

Requesting Organization :	War Child Canada		
Allocation Type :	Reserve Allocation 1		
Primary Cluster	Sub Cluster	Percentage	
EDUCATION		100.00	
		100	
Project Title :	Education for Displaced Children in Wau		
Allocation Type Category :	Frontline services		
OPS Details :			
Project Code :		Fund Project Code :	SSD-16/HSS10/RA1/E/INGO/3165
Cluster :		Project Budget in US\$:	\$84,999.73
Planned project duration :	6 months	Priority:	
Planned Start Date :	01/08/2016	Planned End Date :	31/01/2017
Actual Start Date:	01/08/2016	Actual End Date:	31/01/2017
Project Summary :	<p>This grant will be used to respond to rising need of the children and youth who could have been in school if the situation was normal but who are currently out of school, creating a gap in education needs. Temporary learning spaces will be erected to provide classes to children and youth under the normal education system and the ALP program. However locations like the churches which have existing structures will also provide learning spaces for the children.</p> <p>For quality delivery of teaching services, 20 teaching facilitators will be identified within the IDP communities and their capacity built to teach in the temporary learning spaces. In order to motivate the teachers, they will be paid incentives using the standard government agreed rate.</p> <p>War Child Canada is already operational in Wau, including education programming and, as such, will be able to begin implementation immediately.</p>		

Direct beneficiaries :

Men	Women	Boys	Girls	Total
16	7	1,200	800	2,023

Other Beneficiaries :

Beneficiary name	Men	Women	Boys	Girls	Total

Indirect Beneficiaries :
Catchment Population:
Link with allocation strategy :

This project directly aligns with Education Cluster Objective 1 "Conflict-affected children and young people are protected through access to safe and secure learning environments."

This CHF funding will be used to respond to the Education needs of the IDPs children and youth for ALP currently being sheltered at the UNMISS camp, the Catholic Cathedral, Red cross compound, Nazareth Church compound, and Loko-Loko village in Wau. The children have been interrupted from attending their normal classes in the various locations in which they have been from studying. Among the school going children and youth who were interrupted by the conflict which broke out in Western Bhar el Gahzal state were the primary eight classes (P8). These are candidate classes which the project will respond by enabling the children to sit for their exams in the POCs if the situation does not normalize soon. Classes will be provided in the existing Temporary Learning Spaces in the respective sites of the IDPs (Churches, Red Cross compound and Loko-Loko). One additional temporary safe learning space at the UNMISS camp will also be constructed.

To ensure better quality of education service provision, 20 teaching facilitators will be trained and provided with incentives in order to motivate them for service delivery.

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
George Otim	Country Director South Sudan	george@warchild.ca	+211 955 166 819
Richard Corbridge	Director, International Programs	richard@warchild.ca	+416-971-7474

BACKGROUND

1. Humanitarian context analysis

Wau is one of the counties in Western Bahr el Ghazal state where the state Capital is located. Currently many IDPs have fled to the Churches and UNMISS compound after the recent fight between the armed militia and the government which led to killing of many civilians. The churches and the UNMISS camps is currently sheltering over 25,000 people majority of them being women, children and the youth. It has already become a culture in South Sudan following the outbreak of conflict for people to flee to the UN compound and churches in order to find safe refuge. Majority of the children who ran to the IDPs sites are school going age children.

2. Needs assessment

War Child Canada has been operational in Wau prior to this most recent outbreak of conflict. Assessments conducted by War Child Canada during that period identified the following barriers to education: a lack of qualified teachers, inadequate learning environments, lack of community/parents support (particularly for girls' education) and poor teaching and learning materials. Assessments conducted by War Child Canada-trained youth found there were no teacher training centres in Western Bahr el Ghazal. In Wau County, Western Bahr el Ghazal, only 55 percent of teachers reported as being trained. Statistics (2015) from the state of Western Bahr el Ghazal found that the average pupil to teacher ratio to be 45.2, and in Wau County, the primary pupil-to-textbook ratio is 7.2 for English and 6.7 for Math.

100 pre-schools, 78 primary schools and 28 secondary schools in Wau town are closed and all the teachers were relocated in the five IDP locations within the town. The PoC site continues to have the highest number of children, with currently approximately, 13,000 children. Therefore, on 15 July class sessions, approximately 25% more children were found attending classes than registered due to the influx of unregistered new children.

3. Description Of Beneficiaries

This CHF funding will be used to respond to the Education needs of the IDPs children and youth for ALP currently being sheltered at the UNMISS camp, the Catholic Cathedral, Red cross compound, Nazareth Church compound, and Loko-Loko village in Wau. The children have been interrupted from attending their normal classes in the various locations in which they have been from studying.

4. Grant Request Justification

This grant will be used to respond to rising need of the children and youth who could have been in school if the situation was normal but who are currently out of school, creating a gap in education needs. Temporary learning spaces will be erected to provide classes to children and youth under the normal education system and the ALP program. However locations like the churches which have existing structures will also provide learning spaces for the children. For quality delivery of teaching services, 20 teaching facilitators will be identified within the IDP communities and their capacity built to teach in the temporary learning spaces. In order to motivate the teachers, they will be paid incentives using the standard government agreed rate. War Child Canada is already operational in Wau, including education programming and, as such, will be able to begin implementation immediately.

5. Complementarity

LOGICAL FRAMEWORK

Overall project objective

The objective of this project is to ensure that out of school children in Wau are protected through access to safe and secure learning environments.

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			100		
<p>Contribution to Cluster/Sector Objectives : This project directly aligns with Education Cluster Objective 1 “Conflict-affected children and young people are protected through access to safe and secure learning environments.”</p> <p>This CHF funding will be used to respond to the Education needs of the IDPs children and youth for ALP currently being sheltered at the UNMISS camp, the Catholic Cathedral, Red cross compound, Nazareth Church compound, and Loko-Loko village in Wau. The children have been interrupted from attending their normal classes in the various locations in which they have been from studying. Among the school going children and youth who were interrupted by the conflict which broke out in Western Bhar el Gahzal state were the primary eight classes (P8). These are candidate classes which the project will respond by enabling the children to sit for their exams in the POCs if the situation does not normalize soon. Classes will be provided in the existing Temporary Learning Spaces in the respective sites of the IDPs (Churches, Red Cross compound and Loko-Loko). One additional temporary safe learning space at the UNMISS camp will also be constructed. To ensure better quality of education service provision, 20 teaching facilitators will be trained and provided with incentives in order to motivate them for service delivery.</p>							
Outcome 1							
Construct One Temporary learning Space of 03 class rooms and One temporary office space at Nazareth Church.							
Output 1.1							
Description							
One TLS erected and one office space erected							
Assumptions & Risks							
Security at project sites remains stable enough for project implementation. Erected learning spaces shall be safe and protective to learners. Local materials will be available in the market. Camp management and church authorities are consulted prior to establishing the TLSs.							
Activities							
Activity 1.1.1							
Erect One block of 3 class rooms using local materials at Nazareth Church							
Activity 1.1.2							
Erect one Temporary office space using local materials at Nazareth Church							
Indicators							
Code	Cluster	Indicator	End cycle beneficiaries				End cycle Target
			Men	Women	Boys	Girls	
Indicator 1.1.1	EDUCATION	Frontline # of TLSs secured					1
<p>Means of Verification : Record of the number of TLS erected List of office spaces recorded</p>							
Outcome 2							
Train 20 ALP teachers in cathedral, Nazareth, St. Joseph and Red cross and 3 ECD facilitators in UNMISS POC 2 to provide teaching services							
Output 2.1							
Description							
20 ALP teachers trained (30% Female)							
Assumptions & Risks							
Security at project sites remains stable enough for project implementation. Teachers will be available and ready for training and recruitment.							
Activities							
Activity 2.1.1							
Mobilize and enrol 20 ALP teachers for capacity building							
Indicators							
Code	Cluster	Indicator	End cycle beneficiaries				End cycle Target
			Men	Women	Boys	Girls	
Indicator 2.1.1	EDUCATION	Frontline # of parents/teachers trained	14	6			20
<p>Means of Verification : Training attendance list of the teachers trained</p>							
Output 2.2							
Description							
2,000 children and youth enrolled (40% female learners)							
Assumptions & Risks							

Security at project sites remains stable enough for project implementation.
 TLS management will keep up to date records of learners and teaching staff.
 Community will be supportive of the project to help in mobilizing learners.

Activities

Activity 2.2.1

Mobilize and enroll 2,000 children and youth to the learning centers

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.2.1	EDUCATION	Frontline # of IDP and host community children enrolled			1,200	800	2,000

Means of Verification : Register of children and youth enrolled in each TLS centre.

Output 2.3

Description

200 children enrolled (40% female)

Assumptions & Risks

Security at project sites remains stable enough for project implementation.
 Community will be supportive of the project to help in mobilizing learners.

Activities

Activity 2.3.1

Mobilize and enroll 200 children for ECD program at UNMISS POC 2

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.3.1	EDUCATION	Frontline # of IDP and host community children enrolled			120	80	200

Means of Verification : Register of ECD enrolment for ECD program

Output 2.4

Description

3 ECD facilitators trained (at least one female facilitator)

Assumptions & Risks

Security at project sites remains stable enough for project implementation.
 Teachers will be available and ready for training and recruitment.

Activities

Activity 2.4.1

Mobilize and train 3 ECD facilitators

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.4.1	EDUCATION	Frontline # of parents/teachers trained	2	1			3

Means of Verification : Training attendance list of the teachers trained.

Output 2.5

Description

1,800 enrolled to P8 and ALP classes (40% female)

Assumptions & Risks

Security at project sites remains stable enough for project implementation.
 Community will be supportive of the project to help in mobilizing learners.

Activities

Activity 2.5.1

Mobilization and registration of P8 and Level 4 ALP class

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.5.1	EDUCATION	Frontline # of IDP and host community children enrolled			1,080	720	1,800

Means of Verification : Register of P8 and ALP Level 4 candidates

Indicator 2.5.2	EDUCATION	Frontline # of IDP and host community children attending school			1,080	720	1,800
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Means of Verification : Attendance sheets

Output 2.6

Description

100 manuals printed and distributed and 2,000 learners receive assorted materials

Assumptions & Risks

Security at project sites remains stable enough for project implementation.
Learning and teaching materials shall be procured and distributed timely.
Teaching and learning materials will be available in the local market.

Activities

Activity 2.6.1

Print and distribute ALP and ECD training materials to the teachers

Activity 2.6.2

Procure and distribute scholastic materials to the learners

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.6.1	EDUCATION	Core Pipeline # of conflict-affected children benefiting from education in emergencies supplies			1,200	800	2,000

Means of Verification : List of distribution of training manual to teachers in all the TLS centers
List of distribution of assorted learning materials to learners

Output 2.7

Description

4 supervision visits conducted

Assumptions & Risks

Security at project sites remains stable enough for project implementation.

Activities

Activity 2.7.1

Work with the state ministry of Education and General Instruction to train and supervise teachers

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 2.7.1	EDUCATION	Frontline # of parents/teachers trained	0	0			0

Means of Verification : Target: 4 visits conducted

Reports indicating joint supportive supervision and monitoring done

Outcome 3

Provide incentives to 20 teachers for a period of 6 months, using agreed government standard rate

Output 3.1

Description

20 teachers receive incentives (30% female)

Assumptions & Risks

Security at project sites remains stable enough for project implementation.
Records of teacher attendance are kept well and updated.
Payment of incentives for teaching staff will be done timely.

Activities

Activity 3.1.1

Pay incentives for the ALP and ECD teachers for the period of 6 months

Activity 3.1.2

Monitoring of project activities/indicators

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 3.1.1	EDUCATION	Frontline # of teaching facilitators paid with monthly incentives in displacement sites	14	6			20

Means of Verification : Payroll of teachers receiving incentives

Additional Targets:

M & R

Monitoring & Reporting plan

War Child Canada will measure in a systematic way changes over the course of the project its ongoing progress, successes/challenges and impact. War Child Canada will measure performance against targets set up in the implementation plans. War Child Canada will use weekly and monthly work plans including financial projections and weekly and monthly reports will be compiled, tracking progress.

War Child Canada, will conduct site visits on a weekly bases, since it is an emergency and the learning spaces are within the IDP sites. UNICEF Education Officers will be invited on these site visits. Data will also be collected and reported on weekly basis and will be disaggregated by sex. There will a daily attendance roll call for learners in all classes to ascertain the attendance rate of learners daily. This attendance data will inform project management as, if attendance is low, War Child Canada can immediately consult with communities and students to determine reasons for this and adjust project schedules as needed (if that is deemed to be the cause). Teacher's attendance register will be used to track the teacher's attendance, also a key factor in project success. Additional tools used will be the students' tests to track academic performance and post-project surveys to receive feedback on how the classes could be improved moving forward.

Collection of data, including baseline, will be the responsibility of the Field Manager and Project Officer. The data analysis will be overseen by the Monitoring and Evaluation Manager, South Sudan (based in Juba) who also receives technical support from War Child Canada's HQ-based Monitoring and Evaluation Manager, as needed. Data will be shared with project staff and the Head of Programs (based in Juba) during monthly meetings to review progress and make changes to the project, as needed.

War Child Canada is already working with the Ministry of Education in the targeted area and will continue to do so for this project. Previously the Ministry has conducted monitoring visits to War Child Canada's existing temporary learning spaces and approved the spaces.

Regarding cross-cutting issues, War Child Canada as an organization has gender equality and child protection as cross cutting issues. For this project the organization will be actively attending cluster meetings to link up with the other partners to address cross cutting issues.

Workplan

Activitydescription	Year												
		1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Erect One block of 3 class rooms using local materials at Nazareth Church	2016								X				
	2017												
Activity 1.1.2: Erect one Temporary office space using local materials at Nazareth Church	2016								X				
	2017												
Activity 2.1.1: Mobilize and enrol 20 ALP teachers for capacity building	2016								X	X			
	2017												
Activity 2.2.1: Mobilize and enroll 2,000 children and youth to the learning centers	2016								X	X			
	2017												
Activity 2.3.1: Mobilize and enroll 200 children for ECD program at UNMISS POC 2	2016								X	X			
	2017												
Activity 2.4.1: Mobilize and train 3 ECD facilitators	2016								X				
	2017												
Activity 2.5.1: Mobilization and registration of P8 and Level 4 ALP class	2016								X	X			
	2017												
Activity 2.6.1: Print and distribute ALP and ECD training materials to the teachers	2016								X				
	2017												
Activity 2.6.2: Procure and distribute scholastic materials to the learners	2016								X				
	2017												
Activity 2.7.1: Work with the state ministry of Education and General Instruction to train and supervise teachers	2016								X	X	X	X	X
	2017	X											

Activity 3.1.1: Pay incentives for the ALP and ECD teachers for the period of 6 months	2016						X	X	X	X	X
	2017	X									
Activity 3.1.2: Monitoring of project activities/indicators	2016						X	X	X	X	X
	2017	X									

OTHER INFO

Accountability to Affected Populations

War Child Canada will mainstream beneficiary interaction and capacity building throughout the design, implementation, monitoring and evaluation phases of this project. The project will also incorporate War Child Canada’s Accountability to Affected Populations (AAP) Framework to ensure that marginalized populations are fairly represented and that their voice is heard throughout the project.

Commitment: War Child Canada is committed to providing accessible information to affected populations on organizational processes and structures that affect them and to share results about the programs that affect their communities.

Program Processes and Expectations – Stakeholders, especially those participating in a program, have a right to know the processes and procedures governing the project that they are a part of. They also have a right to know what they can expect being a participant in a project activity and how they can contact War Child Canada if expectations fall short or if policies are not being upheld.

Results Sharing – In order to effectively demonstrate results, build a programs evidence base and strive for program improvement and quality, results should be shared with stakeholders fully and faithfully. War Child Canada recognizes that learning occurs both from successes as well as challenges and failures. Each project affords opportunities to learn, improve and contribute to broader communities of practice, but only if data is gathered, used and shared. Timely, accurate and complete sharing of information is therefore an essential part of AAP. In addition, stakeholders, especially those receiving a program, have a right to learn about program results and the outcomes or impacts (including unintended or unexpected outcomes) that have occurred within their community. Without this knowledge, project stakeholders are not equal participants in a program and they may be unable to fully participate and engage with the program or provide effective feedback. Providing information to stakeholders is a fundamental component of establishing meaningful feedback loops.

Commitment: War Child Canada is committed to obtaining and incorporating feedback from all stakeholders, especially affected populations to ensure that project activities and organizational policies and processes are meeting their needs and expectations. War Child Canada will also receive and process complaints related to stakeholder dissatisfaction or policy breaches.

Feedback and Complaint Mechanisms - Project activities require clear avenues for feedback and complaints to be raised by participants, and clear policies for staff to follow in order to respond and rectify issues that are raised. Complaints about a program’s quality or implementation must be dealt with in an effective, consistent and professional manner. Complaints regarding abuse, a breach in policy or any other illegal activity must be followed up with the appropriate response and authorities.

Feedback and complaint mechanisms need to use communication approaches that are appropriate for the project participants and the context in which the project is being implemented. Key considerations for providing feedback and in responding to feedback include accessibility, child friendliness, language, remote or mobile populations, security, privacy and confidentiality.

War Child Canada uses a number of feedback and complaint mechanisms, including written feedback forms, interviews, toll-free phone numbers, procedures for in-person complaints. Responding to complaints is guided partially by the organization’s child protection policy, gender policy and code of conduct as well as the legal frameworks in the countries of operation.

Implementation Plan

War Child Canada will be directly implementing this project. The organization is overseen by a Country Director based in Juba. The project team, based in Wau, report directly to the Head of Programs who, in turn, reports to the Country Director.

War Child Canada already coordinates with a number of government ministries and will continue to do so for this project. This includes: authorities from state, county and payam levels, including the state MoE (including the Directorate of Alternative Education Systems) the Ministry of Youth, Culture and Sport (MoYCS), and the Ministry of Gender, Child and Social Welfare. The organization also maintains close coordination with the South Sudan NGO Forum and the Education Cluster, ensuring coordination with other actors and avoiding duplication.

Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale

Environment Marker Of The Project

Gender Marker Of The Project

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

Justify Chosen Gender Marker Code

War Child Canada is acutely aware of the varying roles of men and women in their families and communities and that achieving gender equality does not mean that women become the same as men. War Child Canada has five years of experience in South Sudan, ten years of experience in Sudan (before they were separate countries) and extensive experience working with both men and women, boys and girls on education. This gender analysis is based on War Child Canada’s experience in South Sudan including ongoing work in education in Wau.

Many gender-related policies in South Sudan are not implemented, and others remain in draft form including the National Gender Policy and the National Gender Policy Strategic Plan. War Child Canada’s own assessment work has shown that this Gender Policy is greatly needed as, for example, women and girls can still be ‘purchased’ for marriage with varying items ranging from cows to honey. In an effort to mainstream gender in all levels of government the Ministry of Gender, Child and Social Welfare established Gender Focal Points in all government ministries and institutions, meant to create awareness on gender issues. However a lack of adequate funding combined with personnel who do not sufficiently understand gender issues has rendered these Focal Points largely ineffective (Edward, 2014).

War Child Canada will promote the equitable participation of boys and girls in education by ensuring that activities are at times and locations that are accessible to everyone and by working with parents to ensure they understand the importance of educating both boys and girls.

Protection Mainstreaming

All of War Child Canada's programming is guided by the organization's multiple policies and procedures including the Child Protection Policy, a copy of which is available upon request. The following is the organization's position statement on child protection:

In keeping with War Child Canada's child-centered development approach, which focuses on the systems of relationships that children experience, we believe that creating protective environments for children must extend beyond the individual child and into households, communities and ultimately must be reinforced by national governments and the international community.

War Child Canada believes that it is always unacceptable for a child or young person to experience violence or abuse of any kind and recognizes its duty of care obligations to children associated with a Do No Harm approach.

War Child Canada believes that the implementation and practice of child protection policies and procedures should always be in the best interest of the child and involve children's active participation in their own protection.

War Child Canada embraces its responsibility to provide equal rights and opportunities to all children without discrimination or unequal treatment on the grounds of their age, culture, caste, nationality, ethnicity, disability, HIV status, family situation, gender, language, racial origin, socio-economic status, religious belief and/or sexual orientation.

War Child Canada's primary beneficiaries are children and young people whose lives have been impacted by war and armed conflict and much of our programming is in emergency or humanitarian situations where protection systems are weak or non-existent. War Child Canada therefore actively participates in support and referral networks for child protection services that incorporate government, non-governmental and civil society actors in cooperation.

War Child Canada uses the definition of a child as set out in The United Nations Convention on the Rights of a Child as any person under the age of 18. War Child is morally and legally obliged to respond to and report child protection concerns for all children with whom it works up to the age of 18. The Child Protection Policy and the actions that follow are therefore focused on under 18's, however, a significant proportion of the young people with whom we work are between the ages of 15-24 (youth as defined in the World Development Report 2007, Development and the Next Generation) and War Child Canada has a moral obligation to provide help and support to these young people we work with, where we can.

Country Specific Information

Safety and Security

All of War Child Canada's initiatives are governed by the 'Do No Harm' approach, analyzing potential conflict drivers and sources of tension amongst communities and beneficiaries (m/f). This ensures that, not only do initiatives not exacerbate existing conflicts or tensions but that they will not create new ones. As part of the review process mentioned above, meetings will be held in neutral locations to ensure the participation of all groups and, if needed, separate meetings will be held with women and men to ensure all beneficiaries have a safe space in which to share their views.

Safety and security management policies include an overarching Global Security policy based on the UN Minimum Operating Security Standards, that outlines a pro-active, low-profile, community acceptance security strategy, a Crisis Response Plan, a South Sudan-specific Safety and Security Plan which include risk assessments, contingency plans and operating procedures for temporary suspension, relocation, evacuation or hibernation.

Access

BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
Staff and Other Personnel Costs							
1.1	Field Manager	s	1	2,100.00	6	15%	1,890.00
1.2	Finance Officer	s	1	1,120.00	6	15%	1,008.00
1.3	Security Guards	d	2	172.00	6	100%	2,064.00
1.4	Project Officer	D	1	1,200.00	6	100%	7,200.00
	Section Total						12,162.00
Supplies, Commodities, Materials							
2.1	Training of 20 teaching facilitators	d	5	1,350.00	1	100%	6,750.00
2.2	Supervision visit by State MoE	D	3	464.00	1	100%	1,392.00

2.3	Construction of 3 temporary learning spaces	D	3	4,00 0.00	1	100%	12,000.00
2.4	Construction of temporary office space	d	1	3,00 0.00	1	100%	3,000.00
2.5	Incentives for 20 teachers	d	20	30.0 0	6	100%	3,600.00
2.6	Learning materials - books, teaching manuals, pens, etc	D	1	20,9 00.0 0	1	100%	20,900.00
Section Total							47,642.00
Equipment							
3.1	Laptop for Project Officer	D	1	1,00 0.00	1	100%	1,000.00
Section Total							1,000.00
Travel							
5.1	Project staff travel for meetings	D	4	537. 50	1	100%	2,150.00
5.2	Juba staff travel to Wau	s	1	1,50 0.00	6	10%	900.00
5.3	Transportation of TLS learning materials	D	4	500. 00	1	100%	2,000.00
Section Total							5,050.00
General Operating and Other Direct Costs							
7.1	Vehicle fuel - project site	D	2	300. 00	6	100%	3,600.00
7.2	Vehicle maintenance	D	2	250. 00	6	50%	1,500.00
7.3	Vehicle fuel - Juba	s	1	2,00 0.00	6	20%	2,400.00
7.4	Office Rent	s	1	450. 00	6	25%	675.00
7.5	internet	s	1	500. 00	6	40%	1,200.00
7.6	phone communication	D	1	100. 00	6	100%	600.00
7.7	Office maintenance, repair and replacement	s	1	2,40 0.00	1	25%	600.00
7.8	Stationary and office supplies	D	1	300. 00	6	100%	1,800.00
7.9	Bank charges and money transfer fees	D	1	60.0 0	6	100%	360.00

7.10	Audit	d	1	850.00	1	100%	850.00
Section Total							13,585.00
SubTotal			60.00				79,439.00
Direct							70,766.00
Support							8,673.00
PSC Cost							
PSC Cost Percent							7%
PSC Amount							5,560.73
Total Cost							84,999.73
Grand Total CHF Cost							84,999.73

Project Locations

Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Western Bahr el Ghazal -> Wau	100	16	7	1,200	800	2,023	Activity 1.1.1 : Erect One block of 3 class rooms using local materials at Nazareth Church Activity 1.1.2 : Erect one Temporary office space using local materials at Nazareth Church Activity 2.1.1 : Mobilize and enrol 20 ALP teachers for capacity building Activity 2.2.1 : Mobilize and enroll 2,000 children and youth to the learning centers Activity 2.3.1 : Mobilize and enroll 200 children for ECD program at UNMISS POC 2 Activity 2.4.1 : Mobilize and train 3 ECD facilitators Activity 2.5.1 : Mobilization and registration of P8 and Level 4 ALP class Activity 2.6.1 : Print and distribute ALP and ECD training materials to the teachers Activity 2.6.2 : Procure and distribute scholastic materials to the learners Activity 2.7.1 : Work with the state ministry of Education and General Instruction to train and supervise teachers Activity 3.1.1 : Pay incentives for the ALP and ECD teachers for the period of 6 months

Documents

Category Name	Document Description