

Requesting Organization :	Norwegian Refugee Council	
Allocation Type :	2nd Round Standard Allocation	
Primary Cluster	Sub Cluster	Percentage
EDUCATION		100.00
		100
Project Title :	Emergency school feeding support	
Allocation Type Category :	Frontline services	

OPS Details

Project Code :	SSD-17/E/104071	Fund Project Code :	SSD-17/HSS10/SA2/E/INGO/6451
Cluster :	Education	Project Budget in US\$:	622,266.86
Planned project duration :	9 months	Priority:	
Planned Start Date :	01/09/2017	Planned End Date :	18/05/2018
Actual Start Date:	01/09/2017	Actual End Date:	18/05/2018

Project Summary :

The Project will be implemented in Aweil North and Aweil South mainly focusing on school feeding and providing basic items and knowledge for hygiene maintenance. In addition to providing food, for instance we have hand wash facilities, line for procuring mops/ scrubbing brushes and soap will be provided to selected schools.

Each selected school has cooks who are usually mothers/ grand mothers. They are the same people we plan to engage in the project and reinforce them with a few more cooks selected within the community and school. Their children or grand children are beneficiaries in the respective schools. In addition, each school has a store keeper in charge/caretaker for releasing food from the store to ensure that the correct ration of food is released from the store based on the daily roll call.

This school feeding support will be carried out in functional schools being supported by GESS and teachers where teachers already get a 40USD incentive from the EU. The school feeding will be an EIE intervention

The modality will involve purchase and cooking of locally available food which the community is familiar with. NRC intends to provide emergency school feeding to increase students' attendance and nutrition, support local markets where possible, provide female and youth income-generation, encourage female retention and spread lifesaving nutrition and hygiene practices.

Direct beneficiaries :

Men	Women	Boys	Girls	Total
324	139	6,746	3,612	10,821

Other Beneficiaries :

Beneficiary name	Men	Women	Boys	Girls	Total
People in Host Communities	0	0	6,746	3,612	10,358
Trainers, Promoters, Caretakers, committee members, etc.	324	139	0	0	463

Indirect Beneficiaries :

The indirect beneficiaries of the project will be parents and community members. They will be mainly reached through the children, PTA and teachers.

Catchment Population:

The project targets 10,358 children (3,612 girls, 6,746 boys) in Aweil North and Aweil South. This will target the former five Payams in Aweil North (Malual East, Malual West, Malual North Malual Center and Ariath)

In Aweil South Ajak county, Malek Alel, Wathmuok and Tiarlail will be considered in the implementation of the project.

Link with allocation strategy :

The proposed action fits perfectly within the allocation strategy for Education Cluster, as it intends to provide emergency school feeding and life saving messages through community interventions involving youth and parents in areas most affected by the food insecurity. Keeping in line with the strategy, all schools targeted for emergency school feeding will already be supported by other donors for teachers' incentives, textbooks, teaching and learning supplies and teacher trainings. This will be an emergency component aimed at increasing the nutritional intake of children and maintaining or increasing children's attendance, while also boosting the community's engagement in the school community. Lives will be saved through nutrition and hygiene messaging along with the dietary supplement.

The major focus in the intervention of the education under this project is to ensure the availability of food in the school provides an environment where children can concentrate for a relatively longer period in class in light of severe short shortage in Aweil South and Aweil North.

Sub-Grants to Implementing Partners :

Partner Name	Partner Type	Budget in US\$

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

Other Funding Source	Other Funding Amount

Organization focal point :

Name	Title	Email	Phone
Sirak Mehari	Head of Programmes	sirak.mehari@nrc.no	+211 (0) 955243277
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BACKGROUND

1. Humanitarian context analysis

According to IPC report released in June 2017, some locations in the “Greater Bahr el Ghazal show higher than usual levels of acute malnutrition expected for the post-harvest season, indicating a worsening situation; a SMART survey in Aweil North showed elevated levels of acute malnutrition (GAM of 28.2%). Insecurity, displacement, poor access to services, extremely poor diet (in terms of both quality and quantity), low coverage of sanitation facilities and deplorable hygiene practices are underlying the high levels of acute malnutrition”. Communities in North Aweil fled to Sudan and some schools have remained closed.

It is inevitable that the humanitarian interventions scale up their interventions to reach children systematically and to create an avenue for cognitive development while in school. Trends in the African set up reveal that children are most likely to drop from schools to also fend for the family. Girls often fall prey of early marriage and the difficult period in South Sudan puts them at a greater risk due to ongoing effect of the economic and food crisis, as families require the economic dowry for household survival. This current desperation will lead to greater displacement, loss of learning gains and prevent children from accessing the protective environment in school (psychosocial support, lifesaving messages and access to other services).

Support school maintain children in the schools will not only offer a safe and protective environment but will also allow children to learn and perhaps contribute to economic and social development of this country.

2. Needs assessment

According to NRC 2017 Education strategy document, access to quality learning for displaced, returnee and conflict-affected children and youth is extremely low and worsening in the current state of extreme hunger and economic collapse, with low completion and high dropout rates, lack of safe educational environments and availability of scholastic materials, high pupil-teacher ratios, poorly qualified and demotivated teachers and highly traumatized school communities. Children are increasingly suffering from trauma, malnutrition and sicknesses such as cholera, measles and malaria, which prevent cognitive development.

Based on that, the objective of the NRC South Sudan Education program is for children and youth affected by violence and displacement to continually access quality and relevant learning in safe and protected environments.

Under the technical guidance of M&E unit, NRC will carry out baseline assessment to establish the status of the schools at the onset of the project. Continuous monitoring and supervision will also be carried out to assess the progress of implementation. End line assessment will also be conducted to measure the impact of the project.

The IPC report released in June 2017 highlights the specific vulnerability and level of food insecurity (IPC 4) in Aweil.

3. Description Of Beneficiaries

NRC's education interventions in South Sudan target the displaced, returnee and host community school-age girls and boys (6-17 years), including those with disabilities. Additionally, all education programs target adult male and female teaching and non-teaching personnel as well as parents, grandparents and caregivers through Parent-Teacher Associations (PTAs). The State, County and Payam level education authorities are key stakeholders in implementation. The wider community is targeted through sensitization and awareness raising campaigns, in which all ages and genders are targeted including the elderly. All ethnic groups and those on either side of the political conflict in the given geographies are considered.

For the proposed project, younger male/female students (aged 6-14) from 20 schools in Aweil North and Aweil South areas will be primarily targeted as those in need of nutritious school feeding. Teachers will be reached directly with training. The wider community will be reached indirectly through community mobilization campaigns and messaging.

4. Grant Request Justification

Based on the above, NRC proposes providing an emergency school feeding in 20 schools in Aweil North and Aweil South to assure children's continued access to food as they continue with learning.

Providing food in school means that children's nutritional intake can be directly monitored, guaranteeing that food that is intended for them is indeed consumed by them. NRC will use the same approach used in calculating the daily food consumption for each child under Food for Education (FFE) intervention in currently being implemented in Twic East.

5. Complementarity

The proposed project will be a supplement to ongoing and planned EiE interventions in education. The project activities will also complement other interventions by different education partners like NRC, GESS and UNICEF other education partners. An initial assessment will be carried out to have a vivid picture of the key gaps and provide a basis for informed decision on interventions.

Other sectors in NRC (WASH and Food security) will be involved in providing the technical input in implementation of the school feeding in the emergencies to ensure smooth implementation of the project. NRC interventions ensures that the education, NRC embrace the integrated approach where WASH, Shelter and food and food security can be complementing Education while Education remains in center

LOGICAL FRAMEWORK

Overall project objective

To provide school feeding through multi-sectoral emergency interventions to increase pupils' attendance and enhance cognitive development through education.

EDUCATION

Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
Risks to crisis-affected girls and boys (3-18) are reduced.	SO3: Support at-risk communities to sustain their capacity to cope with significant threats	100

Contribution to Cluster/Sector Objectives : Children in acute emergencies' access quality education in a safe and protective environment. Under this objective, the intervention will seek to reduce current barriers to emergency primary education by making learning centers/schools accessible to both boys and girls. However, provision of education is not complete without ensuring learning centers/schools have basic teaching and learning materials. The major focus in the intervention of the education under this project is to ensure the availability of food in the school provides an environment where children can concentrate for a relatively longer period in class and soon as normalcy is restored, resumption of return to the normal learning calendar will be established gradually . Once established, the schools will serve as central point for other lifesaving interventions from multiple sectors.

Outcome 1

Affected children continue to attend education regularly as a result of provision of nutritious food in a hygienic environment at school

Output 1.1

Description

Daily nutritious and ready-to-eat or cooked meal is provided to 10,358 children in Aweil South and Aweil North

Assumptions & Risks

- The inflation of food costs will not exceed the available budget
- Children are allowed to travel to school space; there are no physical risks surrounding the area
- Teachers are paid by the government in government-controlled areas

Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.1.1	EDUCATION	[Frontline] Number of boys and girls receiving emergency school feeding			6,74 6	3,61 2	10,358
Means of Verification : End-line survey, Attendance monitoring, school meal monitoring							
Indicator 1.1.2	EDUCATION	[Frontline] Number of IDP and host community children enrolled			6,74 6	3,61 2	10,358
Means of Verification : End-line survey, Attendance monitoring, school meal monitoring							
Indicator 1.1.3	EDUCATION	[Frontline] Number of PTA trained in life-saving skills	155	40			195
Means of Verification : End-line survey, Attendance monitoring, school meal monitoring							
Indicator 1.1.4	EDUCATION	Percentage of boys and girls attending (middle and end of project) in relation to number of boys and girls enrolled and receiving emergency school feeding			40	35	75

Means of Verification :

Activities
Activity 1.1.1
Identify School Mothers/Grandmothers at each school through PTA
Activity 1.1.2
Train School Mothers/Grandmothers on nutrition/hygiene practices for meal preparation
Activity 1.1.3
Disseminate nutrition/hygiene promotion materials in schools
Activity 1.1.4
Train Teachers and PTA members on nutrition/hygiene practices for dissemination to students
Activity 1.1.5
provide daily meal to 10,358 children
Activity 1.1.6
Form and train Hygiene clubs in schools
Activity 1.1.7
Training of PTAs on their roles in the project
Activity 1.1.8
Setting up of hand wash facilities
Activity 1.1.9
Procurement and distribution of utensils to selected 20 schools for school feeding
Activity 1.1.10
Endline Survey

Additional Targets :

M & R

Monitoring & Reporting plan

Under the technical guidance of M & E Coordinator, the Emergency School Feeding project will be monitored by the M and E officer. The project staff will be involved in monitoring the progress of the programme activities on a continuous basis throughout the implementation period. Regular meetings will be conducted to review progress of the program.

NRC will work with already established community structures (youths, PTAs , teachers) and the feedback from the team will be used to re-plan and adjust where necessary during the implementation. NRC will use the standard M & E output trackers to monitor the progress of implementation and share reports quarterly with the cluster.

The project team will generate narrative and financial reports that will be used to evaluate progress and provide appropriate recommendations to ensure the implementation is on track as planned.

NRC Head of Programs as well as Education and Food Security Technical Advisors at the country office in Juba, Region office in Nairobi and Head office in Oslo will also offer technical support to ensure smooth implementation of the project.

NRC has already established a comprehensive M&E system for the Education projects that captures data on regular basis in addition to this NRC will adopt the education Cluster 5 W reporting framework to ensure NRC intervention is captured bi- weekly.

This system will be adapted for use in this program ensuring that it begins from a solid data management position. Regular visits and supervision by the program management will be done to the communities to check on the progress and beneficiary's feedback on the implementation of the program. This process will examine the benefits and challenges of the project as well as how well the project has been implemented.

The project will also start with a baseline assessment to assess the schools and carry out a head count exercises to provide baseline information.

Workplan

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Identify School Mothers/Grandmothers at each school through PTA	2017									X	X		
	2018												
Activity 1.1.10: Endline Survey	2017												
	2018					X							

Activity 1.1.2: Train School Mothers/Grandmothers on nutrition/hygiene practices for meal preparation	2017										X	X		
	2018													
Activity 1.1.3: Disseminate nutrition/hygiene promotion materials in schools	2017											X	X	X
	2018	X	X	X	X	X								
Activity 1.1.4: Train Teachers and PTA members on nutrition/hygiene practices for dissemination to students	2017										X	X		
	2018													
Activity 1.1.5: provide daily meal to 10,358 children	2017										X	X	X	X
	2018	X	X	X	X	X								
Activity 1.1.6: Form and train Hygiene clubs in schools	2017											X		
	2018													
Activity 1.1.7: Training of PTAs on their roles in the project	2017											X		
	2018													
Activity 1.1.8: Setting up of hand wash facilities	2017											X	X	
	2018													
Activity 1.1.9: Procurement and distribution of utensils to selected 20 schools for school feeding	2017										X	X	X	
	2018													

OTHER INFO

Accountability to Affected Populations

NRC will hold regular monthly meeting with PTA, teachers, school clubs, cooks and all the key stake holders involved to evaluate the progress of the project in each school. At school level focus group discussion will be held with hygiene clubs to provide feedback on hygiene practices. PTA will provide more information of the progress and challenges and it will also be an avenue for NRC to provide the feedback as well.

Information gathered during the meeting will be used by NRC to adjust of methodology to improve the implementation of the project. This will be done directly by the partner with oversight from NRC monitoring officer and project officer. Project planning, implementation and monitoring will actively involve community structures in order to promote inclusiveness of all stakeholders.

NRC will work under the Education sub-cluster where joint monitoring by Cluster members to also update the cluster on the progress of the implementation.

Implementation Plan

At the project level, the implementation of Emergency School Feeding will be managed by the Education Project Manager (PM) under the direct supervision of the Area Manager. The PM will be supported by a Project Officer and food monitors who will work closely with the technical team composed Food Security PM, Education specialist to deliver quality services the targeted beneficiaries..

The key activities to be implemented will include; Establishment of secure and hygienic food storage, establishment of secure and hygienic food storage and Conduct training of teachers/PTA to establish feeding governance structure. The school grandmothers and mothers will be trained on nutrition/ hygiene practices for meal preparation.

4 Youth Food Monitors will also be trained on community mobilization, food delivery/storage systems, record-keeping and conflict sensitivity In addition, NRC will further link this project to its on-going food security projects as a complementary

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 No mitigation

Gender Marker Of The Project

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

Justify Chosen Gender Marker Code

NRC intervention are tailored to promote gender equity. The enrollment of girls and boys in lower classes is always at 50 % for each but as the children advance, girls drop one by one until very few successful completes the primary school. The scenario is the same in the secondary schools. The proposed project will have the beneficiaries dis-aggregated by gender and the attendance will be tracked daily. In recognition that girls' attendance needs support during this time of extreme hunger, the project has been designed to increase the presence of girls in schools to benefit from education interventions. The availability of the school meal will relief the families the burden of feeding children 2 meals in a day hence most will want to send children to school to benefit from the food provided and also education provided.

NRC will ensure that girls as well as boys of school going age are identified and all advocacy messages promoting education will particularly target girls and their families to advocate for more girl's enrolment in school. NRC will consider gender representation in training for teachers and PTAs to ensure that teaching methodologies do not only be learner centered but also be gender sensitive and gender inclusive. The cooks identified will be mothers or grandmothers to ensure to serve as role models and also provide the motherly care to all children. Issues affecting girls in schools will be adequately addressed by teachers and PTAs.

NRC will actively identify girls, while giving equal opportunities to boys to enable them get certified, create opportunity to further their education and reduce the risks of early marriage if they discontinue their education.

NRC has a focal person in charge of gender. She will play a key role to motivate the girls to consistently attend the school by providing a guidance and counselling sessions with support of other female teachers in the school.

Protection Mainstreaming

NRC is having regular meeting with the protection partners through the Protection cluster of which NRC is a co-coordinator and seeks their advice in order to adapt the design of facilities and implement them . Through qualified female hygiene promoters NRC reaches women and adolescent girls to understand their needs and provide sufficient protection. NRC promotes inclusion of a gender balanced team in the interventions, .

In attempt to promote protection of children and increase access to learning, and the training package of the target beneficiaries especially PTAs will have a component of the protection needs o the students.

Country Specific Information

Safety and Security

Safety and security situation generally in south Sudan is not satisfactory. To ensure the safety and security of the staff engaged in the project implementation, NRC has internal security and safety policy for the staff movement in and outside of project implementation area. NRC is active member of security working group and NGO Forum. Daily security updates are provided by the staff on the ground in order to act accordingly.

The humanitarian response in Aweil will dhere to NRC security protocols. In humanitarian interventions, engagement of the local community in the implementation will be key. In addition, NRC aims to build the capacity of local community (local teachers, mothers, PTAs) to carry on with the implementation should the security situation worsen. At the moment, the security situation in Aweil South and Aweil North is fair.

Access

NRC has a static programme with field offices in the proposed project location (state) and has a education emergency response team that coordinate ground activities to build the capacity of the key actors in the project. Since the project will be implemented during the rainy season where access of the areas via road will be difficult, air will be the most reliable means. Support staff will be to provide supplies and engage the local staff in initial set up and continuous monitoring of the implementation

BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
1. Staff and Other Personnel Costs							
1.1	Education Project Manager	D	1	7,800.00	9	25.00	17,550.00
	<i>Oversee overall implementation of the project</i>						
1.2	Project officers (New)	D	1	1,510.00	9	100.00	13,590.00
	<i>Coordinate the activities . Food delivery in the field</i>						
1.3	Food monitors (Project Assistants) (New)	D	4	1,124.00	9	100.00	40,464.00
	<i>Link directly with the schools and community in implementation of the project</i>						
1.4	Area Manager	S	1	8,300.00	9	15.00	11,205.00
	<i>Oversee Area operations and provide oversight in the field</i>						
1.5	Driver	D	2	1,090.00	9	20.00	3,924.00
	<i>Deliver project supplies to the field and responsible for staff movements</i>						
1.6	HR & Admin Coordinator	S	1	4,300.00	9	15.00	5,805.00

	<i>Coordinate Human Resource management and staff welfare support to field teams</i>						
1.7	Cook	S	1	890.00	9	25.00	2,002.50
1.8	Head of Office	S	1	3,300.00	9	15.00	4,455.00
	<i>Oversee office and logistical operations in Aweil South and Aweil North</i>						
1.9	Cleaner	S	2	759.00	9	25.00	3,415.50
1.10	Security Guard	S	7	759.00	9	25.00	11,954.25
1.11	Logistics Officer-Assets &Ware House	S	1	1,900.00	9	20.00	3,420.00
	<i>Incharge of food stores and issuing of food to the schools</i>						
1.12	Driver	D	4	1,090.00	9	20.00	7,848.00
	<i>Deliver project supplies to the field and responsible for staff movements</i>						
1.13	Fleet Officer	D	1	1,830.00	9	20.00	3,294.00
1.14	Logistics Officer-Procurement	S	2	1,630.00	9	20.00	5,868.00
1.15	Finance Officer	S	1	1,900.00	9	25.00	4,275.00
1.16	Head of Programme	S	1	8,400.00	9	10.00	7,560.00
	<i>Coordination of program country wide and ensure efficient delivery of projects</i>						
1.17	Country Finance Officer	S	1	1,510.00	9	25.00	3,397.50
	<i>Compilation and financial data entry at the country level</i>						
	Section Total						150,027.75
2. Supplies, Commodities, Materials							
2.1	Baseline assessment	D	1	1,700.00	1	100.00	1,700.00
2.2	Cereals (Sorghum and beans) 24860kg required per month for five months each kg at 0.925181	D	24860	0.92	5	100.00	114,356.00
2.3	Pulses (6220kg required per month each kg at 2.56\$ for five times.)	D	79727	1.00	1	100.00	79,727.00
2.4	Food Pallets	D	100	50.00	1	100.00	5,000.00
2.5	Cooking oil (2080L is required per month for Five times for \$4)	D	1	15,000.00	1	100.00	15,000.00
2.6	Salt	D	1	6,973.00	1	100.00	6,973.00

2.7	Plates (10500 plates will be purchased 10,358 will be for the targeted pupils and 142 for the cooks and teachers in case there is need. Each plate)	D	10500	1.80	1	100.00	18,900.00
2.8	Cooking pots/sauce pans with lids	D	100	100.00	1	100.00	10,000.00
2.9	Attendance tracking Supplies(Counter book, registers & Daily food consumption sheet)	D	100	40.00	1	100.00	4,000.00
2.10	Training of teachers on calculation of of food per child	D	100	30.00	1	100.00	3,000.00
2.11	Cleaning materials (Soap, Brushes and	D	2000	1.00	6	100.00	12,000.00
2.12	Hand Washing facilities	D	60	50.00	1	100.00	3,000.00
2.13	Water jerry cans (plastic)	D	400	10.00	1	100.00	4,000.00
2.14	Car Hire for field visits	D	1	3,000.00	9	100.00	27,000.00
2.15	Staff perdiem & Accomodation	D	6	850.00	1	100.00	5,100.00
2.16	Endline assesment	D	1	3,000.00	1	100.00	3,000.00
2.17	Casual labour Assistant Store Keeper/scooper/ Logistician in school	D	20	25.00	9	100.00	4,500.00
2.18	Grand mother cooks cooks	D	60	45.00	9	100.00	24,300.00
2.19	Taining of grand mothers/ cooks on food handling	D	2500	1.00	1	100.00	2,500.00
2.20	Traning of PTAs	D	2500	1.00	1	100.00	2,500.00
2.21	Formation and training of Hygience clubs	D	20	150.00	1	100.00	3,000.00
2.22	Weighing scales & Food scoopers	D	20	50.00	1	100.00	1,000.00
2.23	Serving spoons	D	60	10.00	1	100.00	600.00
2.24	Casuals workers>Loading and Offloading)	D	1	8,000.00	1	100.00	8,000.00
Section Total							359,156.00

3. Equipment							
3.1	Computer	D	1	1,500.00	1	100.00	1,500.00
3.2	Project Equipments(Camera & Projector)	D	1	2,100.00	1	100.00	2,100.00
Section Total							3,600.00
4. Contractual Services							
NA	NA	NA	0	0.00	0	0	0.00
Section Total							0.00
5. Travel							
5.1	Statt travel cost for monitoring	D	1	550.00	5	100.00	2,750.00
5.2	Per diem while in the field	D	25	8.00	5	100.00	1,000.00
Section Total							3,750.00
6. Transfers and Grants to Counterparts							
NA	NA	NA	0	0.00	0	0	0.00
Section Total							0.00
7. General Operating and Other Direct Costs							
7.1	Repair and maintenance buildings	S	2	600.00	9	40.00	4,320.00
7.2	Repair and maintenance equipment	S	2	350.00	9	40.00	2,520.00
7.3	Office supplies	D	2	500.00	9	30.00	2,700.00
7.4	Internet	D	2	2,500.00	9	25.00	11,250.00
7.5	Fuel NRC vehicles & Generator	D	1	8,000.00	9	25.00	18,000.00
7.6	Maintenance vehicles & Generator	D	2	686.05	9	40.00	4,939.56
7.7	R and R costs	S	2	1,700.00	2	40.00	2,720.00
7.8	Bank charges and financial expenses	S	2	1,500.00	9	25.00	6,750.00
7.9	files & stationery for the SF project in schools	D	1	1,995.00	1	100.00	1,995.00

7.10	Project and Donor Visibilty	D	1	1,500.00	1	100.00	1,500.00
7.11	Cargo Shipment	S	1	2,150.00	1	25.00	537.50
7.12	Office Furniture(Chairs, Table and Cupboards)	S	1	2,300.00	1	30.00	690.00
7.13	Motorola Handsets	S	4	600.00	4	25.00	2,400.00
7.14	Airtime for Phones & Thuraya	D	1	251.00	4	50.00	502.00
7.15	Security upgrade	S	1	1,800.00	1	25.00	450.00
7.16	Office Generator	S	1	25,000.00	1	15.00	3,750.00
	Section Total						65,024.06
SubTotal				123,225.00			581,557.81
Direct							494,062.56
Support							87,495.25
PSC Cost							
PSC Cost Percent							7.00
PSC Amount							40,709.05
Total Cost							622,266.86

Project Locations

Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Northern Bahr el Ghazal -> Aweil North	50	162	70	3,373	1,806	5,411	Activity 1.1.1 : Identify School Mothers/Grandmothers at each school through PTA Activity 1.1.10 : Endline Survey Activity 1.1.2 : Train School Mothers/Grandmothers on nutrition/hygiene practices for meal preparation Activity 1.1.3 : Disseminate nutrition/hygiene promotion materials in schools Activity 1.1.4 : Train Teachers and PTA members on nutrition/hygiene practices for dissemination to students Activity 1.1.5 : provide daily meal to 10,358 children Activity 1.1.6 : Form and train Hygiene clubs in schools Activity 1.1.7 : Training of PTAs on their roles in the project Activity 1.1.8 : Setting up of hand wash facilities Activity 1.1.9 : Procurement and distribution of utensils to selected 20 schools for school feeding
Northern Bahr el Ghazal -> Aweil South	50	162	69	3,373	1,806	5,410	Activity 1.1.1 : Identify School Mothers/Grandmothers at each school through PTA Activity 1.1.10 : Endline Survey Activity 1.1.2 : Train School Mothers/Grandmothers on nutrition/hygiene practices for meal preparation Activity 1.1.3 : Disseminate nutrition/hygiene promotion materials in schools Activity 1.1.4 : Train Teachers and PTA members on nutrition/hygiene practices for dissemination to students Activity 1.1.5 : provide daily meal to 10,358 children Activity 1.1.6 : Form and train Hygiene clubs in schools Activity 1.1.7 : Training of PTAs on their roles in the project Activity 1.1.8 : Setting up of hand wash facilities Activity 1.1.9 : Procurement and distribution of utensils to selected 20 schools for school feeding

Documents

Category Name	Document Description