

<b>Requesting Organization :</b>	World Relief				
<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>	Building resilience and providing Education in Emergency to conflict-affected communities in Unity (Koch, Guit) and Fangak, Jonglei State.				
<b>Allocation Type Category :</b>	Frontline services				
<b>OPS Details</b>					
<b>Project Code :</b>		<b>Fund Project Code :</b>	SSD-18/HSS10/SA1/E/INGO/8126		
<b>Cluster :</b>		<b>Project Budget in US\$ :</b>	251,075.50		
<b>Planned project duration :</b>	9 months	<b>Priority:</b>			
<b>Planned Start Date :</b>	20/03/2018	<b>Planned End Date :</b>	31/12/2018		
<b>Actual Start Date:</b>	20/03/2018	<b>Actual End Date:</b>	31/12/2018		
<b>Project Summary :</b>	<p>Ongoing conflict in Unity State since 2013 has resulted in mass displacement, destruction of infrastructure and social services, and loss of harvests and livelihoods. In Koch and Guit Counties in Unity State and Fangak County in Jonglei State, conflict has left tens of thousands of children hungry and out of school. The continued conflicts and natural disaster such as drought has put children and youth at risk, leaving academic activities discontinued, learners are engaged in search for food and water for their families, with increases exposure to protection risks and makes them more vulnerable to sexual violence, child labour, early marriage and recruitment by armed groups.</p> <p>The project will handle the situation with a holistic approach in IDPs and host communities through emergency school feeding, life-skills messaging and referrals, integration of ECD (Early Childhood Development) into Nutrition OTP programming for child's mental development. TLS will be built with environmental friendly materials. Gender segregated latrines and WASH facilities for children and youths are also package of the foreseen project. Teaching and recreational facilities will be distributed and psychosocial support will be provided. Teachers will be trained for using the Skills for Life Kit. IDPs and host communities will receive orientation in peacebuilding and trauma healing activities, how to share limited resources, child Protection and GBV prevention and response in emergency. Sanitation, transmissible diseases prevention, HIV / AIDS in particular will be discussed at school and communities level. Campaigns for supporting girl's enrolment will be organized for IDPs and host communities. All schools will be made as a safe and inclusive space where children, parents and the community can receive support, improve psychological awareness for other possible crisis.</p>				
<b>Direct beneficiaries :</b>					
	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	940	1,263	3,323	2,845	8,371
<b>Other Beneficiaries :</b>					
<b>Beneficiary name</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Children under 5	0	0	1,288	1,100	2,388
Internally Displaced People	350	660	685	480	2,175
People in Host Communities	580	596	1,350	1,265	3,791
Trainers, Promoters, Caretakers, committee members, etc.	10	7	0	0	17
<b>Indirect Beneficiaries :</b>					
29,371 people are indirect beneficiaries. These are members of families of the direct benefiting children					
<b>Catchment Population:</b>					
29,371 Total populations of the targeted counties.					
The catchment population is calculated through the Sphere standards for children of 21. $8371/21*100 = 29,371$ population.					
<b>Link with allocation strategy :</b>					

This project will benefit the children aged 3 – 18 years and young people through provision of emergency school feeding, life-skills messages and referrals and provide access to learning opportunities include providing temporary/emergency learning spaces, provided school supplies and facilities, emergency teaching/learning materials, Integration of ECD into nutrition OTP programming and protection through establishment of Child-Friendly Spaces (CFS) for the affected children and young people that will enhance education continuity and improve enrollment rates in schools. The project will also impart coping mechanism to the affected children and young people through psychosocial support, trauma healing as well recreational activities that strengthen their skills and become confident, self-reliant, achievement-oriented and emotionally controlled. This project will focus on areas not covered by IMPACT / or GESS in order to benefit children and young people, including teachers whose schools are not benefiting from IMPACT/ or GESS project to provide incentives to volunteer teachers.

**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
UNICEF	955,000.00
	<b>955,000.00</b>

**Organization focal point :**

Name	Title	Email	Phone
Charles Franzén	Country Director	CFranzen@wr.org	+211 92240027
Heidi Dessecker	Program Officer - HQ World Relief 7 East Baltimore Street Baltimore, MD 21202	HDessecker@wr.org	+443.451.1970
Paul Lokaba	Education Program Manager	plokaba@wr.org	+211 955555007

**BACKGROUND**

**1. Humanitarian context analysis**

Education options are limited, and young boys and teachers are often compelled take up arms to protect their territory. School enrollment rates remain low as schools have been destroyed and teachers and students displaced in the fighting. Only a fraction of the schools in the targeted areas have remained open or have been able to reopen since the outbreak of the conflict in 2013. In Koch County, only 11 out of 57 schools were re-opened since January 2017 Southern Unity crisis as many of those schools remained closed due to the continued fighting in parts of the county. Recently in September 4th 2017, Pakur Primary School was looted, burned and destroyed leaving the whole population displaced. In Guit County, only 9 out of 25 schools have re-opened with in-adequate routine supervision because of insecurity since the 2013 conflict. WRSS's assessment supported by the Education Cluster in Koch found the greatest needs to be establishment of new TLS and classrooms and rehabilitation, provision of schools supplies and school equipment, improvement of school hygiene and sanitation through the establishment of latrines, availability of water resources for schools, incentives payment of teachers, fencing of schools and provision of capacity building trainings for teachers. WRSS's assessment in Guit and Fangak came to similar conclusions, adding emphasis on the need for school feeding or take-home rations programming. According to Fewsnet June 17 to January 2018 outlook (IPC Phase 4) the poor food security situation is expected to persist in most parts of Jonglei. Food production has been described as below average following conflict, displacement and increased disease incidence affecting the population. Further deterioration in food security is expected towards the end of 2017 when households deplete food stocks from likely below average production. Sustained scale up of services is therefore essential to reach the affected population in Fangak County. World Relief aims to contribute to the reduction of morbidity and mortality through sustained scale up of basic services to reduce the impact of malnutrition among children. WR conducted a food for education rapid assessment in May 2017 and the report indicates that 1497 boys and 929 girls (58% girls) dropped out of school due to wide spread insecurity in the area, food shortage and inaccessibility of the schools to pupils. It should also be noted that within the same period, 51 male and 22 female teachers are reported to have left teaching due to low incentives to meet their personal demands. Limited Livelihood strategies and sources of income have direct impact on the well-being of a population as it determines the ability to meet basic needs. Most (64%) of IDPs have food distribution as their only source of livelihood and only a 3.3% of those interviewed confirmed that the household survives on it.

**2. Needs assessment**

Through the disruption of the livelihood systems of the population in the Greater Upper Nile of Unity and Jonglei States due to the fighting, the entire communities and children in specific have been suffering from malnutrition and has encouraged high drop out in schools. Education facilities were destroyed, looted and burned for several times because of the prolonged war between SPLA and SPLA-IO. In many affected communities, number of children who went to schools were also very few. No major efforts has been done toward constructing schools and improve the facilities after the August 2015 agreement as there was long way to go interns of improving the socioeconomic infrastructure which were almost non-existent. On top of this most of those few and poorly equipped education facilities have been either dismantled or burnt out due to the war in the localities between the SS government and the opposition groups. As a consequence, there is very wide gap in need for the education facilities in the target areas. WR has been responding to humanitarian needs in the target communities, needs were identified using various assessments and rapid surveys that WR has been doing in the target areas. Ongoing situation monitoring reports have also been additional sources.

School age children, teachers and Teachers and Parents committees are identified to be main direct beneficiaries. This is because of the necessity to have capable teachers and parents follow up and capacity development to provide quality services and improve enrollment.

**3. Description Of Beneficiaries**

Total: 8,371 individuals; learners, teachers, community members

Descriptions of the beneficiaries:

\* Children benefiting from 20 semi-permanent structures (TLs) in three (3) locations (Koch, Guit, and Fangak), serving 6,168 learners as follows:

1) By Gender 6,168: (Boys: 3323 Girls: 2845)

\*By Category: Most community children 2,615 – M: 1,350; F: 1,265

IDP children :1,165 M: 685; F: 480

\* Trainers 17

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

WR has extensive experience in education programming in South Sudan and is committed to building education systems within the country so that all children are able to access basic education. From 2010-2012, WR worked closely with the Episcopal Church in Sudan (ECS) in seven (7) states through DFID's Basic Services Fund (BSF), training over 400 teachers in three stages of in-service training, conducting PTA and education administrators trainings, and advancing the curriculum development. From 2014 to-date, WR is implementing a UNICEF funded EIE projects in Bentiu PoC and has managed to integrate 3 ECD into nutrition OTP programme and also established school gardens. In 2016, WR started to implement a CHF funded education in emergencies project in Guit and Koch Counties in collaboration with the State Ministry of Education and SSHF. WR has successfully implemented SSHF SA 1 emergency school feeding project across Koch, Guit and Fangak Counties which has improved the enrollment in 2017. WR's humanitarian work in Bentiu PoC, Koch, Guit of Unity State and Fangak County of Jonglei State has exposed us to the extensive education needs of children within the country, including the need for trauma counseling infused into education programs.

Through the disruption of the livelihood systems of the population in the Greater Upper Nile of Unity and Jonglei States due to the fighting, the entire communities and children in specific have been suffering from malnutrition and has encouraged high drop out in schools. The project will implement an integrated education intervention through the emergency school feeding, life-skills messages and referrals of GBVs survivors for both girls and women. The project will directly benefit 8,371 beneficiaries during the project lifespan across Koch, Guit and Fangak. The emergency school feeding implementation will be through the provision of food to school children, In-school meals (children are fed breakfast & Lunch in schools) and take-home rations for girls as transfers of food resources to entire families conditional upon school enrollment and regular attendance of children. The parents will be involved to supervise the food measurement, food preparation, storage, handling kitchen dishes, washing hands before eating, collect firewood, fetch water, prepare and cook school meals and build school infrastructures and also provide condiments of other food stuffs to improve the quality or palatability of school meals. Parents will be encouraged to develop and carry out advocacy initiatives on issues related to Emergency School Feeding. Children will receive meals during school hours and get value transfers as incentives for daily attendance and encouraged parents to send their children to attend schools. On-site kitchen facilities will be provided and coworkers will be hired at each school to prepare food to children. Biscuits and high energy food will also be provided to the children particularly schools in rural communities. Food items that are available at the locations will be locally procured while biscuits and high energy foods are procured from Juba. School gardens will be set up to provide children with skills in vegetable production and could produce vegetables used to improve the nutritional content and palatability of the school meals. With poor pupil enrollment, attendance and retention in the school system, parents will be provided with adult literacy and numeracy classes to improve children's enrollment as resulted from high illiteracy rate towards the importance of children's education.

#### **5. Complementarity**

WR has been implementing nutrition, health and Food and Livelihood security programs in the targeted areas in an integrated manner. These existing programs would greatly complement to this project. The nutrition program provides nutrition support to children and lactating and pregnant women. The food security and livelihood program has also been supporting the families to improve their food production availability which indirectly complements to this project in the form of enabling families to feed and send their children to schools. The health program also addresses schools in the form of school health clubs formation and support. WASH also supports in hygiene promotion and awareness both in schools and communities in order to improve and have a conducive environment. Through Protection, school clubs are trained on child rights, GBV cases and referral pathways.

This project will provide emergency school feeding include The emergency school feeding strategies include parents help to build schools infrastructures, provide condiments of other food stuffs to improve the quality or palatability of school meal, parents collect firewood, water, prepare and cook school meals. Also supervise the food measurement, food preparation, storage and handling as well as washing hands before eating and so forth. Parents will be encouraged to develop and carryout advocacy initiatives on issues related to Emergency School Feeding. Children will receive meals during school hours and get value transfers as incentives for daily attendance and encouraged parents to send their children to attend schools. On-site kitchen facilities will be provided and cooks will be hired at each school to prepare food to children. Biscuits and high energy food will also be provided to the children. Food items that are available at the locations will be locally procured while biscuits and high energy foods are procured from Juba. School gardens will be set up to provide children with skills on vegetable production and could produce vegetables used to improve the nutritional content and palatability of the school meals.

The project will support the adult literacy classes to link into poor pupil enrollment, attendance and retention in the school system in communities where parents are illiterate. Additionally, the project will also implement life-skills messages and referrals and access to quality education for children, young people and adults affected by conflicts as well foster the capacity of early childhood development (ECD) programs through integration into nutrition OTP programming. World Relief will coordinate the project activities with UNICEF, SMoGEI and education partners during the project implementation as it's aimed to strengthen the partnerships.

In partnership with UNICEF, World Relief has achieved to established 42 temporary learning spaces at Liech Primary School – Bentiu PoC and seven ECD sites, including ECD centers integrated at OTP Nutrition centers to serve as safe spaces for recreation and psychological support. With the ECD support, these has increased enrollment rates of children in the PoC schools by imparting ECD knowledge and skills to teachers on how to handle children at the early stage. World Relief has trained 210 teachers across Bentiu PoC, Koch, Guit and Fangak through In-service teacher training, psychosocial support and life-skills.

World Relief proposes to continue to implement emergency school feeding in Koch and Guit Counties of Unity State and Fangak of Jonglei State because many children have missed schooling due to the continuous fighting which has cause starvation and leading high drop out of children from schools in those areas and endangering the future of these children.

#### **LOGICAL FRAMEWORK**

##### **Overall project objective**

Crisis affected girls and boys (3 - 18 yrs) have access to safe, healing and inclusive learning:

World Relief has set out to achieve the following objectives from the humanitarian interventions in the affected communities through provision of emergency school feeding, life-skills messages for improved learning opportunities to children in Koch and Guit (Unity State) and Fangak County of Jonglei State: This project aims at providing emergency school feeding through provision of food to school children, In-school meals and transfers of food resources to entire families conditional upon school enrollment and regular attendance of children and also have access to safe, protective and quality education, including recreation, life skills and psychosocial support to vulnerable girls and boys. The IDPs and host communities are in dire situations due to the continued fighting which has resulted into massive displacement and famine in Greater Upper Nile (Unity and Jonglei States). The planned intervention will provide not only emergency school feeding but also safe, inclusive and protective learning spaces (during establishment /setting /rehabilitation, environmentally friendly and local building materials will be used where possible, to minimize environmental impact) with gender segregated WASH facilities and teaching and recreational materials. The project will build capacities of education actors (teachers) and communities (PTA) on commodity management, storage and in protecting right of children for education in this humanitarian crisis and supporting recruited volunteer teachers through incentives, according to recent national and cluster guidelines and standards. The project will give special attention to girls' education as their enrollment rate is very low and dropout rate is very high in the country. This vulnerable segment of the society will be primary targets of the project as they are victims of harmful traditional and cultural practices.

## EDUCATION

Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
Provide crisis-affected girls and boys (3-18 years) with access to safe, protective and inclusive learning environments, including protective services and referral pathways through schools	SO1: Save lives by providing timely and integrated multisector assistance to reduce acute needs	40
Strengthen cognitive skills of crisis-affected boys and girls	SO2: Reinforce protection and promote access to basic services for the most vulnerable people	40
Improve crisis-affected girls', boys' and communities' ability to cope with emergencies through relevant education activities and capacity development, including psychosocial support and life-saving messaging to reduce vulnerability	SO3: Support at-risk communities to sustain their capacity to cope with significant threats	20

**Contribution to Cluster/Sector Objectives :** This project will provide an integrated education intervention through emergency school feeding in Koch, Guit and Fangak in which children are fed with meals both ready-made food (Energy Biscuits) and In-school meals (breakfast & Lunch), transfers to food resources to entire families conditional upon school enrollment and regular attendance of children. In the nutshell, children especially girls and women will receive life-skills messages and referrals on GBVs cases as its estimated 2.34 million children aged 3.17 years to have severely food insecure, resulting to not limited to no access to basic education and early childhood development and GBVs issues in Bentiu PoC, Koch and Guit Counties of Unity State and New Fangak of Jonglei State. Through this SSHF 2018 SA 1 allocation, World Relief will contribute to the cluster objectives to: 1) Save lives and alleviate the suffering of those in need of assistance and protection. 2) Reinforce protection and promote access to basic services for the most vulnerable people. 3) Support at-risk communities to sustain their capacity to cope with significant threats.

### Outcome 1

School enrollment, attendance, drop rate and performance of boys and girls on achievement in all assisted schools.

### Output 1.1

#### Description

Increased number of children (boys and girls) as a result of school meals

#### Assumptions & Risks

Children are ready or available for registration and learning

#### Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.1.1	EDUCATION	(Frontline Services) Number of children benefiting from school feeding programme			3,323	2,845	6,168

**Means of Verification :** Admission Registers, Attendance Registers, Class Registers, Photos, distribution lists, monitoring Reports

#### Activities

##### Activity 1.1.1

Conduct community mobilization through UNICEF "Back To Learning" initiatives in the supported schools and new schools.

##### Activity 1.1.2

Procurement of food supplies (Sorghum, Lentils, Cooking Oil, Salt) and ready-made food (biscuits, energy bars) for 20 supported schools.

##### Activity 1.1.3

Distribution of food supplies (Sorghum, Lentils, Cooking oil, Salt) and ready-made food (biscuits, energy bars) in 20 supported schools.

##### Activity 1.1.4

Establish on-site kitchen and storage facilities in new schools.

##### Activity 1.1.5

Recruit women as cooks or helpers in new schools for on-site kitchens (Koch, Guit (Unity State) and Fangak (Jonglei) and build their livelihoods opportunities.

<b>Activity 1.1.6</b>
Establish school gardens and provide agricultural tools in 10 schools for gardening (sustainability).
<b>Activity 1.1.7</b>
Train teachers, PTA, learners and cooks on commodity management, storage, record keeping, data collection and food preparation
<b>Activity 1.1.8</b>
Train teachers and PTA on life-saving, PSS and referral pathways mechanisms
<b>Activity 1.1.9</b>
Conduct 4 protection mainstreaming workshops in schools and communities in Koch, Guit & Fangak
<b>Additional Targets :</b>

**M & R**

**Monitoring & Reporting plan**

World Relief's operation in South Sudan is directed by a Country Director. The Programs Director along with the Education Program Manager and Project Officers are responsible for overall management of this project and are supported by a Finance Manager, M&E Coordinator and logistics and administration staff. World Relief's Home Office also provides technical support in monitoring and reporting to ensure proper planning, implementation, and M&E of the project activities. This will be mainly done in conjunction with field Area Coordinators. A Program Officer, also based at the Home Office in Baltimore, will also support the project, particularly with reporting and monitoring, the project activities are mainly implemented through the supported schools managed by World Relief in the specified counties.

Overall, the logical framework approach (LFA) and the project workplan will be used as a basis for monitoring of the progress of the implementation against the planned targets to ensure timely completion of the activities as outlined in the implementation schedule. Progress monitoring will be conducted on a weekly and monthly basis. Weekly progress review will be done end of every week by the project staff which involves progress of the detailed tasks against the weekly schedule of detailed target breakdown. Monthly progress monitoring will also be conducted basically comparing the monthly achievements against monthly targets for each activity. In a similar manner, achievement of the project objectives and outputs will be monitored on a quarterly basis. Indicators progress tracking will be a basic framework for monitoring at this level. Progress of the achievement of the objectives/outputs will be measured by comparing the progress of the indicators toward the milestones set for each on quarterly basis. The tools that will be used include monthly data collection, student daily attendance sheet, activity monitoring sheet/report, group training evaluation template and Individual pre and post training assessment template to measure the impact of the project.

WRSS will use the raw data described above to monitor progress through monthly and quarterly project reports. Relevant information will be Systems for mobile communication via satellite phone and internet between implementation sites and WRSS Project Managers will be established from the onset. This will ensure that managers are able to communicate with implementing staff, up-to-date information is communicated to and from the field, and complaints and concerns can be raised. WRSS will also develop a feedback mechanism for beneficiaries. Comment boxes will be made available in all implementation sites to allow beneficiaries to provide feedback directly to WRSS.

In order to manage quality of the data in the reports, data will be collected from each school, and the synthesized monthly and quarterly reports will be sent to the Program Director and Country Director at the Juba Office and the Education Program Manager. Additionally, one Home Office technical staff will make site visits to track project success, review data, and speak with the community and local officials. Findings of all reports, site visits, meetings, and feedback will be used to adjust program implementation to ensure that program results will be achieved.

**Workplan**

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Conduct community mobilization through UNICEF "Back To Learning" initiatives in the supported schools and new schools.	2018			X	X			X			X		
Activity 1.1.2: Procurement of food supplies (Sorghum, Lentils, Cooking Oil, Salt) and ready-made food (biscuits, energy bars) for 20 supported schools.	2018			X	X	X							
Activity 1.1.3: Distribution of food supplies (Sorghum, Lentils, Cooking oil, Salt) and ready-made food (biscuits, energy bars) in 20 supported schools.	2018				X	X			X			X	X
Activity 1.1.4: Establish on-site kitchen and storage facilities in new schools.	2018			X	X	X							
Activity 1.1.5: Recruit women as cooks or helpers in new schools for on-site kitchens (Koch, Guit (Unity State) and Fangak (Jonglei) and build their livelihoods opportunities.	2018			X	X								
Activity 1.1.6: Establish school gardens and provide agricultural tools in 10 schools for gardening (sustainability).	2018				X	X							
Activity 1.1.7: Train teachers, PTA, learners and cooks on commodity management, storage, record keeping, data collection and food preparation	2018				X	X				X			
Activity 1.1.8: Train teachers and PTA on life-saving, PSS and referral pathways mechanisms	2018				X	X				X			
Activity 1.1.9: Conduct 4 protection mainstreaming workshops in schools and communities in Koch, Guit & Fangak	2018					X				X			

**OTHER INFO**

**Accountability to Affected Populations**

WRSS is strictly adhering to Humanitarian standards in involving the beneficiaries in all the process of the project life span. The accountability measures/activities that should be undertaken to identify the needs of men, women, boys and girls include: by visibly demonstrate their commitment through personal engagement with the workforce and by showing concern for the health and safety of every individual. They should also demonstrate the same commitment to protecting the environment and process safety risk mitigation. The beneficiaries fully involve in the problem identification, prioritization and selection of the sites. This involvement will also continue in the course of the implementation and Monitoring & Evaluation of the project. WR will also continuously collect the feedback from the beneficiaries and the schools provide timely updates and incorporate the feedback from the communities. Parents will specifically involve in the quality improvement of the education and the services through PTAs.

The education project will target individuals, teachers, children and young people affected directly or indirectly regardless of their sex hence promoting gender equality throughout the project period. Female teachers will be mobilized and identified through active participation of PTA members and encouraging women involvement in the PTA executive leadership to strengthened gender sensitive during the project implementation. Monitoring and evaluation systems will capture information segregated by sex. Women will be involved in the entire process of the program - assessment, implementation, monitoring and evaluation. Girls who have drop Out of school will be mobilized through advocacy /or campaigns of Girl's Education and female teachers will be assigned to act as matrons in order to counsel girls to continue with their education. 64% of the children enrolled in schools will be girls. There is already Girl's Education Clubs (GEC) that plays a big role in educating fellow colleagues to concentrate in their studies in few schools established by World Relief and these groups plays a big role in educating fellow colleagues to concentrate in their education.

HIV/AIDS information and awareness will be integrated into teacher training, community training, and life-skills education and disseminated through all community and life-skills trainings under this project. World Relief will take care to protect the environment while implementing this project. When building temporary learning spaces, all precautions will be taken to ensure environmental sustainability. The local materials procured for the super structure will be bought from sources who ensure sustainable forestry practices. All waste from building sites will be collected and disposed in designated disposal area where possible the materials procured locally to prevent degradation of roads in the county.

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

**Implementation Plan**

WRSS is a direct implementer of this project. However, the communities, the PTAs and the school teachers will play an important role in the implementation. WR continues to participate and coordinate with members of the Education cluster, UNICEF and other Humanitarian actors in the areas in order to insure complementary cooperation and avoid duplication of efforts within its operational areas. The project will also closely coordinate the implementation with relevant government ministries to make sure that the government offices also play a supportive and positive role in the course of the project implementation.

World Relief have built a strong collaboration with the MoE, community leaders and its members in order to strengthen and instill in them a "sense of ownership" during the project cycle.

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

In collaboration with UNICEF and the Ministry of General Education and Instruction; World Relief proposes to support 20 primary schools, establish 6 ECD (focusing on early childhood development – ECD), and establish 9 temporary learning spaces that also serve as safe spaces for recreation and psychological first aid, benefiting an estimated number of 12,540 children. In order to address the issues of the famine declaration and looted schools WR will implement the emergency school feeding, life-skills, ALP and provide distribute school supplies and recreational kit equipment for all supported schools and a basic "school in a box" for each classroom running in those six primary schools supplementing the student school supplies to stretch their impact while making the schools conducive places to study and teach. WR will identify and recruit the volunteer teachers, conduct teacher training (70), training of 70 PTA members and ongoing mentoring of 70 teachers, conduct evaluation/planning workshops during the project implementation. In addition to the basics of classroom management and using curriculum for lesson planning, throughout the year, the in-service teacher training will cover emergency preparedness, psychosocial support, human rights. WR will also provide some training, notably key Education in Emergencies principles as well as disaster risk reduction. Further physical rehabilitation of the school structures will involve the community in the process, and will require some new materials.

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

**Exit strategy:**

In consultation with CHF, World Relief will hand over the project resources at the end of the project and these materials include training materials and stationery through the MoE to advise how best to utilize those resources as these will encourage the continuity of the project in the community. World Relief will also recommend some of the local project staff to the MoE as they will be capable to support the community and the MoE when the project ends.

**Coordination with other Organizations in project area**

Name of the organization	Areas/activities of collaboration and rationale

**Environment Marker Of The Project**

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

**Gender Marker Of The Project**

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

### **Justify Chosen Gender Marker Code**

The response will adhere to safe programming and implement specific protection activities and gender issues. Men, Women and Children have experience the consequences of conflict and displacements differently and it is important to account for these differing needs in any response. This will mean organizing focus group discussions for women to allow them the opportunity to talk about the issues affecting gender and protection, or the segregation of latrine facilities to ensure privacy for women and girls in relation to WASH. In addition, the project will promote empowerment of women by creating greater opportunity for their involvement at the project level and in key institutions and decision-making processes. It will identify gender roles and responsibilities; access to and control over household productive assets and resources; household decision-making and risk management strategies (savings and contingency funds).

### **Protection Mainstreaming**

World Relief has a mandate to serve the most vulnerable people around the world. In doing this, it strongly incorporates protection issues into the design, implementation, and evaluation of assistance programs whenever possible and appropriate. This is done in order to assist IDPs and other vulnerable populations to reduce or manage risks from violence, abuse, harassment, and exploitation. As violations of rights and abuses specifically to women and children is mainly a function of attitude and cultural values of the communities, protection will be primarily incorporated in the training sessions that are provided to teachers, PTAs and the community leaders. WRSS will also make due preparations in the course of the construction of the classrooms to avoid accident to the children in the schools.

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

### **Country Specific Information**

#### **Safety and Security**

The Safety and security situation is volatile and difficult to predict in the target areas. The security situations in the proposed operating areas, especially in Koch County, remain tense and unpredictable. WRSS understands the challenges of conflict and access in the proposed operating areas and maintains security focal points at the local operating level as well a security expert at the Home Office level. WRSS also works with the United Nations' Department of Safety and Security (UNDSS) in Juba. Security plans are maintained for each operational area. In past experience, when WRSS international or relocatable national staff have had to be temporarily relocated due to security concerns, local national staff, School administrators and PTA have proven able to continue serving beneficiaries until service levels can be fully restored. Also, working through these education actors ensures that knowledge and structures are in place within communities when WRSS's interventions end.

World Relief has strategically categorized the security situation management as below:

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

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

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

#### **Access**

WRSS accesses the project sites from Juba by airplanes and helicopters. Roads are badly affected and not maintained for years. within the project locations staffs can use vehicles, quad bikes and motor bikes.

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

**BUDGET**

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
<b>1. Staff and Other Personnel Costs</b>							
1.1	Country Director - Juba 5%	D	1	6,500.00	9	5.00	2,925.00
	<i>County Director oversees WR country operations in South Sudan, charged 5% to SSHF</i>						
1.2	Program Director - Juba 5%	D	1	4,500.00	9	5.00	2,025.00
	<i>Oversees all programmatic aspects. 5% salary charged to SSHF</i>						
1.3	Education Program Manager - 20%	D	1	3,000.00	9	20.00	5,400.00
	<i>Responsible for the implementation of all education programs both Juba and field locations. 20% charged to SSHF.</i>						
1.4	Grants and Finance Manager - 5%	D	1	5,000.00	9	5.00	2,250.00
	<i>Responsible for country financial management. 5% salary charged to SSHF.</i>						
1.5	Education Project Coordinator - 100%	D	1	1,800.00	9	100.00	16,200.00
	<i>Responsible for coordination of education activities at State and field level and provide support in training of field project staff. Two for Koch/Boaw and one for Guit. 100% salary charged to SSHF</i>						
1.6	WASH Officer - 50%	D	2	1,200.00	9	50.00	10,800.00
	<i>Responsible for the implementation of all WASH in Schools activities. 100% salary charged under SSHF.</i>						
1.7	Protection Officer - 30%	D	2	1,200.00	9	30.00	6,480.00
	<i>Responsible for the implementation and coordination of protection components and other cross cutting issues such as GBV, Child Protection. 30% charged to SSHF.</i>						
1.8	HR & Admin Manager - Juba 5%	D	1	3,500.00	9	5.00	1,575.00
	<i>Responsible for Human Resource Management and processes for WRSS country wide. 5% charged to SSHF</i>						
1.9	HR Officer - 25% Juba	D	1	800.00	9	25.00	1,800.00
	<i>Support in Human Resource Management and process of recruitment of project staff. 25% salary charged under SSHF.</i>						
1.10	Logistics Officer - 10% Koch	D	1	900.00	9	10.00	810.00
	<i>Provide support with supply chain management at county office level. 10% Charged to SSHF</i>						
1.11	Driver - 10% Koch	D	1	600.00	9	10.00	540.00
	<i>Responsible for driving and minor repairs and servicing of vehicles at field level. 5% charged to CHF. Responsible for driving and minor repairs and servicing of vehicles at field level. 10% charged to SSHF.</i>						
1.12	Cooks/Cleaners/Water carrier - 2: 25% Koch / Fangak	D	2	40.00	9	100.00	720.00
	<i>Provide support on-site kitchen facilities and ensure water supplied in schools. 25% charged to SSHF.</i>						
1.13	Guards 3: 25%	D	3	200.00	9	25.00	1,350.00
	<i>Provide safety and security in the warehouses in schools. 25% Charged to SSHF.</i>						
1.14	17% Mandetary National Social Insur. Fund - 25%	D	1	27,850.00	1	25.00	6,962.50
	<i>This cost cover social insurance for staffs involved in education activities. 25% charged to SSHF</i>						
1.15	15% National Insurance/Accident & Medical/R&R Allowance	D	1	27,850.00	1	15.00	4,177.50
	<i>Covers education staff medical/R&amp;R allowance. 15% charged to SSHF.</i>						

1.16	International Staff Benefits	D	1	3,000.00	9	25.00	6,750.00
	<i>Visas, Passports, registration, meal allowances, R&amp;R for international staff (25% of salaries). 25% charged to SSHF</i>						
	<b>Section Total</b>						<b>70,765.00</b>
<b>2. Supplies, Commodities, Materials</b>							
2.1	Procurement of food supplies and ready-made food (Biscuits, Energy bars)	D	4	12,000.00	1	100.00	48,000.00
	<i>Procure food supplies (Sorghum, Lentils, Cooking Oil, Salt) and ready-made food for the beneficiaries. 100% charged to SSHF.</i>						
2.2	Empty sacs	D	1	300.00	2	30.00	180.00
	<i>For re-packaging damaged sacs and food for the beneficiaries. 30% charged to SSHF.</i>						
2.3	Casual labor	D	1	300.00	9	25.00	675.00
	<i>Porters or Laborer during loading and off-loading food items. 30% charged to SSHF.</i>						
2.4	Pallets for storage	D	1	500.00	2	100.00	1,000.00
	<i>Pallets for storage of food items in the warehouses. 100% charged to SSHF.</i>						
2.5	On-site Cooking Facilities	D	1	1,200.00	1	100.00	1,200.00
	<i>Cooking facilities and utensils in schools for on-site kitchen. 100% charged to SSHF.</i>						
2.6	Teachers Incentives for EiE Volunteers	D	60	40.00	9	100.00	21,600.00
	<i>Teaching EiE volunteers and facilitators incentives: 70USDx70paxX1month. 100% charged to SSHF.</i>						
2.7	Training of teachers on school nutrition programme, Psychosocial support, Lifeskills, Child-centered and pedagogy	D	1	900.00	3	100.00	2,700.00
	<i>Refreshments (tea, Lunch) and transport refund for the participants during the training. 100% charged to SSHF.</i>						
2.8	Training of PTA on emergency education egegement, preparedness and roles & responsibilities	D	1	500.00	3	100.00	1,500.00
	<i>Refreshments (tea, Lunch) and transport refund for the participants during the training. 100% charged to SSHF.</i>						
2.9	Training materials and printing of manuals	D	1	1,000.00	1	100.00	1,000.00
	<i>Printing and Materials (Flip charts, Flip chart stand, Note books, Pens, Masking tape, Manilla cards, pencil, colours) for training staff and beneficiaries in the field. 100% charged to SSHF.</i>						
2.10	Emergency needs assessment in Rubkona, Fangak, Koch and Guit Counties	D	4	150.00	1	100.00	600.00
	<i>Printing of assessment tools and 100% charged to SSHF.</i>						
2.11	Community mobilization through BTL (Back to learning campaigns)	D	6	60.00	3	100.00	1,080.00
	<i>Refreshments (tea, lunch) during the mobilization of children in communities. 100% charged to SSHF.</i>						
2.12	Stationaries	D	1	450.00	2	50.00	450.00
	<i>Office supplies (reams of papers, cartridge, ink), chairs, tables etc. 50% charged to SSHF.</i>						
2.13	Water tanks for schools	D	4	150.00	1	100.00	600.00
	<i>Purchase of water tank for water storage for rural schools. 100% charged under SSHF.</i>						
2.14	Agrictural tools for school gardens	D	4	250.00	1	100.00	1,000.00
	<i>Purchase tools for establishing school gardens in supported schools. 100% charged under SSHF.</i>						
	<b>Section Total</b>						<b>81,585.00</b>

3. Equipment							
3.1	Computer	D	2	700.00	1	100.00	1,400.00
	<i>A computer is needed for regular business functions including email, report writing, and data tracking and are charged at \$1,000* 1 unit* 100% effort = \$850 100% charged to SSHF</i>						
3.2	Purchase of 1 Quad-bike (Honda): Fangak 1	D	1	13,500.00	1	100.00	13,500.00
	<i>Purchase of Quad-bikes for seasonal (rainy) responses to schools during food distribution in remote areas to support field supervision and monitoring of project activities. 100% charged under SSHF.</i>						
3.3	Thuraya in Fangak	D	1	1,240.00	1	100.00	1,240.00
	<i>A Thuraya is needed for communication in areas where the mobile phone network is not operational or in emergency situations when a mobile phone is not functioning charged at \$1,240* 1 unit* 100% effort = \$1,240</i>						
	<b>Section Total</b>						<b>16,140.00</b>
4. Contractual Services							
4.1	Rehabilitate 1 classrooms in Koch 1 /Guit1 /Fangak 1	D	5	300.00	2	100.00	3,000.00
	<i>Rehabilitate damaged and destroyed classrooms. 100% charged to SSHF</i>						
4.2	Build semi-permanent structures in Koch 1/ Guit 1 and Fangak 2	D	4	450.00	2	100.00	3,600.00
	<i>Build semi-permanent classrooms in a newly re-opened schools. 100% charged to SSHF</i>						
4.3	Build kitchen for school feeding in Koch, Guit & Fangak	D	4	300.00	2	100.00	2,400.00
	<i>Building or setting up costs of the on-site kitchen. 100% charged to SSHF.</i>						
4.4	Build/establish emergency latrines in Koch, Guit and Fangak schools	D	6	150.00	3	100.00	2,700.00
	<i>Establishing emergency latrines in schools. 100% charged to SSHF.</i>						
	<b>Section Total</b>						<b>11,700.00</b>
5. Travel							
5.1	Local Air travel (Project Staff)	D	4	275.00	7	100.00	7,700.00
	<i>Travel to field and back to Juba for program staff including program director and M&amp;E's field monitoring trips. charged 50% to SSHF</i>						
5.2	Local Air transport Program Supplies and food for schools to Koch/Fangak/Bentiu-Guit schools	D	4	600.00	9	100.00	21,600.00
	<i>Two charter flight bi-monthly for transportation of food and education supplies to the field. Charged 100% to SSHF</i>						
5.3	Local Non-Air transport	D	3	600.00	9	20.00	3,240.00
	<i>Hire of truck for local distribution of education supplies to remote locations including porters where vehicles can't reach and during peak of wet season. 20% charged to SSHF.</i>						
	<b>Section Total</b>						<b>32,540.00</b>
6. Transfers and Grants to Counterparts							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	<b>Section Total</b>						<b>0.00</b>
7. General Operating and Other Direct Costs							
7.1	Motor Vehicle Maintenance & Depreciation	D	1	350.00	9	30.00	945.00
	<i>Repairs and maintenance of motor vehicle and replacement of tyres. 30% charged to SSHF.</i>						

7.2	Fuel	D	1	500.0 0	9	30.00	1,350.00
	<i>Vehicle use for transportation of education materials and supplies from main store to project sites (remote areas) and supervisory trips. 30% charged to SSHF.</i>						
7.3	Office operation - Koch	D	1	600.0 0	9	30.00	1,620.00
	<i>Cost of running the office in the field - 30% is allocated to SSHF.</i>						
7.4	Office operation - Bentiu PoC (Rubkona)	D	1	600.0 0	9	30.00	1,620.00
	<i>Cost of running the office in the field. 30% charged to SSHF.</i>						
7.5	Office operation - Guit	D	1	600.0 0	9	20.00	1,080.00
	<i>Cost of running the office in the field. 20% charged to SSHF.</i>						
7.6	Office operation - Fangak	D	1	600.0 0	9	20.00	1,080.00
	<i>Cost of running the office in the field. 20% charged to SSHF.</i>						
7.7	Communications - Thuraya, VSAT, Mobile phones	D	1	700.0 0	9	30.00	1,890.00
	<i>Airtime for project staff and Thuraya communications with field. 30% charged to SSHF.</i>						
7.8	Accommodation and food - Koch/Buaw	D	1	600.0 0	9	20.00	1,080.00
	<i>Accommodation and food for 5 program staff in Koch/Boaw. 20% charged to SSHF.</i>						
7.9	Accommodation and food - Bentiu PoC (Rubkona)	D	1	1,000 .00	9	20.00	1,800.00
	<i>Accommodation and food for 4 program staff in Humanitarian Hub. 20% charged to SSHF.</i>						
7.10	Accommodation and food - Guit	D	1	1,000 .00	9	20.00	1,800.00
	<i>Accommodation and food for 2 program staff in Guit. 20% charged to SSHF.</i>						
7.11	Accommodation and food - Fangak	D	1	1,000 .00	9	20.00	1,800.00
	<i>Accommodation and food for 3 program staff in Fangak. 20% charged to SSHF.</i>						
7.12	Office Rent, Maintenance & Ultities - Juba	D	1	600.0 0	9	20.00	1,080.00
	<i>Rent, water, stationery, minor repairs, etc for Country office. 20% charged to SSHF.</i>						
7.13	Accommodation, Maintenance and food - Juba	D	1	400.0 0	9	20.00	720.00
	<i>Accommodation and food for program staff in Juba. 20% charged to SSHF.</i>						
7.14	Security equipment and supplies	D	1	600.0 0	9	15.00	810.00
	<i>Procurement of security equipment and supplies for field locations. 25% charged to SSHF.</i>						
7.15	Monitoring and Evaluation	D	1	150.0 0	3	100.00	450.00
	<i>DSA for project staff during field visits, Printing of tools, hire of volunteers, refreshments of the participants. 100% charged to SSHF.</i>						
7.16	Bank Charges	D	1	150.0 0	9	100.00	1,350.00
	<i>Bank Charges. 100% charged to SSHF.</i>						
7.17	T-shirts and Caps	D	20	30.00	1	100.00	600.00
	<i>T-shirts and Caps are needed for project staff for visibility and are charged at \$50*20 staff* 100% effort = \$1,000</i>						
7.18	Signs, Stickers, and Asset Tags	D	1	845.0 0	1	100.00	845.00

	Visibility in all project locations			
	<b>Section Total</b>			<b>21,920.00</b>
<b>SubTotal</b>	182.00			<b>234,650.00</b>
Direct				234,650.00
Support				
<b>PSC Cost</b>				
PSC Cost Percent				7.00
PSC Amount				16,425.50
<b>Total Cost</b>				<b>251,075.50</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	
Jonglei -> Fangak	30	310	385	980	1,100	2,775	Activity 1.1.1: Conduct community mobilization through UNICEF "Back To Learning" initiatives in the supported schools and new schools. Activity 1.1.2: Procurement of food supplies (Sorghum, Lentils, Cooking Oil, Salt) and ready-made food (biscuits, energy bars) for 20 supported schools. Activity 1.1.3: Distribution of food supplies (Sorghum, Lentils, Cooking oil, Salt) and ready-made food (biscuits, energy bars) in 20 supported schools. Activity 1.1.4: Establish on-site kitchen and storage facilities in new schools. Activity 1.1.5: Recruit women as cooks or helpers in new schools for on-site kitchens (Koch, Guit (Unity State) and Fangak (Jonglei) and build their livelihoods oppo... Activity 1.1.6: Establish school gardens and provide agricultural tools in 10 schools for gardening (sustainability). Activity 1.1.7: Train teachers, PTA, learners and cooks on commodity management, storage, record keeping, data collection and food preparation  Activity 1.1.8: Train teachers and PTA on life-saving, PSS and referral pathways mechanisms

Unity -> Guit	20	224	361	865	625	2,075	<p>Activity 1.1.1: Conduct community mobilization through UNICEF "Back To Learning" initiatives in the supported schools and new schools.</p> <p>Activity 1.1.2: Procurement of food supplies (Sorghum, Lentils, Cooking Oil, Salt) and ready-made food (biscuits, energy bars) for 20 supported schools.</p> <p>Activity 1.1.3: Distribution of food supplies (Sorghum, Lentils, Cooking oil, Salt) and ready-made food (biscuits, energy bars) in 20 supported schools.</p> <p>Activity 1.1.4: Establish on-site kitchen and storage facilities in new schools.</p> <p>Activity 1.1.5: Recruit women as cooks or helpers in new schools for on-site kitchens (Koch, Guit (Unity State) and Fangak (Jonglei) and build their livelihoods oppo...</p> <p>Activity 1.1.6: Establish school gardens and provide agricultural tools in 10 schools for gardening (sustainability).</p> <p>Activity 1.1.7: Train teachers, PTA, learners and cooks on commodity management, storage, record keeping, data collection and food preparation</p> <p>Activity 1.1.8: Train teachers and PTA on life-saving, PSS and referral pathways mechanisms</p>
Unity -> Koch	50	406	515	1,480	1,120	3,521	<p>Activity 1.1.1: Conduct community mobilization through UNICEF "Back To Learning" initiatives in the supported schools and new schools.</p> <p>Activity 1.1.2: Procurement of food supplies (Sorghum, Lentils, Cooking Oil, Salt) and ready-made food (biscuits, energy bars) for 20 supported schools.</p> <p>Activity 1.1.3: Distribution of food supplies (Sorghum, Lentils, Cooking oil, Salt) and ready-made food (biscuits, energy bars) in 20 supported schools.</p> <p>Activity 1.1.4: Establish on-site kitchen and storage facilities in new schools.</p> <p>Activity 1.1.5: Recruit women as cooks or helpers in new schools for on-site kitchens (Koch, Guit (Unity State) and Fangak (Jonglei) and build their livelihoods oppo...</p> <p>Activity 1.1.6: Establish school gardens and provide agricultural tools in 10 schools for gardening (sustainability).</p> <p>Activity 1.1.7: Train teachers, PTA, learners and cooks on commodity management, storage, record keeping, data collection and food preparation</p> <p>Activity 1.1.8: Train teachers and PTA on life-saving, PSS and referral pathways mechanisms</p>

Documents	
Category Name	Document Description
Budget Documents	Estimated Budget for Food Supplies.xlsx