

<b>Requesting Organization :</b>	United Nations Children's Fund				
<b>Allocation Type :</b>	2nd Round Standard Allocation				
<b>Primary Cluster</b>	<b>Sub Cluster</b>	<b>Percentage</b>			
EDUCATION		100.00			
		<b>100</b>			
<b>Project Title :</b>	Primary education services through the provision of teachers/facilitators and safe learning spaces for children, adolescent and youth for timely emergency preparedness and response in South Sudan				
<b>Allocation Type Category :</b>	Frontline services				
<b>OPS Details</b>					
<b>Project Code :</b>	SSD-16/E/89318	<b>Fund Project Code :</b>	SSD-16/HSS10/SA2/E/UN/3585		
<b>Cluster :</b>	Education	<b>Project Budget in US\$ :</b>	426,382.37		
<b>Planned project duration :</b>	6 months	<b>Priority:</b>	1		
<b>Planned Start Date :</b>	01/10/2016	<b>Planned End Date :</b>	31/03/2017		
<b>Actual Start Date:</b>	01/10/2016	<b>Actual End Date:</b>	31/03/2017		
<b>Project Summary :</b>	<p>The planned interventions aim to provide facilities in areas affected by the conflict to ensure that boys and girls among school age children, adolescent and youth in vulnerable populations (IDPs, and the host population) have access to humanitarian basic education services, and to provide opportunity for continued education and necessary life skills on prevention of cholera and other diseases, nutrition, gender based violence (GBV), psycho-social support (PSS). The project will target 25,000 children (10,000 girls) and 450 teachers (140 women) of 3 remote counties in Upper Nile and Unity essential education and child protection services. One of the biggest challenges has been to retain teachers and teacher facilitator in school and learning spaces due to the low salary that they get on the face of the increasing inflation. The project, therefore, proposes to compensate the teachers and facilitators with incentives so that they remain motivated and focused to teaching and providing needed psychosocial support. In order to ensure child friendly spaces, the propose project will also undertake rehabilitation of roofs, windows, door etc. of schools and where ever needed in temporary learning spaces (TLS) to make them somewhat semi permanent. In addition project also proposes to beef up the WASH facilities and erect fences around schools for added security to the learning spaces. A total of 15 existing TLS and 25 schools will be provided with improved WASH facilities and fencing. In addition, project also intend to support the teachers with in-service and pre-service training in order to strengthen their pedagogical skills and information on important like skills. In coordination with Child Protection section of UNICEF they will be trained to provide immediate psychosocial support to traumatized children in schools. To support the training and also to improve the facilities in school, UNICEF proposes to transport scholastic materials to the project sites in the six states.</p>				
<b>Direct beneficiaries :</b>					
<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	
310	140	15,000	10,000	25,450	
<b>Other Beneficiaries :</b>					
<b>Beneficiary name</b>	<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Internally Displaced People	210	100	10,000	7,000	17,310
People in Host Communities	100	40	5,000	3,000	8,140
<b>Indirect Beneficiaries :</b>					
<b>Catchment Population:</b>					
<b>Link with allocation strategy :</b>					
<p>The project will contribute to the HRP strategic objective of saving lives and alleviating suffering through safe access to services and resources with dignity as well as the Education Cluster strategic objective of protecting children and young people through access to safe learning environments. It will ensure the protection of learners and learning spaces and improve access to critical and quality learning that is inclusive of life skills for conflict-affected children and young people.</p>					

**Sub-Grants to Implementing Partners :**

Partner Name	Partner Type	Budget in US\$
Mercy Corps	International NGO	100,000.00
ADRA	International NGO	144,000.00
Food for Hungry	International NGO	100,000.00
		<b>344,000.00</b>

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

Other Funding Source	Other Funding Amount

**Organization focal point :**

Name	Title	Email	Phone
Vinoba Gautam	Education Manager	vgautam@unicef.org	0956164384
John Yuggu	Education Specialist	jyuggu@unicef.org	+211 926724799

**BACKGROUND****1. Humanitarian context analysis**

As the youngest and one of the least developed countries in the world, South Sudan suffers from decades of conflict and neglect, corruption and mismanagement. Despite a 2015 peace agreement, the conflict has gradually expanded across the country in recent months, culminating in an outbreak of hostilities in the capital Juba on 8 July 2016. Renewed fighting coupled with an economic crisis and immense needs are deepening the humanitarian crisis. This man-made humanitarian disaster has left more than 1.66 million people internally displaced. The number of people seeking shelter in overcrowded Protection of Civilian (PoC) sites in UN bases has risen to over 185,000 , and over 747,500 South Sudanese have taken refuge in neighbouring countries such as Ethiopia, Sudan, Uganda and Kenya. In addition, South Sudan hosts around 260,000 refugees from neighbouring countries, mainly Sudan. The education of 967,00 children aged 3-18, the majority of them in Unity, Upper Nile, Jonglei, Central Equatoria, Western Equatoria, and Lakes, has been affected by conflict and displacement. At the national level, the Primary Net Enrolment rate went from 42% in 2013 down to 35% in 2015 due to lack of educational facilities, teachers, supplies, and overall disruption of education services following conflict and displacement. In a country where children and youth of 3-18 years old represent up to 48% of the displaced population, it is critical to provide access to safe learning spaces to ensure protection of children and young people, quality education so that this generation does not grow up illiterate, and life skills and psychosocial support to build the resilience and improve well-being of children who have been living in situations of displacement for almost two years. The current crisis has resulted in destruction of education facilities, lack of education materials, and limited availability of qualified teachers across the country, in particular in the conflict-affected states.

**2. Needs assessment**

Panyijar: Panyijar is home to large number of displaced families mainly from Leer, Mayendit and Koch. It's among the worst affected County in Unity State. Nearly 78,000 displaced people from Koch, Leer and Mayendit were hosted in greater Ganyiel and Nyal for the last two years of the conflict (Source: OCHA Humanitarian Bulletin September 2015). During the rapid education needs assessment(May 2016), the team observed that over 10,000 school age children including adolescents are out of schools, displaced to areas without education facilities, 20% of schools facilities destroyed, burnt, learning and teaching materials destroyed/burnt/looted, children exposed and experienced violence, fear and loss. The violence has exacerbated and disrupted formal and informal education including social support systems to fully engage children in daily activities such as playing, learning, or basic social interaction. To address the key education needs of conflict-affected children and adolescents, both for immediate and medium term impact, and as a continuation of previous UNICEF Education in Emergencies (EiE) preparedness and response activities, UNICEF will focus on providing an integrated EiE package in order to ensure access to education opportunities to young children (aged 3-6) and school-aged children and adolescents (aged 7-18) affected by the current crisis. UNICEF will also focus on building resilience of affected communities to cope and thrive from multiple shocks and difficulties associated with the conflict.

Melut: Following the signing of the peace agreement in August 2015, large number of displaced families started returning to the county. They settled down in the IDPs centres in Digtoma one/ two and Kordar IDP camps, while some mingled up with the host community including host community in Melut Town. However, World Vision was the only education partner providing basic education to the children through temporary learning spaces (TLS) where PSS and Life skills are also integrated. The recent (May 2016) assessment by UNICEF and its partner indicated a huge gap in basic Education provision in both the IDP and host communities in the County. Out of a total of 19 schools in the entire county (SSEMIS 2013 UNS) only three are operational. The present enrollment in the schools is estimated at 3,650 children as opposed to 9,193 (3,158 F) in EMIS report of 2013. Most of the schools infrastructure was vandalized due to the conflict including the destruction of teaching and learning materials. All the functional schools all lack proper WASH facilities and a secure learning environment for girls.

Pagak/Maiwut: Maiwut county is located in the eastern part of Upper Nile State bordered by Ethiopia in the South, There are estimated 14,120 IDPs in Maiwut. In 2014-15, many people from Maiwut County crossed to Ethiopia following the conflict. At the same time, several IDPs came from Mathiang, Malakal and Nassir and got integrated with the host communities, majority of them in Pagak, Maiwut and Turu Payams. Currently, teachers who are available are those who remained in the county and some volunteers from the community. The teachers are teaching on voluntary basis. The NGO ADRA supports 155 teachers through DANIDA and UNICEF funding. However, the partner is not able to provide all the education needs of the children and calls for the need to support the education sector so that children are able to stay at school.

**3. Description Of Beneficiaries**

The current CHF second standard allocation round follows some of the geographic priorities as identified by the Education cluster. UNICEF will focus on the most remote and hard to reach counties in Upper Nile and Unity. The selection of the county has been need based talking into account existing interventions and availability of partners and which have largest number of IDPs as well as number of schools closed. A total of 25,000 children and 450 teachers will be targeted in three counties across the country. This will also include 260 teachers (70 women) and 15,000 children from among the IDPs and 150 (50 women) and 10,000 (3,000 women) from among the host population. The project seeks to strike balance between the IDPs and the host communities acknowledging that the need for education services is equally urgent among them too.

While the project will actively promote girls enrolment. the target has been kept lower for girls because of the current trend in enrolment which rarely cross cross 40% of total enrolment. Similarly, project will encourage engaging as many female facilitators and teachers as possible.

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

The current CHF second standard allocation round follows some of the geographic priorities as identified by the Education cluster. UNICEF will focus on the most affected area such as Upper Nile, Unity, and Western Equatoria which have largest number of IDPs as well as number of schools closed. A total of 50,000 children and 900 teachers will be targeted in seven counties across the country. This will include 620 teachers (200 women) and 32,000 children from among the IDPs and 280 (80 women) and 18,000 (8,000 women) from among the host population. The project seeks to strike balance between the IDPs and the host communities acknowledging that the need for education services is equally urgent among them too.

While the project will actively promote girls enrolment. the target has been kept lower for girls because of the current trend of enrolment not really crossing 40% of total enrolment. Similarly, project will encourage engaging as many female facilitators and teachers as possible.

#### **5. Complementarity**

The project will enable the immediate start-up and/or resumption of education services to allow children and adolescents affected by emergencies to access education. It will complement and sustain gains made through UNICEF's support in provision of supplies to all CHF partners to reach vulnerable children and adolescents. Child Protection and WASH elements are incorporated into education programming, with a particular emphasis on the provision of safe learning spaces with a strong community ownership mentality inculcated through social mobilization.

### **LOGICAL FRAMEWORK**

#### **Overall project objective**

The overall project objective is to restore education services for 50,000 children in the remote counties which have seen major displacement of population due to conflict.

### **EDUCATION**

<b>Cluster objectives</b>	<b>Strategic Response Plan (SRP) objectives</b>	<b>Percentage of activities</b>
CO1: Conflict-affected children and young people are protected through access to safe and secure learning environments	HRP 2016 SO1: Save lives and alleviate suffering through safe access to services and resources with dignity	60
CO2: Conflict-affected children and young people's psychosocial recovery and cognitive development are strengthened through Education in Emergency, inclusive of basic education, vocational training and life skills	HRP 2016 SO1: Save lives and alleviate suffering through safe access to services and resources with dignity	40

**Contribution to Cluster/Sector Objectives :** The project will contribute significantly to the cluster objective 1 and 2 and the HRP 01. The safe learning spaces and the psychosocial support to children, especially girls, will be an important contributor to achieving these objectives.

#### **Outcome 1**

Provision of child friendly Education facilities and protection services for 25,000 children (10,000 girls)

#### **Output 1.1**

##### **Description**

Teacher facilitators are provided with incentives and training in the project areas.

##### **Assumptions & Risks**

Not enough qualified persons available at project locations for taking up the responsibility of teacher facilitators. This will require teacher facilitators to be identified from surrounding counties and may delay the process.

#### **Activities**

##### **Activity 1.1.1**

Payment of incentives to 450 teacher facilitators at project sites.

##### **Activity 1.1.2**

Pre-service and in-service training of teachers and teacher facilitators in pedagogy, psychosocial support to children, life skills, GBV, nutrition and hygiene.

##### **Activity 1.1.3**

Transportation of teacher's kit to the project sites for training and regular teaching/ learning process in TLS and schools.

#### **Indicators**

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.1.1	EDUCATION	Frontline # of teaching facilitators paid with monthly incentives in displacement sites	310	140			450
<b>Means of Verification</b> : Activity report Payment register of partners Field monitoring reports.							
Indicator 1.1.2	EDUCATION	Frontline # of teachers trained in EiE Curriculum	310	140			450
<b>Means of Verification</b> : Partner's monthly report. Training attendance register. Field reports by field offices.							
Indicator 1.1.3	EDUCATION	Core Pipeline # of conflict-affected children benefiting from education in emergencies supplies			15,000	10,000	25,000
<b>Means of Verification</b> : Receipt of teacher's kit sent to partners Waybill of items delivered at project sites.							
<b>Output 1.2</b>							
<b>Description</b>							
Facilities for hygiene and sanitation, and security and safety of TLS and schools are provided/rehabilitated.							
<b>Assumptions &amp; Risks</b>							
The materials required for the rehabilitation are readily available in local market or means available for transporting them form outside.							
<b>Activities</b>							
<b>Activity 1.2.1</b>							
Rehabilitation of classrooms and TLS							
<b>Activity 1.2.2</b>							
Number of schools/TLS provided with fencing							
<b>Activity 1.2.3</b>							
Number of school/TLSs provided with WASH facilities							
<b>Activity 1.2.4</b>							
Joint monitoring with OCHA and partners at least once in a quarter.							
<b>Indicators</b>							
Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.2.1	EDUCATION	Frontline # of Temporary Learning Spaces/classrooms rehabilitated					30
<b>Means of Verification</b> : Field visit reports On site verification report by field office.							
Indicator 1.2.2	EDUCATION	Frontline # of TLSs secured					38
<b>Means of Verification</b> :							
Indicator 1.2.3	EDUCATION	Frontline # of schools/TLS provided with WASH facilities.					40
<b>Means of Verification</b> :							
Indicator 1.2.4	EDUCATION	Number of joint field visits undertaken with OCHA and partners.					2
<b>Means of Verification</b> : Field visit report							
<b>Additional Targets</b> :							
<b>M &amp; R</b>							
<b>Monitoring &amp; Reporting plan</b>							

UNICEF will be closely monitoring the implementation of the project through field visits by technical staff members from the country office as well as the field offices. All the three project counties will be visited at least once a month by a technical staff from either the field office or the country office. The partners are required to submit a bi-monthly report to the section on the implementation progress which are verified by UNICEF's field level staff.

The UNICEF Office structure has been significantly strengthened since Jan 2014 with -the current staffing stands at 285 with more than 50% based in the field. In the first months of the crisis, the office had expanded its capacity through surge staff from various UNICEF offices as well as through standby partners. The field presence has been strengthened in the field offices of Malakal, Bor, Bentiu and Yambio. After the July, 2016 crises, the field offices are further being strengthened to further strengthen the monitoring and reporting.

UNICEF is responsible for ensuring regular monitoring and evaluation of this project, with a view to ensuring efficient utilization of resources. The reports received from partners will be analyzed by UNICEF, and emerging issues feed into the internal and cluster reporting systems.

The information is also used to improve the subsequent planning of service delivery. Staff based in the field provide on-going monitoring of activities through regular interactions with implementing partners and local Government entities (as applicable). There is regular communication between the staff based in the field and Juba to ensure that any issues being faced are resolved as soon as possible.

Regular discussions on achievements, opportunities and challenges in sector activity implementation are held within various fora, such as the Emergency Coordination Management Team (ECMT) as well as the HQ level EMT committee, which provide direction and guidance for timely, effective and coordinated implementation of UNICEF's EPR activities in the country, within the framework of the Core Commitment for Children in Humanitarian Action.

During cluster meetings, UNICEF and partners look at the expectations of each others' role, how to improve co-ordination and how to identify and manage risks relating to cluster coordination (and pipeline management), also in terms of activities implemented.

Workplan													
Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Payment of incentives to 450 teacher facilitators at project sites.	2016										X	X	X
	2017	X	X	X									
Activity 1.1.2: Pre-service and in-service training of teachers and teacher facilitators in pedagogy, psychosocial support to children, life skills, GBV, nutrition and hygiene.	2016											X	X
	2017		X										
Activity 1.1.3: Transportation of teacher's kit to the project sites for training and regular teaching/ learning process in TLS and schools.	2016										X		X
	2017												
Activity 1.2.1: Rehabilitation of classrooms and TLS	2016										X	X	X
	2017	X											
Activity 1.2.2: Number of schools/TLS provided with fencing	2016										X	X	X
	2017	X											
Activity 1.2.3: Number of school/TLSs provided with WASH facilities	2016										X	X	X
	2017	X											
Activity 1.2.4: Joint monitoring with OCHA and partners at least once in a quarter.	2016											X	
	2017		X										

#### OTHER INFO

##### Accountability to Affected Populations

Unicef will always ensure that beneficiaries are involved in the need identification and actively participate in the project implementation

##### Implementation Plan

This project will be implemented during the next 6 months from Oct 2016 to March 2017, as soon as the money will be transferred to UNICEF account the purchase order will be raised for items purchase. The Rapid response mechanism strategy will be the key strategy to deliver services to the remote location upon security situation.

##### Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale

##### 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

All UNICEF supported programme are designed to reach boys and girls who are most at risk by aligning programme strategies against internationally and nationally agreed minimum standards and by adopting explicit age and gender sensitive strategies.

The total population of boys, girls and women at need were determined based on the various surveys and assessments conducted across the country. Accordingly, the programs were designed according to the needs of both boys, girls and women disaggregating results by age and sex and incorporating beneficiary feedback into regular programme reviews. The setup of these programme consider the need of under five children (boys and girls), pregnant women and lactating mothers through end user monitoring and feedback. In order to protect the mothers who bring their children to the health facilities for treatment, UNICEF works also to ensure services are brought closer to the communities either through Rapid Response Mechanism or Direct Implementing partners and provided to all as well.

**Protection Mainstreaming**

**Country Specific Information**

**Safety and Security**

**Access**

**BUDGET**

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
<b>Staff and Other Personnel Costs</b>							
1.1	Salary for Education Specialist providing technical support	D	1	8,572.00	6	10.00	5,143.20
1.2	Salary for Programme Assistant	D	1	3,075.00	6	10.00	1,845.00
	<b>Section Total</b>						<b>6,988.20</b>
<b>Supplies, Commodities, Materials</b>							
2.1	Transportation of teacher's kit to project site for training and regular teaching learning process in TLS and schools.	D	2	4,000.00	1	100.00	8,000.00
	<i>UNICEF will provide education materials for teachers and children as part of co-funding of the project.</i>						
	<b>Section Total</b>						<b>8,000.00</b>
<b>Travel</b>							
5.1	Program supervision and monitoring	D	2	500.00	6	100.00	6,000.00
	<i>2 trip to the field per month for supervision and technical support to partners</i>						
	<b>Section Total</b>						<b>6,000.00</b>
<b>Transfers and Grants to Counterparts</b>							
6.1	Incentive to teacher facilitators	D	450	40.00	6	100.00	108,000.00
	<i>Support partners with incentives to teacher facilitators for six months</i>						
6.2	Pre-service and in-service training of teachers and teacher facilitators.	D	450	150.00	1	100.00	67,500.00
	<i>Training cost (pre service and inservice) for teachers and teacher facilitators</i>						
6.3	Rehabilitation of classrooms and temporary learning spaces	D	30	3,000.00	1	100.00	90,000.00
	<i>30 classrooms and temporary learning spaces will be restored to functional condition.</i>						
6.4	Fencing of school premises and temporary learning spaces.	D	38	500.00	1	100.00	19,000.00
	<i>38 schools will be provided fencing with local materials.</i>						

6.5	Provision of WASH facilities in schools and temporary learning spaces. <i>40 schools will be provided WASH facilities.</i>	D	40	1,500.00	1	100.00	60,000.00	
<b>Section Total</b>								<b>344,500.00</b>
<b>General Operating and Other Direct Costs</b>								
7.1	Administrative Support to project (Stationary, POL, security)	S	1	5,000.00	6	100.00	30,000.00	
7.2	ICT support	S	1	500.00	6	100.00	3,000.00	
<b>Section Total</b>								<b>33,000.00</b>
<b>SubTotal</b>			1,016.00				<b>398,488.20</b>	
Direct								365,488.20
Support								33,000.00
<b>PSC Cost</b>								
PSC Cost Percent								7.00
PSC Amount								27,894.17
<b>Total Cost</b>								<b>426,382.37</b>
<b>Grand Total CHF Cost</b>								<b>426,382.37</b>

#### Project Locations

Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Total	Activity Name
		Men	Women	Boys	Girls			
Unity -> Panyijiar	35	100	50	5,000	2,500	7,650	Activity 1.1.1 : Payment of incentives to 450 teacher facilitators at project sites. Activity 1.1.2 : Pre-service and in-service training of teachers and teacher facilitators in pedagogy, psychosocial support to children, life skills, GBV, nutrition and hygiene.  Activity 1.1.3 : Transportation of teacher's kit to the project sites for training and regular teaching/ learning process in TLS and schools. Activity 1.2.1 : Rehabilitation of classrooms and TLS Activity 1.2.2 : Number of schools/TLS provided with fencing Activity 1.2.3 : Number of school/TLSs provided with WASH facilities	
Upper Nile -> Maiwut	35	110	50	6,000	3,000	9,160	Activity 1.1.1 : Payment of incentives to 450 teacher facilitators at project sites. Activity 1.1.2 : Pre-service and in-service training of teachers and teacher facilitators in pedagogy, psychosocial support to children, life skills, GBV, nutrition and hygiene.  Activity 1.1.3 : Transportation of teacher's kit to the project sites for training and regular teaching/ learning process in TLS and schools. Activity 1.2.1 : Rehabilitation of classrooms and TLS Activity 1.2.2 : Number of schools/TLS provided with fencing Activity 1.2.3 : Number of school/TLSs provided with WASH facilities	

Upper Nile -> Melut	30	90	50	5,000	3,500	8,640	<p>Activity 1.1.1 : Payment of incentives to 450 teacher facilitators at project sites.</p> <p>Activity 1.1.2 : Pre-service and in-service training of teachers and teacher facilitators in pedagogy, psychosocial support to children, life skills, GBV, nutrition and hygiene.</p> <p>Activity 1.1.3 : Transportation of teacher's kit to the project sites for training and regular teaching/ learning process in TLS and schools.</p> <p>Activity 1.2.1 : Rehabilitation of classrooms and TLS</p> <p>Activity 1.2.2 : Number of schools/TLS provided with fencing</p>
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Documents	
Category Name	Document Description