

<b>Requesting Organization :</b>	Save the Children			
<b>Allocation Type :</b>	1st Round Standard Allocation			
<b>Primary Cluster</b>	<b>Sub Cluster</b>	<b>Percentage</b>		
EDUCATION		100.00		
		<b>100</b>		
<b>Project Title :</b>	School meals for conflict-affected children and adolescents (boys and girls) in underserved and hard-to-reach areas in Lakes and Jonglei, South Sudan.			
<b>Allocation Type Category :</b>	Frontline services			
<b>OPS Details</b>				
<b>Project Code :</b>		<b>Fund Project Code :</b>	SSD-18/HSS10/SA1/E/INGO/7997	
<b>Cluster :</b>		<b>Project Budget in US\$ :</b>	280,001.00	
<b>Planned project duration :</b>	9 months	<b>Priority:</b>		
<b>Planned Start Date :</b>	20/03/2018	<b>Planned End Date :</b>	31/12/2018	
<b>Actual Start Date:</b>	20/03/2018	<b>Actual End Date:</b>	31/12/2018	
<b>Project Summary :</b>	<p>SCI will implement this project in an integrated way and in coordination with relevant clusters, recognizing that schools are platforms through which protection, nutrition, hygiene, health and psychosocial issues can be addressed. Daily school meals will be provided to 3,520 learners (Target: 2,464 boys and 1,056 girls) in 10 selected primary schools in Lakes (Rumbek Centre) and Jonglei (Akobo West County).</p> <p>In addition, a take-home ration for girls P3 and above based on attendance (Target: 160 girls) will be provided on a monthly basis. For all of them, a daily school meal can mean not only better nutrition and health, but also increased access to and achievement in education. It is also a strong incentive for parents and caregivers to consistently send children to school during a time of food insecurity and instability at household level. One of the outcomes is also to prevent chronic malnutrition in girls then women, lowering the long-term risk of low birth weight (Cycle of hunger). Given the high dropout rates of girls in the upper grades, this intervention is designed to bolster enrolment and attendance rates which are significantly low especially among the girl child and improve learning outcomes. This process will help to improve learning through better concentration; making other education instruments more effective; and makes it possible for poor families to send hungry children to school rather than have them look for food or work. School level meetings will be conducted. This will set up priorities and establish effective and accountable food delivery, distribution and monitoring networks for the school meals and take home rations.</p> <p>Necessary orientation and training will be provided to PTA members (Target: 120: 84M;36F) and Government officials (Target: 10: 7M; 3M) as a strategy of ensuring effective and accountable food delivery, distribution and monitoring. This will increase understanding on effective and accountable food delivery, distribution and monitoring among the school authorities. Through this project interventions, widespread sensitization will take place among the communities of the target schools. The awareness will focus on the importance of good nutrition to the community, enhanced participation of women in school management committees, increase HIV/AIDS awareness and ensure maintenance of the water sources and provision of safe water in collaboration with the WASH cluster. This will help ensure commitment by the communities and local officials to immediate and long term programme goals.</p> <p>The community awareness sessions on de-worming component will include how to use deworming tablets along with hygiene, sanitation and nutrition awareness provided through information and education materials in collaboration with the health and nutrition clusters/partners/sectors. The project will build on existing UNICEF education funded interventions currently implemented in the same school locations. This will be a deliberate strategy aimed at integration and building synergies including reducing costs.</p> <p>SCI will coordinate and work together with other clusters especially the FSL. Focusing on dry season planning and the use of coordinated road convoys to Akobo will be explored as first priority. The supplies will be pre-positioned at strategic locations and most appropriate/cost effective mode of transport will be used in all cases. Opportunities in all the logistics hubs will be explored. SCI will first consider local procurement of food items and materials in Rumbek and Bor. In cases of limitations in the pipeline transportation, cost effective flight charters will be considered.</p>			
<b>Direct beneficiaries :</b>				
<b>Men</b>	<b>Women</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
371	159	2,464	1,206	4,200

**Other Beneficiaries :**

Beneficiary name	Men	Women	Boys	Girls	Total
Internally Displaced People	260	111	1,725	844	2,940
People in Host Communities	111	48	739	362	1,260

**Indirect Beneficiaries :****Catchment Population:****Link with allocation strategy :**

Link with allocation strategy: This proposed project intervention has relevance to the priorities of the Allocation Strategy paper South Sudan Humanitarian Fund 2018 1st Standard Allocation, the Education cluster objectives/prioritized needs 2018 and requirements of the SSHF call for concept notes. This project will be implemented with the overall objective of increasing access to safe and quality education for crisis affected girls and boys (3-18 years), delivering disease prevention messaging in schools and providing school meals in areas categorized as IPC Phase 4 or 5. This is a direct link to the allocation strategy objectives and education cluster prioritized needs. The activities implemented remain priority. It is informed by the severity of needs of the target population and the number of people at risk or imminent absence of frontline services in the two states of Lakes and Jonglei.

The project interventions will ensure promotion of quality programming through a deliberate focus on inter-sector synergies and integrated programming, as well as regarding protection, gender and accountability to affected populations. The nutrition teams will be consulted and their recommendations will be used in determining the quantities of food, and the food types/diversification recommended for school feeding. Overall, the project needs and priority activities are aligned with the SSHF scoping paper. All activities selected for implementation will be completed in time (project is feasible) especially in light of the volatile context, insecurity, access constraints and other operational challenges in the proposed areas of operation (Lakes and Jonglei).

The funding will be complemented with the ongoing UNICEF funded activities in the same schools. This will be a case of complete complementarity rather than a duplication of funding from other streams. Implementation of this school meals initiative will be done in locations which fall under IPC 4 and 5 categorizations. Out of an estimated 174 primary schools in Jonglei and Lakes, 90 schools (52%) are currently supported by WFP. This means, an average of 84 schools are not served. This intervention will serve 10 (12%) of the schools that are most in need. Selection criteria include schools having the greatest need and availability of storage and kitchen facilities. In targeting of the project areas and participation of households, selection of project activities will be done through participatory community based planning. This approach will ensure that vulnerable and marginalized community groups' view in Lakes and Jonglei are considered and included in the plan of action and ensures common access to essential services that can build self-reliance and contribute to improved resilience.

This approach is conflict sensitive and will aim to promote social cohesion, ownership and programme effectiveness through building on planning, implementation and monitoring exercised. Precisely, the 10 schools are supported by UNICEF which includes integrated CP and PSS provision. By providing school feeding where this is currently lacking, we will be further protecting the physical wellbeing as well as the psychosocial wellbeing of conflict affected children in Rumbek and Jonglei. Awareness, knowledge and skills will further empower them (boys and girls) to safe guard their wellbeing through dissemination of information. Community mobilization will be done using already existing local structures mainly working in close collaboration with traditional leadership and local authorities. The PTA and local leaders will ensure that community mobilization activities reach to the entire community members. Wide spread community mobilization will be conducted to enhance awareness of educations issues amongst children, parents, teachers and PTAs. It includes cross cutting issues such as nutrition, HIV/AIDSs, safe and gender-appropriate water and sanitation facilities.

**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
Mulausi Bester	Director Programme Development and Quality	Bester.Mulausi@savethechildren.org	+211922412301
Nathan Chelimo	Education Technical Specialist	nathan.chelimo@savethechildren.org	+211922407185

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

Accordingly, the situation for children deteriorated over 2017, with continued incidents of recruitment, abuse, exploitation and other grave violations amounting to have directly affected about 100,000 children since the beginning of the conflict. The humanitarian crisis in South Sudan continued to intensify and expand due to the compounding effects of widespread violence and the deteriorating economic situation. Destruction of schools and the departure of teachers from many affected areas severely impact access to education, with 2 million children out of school—more than ever. The HRP estimates that in 2018, some 1.7 million South Sudanese and 158,173 refugee children (3-18 years old) will need support to access education. Conflict, displacement, food insecurity and cholera have directly interrupted children's education, forcing schools to close or children to drop out. The increasing insecurity and deepening economic crisis have had a further, indirect impact on education as local authorities have reduced their presence and monitoring in schools. Even where schools remain open, the quality of teaching has deteriorated due to reduced teacher training and the collapsing value or lack of teachers' salaries.

The education crisis risks fueling new conflicts as more than 19,000 children are already recruited into armed groups. Food access remains a big challenge which has been further exacerbated by the harsh economic conditions as a result of high inflation currently being experienced in the country. The food security situation is expected to deteriorate further in the coming months with an increase in the population classified in Phase 4 and 5 of the IPC. These challenges have not spared Jonglei (Akobo West) and Lakes (Rumbek Centre). They are both characterized by poor road infrastructure, poor food supply. These two states have suffered from a high level of population displacements and they are thus remote and inaccessible with tremendous numbers of IDPs with very high illiterate rates.

Numerous tribal and inter-clan conflicts has resulted in frequent displacement of populations (IDPs, refugees, returnees) and negatively affected agricultural production and income generation activities. Widespread poverty and unemployment compounded by failure in market systems has resulted into very limited access to food by many families. They are remote and inaccessible with tremendous numbers of IDPs and now with very high illiterate rates. The food security situation continues to significantly deteriorate further and population is now classified in Phase 4 and 5 of the IPC.

Women and children remain the most affected by the current food insecurity in both states of Lakes and Jonglei. They live in highly food insecure areas and access to education is often beyond the reach of these children. This prevailing food insecurity and poor infant and child feeding practices continue to contribute toward poor utilization of food and malnutrition. The harsh living conditions are presenting unsafe risky environment for women and children who are being overburdened in looking after the family. The lowest levels of achievement and performance fall heavily on children from ultra-poor households, living on low diets and deficient in energy, proteins and micronutrients.

## **2. Needs assessment**

Education indicators in South Sudan were already extremely low prior to the outbreak of the current civil war. 73% of men and 84% of women above 15 years of age were illiterate, three out of five school-age children were not enrolled in primary school, and the pupil classroom ratio averaged 100 (EMIS, 2015). Although a few indicators have improved since then, the conflict which started in December 2013 has severely impacted this already fragile education system.

As a result, many children are unable to access learning due to displacement, while others are out of school due to the impact of conflict on their communities or are living in host communities where education resources are non-existent or overstretched. Even before the conflict, the literacy rate in Jonglei state was 15 per cent and secondary school enrolment rate is less than 2 per cent. According to the HRP 2018, about 70 per cent 1,200 schools in Jonglei, Unity and Upper Nile have been closed and started rejuvenation. This includes the many schools that were destroyed and the education needs remain very high in all the displacement sites of Lakes and Jonglei. All these children out of school particularly susceptible to dangerous labour practices, recruitment into armed groups and other negative coping mechanisms such as crime, substance abuse and perpetuating gender based violence.

In this same locations, many teachers have been displaced from their homes and forced to seek alternative livelihoods due to school closures and the lack of payment. Previously trained professionals have sought jobs with more reliable or higher payment. The overall effect of this is a lower quantity and caliber of teachers available in the two states.

The goals to provide basic education for children of primary school age in both states remains a daunting challenge, given the current very low enrolment, attendance rates, completion rates and attainment of functional literacy and numeracy. Many children, show signs of ill health and are frequently absent from school while others drop out to search for food or income. The displacements in Lakes and Jonglei has had a direct bearing on school attendance, especially in rural areas. Schools lack income generation or materials to enhance the learning of children in the areas of nutrition, science and agriculture, despite these skills being most relevant for improved livelihoods and wellbeing.

The nationwide education cluster assessments conducted in November 2017 confirmed lack of food as the number one reason for dropping out from school. In this circumstance, adolescents and girls are pulled out of school first so that they can work or find ways to increase the food security in the family. Likewise, as the food and nutrition in a household suffer, children are less likely to attend school regularly for lack of energy and ability to concentrate and thrive in the classroom. It is girls who are affected most acutely by this phenomenon, as they are the first ones to be pulled out for work, early marriage or if a family cannot afford to send more than one child to school. Adolescents with income-generating ability are also impacted significantly and drop-outs at the P4 and above level are increasing in the current food crisis climate.

## **3. Description Of Beneficiaries**

School meals food will be provided to 3,520 learners (Target: 2,464 boys and 1,056 girls) in 10 selected primary schools in Jonglei and Lakes states. SCI will provide a school meal to each child attending classes in these target schools. A take-home ration for girls in P3 and above will be provided on a monthly basis based on attendance (Target 150 girls). This will be taken as a Girls Incentive (take-home ration) for consumption at home. The girls from grades 3-8 who are allowed by their parents to attend classes for at least 20 out of 22 days in a school calendar month will receive a ration. The food will serve the whole household and serves as an incentive to the parents, who generally prefer to send boys to school, while girls stay home to work, help their families with cooking or are married early in exchange for bride-price. School level/community meetings will be conducted. This will involve teachers, learners, PTAs and selected community members (Target: 200; 140M: 60F). These consultative meetings will help set up priorities and most important establish effective and accountable food delivery, distribution and monitoring networks for the school meals and take home rations. Necessary orientation and training will be provided to PTA members (Target: 120; 84M: 36F) and Government officials (Target: 10: 7M; 3F). The training/orientation will focus on effective and accountable food delivery, distribution and monitoring of school meals and girl's incentive initiatives in each school.

Widespread community engagement and mobilization among communities of the target schools will be conducted (Target: 200: 160M; 40F). The initiative will allow children to participate meaningfully in all stages of the project. Views of children will be solicited during identification of key issues. They will be asked to make their contributions to key methodologies used for analysis. During the planning of project activities, all the children will be asked to identify issues and their issues will be part of the action plan for the school. In this way, they will be part of the process that will bring the change they envisioned in the project. They will be supported to suggest what the project should achieve. School clubs will be supported to review progress of the project implementation and together with all other learners they will be consulted on whether the project is successful or not. The PTA and local leaders will ensure that community mobilization activities reach to the entire community members. This will reduce the inclusion and exclusion errors during targeting. The committee will include traditional leadership, various socioeconomic groups' representatives (women, youth, disabled).

Wide spread community mobilization will be conducted to enhance awareness of education issues amongst children, parents, teachers and PTAs. Awareness will focus on the importance of good nutrition to the community, enhanced participation of women in school management committees, increased knowledge on HIV/AIDS, importance of girls education and awareness on guaranteeing the provision of safe water in the schools. It will include collaboration with the health and nutrition cluster interventions. The community awareness in deworming will include the provision of deworming tablets along with hygiene, sanitation and nutrition awareness. This will be provided through information and education materials in collaboration with the health and nutrition clusters/partners/sectors including t-shirts.

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

This proposed project will be implemented with the overall objective of increasing access to safe and quality education for crisis affected girls and boys (3-18 years), delivering disease prevention messaging in schools and providing school meals in areas categorized as IPC Phase 4 or 5. This is a direct link to the SSHF 2018 allocation strategy objectives and education cluster prioritized needs 2018. The activities implemented remain priority. It is informed by the severity of needs of the target population and the number of people at risk or imminent absence of frontline services in the two states of Lakes and Jonglei.

SCI project activities will therefore promote provision of quality education which in essence promotes conflict resolution, tolerance and respect for human rights. Protection and its referral pathways for learners, school authorities and community will be central in this case. Learners, parents and teachers will be involved in education including selection of all beneficiaries. The funding will support and leverage SCI key role in coordination as co-lead as it makes linkages stronger in achieving the response objectives. Specific needs of boys and girls will be addressed through their active participation and by ensuring that sex-disaggregated information is collected when measuring cluster performance.

Every day, countless children across South Sudan especially in the target areas turn up for school on an empty stomach, which makes it hard to focus on lessons. Many simply do not go, as their families need them to help in the fields or around the house. For all of them, a daily school meal can mean not only better nutrition and health, but also increased access to and achievement in education. It will act as a strong incentive to consistently send children to school. This project will directly address these needs among target learners in the respective schools. It will further encourage girls' enrolment in school and keep them attending class regularly. This incentive offered is preferred in this locations since they have been identified as having the lowest rates of enrolment for girls in primary schools.

The provision of school meals at school for boys and girls and take home ration for the adolescent girls will ultimately improve the nutritional status of school age children and their school attendance and contribute to improvement concentration and educational attainment as part of wider support to the targeted schools (other inputs supported by UNICEF). It will further reduce risks of cognitive underdevelopment and malnutrition, and provide access to safe and protective learning spaces. Setting up and establishing effective and accountable food delivery, distribution and monitoring networks for the school meals and take home rations will increase dietary intake and awareness among the learners (boys and girls).

Community engagement and awareness will enhance effective and accountable food delivery, distribution and monitoring; increase awareness of good nutritional practices enhanced for participation of women in school management committees, HIV/AIDS and need for safe drinking water at school and community level. Community engagement and mobilization activities will enhance awareness of nutrition and education issues among children, parents, teachers and PTAs. Through training and awareness raising, the interventions will promote girls' education and enhance participation of women in school management committees. School meals provided early in the school day will alleviate hunger before or during classes and will help to improve children's attention, concentration, and achievement. This project will serve as a nutrition component for education activities as well serving as a social welfare programme providing a substantial economic benefit to families because the child would not then eat his or her midday meal from the family pot.

#### **5. Complementarity**

This project will build on the results of the previous SCI projects in Jonglei and Rumbek. It will build on all achievements, experiences gained and lessons learned by SCI from previous school feeding and EiE interventions. This will give SCI a comparative advantage in implementing this school feeding programme in the hard to reach locations of Jonglei and Lakes. The project will benefit from the already existing structures and resources.

All 10 schools are selected from schools currently implementing UNICEF funded EiE activities. Study reports and EMIS data generated from other related projects will be in this intervention as well. Synergies and complementarities with other SSHF funded initiatives will be sought and overlaps and duplications with existing activities avoided and overall benefit from other referenced analysis, achievements and lessons learned from earlier education sector support interventions.

### **LOGICAL FRAMEWORK**

#### **Overall project objective**

To increase access to safe and quality education for crisis affected girls and boys (3-18 years), delivering disease prevention messaging in schools and providing school meals in areas categorized as IPC Phase 4 or 5.

EDUCATION		
Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
Provide crisis-affected girls and boys (3-18 years) with access to safe, protective and inclusive learning environments, including protective services and referral pathways through schools	SO1: Save lives by providing timely and integrated multisector assistance to reduce acute needs	60
Strengthen cognitive skills of crisis-affected boys and girls	SO2: Reinforce protection and promote access to basic services for the most vulnerable people	20
Improve crisis-affected girls', boys' and communities' ability to cope with emergencies through relevant education activities and capacity development, including psychosocial support and life-saving messaging to reduce vulnerability	SO3: Support at-risk communities to sustain their capacity to cope with significant threats	20

**Contribution to Cluster/Sector Objectives :** SCI project activities contribute directly to the cluster overall objectives and prioritized needs. The interventions will promote provision of quality education which in essence promotes conflict resolution, tolerance and respect for human rights. Under this project, protection and its referral pathways for learners, school authorities and community is central. The learners, parents and teachers will be involved in education in selection of all beneficiaries. SCI plays a key role in coordination as co-lead and thus linkages will be made in achieving the response objectives. Specific needs of boys and girls will be addressed through their active participation and by ensuring that sex-disaggregated information is collected when measuring cluster performance.

#### Outcome 1

School meals reduce risks of cognitive underdevelopment and malnutrition, and provide access to safe and protective learning environments.

#### Output 1.1

##### Description

Crisis affected girls and boys (3-18 years) have access to safe, protective and inclusive learning environments

##### Assumptions & Risks

Risk: access constraints due to conflict or security issues;

Assumption: the security situation allows for safe access to communities, continued support from the local government and community

#### Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.1.1	EDUCATION	(Frontline Services) Number of children benefiting from school feeding programme			2,835	1,365	4,200

**Means of Verification :** Progress report, school registers, attendance lists

Indicator 1.1.2	EDUCATION	(Frontline Services) Number of youth engaged as mobilizers on life-saving activities	0	150			150
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**Means of Verification :** Progress reports, school register, attendance lists

#### Activities

##### Activity 1.1.1

School meals will be provided to 3,520 learners (Target: 2,464 boys and 1,056 girls in 10 selected primary schools. As a community contribution and based on the previous experiences, PTA members will select 4 persons to support preparation and serving of the school meals based on an agreed selection criteria. The process will be participatory and transparent based on vulnerability for example school mothers from vulnerable households. They will be served a meal for lunch as their incentive. The most appropriate meal and mode of preparation will be selected based on community consultation at inception of the project. It will include energy and protein giving foods (maize and beans). This will impact on learning. Other beneficiaries of the feeding programme include 130 PTAs (91M:39F) and 400 (280M:120F) community members. The total number of beneficiaries reached will be 4,200 (2,835M: 1,375F).

##### Activity 1.1.2

A take-home ration for girls in P3 and above will be provided on a monthly basis based on attendance (Target 150 girls). Based on the past experiences in the field locations and in consultation with the target communities, school authorities and PTAs, maize, beans and cooking oil will be given. A ratio estimated to serve a family of 7 people for one week is proposed.

#### Output 1.2

##### Description

Output 1.2: Capacity of PTAs/SMCs, Head teachers, learners and community in effectively delivering school feeding programme is strengthened.

##### Assumptions & Risks

Risk: access constraints due to conflict or security issues; Risk: access constraints due to conflict or security issues;

Assumption: the security situation allows for safe access to communities, continued support from the local government and community

#### Indicators

Code	Cluster	Indicator	End cycle beneficiaries				End cycle
			Men	Women	Boys	Girls	Target
Indicator 1.2.1	EDUCATION	Number of school level meetings conducted (Target: 10 Sessions targeting 200 members: 200; 140M;60F)					200
<b>Means of Verification</b> : Progress reports, minutes of meetings							
Indicator 1.2.2	EDUCATION	(Frontline Services) Number of youth involved in management of school feeding	91	39			130
<b>Means of Verification</b> : Progress reports, minutes of meetings							
Indicator 1.2.3	EDUCATION	Number of community engagement sessions conducted (Target: 10 Sessions targeting 200 members: 140M;60F)					200
<b>Means of Verification</b> : Progress reports, minutes of the meetings							
Indicator 1.2.4	EDUCATION	Number of community health and nutrition awareness sessions conducted (Target: 10 sessions).					10
<b>Means of Verification</b> : Progress reports, minutes of the meetings							
Indicator 1.2.5	EDUCATION	Number of meetings held with school authorities regarding integrating UNICEF interventions. (Target: 10 Meetings)					10

**Means of Verification** : Progress reports, minutes of the meetings

#### Activities

##### Activity 1.2.1

School level/community meetings will be conducted. This will involve teachers, learners especially school clubs & head prefects, PTAs and selected community members (Target: 10 meetings targeting 200; 160M: 40F). The meetings will focus on set up priorities and most important establish effective and accountable food delivery, distribution and monitoring networks for the school meals and take home rations. This process will enhance effective child participation at school and community level Their views will be sought regarding the design of the project. They will help in the planning through making decisions on what should be achieved. They will contribute to the ongoing discussions and support implementation. In the same way they will be able say what has worked and what has failed.

##### Activity 1.2.2

Orientation and training will be provided to PTA members (120; 84M:36F participants) and Government officials (Target: 10: 7M;3F). The training/orientation is for practical preparations, storage and provision of the school meals and take home ration. It will further focus on effective and accountable food delivery, distribution and monitoring of school meals and girl's incentive initiatives in each school. This training will include mitigation of risks such as hygiene and sanitation, and girls receiving and transporting rations to their homes.

##### Activity 1.2.3

Widespread community engagement and mobilization among communities of the target schools will be thoroughly conducted (Target: 10 session's targeting 200 community members: 160M;40F). Community mobilization will be done using already existing local structures mainly working in close collaboration with traditional leadership and local authorities.

##### Activity 1.2.4

Conduct community awareness in de-worming will include the provision of deworming tablets along with hygiene, sanitation and nutrition awareness through information and education materials in collaboration with the health and nutrition clusters/partners/sectors including t-shirt's (Target: 10 Sessions)

##### Activity 1.2.5

Hold meetings with stakeholders on modalities of integrating existing UNICEF education funded interventions (EiE) currently implemented in the same school locations (Target: 10 Meetings). In all the 10 selected schools, implementation of EiE activities funded under UNICEF PCA is ongoing. This will complement this school feeding programme in to order to achieve the overall objectives of the project. The stakeholders will be consulted, oriented and supported to enhance this link and synergy during the overall project period. This process will ensure that the funds allocated shall be complementary to, and not duplicative of, resources available from UNICEF funding stream. In this way, the project will be compliant and will contribute to the SSHF 2018 strategy allocation priorities and needs in two locations of Jonglei (Akobo West) and Lakes (Rumbek Centre). This inter-sector synergies and integrated programming, as well as regarding protection, gender and accountability to affected populations will promote quality programming of the project.

#### **Additional Targets :**

#### M & R

#### Monitoring & Reporting plan

SCI has already established a comprehensive Monitoring and Evaluation (M&E) system for the Education projects that are currently being implemented under SCIs ongoing UNICEF, NORAD, DANIDA and BPRM funded Education programs. The M&E system addresses all the key Education Management Information (EMIS) indicators as outlined in the Ministry of General Education and Instruction (MOGEI) guidelines. However, in order to address SSHFs specific M&E requirements the monitoring tools will be reviewed to ensure that the required data is captured.

A comprehensive M&E plan will be developed for this project outlining all the key M&E activities, timelines, resources required and the anticipated reports. A robust monitoring data management system exists for capturing routine and periodic monitoring data on school enrolment, attendance and learner performance for the learning centres currently being supported. 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 beneficiaries' 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. Review of the collaboration on quarterly basis will serve as an important feedback mechanism for SCI and key stakeholders.

Given the duration and nature of the intervention (emergency), it is anticipated that SCI will actively participate in Cluster assessments, planning and reporting at National, State and Payam levels.

Education cluster levels. Mid-term and End of Program surveys will be undertaken to establish performance benchmarks and progressively assess performance at critical periods of the project lifespan. Weekly and monthly reporting to the education Cluster will be adopted in order to contribute to the on-going established systems by the national Cluster. On quarterly basis, there will be a more detailed progress reports to SSHF showing concrete steps in achieving the project objectives and any revision required.

The reporting formats shall be agreed upon at the start of the project covering both financial and project activities. Clear timeline for reporting and reviews will be set between SCI and OCHA.

Workplan													
Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: School meals will be provided to 3,520 learners (Target: 2,464 boys and 1,056 girls in 10 selected primary schools. As a community contribution and based on the previous experiences, PTA members will select 4 persons to support preparation and serving of the school meals based on an agreed selection criteria. The process will be participatory and transparent based on vulnerability for example school mothers from vulnerable households. They will be served a meal for lunch as their incentive. The most appropriate meal and mode of preparation will be selected based on community consultation at inception of the project. It will include energy and protein giving foods (maize and beans). This will impact on learning. Other beneficiaries of the feeding programme include 130 PTAs (91M:39F) and 400 (280M: 120F) community members. The total number of beneficiaries reached will be 4,200 (2,835M: 1,375F).	2018				X	X	X	X	X	X	X	X	X
Activity 1.1.2: A take-home ration for girls in P3 and above will be provided on a monthly basis based on attendance (Target 150 girls). Based on the past experiences in the field locations and in consultation with the target communities, school authorities and PTAs, maize, beans and cooking oil will be given. A ratio estimated to serve a family of 7 people for one week is proposed.	2018				X	X	X	X	X	X	X	X	X
Activity 1.2.1: School level/community meetings will be conducted. This will involve teachers, learners especially school clubs & head prefects, PTAs and selected community members (Target: 10 meetings targeting 200; 160M: 40F). The meetings will focus on set up priorities and most important establish effective and accountable food delivery, distribution and monitoring networks for the school meals and take home rations. This process will enhance effective child participation at school and community level Their views will be sought regarding the design of the project. They will help in the planning through making decisions on what should be achieved. They will contribute to the ongoing discussions and support implementation. In the same way they will be able say what has worked and what has failed.	2018				X	X	X						
Activity 1.2.2: Orientation and training will be provided to PTA members (120; 84M:36F participants) and Government officials (Target: 10: 7M;3F). The training/orientation is for practical preparations, storage and provision of the school meals and take home ration. It will further focus on effective and accountable food delivery, distribution and monitoring of school meals and girl's incentive initiatives in each school. This training will include mitigation of risks such as hygiene and sanitation, and girls receiving and transporting rations to their homes.	2018				X	X	X						
Activity 1.2.3: Widespread community engagement and mobilization among communities of the target schools will be thoroughly conducted (Target: 10 session's targeting 200 community members: 160M;40F). Community mobilization will be done using already existing local structures mainly working in close collaboration with traditional leadership and local authorities.	2018				X	X		X	X		X	X	X
Activity 1.2.4: Conduct community awareness in de-worming will include the provision of deworming tablets along with hygiene, sanitation and nutrition awareness through information and education materials in collaboration with the health and nutrition clusters/partners/sectors including t-shirt's (Target: 10 Sessions)	2018				X	X	X				X	X	X

<p>Activity 1.2.5: Hold meetings with stakeholders on modalities of integrating existing UNICEF education funded interventions (EiE) currently implemented in the same school locations (Target: 10 Meetings). In all the 10 selected schools, implementation of EiE activities funded under UNICEF PCA is ongoing. This will complement this school feeding programme in to order to achieve the overall objectives of the project. The stakeholders will be consulted, oriented and supported to enhance this link and synergy during the overall project period. This process will ensure that the funds allocated shall be complementary to, and not duplicative of, resources available from UNICEF funding stream. In this way, the project will be compliant and will contribute to the SSHF 2018 strategy allocation priorities and needs in two locations of Jonglei (Akobo West) and Lakes (Rumbek Centre). This inter-sector synergies and integrated programming, as well as regarding protection, gender and accountability to affected populations will promote quality programming of the project.</p>	2018					X	X				
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**OTHER INFO**

**Accountability to Affected Populations**

SCI has its own accountability systems, founded on Humanitarian Accountability Partnership Standards on accountability and quality management, and Inter-Agency Standing Committee (IASC) recommended principles and values. For this project, SCI will conduct community sensitization and information sharing sessions on project activities with girls, boys, women and men, together with community and government leaders at the onset of implementation. This will ensure communities are well informed about the project and to receive feedback from beneficiaries and communities.

SCI will seek and consider the views of beneficiaries and community members throughout the project to ensure that their feedback and complaints are addressed in an effective and timely manner.

SCI will utilize its established complaint response mechanism (CRM) with two components of beneficiary complaint/feedback collection mechanism and complaint handling and response mechanism. In principle, the project will focus on addressing Commitments to Accountability to Affected Populations (CAAP).

Views and feedback will be collected from the community beneficiaries, school authorities, teachers and children from the start (design) of the intervention. The PTA and school authorities will take lead in school governance and school feeding activities. SCI will be transparent in all operations while involving the local authorities running all the project activities (planning, implementation, monitoring and reporting). The PTAs/SMCs together with Head teachers will be involved in monthly review actions to assess the progress in terms of challenges and prospects that will inform the action to be taken. This will be done through review sessions. Roles and responsibilities will be outlined clearly as a strategy and clear working framework to avoid conflicts and provide a framework where accountability can be discussed between SCI and the affected population.

All stakeholders will be involved in all assessments including assessment among IDPs, host community and other interest groups. In essence, SCI will approach the principle of participation from equity perspective and advocate for equal participations of different groups.

Based on the cluster framework, the project will put in place and implement and monitoring and reporting system, progress, best practices and lessons learned will be presented in cluster meetings based on the 5 Ws formats modified by the cluster.

**Implementation Plan**

SCI will implement this response through its existing South Sudan CO and Field Office structures. This project will be implemented through integration of existing program in the target counties and complimentary with ongoing Education programmes. At the national level, both operation and technical specialists will oversee the project in a coordinated way and provide the required level of technical backup to ensure quality and timely implementation of the project by organizing field visits and remote assistance where due necessary. At the field level SCI will also coordinate with the state and county government of Jonglei and Lakes, as well as beneficiaries and support their lead during the implementation of program activities. The Logistics, Awards teams at Country Office level will scale up functions to accommodate management of this grant. The MEAL at CO and field levels will oversee the monitoring and reporting of the project.

Procurement processes will be initiated and completed within the eligibility period. Clear segregation of duties will be documented and adhered to at each level in order to ensure, as a minimum, that the procurement, receiving and payments are separated and not conducted by a single person. A procurement plan with lead times has been developed and herein attached as annex to this proposal. The transit storage warehouse at Juba will be available with excessive space to receive, maintain, and dispatch all the procured materials in good time to all locations. Similarly, storage points with reasonable space are available at all field locations. Air transport will be used to transport the food items to Akobo while road travel will be used for materials being delivered to Rumbek.

SCI owns vehicles operational at the country and field offices. They will be used for operations by the respective staff. Mobile phone service will be available and other mod of communications such as internet, satellite phones, and radio systems are functional at all locations.

**Coordination with other Organizations in project area**

Name of the organization	Areas/activities of collaboration and rationale
Ministry of Education (National & State levels),UNICEF,Education Cluster; INGOs and NNGOs,WFP,School Authorities (Headteachers/SMCs/PTAs),Local Communities and leaders	SCI will promote quality programming and best practices across the humanitarian community, particularly in relation to gender, protection and accountability to affected populations. Information and analysis related to emerging needs will incorporate the perspectives of affected people; include sex and age disaggregated data to allow for nuanced, gender-sensitive response planning; and highlight protection concerns so that they are addressed within response plans, while ensuring that activities do not cause harm or expose people to greater risk.,SCI will work with the Ministry of Education and the cluster to ensure smooth planning, implementation and reporting of all activities. SCI will ensure building on each other's' strengths, consistency in the relation to all stakeholders. The interventions are integrated with EiE activities funded under UNICEF in same locations. ,SCI will continue to be active in the Education cluster as Cluster Co-lead at the national and state level. Save the Children will continue to coordinate closely with the following actors in the targeted states to ensure coordinated activities and avoid duplication: UNICEF, NRC, INTERSOS, Windle Trust, Oxfam, Plan and Tear fund. It will include the current NNGOs majorly ACDP, Hold the Child, Peace Corp South Sudan and DARD. ,All the 10 schools selected have no current WFP intervention. ,The meal will be provided on site (at school). Selection of project activities will be done through participatory community based planning. Lessons learned will build on planning, implementation and monitoring exercised.,Over the project period, selection of project activities will be done through participatory community based planning. Lessons learned will build on planning, implementation and monitoring exercised.

**Environment Marker Of The Project**

B+: Medium environmental impact with mitigation(sector guidance)

**Gender Marker Of The Project**

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

**Justify Chosen Gender Marker Code**

Gender Marker Code: 2a. The project is designed to contribute significantly to gender equality  
Justify the chosen Gender Marker Code : Over the years, a number of gender analysis studies have been undertaken in South Sudan by humanitarian development agencies in liaison with respective clusters and local authorities. Key findings relate to gender dynamics, the level of sensitivity and providing context specific guidance and approaches for mainstreaming gender in South Sudan. According to the South Sudan HRP 2018, vulnerabilities take on different forms for men, women, boys, and girls. Women are vulnerable to illness, psychological distress, gender-based violence (GBV), and losing children either to death or the streets. Men are vulnerable to unemployment, physical insecurity, alcoholism, and crime. Girls are vulnerable to GBV, early forced marriage, and sex work. Boys are vulnerable if they drop out of school, mainly to drugs, alcohol, criminal activity, and forced recruitment into state and non-state armed groups. GBV is a great risk for girls and women and many householders try to protect girls by keeping them close to home. Negative coping mechanisms for women and girls may involve corporal punishment, early and forced marriage, alcoholism, engaging in female sex work, and committing suicide. Some men and boys cope negatively with stress with alcoholism, committing acts of GBV, joining armed groups, fighting, or stealing and taking drugs. Given these scenarios, the project is designed to contribute significantly to gender equality and therefore gender mainstreaming will be a key strategy during implementation. This will be done in a myriad of ways. Women are usually not involved in decision making. Consequently, the project will address this when conducting community based planning; ensuring marginalized groups participate in decision making. The Girls Incentive (take-home ration) component will target adolescent girls based on attendance in 10 selected schools in Jonglei and Lakes. Women struggle to source food for the family, and due to gender based roles, women and girls take responsibility for these functions. This school meal and take home rations will address food insecurity needs of the community while building their productive capacity as well.

During implementation, reference will be made on standard guidelines, policies and protocols for example IASC Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action. Gender sensitive physical learning environment including separate latrines and wash rooms. This standard is met by the all the selected schools. During the trainings, selection and training of female teachers and PTA members will be given particular attention. Community based discussion groups will take place focusing specifically on the need for girl children and learners to attend school. Training sessions will be structured to ensure adequate and efficient transfer of skills. The training shall be done in small groups and they shall be participatory with practical approaches that will include the illiterate and women.

School feeding will improve the nutrition of boys and girls, contributing to retention during severe food insecurity and ensure children don't drop out of school due to hunger. In turn, by ensuring children stay in safe learning spaces, this will contribute to decreased negative coping and protection risks including armed recruitment and early marriage. Under output 2, SC will adopt a gender sensitive approach to community sensitization and messaging, identifying the different needs and risks facing boys and girls and tailoring messages and engagement to these needs and risks.

**Protection Mainstreaming**

While holding school and community level consultative meetings, awareness campaigns and risk assessments, protection needs and priorities will be identified. Protection violations taking place in the process will confidentially be documented and reported.

Parents will be support to reinforce positive methods for bringing up children including positive discipline practices. Working with PTA and respective communities, specific protection concerns will be addressed. This will include travel of learners to and from school especially the girls benefiting from the take home ration.

The schools will be supported to print and post rules against sexual harassment, exploitation, abuse and other forms of gender based violence.

Through the ongoing UNICEF funded EiE activities, teachers, school authorities and other personnel will be trained on psychosocial support and wellbeing. This will be cascaded to the learners through structured learning, use of child friendly methods, play/recreation, teaching life skills and referrals. The teachers will participate in enhancing positive classroom management while the communities will take a lead role in creating, sustaining and protecting the learning environment.

### Country Specific Information

#### Safety and Security

Ongoing fighting and surges of violence in new areas have forced people to flee their homes, many of them multiple times. Violence and rights violations continue unchecked and have become a persistent reality for civilians. Cross-cutting risk factors which have the potential to impact all or most of the activities envisioned under this program include two key considerations: the security situation and the weakened national economy. In addition to the risks following the context and background information, particular notice will be given to the spread of violence from the 'traditional conflict affected' states of Jonglei, Upper Nile, Unity, Eastern Equatoria and North Bar el Ghazal regions. This is manifesting itself into a much more asymmetrical warfare with blurred lines of affiliation, complex contradictory motivations and loose to non-existent command and control. In this locations targeted, already precarious food insecurity was compounded by the fighting. Killings, rapes, abductions and family separation were reported. Basic services infrastructure was damaged or destroyed.

#### Access

SCI will continue to work with the cluster and other humanitarian agencies to ensure secure children's safe access to school feeding and protection despite an increasingly challenging environment. This is against the background that there a series of annual physical constraints caused by rains and poor road conditions, active armed conflict, restrictions of movements, attacks against humanitarians and assets, and bureaucratic impediments. SCI will undertake timely delivery of the food in all the locations and schools.

### BUDGET

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
<b>1. Staff and Other Personnel Costs</b>							
1.1	Education in Emergencies Specialist	D	1	7,423.00	6	15.00	6,680.70
	<i>International staff position. The Education EiE Specialist advises on technical aspects of program design, quality implementation as per standard practices set by the cluster and monitoring of all Education interventions. \$7323 per month inclusive of salary and fringe benefits. Budgeted for 6 months at 15% for a total of \$6590.70</i>						
1.2	Head of MEAL	D	1	7,326.00	6	5.00	2,197.80
	<i>field team in collecting, analysis and reporting of progresses and completion of project implementation. Salary costs budgeted at 6% of \$7326 per month for a total cost of \$2637 for six months including fringe benefits.</i>						
1.3	Director of Programmes	D	1	7,927.00	6	6.00	2,853.72
	<i>International staff position: The PDQ Director is responsible for ensuring the quality implementation, meeting the expected results of the project and advocacy based on evidences. Salary costs budgeted at 6% of \$10,248 per month for a total cost of \$3,689 for six months including fringe benefits.</i>						
1.4	Director of Operations	D	1	10,247.00	6	5.00	3,074.10
	<i>International staff position: The PDQ Director is responsible for ensuring the quality implementation, meeting the expected results of the project and advocacy based on evidences. Salary costs budgeted at 10% of \$7928 per month for a total cost of \$4,757 for six months including fringe benefits.</i> <i>International staff position: The PDQ Director is responsible for ensuring the quality implementation, meeting the expected results of the project and advocacy based on evidences. Salary costs budgeted at 10% of \$7928 per month for a total cost of \$4,757 for six months including fringe benefits.</i> <i>International staff position: The Program Operations Director is responsible for the regular and smooth operations of the project and supporting field team in addressing any operational challenges including security, logistics and partnership. Salary costs is budgeted at 6% of \$7,828 per month for a total cost of \$2,378 for six months including fringe benefits.</i>						
1.5	Programme Implementation	D	2	7,271.00	6	6.00	5,235.12
	<i>International staff position. Operations Manager holds overall accountability for smooth operations of the project, overseeing field manager day to day supporting the field activities are well coordinated in reaching to the beneficiaries. Salary budgeted at 5% of \$7271 per month for 6 months, for a total of \$4362 inclusive of fringe benefits.</i>						
1.6	Field Manager	D	2	5,164.00	6	5.00	3,098.40
	<i>International staff position. Operations Manager holds overall accountability for smooth operations of the project, overseeing field manager day to day supporting the field activities are well coordinated in reaching to the beneficiaries. Salary budgeted at 5% of \$7271 per month for 6 months, for a total of \$4362 inclusive of fringe benefits.</i>						

1.7	Education Programme Manager	D	1	5,164.00	6	20.00	6,196.80
	<i>International staff position. Education Programme Manager is responsible for programme operations in the field and over responsibility for smooth operations of the project, overseeing field manager day to day supporting the field activities are well coordinated in reaching to the beneficiaries. Salary budgeted at 20% of \$7271 per month for 6 months, for a total of \$6196 inclusive of fringe benefits.</i>						
1.8	Assistant Programme Manager	D	1	2,050.00	6	10.00	1,230.00
	<i>National staff position. The APM is responsible for management of resources, providing technical guidance, coordination and monitoring of the project implementation at field level. Fully dedicated to this project budget at 40%, \$2050 per month for a total of \$4920 inclusive of fringe benefits.</i>						
1.9	Education Officers	D	2	1,160.00	6	10.00	1,392.00
	<i>National staff position. Two positions based in the field responsible for day to implementation of the project which include community mobilization, targeting, beneficiaries registration; distribution, monitoring and utilization of inputs; and also technical support to beneficiaries. These positions are fully dedicated to the project at 40 % with a salary of 1163 thus USD 5,582</i>						
1.10	Assistant Education Officer	D	1	776.00	6	10.00	465.60
	<i>National staff position. Two positions based in the field responsible for day to implementation of the project which include community mobilization, targeting, beneficiaries registration; distribution, monitoring and utilization of inputs; and also technical support to beneficiaries. These positions are fully dedicated to the project at 40 % with a salary of 1163 thus USD 3734</i>						
1.11	MEAL Officers	D	2	1,162.00	6	20.00	2,788.80
	<i>project. This position will collect and analyze data for feedback into program design and implementation and for project reporting. This position dedicates 40% to the project and is based at field level with regular travel to project sites. Budgeted at 30% of \$1163 per month for a total of \$2791 for six months inclusive of fringe benefits.</i>						
1.12	Assistant Programme Managers	D	1	2,050.00	6	11.00	1,353.00
	<i>National staff position. The APM is responsible for management of resources, providing technical guidance, coordination and monitoring of the project implementation at field level. Fully dedicated to this project budget at 40%, \$2050 per month for a total of \$4920 inclusive of fringe benefits.</i>						
1.13	Education Officers	D	3	1,162.00	6	11.00	2,300.76
	<i>National staff position. Two positions based in the field responsible for day to implementation of the project which include community mobilization, targeting, beneficiaries registration; distribution, monitoring and utilization of inputs; and also technical support to beneficiaries. These positions are fully dedicated to the project at 40 % with a salary of 1163 thus USD 5,582</i>						
1.14	Assistant Education Officer	D	1	776.00	6	100.00	4,656.00
	<i>National staff position. Two positions based in the field responsible for day to implementation of the project which include community mobilization, targeting, beneficiaries registration; distribution, monitoring and utilization of inputs; and also technical support to beneficiaries. These positions are fully dedicated to the project at 40 % with a salary of 1163 thus USD 3734</i>						
	<b>Section Total</b>						<b>43,522.80</b>
<b>2. Supplies, Commodities, Materials</b>							
2.1	sufurias (200 ltr) with handles and lid	D	10	100.00	1	100.00	1,000.00
	<i>1 sufina per school at a cost of USD 25</i>						
2.2	basins (100 ltr)	D	10	25.00	1	100.00	250.00
	<i>1 basin per school at the cost of USD each</i>						
2.3	Plastic drums (200 ltr)	D	10	25.00	1	100.00	250.00
	<i>1 plastic drum per school at the cost of USD 25 per drum</i>						
2.4	cooking sticks (big size)	D	10	5.00	1	100.00	50.00
	<i>1 cooking stick per school at the cost of USD 5 each</i>						
2.5	plates (Plastic)	D	2000	0.50	1	100.00	1,000.00
	<i>200 plates per school at the rate of USD 1 per plate</i>						
2.6	Jugs (Plastic)	D	20	5.00	1	100.00	100.00
	<i>2 jugs per school at the rate of USD 5 per Jug</i>						
2.7	Maize	D	4.6	100.00	150	100.00	69,000.00
	<i>6 bags will be bought per day to serve all target learners per day for 163 days. Each bag is USD 100.</i>						

2.8	Beans	D	2.6	100.0 0	150	100.00	39,000.00
<i>4 bags will be bought per day to serve all target learners per day for 163 days. Each bag is USD 100.</i>							
2.9	Cooking Oil (20 litres)	D	2	2.50	150	100.00	750.00
<i>2 litres of cooking oil will be used on a daily basis in all the 10 schools. Each litre is USD 3</i>							
2.10	Salt (1 kgs)	D	2	1.00	150	100.00	300.00
<i>2 kgs of salt will be used daily in all the 10 schools per day. Each kilogram costs USD 1</i>							
2.11	Matchboxes	D	2	1.00	20	100.00	40.00
<i>2 boxes will be bought for each school. The cost is USD 20 per box.</i>							
2.12	Steel Wool	D	2	5.00	10	100.00	100.00
<i>2 pieces of Steel wool used for cleaning will be bought for each school at the rate of USD 5 each</i>							
2.13	Powder soap (50kgs)	D	2	40.00	20	100.00	1,600.00
<i>6 pieces of powder soap will be bought for each school over the period at the cost of USD 20 each</i>							
2.14	Rehabilitation of the kitchens	D	10	200.0 0	1	100.00	2,000.00
<i>All 10 kitchens will be rehabilitated at a cost of USD200 each.</i>							
2.15	School level/community meetings will be conducted. This will involve teachers, learners, PTAs and selected community members (Target: 10 meetings targeting 200; 140M: 60F).	D	10	200.0 0	1	100.00	2,000.00
<i>10 meetings will be held. A cost of USD200 will be spent on refreshers per meeting.</i>							
2.16	Orientation and training will be provided to PTA members (120; 84M:36F participants) and Government officials (Target: 10: 7M;3F).	D	130	13.85	1	100.00	1,800.50
<i>120 participants will be trained at the rate of USD 25 per participant</i>							
2.17	Widespread community engagement and mobilization among communities of the target schools will be thoroughly conducted (Target: 10 session's targeting 200 community members: 140M;60F).	D	10	150.0 0	1	100.00	1,500.00
<i>10 community meetings will be held. A cost of USD150 will be spent on refreshments per meeting. This cost will include printing t-shirts.</i>							
2.18	Conduct community awareness in de-worming will include deworming tablets along with hygiene, sanitation and nutrition awareness through information and education materials in collaboration with the health and nutrition clusters/partners/sectors including t-shirt's (Target: 10 Sessions)	D	10	70.00	3	100.00	2,100.00
<i>10 awareness campaign's will be carried out at a cost of USD100</i>							
2.19	Hold meetings Integrating existing UNICEF education funded interventions (EiE) currently implemented in the same school locations (Target: 10 Meetings).	D	10	170.0 0	1	100.00	1,700.00
<i>10 meetings will be held at a cost of USD200 per meeting</i>							
<b>Section Total</b>							<b>124,540.50</b>
<b>3. Equipment</b>							
NA	NA	NA	0	0.00	0	0	0.00
NA							
<b>Section Total</b>							<b>0.00</b>
<b>4. Contractual Services</b>							
4.1	Storage and transportation of materials	S	1	999.2 6	1	100.00	999.26
<i>Movement of items at a rate of USD1000</i>							
4.2	Freight for programme supplies	S	1	7,000 .00	1	100.00	7,000.00
<i>1 charter flights for transportation of food and other items to Akobo at the rate of USD 7000 per charter.</i>							

4.3	Road transportation	S	1	1,000.00	1	100.00	1,000.00
	<i>Movement of items at a rate of USD 1000</i>						
4.4	Storage and transportation of materials	S	1	1,000.00	1	100.00	1,000.00
	<i>Movement of items at a rate of USD 1000</i>						
4.5	Freight for programme supplies	S	1	7,000.00	1	100.00	7,000.00
	<i>1 charter flights for transportation of food and other items to Akobo at the rate of USD 7000 per charter.</i>						
4.6	Road transport	S	1	1,400.00	1	100.00	1,400.00
	<i>Road transport to Rumbek will be facilitated at a cost of USD 1498</i>						
4.7	Field Direct Costs	D	2	6,794.00	6	8.00	6,522.24
	<i>Office direct costs at the rate of USD 1467 per month</i>						
	<b>Section Total</b>						<b>24,921.50</b>
<b>5. Travel</b>							
5.1	Project staff flights and accomodation (field-Juba-field)	S	1	2,000.00	1	100.00	2,000.00
	<i>1 staff tickets for 4 flights @ USD 500 per flight</i>						
5.2	Project staff flights and accomodation (field-Juba-field)	S	1	2,000.00	1	100.00	2,000.00
	<i>1 staff tickets for 4 flights @ USD 500 per flight</i>						
5.3	Field direct Program support cost-vehicle & transport cost	S	5	3,220.00	6	6.00	5,796.00
	<i>5 Vehicles at the field level supported with fuel. 6% of the total costs amounting to USD 5,796.</i>						
	<b>Section Total</b>						<b>9,796.00</b>
<b>6. Transfers and Grants to Counterparts</b>							
NA	NA	NA	0	0.00	0	0	0.00
	NA						
	<b>Section Total</b>						<b>0.00</b>
<b>7. General Operating and Other Direct Costs</b>							
7.1	MEAL activities	D	1	1,193.44	1	100.00	1,193.44
	<i>Meal officers will manage all MEAL activities for the project. A sum of USD 1000 is budgeted for the whole period. It will be integrated with other MEAL activities funded from other sources such UNICEF.</i>						
7.2	Country shared Juba	D	1	82,215.00	6	3.89	19,188.98
	<i>[\$19,188.98] is budgeted over the life of the award for international staffs' salary costs. Costs in this category include fringe benefits and allowances for international staff in accordance with our human resources policy. International staff include country management, human resources, administration, finance, supply chain and security. These activities and associated costs are essential to guarantee that programs run efficiently and in compliance with best practices, donor and national requirements and regulations. During implementation, staff record their time based on actual time spent on each activity.</i>						
7.3	Country shared costs-National	D	1	89,460.00	6	4.94	26,515.94
	<i>[\$26515] is budgeted over the life of the award for national staffs' salary costs. Costs in this category include fringe benefits for national staff in accordance with our human resources policy and local labor laws. National staff include human resources, administration, finance, office management, logistics and security. These activities and associated costs are essential to guarantee that programs run efficiently and in compliance with best practices, donor and national requirements and regulations. During implementation, staff record their time based on actual time spent on each activity.</i>						
7.4	Country shared costs-Premises	D	1	35,127.00	6	2.77	5,838.11
	<i>[\$5838.11] is budgeted over the life of the award for operations and running costs of our office premises. Individual costs in this category include rent, electricity, water, security, maintenance, cleaning services and supplies and office supplies and consumables.</i>						
7.5	Country shared costs-Travel	D	1	80,900.00	6	0.48	2,329.92

	<i>Field Office shared cost : This will cover travel, lodging and per diem for Field Office support staff. Budgeted 0.48% of 80,900 per month.</i>						
7.6	Country shared costs-Vehicle	D	1	37,415.00	6	0.69	1,548.98
	<i>Country Office shared cost- This line item caters for general maintenance and repairs, fuel and lubricants and vehicle insurance. Budgeted at 0.69% for a total of \$37,415.</i>						
7.7	Country shared costs-other	D	1	23,823.00	6	1.60	2,287.01
	<i>[\$2,287] is budgeted over the life of the award for other operational costs. Individual costs in this category include [money transfer fees for field program operations, registration fees, license fees].</i>						
	<b>Section Total</b>						<b>58,902.38</b>
<b>SubTotal</b>			2,299.20				<b>261,683.18</b>
Direct							233,487.92
Support							28,195.26
<b>PSC Cost</b>							
PSC Cost Percent							7.00
PSC Amount							18,317.82
<b>Total Cost</b>							<b>280,001.00</b>
<b>Project Locations</b>							
Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Jonglei -> Akobo	50	186	80	1,232	603	2,101	<p>Activity 1.1.1: School meals will be provided to 3,520 learners (Target: 2,464 boys and 1,056 girls in 10 selected primary schools. As a community contribution and b...</p> <p>Activity 1.1.2: A take-home ration for girls in P3 and above will be provided on a monthly basis based on attendance (Target 150 girls). Based on the past experience...</p> <p>Activity 1.2.1: School level/community meetings will be conducted. This will involve teachers, learners especially school clubs &amp; head prefects, PTAs and selected c...</p> <p>Activity 1.2.2: Orientation and training will be provided to PTA members (120; 84M:36F participants) and Government officials (Target: 10: 7M;3F). The training/orien...</p> <p>Activity 1.2.3: Widespread community engagement and mobilization among communities of the target schools will be thoroughly conducted (Target: 10 session's targeting...</p> <p>Activity 1.2.4: Conduct community awareness in de-worming will include the provision of deworming tablets along with hygiene, sanitation and nutrition awareness thro...</p> <p>Activity 1.2.5: Hold meetings with stakeholders on modalities of integrating existing UNICEF education funded interventions (EiE) currently implemented in the same s...</p>

Lakes -> Rumbek Centre	50	185	79	1,232	603	2,099	<p>Activity 1.1.1: School meals will be provided to 3,520 learners (Target: 2,464 boys and 1,056 girls in 10 selected primary schools. As a community contribution and b...</p> <p>Activity 1.1.2: A take-home ration for girls in P3 and above will be provided on a monthly basis based on attendance (Target 150 girls). Based on the past experience...</p> <p>Activity 1.2.1: School level/community meetings will be conducted. This will involve teachers, learners especially school clubs &amp; head prefects, PTAs and selected c...</p> <p>Activity 1.2.2: Orientation and training will be provided to PTA members (120; 84M:36F participants) and Government officials (Target: 10: 7M;3F). The training/orien...</p> <p>Activity 1.2.3: Widespread community engagement and mobilization among communities of the target schools will be thoroughly conducted (Target: 10 session's targeting...</p> <p>Activity 1.2.4: Conduct community awareness in de-worming will include the provision of deworming tablets along with hygiene, sanitation and nutrition awareness thro...</p> <p>Activity 1.2.5: Hold meetings with stakeholders on modalities of integrating existing UNICEF education funded interventions (EiE) currently implemented in the same s...</p>
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Documents	
Category Name	Document Description
Project Supporting Documents	SSHF Procurement Plan Education_Final.xlsx
Project Supporting Documents	SSHF Procurement Plan Education_Final.xlsx
Project Supporting Documents	SSHF SCI Education_Operation Strategy and Risk Analysis Matrix.pdf
Project Supporting Documents	SSHF Procurement Plan Education_Final.pdf