

<b>Requesting Organization :</b>	Universal Network for Knowledge and Empowerment Agency				
<b>Allocation Type :</b>	1st Round Standard Allocation				
<b>Primary Cluster</b>	<b>Sub Cluster</b>	<b>Percentage</b>			
EDUCATION		100.00			
		<b>100</b>			
<b>Project Title :</b>	Increase access to life saving education for emergency affected boys, girls & adolescents from IDPs and host communities				
<b>Allocation Type Category :</b>	Frontline services				
<b>OPS Details</b>					
<b>Project Code :</b>		<b>Fund Project Code :</b>	SSD-16/HSS10/SA1/E/NGO/673		
<b>Cluster :</b>		<b>Project Budget in US\$ :</b>	150,002.38		
<b>Planned project duration :</b>	6 months	<b>Priority:</b>			
<b>Planned Start Date :</b>	01/01/2016	<b>Planned End Date :</b>	30/06/2016		
<b>Actual Start Date:</b>	01/01/2016	<b>Actual End Date:</b>	30/06/2016		
<b>Project Summary :</b>	<p>The project targets the IDPs, returnees and the host communities in Nasir and Ulang Counties of Upper Nile State.</p> <p>Provision of basic emergency education services will be done in the supported primary schools. UNKEA will include a mixture of innovative approach using community outreach event during which importance of girl child education, hygiene and sanitation, environmental protection. Improvement and equipment of learning facilities, repairs, renovations and construction of temporary learning spaces.</p> <p>Capacity building through life skills training and supportive supervisory staff visit will be a key component of quality management system through improving efficiency and effectiveness of education system. Effective education information and management system will be enhanced to ensure that data is used for informing decision making in the course of implementing the project. UNKEA will ensure that data is effectively captured, analyzed, disseminated and utilized by all stakeholders (Government, donors and partners) at all stages of the project implementation. Community involvement through recruitment and training of community leaders and community educators will be under taken. UNKEA will however, initiate and promote dialogue and collaboration with it partners such as the State Ministry of Social Development, Child Protection Working Group and ministry of education in state level and education cluster as well as UNICEF education and child protection offices.</p>				
<b>Direct beneficiaries :</b>					
	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	785	974	2,016	1,959	5,734
<b>Other Beneficiaries :</b>					
<b>Beneficiary name</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
People in Host Communities	471	585	1,210	1,175	3,441
Internally Displaced People	157	195	403	392	1,147
Trainers, Promoters, Caretakers, committee members, etc.	79	98	202	196	575
Pastoralists	118	146	303	294	861
<b>Indirect Beneficiaries :</b>					
11,468 will be the direct beneficiaries of this project including those returnees, IDPs and host communities who are not registered as a direct beneficiaries of the project					
<b>Catchment Population:</b>					
210,002 people this base on the 2010 census in Sudan and the number may increase due to the high number of returnees from near by countries after South Sudan independent					
<b>Link with allocation strategy :</b>					

The establishment and constructions of six (6) temporary learning Space (TLS) and repair of 4 existed primary schools will increase access to protective and quality learning spaces to 5,000 school-age children (2,480 girls and 2,520 boys) across the two counties of Upper Nile state. Additional, training of female teachers/PTA and male teachers/PTA on psycho-social support, life-skills, life-saving, education continuity and planning. Installation of latrine and hand washing facilities per schools in the two counties, this will address hygiene and sanitation challenges that are major triggered of increased spread of communicable diseases such as diarrhea, conjunctivitis among school children, youth and adults in areas affected by or highly vulnerable to emergencies.

Additionally, printing/distribution of picture codes will facilitate the delivery of life saving messages and psycho-social support to children, youth and adults who have been negatively affected by emergencies.

**Sub-Grants to Implementing Partners :**

Partner Name	Partner Type	Budget in US\$
UNKEA	National NGO	150,000.00
		<b>150,000.00</b>

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

Other Funding Source	Other Funding Amount

**Organization focal point :**

Name	Title	Email	Phone
Ngong David Kucha	Education Manager	ngong214@gmail.com	+211955865809
Simon Bhan Chuol	Executive Director	unkea.southsudan@gmail.com	+8821655540654

**BACKGROUND**

**1. Humanitarian context analysis**

Humanitarian emergencies continue to persist in Nasir and Ulang Counties of Upper Nile State. The major triggers being the ongoing conflict between Government and Rebel and floods that result to increased population displacement and destruction of education infrastructures that have impacted negatively to the education of (boys/girls). The social, cultural and traditional practices like cattle keeping, domestic works, child soldiers and early marriage are limiting factors to education of girls/boys. The education of boys/girls is at stake due to conflict leading to displacement. Nasir, and Ulang Counties in Upper Nile State level as extremely worst in terms of education emergency vulnerability in the country.

The biggest factor driving this vulnerability is the ongoing conflict situation exacerbated by persistent insecurity, displacements and increased number of returnees and IDPs. Demand for emergency basic education has been overwhelmed due to inadequate learning space with very high pupil classroom ratio of 63.2, unqualified teachers, with the limited capacity of the government to deliver basic education services coupled with increased influx of returnees and persistent tensions between Government and Rebel. This has resulted to high illiteracy rate among boys and girls of school going aged. The girl child is extremely disadvantaged in accessing school than boys due to confinement to social, cultural and traditional practices like domestic activities at home and early marriage, boys are also disadvantage in other hand for looking after cattle and recruitment to army. The school enrollment in 2014 and 2015 among girls and boys of school going age was extremely low due to government austerity measure in the country limiting the government funding capacity.

It's therefore hoped that this emergency education intervention will increase access to basic emergency education and reduce illiteracy among school going age children in the two (2) of Nasir and Ulang counties . Additionally this project will empower the communities to enhance education to their children. This project will also pave way for the realization of universal access to basic education by most vulnerable children affected by natural or man made disasters in the two Counties of Nasir and Ulang counties, of Upper Nile state.

**2. Needs assessment**

Effective education is either neglected or absent in large areas of Nasir and Ulang Counties of Upper Nile State, causing alarming levels of illiteracy. Current estimates range from 63% illiteracy among men, 90% illiteracy among women (survey made in S. Sudan during the period 1998-2000). The estimates for youth are 54% illiteracy among male youth, 84% for female youth (2000-2002 period). (These figures are not only for Upper Nile but opinion states that Upper Nile illiteracy is worse than those for S.Sudan as a whole). This impacts the communities' ability to take advantage of development opportunities, and learn from new sources of information. This results in reduction in opportunities to expand and develop the economy. This can also result to insecurity due to reduced levels of effective communication and understanding. The flow of IDPs and returnees is now adding to the existing education crisis in Upper Nile especially Nasir and Ulang Counties. The lack of opportunities in education for children and youth is already causing uncertainty, doubts about the future of the Counties, and creating a large group of people to be easily destabilized. Without public facilities and basic services for the returning groups and the host populations, the conditions will be ripe for widespread dissatisfaction, unrest and lawlessness. This would hinder the peace building process and risk jeopardizing the newfound stability in these vulnerable Counties.

**3. Description Of Beneficiaries**

The establishment of 6 semi-permanent learning spaces and repair of 3 existed primary schools will increase access to protective and quality learning spaces to 5,000 school-age children (2,480 girls and 2,520 boys) across the two counties of Upper Nile state. Additionally, training of 20 female teachers/PTA and 30 male teachers/PTA on psycho-social support, life-skills, life-saving, education continuity and planning. Installation of latrine and hand washing facilities per schools in the two counties. this will address hygiene and sanitation challenges that are major triggered of increased spread of communicable diseases such as diarrhea, conjunctivitis among school children, youth and adults in areas affected by or highly vulnerable to emergencies.

Furthermore, printing/distribution of picture codes will facilitate the delivery of life saving messages and psycho-social support to children, youth and adults who have been negatively affected by emergencies

#### **4. Grant Request Justification**

This project funding will contribute to delivery of quality and protective emergency basic education to most extremely high vulnerable school age boys and girls coping up with natural and man- made disasters. Specifically, this funding will support the establishment of protected semi-permanent and repaired of protected learning space, distribution of education emergency supplies, constructing segregated latrines facilities that are friendly used by the children with disability, distribution of Early Child Development (ECD) kits, Tarpaulins, recreation kits, production of user friendly instruction materials in local languages, capacities building through psychosocial and life skill training of teachers, PTA/SMC, active community mobilizations and sensitization especially on importance of girls' child education through radio show talk. The community mobilization can be done using club through small groups' discussion, debates, dramas and songs and radio show talk.

Additionally, this funding will enhance the provision of clean and safe water through safe water storage, purification and treatment. At the same time provision of water tanks for hand washing in schools will be under taken. To ensure optimum access and utilization, active mobilization and sensitization of school children through targeted mobile outreach activities.

With 12 years presence in the country, UNKEA had strong community's support, acceptability and involvement making its programs cost effective and sustainable. Working with community volunteers and local resource persons are added value of UNKEA. UNKEA will involve consultative and inclusive process through working with its partners such as CED, National and State Education clusters, UNICEF, and State Ministry of Education (SMoE) in supporting education system in the two selected Counties of (Nasir and Longechuk ) Upper Nile State.

#### **5. Complementarity**

This CHF proposed project will net-work and collaborate with both the local, State, Central government, and other stakeholders within and outside Upper Nile State. Once approve the project will be implemented in the broader framework of the UNKEA strategic plan. UNKEA is a member of Humanitarian Assistant Group and others clusters. The program staffs will closely work with Government Education Department from the County to the State level.

The program will also network with organization involved in emergency education program in the county for experience and information sharing. UNKEA has for past 3 years been working closely with UNICEF/Education Clusters, an experienced NGO in the field of Education. The collaboration between the two has been in the areas of emergency education. Every effort will be made to ensure that this proposed program continues to take advantage of this valuable opportunity.

### **LOGICAL FRAMEWORK**

#### **Overall project objective**

To enhance education activities for girls and boys and youths affected by the conflict through setting up protected and secure learning environment in Emergencies through provision of psycho social support in affected areas

#### **EDUCATION**

<b>Cluster objectives</b>	<b>Strategic Response Plan (SRP) objectives</b>	<b>Percentage of activities</b>
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	100

**Contribution to Cluster/Sector Objectives :** This project will significantly increased access to quality and protective basic emergency education to vulnerable IDPs, returnees and the host communities (Girls, Boys, Women and Men) in areas affected by or highly vulnerable to emergencies. This project will also help in building capacities of teachers and communities to provide quality and protective basic emergency education in the two (2) counties of Upper Nile State ( Nasir and ulang ) Empowering of communities on the importance of girl child education including GBV and reduction in occurrence and transmission of communicable diseases through increase access to latrine and hand washing facilities

#### **Outcome 1**

Increase access to life saving education for emergency affected boys, girls & youths from returnees, IDPs and host communities

#### **Output 1.1**

##### **Description**

Establishment of temporary learning spaces and Supplies of emergency education materials to 8 targeted schools

#### **Assumptions & Risks**

Security will prevail and Community will allow their children to attend school

#### **Activities**

<b>Activity 1.1.1</b>							
Setting up 7 Semi-permanent (protected) learning spaces and rehabilitate 3 existed primary schools in the Two (2) counties of Nasir, and Ulang Upper Nile. Ulang PS ,Barmach PS and Kierwan ps							
<b>Activity 1.1.2</b>							
Training of education actors female/male (Teachers, Counties education staffs and PTAs) on Psycho-social support, life skills and life saving message in two counties							
<b>Activity 1.1.3</b>							
Payment of teacher incentives for two counties schools ( Nasir/Ulang) in upper Nile state in IO areas and displacement sites for 6 months							
<b>Activity 1.1.4</b>							
Distribution of basic emergency education learning materials to (girls/boys/women/men) in emergency affected Schools in Ulang and Nasir county areas in Upper Nile State							
<b>Indicators</b>							
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					7
<b>Means of Verification</b> : - 7 TLS constructions in two counties of Upper Nile ( Nasir/Ulang) - 4 Classroom rehabilitation (3 in Ulang Primary School and 1 in Nasir)							
Indicator 1.1.2	EDUCATION	Frontline # of teachers trained to provide psychosocial support	22	18			40
<b>Means of Verification</b> : Teachers are trained on psychosocial support							
Indicator 1.1.3	EDUCATION	Frontline # of teaching facilitators paid with monthly incentives in displacement sites	60	40			100
<b>Means of Verification</b> : Teachers are paid incentives for 6 months							
Indicator 1.1.4	EDUCATION	Core Pipeline # of conflict-affected children benefiting from education in emergencies supplies			2,520	2,480	5,000
<b>Means of Verification</b> : Supplies are distribute in the eie schools for host communities , IDPs and POC in Upper Nile state counties ( Luakpiny/Nasir and Ulang)							
<b>Additional Targets</b> : - Classroom rehabilitation - Supplies - Teacher compensation - Sanitation Facilities - Life-Saving Messages - Early child hood development - Hygiene promotion (in learning spaces) - Training of teachers-Life skills - Training of teachers in provision of psychosocial support - Training of teachers in referral mechanism for child protection/nutrition/health - Training of PTAs - Advocacy for vocation of schools - Peer support group formation - School mothers - Provision of sanitary materials - Exam preparation - Secondary students as voluntary teachers							

**M & R**

**Monitoring & Reporting plan**

Progress reports will be prepared during the implementation and after the completion of the project – on weekly, monthly, quarterly and a final comprehensive report at the end of project as appropriate. Reports will be shared and discussed with Education clusters and M&E officer to determine any further needs. This will ensure that the continuation of the project meets the needs and have really improved the education status of children in Nasir and Ulang Counties. These reports will also be shared with the SME in Upper Nile and MoE- GoSS

Workplan		Year	1	2	3	4	5	6	7	8	9	10	11	12
Activitydescription														
Activity 1.1.1: Setting up 7 Semi-permanent (protected) learning spaces and rehabilitate 3 existed primary schools in the Two (2) counties of Nasir, and Ulang Upper Nile. Ulang PS ,Barmach PS and Kierwan ps		2016		X										
Activity 1.1.2: Training of education actors female/male (Teachers, Counties education staffs and PTAs) on Psycho-social support, life skills and life saving message in two counties		2016		X		X								
Activity 1.1.3: Payment of teacher incentives for two counties schools ( Nasir/Ulang) in upper Nile state in IO areas and displacement sites for 6 months		2016	X	X	X	X	X	X						
Activity 1.1.4: Distribution of basic emergency education learning materials to (girls/boys/women/men) in emergency affected Schools in Ulang and Nasir county areas in Upper Nile State		2016		X		X								

**OTHER INFO****Accountability to Affected Populations**

The program will endeavor to use participatory approaches. The high involvement of beneficiaries in program activities will ensure "ownership" by the community, which will guarantee continuity and accountability. The program will continue to use community agents trained as volunteers. This will help in building local human capital and expertise, which will be able to continue program activities beyond its funding life. This approach has approved a great success in the implementation of the various program of UNKEA.

**Implementation Plan**

- Involvement of teachers and Community education management committees to introduce and promote girl child education services through the whole Counties.
- UNKEA will sensitize and mobilize the communities and help instill good education practices for appropriate use of education materials
- UNKEA will work in close collaboration with county education departments and Village education committees to ensure that child enrol in school both girls and boys
- School Management Committees will carry out door to door mass campaign.

**Coordination with other Organizations in project area**

Name of the organization	Areas/activities of collaboration and rationale
ADRA	Education activities

**Environment Marker Of The Project**

A: Neutral Impact on environment with No mitigation

**Gender Marker Of The Project**

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

**Justify Chosen Gender Marker Code**

The project will promote female and male participation in the implementation process; it will focus on bringing more skilled women in the staffing and will encourage male involvement in the promotion of girl child education and promotion of good feeding practices for the school going children in Nasir and Ulang Counties of Upper Nile State. It will ensure that women are given equal say in decision making. Boys and girls will be given equal opportunity in joining the school program. The data will be segregated in to Women and Men, boys and girls respectively

**Protection Mainstreaming**

For each school, a joint assessment on the existing water and sanitation conditions will be made with the school director and teachers, as well as, with the school children, primary health care staff and representatives of the Parents and Teachers Associations. For the operation and maintenance of the facilities, mechanisms will be developed for the purchasing of materials need for minor repairs, soap, towels, Jeri can and water tanks etc.

Once the project has been implemented the school facilities will at least consist of:

- Adequate amount of easy to maintain latrines (special units for boys, girl and teachers);
- Adequate amount of hand wash facilities near the latrines and inside the schools;
- Facilities for drinking water and water containers;
- Ensure that school building are well maintain for the protection of the school pupils during classroom time

**Country Specific Information****Safety and Security**

Conflicts, insecurity and political instability, Conflicts-context analyses conducted and documented; this is expected to provide information on type of conflicts, trends and implementation flexibility. In the event that it becomes impossible to operate in one or more geographical locations due to prolonged insecurity consideration will be given as to whether to (temporarily) suspend operations in a given areas and/ or operate elsewhere. As UNKEA is a member of the NGO Security Forum, the security of our staff is a priority in all our operation in South Sudan and safety of our staff is a paramount where we always ensure that our staff are safe in the location of our operations are safer for our staffs. In case of any insecurity UNKEA have a policy of evacuation of staff in danger areas.

**Access**

Rain season as Upper Nile state do experience flood every year and this may be avoid by starting the activities before rain start in order to procure and transport the input during dry season. Funds may be available and will be release on time. UNKEA will ensure most of the activities are completed before rainy season and the local community will also assist where it is difficult to reach as the project is belong to the communities as they are willing to community during implementation of the project both in Nasir and Ulang Counties.

**BUDGET**

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
<b>Staff and Other Personnel Costs</b>							
1.1	Education Manager	D	1	2,000.00	6	100%	12,000.00

	<i>This position acts as a focal person when it comes to the implementation of the project the cost involve in the salary include medical,lunch,transport and housing and the unit number is derive from the quantity of work he is doing</i>							
1.2	Education County Supervisors	D	2	1,000.00	6	100%	12,000.00	
	<i>This position helps in the overall supervision of schools under the projects to be implemented and the cost included in the salary are; transport,medical,lunch and housing in the field</i>							
1.3	Executive Director	S	1	4,000.00	6	25%	6,000.00	
	<i>The Executive Director helps in providing overall guidance and advice to the project managers and those personnel involved in the implementation of the project and its unit number is estimated on monthly basis</i>							
1.4	Finance Manager	S	1	2,000.00	6	25%	3,000.00	
	<i>Finance Manager helps to manage financial Spendings, accountabilities and reportings the unit number is estimated on monthly basis and the cost included in salary are;transport,medical and housing</i>							
1.5	Logistic officer	S	1	1,000.00	6	25%	1,500.00	
	<i>Logistics helps to support procurement Of supply and other office activities, which also involve movement of supplies to the field and the cost involve in the salary are Lunch,transport,medical and housing</i>							
1.6	M & E Manager	S	1	1,800.00	6	45%	4,860.00	
	<i>M &amp; E Officer to provide technical support in monitoring, reporting and evaluation of project activities from time to time</i> <i>M &amp; E Officer to provide technical support in monitoring, reporting and evaluation of project activities from time to time</i> <i>M &amp; E Officer to provide technical support in monitoring, reporting and evaluation of project activities from time to time</i>							
1.7	Human Resource Manager	S	1	2,000.00	6	25%	3,000.00	
	<i>HR Manager to provide technical recruitment procedures for the project staffs</i>							
1.8	Community Education Promoters/ Mobilizers	D	14	100.00	6	100%	8,400.00	
	<i>These are field staffs who will be responsibility of distribution of school Materials, sensitization,awareness and mobilization of communities for the utilization of education in the areas</i>							
	<b>Section Total</b>						<b>50,760.00</b>	
<b>Supplies, Commodities, Materials</b>								
2.1	Teaching and learning Material	D	7	95.00	6	100%	3,990.00	
	<i>To facilitating teaching and learning in the schools of ulang and nasir county of upper Nile state</i>							
2.2	Repair of existing schools	D	3	4,040.00	1	100%	12,120.00	
	<i>Rehabilitates the 3 schools in Ulang and Nasir county which are destructed during the crisis and they are in bad shape</i>							
2.3	Constructors fees	D	2	944.75	4	100%	7,558.00	
	<i>this are inform of incentive that pay to workers who will work on rehabilitation those 3 schools in ulang and Nasir county</i>							
2.4	Trainings of teachers	D	40	40.00	2	100%	3,200.00	
	<i>the teachers are training to facilitate the teaching of children in those 7 schools both in ulang and Nasir county</i>							
2.5	Trainers fees	D	2	100.00	6	100%	1,200.00	
	<i>those money which are pay to tutors who are facilitate the training of teachers</i>							
2.6	Transport of the supplies	D	2	2,724.82	1	100%	5,449.64	
	<i>these are money fees to facilitates the logistics of education materials to 7 schools in Ulang and Nasir</i>							
2.7	Recreational kids		0	0.00	0	0%	0.00	
	<i>the recreational kids those are provide to children in the 7 schools for Ulang and Nasir County</i>							
2.8	Black boards		0	0.00	0	0%	0.00	
	<i>to facilitates the learning of schools children in 7 schools Ulang and Nasir County</i>							
2.9	ECD kits		0	0.00	0	0%	0.00	
	<i>support of school children</i>							

2.10	Kits boxes		0	0.00	0	0%	0.00
	<i>those are learning kits boxes for the children</i>						
2.11	Texts books	D	1	8,000.00	1	100%	8,000.00
	<i>Texts books to printed to facilitate the teaching in the schools in Ulang and Nasir county of upper Nile state</i>						
2.12	Teachers incentives	D	100	60.00	6	100%	36,000.00
	<i>To Facilitators the volunteer teachers to teaching in two counties in upper Nile state in displace site and IO areas</i>						
	<b>Section Total</b>						<b>77,517.64</b>
<b>Equipment</b>							
3.1	County Education Supervisor (Computers)	D	2	900.00	1	100%	1,800.00
	<i>This will help for easy data collection and report in the County level to Juba</i>						
	<b>Section Total</b>						<b>1,800.00</b>
<b>Travel</b>							
5.1	Air ticket for the Education Manager	D	1	400.00	3	100%	1,200.00
	<i>For monitoring and Evaluation of the project at the project site</i>						
5.2	Air ticket for Executive Director	S	1	400.00	2	40%	320.00
	<i>For overall supervision of the projects</i>						
5.3	Finance Manager	S	1	400.00	4	30%	480.00
	<i>For paying of the staff salary in the field from Juba</i>						
5.4	M & E Manager	S	1	400.00	2	40%	320.00
	<i>For collection of data and reporting</i>						
	<b>Section Total</b>						<b>2,320.00</b>
<b>Transfers and Grants to Counterparts</b>							
6.1	Bank Charges	D	1	352.75	2	100%	705.50
	<i>Bank commission during the transaction</i>						
	<b>Section Total</b>						<b>705.50</b>
<b>General Operating and Other Direct Costs</b>							
7.1	Office Renting in Juba	S	1	1,500.00	6	30%	2,700.00
	<i>For facilitation of activities in Juba</i>						
7.2	Stationeries	D	1	200.00	6	100%	1,200.00
	<i>Printing and communication</i>						
7.3	Staff communication	D	1	150.00	6	100%	900.00
	<i>to facilitates staff communication to the field staff</i>						
7.4	Fuel for Car in Juba	S	1	370.00	6	30%	666.00
	<i>Meeting facilitation in Juba</i>						
7.5	Fuel for Boat in Nasir	D	1	270.00	6	100%	1,620.00

	facilitate the movement of boats for Nasir			
	<b>Section Total</b>			<b>7,086.00</b>
<b>SubTotal</b>	191.00			<b>140,189.14</b>
Direct				117,343.14
Support				22,846.00
<b>PSC Cost</b>				
PSC Cost Percent				7%
PSC Amount				9,813.24
<b>Total Cost</b>				<b>150,002.38</b>
<b>Grand Total CHF Cost</b>				
				<b>150,002.38</b>

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 -> Luakpiny/Nasir	40	960	960	1,008	992	3,920	Activity 1.1.1 : Setting up 7 Semi-permanent (protected) learning spaces and rehabilitate 3 existed primary schools in the Two (2) counties of Nasir, and Ulang Upper Nile.Ulang PS ,Barmach PS and Kierwan ps Activity 1.1.4 : Distribution of basic emergency education learning materials to (girls/boys/women/men) in emergency affected Schools in Ulang and Nasir county areas in Upper Nile State
Upper Nile -> Ulang	60	1,440	1,440	1,512	1,488	5,880	Activity 1.1.1 : Setting up 7 Semi-permanent (protected) learning spaces and rehabilitate 3 existed primary schools in the Two (2) counties of Nasir, and Ulang Upper Nile.Ulang PS ,Barmach PS and Kierwan ps Activity 1.1.4 : Distribution of basic emergency education learning materials to (girls/boys/women/men) in emergency affected Schools in Ulang and Nasir county areas in Upper Nile State

Documents	
Category Name	Document Description