

Requesting Organization :	Support for Peace and Education Development Programme			
Allocation Type :	1st Round Standard Allocation			
Primary Cluster	Sub Cluster	Percentage		
EDUCATION		100.00		
		100		
Project Title :	Emergency School Feeding Programme for improved cognitive development of school going children in Manyo and Fashoda Counties of Upper Nile State			
Allocation Type Category :	Frontline services			
OPS Details				
Project Code :		Fund Project Code :	SSD-18/HSS10/SA1/E/NGO/8036	
Cluster :		Project Budget in US\$:	326,353.99	
Planned project duration :	9 months	Priority:		
Planned Start Date :	20/03/2018	Planned End Date :	31/12/2018	
Actual Start Date:	20/03/2018	Actual End Date:	31/12/2018	
Project Summary :	<p>In order to tackle the education crisis, SPEDP is proposing an integrated school feeding program in schools in Fashoda and Manyo Counties with the general objectives of contributing to reduction in cognitive underdevelopment and malnutrition, improve attendance and enrollment, and/or reduce gender disparities. This project will target school going children between 6-18 years majorly in primary schools within Fashoda and Manyo for a period of three terms, planned to reach 10 schools with 5000 school going children, 100 teachers and 30 cooks/kitchen helpers. These 10 schools will be selected based on food security status, literacy statistics, enrollment and attendance data and/or environmental or economic measures of the emergency to determine the most affected or most in need of assistance and the programme plans to feed all children within these schools, regardless of their individual circumstances. Food procurement model will be through tendering; programs linked to local suppliers. The quantities required for each selected school will be determined based on enrollment figures (monthly/as school ratios are provided.) School heads/PTAs will receive and manage the food supplies, coordinated inclusive of other stakeholders. Community participation integration approach (CPIA) will be upheld.</p> <p>SPEDP will majorly undertake the following key interventions;</p> <ul style="list-style-type: none"> -provide ready made food (high energy biscuits) to selected schools for one to two weeks as an immediate response before onsite schools feeding programme kicks off -onsite school feeding will follow after set-up of the food preparation facilities. <p>A child aged 6 to 18 years requires 2,000 kcal. For general populations, the daily energy requirement is 2,100 kcal. Based on this, the food commodities that will be provided at each school will include; Pulses (yellow split peas), Cereals (Sorghum flour), Oil (Vegetable) and Salt. The same ration size of Pulses (30grams), Cereals (150grams), Oil (20grams) and Salt (5grams) totaling to 205 grams (= 803 kcal or 38% of daily kcal requirements) applies for pupils of all ages in supported primary schools and for non-pupils (teachers, cooks, kitchen helpers etc.) on a daily basis for 5 schooling days a week. The selection of food commodities and nutritional considerations puts into consideration of the cultural food preferences and tastes of the schoolchildren.</p> <p>SPEDP's primary concern for food safety lies in the secure delivery and storage of food commodities and their safe preparation. Some investment in secure on-site food storage facilities will be needed before a programme is started; therefore there will be minor rehabilitation of schools stores and kitchens. Food aid will be distributed to schools on a monthly basis from SPEDP warehouse located in Renk main office for Manyo County and also another store will be within Fashoda given the long distance from Renk to Fashoda depending on the number of children and teachers plus cooks per school, a teaching staff will be selected per school to serve as a store keeper and trained in store keeping including record taking and reporting whereas 3 cooks per school will be hired and also trained in hygienic food preparation prior to initiation of onsite cooking, 2 cooks will be for food preparation while the other 1 will be fetching water and carrying out other kitchen duties like washing of plates. SPEDP will be carrying out monitoring to assess the impact of school feeding program and how it has increased enrollment, retention and improved cognitive development of learners. SPEDP will not be carrying out standard education in emergency activities but will integrate school feeding in schools where WorldVision and Intersos are implementing emergency education activities</p>			
Direct beneficiaries :				
Men	Women	Boys	Girls	Total
75	55	2,860	2,140	5,130

Other Beneficiaries :

Beneficiary name	Men	Women	Boys	Girls	Total
Internally Displaced People	40	35	1,900	1,640	3,615
People in Host Communities	35	20	960	500	1,515

Indirect Beneficiaries :

Household heads of these supported 5000 pupils will benefit by having time off from looking for food for them during day time

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

This proposal is linked with the Education Cluster's 2018 strategy and the intervention will focus on reduction on cognitive underdevelopment, improve retention and enrolment for school-aged children in Fashoda and Manyo areas identified as priority by the SSHF with GAM rates substantially exceeding the emergency threshold, and IPC Phase 4 and where SPEDP is already working in the health sector through emergency school feeding, passive nutrition screening and referral, cholera-prevention messaging and safe practices, and protecting currently enrolled and out of school children through promotion of enrollment and attendance in schools.

Therefore, this project will address Education/food security gaps in schools support in Fashoda and Manyo Counties, Upper Nile State through school feeding programme

Schools targeting will be done through a participatory process where the stakeholders will be involved in the exercises and eligibility will be decided upon a cases by case basis. Also schools will not be excluded from school feeding activities because they lack cooking facilities or are difficult to reach.

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
Mr. Soro Mike Hakim	Chief Executive Officer	ceo@spedp.org	+211955028317
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BACKGROUND**1. Humanitarian context analysis**

South Sudan entered the harvest season in September 2017 with 6 million people (56% of the total population) estimated to be severely food insecure, out of which 40,000 are in Humanitarian Catastrophe and 2 million are facing Emergency (IPC Phase 4) food insecurity in which upper Nile state falls under. Post-harvest gains in October-December 2017 are expected to reduce the number of severely food insecure people to 4.8 million (45% of the total population), with 25,000 in Humanitarian Catastrophe. However, an anticipated earlier than normal start of the lean season will result in an estimated 5.1 million (48% of the total population) people being classified as severely food insecure in January-March 2018, with 20,000 in Humanitarian Catastrophe. The worsening situation is attributed mainly to protracted conflict that affected farming activities and the ongoing economic crisis (Key IPC findings; September 2017 to March 2018).

The food security situation is at the most compromised level since the crisis commenced in 2013- the combination of conflict; economic crisis and lack of adequate levels of agricultural production have eroded vulnerable households' ability to cope. More than one million children under age 5 are estimated to be acutely malnourished, including more than 273,600 who are severely malnourished. (Above data from 2017 HNO)

Upper Nile State is one of the worst affected food insecure communities in South Sudan. The conflict in South Sudan has severely impacted an already fragile education system, particularly in the past three years.

The South Sudan Education Cluster estimates that approximately 1,173,000 school aged children and teachers have been affected by the emergency. In rapidly changing political and security context need for education has become critical so that children and youth do not grow up illiterate. South Sudan's education indicators remain among the worst in the world, despite increases in school enrollment over the past few years. It is estimated that more than one million primary school aged children, mostly from rural areas, are not in school, while the few schools that do exist are not conducive to learning. Low rates of primary school completion and high gender, geographic and wealth disparities pose enormous challenges to the development of South Sudan.

The adult literacy rate stands at a mere 27 per cent, and 70 per cent of children aged 6–17 years have never set foot in a classroom. The completion rate in primary schools is less than 10 per cent, one of the lowest in the world. Gender equality is another challenge, with only 33 per cent of girls in schools.

The 2017 South Sudan Education Cluster Assessment report indicates that lack of food is the main reason why children dropped out of school and low attendance. Basic surveys by SPEDP in Fashoda and Manyo also indicates that 50% of the schools are not functional due to displacement, starvation and hunger at the households' level, making it difficult for the school children to attend classes regularly.. 90% of adult populations are without access to work, education and basic services (WFP, 2016) and heavily reliant on aid. Children are from poor families or parents are too busy trying to meet household food needs or absent.

2. Needs assessment

SPEDP conducted an education assessment in Manyo and Fashoda covering 16 schools from 01-06th, February, 2018. The aim of the assessment was to understand the education situation in Fashoda and Manyo counties, especially related to the functionalities of the schools, the general challenges affecting the education system in the counties considering Upper Nile state as one of the state declared by ministry of humanitarian affairs last year 2018 as IPCs 4 level. The findings of the assessments confirmed that 25% of the schools are not functional due to displacement, starvation and hunger at the households' level, making it difficult for the school children to attend classes regularly among others. These two counties are faced with a myriad of challenges ranging from limited teachers, little and irregular payment, limited scholastic materials, hunger etc, these needs are greatly affecting the education performance in these counties.

Limited access to food within these counties is reportedly compounded by a lack of nutrition services and by limited access to health care services, in addition to an absence of clean water supply. These elements tend to contribute to malnutrition. KIs reported poor health among the population and severe food consumption gaps among children. (REACH SS Nov 2017), these conditions have prevented school going children from attending classes

3. Description Of Beneficiaries

For the proposed project, 5,000 younger male/ female learners (aged 6-18) in areas affected by high food insecurity levels (IPC 4/5) including IDPs, and host community will be primarily targeted. Additionally, all education programs target adult male and female teaching and non-teaching personnel as well as parents and caregivers through Parent-Teacher Associations (PTAs). The county education department is a key beneficiary in implementation. Communities within learning spaces will indirectly benefit from the project as over 16,000 parents will be saved time to pursue livelihood activities without concern over caring for their children during school periods. IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings will be used as a tool for planning and coordination

4. Grant Request Justification

Given that lack of food is the top cause of school dropout for boys, while for girls it is the second most common cause, after marriage (Education Cluster national assessment of the status of education, November 2017) the provision of emergency school feeding will contribute to lowering the risks of absenteeism and drop out, and will increase the number of currently out-of-school children benefiting from Child-Help-Desks

SPEDP has experience in implementing school feeding programmes. 2015 SPEDP implemented school feeding program in Morobo in 30 schools targeting 1500 girls on our Adolescence girls project with funding from Stromme foundation, In 2016, SPEDP implemented a school feeding programme in Aweil North in five schools with funding from Christian Aid and reached 200 learners and from the evaluation of this project, it was realized that the feeding programme increased children enrollment and retention in schools. again in 2017 SPEDP implemented school feeding program in Juba targeting 500 adolescence girls in Gudele Primary school, Libya Primary school and Munuki East Primary school. It was noted before the introduction there was 20-25% drop out however with the introduction of the school feeding program the drop out was reduced to 0%.

SPEDP added value on this project is also our local presence in Upper Nile. SPEDP on ground and has been implementing other projects since 2015. At the moment the organizations is implementing Health project (polio program) in 5 Counties of former Upper Nile State Namely, Fashoda, Manyo, Melut, Maban and Renk. The organization is also an active Education Cluster member and implements educational programmes across 3 former States namely; Central Equatoria, Eastern Equatoria and Northern Bahr El Ghazal States.

This project will also be dovetailed to UNICEF current EiE projects in Fashoda and Manyo. Therefore this proposed project of school feeding is expected that will contribute to improved retention and enrollment. Emergency school feeding will create time and space for parents to pursue livelihood activities without concern over caring for their children during mornings. This project will also lead to an increase in enrollment of formerly out-of-school children comprised between 8% and 20% of all students, improved health, active in classrooms, and will deter children from walking back home for lunch

5. Complementarity

As part of SPEDPs response to some of the challenges facing these two counties, a health project is ongoing and one is in the pipeline to start this month within these counties, children who suffer from health related illnesses that deter them from attending/enrolling for classes will have the opportunity to be treated and cared for hence increasing their chances of enrolling/getting back to school. SPEDP is also running education projects in other states of South Sudan which is a complement to the education cluster. SPEDP does not support schools in Upper Nile with standard education in emergency activities, but will intergrate school feeding program to the schools which are already being supported by World Vision and Intersos with these standard emergency education activities

LOGICAL FRAMEWORK

Overall project objective

Provide emergency school feeding to improve cognitive underdevelopment to already enrolled children and reach out to out-of-school children, promoting child enrollment, retention and attendance in schools.

EDUCATION

Cluster objectives	Strategic Response Plan (SRP) objectives	Percentage of activities
Strengthen cognitive skills of crisis-affected boys and girls	SO2: Reinforce protection and promote access to basic services for the most vulnerable people	100

Contribution to Cluster/Sector Objectives : This project will contribute through on-site meals and passive nutritional support that will lead to reduced cases of malnourishment increase in cognitive skills, sustain capacities of at-risk schools and also improve attendance and retention in schools

Outcome 1

Improved cognitive skills and concentration, reduced drop-out, gender disparity and absenteeism rates among school going children and teachers

Output 1.1

Description

5000 school children and 130 teachers and cooks incentivized to attend schools through on-site school feeding programme

Assumptions & Risks

Availability of funds
Easy accessibility of food commodities
Availability of functional schools
Improved security prevails
Poor weather conditions disrupts onsite cooking

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			2,860	2,140	5,000

Means of Verification : Narrative Reports

Photos
Observation
Schools attendance Registers

Indicator 1.1.2	EDUCATION	(Frontline Services) Number of schools/learning spaces providing school feeding programme					10
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Means of Verification : Narrative Reports

Photos
Observation

Indicator 1.1.3	EDUCATION	(Frontline Services) Number of youth involved in management of school feeding	100	30			130
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Means of Verification : management committees attendance lists

Narrative Reports- This indicator will track the targeted number of teachers(100) and the 30 Cooks considering it is the only indicator which can help track these school feeding helpers

Activities

Activity 1.1.1

Procurement of high energy biscuits

Activity 1.1.2

Procurement and transportation of cereal meals and other school feeding requirement within the state and via Juba

Activity 1.1.3

Distribution of life-saving high energy emergency biscuits during establishment of on-site facilities

Activity 1.1.4

Registration of beneficiaries and issuance of meal cards

Activity 1.1.5

Rehabilitation of schools stores and set-up of temporary school kitchens

Activity 1.1.6

Distribution of food supplies (cereals,pulse, salt and cooking oil) after establishment of on-site facilities

Activity 1.1.7

Formation and training of school feeding committees

Activity 1.1.8

Capacity building /training of schools storekeepers on stores management and record keeping and cooks on hygienic food preparation and palatability of variety

Activity 1.1.9

Routine monitoring of the supported schools

Additional Targets :**M & R****Monitoring & Reporting plan**

Performance Monitoring will be carried out to ensure assistance reaches the people it's meant for and to assess the impact of the project. This will ensure accountability to all stakeholders, inputs for programmatic decision making and evidence of lessons learned for partners and other operations. The overall monitoring plan will include collection, analysis and reporting on outcome and process monitoring, will be adjusted to the specific context of this school meals intervention. Data will be collected at the beginning and the end of the school year, and on a monthly basis. To enhance the performance management of school meals, a dedicated school meals database will be created to facilitate data entry. In addition to the database, data will be collected on school attendance, pass-rate and enrollment on a regular basis as well as other outcome and output indicators, such as training of teachers and school management committees, assistance days, and the use of fuel efficient stoves and appropriate water sources also photography, this will also improve monitoring by providing visual evidence of oversight visits and actual conditions at schools. Monitoring visits to all schools will be conducted and in all visits, beneficiary children will be interviewed through standard questionnaires, as well as members of school management committees. Weekly monitoring of the food ratios at supported schools will be part of monitoring and also holding face to face discussions with committees in charge to ascertain the level of satisfaction with the project.

Information management will be prioritized by the management and project administration. The affected community and relevant government department will play a critical role in the monitoring process to ensure representative appraisal of project activities and achievements. The project will adopt bi-monthly activity implementation monitoring and updating of the Cluster 5Ws. Financial and monthly reports will be shared with the Education project officer to ensure that project expenditures are in conformity with the budget and activities planned. Midterm reports will be generated from monthly reports and gathered monitoring data to provide project updates. The project manager will oversee monthly budget review and provide explanations on variances identified in the budget.

Workplan

Activitydescription	Year	1	2	3	4	5	6	7	8	9	10	11	12
Activity 1.1.1: Procurement of high energy biscuits	2018			X									
Activity 1.1.2: Procurement and transportation of cereal meals and other school feeding requirement within the state and via Juba	2018			X	X	X							
Activity 1.1.3: Distribution of life-saving high energy emergency biscuits during establishment of on-site facilities	2018			X	X								
Activity 1.1.4: Registration of beneficiaries and issuance of meal cards	2018			X	X								
Activity 1.1.5: Rehabilitation of schools stores and set-up of temporary school kitchens	2018			X	X								
Activity 1.1.6: Distribution of food supplies (cereals,pulse, salt and cooking oil) after establishment of on-site facilities	2018				X	X	X	X	X	X	X	X	X
Activity 1.1.7: Formation and training of school feeding committees	2018			X	X								
Activity 1.1.8: Capacity building /training of schools storekeepers on stores management and record keeping and cooks on hygienic food preparation and palatability of variety	2018			X	X								
Activity 1.1.9: Routine monitoring of the supported schools	2018			X	X	X	X	X	X	X	X	X	X

OTHER INFO**Accountability to Affected Populations**

To ensure systematic and meaningful engagement of all beneficiaries and non beneficiaries, SPEDP will engage stakeholders in the identification of schools to be assisted through a community based participatory planning approach, all school going beneficiary pupils will be registered and all will be consulted on the preferences of food to be prepared for them. Regular visits to supported schools and engagement with pupils by the project team will enable them to voice out their concerns about the programme. Crisis -affected communities will be given access to information on all aspects of the project to give them a better understanding of project activities, help them know their role and receive feedback in order to adapt the response based on the needs and concerns of affected populations

Implementation Plan

SPEDP will directly implement this project, making use of its human resources capacity and expertise. The project will be implemented by a qualified and experienced Education Project Manager from SPEDP. He will be responsible for the implementation of activities in the field and timely delivery of this project. Administratively and operationally, this project will be supported by SPEDP Juba office. Food items will be procured and prepositioned in Renk store for monthly distribution to Manyo supported schools whereas for Fashoda supported schools, a store will be rented in Fashoda town from where monthly distributions will be taking place to the schools. Renk store will not serve Fashoda because of the long distance from Renk to Fashoda which isn't cost effective. Transportation from Renk to Manyo will be by water and later on-land to the schools. The project will take advantage of these dry season window during which timely delivery of supplies will be done. A food monitor will be based in Fashoda to manage the project within that county with support of project manager whereas the project manager will manage the Manyo operations and rove around. Each school will have 2 cooks and a store keeper who will be oone of the staffs of schools staffs, regular monitoring of the feeding programme will be carried out by the committes that will be set up and with SPEDP officials. Ministry of Education Officers at the county levels will be involved in the implementation and monitoring of project activities. The project will be supported by SPEDP Education program officer who will offer technical and management oversight to the project team with regular field visits to ensure project is being implemented as planned. The program manager will act as a link between SPEDP and Education cluster participation in Juba. He will also review the technical aspects of the project report prior to transmission to CHF. The finance team will keep all financial records of financial transaction, generate financial reports and support project audits. Other top level management functions and overall policy oversight will be provided by SPEDP top management.

Coordination with other Organizations in project area

Name of the organization	Areas/activities of collaboration and rationale
World Vision	Implementing UNICEF supported Education in Emergency

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

The project is designed to ensure gender is mainstreamed in every part of proposed interventions. Attention to regular attendance and retention of both boys and girls will be made to reduce risks associated with drop out i.e. child abduction, GBV, early marriage, recruitment by armed groups etc. Girls' attendance is paramount during this time of extreme hunger; the project has been designed to increase the presence of women in schools (School Mothers/cooks) who will also benefit from gender training and income generation through cooking. Youth women and men are also engaged in the project to bring in positive role models for young girls and boys and to support the learning environment. The project will promote gender equality by ensuring that the different challenges of boys and girls are tackled. Mothers and fathers will be equally engaged in project activities.

Gender and protection are mainstreamed in all SPEDP's interventions. This project will be implemented with a gender and protection lens and apply key principles of protection mainstreaming and SPEDP's approach to mainstreaming protection and gender. Our staff received protection mainstreaming and gender training from Christian Aid. In line with the gender checklist, this project is rated 2a because gender dimensions have been considered in the development of this project. In light of the large gender gap in education in South Sudan (girls are at a serious disadvantage), therefore this projects is designed to include clearly-defined strategies to narrow this gap from community participation, coordination and analysis, access to learning environment and teaching and learning.

Protection Mainstreaming

The project will ensure non-- discrimination and meaningful access to assistance and services: Identified beneficiaries will be accorded equal opportunity to attain their rights by accessing food. Concern for the safety and dignity of children, youths, women and men is central in this project. Prioritizing the safety and dignity of beneficiaries will entail seeking to reduce risk and to ensure 'do no harm' in all project activities forinstance food supplies will be distributed during broad day light and quantities will be of a reasonable size for the loaders and offloaders . The implementing team will seek meaningful engagement with local authorities, SSRC, Education cluster and UNOCHA to ensure that activities are only implemented in locations where the safety of beneficiaries and implementing team is guaranteed. All beneficiaries and other stakeholders will be at centre of decision- making concerning their own protection and welfare. Special attention will be paid to ensuring the participation of, and consultation with, the women and girls- most vulnerable members of society who may often be excluded from decision- making processes.

Country Specific Information

Safety and Security

The security situation in Fashoda and Manyo has come to normal, the population that had gone to Sudan and Malakal and Aburoc IDP camps is returning on a daily basis. This project will ensure that the security of staffs and beneficiaries takes precedence over project activities. SPEDP project manager will provide regular humanitarian and security updates from the field to Juba head office. In addition, SPEDP staffs in Juba receives updates and attends meetings hosted by UNOCHA, respective clusters, NGO Forum and UNDSS. All of this information will be triangulated to ensure that the project manager is well informed on the evolving situation in the specific areas of operation. Regular and ad hoc review meetings will be held at the field office to discuss changes in humanitarian and security situation, as well as information captured from the monitoring systems that will focus on the key indicators outlined in the logframe, community feedback mechanisms, risk mapping will all support the team in understanding the changing context and informing the project direction

Access

Access to Manyo is by water and the project staffs will be based in Renk where SPEDP has an office, while for Fashoda is by both road, air and water. one Education officer will be based in Fashoda where SPEDP will have a light base since there are health projects being implemented by SPEDP within these two counties. a Project manager will be based in Renk as a cordination office but will be roving across the two counties to support the teams on ground in the implementation of the project.

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	Project Manager	D	1	2,000.00	9	100.00	18,000.00
	<i>100% Salary for Project Manager for 9 Months, This is a field based staff who will be working throughout the project period in the field. This manager will closely work with project officers to ensure that this project achieves its objectives</i>						
1.2	Food Monitor	D	2	800.00	9	100.00	14,400.00
	<i>These officers are budgeted 100%, they will be in charge of monitoring the food aid delivered to schools, registering beneficiaries, ensuring that aid has reached intended destinations and carrying out periodic monitoring visits to supported schools</i>						
1.3	Program Officer-Education	D	1	3,200.00	9	30.00	8,640.00
	<i>30% Salary contribution to the Program officer Education, the POs time on this project will be 30% based in the field to ensure quality Job is done within the shortest period. The officer will offer technical support to the entire implementation team and will be the main reporting officer to the donor.</i>						
1.4	Monitoring and Evaluation Manager	D	1	3,000.00	9	15.00	4,050.00
	<i>Monitor all project activities, expenditures and progress against targets; Juba based with frequent field visits; 15%salary charged to SSHF, Includes salary and staff welfare</i>						
1.5	Field Finance Officer	D	1	1,500.00	9	30.00	4,050.00
	<i>This person is charged 30% he /she will be responsible on generating field financial reports and managing finances at the field level</i>						
1.6	Programs Manager	S	1	4,000.00	9	15.00	5,400.00
	<i>provides leadership in program management and will do quality assurance before reports are submitted to donor</i>						
1.7	Finance Manager	S	1	3,500.00	9	15.00	4,725.00
	<i>15% of the time of the finance Manager will be required on this project in preparing of the reports to ensure that things are done right/quality assurances. the project will contribute 15% to the project</i>						
1.8	Operations Manager	S	1	3,500.00	9	15.00	4,725.00
	<i>15% of the time of the finance Manager will be required on this project in preparing of the reports to ensure that things are done right/quality assurances. the project will contribute 15% to the project</i>						
1.9	Logistics and Procurement Officer	S	1	2,200.00	9	20.00	3,960.00
	<i>This position is charged 20% he will be in-charge of transporting food commodities and other requirements towards SF programme to the project locations during the project Period</i>						
1.10	Chief Executive Officer	S	1	5,000.00	9	10.00	4,500.00
	<i>The Position is charged 10%, he will be providing the overall grant management support and donor coordination.</i>						
	Section Total						72,450.00
2. Supplies, Commodities, Materials							
2.1	Procurement of food supplies	D	1	90,240.00	1	100.00	90,240.00
	<i>Schools meal supplies include: Pulses (Beans)-(15360kgs) 1kg@1USD *15360kg=15360USD, Maize/Sorghum- (57600kg) 1kg@1USD *57600kg=57600USD, Oil-(3860Ltrs) 1ltr@3.97USD*3860=15360USD, salt (3840 kgs) 1KG @2USD*3840=1920USD</i>						
2.2	Ready-made food (Biscuits, Energy bars), food	D	1	25,650.00	1	100.00	25,650.00
	<i>Ready-made food (Biscuits, Energy) for the beneficiaries. 5130 packs of biscuits @0.5USD will be distributed every day for 10 days to the 5130 beneficiaries=0.5*5130*10=25650USD</i>						
2.3	Cooking utensils& Cutlery and fire woods	D	1	6,000.00	1	100.00	6,000.00
	<i>Procurement food preparation utensils at each of the 10 supported schools plus serving utensils for 5,000 beneficiaries</i>						
2.4	Energy saving stoves	D	10	500.00	1	100.00	5,000.00
	<i>Construction of energy saving stoves at each of the 8 supported schools that saves wood usage</i>						

2.5	Procurement of measurement tools	D	1	2,000.00	1	100.00	2,000.00
<i>scoops, scales, measuring jug/bottle will be procured for each of the 10 supported schools and for SPEDP warehouse</i>							
2.6	Temporary kitchen structures	D	5	1,700.00	1	100.00	8,500.00
<i>Set-up of temporary kitchens using locally available materials in 6 of the supported schools</i>							
2.7	Rehabilitation of schools stores	D	5	1,700.00	1	100.00	8,500.00
<i>There will be rehabilitation of schools stores mostly on doors and fixing locks plus putting crates to ensure safety of food aid</i>							
2.8	Capacity building	D	1	2,000.00	1	100.00	2,000.00
<i>There will be capacity building activities for schools stores keepers on food aid storage and calculation of daily food allocation and monthly recordings and cooks on how to prepare food hygienically and cooks in different ways to ensure palatability and variety</i>							
2.9	Truck/Boat hire	D	1	3,000.00	3	100.00	9,000.00
<i>There will be hire of truck/boat for 3 months to do distribution of food commodities to schools within the upper Nile</i>							
2.10	In County transportation and distribution costs	D	10	250.00	8	100.00	20,000.00
<i>Includes local transportation of food supplies to center schools.250USD will be for transportation from Renk to each school per month and within Fashoda per month</i>							
2.11	School Feeding sanitation facilities	D	10	500.00	1	100.00	5,000.00
<i>There will be procurement of water tanks for collection of cooking water and hand washing facilities to be stationed at eating place</i>							
2.12	Store rent	D	2	500.00	9	100.00	9,000.00
<i>There will be need to rent of 2 stores in Renk and Fashoda for storage of food commodities in Renk where SPEDP office is located where trucks will be picking from there to supported schools</i>							
2.13	Training of PTAs and SMCs on school feeding governance	D	10	500.00	1	100.00	5,000.00
<i>Trained in school feeding governance, school meal providers, nutrition and hygiene practices</i>							
2.14	Visibility and signage	D	1	2,000.05	1	100.00	2,000.05
<i>T-shirts, Banners, Caps, Posters for Teachers, PTAs, School mothers, guards for 200 persons at 5 USD per visibility items</i>							
2.15	School mothers/Cooks Incentives	D	30	35.00	9	100.00	9,450.00
<i>Women will be involved in day meal preparation and cleaning and water delivery. 30 cooks to be incentivized @ 30 for 9 months</i>							
Section Total							207,340.05
3. Equipment							
3.1	Procurement of Laptop	D	2	1,000.00	1	100.00	2,000.00
<i>Procurement of laptops to be used in the entry of data and recording of project activities progress and reports writing</i>							
3.2	Procurement of Cameras	D	2	418.49	1	100.00	836.98
<i>2 Cameras for taking Photos in the field for evidence based reporting</i>							
Section Total							2,836.98
4. Contractual Services							
NA	NA	NA	0	0.00	0	0	0.00
<i>NA</i>							
Section Total							0.00
5. Travel							
5.1	Return Flights	D	9	550.00	1	100.00	4,950.00

	12 return flights by project team							
	Section Total							4,950.00
6. Transfers and Grants to Counterparts								
NA	NA	NA	0	0.00	0	0	0.00	
	NA							
	Section Total							0.00
7. General Operating and Other Direct Costs								
7.1	Office Rent Contribution Renk	D	1	500.00	9	40.00	1,800.00	
	<i>40% Rent Contribution to field office in UpperNile</i>							
7.2	Fuel for Office Generator Juba	S	1	500.00	9	20.00	900.00	
	<i>Contribution to Generator fuel in Juba</i>							
7.3	Fuel for office Generator Renk	D	1	500.00	9	40.00	1,800.00	
	<i>Contribution to Generator fuel in Renk</i>							
7.4	Internet Subscription in Renk	S	1	400.00	9	40.00	1,440.00	
	<i>Contribution to monthly Internet subscription</i>							
7.5	Internet Subscription Juba	S	1	800.00	9	10.00	720.00	
	<i>Contribution to monthly Internet subscription</i>							
7.6	Vehicles Maintenance Juba	S	1	400.00	9	10.00	360.00	
	<i>Contribution towards vehicles maintenance for administration in Juba</i>							
7.7	Utilities - Juba	S	1	500.00	9	10.00	450.00	
	<i>Utilities in Head Office</i>							
7.8	Utilities - Renk	S	1	500.00	9	40.00	1,800.00	
	<i>Utilities in Renk Office</i>							
7.9	Office consumables for Juba	S	1	500.00	9	10.00	450.00	
	<i>Head Office consumables</i>							
7.10	Office consumables for Renk	S	1	500.00	9	40.00	1,800.00	
	<i>Field Office consumables</i>							
7.11	Air time for Communication Juba, Fashoda and Manyo	D	1	300.00	9	100.00	2,700.00	
	<i>Air time for coordination with field office</i>							
7.12	Bank charges	D	1	236.30	9	100.00	2,126.70	
	<i>Bank withdraw charges</i>							
7.13	Fashoda office rent contribution	D	1	300.00	9	40.00	1,080.00	

	<i>one of SPEDP staff will be based in Fashoda and run activities within the county</i>						
	Section Total						17,426.70
SubTotal		126.00					305,003.73
Direct							273,773.73
Support							31,230.00
PSC Cost							
PSC Cost Percent							7.00
PSC Amount							21,350.26
Total Cost							326,353.99
Project Locations							
Location	Estimated percentage of budget for each location	Estimated number of beneficiaries for each location					Activity Name
		Men	Women	Boys	Girls	Total	
Upper Nile -> Fashoda	50	38	28	1,430	1,070	2,566	
Upper Nile -> Manyo	50	37	27	1,430	1,070	2,564	
Documents							
Category Name				Document Description			