

South Sudan 2014 CHF Standard Allocation Project Proposal

for CHF funding against Consolidated Appeal 2014

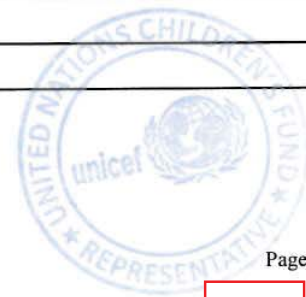
For further CHF information please visit <http://unocha.org/south-sudan/financing/common-humanitarian-fund>
or contact the CHF Technical Secretariat chfsouthsudan@un.org

This project proposal shall be submitted by cluster partners in **two stages** to the Cluster Coordinators and Co-coordinators for each project against which CHF funds are sought. In the **first stage**, before cluster defenses, applying partners fill sections I and II. The project proposal should explain and justify the activities for which CHF funding is requested and is intended to supplement information already available in the CAP Project Sheets. The proposals will be used by the cluster Peer Review Team in prioritizing and selecting projects for CHF funding during CHF Standard Allocation round. Partners should also fill and submit to cluster coordinator/ co-coordinator the CHF Project Summary (Annex 1). In the **second stage** projects recommended for funding by the CHF Advisory Board must complete Section III of this application and revised/update sections I and II if needed.

SECTION I:

| | |
|--------------------|------------------|
| CAP Cluster | Education |
|--------------------|------------------|

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|--|-------------------------|------------------------|----------------|----|---|--|---|--|---|----------------|--|--------|---|---|--|--|--------------|----------|--|---------|-----|-----|------------|-----|--|-------|-----|---|--------|-----|---|-------|----|--------------------------------|------------------------|----|--|---|--|-------------|--|--|--|---|--|--|--|---|---|--------|-----|-------|--------|-------|--------|------|-----|-------|-------|-------|--------|---------------|---------------|---------------|---|--|--|--|--|--|---|--|---|---|--|---|--|--|--|------------------------|--|------------------------|-----------|----------------------|--|--------------|------------------------|------------------|--|-----------------|------------------------|-----------------|--|--|--|------------------------|--|--|--|
| Project details The sections from this point onwards are to be filled by the organization requesting CHF funding. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Requesting Organization</td> </tr> <tr> <td colspan="2">United Nations Children's Fund (UNICEF)</td> </tr> <tr> <td>Project CAP Code</td> <td>CAP Gender Code</td> </tr> <tr> <td>SSD-14/E/60067</td> <td>2a</td> </tr> <tr> <td colspan="2">CAP Project Title <i>(please write exact name as in the CAP)</i></td> </tr> <tr> <td colspan="2">Providing access to life-saving, inclusive and quality education for children and youth affected by or highly vulnerable to acute emergencies in South Sudan.</td> </tr> <tr> <td>Total Project Budget requested in the in South Sudan CAP</td> <td>US\$ 3,998,274</td> </tr> <tr> <td>Total funding secured for the CAP project (to date)</td> <td>US\$ 0</td> </tr> </table> | Requesting Organization | | United Nations Children's Fund (UNICEF) | | Project CAP Code | CAP Gender Code | SSD-14/E/60067 | 2a | CAP Project Title <i>(please write exact name as in the CAP)</i> | | Providing access to life-saving, inclusive and quality education for children and youth affected by or highly vulnerable to acute emergencies in South Sudan. | | Total Project Budget requested in the in South Sudan CAP | US\$ 3,998,274 | Total funding secured for the CAP project (to date) | US\$ 0 | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">Project Location(s) - list State and County (payams when possible) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State</td> </tr> <tr> <td>State</td> <td>%</td> <td>County/ies <i>(include payam when possible)</i></td> </tr> <tr> <td>Jonglei</td> <td>30%</td> <td>All</td> </tr> <tr> <td>Upper Nile</td> <td>20%</td> <td>Maiwut, Nasir, Ulang, Renk and Longochuk</td> </tr> <tr> <td>Unity</td> <td>20%</td> <td>Pariang, Mayom, Rubkona, Mayendit, Panyijar, Leer</td> </tr> <tr> <td>Warrap</td> <td>20%</td> <td>Twic, Tonj South, Tonj East, Grogrial West, Grogrial East</td> </tr> <tr> <td>Lakes</td> <td>5%</td> <td>Rumbek North and Rumbek Centre</td> </tr> <tr> <td>Northern Bahr el Gazal</td> <td>5%</td> <td>Aweil Centre, Aweil East and Aweil North</td> </tr> <tr> <td colspan="2">Funding requested from CHF for this project proposal</td> <td>US\$384.422</td> </tr> <tr> <td colspan="3">Are some activities in this project proposal co-funded (including in-kind)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <i>(if yes, list the item and indicate the amount under column i of the budget sheet)</i></td> </tr> <tr> <td colspan="3">Direct Beneficiaries <i>(Ensure the table below indicates both the total number of beneficiaries targeted in the CAP project and number of targeted beneficiaries scaled appropriately to CHF request)</i></td> </tr> <tr> <td></td> <td>Number of direct beneficiaries targeted in CHF Project</td> <td>Number of direct beneficiaries targeted in the CAP</td> </tr> <tr> <td>Women:</td> <td>180</td> <td>1,642</td> </tr> <tr> <td>Girls:</td> <td>4,320</td> <td>16,992</td> </tr> <tr> <td>Men:</td> <td>420</td> <td>3,832</td> </tr> <tr> <td>Boys:</td> <td>5,280</td> <td>20,768</td> </tr> <tr> <td>Total:</td> <td>10,200</td> <td>43,234</td> </tr> <tr> <td colspan="3">Indirect Beneficiaries / Catchment Population <i>(if applicable)</i></td> </tr> <tr> <td colspan="3">Catchment Population: IDPs, stranded returnees and host communities affected by or highly vulnerable to acute emergencies (pre-school, school aged children, youth and education actors). Particular attention to children with disabilities, unaccompanied and separated children.</td> </tr> <tr> <td colspan="2">Targeted population: Abyei conflict affected, IDPs, Returnees, Host communities, Refugees</td> <td>CHF Project Duration (12 months max., earliest starting date will be Allocation approval date)</td> </tr> <tr> <td colspan="2">Implementing Partner/s <i>(Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)</i> CMI, BHO, Root of Love, DORD, SALF, CADAT and CAD (other NNGOs and CBOs according to education cluster priorities).</td> <td>Indicate number of months: 9 months (1 Feb – 31 Oct 2014)</td> </tr> <tr> <td colspan="2">Contact details Organization's Country Office</td> <td>Contact details Organization's HQ</td> </tr> <tr> <td>Organization's Address</td> <td>UNICEF South Sudan, P. O. Box 45, Juba</td> <td>Organization's Address</td> <td>UNICEF NY</td> </tr> <tr> <td>Project Focal Person</td> <td>Simon Mphisa, smphisa@unicef.org +211 955626432</td> <td>Desk officer</td> <td>Name, Email, telephone</td> </tr> <tr> <td>Country Director</td> <td>Iyorlumun J Uhaa, iuhaa@unicef.org +211 912176444</td> <td>Finance Officer</td> <td>Name, Email, telephone</td> </tr> <tr> <td>Finance Officer</td> <td>Mable Ngandu, mngandu@unicef.org +211 955917123</td> <td></td> <td></td> </tr> <tr> <td>Monitoring & Reporting</td> <td>John Yuggu Tiley, ityuggu@unicef.org +211 955922044</td> <td></td> <td></td> </tr> </table> | Project Location(s) - list State and County (payams when possible) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State | | | State | % | County/ies <i>(include payam when possible)</i> | Jonglei | 30% | All | Upper Nile | 20% | Maiwut, Nasir, Ulang, Renk and Longochuk | Unity | 20% | Pariang, Mayom, Rubkona, Mayendit, Panyijar, Leer | Warrap | 20% | Twic, Tonj South, Tonj East, Grogrial West, Grogrial East | Lakes | 5% | Rumbek North and Rumbek Centre | Northern Bahr el Gazal | 5% | Aweil Centre, Aweil East and Aweil North | Funding requested from CHF for this project proposal | | US\$384.422 | Are some activities in this project proposal co-funded (including in-kind)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <i>(if yes, list the item and indicate the amount under column i of the budget sheet)</i> | | | Direct Beneficiaries <i>(Ensure the table below indicates both the total number of beneficiaries targeted in the CAP project and number of targeted beneficiaries scaled appropriately to CHF request)</i> | | | | Number of direct beneficiaries targeted in CHF Project | Number of direct beneficiaries targeted in the CAP | Women: | 180 | 1,642 | Girls: | 4,320 | 16,992 | Men: | 420 | 3,832 | Boys: | 5,280 | 20,768 | Total: | 10,200 | 43,234 | Indirect Beneficiaries / Catchment Population <i>(if applicable)</i> | | | Catchment Population: IDPs, stranded returnees and host communities affected by or highly vulnerable to acute emergencies (pre-school, school aged children, youth and education actors). Particular attention to children with disabilities, unaccompanied and separated children. | | | Targeted population: Abyei conflict affected, IDPs, Returnees, Host communities, Refugees | | CHF Project Duration (12 months max., earliest starting date will be Allocation approval date) | Implementing Partner/s <i>(Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)</i> CMI, BHO, Root of Love, DORD, SALF, CADAT and CAD (other NNGOs and CBOs according to education cluster priorities). | | Indicate number of months: 9 months (1 Feb – 31 Oct 2014) | Contact details Organization's Country Office | | Contact details Organization's HQ | Organization's Address | UNICEF South Sudan, P. O. Box 45, Juba | Organization's Address | UNICEF NY | Project Focal Person | Simon Mphisa, smphisa@unicef.org +211 955626432 | Desk officer | Name, Email, telephone | Country Director | Iyorlumun J Uhaa, iuhaa@unicef.org +211 912176444 | Finance Officer | Name, Email, telephone | Finance Officer | Mable Ngandu, mngandu@unicef.org +211 955917123 | | | Monitoring & Reporting | John Yuggu Tiley, ityuggu@unicef.org +211 955922044 | | |
| Requesting Organization | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| United Nations Children's Fund (UNICEF) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Project CAP Code | CAP Gender Code | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SSD-14/E/60067 | 2a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CAP Project Title <i>(please write exact name as in the CAP)</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Providing access to life-saving, inclusive and quality education for children and youth affected by or highly vulnerable to acute emergencies in South Sudan. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Project Budget requested in the in South Sudan CAP | US\$ 3,998,274 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total funding secured for the CAP project (to date) | US\$ 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Project Location(s) - list State and County (payams when possible) where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per State | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State | % | County/ies <i>(include payam when possible)</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jonglei | 30% | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Upper Nile | 20% | Maiwut, Nasir, Ulang, Renk and Longochuk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unity | 20% | Pariang, Mayom, Rubkona, Mayendit, Panyijar, Leer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Warrap | 20% | Twic, Tonj South, Tonj East, Grogrial West, Grogrial East | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lakes | 5% | Rumbek North and Rumbek Centre | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Northern Bahr el Gazal | 5% | Aweil Centre, Aweil East and Aweil North | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Funding requested from CHF for this project proposal | | US\$384.422 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Are some activities in this project proposal co-funded (including in-kind)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <i>(if yes, list the item and indicate the amount under column i of the budget sheet)</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Direct Beneficiaries <i>(Ensure the table below indicates both the total number of beneficiaries targeted in the CAP project and number of targeted beneficiaries scaled appropriately to CHF request)</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Number of direct beneficiaries targeted in CHF Project | Number of direct beneficiaries targeted in the CAP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Women: | 180 | 1,642 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Girls: | 4,320 | 16,992 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Men: | 420 | 3,832 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boys: | 5,280 | 20,768 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total: | 10,200 | 43,234 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Indirect Beneficiaries / Catchment Population <i>(if applicable)</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Catchment Population: IDPs, stranded returnees and host communities affected by or highly vulnerable to acute emergencies (pre-school, school aged children, youth and education actors). Particular attention to children with disabilities, unaccompanied and separated children. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targeted population: Abyei conflict affected, IDPs, Returnees, Host communities, Refugees | | CHF Project Duration (12 months max., earliest starting date will be Allocation approval date) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Implementing Partner/s <i>(Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)</i> CMI, BHO, Root of Love, DORD, SALF, CADAT and CAD (other NNGOs and CBOs according to education cluster priorities). | | Indicate number of months: 9 months (1 Feb – 31 Oct 2014) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contact details Organization's Country Office | | Contact details Organization's HQ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Organization's Address | UNICEF South Sudan, P. O. Box 45, Juba | Organization's Address | UNICEF NY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Project Focal Person | Simon Mphisa, smphisa@unicef.org +211 955626432 | Desk officer | Name, Email, telephone | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Country Director | Iyorlumun J Uhaa, iuhaa@unicef.org +211 912176444 | Finance Officer | Name, Email, telephone | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Finance Officer | Mable Ngandu, mngandu@unicef.org +211 955917123 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Monitoring & Reporting | John Yuggu Tiley, ityuggu@unicef.org +211 955922044 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Section II

CHF Cluster Priorities for 2014 First Round Standard Allocation

This section should be filled by the cluster Coordinators/Co-coordinators before sending to cluster partners. It should provide a brief articulation of Cluster priority activities and geographic priorities that the cluster will recommend for funding from the CHF in line with the cluster objectives highlighted in the CAP 2014.

| Cluster Priority Activities for this CHF Round | Cluster Geographic Priorities for this CHF Round |
|---|---|
| <ul style="list-style-type: none"> • Cluster partners (including State Ministries and County Departments of Education) will establish or lightly rehabilitate emergency learning spaces in areas affected by or highly vulnerable to emergencies. Project planning, implementation and monitoring will actively involve community structures in order to promote conflict sensitive approaches, sustainability and accountability to affected people. • Emergency teaching and learning materials will be prepositioned with partners (including State Ministries and County Departments of Education) in areas affected by or highly vulnerable to emergencies. The materials comprise School in a Box, Recreation kits, ECD kits, Blackboards and Psychosocial support and life-skills materials • Education actors (e.g. teachers, PTA and SMC members, volunteers, education officials) will be trained on life skills and psychosocial support using a set of materials contextualized to South Sudan, purpose-developed by UNESCO for the Education Cluster. • Education Cluster partners will conduct awareness raising activities on key issues concerning Education in Emergencies and life skills/lifesaving messages including WASH, child protection, girls' education, GBV, early marriage, HIV/AIDS, environment etc. • Education actors (e.g. teachers, PTA and SMC members, volunteers, education officials) will be trained in education continuity planning, child centered disaster risk reduction and emergency preparedness using guidance and materials developed by Global Education Cluster co-lead Save the Children. Trainings will be targeted largely at education actors representing local communities and institutions. | <ul style="list-style-type: none"> • Central Equatoria: Terekeka, Juba • Eastern Equatoria: Torit • Jonglei: Ayod, Fangak, Duk, Bor, Urur, Nyirol, Akobo, Twic East, Pibor • Lakes: Rumbek North & Rumbek Centre, Awerial & Yirol West • Northern Bahr-EI-Ghazal: Aweil Centre, Aweil East, Aweil North • Unity: Guit, Rubkona, Panyijar, Koch, Mayom, Pariang, Mayandit • Upper Nile: Longuchok, Renk, Maiwut, Nasir, Ulang • Warrap: Gogrial West, Tonj North, Twic, Gogrial East, Tonj South, Tonj East • Western Equatoria: Tambura, Nagero |

A. Humanitarian Context Analysis

Briefly describe (in no more than 300 words) the current humanitarian situation in the specific locations where CHF funded activities will be implemented. Provide evidence of needs by referencing assessments and key data, including the number and category of the affected population¹

The year 2013 saw a series of humanitarian emergency situations caused by inter communal violence, cattle raiding, rebel militia group (RMG) activities and natural hazards that led to population displacements, including school aged children, causing disruption of education activities, damage, destruction, looting, and occupation of school facilities.

188,526 people were internally displaced by violence in South Sudan (OCHA Humanitarian Bulletin, 04th-10th November 2013). 278,790 people were affected by floods in Jonglei and Northern Bahr el Ghazal States (OCHA Humanitarian Bulletin, 04th -10th November 2013). 226,211 refugees from Sudan were hosted in Unity and Upper Nile States (UNHCR, 03rd November 2013). 84,152 returnees in South Sudan were reported, of which 12,152 were stranded returnees (IOM, ERS Weekly Statistical Report, 27th September – 03rd October 2013).

The existing fragile situation was exacerbated by the recent fighting that erupted in Juba on 15th December 2013 following a reported coup attempt. The crisis escalated rapidly along ethnic lines to other states namely Jonglei, Unity, Upper Nile, and parts of Central Equatoria respectively, and led to massive population displacement from the directly affected states to other areas of south Sudan as well as into neighboring countries, leaving thousands in dire need of humanitarian services.

¹ To the extent possible reference needs assessment findings and include key data such as mortality and morbidity rates and nutritional status, and how the data differs among specific groups and/or geographic regions. Refer situation/data/indicators to national and/or global standards.

Fighting continued despite ceasefire talks in Addis Ababa, reportedly in Bor (Jonglei State), Bentiu (Unity State) and Malakal (Upper Nile State) and intermittent clashes in Central Equatoria. Overall, an estimated 413,000 people have been displaced internally, with 66,500 people taking refuge in UN premises.

Education in Emergencies (EiE) is critically needed so that affected children and youth are occupied with meaningful recreational activities and able to resume learning activities. In Juba 7,814 children aged 3-18 including 50 % girls reported residing in UNMISS. The focus is to provide emergency learning spaces, education supplies, psychosocial support and lifesaving awareness campaigns.

B. Grant Request Justification

Briefly describe (in no more than 300 words) the reasons for requesting CHF funding at this time. Explain how CHF funding will help address critical humanitarian gaps in your cluster. Explain the value added by your organization (e.g. geographical presence). Indicate if any other steps have been taken to secure alternative funding.

In particular during these emergencies women and children, especially girls, become more vulnerable to physical and mental injuries. Sexual violence escalate during conflict and girls are in higher risk for early and forced marriages when not attending school. Girls also face greater challenges due to cultural and social practices that constitute barriers to access education; the GER for males is 20% higher than for female and this is indicative of a significant gender disparity in access to school (EMIS, 2012). In addition to strengthening access to primary education for emergency affected people, the needs of children under school age should also be taken into consideration; child development in the early years is critical for overall human development. Disruption of daily life leads to the lack of opportunity for children to play and interact with peers and caregivers. All these factors can undermine the young child physical, cognitive, emotional and social development.

For 2014 the education cluster target caseload, that include affected host community, stranded returnees, IDPs is 216.659 individuals (among which 103.671 girls and 110.947 boys), that combined with an education system that has already critical gaps, means that significant provision of temporary learning spaces and emergency scholastic materials will be necessary to meet the immediate needs of children.

As a continuation of previous EiE preparedness and response activities, with this project UNICEF will focus on building resilience of affected communities to thrive from multiple shocks and difficulties. UNICEF in collaboration with MoEST, NGOs and CBOs will provide education access and learning environments by establishing temporary learning spaces with local materials linked with basic separated sanitation facilities and rehabilitate damaged classrooms due to acute emergencies; also building and enhancing education cluster partners and education personnel capacities on EiE and child centred disaster risk reduction, on psychosocial support and life saving messages in order to guarantee school attendance and improve quality of teaching and learning activities in emergency affected learning spaces.

C. Project Description (For CHF Component only)

i) Contribution to Cluster Priorities

Briefly describe how CHF funding will be used to contribute to the achievement of the cluster priority activities identified for this allocation.

Funds will specifically be used to establish safe and protective temporary learning spaces, to build and enhance education cluster partners and education personnel capacities on EIE and child centered risk reduction and on psychosocial support an life saving messages in collaboration with Government.

In particular the project will contribute to the following cluster main objectives:

1. In partnership with communities and local authorities, establish or rehabilitate inclusive, safe and protective learning spaces for children and youth affected by or highly vulnerable to emergencies.
2. Provide children and youth with basic supplies necessary for safe, inclusive, protective and quality education, including recreation, life skills and psychosocial support in areas affected by or highly vulnerable to emergencies.
3. Provide children youth and communities with psychosocial support, life-skills and life-saving messages in areas affected by or highly vulnerable to emergencies.
4. Build capacity of local actors and systems to engage in education continuity planning, and child centred disaster risk reduction and emergency preparedness in areas affected by or highly vulnerable to emergencies.

ii) Project Objective

State the objective/s of this CHF project and how it links to your CAP project (one specific geographical area, one set of activities or kickstart/support the overall project). Objective/s should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART)

- 1) Provision of protective and safe temporary learning spaces by using local materials linked with basic separated sanitation facilities to children, youth and teachers affected by acute emergencies.
- 2) Provision of psychosocial support and lifesaving messages through teachers and PTA members and awareness campaigns for children and youth affected by acute emergencies.
- 3) Cluster coordination at National, State and County level in term of preparedness and critical and continued response in line with the education cluster objectives.

iii) Project Strategy and proposed Activities

Present the project strategy (**what the project intends to do, and how it intends to do it**). There should be a logical flow to the strategy: activities should lead to the outputs, which should contribute towards the outcomes, which should ultimately lead to the project objective.

List the main activities and results to be implemented with CHF funding. As much as possible link activities to the exact location of the operation and the corresponding number of direct beneficiaries (broken down by age and gender to the extent possible).

- 1.1) Establish 60 protective temporary learning spaces by using local materials through implementing partners for pre-school, school aged children and youth.
- 1.2) Provide 120 basic separated sanitation facilities in the temporary learning spaces through implementing partners for pre-school, school aged children and youth.
- 1.3) Rehabilitate 60 damaged classrooms due to acute emergencies through implementing partners.
- 2.1) Provide psychosocial support and deliver lifesaving messages through 600 teachers and PTA members (at least 30% teachers



and PTA members' female) trained by implementing partners.
 2.2) Conduct 60 awareness campaigns on Education in Emergencies, life skills/life saving messages, including GBV, and gender equality through implementing partners.
 3.1) Support rapid and ongoing needs education assessments, finalize response plans and undertake field monitoring/evaluation initiatives.
 3.2) Coordinate emergency responses in collaboration with government and education cluster partners.

iv) Expected Result(s)/Outcome(s)
 Briefly describe the results you expect to achieve at the end of the CHF grant period.

1.1) 60 protective temporary learning spaces established by using local construction materials through implementing partners for pre-school, school aged children and youth.
 1.2) 120 basic separated sanitation facilities provided in the temporary learning spaces through implementing partners for pre-school, school aged children and youth.
 1.3) 60 damaged classrooms due to acute emergencies rehabilitated through implementing partners.
 2.1) 600 teachers and PTA members (at least 30% teachers and PTA members' female) trained on psychosocial support and deliver lifesaving messages by implementing partners.
 2.2) 60 awareness campaigns conducted on Education in Emergencies, life skills/life saving messages, including GBV, and gender equality through implementing partners.
 3.1) At least 6 rapid and ongoing needs education assessments conducted, response plans finalized and field monitoring/evaluation initiatives undertook.
 3.2) At least 6 education in emergency responses finalized in collaboration with government and education cluster partners.

v) List below the output indicators you will use to measure the progress and achievement of your project results. Use a reasonable and measurable number of indicators and ensure that to the most possible extent chosen indicators are taken from the cluster defined Standard Output Indicators (SOI) (annexed). Put a cross (x) in the first column to identify the cluster defined SOI. Indicate as well the total number of direct beneficiaries disaggregated by gender and age. Ensure these indicators are further used in the logframe.

| SOI (X) | # | Standard Output Indicators (Ensure the output indicators are consistent with the output indicators that will be used in the results framework section III of this project proposal). | Target (indicate numbers or percentages) (Targets should be disaggregated by age and sex as per the standard output indicators list and add-up to the number of direct beneficiaries identified page 1) |
|---------|-----|---|--|
| X | 1. | # of emergency affected children and youth attending temporary learning spaces/repared classrooms | 9,600 children |
| | | Girls | 4,320 |
| | | Boys | 5,280 |
| X | 2. | # of classrooms repaired | 60 classrooms |
| X | 3. | # of temporary learning spaces established | 60 classrooms |
| X | 4. | # of emergency affected learning spaces provided with gender segregated latrines | 60 TLS |
| X | 5. | # of emergency affected girls and boys benefiting from education in emergencies supplies |children |
| | | Girls |girls |
| | | Boys |boys |
| X | 6. | # of school in a Box distributed to emergency affected children, youth and teachers |boxes |
| X | 7. | # of recreation Kit distributed to emergency affected children, youth and teachers |boxes |
| X | 8. | # of blackboard distributed to emergency affected children, youth and teachers |pieces |
| X | 9. | # of ECD kit distributed to emergency affected children, youth and teachers |boxes |
| X | 10. | # of education actors (M/F) in emergency affected areas trained on life skills and psychosocial support | 600 education actors |
| | | Females | 180 |
| | | Males | 420 |
| X | 11. | # of children and youth (boys/girls) reporting feeling safe and protected in emergency affected learning environments | 9,600 children and youths |
| | | Girls | 4,320 |
| | | Boys | 5,280 |
| X | 12. | # of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages | 9,840 individuals |
| | | Women | 72 |
| | | Girls | 4,320 |
| | | Men | 168 |
| | | Boys | 5,280 |
| X | 13. | (Pipeline) Number of months education in emergency supplies are prepositioned at target levels (30%) | ? months |
| | 14. | # of rapid needs education assessment conducted and field monitoring/evaluation initiatives undertook | 6 rapid education assessments |

| | | |
|---|---|-----------------------|
| | 15. # of education in emergency responses finalized in collaboration with government and education cluster partners | 6 emergency responses |
| <p>vi). Cross Cutting Issues Briefly describe how cross-cutting issues (e.g. gender, environment, HIV/AIDS) are addressed in the project implementation.</p> <p>Cross-cutting issues such as gender, HIV/AIDS and children with disabilities will be taken into consideration when assessing needs and planning an emergency response. Global and national tools for cross-cutting issues will be used. For instance, all data collected will be disaggregated by sex. The concept of inclusive education will be encouraged throughout the project. The use of local construction techniques and local labour in the provision of protective temporary learning spaces will ensure environmental sustainability. In addition, the use of hard timber will be minimized and general environmental awareness will be promoted.</p> <p>Collaboration with partners in HIV/AIDS response will ensure appropriate awareness creation. In particular rapid trainings for teachers and PTA members on psychosocial support and life saving messages will include HIV/AIDS topics. In addition keeping students in safe and protective classes will also reduce the risk of new infections.</p> | | |
| <p>vii) Implementation Mechanism Describe planned mechanisms for implementation of the project. Explain if it is implemented through implementing partners such as NGOs, government actors, or other outside contractors.</p> <p>The planned mechanism for the implementation of the project will involve national NGOs as well as State Ministries of General Education and Instruction in Unity, Upper Nile, Jonglei, Warrap, Lakes and NBeG states. The implementing partners will sign project cooperative agreements or letters of cooperation with UNICEF as the modality for receiving support to implement defined activities. Throughout the implementation period, UNICEF will monitor and provide technical support.</p> <p>Also, the State MoE will be involved in the implementation and monitoring of the activities and UNICEF National, Zonal and State Hub offices will coordinate the project activities. Throughout the implementation period, UNICEF will monitor and provide technical support to State MoE, implementing national NGOs and CBOs.</p> | | |
| <p>viii) Monitoring and Reporting Plan Describe how you will monitor and report on the progress and achievements of the project. Notably:</p> <ol style="list-style-type: none"> 1. Explain how will you measure whether a) Activities have been conducted, b) Results have been achieved, c) Cross-cutting issues have been addressed, and d) Project objectives have been met. 2. Indicate what are the monitoring institutional arrangements (e.g. monitoring team, monitoring schedule, updates to management etc.) and monitoring tools and technics will be used to collect data on the indicators to monitor the progress towards the results achieved. Please provide an indication of the frequency data will be collected and if there is already a baseline for the indicators or if a baseline will be collected. 3. Describe how you will analyze the data collected and report on the project achievements in comparison with the project strategy. 4. Ensure key monitoring and reporting activities are included in the project workplan (Section III)². <p>Progress and achievements of the project will be monitored jointly with MoE, implementing national NGOs and CBOs. The implementing partners will gather and compile information on the activities conducted and results achieved. UNICEF staff will conduct regular field monitoring visits to project sites and report on the indicators and targets. In addition UNICEF will directly monitor output indicators for the specific proposed project activities through the documentation related to needs assessments, response plans and EIE responses.</p> | | |

| D. Total funding secured for the CAP project Please add details of secured funds from other sources for the project in the CAP. | |
|---|--------------|
| Source/donor and date (month, year) | Amount (USD) |
| | |
| | |
| | |
| Pledges for the CAP project | |
| | |
| | |

² CHF minimum narrative reporting requirements will include the submission of a final narrative report and where applicable a narrative mid-term report. Narrative reports will include a progress on the project achievements using the outputs indicators listed in this project proposal.



SECTION III:

The logical framework is a tool to present how the implementation of CHF funded activities and their results (outputs and outcomes) will contribute to achieving higher level humanitarian results (project and cluster objectives) and how these results will be measured. Fill in the logical framework below for this project proposal ensuring the information provided is in accordance with the strategies and activities described in the narrative section of this proposal, in particular section C. Follow the guidance and the structure (Goal, objective, outcome, outputs and activities) and the numbering. Add/remove lines according to the project strategy.

| LOGICAL FRAMEWORK | | Project title: Providing access to life-saving, inclusive and quality education for children and youth affected by or highly vulnerable to acute emergencies in South Sudan. | Means of Verification | Assumptions and Risks |
|-----------------------------------|--|--|---|--|
| CHF ref./CAP Code: SSD-14/E/60067 | | | | Organisation: United Nations Children's Fund (UNICEF) |
| Goal/Impact (cluster priorities) | <ul style="list-style-type: none"> In partnership with communities and local authorities, establish or rehabilitate inclusive, safe and protective learning spaces for children and youth affected by or highly vulnerable to emergencies. Provide children and youth with basic supplies necessary for safe, inclusive, protective and quality education, including recreation, life skills and psychosocial support in areas affected by or highly vulnerable to emergencies. Provide children youth and communities with psychosocial support, life-skills and life-saving messages in areas affected by or highly vulnerable to emergencies. Build capacity of local actors and systems to engage in education continuity planning, and child centred disaster risk reduction and emergency preparedness in areas affected by or highly vulnerable to emergencies. | <ul style="list-style-type: none"> N. of emergency affected children and youth that have access to quality education in acute emergencies. | <ul style="list-style-type: none"> Monthly UNICEF Reports Cluster Bulletins School Enrolment Records | |



| Goal/Objectives/Outcomes/Outputs | Indicator of progress | Means of Verification | Assumptions and Risks |
|--|--|--|---|
| <p>CHF project Objective</p> <ol style="list-style-type: none"> 1. Provision of protective and safe temporary learning spaces by using local materials linked with basic separated sanitation facilities to children, youth and teachers affected by acute emergencies. 2. Provision of psychosocial support and lifesaving messages through teachers and PTA members and awareness campaigns for children and youth affected by acute emergencies. 3. Cluster coordination at National, State and County level in term of preparedness and critical and continued response in line with the education cluster objectives. | <ul style="list-style-type: none"> No. of affected children and youth that have access to quality education in acute emergencies (girls/boys) No. of education actors trained on psychosocial support and lifesaving messages and psychosocial support at National, State and County level (women/men) N. of education cluster meetings held at National, State and County level N. of schools vacated after being occupied by armed forces or other groups | <ul style="list-style-type: none"> Monthly UNICEF Reports Cluster Bulletins School Enrolment Records | <ul style="list-style-type: none"> Availability and prompt disbursement of funds (A) Greater than usual inaccessibility due to environmental adversity (R) Continued government commitment to education in emergencies (A) Continued Education Cluster partnerships (A) |
| <p>Outcome 1</p> <ul style="list-style-type: none"> Children and youth affected by acute emergencies have access to safe and protective temporary learning spaces | <ul style="list-style-type: none"> N. of children and youth benefiting from temporary learning spaces established and rehabilitated through implementing partners (girls/boys). N. of education actors trained on EIE and emergency-related lifesaving messages and psychosocial support by implementing partners at National, State and County level (women/men) N. of education cluster meetings held at National, State and County level N. of schools vacated after being occupied by armed forces or other groups | <ul style="list-style-type: none"> Monthly UNICEF Reports Cluster Bulletins School Enrolment Records | <ul style="list-style-type: none"> Availability and prompt disbursement of funds (A) Greater than usual inaccessibility due to environmental adversity (R) Continued government commitment to education in emergencies (A) Continued Education Cluster partnerships (A) |
| <p>Output 1.1</p> <ul style="list-style-type: none"> 60 safe and protective temporary learning spaces established by using local construction materials through implementing partners for pre-school, school aged children and youth. 120 basic separated sanitation facilities provided in the temporary learning spaces through implementing partners for pre-school, school aged children and youth. 60 damaged classrooms due to acute emergencies rehabilitated through implementing partners. | <ul style="list-style-type: none"> N. of children and youth attending temporary learning spaces (girls/boys). Percentage of children reporting feeling safe and protected in emergency learning environments (girls/boys). N. of children and youth accessing separated sanitation facilities provided in the temporary learning spaces (girls/boys). N. of children and youth attending classrooms rehabilitated (girls/boys). | <ul style="list-style-type: none"> Monthly UNICEF Reports Implementing Partner Reports Field monitoring reports | <ul style="list-style-type: none"> Continued Implementing partners commitment (A) Availability and prompt disbursement of funds (A) Continued government commitment to education in emergencies (A) Continued Education Cluster partnerships (A) |
| <p>Activity 1.1.1</p> | <p>Establish 60 protective temporary learning spaces by using local materials through implementing partners for pre-school, school aged children and youth.</p> | | |



| Goal/Objectives/Outcomes/Outputs | Indicator of progress | Means of Verification | Assumptions and Risks |
|--|--|--|---|
| <p>Activity 1.1.2 Provide 120 basic separated sanitation facilities in the temporary learning spaces through implementing partners for pre-school, school aged children and youth.</p> <p>Activity 1.1.3 Rehabilitate 60 damaged classrooms due to acute emergencies through implementing partners.</p> | <ul style="list-style-type: none"> N. teachers and PTA members trained on psychosocial support and lifesaving messages by implementing partners (female/male). N. of awareness campaigns on Education in Emergencies, life skills/life saving messages, including GBV, and gender equality conducted through implementing partners. Number of girls, boys, women and men reached by awareness campaigns on Education in Emergencies and life skills/life-saving messages conducted through implementing partners. | <ul style="list-style-type: none"> Monthly UNICEF Reports Implementing Partner Reports Field monitoring reports | <ul style="list-style-type: none"> Continued implementing partners commitment (A) Availability and prompt disbursement of funds (A) Continued government commitment to education in emergencies (A) Continued Education Cluster partnerships (A) |
| <p>Output 1.2</p> <ul style="list-style-type: none"> 600 teachers and PTA members (at least 30% teachers and PTA members' female) trained on psychosocial support and deliver lifesaving messages by implementing partners. 60 awareness campaigns on Education in Emergencies, life skills/life saving messages, including GBV, and gender equality conducted through implementing partners. | <p>Provide psychosocial support and deliver lifesaving messages through 600 teachers and PTA members (at least 30% teachers and PTA members' female) trained by implementing partners.</p> <p>Conduct 60 awareness campaigns on Education in Emergencies, life skills/life saving messages, including GBV, and gender equality through implementing partners.</p> | | |
| <p>Activity 1.2.1</p> <p>Activity 1.2.2</p> | <ul style="list-style-type: none"> N. of rapid needs education assessment conducted, response plans finalized and field monitoring/evaluation initiatives undertaken N. of education in emergency responses finalized in collaboration with government and education cluster partners (At least 6) N. of education cluster meetings held at State and County level. | <ul style="list-style-type: none"> Monthly UNICEF reports Assessment reports Response plan reports Field monitoring reports Education cluster minutes | <ul style="list-style-type: none"> Availability and prompt disbursement of funds (A) Continued government commitment to education in emergencies (A) Continued Education Cluster partnerships (A) Greater than usual inaccessibility due to environmental adversity (R) |
| <p>Output 1.3</p> <ul style="list-style-type: none"> At least 6 rapid and ongoing needs education assessments conducted, response plans finalized and field monitoring/evaluation initiatives undertaken. At least 6 education in emergency responses finalized in collaboration with government and education cluster partners. | | | |
| <p>Activity 1.3.1</p> <p>Activity 1.3.2</p> | <p>Support rapid and ongoing needs education assessments, finalize response plans and undertake field monitoring/evaluation initiatives.</p> <p>Coordinate emergency responses in collaboration with government and education cluster partners.</p> | | |



PROJECT WORK PLAN

This section must include a workplan with clear indication of the specific timeline for each main activity and sub-activity (if applicable). The workplan must be outlined with reference to the quarters of the calendar year. Please insert as well the key monitoring activities to be conducted during the project implementation (collection of baseline, monitoring visits, surveys etc.)

Project start date: 01-02-2014 Project end date: 31-10-2014

| Activities | Q1/2014 | | Q2/2014 | | | Q3/2014 | | | Q4/2014 | | | |
|--|---------|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|-----|
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| Activity 1.1.1 Establish 60 protective temporary learning spaces by using local materials through implementing partners for pre-school, school aged children and youth. | | | X | X | X | X | X | X | X | X | X | |
| Activity 1.1.2 Provide 120 basic separated sanitation facilities in the temporary learning spaces through implementing partners for pre-school, school aged children and youth. | | | X | X | X | X | X | X | X | X | X | |
| Activity 1.1.3 Rehabilitate 60 damaged classrooms due to acute emergencies through implementing partners. | | | X | X | X | X | X | X | X | X | X | |
| Activity 1.2.1 Provide psychosocial support and deliver lifesaving messages through 600 teachers and PTA members (at least 30% teachers and PTA members' female) trained by implementing partners. | | | X | X | X | X | X | X | X | X | X | |
| Activity 1.2.2 Conduct 60 awareness campaigns on Education in Emergencies, life skills/life saving messages, including GBV, and gender equality through implementing partners. | | | X | X | X | X | X | X | X | X | X | |
| Activity 1.3.1 Support rapid and ongoing needs education assessments, finalize response plans and undertake field monitoring/evaluation initiatives. | | | X | X | X | X | X | X | X | X | X | |
| Activity 1.3.2 Coordinate emergency responses in collaboration with government and education cluster partners. | | | X | X | X | X | X | X | X | X | X | |

*: TIMELINE FOR EACH SPECIFIC ACTIVITY MUST BE MARKED WITH AN X AND SHADED GREY 15%



CAP Project code: SSD-14/E/60067

Project title: Providing access to life-saving, inclusive and quality education for children and youth affected by or highly vulnerable to acute emergencies in South Sudan.

Organization: United Nations Children's Fund (UNICEF)

Total Estimated Budget USD

384,422

| PART I | | | | | | | | | | |
|--|--|--|-------------------------------|---------------------------|--------------------------|------------------|--------------------------|---|-------|---|
| (a) Items Description (Insert more budget line rows as needed) | (b) Location | (c) ** Cost Type D or I | (d) Unit of measurement | (e) Percentage/ FTE | (f) Quantity | (g) Unit Cost | (h) Total CHF Cost | (i) *Other funding to this project including in-kind | | |
| | | | | | | | | | | |
| 1 RELIEF ITEMS and TRANSPORTATION (please separate relief items and transportation budget lines) | | | | | | | | | | |
| Sub-total | | | | | | | 0 | | | - |
| 2 PERSONNEL (provide detailed information on responsibility/title, post location and the percentage dedicated to the CHF project) | | | | | | | | | | |
| 2.1 | Education Officer (Field monitoring visits, technical support) | NBeG, Lakes, Warrap, Unity, Upper Nile, Jonglei | D | month | 50% | 9.0 | 8,000 | 36,000 | | |
| 2.2 | Information Officer NOA | NBeG, Lakes, Warrap, Unity, Upper Nile, Jonglei | D | month | 100% | 9.0 | 4,000 | 36,000 | | |
| Sub-total | | | | | | | | 72,000 | | - |
| 3 STAFF TRAVEL (Flights, DSA, Peridium, Terminals - Describe the nature of the travel and staff members responsibility/title) | | | | | | | | | | |
| 3.1 | Staff travel for field monitoring visits and implementation support to EIE responses | NBeG, Lakes, Warrap, Unity, Upper Nile, Jonglei | D | flight | 100% | 18.0 | 400 | 7,200 | | |
| 3.2 | Staff travel DSA | NBeG, Lakes, Warrap, Unity, Upper Nile, Jonglei | D | field visit | 100% | 18.0 | 400 | 7,200 | | |
| Sub-total | | | | | | | | 14,400 | | - |
| 4 TRAININGS, WORKSHOPS, SEMINARS, CAMPAIGNS - (Describe type of training, number of participants, duration) | | | | | | | | | | |
| 4.1 | | | | | | | | 0 | | - |
| Sub-total | | | | | | | | 0 | | - |
| 5 CONTRACTS/SUB GRANTS (Specialized services for the project provided by outside contractors or partners/NGOs) | | | | | | | | | | |
| 5.1 | Project Cooperation Agreement (PCA) Small Scale Funding Agreements (SSFAs) with national NGOs and CBOs in line with cluster strategy | NBeG, Lakes, Warrap, Unity, Upper Nile, Jonglei | D | agreement | 100% | 6.0 | 40,000 | 240,000 | | |
| Sub-total | | | | | | | | 240,000 | | - |
| 6 VEHICLE OPERATING & MAINTENANCE COSTS (provide detailed information on item/activity) | | | | | | | | | | |
| 6.1 | Vehicle Maintenance and repairs | NBeG, Lakes, Warrap, Unity, Upper Nile, Jonglei | D | month | 25% | 9.0 | 10,000 | 22,500 | | |
| 6.2 | Fuel for Vehicle and Generators | NBeG, Lakes, Warrap, Unity, Upper Nile, Jonglei | D | month | 15% | 9.0 | 5,000 | 6,750 | | |
| Sub-total VEHICLE OPERATING & MAINTENANCE COSTS | | | | | | | | 29,250 | | - |
| 7 OFFICE EQUIPMENT & COMMUNICATIONS (provide detailed information on item/activity) | | | | | | | | | | |
| 7.1 | Provision of ICT services and support | CES | I | month | 15% | 1.0 | 10,000 | 1,500 | | |
| Sub-total | | | | | | | | 1,500 | | - |
| 8 OTHER COSTS (e.g. bank charges) - provide itemized description of costs. | | | | | | | | | | |
| 8.1 | Office Supplies and Maintenance | Upper Nile, Lakes, Jonglei, Unity, CES | I | month | 15% | 9.0 | 1,573 | 2,123 | | |
| Sub-total | | | | | | | | 2,123 | 2,123 | |
| (i) SUBTOTAL Project Costs | | | | | | | | 359,273 | 2,123 | |
| (ii) Programme Support Costs NOT TO EXCEED 7% of Project Costs(i) | | | I | | % PSC rate>> | | 7% | 25,149 | | |
| (iii) AUDIT COSTS for NGO implemented projects NOT LESS THAN 1% of the Project Costs(i) and PSC(ii) | | | I | | % NGO Audit costs rate>> | | | | | |
| GRAND TOTAL (i+ii+iii) | | | | | | | | 384,422 | 2,123 | |

