

<b>Requesting Organization :</b>	ACT Alliance / Finn Church Aid				
<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>	Education in Emergencies Support to Conflict Related Displacement in South Sudan, Awerial County, Mingkaman				
<b>Allocation Type Category :</b>	Frontline services				
<b>OPS Details</b>					
<b>Project Code :</b>	SSD-16/E/89853	<b>Fund Project Code :</b>	SSD-16/HSS10/SA1/E/INGO/862		
<b>Cluster :</b>	Education	<b>Project Budget in US\$ :</b>	200,000.00		
<b>Planned project duration :</b>	6 months	<b>Priority:</b>	3		
<b>Planned Start Date :</b>	01/02/2016	<b>Planned End Date :</b>	31/07/2016		
<b>Actual Start Date:</b>	01/02/2016	<b>Actual End Date:</b>	31/07/2016		
<b>Project Summary :</b>	<p>This 6 month project aims at ensuring safe access to education for children both displaced during conflict and from the host community.</p> <p>FCA will renovate at least 25 existing learning spaces and equip them with the necessary furniture and learning resources. This will be done in coordination with WASH partners to ensure that WASH facilities in schools are functioning properly and in accordance with INEE and SPHERE Standards.</p> <p>The project will also cater for the monthly incentives of 128 teachers to ensure sustainability and reduce the dropout rate within existing school structures. These teachers will undergo a 1 day refresher course to consolidate knowledge gained from previous trainings.</p> <p>Interschool co-curricular activities like netball, football, debate contests will be implemented and recreational kits provided to promote community peace-building and psycho-social well-being among learners.</p> <p>Mobilization and awareness raising campaigns targeting 6,000 opinion leaders, parents, children &amp; other stake holders will be carried out throughout the project period.</p> <p>70 Parent Teachers Associations (PTA) members and their leaders will be trained in school management activities and provided with logistical and administrative support to ensure continuity.</p> <p>25 education officials and the County Educational Director will be trained and provided with administrative and logistical support in a bid to promote efficiency and capacity to lead quality assurance activities.</p>				
<b>Direct beneficiaries :</b>					
	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	909	1,054	4,140	4,120	10,223
<b>Other Beneficiaries :</b>					
<b>Beneficiary name</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Internally Displaced People	655	928	3,768	3,749	9,100
People in Host Communities	65	92	371	372	900
Trainers, Promoters, Caretakers, committee members, etc.	189	34	0	0	223
<b>Indirect Beneficiaries :</b>					
Indirect beneficiaries are the family members of the children (boys and girls) benefiting from renovated learning spaces and other community members who benefit from community mobilization activities including women groups, youth associations and social advocacy teams. These are estimated at 3,000 individuals.					
<b>Catchment Population:</b>					
The population in the areas of origin of the IDPs will be the catchment population. Children having received a quality education in their areas of refuge will provide a valuable source of manpower when they return to their homes. These are estimated at 2,000 individuals.					
<b>Link with allocation strategy :</b>					
FCA has adopted all three sector objectives and the intervention is in line with the allocation strategy. Similarly, these are in line with FCAs own internal strategy on Right to Education (R2E).					

**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

**Organization focal point :**

Name	Title	Email	Phone
Mika Jokivuori	Country Manager	mika.jokivuori@kua.fi	0955 670 546
Canisius Sovis	Humanitarian Coordinator	canisius.sovis@kua.fi	0955 672 076
Sylvia Raulo	Regional Representative	sylvia.raulo@kua.fi	+254 703 466 326

**BACKGROUND****1. Humanitarian context analysis**

On the 15th of December 2013, violence broke out in Juba and quickly spread to other parts of the country. During the course of the following year, 2014, the warring factions agreed to a ceasefire and later agreed to engage in intra-SPLM dialogue to resolve their differences. However, despite all efforts, fighting still continued between government and opposition forces.

More than 2.3 million people have been forced to flee their homes since the conflict began, including 1.66 million internally displaced people (with 53.4 per cent estimated to be children) and nearly 644,900 refugees in neighbouring countries. Some 185,000 internally displaced people (IDPs) have sought refuge in UN Protection of Civilians (PoC) sites, while around 90 per cent of IDPs are on the run or sheltering outside PoC sites. Recent conflicts in Bor (October 2015) have caused a new wave of displacement to Mingkaman raising concerns over the state of IDPs in Mingkaman.

These crises have come at a time of existing large scale humanitarian needs and disrupted an already weak service delivery system in South Sudan. On the basis of displacement and host community numbers provided by IOM, as well as reports from Education Cluster members and State Focal Points, the Cluster believes that 967,500 children inside South Sudan have lost access to education due to the current crisis.

In such a context, education can no longer wait. Lack of education opportunities continue to be a key factor that leads children to move to neighbouring countries as refugees. Disruption to learning must be minimized and children and adolescents must be engaged constructively to deal with the impact of conflict and displacement, including psycho-social trauma. Denying children and adolescents access to education can perpetuate the root causes of the instability in the region. The enrolment rate for the South Sudanese and Sudanese refugees remain critically low at 56 per cent.

A recent survey conducted by the Regional Child Protection Network has shown how important education is for the refugee community. According to this survey, inadequate education opportunities is the fourth main protection concern identified by the community. Children who remain out of school are particularly susceptible to dangerous labour practices, recruitment into armed groups, and other negative coping mechanisms such as crime, substance abuse, and perpetuating gender-based violence. Education spaces offer an opportunity to provide positive psychosocial support to children who have been through traumatic experiences, and attending school creates a sense of normality and routine for children, crucial for coping with the effects of exposure to conflict and displacement.

Yet, the delivery of education in South Sudan remains exceptionally low: low enrolment in pre-primary and primary, congested classrooms, inadequate funding to build permanent schools as per national standard requirements, inadequate WASH facilities, low teachers' capacity and qualification, low quality of education, lack of Alternative Education Systems (AES), lack of post-primary education opportunities, and weak refugee education systems including information management.

Teachers are at the heart of learning, and play a critical role in the protection of children. To address this need, teachers urgently need support to deliver quality, inclusive, and protective education that is conflict-sensitive and tailored to their local context. Yet teachers typically receive minimal or no teacher training. Many only have secondary school certificates and their own educational experiences to draw on to inform their teaching practices. If they do receive training, it is often in the form of one-off workshops delivered by visiting NGOs. Many teachers have been displaced from their homes and forced to seek alternative livelihoods due to school closures and the lack of payment, and have had their salary payments interrupted.

**2. Needs assessment**

Following the renewed conflict in December 2013, approximately 100,000 IDPs from Jonglei State crossed the Nile and sought refuge in Mingkaman Awerial County. The following data is summarized from data extracted from the Humanitarian Need Overview (HNO) for 2016 for Lakes State:

- a) Number of displaced outside PoC sites: 120,067.
- b) Number of schools damaged/destroyed: 27.
- c) % 6-17 year olds among displaced: 42.32%.
- d) Total number of boys and young men aged 3-17 affected by displacement and insecurity (among IDP and host communities): 28,439.
- e) Total number of girls and young women aged 3-17 affected by displacement and insecurity (among IDP and host communities): 37,998.
- f) Total number of boys, girls, young men and young women aged 3-17 affected by displacement and insecurity: 66,437.

Until May 2015, 20 primary schools and accelerated learning centres have been supported by humanitarian agencies (UNICEF, Save the Children, FCA, NRC, Plan International and Nile Hope) and 11,173 (3,361 girls and 7,812 boys) children have enrolled. However, by December 2015 all organizations supporting the education sector have started to phase out from Mingkaman.

There is a fear that with this significant departure of education partners in Mingkaman, all resources invested over the last few years or months in the education sector, such as learning spaces constructed or rehabilitated, teachers trained and PTAs formed will be significantly and negatively affected. Most importantly, the right to education for 30,000 school-age children will be in serious jeopardy. The County Education Department and education cluster have requested FCA to continue with EiE activities in Mingkaman to fill this important gap. FCA's work in EiE was highly appreciated by sector stakeholders in Mingkaman. An assessment conducted in two schools handed over to the government by FCA illustrated the negative impact of organizations phasing out of the assessment area at this point. Within only one term, enrolment dropped from 1,771 to 689 (signifying a 61% dropout rate). Teachers have not been paid for over two months and a similar problem may be experienced in all 20 IDP schools supported by partners planning to exit.

### **3. Description Of Beneficiaries**

The direct beneficiaries are 10,223 conflict affected boys, girls, men, women in Awerial County, Lakes State. The direct beneficiaries will include students, teachers PTAs, and education officials. Student enrolment will be done based on County Education Department and cluster guidelines. Awerial County in Lakes State has the highest number (38,770) of boys, girls, young men and young women aged 3-17 affected by displacement/insecurity. It is also estimated that another 3,000 individuals will benefit indirectly from this project as well as a catchment population of 2,000 individuals.

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

FCA is an active member of the Education Cluster and has the expertise and experience in Education in Emergencies in the region, leading to established good networks with the local actors through ongoing projects. FCA is therefore in a good position to leverage its experience and innovations in Education in Emergencies work. Organizational expertise includes locally based expertise from project staff, a regional Education Specialist based at the regional office in Nairobi, a Learning Space Coordinator and Theme Coordinator (Right to Education) both based at HQ level.

### **5. Complementarity**

Project activities are designed to fill existing gaps rather than duplicate efforts and funding. Close coordination with all stakeholders in education will continue to be encouraged to ensure this.

With funding from the Finnish Ministry of Foreign Affairs in 2014/2015, FCA managed to construct 35 temporary emergency learning spaces and 30 WASH facilities in Mingkaman Awerial County, Lakes State. These structures received wide acknowledgement from the community as well as the education cluster in South Sudan and have been adopted as model schools for Awerial County and Lakes state as a whole. This was accompanied by the distribution of emergency teaching and learning supplies. As a result, more than 1,800 children, youth and adults gained access to inclusive education in a safe learning environment.

FCA will therefore ensure that the gains made through this project are consolidated to ensure a far reaching and more sustainable impact. By providing safe access to education the proposed project will ensure that children stay in school and are therefore less vulnerable to Sexual and Gender Based Violence (SGBV), forced marriage, early pregnancy and other forms of violation of their basic rights as children. FCA is also currently distributing food to the most vulnerable unregistered IDPs, returnees and new arrivals. This is accompanied with distribution of seeds and tools to 1,000 households/farmers. This is contributing significantly to household incomes therefore enabling parents to send and keep their children in school.

Regular updates of the humanitarian context will be done to ensure an up to date outlook on the real needs and the most efficient approach to address these.

## **LOGICAL FRAMEWORK**

### **Overall project objective**

Emergency education needs of IDP and host community children in Awerial County, Mingkaman are addressed and more durable solutions are identified.

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			50				
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			20				
<p><b>Contribution to Cluster/Sector Objectives :</b> Conflict-affected children and young people are protected through access to safe and secure learning environments objective will be reached through renovation/rehabilitation of existing learning spaces and equipping them with the necessary furniture including classroom desks.</p> <p>Conflict-affected children and young people's psychosocial recovery and cognitive development are strengthened through Education in Emergencies, inclusive of basic education, vocational training and life skills objective will be reached through provision of teaching and learning supplies, recreational kits and materials for psychosocial support and life skills as well as provision of teacher training in relevant teaching methods.</p>									
<b>Outcome 1</b>									
Conflict-affected children and young people are protected through access to safe and secure learning environments									
<b>Output 1.1</b>									
<b>Description</b>									
The objective will be reached through renovation/rehabilitation of existing learning spaces and equipping them with the necessary furniture including classroom desks.									
<b>Assumptions &amp; Risks</b>									
<ul style="list-style-type: none"> <li>- Possible collapse of the recently signed peace agreement.</li> <li>- Unpredictable weather conditions.</li> <li>- Price fluctuations affecting the cost of operation.</li> <li>- Substandard materials available for construction due to uncontrolled market supply.</li> </ul>									
<b>Activities</b>									
<b>Activity 1.1.1</b>									
Rehabilitation/Renovation of 25 existing learning spaces.									
<b>Activity 1.1.2</b>									
Provision of teaching and learning materials (through UNICEF where possible).									
<b>Activity 1.1.3</b>									
Provision of school furniture including classroom desks.									
<b>Indicators</b>									
					End cycle beneficiaries		End cycle		
Code	Cluster	Indicator			Men	Women	Boys	Girls	Target
Indicator 1.1.1	EDUCATION	Frontline # of Temporary Learning Spaces/classrooms rehabilitated							25
<b>Means of Verification :</b> Pictures, videos and inspection visit reports.									
Indicator 1.1.2	EDUCATION	Frontline # of IDP and host community children attending school					2,400	1,600	4,000
<b>Means of Verification :</b> Number of children with access to inclusive and safe learning spaces.									
<b>Outcome 2</b>									
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									
<b>Output 2.1</b>									
<b>Description</b>									
The proposed objective will be reached through provision of teaching and learning supplies, recreational kits and materials for psychosocial support and life skills as well as provision of teacher training in relevant teaching methods.									
<b>Assumptions &amp; Risks</b>									
<ul style="list-style-type: none"> <li>- Teachers are available and willing to work.</li> <li>- Government counterparts are available and cooperative.</li> </ul>									
<b>Activities</b>									
<b>Activity 2.1.1</b>									

Refresher course to consolidate knowledge gained from previous trainings.

**Activity 2.1.2**

Training in school management activities for 70 PTA members/leaders.

**Activity 2.1.3**

Education in Emergency facilitators/volunteer monthly incentives for 128 teachers.

**Activity 2.1.4**

County education staff capacity building for 25 officials.

**Indicators**

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.1.1	EDUCATION	Frontline # of teachers trained in EiE Curriculum	118	10			128

**Means of Verification** : Attendance lists and regular inspections.

Indicator 2.1.2	EDUCATION	Frontline # of parents/teachers trained	50	20			70
-----------------	-----------	---	----	----	--	--	----

**Means of Verification** : PTA committee minutes, pre & post-tests.

**Outcome 3**

Protect, prevent and minimize immediate and future threats through the provision of life -saving education to children and young people affected by the crisis

**Output 3.1**

**Description**

Protect, prevent and minimize immediate and future threats through the provision of life -saving education to children and young people affected by the crisis.

**Assumptions & Risks**

- Teachers are available and willing to work.
- Government counterparts are available and cooperative.
- No major break out of conflicts.

**Activities**

**Activity 3.1.1**

Community mobilization campaign on gender issues, GBV, inclusion of girls in school and early marriage targeting 6,000 community members/leaders, parents & other stake holders.

**Activity 3.1.2**

Capacity building & sensitization activities for PTA members.

**Activity 3.1.3**

Promotion of interschool co-curricular activities (netball, football, debate contests).

**Activity 3.1.4**

Life-saving education through sensitization activities on education, protection and gender issues for school children.

**Indicators**

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 3.1.1	EDUCATION	Frontline # of sensitization and community mobilization sessions conducted on the importance of girls education and GBV					6,000

**Means of Verification** : Pictures, videos and attendance lists.

**Additional Targets :**

**M & R**

**Monitoring & Reporting plan**

FCA South Sudan Humanitarian Coordinator will have the overall responsibility of monitoring and evaluation of the project activities. The Humanitarian Coordinator will ensure that the day-to-day monitoring is in line with established M&E systems and procedures in collaboration with FCA emergency staff, Awerial County Education Department and Education cluster partners. This will also ensure conformity with Common Humanitarian Fund (CHF) rules and regulations. Technical assistance and will be also be provided by sector experts within FCA to ensure quality (Education Specialist and Learning Space Coordinator). Monthly narrative and financial reports will be submitted to FCA country office in Juba and shared with the regional office and headquarters. Quarterly reports will be submitted to CHF as required.

FCA Finance Officer, in cooperation with the FCA Humanitarian Coordinator, will have the overall responsibility of monitoring the funding of the operation. The operation will be audited by an external auditor after completion of the project activities. FCA's financial systems in the field are also monitored from the head office in Helsinki and assessed periodically by FCA's Helsinki-based internal auditor.

FCA staff adheres to ACT guidelines on good financial practices and Fraud & Corruption Prevention guidelines. Suppliers will be checked for conformity and compliance and will be briefed on FCAs Code of Conduct for Suppliers which they will be expected to sign and adhere to. Where applicable, memoranda of understanding will be signed to clearly spell out the rules of engagement to all parties concerned.

Workplan													
Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Rehabilitation/Renovation of 25 existing learning spaces.	2016				X	X	X	X					
Activity 1.1.2: Provision of teaching and learning materials (through UNICEF where possible).	2016			X	X								
Activity 1.1.3: Provision of school furniture including classroom desks.	2016			X	X	X							
Activity 2.1.1: Refresher course to consolidate knowledge gained from previous trainings.	2016			X									
Activity 2.1.2: Training in school management activities for 70 PTA members/leaders.	2016				X		X						
Activity 2.1.3: Education in Emergency facilitators/volunteer monthly incentives for 128 teachers.	2016		X	X	X	X	X	X					
Activity 2.1.4: County education staff capacity building for 25 officials.	2016				X		X						
Activity 3.1.1: Community mobilization campaign on gender issues, GBV, inclusion of girls in school and early marriage targeting 6,000 community members/leaders, parents & other stake holders.	2016			X		X		X					
Activity 3.1.2: Capacity building & sensitization activities for PTA members.	2016		X	X	X	X	X	X					
Activity 3.1.3: Promotion of interschool co-curricular activities (netball, football, debate contests).	2016			X		X		X					
Activity 3.1.4: Life-saving education through sensitization activities on education, protection and gender issues for school children.	2016		X	X	X	X	X	X					

## OTHER INFO

### Accountability to Affected Populations

FCA is working towards the application of the Core Humanitarian Standard (CHS) on quality and accountability. FCA strives to ensure the participation of affected people in all phases of the project cycle, to share with the beneficiaries, information relevant to their needs in a timely manner, and to enable beneficiaries give their feedback and air their grievances through context specific complaints response mechanisms. FCA staff members have been trained on key humanitarian principles such as 'Do No Harm' principle and SPHERE standards and will apply these to the project.

### Implementation Plan

Project activities are scheduled to start in February 2016 and run up to July 2016. The general implementation strategy will be as follows:

- a) Planning activities & administrative activities.
  - Signing of MoU between partner and local authorities.
  - Briefing to communities & other stake holders.
  - Hiring/training of relevant staff.
- b) Procurement activities (first quarter of project).
  - For all commodities and consumables budgeted in project.
  - Will be done in the first quarter of the project.
- c) Project implementation activities.
  - See work plan.
- d) Monitoring & Evaluation activities.
  - Collection of all sources of verification at regular intervals.
  - Monitoring visits at least 3 times during the project implementation period by senior management and support staff.
- e) Reporting activities.
  - Compilation and analysis of sources of verification.
  - Preparation of final narrative and financial reports (and audit).
  - Share final report with regional office and HQ.
  - Share final report with CHF.

### Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale
UNICEF	Provision of teaching and learning supplies from pipeline.
Plan International	Awareness campaigns and cluster meetings, joint inspections.
BRAC	Follow up on GESS programs like capitation grants.
UNICEF/RUWASSA	Provision of WASH facilities and awareness campaigns

### Environment Marker Of The Project

A+: Neutral Impact on environment with mitigation or enhancement

### Gender Marker Of The Project

1-The project is designed to contribute in some limited way to gender equality

**Justify Chosen Gender Marker Code**

Gender disaggregated information and vulnerability criteria will be at the base of the beneficiary selection. Awareness campaigns will focus on increasing girls' enrolment into schools. FCA will put emphasis and efforts to recruit and train female volunteer teachers. This will work hand in hand with provision of psychosocial support since girls will be more comfortable with female teachers than with male teachers.

The project will also promote female participation in PTAs to ensure their involvement in school running matters. Sensitization campaigns aimed at all stakeholders in education will endeavour to promote issues of gender equality, importance of achieving a balance in the enrolment rate of children (boys/girls) and regular attendance of classes. As much as possible, project staff will be recruited based on FCAs gender equality policy.

**Protection Mainstreaming**

INEE Minimum Standards will be used to renovate temporary learning spaces to ensure that the learning environments are secure and safe. This will promote the protection and the psychosocial well-being of learners, teachers and other education personnel benefiting from the project. Training in psychosocial support will be provided for the teachers and other education personnel and child protection/child rights and Gender Based Violence (GBV) will be addressed as part of the life skills training. Through the awareness raising activities, the project aims to promote protection issues outside the targeted schools. The activities will also be coordinated with the Child Protection Sub-Cluster to ensure that referral mechanisms are integrated in the program.

FCA staff members have been trained on key humanitarian principles such as 'Do No Harm' and SPHERE standards and will apply these during the implementation of the project.

**Country Specific Information**

**Safety and Security**

FCA will keep up-to-date with all security developments to ensure that beneficiaries and staff members are safe and that assets are safeguarded. Due to the volatile operational environment, special focus will be paid to the security of the project staff. FCA has identified possible risks for staff and programs through a Security Risk Assessment, updated on a regular basis in order to adapt the necessary measures to the context of the country. A security plan has been written in order to provide the staff with all the necessary information and contact needed to prevent and/or mitigate any major incident.

**Access**

Mingkaman is accessible by road for most parts of the year except during the months of July to September. During the dry months, it is convenient to transport supplies through road. Prepositioning of supplies will be done carefully considering seasonal rains.

However, the general road condition and security situation is not always good. Therefore regular coordination between partners accessing this route will be necessary including organizing convoys to find security in numbers. However, WFP/UNHAS has regular flights to Mingkaman and will be used as much as possible to ensure security of personnel.

**BUDGET**

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
1.1	Humanitarian Coordinator	S	1	5,500.00	6	10%	3,300.00
	<i>10% charged to CHF for 6 months. Project budget holder and responsible for M&amp;E. Location: Juba</i>						
1.2	Finance Officer	S	1	2,000.00	6	10%	1,200.00
	<i>10% charged to CHF for 6 months. Responsible for reviewing and compiling financial report and financial monitoring. Location: Juba</i>						
1.3	Project Officer	D	1	1,750.00	6	100%	10,500.00
	<i>Project Officer to coordinate all activities. 1 at \$1750 per month for 6months. Location: Mingkaman.</i>						
1.4	Education Officers	D	1	2,800.00	6	100%	16,800.00
	<i>Education Officers to carry out project activities and offer technical support to Field Officer. 2 at \$1400 per month for 6 months. Location: Mingkaman</i>						
1.5	Field Officer	D	1	550.00	6	100%	3,300.00
	<i>To assist in implementation of project activities. 1 at \$550 per month for 6 months Location: Mingkaman</i>						
1.6	Field Driver	D	1	350.00	6	100%	2,100.00
	<i>To drive and maintain field vehicle(s). Location: Mingkaman</i>						
	<b>Section Total</b>						<b>37,200.00</b>

<b>Supplies, Commodities, Materials</b>							
2.1	Renovation of learning space	D	25	1,000.00	1	100%	25,000.00
<i>Renovation and/or rehabilitation of learning spaces based on needs for various schools.</i>							
2.2	School furniture/classroom desks	D	1	8,000.00	1	100%	8,000.00
<i>For schools that do not have any. Lumpsum amount includes repair of existing desks/school furniture.</i>							
2.3	Assorted learning materials	D	1	8,000.00	1	100%	8,000.00
<i>Includes exercise books, text books, chalk, pens/pencils, mathematic sets, meter rulers.</i>							
2.4	Support to PTA groups	D	1	4,500.00	1	100%	4,500.00
<i>Relates to logistical support to facilitate regular PTA meetings i.e. stationary, transport and refreshments.</i>							
2.5	Logistical and admin. support to county education officials	D	1	350.00	6	100%	2,100.00
<i>Includes motorcycle fuel and office stationary</i>							
2.6	Transport costs Juba - Mingkaman	D	1	7,500.00	2	100%	15,000.00
<i>Road transport during dry months from Juba to Mingkaman and also to field sites.</i>							
2.7	Stationary and office supplies	D	1	100.00	6	100%	600.00
<i>For use in field office.</i>							
2.8	Camp supplies and maintenance (Mingkaman)	D	1	150.00	6	100%	900.00
<i>Relates to field costs on office water, tea, detergents and cleaning tools.</i>							
<b>Section Total</b>							<b>64,100.00</b>
<b>Equipment</b>							
3.1	Printer	D	1	500.00	1	100%	500.00
<i>For use in field office.</i>							
3.2	Laptop	D	2	750.00	1	100%	1,500.00
<i>For use in field office.</i>							
<b>Section Total</b>							<b>2,000.00</b>
<b>Contractual Services</b>							
4.1	Public sensitization campaigns	D	3	450.00	1	100%	1,350.00
<i>Includes logistical support i.e. hire of public address systems and mobile generator for conducting rallies and campaigns. 3 sessions (March, May &amp; July).</i>							
4.2	Promotion of inter-school co-curricular activities	D	3	600.00	1	100%	1,800.00
<i>Relates to logistical support for activities like netball, football and debate competitions.</i>							
4.3	Sensitization activities for school children and PTAs	D	3	350.00	1	100%	1,050.00
<i>Includes refreshments and transport for SAT (Social Advocacy Tream) groups performing drama activities during sensitization campaigns to school children and PTAs.</i>							
4.4	Teacher training costs	D	1	1,200.00	1	100%	1,200.00
<i>1 day course as a refresher for teachers on previously acquired knowledge and how to put it to practice.</i>							
4.5	Teacher/volunteer incentives	D	128	60.00	6	100%	46,080.00
<i>128 teachers supported over a period of 6 months at \$60 per month.</i>							
4.6	PTA training costs	D	70	30.00	2	100%	4,200.00
<i>70 PTA members at \$30 per teacher for 2 sessions during the implementation period. (April &amp; June 2016).</i>							

4.7	Training for County education officials	D	25	30.00	2	100%	1,500.00
	<i>Includes 24 country officials and the County Educational Director. \$30 for per official for 2 sessions during the implementation period. To consolidate knowledge gained from previous trainings and putting it to practical use. (Apr &amp; Jun).</i>						
4.8	Office and accommodation at hub in Mingkaman	D	1	1,000.00	6	100%	6,000.00
	<i>Includes office rent and accomodation of field based staff.</i>						
4.9	Communication/visibility	D	1	700.03	1	100%	700.03
	<i>Includes Tshirts, signboards, banners etc.</i>						
	<b>Section Total</b>						<b>63,880.03</b>
<b>Travel</b>							
5.1	Local flights (Within South Sudan)	D	3	400.00	6	100%	7,200.00
	<i>WFP flights between Mingkaman and Juba.</i>						
5.2	Local travel	D	1	150.00	6	100%	900.00
	<i>Travel within Mingkaman, Awerial County.</i>						
	<b>Section Total</b>						<b>8,100.00</b>
<b>General Operating and Other Direct Costs</b>							
7.1	Monitoring and Evaluation	D	1	500.00	3	100%	1,500.00
	<i>Monitoring and evaluation related costs for support staff not based in the field in Mingkaman. This includes monitoring visits for technical support by regional and HQ based thematic experts.</i>						
7.2	Fuel and vehicle maintenance costs - In field	S	1	1,000.00	6	100%	6,000.00
	<i>Fuel and vehicle service for project vehicle dedicated to Project.</i>						
7.3	Office security	S	1	1,650.00	6	10%	990.00
	<i>Contribution to office office security costs for country office in Juba. 10% charged to CHF for 6 months.</i>						
7.4	Internet for country office	S	1	1,300.00	6	10%	780.00
	<i>Contribution to office internet costs for country office in Juba. 10% charged to CHF for 6 months.</i>						
7.5	Internet for field office	S	1	200.00	6	50%	600.00
	<i>Relates to internet costs for field office in Mingkaman. 50% charged to CHF.</i>						
7.6	Telephone	S	5	30.00	6	100%	900.00
	<i>Relates to communication costs and airtime for field offices.</i>						
7.7	Bank charges	S	1	144.31	6	100%	865.86
	<i>Estimated to include cost of transfers and transaction costs</i>						
	<b>Section Total</b>						<b>11,635.86</b>
<b>SubTotal</b>			291.00				<b>186,915.89</b>
Direct							172,280.03
Support							14,635.86
<b>PSC Cost</b>							
PSC Cost Percent							7%
PSC Amount							13,084.11
<b>Total Cost</b>							<b>200,000.00</b>
<b>Grand Total CHF Cost</b>							<b>200,000.00</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	
Lakes -> Awerial	100	909	1,054	4,140	4,120	10,223	<p>Activity 1.1.1 : Rehabilitation/Renovation of 25 existing learning spaces.</p> <p>Activity 1.1.2 : Provision of teaching and learning materials (through UNICEF where possible).</p> <p>Activity 1.1.3 : Provision of school furniture including classroom desks.</p> <p>Activity 2.1.1 : Refresher course to consolidate knowledge gained from previous trainings.</p> <p>Activity 2.1.2 : Training in school management activities for 70 PTA members/leaders.</p> <p>Activity 2.1.3 : Education in Emergency facilitators/volunteer monthly incentives for 128 teachers.</p> <p>Activity 2.1.4 : County education staff capacity building for 25 officials.</p> <p>Activity 3.1.1 : Community mobilization campaign on gender issues, GBV, inclusion of girls in school and early marriage targeting 6,000 community members/leaders, parents &amp; other stake holders.</p> <p>Activity 3.1.2 : Capacity building &amp; sensitization activities for PTA members.</p> <p>Activity 3.1.3 : Promotion of interschool co-curricular activities (netball, football, debate contests).</p> <p>Activity 3.1.4 : Life-saving education through sensitization activities on education, protection and gender issues for school children.</p>

## Documents

Category Name	Document Description
Project Supporting Documents	08.01.2016.doc
Budget Documents	07.01.16.xls
Budget Documents	24.01.16.xls
Budget Documents	29.01.16.xls