

Requesting Organization :	Catholic Relief Services				
Allocation Type :	2018 – SHF 2nd Round Standard Allocation				
Primary Cluster	Sub Cluster	Percentage			
EDUCATION		100.00			
		100			
Project Title :	Provision of Quality Education for Host Communities and IDP Children in Three Localities (Rokero, Golo and Nertiti) in Central Darfur-Envelope 1				
Allocation Type Category :					
OPS Details					
Project Code :		Fund Project Code :	SUD-18/HSD20/SA2/E/INGO/8219		
Cluster :		Project Budget in US\$:	336,078.28		
Planned project duration :	12 months	Priority:			
Planned Start Date :	01/04/2018	Planned End Date :	31/03/2019		
Actual Start Date:	01/04/2018	Actual End Date:	31/03/2019		
Project Summary :	<p>Recent hostilities between the Sudanese Armed Forces (SAF) and active rebel groups in the Jebel Mara area have driven an unprecedented increase in IDP populations in Nertiti IDP camp and the surrounding areas. Coupled with the prolonged displacement of existing Internally Displaced Persons (IDPs) in Central Darfur, these new flows of IDPs have strained the available learning environments beyond their capacity. Existing schools in the area are already overburdened with up to 120 students in a single classroom, and failing to provide adequate access to education for displaced populations, new arrivals to IDP camps, and host communities. These conflict-affected children—many of whom have already missed at least one year of schooling—are threatened with the possibility of falling even further behind. In response to this shortage of educational services due to increasing numbers of newly displaced people in the Jebel Marra area, CRS plans to provide educational support to 5,833 IDP children and 225 teachers and PTA members in Rokero, Golo and Nertiti in Central Darfur State.</p> <p>CRS and the Ministry of Education recently conducted assessments of educational facilities in Rokero, Golo, and Nertiti. In Rokero the assessment shows that walls and roofs are damaged in most schools, and that classrooms are damaged and lack desks, chairs, and latrine facilities for students. In Golo and Nertiti assessments revealed an insufficient number of permanent schools. Existing schools do not have trained teachers, educational supplies, or water and sanitation facilities. Existing classrooms were found to be overcrowded, with as many as 100-120 pupils per class. Due to the shortage of adequate facilities, some classes are held in open spaces or under trees.</p> <p>Through the proposed project, CRS plans to construct 19 semi-permanent classrooms, rehabilitate 10 semi-permanent classrooms and construct 8 gender-segregated latrines and handwashing stations to serve the communities of Rokero, Golo and Nertiti in Central Darfur. CRS will also train 45 teachers and 180 PTAs members, and provide school facilities and blackboards through the proposed project. The project will also provide Alternative Learning Programme courses reaching 200 out of school students (primarily girls), giving them the chance to catch up and eventually reenroll in classes at grade level. The project will provide desks and benches to poorly equipped schools, as well as art supplies and recreational kits that reinforce psychosocial wellbeing. The proposed project will reach 6,068 beneficiaries (45 teachers, 180 PTAs members and 5,833 school children—3,531 girls and 2,302 boys).</p>				
Direct beneficiaries :					
Men	Women	Boys	Girls	Total	
110	115	2,302	3,531	6,058	
Other Beneficiaries :					
Beneficiary name	Men	Women	Boys	Girls	Total
Children under 18	0	0	0	0	0
Committees	0	0	0	0	0
Internally Displaced People	110	115	2,302	3,531	6,058
People in Host Communities	0	0	0	0	0
Indirect Beneficiaries :					

59,017 individuals will indirectly benefit from this project, including 24,530 IDPs in Nertiti locality, 21,065 IDPs in Rokero, 2,935 IDPs in Arow and 3,055 IDPs in Abonga under Each Jebel Mara locality.

Catchment Population:

This catchment population in Nertiti and Rokero and Golo is 65,085 individuals, including 51,585 long-term IDPs and host community residents, and 2,700 IDP families (13,500 individuals) who have recently been displaced to Nertiti IDP camps from the Jebel Mara area.

Link with allocation strategy :

This proposal is in line with the Multi-Year Humanitarian Strategy 2017-2019 (MYHS 2017-2019), strategic outcomes 1. Through this project, IDPs and host communities affected by a man-made disaster will receive timely assistance (Outcome 1). Aligning with SHF 2018 Second Standard Allocation - HRP Outcome One (Recent IDP displacement and newly accessible areas), CRS is proposing this Education Sector project in Central Darfur (Golo, Nertiti and Rokero), reaching 5,833 school children, 45 teachers, and 180 PTA members.

The project also contributes to objectives in the Protection Sector through the provision of quality Education for host community and IDP children, and ensuring that IDP children, particularly recently displaced IDPs, can access school at safe locations.

CRS will construct and rehabilitate semi-permanent classrooms, and provide seating sets and full sets of educational materials. CRS will also provide or rehabilitate gender-appropriate latrines in schools where the current facilities are discouraging female attendance, and will train teachers and PTAs in Education in Emergencies, psychosocial support, hygiene and environmental awareness. PTA-led community outreach sessions will communicate these same messages to parents and community leaders.

The proposed project is directly aligned with the Education Sector objectives for 2018 of increasing access and improving quality of education and improving access to education for OOSC and reducing the number of OOSC in localities with low enrolment. The project will achieve this by training PTAs and mobilizing them to identify and enroll OOSC in educational services (50% female), with 200 into Alternative Learning Programmes (ALP). ALP enrollees will receive textbooks through the project. The project will support these and existing student populations through construction of permanent classrooms and gender-sensitive latrines, each with 6 stalls and hand washing facilities. Teachers will be trained in ALP and psycho-social support to sustain ALP classes introduced by the project. Overseen by the Ministry of Education, the ALP scheme was designed to target children who have never attended school, have dropped out school, or have fallen so far behind that they cannot be mainstreamed into the normal education system without catching up on lessons they have lost.

Access to education is advanced through the construction and rehabilitation of semi-permanent classrooms and gender-sensitive latrine facilities. The quality of education for IDPs will be improved through the provision of teaching and learning supplies and recreation materials, training of teachers on Education in Emergencies (EiE) and core subjects, training of PTA members in EiE hygiene, school co-management, environmental awareness and psychosocial support (PSS) and through community mobilization sessions in targeted communities.

Sub-Grants to Implementing Partners :

Partner Name	Partner Type	Budget in US\$
Darfur Reconciliation and Development Organization-DRDO	National NGO	14,450.00
		14,450.00

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

Other Funding Source	Other Funding Amount

Organization focal point :

Name	Title	Email	Phone
Driss Moumane	Country Representative	Driss.Moumane@crs.org	+249912157247
Gure Kumssa	Emergency Relief and Recovery Coordinator (ERRC)	Gure.Kumssa@crs.org	+249910508268
Cecilia Adalla	Head of Programs	Cecilia.Adalla@crs.org	+249900338356

BACKGROUND

1. Humanitarian context analysis

The protracted armed conflict in Darfur has resulted in continued vulnerability of displaced persons and deterioration of scarce basic services in Darfur. Clashes in Jebel Mara have been reported almost every year since the start of the Darfur conflict in 2003, resulting in population displacement to larger towns in Central, North and South Darfur States. Thousands of civilians have been displaced from the Jebel Marra area since mid-January 2016 because of increased hostilities between the Sudanese Armed Forces (SAF) and armed rebel groups. Hostilities continue to be reported in the Jebel Mara and the prospects for newly-displaced populations remain uncertain; displacement could increase if hostilities continue. Between January and February 2016, conflict in the Jebel Mara displaced an estimated 50,000 individuals to Nertiti and Rokero localities in Central Darfur, according to a February 2018 Joint Inter-Agency (I-A) mission led by OCHA and Central Darfur Humanitarian Aid Commission (HAC) Zalingei in Central Darfur State. Significant movement restrictions by the authorities in Central Darfur prevent humanitarian actors from accessing conflict areas to verify displaced population figures and assess the humanitarian assistance needed; however, the reported number is likely to increase. The increase of new IDPs into Nertiti has increased the emergency education needs around infrastructure, psychosocial support, trained teachers and PTAs, supplies and Education in Emergencies services (EiE). HAC has reported evidence from Nertiti IDP camp that indicates a lack of space to accommodate newly-displaced children. The situation would be worse if all school-age children were enrolled in school. Schools in proposed project locations have reported a need for classroom construction and rehabilitation to allow for extra students in safe education facilities. CRS partner (Darfur Reconciliation and Development Organization-DRDO), a local NGO working with CRS in ongoing projects in Nertiti, conducted a needs assessment focused on educational needs and reported that the IDP camp continues to receive newly displaced populations fleeing from the Jebel Marra conflict. Approximately 2,700 IDP families have recently relocated to Nertiti and settled in the area, where another 31,245 IDPs (6,249 families) from the protracted Darfur conflict are settling. In Rokero 21,065 IDPs have settled, including 2,935 in Arow and 3,055 in Abonga. Golo is currently home to 68,959 IDPs, including 17,479 in Jokosti.

As a result of the new IDP arrivals, school-aged children need support to access education, as schools are unable to accommodate them.

- 1- Rokero locality: three schools (Abonga, Arow, Solo)
 - 2- Nertiti locality: three schools (Alkhanas Girls, Alzakra Girls, Toor Boys)
 - 3- Golo locality: three schools (Tiro, Jokosti, Bardani)
- (These target schools have been agreed with DRC)

These schools attempt to provide educational services for the growing number of IDP children, but are straining to accommodate them. For example, in Toor Boys School, students were found sitting on dirt floors in temporary spaces with leaking roofs. In Alzakra Girls School, the wall and doors of permanent latrines were broken, limiting privacy for the girls. Inter-Agency Network for Education in Emergencies (INEE) standards are not being met, discouraging female attendance at schools. According to the State Ministry of Education, only 25% of the 85 teachers in the nine IDP schools in Rokero, Golo, Nertiti have been trained, and teacher's offices have broken windows and roofs. Students also lack adequate learning resources. For example, the Abonga, Arow, and Solo Schools have 1,996 students (821 girls and 1,175 boys), but only 19% of students have access to school supplies, with about six students sharing each textbook. Lack of critical learning resources have discouraged families from sending and keeping their children in school. Lack of access to education places all child

2. Needs assessment

- Gaps in educational services are evident in Nertiti, Rokero and Golo camps, the rate of IDP and host community children out of school ranges from 35% to 45% (UNICEF), with most enrolled students crowded into classrooms and sitting on the ground. The classrooms are constructed from local materials which do not keep out the rain. Latrines are mixed-gender and made with transparent local materials. There is a shortage of learning materials and trained Ministry of Education teachers in the schools. The increase in IDPs coming into the IDP camp in 2017 has further stressed what the learning environment in the camp is able to offer. The needs in Nertiti, Rokero, and Golo particularly centered on the construction of semi-permanent classrooms, rehabilitation of damaged classrooms, need for adequate latrines and sanitation facilities, needs for trained teachers and education supplies. Psychosocial support and school kits will also be a strong need for the children of recently displaced families, thus the most significant needs for the students in this camp are construction and rehabilitation of classrooms, seating in the classrooms, Psycho social support, trained teachers and PTAs.

CRS local partner DRDO conducted a needs assessment in nine selected schools, including three schools in Nertiti, three in Rokero, and three in Golo, to identify the priority needs of recent IDPs and to identify and prioritize schools struggling with recent IDP influx. Enrollment figures and displacement routes identified by the Ministry of Education (MoE), UNICEF and HAC were used to identify schools with the greatest number of IDPs and irregular girl-to-boy student ratios. CRS visited six identified schools in Rokero in January 2018 (Abonga, Arow, Solo, Mohammed Dein, Dar-Alaman, Alzakra) to conduct further needs assessment. The assessment results revealed that schools are overcrowded, with an average of 95-120 children per classroom. This is far beyond the recommendation of Ministry of Education, which advocates for 45-50 children per classroom. It was found that, on average, more than 135 children are using one latrine with limited or no hand washing facilities. Teacher's offices have broken windows and roofs and only 25% of the teachers are trained. Students also lack educational materials. According to Education officer in Rokero locality girls make up 80% of OOSC. All schools observed were damaged and degraded, and have no water, latrine, sitting facilities, or feeding places. No national or international NGO or UN agency have provided support. Assessment considered infrastructure and supply needs, as well as the number of trained teachers relative to the number of students and classrooms, and the capacity of the PTAs. Additionally, communities provided the following reasons for not enrolling girls in school: early marriage among nomadic peoples, lack of importance given to educating girls, prioritization of school fees for boy children over girl children. CRS has selected those schools that demonstrated greatest need for intervention.

Key recommendations of the assessment were as follows:

- Construction of Semi -permanent classrooms
- Rehabilitation of four existing classrooms in Arow School
- Construction of gender-segregated latrines
- Provision of education materials (desks, bench, seating mats) and education supplies (books, blackboard)
- Training to teachers and school PTAs
- Introduction of Accelerated Learning Program (ALP)
- Construction/rehabilitation of WASH facilities
- Provision of hygiene promotion sessions

The recent influx of new IDP who also need educational services calls for the construction and rehabilitation of semi-permanent classrooms, gender-sensitive latrines, support for out of school children and the need for psychosocial support for students. These larger numbers of students will also require more trained teachers, textbooks, and blackboards, and training for PTAs on sustainable school management. These

3. Description Of Beneficiaries

Beneficiaries for this project will be IDP children affected by the recent emergencies and protracted conflict in Central Darfur. The focus of this project will be the newly displaced children in Rokero, Golo, and Nertiti IDPs camps. MoE representatives in the camps indicate that, prior to the conflict, there were 2,836 IDP children in need of education support among the 5,833 community children (3,499 IDPs) accommodated in the nine targeted schools. New displacements have added 2,070 school aged children to the total in need of support. Through this project, CRS will target both the recently displaced and those existing IDPs, for a total of 5,833 IDP children under 18 years of age in Rokero, Golo, and Nertiti localities in central Darfur. In addition, the project will also target 45 school teachers and 180 PTA members and 500 parents from community members. The beneficiaries are the total number of children attending the nine targeted schools and the targeted teacher/PTA members.

4. Grant Request Justification

Critical gaps exist in providing education spaces and services for children affected by emergencies in Rokero, Golo, and Nertiti, Central Darfur State. CRS will address these gaps by supporting the emergency education needs of IDP children both from recent and protracted conflict in Central Darfur. Those most recently displaced in Rokero, Golo and Nertiti are in greatest need of the proposed services. The conflict in Jebel Marra is relatively recent and the existing schools in these communities were not prepared to accommodate the new IDP students. Basic infrastructure in the form of Temporary Learning Spaces (TLS) and latrine facilities are needed in the nine schools to offer the students a safe place to learn. Protection for these at-risk student populations will be added to the services offered to the students through the introduction of psychosocial training for teachers and sessions in schools to introduce students to the psychosocial support services available to them. Schools in Nertiti, Rokero and Golo have faced critical gaps in education services even prior to the recent displacement, with the increased number of students further stressing education resources. The schools do not have adequate and equipped classrooms to serve the students. The latrines in some school are made of local materials with holes that allow one to see inside the latrines. More than 135 children use one latrine and girls are not comfortable in these conditions. In the IDP schools, the walls and doors of permanent latrines are broken, which limits privacy for girls. Overall, the situation of crumbling, overcrowded classrooms, lack of trained teachers and materials, and unsuitable latrines has created an untenable environment for students.

There are a limited number of actors currently implementing education programming in Nertiti to meet these needs. CRS is currently operational and already provides WASH and nutrition assistance through its USAID/OFDA-funded project, and will utilize this experience in Rokero and Golo in rapid provision of education infrastructure and services.

CRS proposes to construct 19 semi-permanent classrooms, rehabilitate 10 semi-permanent classrooms, and provide desks and benches to the nine IDP schools. In addition, CRS will construct eight new emergency latrines with hand washing stations, ensuring that the latrines meet minimum standards of privacy and hygiene, particularly for girls. The project will also provide school supplies to nine IDP schools and psychosocial support training and material for the teachers and the students. Finally, the project will sensitize Mobilize 500 community members on girls' education.

5. Complementarity

CRS has been implementing education activities in the areas encompassing Zalingei, Mukjar, Garcia, Nertiti and Umdukhun localities in Central Darfur for almost twelve years. This project will build on previous efforts and compliment ongoing CRS education projects in Central Darfur, as well as an ongoing integrated health, nutrition and WASH project in Nertiti, Rokero, and Golo. CRS will also coordinate with DRC, IRW and TGH, who are implementing Education, WASH and livelihood projects in North, West and Central Jebel Mara localities. CRS will share information related to the projects and seek and offer advice to other implementers. CRS is an active member of the INGOs forum, and will share information, assessment results, and other relevant activities through this forum as well. CRS will leverage this experience in the proposed service area to quickly and effectively implement the proposed project. CRS will also work alongside an existing local partner, benefiting from their local knowledge and experience while continuing to build their capacity. Finally, CRS has built strong relationships and a good reputation with the line ministries, local officials and targeted communities in Central Darfur. Leveraging these contacts and solid working relationships will assist in the smooth implementation and an emphasis on quality programming

LOGICAL FRAMEWORK

Overall project objective

To provide quality education to conflict-affected IDP children in Rokero, Golo and Nertiti IDP camps in Central Darfur State

EDUCATION

Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
Increase access to inclusive and protective lifesaving education (formal and non-formal) for the most vulnerable children (pre-school and primary school age children and adolescents) affected by new emergencies and ensure continuity of relevant quality education during sudden onset and aftermath of emergencies.	Outcome 1: LIFESAVING: Populations affected by natural or manmade disasters receive timely assistance during and in the aftermath of the shock	100

Contribution to Cluster/Sector Objectives : Access to essential education is advanced through the construction, rehabilitation and provision of temporary learning spaces and gender-sensitive latrine facilities, psychosocial support, plus community mobilization sessions to encourage girl's enrollment. The quality of education for IDPs will be improved through the provision of educational materials includes blackboards, seating sets and the training of teachers on teaching methodologies, education in emergencies (EiE) and core subjects. The promotion of life saving and life sustaining messages is accomplished through the training of teachers in psychosocial support (PSS) and hygiene and the provision of materials and inclusion of school wide information sessions on PSS. The promotion of risk reduction strategies and capacity building of education actors will be advanced through the training of PTAs on education in emergency EiE, hygiene practices, school management, environmental awareness and PSS and through community mobilization sessions lead by the PTAs.

Outcome 1

Increase access to inclusive and protective formal education is increased for IDP children affected by emergencies in Nertiti, Golo and Rokero Central Darfur

Output 1.1

Description

5,833 children (2,302 boys, 3,531 girls) in have increased access to quality education in protective learning spaces in Nertiti, Golo and Rokero							
Assumptions & Risks							
Targeted locations remain accessible and security situation remains stable; Authorities accept the construction of temporary learning spaces							
Indicators							
Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.1.1	EDUCATION	Number of targeted children and adolescents accessing protective learning spaces. (HRP 2018)			725	725	1,450
Means of Verification : Site Visit Reports, Completion certificate, photos							
Indicator 1.1.10	EDUCATION	Number of targeted children and adolescents accessing gender sensitive WASH facilities in schools/ learning spaces. (HRP 2018)			600	480	1,080
Means of Verification : Project reports; photos							
Indicator 1.1.11	EDUCATION	Number of awareness sessions/campaigns arranged					500
Means of Verification : Number of community members s reached with mobilization sessions							
Indicator 1.1.12	EDUCATION	number of enrolments of girl children in basic education or ALP after the PTA awareness campaign					200
Means of Verification : School registration records; project reports							
Indicator 1.1.13	EDUCATION	Number of PTAs with operational School Improvement Plans.					9
Means of Verification : PTA Plan and meeting minutes							
Indicator 1.1.14	EDUCATION	Number of complaint feedback mechanism established					9
Means of Verification : Documentation of evidence of response to the complaint following the system specified steps.							
Indicator 1.1.15	EDUCATION	Number of children with disability facilitated to access learning spaces.					50
Means of Verification : attendance sheet							
Indicator 1.1.16	EDUCATION	Number of teachers trained					45
Means of Verification : training report, training attendance,photos							
Indicator 1.1.2	EDUCATION	Number of learning spaces constructed/ rehabilitated					29
Means of Verification : BOQs; school records; procurement reports; photos							
Indicator 1.1.3	EDUCATION	Number of targeted children and adolescents benefiting from teaching, learning, and recreational materials. (HRP 2018)			2,302	3,531	5,833
Means of Verification : Procurement documents; project reports; photos.							
Indicator 1.1.4	EDUCATION	Number of targeted children and adolescents accessing gender sensitive WASH facilities in schools/ learning spaces. (HRP 2018)			540	540	1,080
Means of Verification : School records; project reports							
Indicator 1.1.5	EDUCATION	Number of gender sensitive latrines constructed in learning spaces					8
Means of Verification : School records; project reports; photos							
Indicator 1.1.6	EDUCATION	Number of education actors with enhanced skills on school management and EIE (child protection, psychosocial support, disaster risk reduction). (HRP 2018)					180
Means of Verification : Participant lists; photos							
Indicator 1.1.7	EDUCATION	Number of awareness sessions/campaigns arranged					18
Means of Verification : Participant lists; project reports							
Indicator 1.1.8	EDUCATION	Number of people reached by awareness sessions					500
Means of Verification : Project reports; photos							
Indicator 1.1.9	EDUCATION	Number of children attending ALP					500
Means of Verification : Registration lists; teacher reports							
Activities							
Activity 1.1.1							

Standard Activity : Construction/rehabilitation of learning spaces (eg. TLS, semi-permanent class room, existing class-room/school)

Construction 19 classrooms in four schools.
1- Rokero locality: three schools (6 in Abonga, 4 in Arow, 6 in Solo)
2- Nertiti locality: one school (3 in Toor Boys)

Rehabilitation of 10 semi-permanent classrooms in 4 schools
1- Rokero: one schools (2 in Arow)
2- Nertiti: two schools (2 in Alkhanas Girls, 2 in Alzahra Girls)
3- Golo: two schools (2 in Tiro, 2 in Jokosti)

For 1,450 IDPs children (250 boys and 250 girls) in Rokero, Golo and Nertiti (calculated at 50 children per classroom).

The structures will be constructed using blocks and locally sourced materials to ensure the durability and environmental consideration. These structures will provide access to safe learning spaces for up to 1,450 IDP children in Rokero, Golo and Nertiti, and will reduce the pressure on scarce educational resources and promote child education.

20 Semi-permanent classrooms constructed with more durable materials

Activity 1.1.2**Standard Activity : Provision of teaching, learning and recreational materials for student and teacher**

Provide arts materials (Colored pencil high quality, Water color, Artist Brush different size, Drawing paper, Poster paper for drawing and education means use, as well as a recreational kit (consisting of: Football number five high quality; Football net; Volleyball high quality; Volleyball net; Inflating-kit for balls; Whistle; Skipping rope, polyester, 3m.) to targeted classrooms in the 9 IDP schools; each classroom receives recreational materials designed to meet the needs of the students at that level and which take into consideration the needs of girl students, benefiting 5833 students (302 boys and 3,531 girls).

there will 25 classrooms and each classroom has 50 students with the cost of the textbook of basic education

Provision of 20 blackboards for constructed and rehabilitated classrooms in targeted schools (3 in Rokero and 3 in Nertiti and 2 in Golo). 2 blackboards will be provided for each of the targeted 9 IDP schools (each classroom with two blackboards a total of 18 blackboards).

All of the 9 IDPs' schools will receive 400 seating sets to address the needs for seating for new IDP children as well as the existing need of other pupils in the target schools. the provided seating sets will cover primary classrooms of the 9 project schools in Rokero, Golo, and Nertiti, will benefit 800 children. Each school will receive seating sets according to the number of new IDPs in the school and preexisting needs of the school.

25 classrooms (50 children per classroom, totaling 1,250 children) will benefit from textbooks for primary education.

Activity 1.1.3**Standard Activity : Construction/rehabilitation of gender sensitive latrines in school/learning spaces**

Construction of 8 gender-sensitive latrines for IDP children in 5 out of 9 schools, 6 blocks of latrines in Rokero (1 block male/1 block female in Abonga, 1 block male/1 block female in Arow, 1 block male/1 block female in Solo) and 1 block female latrines in Bardani school in Golo and 1 block male in in Toor boys school

The provision of 7 gender-sensitive latrine stances meeting INEE and SPHERE standards utilizing environmentally friendly soil stabilized blocks where possible. The 8 latrines will be divided to 8 units with 4 doors in each unit of one hole. This will benefit approximately 1,080 students (600 boys and 480 girls). Gender sensitivity will be considered in providing the latrines; boys and girls latrines will be in separate locations or provide separate entrances for girls and boys if they are in the same block. These facilities and related handwashing stations will require a water tank, as the schools do not currently have water service (budgeted with handwashing stations).

One handwashing station with 2 taps will be provided for each 2 latrines, in total 16 handwashing stations will be provided for the latrines constructed or rehabilitated. These facilities and related handwashing stations will require a water tank, as the schools do not currently have water service (budgeted with handwashing stations).

Activity 1.1.4**Standard Activity : Conduct awareness sessions for students in school/learning spaces**

Conduct community Mobilizations sessions on topics around girl's education and education in emergency initiatives. 2 sessions of sensitization meetings will be conducted at each school in 9 IDP communities targeting 500 community representatives (250 male and 250 female). At least 50% from IDP communities. DRDO staff will lead the sensitization sessions with support of project staff and in coordination with MoE

Activity 1.1.5**Standard Activity : Conduct training for teachers and PTA**

Provision of a 5-day training for 45 teachers from among the 9 schools (in 3 groups) for 3-day basic teacher training and the 2-day PSS training. MoE master trainers based in Central Darfur will conduct the trainings based on approved Curriculum that includes Basic and advanced teaching methodology and how to conduct PSS.

Activity 1.1.6**Standard Activity : Provision of teaching, learning and recreational materials for student and teacher**

Description Establish 10 classes of Non-Formal Education (Accelerated Learning Program) 4 ALP class in Rokero, 3 in Nertiti and 3 in Golo benefiting 500 (200 in Rokero, 150 in Nertiti and 150 in Golo) school age children.

CRS will provide 10 ALP classes for out-of-school IDP children to allow them to catch up and re-enter basic education. The courses will be offered in the evenings for 7 months (three times per week) to allow for the use of the MoE basic education teachers, CRS will coordinate with of MoE to use the existing classrooms at the targeted schools to conduct ALP classes. There will be two teachers in the room to assist with the acceleration learning. Textbooks will be provided to all targeted students and teacher incentives paid. The classes will target IDP out-of-school children age 8-16 boys and girls, with the ratio at minimum 50% girls

Activity 1.1.7**Standard Activity : Conduct training for teachers and PTA**

Training of 180 PTA members (20 from each of the 9 schools) each training two days and 60 participants per training on school management, education in emergencies, the child safety code, hygiene practices, environmental awareness and the importance of girls' education and support in the development of School Improvement Plans. The PRDO staff will track the School Improvement Plans and CRS staff to ensure that the improvements made by the project are sustainable for the longer term.

Activity 1.1.8

Standard Activity : Conduct awareness sessions for students in school/learning spaces

Due to lack of water service or tanks for storage, the project will provide one water tank to each school (nine tanks in total) to support sanitation infrastructure of latrines and handwashing stations.

Additional Targets :

M & R

Monitoring & Reporting plan

CRS prioritizes a Monitoring Evaluation Accountability and Learning (MEAL) system that provides consistent high-quality information and contributes to superior program performances and quality assurance that over time enriches integral human development. The MEAL system emphasizes a participatory approach that reflects the voices of all parties involved in the project, while complying with donor's requirements. Within the first three months of the project start, CRS will conduct a simple measurement of indicators and evidence based reporting for learning (SMILER) workshop and a comprehensive monitoring plan will be developed and used to generate and provide information for decision making and tracking the progress of the project using specific tools. CRS will be responsible for monitoring the project and reporting to SHF through GMS. The main monitoring activities that will be conducted by project field staff will include tracking of evaluation, end of project evaluation and impact monitoring for activities implemented. The Senior Project Officer (SPO) will be responsible for project activity implementation and monitoring of outputs together with the community volunteers and field staff. Using standard M&E reporting tools, progress on project implementation will be monitored primarily by the Senior Project Officer, with support from the MEAL department. The MEAL Manager will support the SPO through collecting and analyzing data on output and outcome indicators that will feed into the progress reports to SHF. The SPO and project Officers will conduct monthly field monitoring visits to support quality of implementation and coordination with stakeholders to ensure complementarity and synergy of activities with other partners working in the area. The SPO will carry out regular meetings with the different stakeholders in the target areas including community members, committees and line ministries to gather their views about the project and report progress including on coordination of services by different players. The collected data will be reviewed and analyzed to assess the achievement of the project and measure the impact of the interventions. Results from the stakeholders, partners and lessons learned during implementation will be documented to inform future programming initiatives. Various monitoring and evaluation tools will be employed to ensure sound implementation and compliance with project objectives, including but not limited to OCHA 4Ws mapping.

The Senior Project Officer will be responsible for the overall project and financial management with oversight from the Emergency Relief and Recovery Coordinator (ERRC). The Khartoum based Head of Programing will ensure quality of programming and review and submission of all donor reports. She will also provide regular updates in Khartoum sector coordination meetings. The Head of Programming will be supported by the Country Representative in high level decision making processes. She will also seek technical support from East Africa Regional Office, especially to refine the programmatic interventions in consultation with Regional Technical Advisors. CRS HQ will also support the program through regular (both programmatic and financial), carry out risk assessments and ensure compliance to all SHF requirements including timely implementation.

CRS will include a signboard to inform beneficiaries about the activities.

Workplan

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Construction 19 classrooms in four schools. 1- Rokero locality: three schools (6 in Abonga, 4 in Arow, 6 in Solo) 2- Nertiti locality: one school (3 in Toor Boys)	2018										X	X	X
	2019	X	X	X									
Rehabilitation of 10 semi-permanent classrooms in 4 schools 1- Rokero: one schools (2 in Arow) 2- Nertiti: two schools (2 in Alkhanas Girls, 2 in Alzahra Girls) 3- Golo: two schools (2 in Tiro, 2 in Jokosti)													
For 1,450 IDPs children (250 boys and 250 girls) in Rokero, Golo and Nertiti (calculated at 50 children per classroom).													
The structures will be constructed using blocks and locally sourced materials to ensure the durability and environmental consideration. These structures will provide access to safe learning spaces for up to 1,450 IDP children in Rokero, Golo and Nertiti, and will reduce the pressure on scarce educational resources and promote child education. 20 Semi-permanent classrooms constructed with more durable materials													

<p>Activity 1.1.2: Provide arts materials (Colored pencil high quality, Water color, Artist Brush different size, Drawing paper, Poster paper for drawing and education means use, as well as a recreational kit (consisting of: Football number five high quality; Football net; Volleyball high quality; Volleyball net; Inflating-kit for balls; Whistle; Skipping rope, polyester, 3m.) to targeted classrooms in the 9 IDP schools; each classroom receives recreational materials designed to meet the needs of the students at that level and which take into consideration the needs of girl students, benefiting 5833 students (302 boys and 3,531 girls). there will 25 classrooms and each classroom has 50 students with the cost of the textbook of basic education</p> <p>Provision of 20 blackboards for constructed and rehabilitated classrooms in targeted schools (3 in Rokero and 3 in Nertiti and 2 in Golo). 2 blackboards will be provided for each of the targeted 9 IDP schools (each classroom with two blackboards a total of 18 blackboards).</p> <p>All of the 9 IDPs' schools will receive 400 seating sets to address the needs for seating for new IDP children as well as the existing need of other pupils in the target schools. the provided seating sets will cover primary classrooms of the 9 project schools in Rokero, Golo, and Nertiti, will benefit 800 children. Each school will receive seating sets according to the number of new IDPs in the school and preexisting needs of the school.</p> <p>25 classrooms (50 children per classroom, totaling 1,250 children) will benefit from textbooks for primary education.</p>	2018					X	X	X							
	2019														
<p>Activity 1.1.3: Construction of 8 gender-sensitive latrines for IDP children in 5 out of 9 schools, 6 blocks of latrines in Rokero (1 block male/1 block female in Abonga, 1 block male/1 block female in Arow, 1 block male/1 block female in Solo) and 1 block female latrines in Bardani school in Golo and 1 block male in in Toor boys school</p> <p>The provision of 7 gender-sensitive latrine stances meeting INEE and SPHERE standards utilizing environmentally friendly soil stabilized blocks where possible. The 8 latrines will be divided to 8 units with 4 doors in each unit of one hole. This will benefit approximately 1,080 students (600 boys and 480 girls). Gender sensitivity will be considered in providing the latrines; boys and girls latrines will be in separate locations or provide separate entrances for girls and boys if they are in the same block. These facilities and related handwashing stations will require a water tank, as the schools do not currently have water service (budgeted with handwashing stations).</p> <p>One handwashing station with 2 taps will be provided for each 2 latrines, in total 16 handwashing stations will be provided for the latrines constructed or rehabilitated. These facilities and related handwashing stations will require a water tank, as the schools do not currently have water service (budgeted with handwashing stations).</p>	2018											X	X	X	
	2019	X	X	X											
<p>Activity 1.1.4: Conduct community Mobilizations sessions on topics around girl's education and education in emergency initiatives. 2 sessions of sensitization meetings will be conducted at each school in 9 IDP communities targeting 500 community representatives (250 male and 250 female). At least 50% from IDP communities. DRDO staff will lead the sensitization sessions with support of project staff and in coordination with MoE</p>	2018					X	X	X	X	X	X				
	2019	X	X												
<p>Activity 1.1.5: Provision of a 5-day training for 45 teachers from among the 9 schools (in 3 groups) for 3-day basic teacher training and the 2-day PSS training. MoE master trainers based in Central Darfur will conduct the trainings based on approved Curriculum that includes Basic and advanced teaching methodology and how to conduct PSS.</p>	2018							X	X	X	X				
	2019														
<p>Activity 1.1.6: Description Establish 10 classes of Non-Formal Education (Accelerated Learning Program) 4 ALP class in Rokero, 3 in Nertiti and 3 in Golo benefiting 500 (200 in Rokero, 150 in Nertiti and 150 in Golo) school age children. CRS will provide 10 ALP classes for out-of-school IDP children to allow them to catch up and re-enter basic education. The courses will be offered in the evenings for 7 months (three times per week) to allow for the use of the MoE basic education teachers, CRS will coordinate with of MoE to use the existing classrooms at the targeted schools to conduct ALP classes. There will be two teachers in the room to assist with the acceleration learning. Textbooks will be provided to all targeted students and teacher incentives paid. The classes will target IDP out-of-school children age 8-16 boys and girls, with the ratio at minimum 50% girls</p>	2018				X	X	X	X				X	X		
	2019	X													
<p>Activity 1.1.7: Training of 180 PTA members (20 from each of the 9 schools) each training two days and 60 participants per training on school management, education in emergencies, the child safety code, hygiene practices, environmental awareness and the importance of girls' education and support in the development of School Improvement Plans. The PRDO staff will track the School Improvement Plans and CRS staff to ensure that the improvements made by the project are sustainable for the longer term.</p>	2018			X		X	X	X							
	2019														
<p>Activity 1.1.8: Due to lack of water service or tanks for storage, the project will provide one water tank to each school (nine tanks in total) to support sanitation infrastructure of latrines and handwashing stations.</p>	2018							X	X						
	2019														

OTHER INFO

Accountability to Affected Populations

The project is designed in a manner that a humanitarian assistance is provided in line and proportion of the needs identified and documented in targeted areas. CRS involves the beneficiaries and responds to feedback from them when planning, implementing and monitoring and evaluating its program. CRS will be accountable to the affected populations by ensuring their participation and feedback in program identification, design, delivery and learning and will adhere to the SHF guidelines. It includes four pillars of accountability i.e. risk management, capacity assessment and performance monitoring of implementing partners, monitoring and reporting, and project and partner auditing. CRS will provide space for communities to shape their own recovery and for CRS and partners to better deliver against its commitments to stakeholders, including the people CRS serves and the resource partners who make assistance possible. CRS will ensure timely information sharing among stakeholders regarding targeted children and PLWs and other beneficiaries. CRS will focus on various approaches to do community based indicators, for example, community score cards, grown monitoring CRS will facilitate establishment of appropriate and inclusive channels for feedback to be available to affected communities and their leadership through each phase of the project cycle. Feedback channels not only respect the right of affected communities to have a say, but also very often improve the efficiency and effectiveness of aid delivery. CRS will establish effective feedback mechanisms and a CBCM so that CRS and partners can incorporate feedback or address problems rapidly, including protection against sexual exploitation and abuse (SEA) by humanitarian or development workers. CRS and partner staff will be trained and oriented on SEA.

In line with CRS MEAL policies and procedures, CRS will consult communities in establishing an appropriate feedback and response mechanism to give community opportunity to identify, report and get redress on program quality and protection concerns. The system will address both sensitive and non-sensitive issues while upholding confidentially and non-retaliation principles. Examples of mechanism the project is considering include monthly feedback meetings between CRS staff and community members, and a phone number where communities can report sensitive issues.

Specifically, CRS will link project beneficiaries with existing feedback mechanisms in the area: (1) complaint desk, where beneficiaries can lodge a complaint and receive a response in a reasonable timeframe; and (2) Active outreach to project beneficiaries by the MEAL Officer, who will take findings from random beneficiary satisfaction visits to regular program management meetings, or suggestion boxes to offer confidential feedback as appropriate.

Implementation Plan

CRS will be staffed with a Project Officer in Zalingei making use of our complimentary programming to offer a high value for money by integrating with FFE programming and WASH staff. The Education Project Officer will be based in Zalingei and directly oversee the implementation of all project activities in coordination with Ministry of Education Officer in Rokero and Golo and Nertiti as well as project partner staff. CRS Education Field Engineer will provide the technical support and supervision for all project contractual activities

The Senior Project Officer (SPO) for Education will oversee the project implementation and monitoring the progress and liaise with the Central Darfur Ministry of Education and University of Zalingei to obtain their cooperation in supporting project activities implementation. In addition, the SPO will oversee all programming and will make monthly trips to field locations. The project will also be supported by the CRS Sudan senior leadership with technical support provided by the senior technical adviser for education at CRS HQ. The senior project officer will liaise with representatives from UNICEF, OCHA and other actors in the sector in Zalingei

CRS will partner with Darfur Reconciliation and Development Organization (DRDO) a local organization based in Central Darfur with the main field office in Nertiti. They have well capacitated staff who are familiar with targeted geographical and humanitarian contexts and will be responsible for implementing the community sensitization sessions, organizing the PTA trainings and monitoring ALP classes and project activities. DRDO staff will meet weekly with CRS staff in Nertiti to discuss project progress, address any challenges and support in their capacity building. CRS will also collaborate with the University of Zalingei to provide facilitation for psychosocial support training and materials in the project location, CRS will also work and coordination with the Ministry of Education in Central Darfur state to ensure the assignment of teachers to project schools, the implementation of teacher and PTA training, coordination for the ALP classes, the provision of textbooks and other topics of coordination. CRS will attend cluster meetings at the state and Nertiti levels to ensure that project activities are well coordinated with other education sector actors.

In Rokero, Golo and Nertiti camps location, CRS will continue to liaise with camp coordinators as well as other education actors operating in the camp such as Islamic Relief and Danish Refugee Council and other national education actors. Construction activities will consider duration of the school year (April to Oct) and rainy season (mid-Jun to Sep), thus construction activities will begin in October, when school has let out and the rainy season has passed.

Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale
Islamic Relief Worldwide ,Danish Refugee Council	IRW is operating in Nertiti with projects of Health, WASH and Nutrition. CRS will ensure a good coordination with IRW in activities implementation, particularly their Food for Education (FFE) project,DRC also implements food security, livelihood and GFD activities in Nertiti locality, CRS will ensure good coordination in implementing this project.

Environment Marker Of The Project

A+: Neutral Impact on environment with mitigation or enhancement

Gender Marker Of The Project

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

Justify Chosen Gender Marker Code

CRS Global Gender strategy guides the agency's approach to gender integration at every level i.e. from its programming and working culture to its organization and management structures. The strategy is based on CRS' understanding that "unequal gender relations are among the key underlying factors driving chronic poverty, household food insecurity, poor health, and violence." CRS recognizes that if gender roles, norms and dynamics are not considered, program may exacerbate gendered inequalities or miss important opportunities to develop more equitable relationships among women, men, girls and boys.

Considering the above statement, CRS will focus on gender aspects, providing equal gender opportunities to all project beneficiaries' and stakeholders. CRS will use Gender-Responsive guidelines to ensure gender-sensitivity that is empowering both sexes and constructively transformative of gender relations. CRS takes keen interest to collect disaggregated data that shows the level of needs amongst boys, girls, women and men, and ensure that the impact of the response of these age and gender groups are considered adequately.

. In considering gender in programming in Central Darfur, CRS acknowledges that both boys and girls have likely had their schooling affected due to conflict over the past year. However, the effects may be different for boys and girls. The psychosocial support (PSS) training provided to teachers and PTAs, PSS information sessions and PSS materials provided for each school will address the unique impact that the violence may have had on male and female students. Additionally, the construction of latrines in these locations will ensure that displaced girls can re-enter education in a safe and comfortable environment. The tribal violence in Rokero, Golo and Nertiti over the past year also contributed to an increase of out-of-school children. A recent CRS evaluation of formerly out-of-school girls who participated in the Accelerated Learning Program indicated that during times of conflict, families will often not allow girls to attend classes out of concern for safety. Therefore, while exact gender-disaggregated figures of recent out of school children are not available, it is anticipated that girls were more likely than boys to drop out. Therefore, ALP courses in Rokero, Golo and Nertiti will be provided to allow out of school children to re-enter basic education with at least 60% female enrollment.

In order to encourage female enrollment, gender sensitive latrines will be built at these IDP schools, textbooks will be provided to encourage parents to send students who are currently out of school (most likely to be girls) to take advantage of this input and ALP classes will be provided only for out of school girls to allow them to re-enter basic education. The teacher trainings, PTA trainings, community mobilization sessions and PSS info sessions and supplies for the schools in Nertiti will all focus significantly on girls' enrollment, attendance, support and educational achievement.

Protection Mainstreaming

CRS mainstreams protection into all programs so that activities (i) prioritize safety and dignity and avoid causing harm, (ii) ensure equality and meaningful access, (iii) include mechanisms for beneficiary accountability, and (iv) emphasize participation and empowerment to meet SHF minimum requirements. CRS prioritizes the safety and dignity of beneficiaries, and avoids causing harm by preventing and minimizing as much as possible any unintended negative effects of its interventions that can increase vulnerability to both physical and psychosocial risks. The project will ensure that targeted beneficiaries have safe access to assistance and services based on need and without discrimination. CRS and partners will make efforts to accommodate people with specific needs, ensuring access to assistance and services. Through the set up CBCM, target populations will be able to measure the adequacy of interventions, and address concerns and complaints, thereby supporting the development of self-protection capacities and assisting people to claim their rights, including – not exclusively – the right to shelter, food, water and sanitation, health, and education. The project will ensure the provision of latrines with separate entrances for boys and girls to protecting the safety and dignity of students, particularly female students, and will ensure that latrines are accessible to people with disabilities. The project will also sensitize PTAs and students on protection during activities to promote girl child education.

CRS will use Sphere Principle for implementation activities in this project according the Sphere principal below:

1. Prevent: Enhance the safety, dignity and rights of affected people, and avoid exposing people to further harm;
2. Respond: Reduce the impact of physical and psychological harm that arises from violence, coercion, deliberate deprivation and other threats; and
3. Remedy: Assist people to claim their rights and access appropriate remedies.

These three principles are interdependent and can be carried out at the same time. The principles promote the right to dignity in three ways:

- mainstreaming protection risks, activities and related information across all humanitarian programs;
- integrating specific protection objectives into assistance projects; and
- promoting specific and/or specialized protection activities that address specific protection risks and violations.

Design program activities that consider findings from the risk analysis. Actively look for ways to minimize threats and vulnerabilities and work with different groups of the affected population, specific at-risk groups, and the organizations they trust. This helps understand how best to address needs and any positive or negative consequences. For example, Teachers should understand that children may not be able to express themselves in an easily understandable way.

In consultation with MoE and the communities, CRS will design activities that keep girls and boys safe by, for example protecting against or preventing child recruitment or abduction or separation from family. Provide children with access to safe environments in the context of the programmed or activities and give special consideration to the needs of at-risk children, such as separated and unaccompanied children, child-headed households, adolescent girls and boys, children with disabilities and chronic illnesses, and young parents.

Country Specific Information

Safety and Security

CRS has a full-time Security Adviser who frequently travels to project locations to assess the safety of the surrounding area. The Head of Office in El Geneina, an international staff position, is responsible for the safety of all staff and is well-informed of security developments. CRS has an area coordinator in Zalingei who will monitor and report on any developments in Rokero Golo and Nertiti. CRS also will have full-time field staff based in Nertiti implementing the Education programming. As the security situation in Jebel Mara remains tense, these staff on the ground will frequently provide updates. CRS area coordinator in Zalingei has a good relationship with the humanitarian actors as well as with the government entities. Acknowledging the tense relations in Nertiti, CRS will place an education officer to be based in Zalingei to liaise with all relevant stakeholders.

Access

This project will have staff located in the project area in Zalingei, the project partner staff are based in Nertiti and Zalingei. The education SPO will ensure continuous access to the camps through liaising with Zalingei area coordinators to ensure smooth access and activities implementation. Having staff on the ground will ensure the unhindered continuance of activities.

BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
1. Staff and Other Personnel Costs							
1.1	Emergency Relief and Recovery Coordinator (ERRC) 10 %	D	1	6,200.00	12	10.00	7,440.00
	<i>This is an International Position budgeted at 10% level of effort (LOE) : The Emergency Relief and Recovery Coordinator (ERRC) will be responsible for overall management, including oversight of project activities, monitoring of timelines and outputs ensuring adherence to technical and financial policies and standards of excellence, control and monitoring of project expenses, compliance with donor requirements, reporting and representation. The ERRC supervises the Senior Project Officer (Education).</i>						
1.2	International staff fringe benefits (29%)	D	1	1,188.10	1	100.00	1,188.10
	<i>International staff (EERC position) fringe benefit for Emergency Relief and Recovery Coordinator position fringe benefits Expatriate fringe benefits are calculated as 29% of the basic salary per CRS policy, covering Social Security/Medicare (5%), retirement (12%), health insurance (11%), and workers compensation (1%)</i>						
1.3	Education Senior Project Officer- Central Darfur@ 50%LOE	D	1	1,200.00	12	50.00	7,200.00
	<i>The National Staff position charged to this project at 50% LOE - Education Senior Project Officer will be based in Zalingie and will be responsible for coordinating all the education projects implementation activities in Rokero, Golo and Nertiti and oversight of project Officer and Field engineer.</i>						
1.4	Education Project Officer- Central Darfur	D	1	820.00	12	100.00	9,840.00
	<i>National staff full time position - Education Project Officer will be based in Zalingie and will be responsible coordination project activities in Rokero, Golo and Nertiti. This position is responsible for coordinating and leading implementation of activities such as psychosocial support, community mobilization and ensuring delivery of learning materials to schools as needed. This position is also responsible coordination of PTA trainings ensuring hygiene promotion activities are implemented in schools and for monitoring completion of activities.</i>						
1.5	Education Field Engineer	D	1	810.00	12	100.00	9,720.00
	<i>The National staff position - The Field Engineer will be based in Zalingie and will be responsible for overseeing project construction and rehabilitation activities in Rokero, Golo and, Nertiti ensuring that these activities meet technical quality standards and are in line with national guidelines of construction and rehabilitation of buildings/classrooms.</i>						
1.6	National Staff Fringe Benefits	D	1	450.00	12	100.00	5,400.00
	<i>National staff Fringe Benefits are calculated at 35% of Total salaries and in accordance with Sudan labor laws and practice, as well as Catholic Relief Services policies. The Fringe benefits are calculated as: 17% employer's social security contribution, 10% employer liability, 8% medical insurance.</i>						
1.7	International Project Support Salaries and Benefits	S	1	731.80	12	53.00	4,654.25
	<i>International project support staff (salary + benefits) include the Head of Programming (Hop), Head of Operations (HoOP), Head of Office , Field Head of Administration and Finance (FHAF) calculated at an LOE anticipated for the project. The HOP will supervise the Program Manager and ensure consistent programming, partnership, and implementation standards across all projects in CRS/Sudan's portfolio. The HoOP/FHAF directs CRS/Sudan's administrative and finance functions through the supervision of manager-level staff in these departments, ensuring sound management of donor resources and compliance with internal and external policies. Benefits are the same as those of expatriate fringe benefits and overseas allowances for international staff listed above.</i>						
1.8	National staff Finance and Administrative (Salaries+benefits)	S	1	800.00	12	53.00	5,088.00
	<i>National staff this include Finance staff (Manager, Accountants) HR staff (Manager, HR officer) Administration staff (booking, liaison, procurement, safety)</i>						
	Section Total						50,530.35
2. Supplies, Commodities, Materials							
2.1	Semi-permanent classrooms construction	D	19	4,000.00	1	100.00	76,000.00
	<i>19 Semi-permanent classrooms constructed with more durable materials should cost around \$3,000 for supplies and around \$ 1000 for labor.</i>						
2.2	Seating sit (Desk and Bench)	D	400	26.00	1	100.00	10,400.00
	<i>All of the 9 IDPs' schools will receive 400 seating sets to address the needs for seating for new IDP children as well as the existing need of other pupils in the target schools. One seating set will cost \$25 to purchase and \$1 to transport. Each school will receive mats according to the number of new IDPs in the school and the 400 seating sets will be distributed to the 9 IDPs' school in Rokero, Golo Nertiti based on the identified needs.</i>						
2.3	Blackboards	D	18	40.00	1	100.00	720.00
	<i>2 blackboards will be provided for each of the targeted 9 IDP schools (each classroom with two blackboards a total of 18 blackboards) . They will cost about \$30 to produce and \$10 each for transport to Rokero, Golo and Nertiti</i>						
2.4	Psycho-social Supplies	D	9	374.00	9	100.00	30,294.00

	<i>Each of the 9 IDPs' schools in Rokero, Golo and Nertiti where CRS will implement the project will receive psycho-social supplies. the project will target the 9 classrooms in each school, each will receive supplies worth \$374 /per school, which should cover art supplies and recreational materials.</i>						
2.5	Rehabilitation of Semi-Permanent Classrooms	D	9	1,500.00	1	100.00	13,500.00
	<i>Each of the 9 IDPs' schools in Rokero, Golo and Nertiti where CRS will implement the project will receive psycho-social supplies. the project will target the 9 classrooms in each school, each will receive supplies worth \$374 /per school, which should cover art supplies and recreational materials.</i>						
2.6	New Latrine Stances	D	8	3,000.00	1	100.00	24,000.00
	<i>It is estimated that one latrine (Latrine with 4 drop holes) will cost around \$ 3000 for labor and materials While a 2-stance latrine will be around \$2,133., and one stance will cost \$ 750. So, with this average each school is receiving varying numbers of stances.</i> <i>It is estimated that one latrine (Latrine with 4 drop holes) will cost around \$ 3000 for labor and materials While a 2-stance latrine will be around \$2,133., and one stance will cost \$ 750. So, with this average each school is receiving varying numbers of stances.</i>						
2.7	Teacher Training	D	3	2,000.00	1	100.00	6,000.00
	<i>This amount covers a 5-day training for teachers from each of the 9 schools (in 3 groups) for basic teacher training and the 2-day PSS teacher trainings . Each training will incur the following costs: \$1,500 for meals and tea for 5 days for 15 teachers and two trainers; \$300 for facilitation incentives; \$200 in supplies and \$500 for travel reimbursements to trainers and distant participants. 45 teachers will be trained in 3 groups.</i>						
2.8	PTA Trainings	D	3	1,200.00	1	100.00	3,600.00
	<i>This amount covers a two day PTA training for the 9 schools (in 3 groups). Each training will incur the following costs: \$450 for meals for two days for 15 participants and 2 trainers, \$150 facilitator incentive, \$250 in supplies and \$200 in travel costs to and from the school locations for two days.</i>						
2.9	Psycho Social Support Information sessions on the psycho-social support, hygiene and health education	D	9	300.00	2	100.00	5,400.00
	<i>Each of the 9 schools will have two sessions and the \$300 will cover travel costs and supplies needed by facilitators/per each school, this estimated based on the local prices and past experiences.</i>						
2.10	Provision of Water tank	D	9	200.00	2	100.00	3,600.00
	<i>Provision of 9 water tanks to schools to supply the water to hand wash station</i>						
2.11	Accelerated Learning Program	D	10	1,025.00	1	100.00	10,250.00
	<i>There will be 10 ALP classes covering the newly displaced children with no access to ALP before. The costs are \$900 per class in teacher incentives for two teachers for six months (\$150 each a month), \$800 for a 5-day teacher training on PSS and \$450 for textbooks for 500 students.</i>						
2.12	Textbooks for ALP students	D	200	10.00	1	100.00	2,000.00
	<i>Provision of basic textbooks for 200 students enrolled in ALP. Provision of basic textbooks for 200 students enrolled in ALP. Provision of basic textbooks for 200 students enrolled in ALP.</i>						
2.13	Learning Materials for Basic Education	D	1250	5.00	1	100.00	6,250.00
	<i>there will 25 class rooms and each class room has 50 students with the cost of the text book of basic educationfor \$5</i>						
2.14	Handwashing stations	D	16	200.00	1	100.00	3,200.00
	<i>One handwashing station with 2 taps will be provided for each 2 latrines, in total 16 handwashing stations will be provided for the latrines constructed or rehabilitated. They will cost about \$180 to produce and \$20 each for transport, this base on local prices and past programing experiences</i>						
	Section Total						195,214.00
3. Equipment							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00
4. Contractual Services							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	Section Total						0.00

5. Travel							
5.1	UNHAS Round-trip to Central Darfur	D	1	200.00	26	100.00	5,200.00
	<i>Once a quarter education staff will need to fly to Khartoum for representation purposes for the project, attending cluster meetings. This travel will be taken alternately by the Education Program Manager and the Senior Project Officer (4 total trips). Additionally, 2 flights per month from the field office will be required via UNHAS (currently \$200 round-trip) to Rokero, Golo, Nertiti (12 months, 24 total trips).</i>						
5.2	Vehicle Rental in Rokero, Golo, Nertiti	D	20	25.00	12	100.00	6,000.00
	<i>The project will require vehicle rental for 20 days per month across Rokero, Golo, Nertiti at a cost of \$25/day for field-based activities.</i>						
5.3	Lodging in Golo	D	6	20.00	12	100.00	1,440.00
	<i>As currently CRS doesn't have a guest house in Golo, rates of \$10 per day are paid to other INGOs and it is anticipated that the Senior Project Officer and the Engineer will be in Rokero, Golo, Nertiti about 6 days every month. This lodging will be utilized by the Senior Education Project Officer and Education Filed Engineer.</i>						
5.4	Staff Per Diem in Khartoum	D	1	100.00	4	100.00	400.00
	<i>The per diem in Khartoum is one-day salary, and this an average of \$ 100 for meals and transport. Each trip is around 4 days and there will be one trip each quarter. This will be utilized by the Education Program Manager and/or Senior Education Project Officer.</i>						
5.5	Staff Per Diem in Central Darfur (over-night)	D	4	40.00	12	100.00	1,920.00
	<i>Staff per diems for out of state are equivalent to one-day salary for national staff per the labor law in Sudan. For the staff traveling to this location, this would be an average of \$ 40 per day not counting travel days. Estimated 10 days each month. This will be utilized by the Senior Education Project Officer and Field Engineer.</i>						
5.6	Project support staff travel - (flights, per diems & incidentals)	S	1	219.15	12	100.00	2,629.80
	<i>Travel expenses and per diem associated with project support staff (travel, transportation expense, hotel, meals/per diem costs and meetings- facilities, allocated based on LOE for support staff in the project. This will be utilized by finance, procurement, logistics and management staff travel needed to support or monitor programming. Per CRS allocated direct cost policy, a rate of 219.15/month has been allocated to this project for 12 months.</i>						
5.7	CRS Vehicle Operating Support Costs	S	1100	3.80	12	10.00	5,016.00
	<i>Per CRS policy, CRS Sudan allocates its vehicle operating expenses at an estimated rate of \$3.80 per kilometer to support this project. The cost per km rate is calculated monthly based on actual cost incurred by project staff as a proportion of total kilometers driven that month. It includes fuel and oil, replacement parts, repairs, registration fees, and insurance. This project has budgeted costs for 1 vehicle, based on previous experience implementing projects of this size and scope. This will be utilized by all project staff while in Zalingei, Geneina, or Khartoum for relevant travel such as to the Ministry of Education, UNICEF or partners to support the project. This represents an estimated cost for services such as administration and management that directly support this project, as a percentage of the total CRS Sudan portfolio.</i>						
	Section Total						22,605.80
6. Transfers and Grants to Counterparts							
6.1	Sub grant to Local Partner DRDO-Staffing	D	1	160.00	9	100.00	1,440.00
	<i>CRS will subgrant to DRDO to implement Education Sector activities in the targeted communities and provide accompaniment to schools and communities. This cost will cover partner staffing</i>						
6.2	Partnership Agreement with DRDO: Program activities	D	5	800.00	1	100.00	4,000.00
	<i>The program activities that the partner will cover are \$ 800 per hygiene session. The partner will conduct 5 hygiene sessions for the targeted communities.</i>						
6.3	Partnership Agreement with DRDO: Operations Costs	D	1	600.00	9	50.00	2,700.00
	<i>This will cover approximately 50% of office rent, utilities, communication and office stationaries of the implementing partner par month. It is estimated that these total costs are as follows: office rent (\$250), utilities (\$160), communication (\$100) and office stationaries (\$90). The 50 per cent costs to SHF are as follows: office rent (\$125), utilities (\$80), communication (\$50) and office stationaries (\$45).</i>						
6.4	Partnership community Mobilization session	D	10	500.00	1	100.00	5,000.00
	<i>This will cover 10 community mobilization sessions conducted by the local partner in the community at the beginning of the project to sensitize the commuity about the project concept and deliverables as well to sensitize the community to participate in the project cycle. Each session will cost \$500 for transportation, facilitation of the meeting</i>						
6.5	The PSC included in the total amout of the project PSC 7%	S	1	919.80	1	100.00	919.80

	PSC 7% of Partner for Transfers and Grants to Counterparts.							
	Section Total							14,059.80
7. General Operating and Other Direct Costs								
7.1	Communication	D	1	50.00	12	100.00	600.00	
	<i>In-country direct costs incurred by project staff for telephone and internet services (including scratch cards), local and long-distance telephone calls, use of satellite phones in the field locations, and electronic/computer transmittal services.</i>							
7.2	Mid-term and Final Evaluations with MoE and HAC	D	1	400.00	2	100.00	800.00	
	<i>HAC at the state level have been holding evaluations of all projects with Ministry partners on a bi-yearly basis. The costs covering fuel, meals and per diems requested by HAC and the Ministries for this project evaluation. The monitoring report from HAC will be shared with the donor.</i>							
7.3	Contracted Finance Legal and IT	S	1	93.92	12	75.00	845.28	
	<i>Costs of legal, accounting, and consultant services, and related costs. Costs associated with this line item are shared across all CRS implemented projects. These services mitigate CRS' and donors' risks associated with project-related human resource management, vendor agreements, and other operations, and meet donor-mandated audit requirements.</i>							
7.4	Project Support Office Supply Costs	S	1	187.84	12	100.00	2,254.08	
	<i>Office and computer supplies and services necessary to support the project include courier, stationary, computer supplies, mail and postage, membership dues and subscription, stationery and office supplies and printing. Costs associated with this line item are shared across all implemented projects. CHF will benefit from CRS/Sudan's in-house IT capacity, existing internet service contracts, and office network shared by all projects in its portfolio, thereby eliminating start-up delays and reducing overall expense to this new proposed project.</i>							
7.5	Facilities costs	D	13	250.00	12	70.00	27,300.00	
	<i>The facility expense rate is calculated monthly based on actual cost incurred and includes building rent, utility costs, janitorial and security services, building insurance, and maintenance and repair. CRS' ability to implement multiple projects from the same facilities reduces the full cost to individual projects by maximizing shared space and resources. Per the CRS allocated cost calculation, 13 Sq m. are allocated to this project at a cost of 250/Sq m for 12 months. CRS is charging 70% of the allocable amount to the project, meaning CRS is cost sharing 30% of total cost allocable to this project, per the project fair share within total CRS portfolio.</i>							
	Section Total							31,799.36
SubTotal			3,139.00					314,209.31
Direct								292,802.10
Support								21,407.21
PSC Cost								
PSC Cost Percent								6.96
PSC Amount								21,868.97
Total Cost								336,078.28
Project Locations								
Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name	
		Men	Women	Boys	Girls	Total		
Central Darfur -> Nertiti (West Jebel Marra)	33	37	39	767	1,177	2,020		
Central Darfur -> Rokoro (North Jebel Marra)	33	36	37	768	1,177	2,018		
Central Darfur -> Golo (Central Jebel Marra)	34	37	39	767	1,177	2,020		
Documents								
Category Name			Document Description					
Project Supporting Documents			Annex 2. Basic School Enrolment Statistics.docx					
Project Supporting Documents			Annex 4. Semi-permanent Classroom Plans.pdf					

Project Supporting Documents	Annex 7. CRS table of input activities 25MAR2018.xlsx
Budget Documents	Annex 1. SHF 1st allocation 2018 Education 25MAR2018.xlsx
Budget Documents	Annex 3. CRS Cost Structure Overview.docx
Budget Documents	Annex 5. BOQ Latrine 4 stances.xlsx
Budget Documents	Annex 6. BOQ Semi-permanent Classroom.xlsx
Budget Documents	CRS 8219 TRC.1.xlsx
Budget Documents	^CRS 8219 TRC.2.xlsx
Technical Review	Env. 1_CRS_E_8219_First round TRC comments.doc
Technical Review	Env. 1_CRS_E_8219_Second round TRC comments.doc
Technical Review	Env. 1_CRS_E_8219_Third round TRC comments.doc
Technical Review	Annex 7. CRS table of input activities 9 April 2018.xlsx