Project Proposal

| Organization | UNICEF (United Nations C | Children's Fund) | | | |
|------------------------|----------------------------|--|--------------------------|-----------------|---|
| Project Title | Back-to-Learning in South | Sudan: Ensuring conflict-affected chil | dren and adolescents ha | ve access to q | uality basic education and life skills training |
| Fund Code | SSD-15/SA1/E/UN/293 | | | | |
| Cluster | Primary cluster | | | Sub cluste | er |
| | EDUCATION | | | None | |
| Project Allocation | 1st Round Standard Alloca | ation | Allocation Type | n Category | Frontline services |
| Project budget in US\$ | 400,000.24 | | Planned duration | project | 6 months |
| Planned Start Date | 01/01/2015 | | Planned | End Date | 30/06/2015 |
| OPS Details | OPS Code | SSD-15/E/73110 | OPS Bu | dget | 0.00 |
| | OPS Project Ranking | | OPS G | ender Marker | |
| Project Summary | The purpose of the project | | ents affected by emergen | cies have unint | errupted access to critical and quality learning that include |

- (1) the establishment and rehabilitation of safe and protective learning spaces with separate WASH facilities for girls and boys; (2) training of teachers on pedagogy, life skills, peace education and psychosocial support;
- (3) training of PTA members to ensure proper management and maintenance of schools, and; (4) conducting social mobilization of communities for awareness raising on the importance of education.

UNICEF will implement these education interventions directly through Rapid Response Mechanism (RRM). In cooperation with WFP and FAO, UNICEF developed the RRM to address gaps in humanitarian needs of affected populations beyond the POCs and IDP sites where critical needs have not been met. This mechanism is implemented in coordination with OCHA and partners. The objectives of RRM are to 1) establish a predictable, coherent and appropriate humanitarian presence in priority field locations; 2) support sustained multi-sector responses to reach static and highly mobile populations in need, scattered in rural conflict-affected areas; and 3) build acceptance for unhindered humanitarian operations through coordinated efforts and enhance the safety and security of humanitarian personnel. Specifically for the education sector, the objective of the RRM mission is to provide learning opportunities, including the provision of lifesaving messages, as a safe and protective environment and entry point for other programme interventions

Through the RRM missions to difficult-to-access location, UNICEF will rehabilitate or set up safe and protective temporary learning spaces to provide an immediate space for learning with sex-segregated WASH facilities. To enhance teaching and learning, essential education supplies e.g. school-in-a-box kits, ECD kits, recreation kits, movable blackboards, will be distributed for children and adolescents in the learning spaces. In order to increase the quality of education services. teachers will be trained on pedagogy, life skills and peace education. Parent Teacher Associations will also be trained to ensure the proper management and maintenance of schools. Through social mobilization campaigns including community outreach and dialogue with key actors, awareness raising on the right to education, UNICEF will identify and target vulnerable areas with high numbers of out-of-school children to disseminate key education messages

In order to sustain the gains made by RRM, follow-up missions will be conducted to monitor progress and quality of the interventions including end-use of supplies distributed, respond to the RRM recommendations, and identify bottlenecks that require further actions. As an exit strategy, the capacity of community based organizations and PTAs will be strengthened to actively support the interventions at the school level.

| Direct beneficiaries | | Men | Women | Boys | Girls | Total | |
|--|--|---|---|--|---|---|--------|
| | Beneficiary Summary | 140 | 6 | 60 4680 | 3120 | 8,000 | |
| | Total beneficiaries include the | following: | | | | | |
| | People in Host Communities | 40 | : | 20 680 | 120 | 860 | |
| | Internally Displaced People | 100 | • | 4000 | 3000 | 7140 | |
| Indirect Beneficiaries | Displaced and host community childricommunity members in the hard-to-re Jonglei states where there are no par provision of education services and trand made accessible. | each areas of Unity, Upp rtners will indirectly bene | er Nile and fit from the | | Vulnerable populations in ocations in Unity, Upper I | | ccess |
| Link with the Allocation Strategy | The project will contribute to the stratt the rights of the most vulnerable peop and PTA members, and awareness r protective temporary learning spaces | ole, including their freedo aising on the importance | m of movement. The of education, girls, l | rough the establishment a boys, and adolescents af | nd rehabilitation of learnin fected by emergencies w | ig spaces, training of tea ill have access to safe a | achers |
| Sub-Grants to Implementing Partners | | | | Other funding Secured For the Same Project (to date) | | | |
| Organization focal point contact details | Name | Title | F | Phone | Email | | |
| | Phuong T. Nguyen | Chief of Education | 4 | +211955251726 | ptnguyen@unic | ef.org | |

BACKGROUND INFORMATION

1. Humanitarian context analysis.. Humanitarian context: Describe the current humanitarian situation in the specific locations where this project will be implemented

The ongoing crisis has aggravated an already difficult education situation, with an estimated 400,000 children forced to drop out and 1,188 schools closed in the conflict affected states. Fragile gains made to provide education services to children are at risk. Even before the current crisis, South Sudan had low rates of enrolment (47 per cent) and completion (10 per cent); limited girls' participation in schooling (35 per cent); poor school infrastructure (50 per cent of schools without permanentlysemi permanent structures) and weak monitoring of learning outcomes. South Sudan's education system has been plaqued by critical gaps including a lack of trained teachers (40 per cent); irregular salary payment; lack of classrooms and poor access to basic quality education. With the crisis came the occupation of 98 schools, 88 of which remain occupied by armed groups or IDPs.

To address the key education needs of conflict affected children and adolescents, preparedness and response activities are necessary to ensure access to education opportunities for young children (aged 3-6), school aged children and adolescents (aged 7-19) affected by the current crisis, including children who have been displaced and children from host communities

The provision of Conflict Sensitive Education and child friendly, safe and protective learning spaces are essential protection measures, giving girls, boys and adolescents a safe space in the midst of increased risks of trauma, injury, exploitation and abuse. The provision of teaching and learning materials and teacher training will improve the quality of education. Quality education in emergencies also provides awareness, knowledge and skills and empowers children and adolescents to safeguard their wellbeing through disseminating information about self awareness, basic hygiene education, health care, safety, and prevention of separation of children from their families, prevention of violence against children including gender based violence (GBV), disabilities, sexual and reproductive health and HIV prevention.

Schools/learning spaces will be promoted as Zones of Peace where children are protected from harm. UNICEF seeks to expand its education response to adolescents delivering psychosocial support, basic education, life skills and livelihood training, and conflict resolution skills to ensure that they do not join combatant aroups.

As the Provider of Last Resort, UNICEF will reach out to IDP catchment areas away from PoCs where conflict affected children flee with their families for safety in locations within Unity, Upper Nile, and Jonglei where there are no partners. Wherever possible, displaced children will be integrated into host community schools.

UNICEF reaches out to difficult to access locations in support of IDPs and affected host communities through the Rapid Response Mechanism (RRM) whereby UNICEF and implementing partners are working. On RRM missions, UNICEF deploys experienced Education in Emergencies personnel, accompanied by education supplies such as school tents and teaching and learning supplies to rapidly (re)establish learning. The rapid mobilization and training of teachers and other education personnel enable the swift start up and/or resumption of education service.

Where possible, the Ministry of Education, Science and Technology will continue to be responsible for teachers' salaries. However, in opposition controlled areas, UNICEF will provide teacher incentives to enable the continuity of teaching and learning.

UNICEF will also contribute to the Education cluster objectives through the monitoring and evaluation of its RRM-supported education intervention. UNICEF will update on a bi weekly basis the 5W monitoring matrix and contribute to the mid-year review and annual Education Cluster report.

2. Needs assessment. Explain the specific needs of the target group(s), explaining existing capacity and gaps. State how the needs assessment was conducted, list any baseline data and explain how the number of beneficiaries has been developed. Indicates references to assessments such as Multi-cluster/sector Initial Rapid Assessments (MIRA)

Conflicts often negatively impact on the education needs of the affected girls, boys and adolescents, denying children access to inclusive quality education in a safe and protective learning space. Some of the existing schools are either occupied by armed groups or internally displaced people for shelter purposes. Children are recruited into armed groups and girls in particular get exposed to risks of GBV hindering their right to participation in education.

Through RRM, UNICEF will conduct needs assessments and carry out immediate response at the same time. Needs identified is shared through mission reports with Education Cluster and partners to mobilize willing partners to these remote locations to support the additional caseloads identified.

3. Description Of Beneficiaries

The beneficiaries of the project include 7,800 children (3,120 girls and 4,680 boys) aged 3 - 19 years, 160 teachers (48 females and 112 males), 40 PTA members (12 females and 28 males) in areas. The targeted children (aged 3 - 19) of Unity, Upper Nile, and Jonglei states where there are no humanitarian partners. As a Provider of Last Resort and through rapid response mechanism, UNICEF will endeavor to reach such areas to address the education needs of the targeted populations.

4. Grant Request Justification.

Through the project, the grant will help to address the key education needs of conflict affected children and adolescents and ensure access to education opportunities for young children (aged 3-6), school aged children and (adolescents (aged 7-19) affected by crisis, including displaced children and children from host communities.

UNICEF has adequate presence and capacity in terms of staffing to reach out to IDP catchment areas away from PoCs where conflict affected children flee with their families for safety, both in directly conflict affected areas and beyond especially in difficult to access locations. Where possible, displaced children will be integrated into host community schools. UNICEF deploys experienced Education in Emergencies personnel through a Rapid Response Mechanism to set up safe and temporary learning spaces using tents, conduct rapid mobilization and training of teachers and other education personnel in order to swiftly start up and/or support the resumption of education services.

The grant will significantly contribute to increasing access to quality learning for conflict affected children, particularly in areas where the Ministry of Education and partners are unable to access and ensure provision of education services, including areas with high concentration of Internally Displaced Persons (IDPs).

5. Complementarity. Explain how the project will complement previous or ongoing projects/activities implemented by your organization.

In 2014, UNICEF conducted a number of RRM missions to remote locations in Unity, Jonglei and Upper Nile states to start up education services through establishment of temporary learning spaces, distribution of education supplies, mobilization, identification and training of teachers. The proposed project will complement and sustain the gains made through past RRM missions and to increase intervention delivery to more locations where there are no humanitarian nathers.

LOGICAL FRAMEWORK

Overall project objective

Sustaining lives by increasing access to quality education and life skills (including psychosocial support and peace education) in safe and protective learning spaces (temporary or transitional) for conflict affected children and adolescents.

Logical Framework details for EDUCATION

| Cluster objectives | Strategic Response Plan (SRP) objectives | Percentage of activities |
|---|---|--------------------------|
| 2015 SSO 1: Ensure uninterrupted access to critical and quality learning that is inclusive of lifeskills in protective spaces for conflict-affected children and young people | SO 1: Save lives and alleviate suffering by providing multi- sector assistance to people in need | 50 |
| 2015 SSO 3: Enable conflict-affected children and young people to pursue healthy, productive lives through age and gender appropriate alternatives to recruitment, child labor and exploitation | SO 2: Protect the rights of the most vulnerable people, including their freedom of movement | 50 |

| Outcome 1 | Conflict-affected girls, boys and adolescents affected by emergencies have access to quality education | ation and life skills, including supplies. |
|------------|---|--|
| Code | Description | Assumptions & Risks |
| Output 1.1 | 25 temporary/transitional learning spaces (50 classrooms) established and 5 learning spaces (10 classrooms) rehabilitated with separate basic WASH facilities for girls and boys. | Availability and prompt disbursement of funds; Calm and stable security situation; Accessibility to project area |

Indicators

| Code | Cluster | Indicator | End Cycle | | End- Cycle | | |
|--------------------|------------------------|---|-----------|-------|---------------|-------|--------|
| | | | Men | Women | Boys | Girls | Target |
| Indicator 1.1.1 | EDUCATION | [Frontline services]v # of children benefiting from TLS construction | | | 4000 | 3000 | 7000 |
| | Means of Verification: | Enrolment records; Field Trip reports; Progress reports | | | | | |
| Indicator 1.1.2 | EDUCATION | [Frontline services] # of children benefiting from TLS rehabilitation | | | 680 | 120 | 800 |
| | Means of Verification: | Enrolment records; Field Trip reports; Progress reports. | | | | | |
| Indicator 1.1.3 | EDUCATION | # of rapid needs assessments completed | | | | | 12 |
| | Means of Verification: | Needs Assessment Reports | | | | | |

Activities

| Activity 1.1.1 | Set up or construct 25 emergency learning spaces (50 classrooms) by using local construction materials, tents or tarpaulins with separate WASH facilities for girls and boys to provide immediate space for learning. |
|----------------|---|
| Activity 1.1.2 | Rehabilitate 5 learning spaces (10 classrooms) and WASH facilities in conflict affected areas. |
| Activity 1.1.3 | Conduct needs assessments including the number of school-aged children and the availability of safe and protective learning spaces, WASH facilities, teachers and education personnel, PTAs, and education supplies. |

| Indicators | | | | | | | | | | | | | |
|--------------------|-----------------------|--|------------|--------------------|--------------------------------------|-----------|-----------------|------------|--------|---------|------------|----------|-------------------------|
| Code | Cluster | Indicator | | | Е | nd Cycl | e Benefi | ciaries | | | | | End- |
| | | | | | N | len | Wom | en | Воу | s | Girls | | Cycle Targe |
| Indicator 1.2.1 | EDUCATION | [Frontline services] # of teachers trained in life skills education | | | 1 | 12 | 48 | | | | | | 160 |
| | Means of Verification | : Training reports; Progress reports; Training attendance records | | | | | | | | | | | |
| Indicator 1.2.2 | EDUCATION | [Frontline services] # of PTA trained | | | 2 | 8 | 12 | | 0 | | 0 | | 40 |
| | Means of Verification | : Training reports; Progress reports; Training attendance records | | | | | | | | | | | |
| Activities | | | | | | | | | | | | | |
| Activity 1.2. | Train 160 teache | rs (112 males and 48 females) on pedagogy, life skills, peace educatio | and psyc | hosocia | al support | | | | | | | | |
| Activity 1.2.2 | 2 Train 40 PTA me | mbers (28 males and 12 females) to ensure proper management and r | naintenanc | e of sch | hools. | | | | | | | | |
| put 1.3 | Social mobilization | of communities and advocacy conducted | | Availal locatio | bility of fu | nds; caln | n security | / situatio | on; an | ıd acce | essibility | to proje | ect |
| Indicators | | | | | | | | | | | | | |
| Code | Cluster | Indicator | | | - | | e Benefi | | | | | | End- Cycle Targe |
| Indicator | EDUCATION | # of community prompting to each adjust the large prompting to | | | N | len | Wom | en | Boy | S | Girls | | 16000 |
| 1.3.1 | EDUCATION | # of community members reached with key awareness messages | | | | | | | | | | | 10000 |
| | Means of Verification | , , , | | ion cam | npaigns | | | | | | | | |
| Indicator 1.3.2 | EDUCATION | [Frontline services] # of schools vacated by IDPs and armed forces | | | | | | | | | | | 50 |
| | Means of Verification | : Reports of schools vacated; 5W reporting matrix | | | | | | | | | | | |
| Activities | | | | | | | | | | | | | |
| Activity 1.3. | Conduct social n | obilization campaigns including community outreach and dialogue with ion. | key actors | to raise | e awaren | ess on th | e right to | educati | ion; H | IV/AID | S; inclu | sive Edu | cation |
| Activity 1.3.2 | 2 Advocate with ke | y actors for IDPs and armed groups to vacate occupied schools | | | | | | | | | | | |
| put 1.4 | | 200 teachers , education personnel and PTA members are provided vand learning supplies. | rith | | bility of fu rioritization er. | | | | | | | | |
| Indicators | | | | | | | | | | | | | |
| Code | Cluster | Indicator | | | - | nd Cycl | e Benefi Wom | | Boy | | Girls | | End- Cycle Target |
| Indicator | EDUCATION | [Frontline services] # of children benefiting from learning supplies | | | " | ien | VVOIII | GII | 4680 | | 3120 | | 7800 |
| 1.4.1 | Means of Verification | : Supply Release Orders; Waybills: Receipt of supplies. | | | | | | | | | | | |
| Activities | | The second secon | | | | | | | | | | | |
| Activity 1.4. | Distribute essen | ial teaching and learning supplies to students, teachers and education | ersonnel | | | | | | | | | | |
| Activity 1.4.2 | | ng of supplies to end-users, i.e., students, teachers and education pers | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| Project workplan for activities defined in the | Activity Description (Month) | Year | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
|--|--|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Logical framework | Activity 1.1.1 Set up or construct 25 emergency learning spaces (50 classrooms) by using local construction materials, tents or tarpaulins with separate WASH facilities for girls and boys to provide immediate space for learning. | 2015 | | X | х | X | | | | | | | | |
| | Activity 1.1.2 Rehabilitate 5 learning spaces (10 classrooms) and WASH facilities in conflict affected areas. | 2015 | | Х | Х | Х | | | | | | | | |
| | Activity 1.2.1 Train 160 teachers (112 males and 48 females) on pedagogy, life skills, peace education and psychosocial support. | 2015 | | Х | Х | Х | Х | Х | | | | | | |
| | Activity 1.2.2 Train 40 PTA members (28 males and 12 females) to ensure proper management and maintenance of schools. | 2015 | | Х | Х | Х | Х | Х | | | | | | |
| | Activity 1.3.1 Conduct social mobilization campaigns including community outreach and dialogue with key actors to raise awareness on the right to education; HIV/AIDS; inclusive Education; and Girls' Education. | 2015 | X | X | х | X | | | | | | | | |
| | Activity 1.3.2 Advocate with key actors for IDPs and armed groups to | 2015 | Х | Х | Х | Х | Х | Х | | | | | | |

| 3/2015 | SSD-15/SA1/E/UN/293-2 | 293-Pr | ropos | al | | | | | | | | | |
|--|---|-----------|---------|-------------------|--------------------|---------------------|--------------------|----------|--------------------|---------|----------------------|-----------------------|----------------------|
| | vacate occupied schools | | | | | | | | | | | | |
| | Activity 1.1.3 Conduct needs assessments including the number of school-aged children and the availability of safe and protective learning spaces, WASH facilities, teachers and education personnel, PTAs, and education supplies. | 2015 | X | X | X | X | X | X | | | | | |
| M & R DETAILS | | | | | | | | | | | | | |
| Monitoring & Reporting Plan: Describe how you will monitor the implementation of each activity. Describe the tools you plan to use (checklist, photo, questionnaires, interviews, suggestion box etc.) in order to collect data and how you will store data. Explain the frequency type and protocol of reporting (how often do you report about what to whom?). State if, when and how you plan to evaluate your project. | Project monitoring and reporting will be conducted in a timely manner by st Rapid Response Mechanism. Field trip reports with actionable recommend missions will be undertaken to ensure additional support in order to sustain and other community members. Field-based staff will collect information and Cluster as well as progress reports to CHF. | ations a | and iss | ues fo ildren, | r follow adoles | v up wil scents, | l be cor teache | mpiled a | nd shar er educ | ared wi | ith mana personne | igement. el, PTA m | Follow up embers, |
| OTHER INFORMATION | | | | | | | | | | | | | |
| Accountability to Affected Populations | Beneficiaries will be involved in the different stages of the project managem contribute to the management and maintenance of the temporary learning and psychosocial support will enhance their capacity to support children's | spaces. | Traini | ng of t | eacher | rs and | PTA me | embers | on pe | dagogy | , peace | building, I | ife skills |
| Implementation Plan: Describe for each activity how you plan to implement it and who is carrying out what. | The project will be implemented directly by UNICEF as a provider of last re through rapid response mechanism (RRM). | sort in l | ocatio | ns of L | Jnity, U | Ipper N | lile, and | d Jongle | i wher | e there | are no | partners | and |
| Coordination with other Organizations in project area | | | | | | | | | | | | | |
| Environmental Marker Code | B: Medium environmental impact with NO mitigation | | | | | | | | | | | | |
| Gender Marker Code | 2a-The project is designed to contribute significantly to gender equality | | | | | | | | | | | | |

The project will contribute significantly to gender equality. All safe and protective temporarily learning spaces established will have separate pit-latrines for girls, boys, female and male teachers. Enrolment data will be disaggregated by sex. The importance of girls education and gender awareness and sensitivity will be mainstreamed into the training of teachers and PTA members.

The project will mainstream protection as a key factor of implementation. Effort will be put to ensure that the temporary learning spaces are safe and protective. Teachers and PTA members will be trained to provide psychosocial support and lifesaving messages such as hygiene and sanitation promotion, HIV/AIDs

Where feasible and as the Provider of Last Resort, UNICEF will make the necessary arrangements with relevant authorities to access the areas of operation to implement the project.

The safety and security of staff is paramount. UNICEF will check the security situation before deployment of staff on Rapid Response Mechanism mission. Staff will follow UN-established security rules and regulations through out the deployment in the field.

BUDGET

Access

Justify Chosen Gender Marker Code

Protection Mainstreaming

Safety and Security

1 Staff and Other Personnel Costs (please itemize costs of staff, consultants and other personnel to be recruited directly by the implementing partner for project implementation)

awareness creation, GBV, and mine risk education.

| С | ode | Budget Line Description | D/S | Unit Quantity | Unit Cost | Duration | Percent Charged to | Total Cost | 2015 | | Quarterly Total |
|----|-----|---|-----------|------------------|--------------|---------------|-----------------------|---------------|--------------------------------|-----------|--------------------|
| | | | | | | | CHF / ERF | | Q1 | Q2 | |
| 1. | 1 | Education Officer (RRM), NOB TA | D | 1 | 4000 | 6 | 100.00% | 24,000.00 | 0.00 | 0.00 | |
| | | One Education Officer at NOB level to participate | in RRM to | set up temp | orary le | earning space | es, mobilize c | ommunities, | identify and train teachers/PT | A members | |
| | | Section Total | | | | | | 24,000.00 | 0.00 | 0.00 | 0.00 |

2 Supplies, Commodities, Materials (please itemize direct and indirect costs of consumables to be purchased under the project, including associated transportation, freight, storage

| Code | Budget Line Description | D/S | Unit Quantity | Unit Cost | Duration | Percent Charged to | Total Cost | 2015 | | Quarterly Total |
|-------|---|-----------|------------------|--------------|---------------|-----------------------|---------------|------|------|--------------------|
| | | | Quantity | 0001 | | CHF / ERF | 3031 | Q1 | Q2 | Total |
| 2.1 | Establish/rehabilitate temporary learning spaces | D | 30 | 3746 | 1 | 100.00% 11 | 12,380.00 | 0.00 | 0.00 | |
| | Through RRM missions to remote locations with h | igh conce | entration of v | ulnerabl | e conflict-af | fected people | | | | |
| 2.2 | Handling of education supplies during distribution. | D | 12 | 2082 | 1 | 100.00% 2 | 24,984.00 | 0.00 | 0.00 | |
| | Through RRM missions to remote locations with h | igh conce | entration of v | ulnerabl | e conflict-af | fected people | | | | |
| 2.3 | Identify and train teachers/volunteers on pedagogy, life skills, peace education, and psychosocial support. | D | 12 | 4163 | 1 | 100.00% | 49,956.00 | 0.00 | 0.00 | |
| | Through RRM missions to remote locations with h | igh conce | entration of v | ulnerabl | e conflict-af | fected people | | | | |
| 2.4 | Train PTA members on their roles and responsibilities to ensure proper management and maintenance of schools. | D | 12 | 4162 | 1 | 100.00% | 49,944.00 | 0.00 | 0.00 | |
| | Through RRM missions to remote locations with h | igh conce | entration of v | ulnerabl | e conflict-af | fected people | | | | |
| 2.5 | Conduct social mobilization campaigns for communities and disseminate key education messages. | D | 12 | 1040 | 1 | 100.00% | 12,480.00 | 0.00 | 0.00 | |
| | Through RRM missions to remote locations with h | igh conce | entration of v | ulnerabl | e conflict-af | fected people | | | | |
| | Section Total | | | | | 24 | 49,744.00 | 0.00 | 0.00 | 0 |
| Equip | oment (please itemize costs of non-consumat | les to be | purchased | under | the projec | t) | | | | |
| Code | Budget Line Description | D/S | Unit | Unit | Duration | Percent | Total | 2015 | | Quarterly |

| Contraction | | | | | Quant | ity O | , , , | | Charged to | | | | | Total |
|--|---|---|---|-------------------|--------------|----------------|--|--|---|--|--|--|--|--|
| Contractional Services (please bills monks and services to be contracted under the project.) Dead Sudget Line Description D1S Unit Character (Character) Section Total D2S Unit Character (Character) D2S Unit Character | | | | | | | | | CHF / ERF | | Q1 | | Q2 | |
| Section Total | Se | ection Total | | | | | | | | 0.00 | | 0 | 0 | 0. |
| Section Total Section Tota | Contrac | tual Services (please list | works and servi | ces to be | contract | ted und | der the | project) | | | | | | |
| Section Total | ode Bu | udget Line Description | | D/S | | | | | | | 2015 | | | |
| Travel please Itemize fravel costs of staff, consultants and other personnel for project implementation | | | | | Quant | ity Ct | 751 | | CHF / ERF | Cost | Q1 | | Q2 | TOTAL |
| Distantiage | Se | ection Total | | | | | | | | 0.00 | | 0 | 0 | 0 |
| Central Paper in the process of the paper in the paper i | Travel (| please itemize travel costs | of staff, consulta | ants and | other pe | rsonne | el for pro | oject imp | olementation | 1) | | | | |
| Fights - staff travel for rapid response and foliow D | ode Bu | udget Line Description | | D/S | | | | | | | 2015 | | | |
| Flights - staff travel for rapid response and follow D | | | | | Quant | ity Co | ost | | Charged to CHF / ERF | Cost | Q1 | | Q2 | Total |
| 12 Shaft reviet DSA 12 Shaft reviet DSA rate at \$4:00 per return to 12 12 12 10 100 15 288.00 0.0 | | | | _ | | | | | | | | | | |
| Staff towel DSA Table Ta | | | sponse and follow | D | | 12 4 | 00 1 | | 100.00% | 4,800.00 | | 0.00 | 0.00 | |
| Official elsewhere DSA rate at \$31 per riight for 14 days per mission Transfers and Grants to Counterparts (please list transfers and sub-grants to project implementing partners) D1 S | 12 | 2 RRM missions proposed at | \$400 per return tri | p | | | | | | | | | | |
| Section Total Present Transfers and Grants to Counterparts (please list transfers and sub-grants to project implementating parts and Grants to Counterparts (please list transfers and sub-grants to project implementating parts and Grants to Counterparts (please list transfers and sub-grants to project implementation parts and Grants to Counterparts (please list transfers and sub-grants to project implementation) Section Total Present Total Present | i.2 St | aff travel DSA | | D | | 12 12 | 74 1 | | 100.00% | 15,288.00 | | 0.00 | 0.00 | |
| Section Total Present Transfers and Grants to Counterparts (please list transfers and sub-grants to project implementating parts and Grants to Counterparts (please list transfers and sub-grants to project implementating parts and Grants to Counterparts (please list transfers and sub-grants to project implementation parts and Grants to Counterparts (please list transfers and sub-grants to project implementation) Section Total Present Total Present | Of | fficial elsewhere DSA rate at | \$91 per night for 1 | 4 days per | mission | | | | | | | | | |
| Transfers and Grants to Counterparts (please list transfers and sub-grants to project implementing partners) Section Total | | | | | | | | | | 20,088.00 | | 0.00 | 0.00 | (|
| Budget Line Description D / S Unit U | | | parts (please lis | st transfer | s and su | ıb-grar | nts to pr | roject im | plementing i | · | | | | |
| Section Total General Operating and Other Direct Costs (please include general operating expenses and other direct costs for project implementation) D/S Unit Unit Unit Unit Unit Unit Unit Unit | | | | | Unit | Ur | nit Du | ıration | Percent | Total | 2015 | | | |
| General Operating and Other Direct Costs (please include general operating expenses and other direct costs for project implementation) Code Budget Line Description D S Unit Unit Unit Unit Unit Unit Unit Unit | | | | | Quant | ity Co | ost | | | Cost | Q1 | | Q2 | Total |
| General Operating and Other Direct Costs (please include general operating expenses and other direct costs for project implementation) Code Budget Line Description D S Unit Unit Unit Unit Unit Unit Unit Unit | Se | ection Total | | | | | | | | 0.00 | | 0 | 0 | (|
| Dration Drate Duration Drate Duration Duration Chef ERF Charged to CHE ERF Charged to CHE ERF Charged to CHE Charged to CHE ERF Charged to CHE | | | ect Costs (pleas | se include | e aenera | al oper | atina ex | xpenses | and other d | | or project impleme | | | |
| Cuantity Cost CHF / Empt ChF / CM CHF / | | · · · | (, | T | | <u> </u> | | | I | | | | | Quarterly |
| Cross-sectoral support costs including transportation, security, logistics, ICT, warehousing, and field operations support -20% of the grand total cost of the grand total sector of the grand total sec | | | | | Quant | ity Co | ost | | | | | | 00 | |
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