised field location assessments							
Indicator 1.2.3	EDUCATION	Frontline # of sensitization and community mobilization sessions conducted on the importance of girls education and GBV					3
Means of Verification : M&R field reports. Direct observation by stakeholders. Video and photographic evidence. Beneficiary enumeration, registration and daily school rosters. County Education Data Randomised field location assessments							
Indicator 1.2.4	EDUCATION	Frontline # of children who have access to PSS services and referral pathways for protection, nutrition, basic health			2,058	2,142	4,200

Means of Verification : M&R field reports.
 Direct observation by stakeholders.
 Video and photographic evidence.
 Beneficiary enumeration, registration and daily school rosters.
 County Education Data
 Randomised field location assessments

Indicator 1.2.5	EDUCATION	Frontline # of children who have developed live-saving and life skills that are relevant and immediately applicable			2,058	2,142	4,200
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Means of Verification : M&R field reports.
 Direct observation by stakeholders.
 Video and photographic evidence.
 Beneficiary enumeration, registration and daily school rosters.
 County Education Data
 Randomised field location assessments

Output 1.3

Description

Standard EiE supply packages provided to crises affected children in Ulang county

Assumptions & Risks

Timely disbursement of funds from donor and to the field locations.
 Accessibility of target locations and state capitals
 Effectiveness of logistical deliveries
 Security remains conducive for humanitarian delivery.

Activities

Activity 1.3.1

Education supplies provided to learners in targeted locations.

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.3.1	EDUCATION	Core Pipeline # of conflict-affected children benefiting from education in emergencies supplies			2,058	2,142	4,200

Means of Verification : M&R field reports.
 Direct observation by stakeholders.
 Video and photographic evidence.
 Beneficiary enumeration, registration and daily school rosters.
 County Education Data
 Randomised field location assessments

Outcome 2

Quality of education sustained and improved in schools through teacher facilitation, parents/teachers skills development, capacity building and cross cutting referral mechanisms.

Output 2.1

Description

Parents and teachers skills developed, strengthened and sustained in key thematic areas pertaining to EiE activities.

Assumptions & Risks

Timely disbursement of funds from donor and to the field locations.
 Accessibility of target locations and state capitals
 Effectiveness of logistical deliveries
 Security remains conducive for humanitarian delivery.

Activities

Activity 2.1.1

EiE tailored trainings carried out for parents, teachers incorporating cross cutting thematic topics in collaboration with the Ministry of Education and the Education cluster.

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.1.1	EDUCATION	Frontline # of teachers trained to provide psychosocial support	80	40			120

Means of Verification : M&R field reports. Direct observation by stakeholders. Video and photographic evidence. Beneficiary enumeration, registration and daily school rosters. County Education Data Randomised field location assessments						
Indicator 2.1.2	EDUCATION	Frontline # of teachers trained in EiE Curriculum	80	40		120

Means of Verification : M&R field reports. Direct observation by stakeholders. Video and photographic evidence. Beneficiary enumeration, registration and daily school rosters. County Education Data Randomised field location assessments						
Indicator 2.1.3	EDUCATION	Frontline # of teacher trained on referral mechanisms for protection, nutrition and basic health	80	40		120

Means of Verification : M&R field reports. Direct observation by stakeholders. Video and photographic evidence. Beneficiary enumeration, registration and daily school rosters. County Education Data Randomised field location assessments						
Indicator 2.1.4	EDUCATION	Frontline # of PTA trained in life-saving skills	120	80		200

Means of Verification : M&R field reports. Direct observation by stakeholders. Video and photographic evidence. Beneficiary enumeration, registration and daily school rosters. County Education Data Randomised field location assessments						
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Output 2.2

Description

Education activities sustained in targeted locations and schools through provision of teachers incentives and support to county education departments.

Assumptions & Risks

M&R field reports.
Direct observation by stakeholders.
Video and photographic evidence.
Beneficiary enumeration, registration and daily school rosters.
County Education Data
Randomised field location assessments

Activities

Activity 2.2.1

Monthly incentives provided to teachers and support to county education departments actively involved in daily chores.

Activity 2.2.2

Joint monitoring visits organised in collaboration with the cluster, TS, and local authorities to ascertain project progress and impact.

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.2.1	EDUCATION	Frontline # of teaching facilitators paid with monthly incentives in displacement sites	50	35			85

Means of Verification : M&R field reports. Direct observation by stakeholders. Video and photographic evidence. Beneficiary enumeration, registration and daily school rosters. County Education Data Randomised field location assessments						
Indicator 2.2.2	EDUCATION	Number of county education offices receiving support in preparation of project closure to ensure continuation of activities.				1

Means of Verification : M&R field reports.
 Direct observation by stakeholders.
 Video and photographic evidence.
 Beneficiary enumeration, registration and daily school rosters.
 County Education Data
 Randomised field location assessments

Additional Targets :

M & R

Monitoring & Reporting plan

CMD has laid out a performance-monitoring plan with the cluster team and technical secretariat. A full time monitoring and evaluation officer will be employed who will be tasked to perform routine and frequent visits. The project will have a project manager dedicated to it's implementation, in collaboration with the CHTS, cluster team and local authorities. PTAs will be equipped to feedback into the main office in Ulang on several areas of the project such as teacher and student attendance. Reporting will be done periodically to the cluster, through 5Ws, and to the TS through midterm and end of project reports.
 Community participation in project monitoring and evaluation will be done which will involve utilisation of single sex focus groups, same age peer group discussions to obtain accurate, gender specific feedback from beneficiaries as an accountability mechanisms aimed at implementing lessons learnt and avoid repetition of implementation short falls in coming/ongoing projects. To further complement and strengthen the monitoring and evaluation of activities, CMD will conduct a mid-term review meeting with stakeholders, particularly those from the targeted community, but also including county-level authorities and other agencies operating in the area. The review will involve not only stakeholders related to the education component of the exercise, but also those related to Nutrition, Health, WASH and protection to ensure that a comprehensive approach is maintained for addressing the needs of the most vulnerable. Lessons learnt from the project will be documented and shared with stakeholders to increase the impact of future interventions. Bi - monthly updates to the cluster through the state and national cluster hierarchies will be done by education managers and M&E officers. Progressive reports detailing project activities will be submitted to the CHF secretariat and the cluster in fulfillments of reporting requirements.

Workplan

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Establishment and rehabilitation of learning spaces in Ulang county.	2016										X	X	
	2017	X											
Activity 1.2.1: Community awareness campaigns, door to door enrolment and enumeration of learners carried out in targeted locations.	2016									X	X		
	2017	X											
Activity 1.3.1: Education supplies provided to learners in targeted locations.	2016										X	X	
	2017	X											
Activity 2.1.1: EiE tailored trainings carried out for parents, teachers incorporating cross cutting thematic topics in coloboration with the Ministry of Education and the Education cluster.	2016										X		X
	2017	X											
Activity 2.2.1: Monthly incentives provided to teachers and support to county education departments actively involved in daily chores.	2016									X	X	X	X
	2017	X	X										

OTHER INFO

Accountability to Affected Populations

In order to ensure transparency, community participation has been instrumental in the project design. CMD has involved key community authorities such as the education director in the project design with key decisions and expectations laid out. Feedback and accountability mechanisms have been integrated into CMD's strategic plan, project proposals and made available to intended beneficiaries. CMD carries out staff inductions to acquaint staff with AAP standards.
 CMD will use both internal and external tools to address crosscutting issues and comply with relevant internal and international standards. During the assessment phase of the project, beneficiary discussions were held which included community leaders, elders, school children, youth, women-headed households, child-headed households, and the disabled.
 Information in local and preferred languages is provided to affected populations, on organisational procedure and manuals that are have incorporated AAP standards. Feed back and complaints mechanisms are established through focus groups and existing community structures. Affected populations are fully involved and participate in project planning,

Implementation Plan

CMD will be the sole implementor of the project, working closely with county education officials and PTAs. CMD staff based in Ulang centre will take lead of project activities under the supervision of Juba based program staff who will have frequent travels to the field. At the start of the project, we will convene stakeholders meeting, to discuss timelines, expectations, stakeholder responsibilities, county led coordination and financial management arrangements. Under the auspice of the cluster and the CHF TS, coordination of project activities will be arranged; Trained male and female beneficiaries identified from amongst the targeted populations, will be the frontline education promoters to advance messages on education in an emergency setting. For technical aspects of project implementation, CMD will engage expertise from lead education agencies within the state such as ADRA and also GESS project fund managers. CMD will strengthen existing structures, as opposed to creating parallel systems that do not add value to local capabilities. Primary stakeholders identified include the county Departments of Education and chiefs coordinated by the county RRC / RRA Secretary. CMD will implement each stage of the project in collaboration with these stakeholders and aim to include representatives from each government and non-government structure in training and capacity building components.

Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale
ADRA	ADRA had a long term education project in Ulang, through which they built schools in every pay. CMD will work in collaboration with existing structures to rehabilitate damaged classrooms, recruit former teachers and retrain PTAs.
GOAL	GOAL has Health, WASH and Nutrition projects in Ulang that we will leverage on finding mechanisms of coordination and offering a holistic humanitarian response to especially children.

Environment Marker Of The Project

A+: Neutral Impact on environment with mitigation or enhancement

Gender Marker Of The Project

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

Justify Chosen Gender Marker Code

The project has analysed the impact of the crisis on girls, boys, women and men and what this entails in terms of division of labour/tasks, work load and access to humanitarian assistance, and protection which is also reflected in the project activities, outcomes and indicators. Sex and Age disaggregated data is used with the different needs of boys, girls, males and females and the elderly taken into consideration. The project has analysed and developed profiles on the different needs and realities of men, women, boys and girls. CMD will work closely with the GESS Project at the state and county levels. Enrolments will give higher priority to girls. Education activities are gender sensitive, which include setting up of WASH facilities such as latrines that are gender disaggregated and marked, lockable and accessible. The project will facilitate the establishment of formal women's committees to be included in all beneficiary consultation processes, ensure girls and boys, women and men participate equally in the design, implementation, monitoring and evaluation of projects and programmes and that girls, boys, women and men are in decision-making positions. Such women's committees will be supported to ensure that women are able to engage meaningfully in decision-making and to voice the issues and concerns of their constituencies coupled with planned distribution of women's dignity kits and sanitary materials on an immediate, adequate and, thereafter, regular basis. The project will further seek to establish a roster of gender-balanced teams of community volunteers, coupled with regular monitoring of who is involved in the project. The project will ensure that girls and boys, women and men benefit equally from trainings or other capacity-building initiatives offered by the project. IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings will be used as a tool for planning and coordination as a means of reducing cases of Gender Based Violence.

Protection Mainstreaming

CMD has put in place accountability structures at the highest level, to ensure that gender considerations inform the planning and design of all humanitarian interventions. This ensures that all activities abide by the minimum requirements as per minimum standards. Safety and Dignity of beneficiaries is ensured through setting up of safe and child friendly learning spaces. This will be coupled by the distribution of sanitary and hygiene kits to female learners to encourage and boost school attendance. Materials that could be used as tools to harm have been phased off CMD's distribution and utilization lists to emphasise the Do No Harm principle in a humanitarian setting.

Equal opportunity has been given to all beneficiaries, to emphasise impartial access to assistance, with considerations set up for Children with Special needs in collaboration with protection actors.

Male adolescents and young men have been identified as the most marginalised and neglected group of the affected population requiring urgent interventions. CMD plans to utilise some as volunteer teachers and institute ALPs in the target locations. CMD will advocate for livelihood interventions specifically targeting adolescent and young men. Prioritising them for cash for work, and other incentive driven programs that will keep them busy, engaged, and with a sense of purpose.

CMD will further strengthen communication channels with IDP communities, Host Communities and Returnees. Through PSS and Life Skills trainings, self protection capacities will be built amongst children. CMD plans to provide a multi – sector response utilising schools as platforms for humanitarian interventions.

Country Specific Information

Safety and Security

CMD has been operating in IO areas since the outbreak of violence; with a compound in Ulang and presence of staff on ground, and collaborate with local authorities. Staff are well versed with the areas, and CMD ensures that security guidelines are issued to every staff before deployment to locations. CMD field staff have undergone UNMISS led SAFE ToTs in the previous months as a staff safety mechanism.

Access

Ulang has 3 landable airstrips, with access by river from Ethiopia. The main means of transport within the county is by river. The tendency of populations to congregate in places makes service delivery easy. CMD mainly utilises local staff based in the area, who are familiar with the area and terrain. Good working relationship with the RRA has enabled CMD establish herself within the county.

BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
Staff and Other Personnel Costs							
1.1	Executive Director	S	1	4,000.00	6	25.00	6,000.00
	<i>G4; Managerial supervision of NGO affairs, 25% of time on Education; In touch with donors on issues related to strategy; \$4,000/M; Includes salary, staff welfare.</i>						
1.2	Programs Coordinator	S	1	3,000.00	6	25.00	4,500.00

	<i>G4; In charge for programs, supervises heads of unit, project focal person; 25% time on Education. Juba based frequent travels to field locations.Includes salary, staff welfare.</i>						
1.3	Assistant Education Manager - Based in Ulang	D	1	1,100.00	6	100.00	6,600.00
	<i>G3;In charge of Education activities in Ulang; supervisory role; 100% time of Education .Includes salary, staff welfare for education project.</i>						
1.4	Finance Manager	S	1	1,500.00	6	25.00	2,250.00
	<i>G3; Finance in - charge of the project; Ensures adherence to standards; Juba based.; 25% time on EIE</i>						
1.5	Field Logistics Officer	D	1	300.00	6	100.00	1,800.00
	<i>G3; Procures and arranges transportation of all essential emergency materials and supervise all logistics officers</i>						
1.6	Field Officer	D	1	800.00	6	100.00	4,800.00
	<i>G2; Field based; roving within field based locations; responsible for project implementation in the field offices;100% time on EIE.</i>						
1.7	1 Cleaner and 1 Cook	D	2	200.00	6	100.00	2,400.00
	<i>G1; Supporting the staff in the field bases (1 cleaner and 1 cook).</i>						
1.8	Guard	D	1	200.00	6	100.00	1,200.00
	<i>G1; Ensure security for field bases (1 guard).</i>						
	Section Total						29,550.00
Supplies, Commodities, Materials							
2.1	EIE SUPPLIES	D	0	0.00	0	0.00	0.00
	<i>TO BE OBTAINED FROM CORE PIPELINE</i>						
2.2	EiE supplies package - Books; Pens, Pencils, Chalk, Marker Pens.	D	1	5,000.00	1	100.00	5,000.00
	<i>To be procured independently, used to replenish exhausted items such as school in books from packages.</i>						
2.3	Construction Materials	D	10	400.00	1	100.00	4,000.00
	<i>This includes nails and tools used for rehabs, set ups, upgrades of TLS, WASH facilities</i>						
2.4	Transportation of Supplies, Equipment and Necessities to Ulang County	D	3	5,000.00	1	100.00	15,000.00
	<i>Air Charters - \$5,000/rotation; 3 rotations planned for entire project cycle.</i>						
2.5	In county transportation and distribution costs	D	1	300.00	6	100.00	1,800.00
	<i>Includes distribution of School supplies, NFIs, Hygiene and Dignity kits to targeted schools</i>						
	Section Total						25,800.00
Equipment							
3.1	Standard Office Equipment Mobile Kit	D	1	1,600.00	1	100.00	1,600.00
	<i>Includes Tables, Chairs, Laptop, Printer,Camera - This is gap covering as our office was looted in Ulang following localised fighting in April 2015</i>						
	Section Total						1,600.00
Contractual Services							
4.1	TLS rehabs/Light repairs	D	10	900.00	1	100.00	9,000.00
	<i>Repairs of learning spaces and classrooms in Ulang county including roofing of permanent classrooms in Ulang.</i>						
4.2	Teachers Incentives	D	85	40.00	6	100.00	20,400.00
	<i>SPLA-IO controlled areas no longer supported by GOSS budgeting. 85 teachers to be incentivised at \$40/month for 6 Months.</i>						
4.3	Teachers Trainings	D	85	40.00	1	100.00	3,400.00
	<i>85 individuals trained; 2 days/location@ participant at \$40/day (this includes training materials - 85 clear bags, 85 pens, 85 writing pads and 85 batches</i>						

4.4	Continued awareness campaigns in project locations	D	1	200.00	6	100.00	1,200.00
	<i>Including GESS campaigns, Referral Mechanisms, Back to School campaigns amongst others.</i>						
4.5	CED Office Support	D	1	200.00	6	100.00	1,200.00
	<i>Support to the county education office monthly support in monitoring EIE activities.</i>						
4.6	EiE supplies distributions in the three counties	D	2	1,000.00	1	100.00	2,000.00
	<i>Distribution of supplies to the end users - in Nyiro, Ulang and Nasir Counties</i>						
4.7	County Education Department officials and PTAs training	D	50	40.00	1	100.00	2,000.00
	<i>Conduct 2 days training to CED Officials and PTAs capacity building training on their roles in the EiE and community mobilisation</i>						
	Section Total						39,200.00
Travel							
5.1	In Country Flights - UNHASS	D	2	550.00	6	100.00	6,600.00
	<i>By Roving staff, Juba based and field based staff (\$550/person return for 2 persons)</i>						
	Section Total						6,600.00
General Operating and Other Direct Costs							
7.1	Office Rent	D	1	2,000.00	6	25.00	3,000.00
	<i>Monthly office rent payments for Juba and state offices.</i>						
7.2	Office Maintenance and running costs	D	1	2,000.00	6	12.00	1,440.00
	<i>Incl. communication subscriptions, fuel etc</i>						
7.3	Bank Charges	D	1	3,091.00	1	100.00	3,091.00
	<i>Monthly deductions for banking services (2.5%)</i>						
	Section Total						7,531.00
SubTotal			264.00				110,281.00
Direct							97,531.00
Support							12,750.00
PSC Cost							
PSC Cost Percent							7.00
PSC Amount							7,719.67
Total Cost							118,000.67
Grand Total CHF Cost							118,000.67

Project Locations							
Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Upper Nile -> Ulang	100	120	80	2,058	2,142	4,400	<p>Activity 1.1.1 : Establishment and rehabilitation of learning spaces in Ulang county.</p> <p>Activity 1.2.1 : Community awareness campaigns, door to door enrolment and enumeration of learners carried out in targeted locations.</p> <p>Activity 1.3.1 : Education supplies provided to learners in targeted locations.</p> <p>Activity 2.1.1 : EiE tailored trainings carried out for parents, teachers incorporating cross cutting thematic topics in collaboration with the Ministry of Education and the Education cluster.</p> <p>Activity 2.2.1 : Monthly incentives provided to teachers and support to county education departments actively involved in daily chores.</p>
Documents							
Category Name				Document Description			
Project Supporting Documents				CMD_schools in Ulang County .docx			