

| | | |
|-----------------------------------|---|-------------------|
| Requesting Organization : | Nile Hope | |
| Allocation Type : | 1st Round Standard Allocation | |
| Primary Cluster | Sub Cluster | Percentage |
| EDUCATION | | 100.00 |
| | | 100 |
| Project Title : | Quality Education in Emergency services provided to hunger stricken, malnourished and crisis affected girls and boys (Age 6-18) through School Feeding Program in Uror and Akobo Counties, South Sudan. | |
| Allocation Type Category : | Frontline services | |

OPS Details

| | | | |
|-----------------------------------|------------|---------------------------------|-----------------------------|
| Project Code : | | Fund Project Code : | SSD-18/HSS10/SA1/E/NGO/8144 |
| Cluster : | | Project Budget in US\$: | 269,722.18 |
| 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 : The School Feeding Programme response will continue to focus in Uror County & extend it up to Akobo County of Jonglei State. The project will target a total of 6960 beneficiaries (4200 Boys, 2400 Girls, 240 Men, & 120 Women), through the response that aims at, among other things, providing school children with food, restoring and providing safe and protective education among boys and girls as well as among adolescents during the phase of emergency and working closely with already existing projects in Akobo and Uror Counties of Nile Hope's intra-sectors (especially Health, Nutrition, FSL, WASH, and Protection) and other partners. The general focus of the project is to contribute to improved scholastic performance, reduce short-term hunger and nutritional deficiencies, improve attendance and enrolment, improve concentration, prevent the spread of Cholera, and/or reduce gender or geographical disparities. The project equally hopes to contribute towards protection of children from risks and/or disruptions to their education, enhance their psychosocial development, improve hygiene and sanitation and alleviate strain on the family food supply. The school feeding (SF) programme focuses directly on children in the emergency situation, giving them access to resources they would not otherwise have access to and restoring continuity and a sense of normality in an unstable situation. Resuming or maintaining education services in an emergency setting provides a structured environment and at least basic numeracy and literacy training. Schooling, or any sort of structured educational activity, potentially provides psychosocial support and is particularly valuable to children in Akobo and Uror Counties whose lives have been disrupted or who are vulnerable because of the nature of the emergency that has affected them. The availability of structured educational activities in the midst of an emergency is a signal of normality and stability, not only for children themselves, but also for their families and communities in general. It can provide relief to adults struggling to maintain or rebuild livelihoods and, perhaps most important, it provides protection to and investment in the next generation and their skills and capacities to rebuild and cope as national dialogue and peace process continues. The project has developed an effective procurement system besides describing how it will use its existing M&E system to monitor, report and document evident lessons for the purposes of sharing with partners as a good practice. The project is also designed to ensure maximum impact is achieved through the proposed interventions.

Direct beneficiaries :

| Men | Women | Boys | Girls | Total |
|-----|-------|-------|-------|-------|
| 240 | 120 | 4,200 | 2,400 | 6,960 |

Other Beneficiaries :

| Beneficiary name | Men | Women | Boys | Girls | Total |
|-----------------------------|-----|-------|-------|-------|-------|
| People in Host Communities | 120 | 60 | 2,100 | 1,200 | 3,480 |
| Internally Displaced People | 100 | 40 | 1,900 | 1,000 | 3,040 |
| Refugee Returnees | 20 | 20 | 200 | 200 | 440 |

Indirect Beneficiaries :

The project will have 20,880 indirect beneficiaries who will indirectly benefit from the services offered to the direct beneficiaries.

Catchment Population:

IDPs and host communities in Akobo County including those that have been displaced from Uror County due to the recent fighting. IDPs and host communities in Uror County.

Link with allocation strategy :

The project is needs based targeting displaced and vulnerable out of school children & school children hungry at schools in Akobo & Uror Counties all located within Jonglei State, which is part of the famine stricken areas besides hosting a significant fraction of the IDPs who were displaced from Uror and Pigi Counties, and returnees from Bor PoC after recent conflict between SPLA and SPLA-IO forces. The project intent to improve enrolments and increase retention of the children absenting from learning centers due to hunger; while improving community participation, besides offering psychosocial support.

In Akobo & Uror Counties and precisely within the targeted payams, Nile Hope is currently having emergency interventions in WASH, Health and FSL integrated with Protection. Despite the challenges associated with security and access, Nile Hope has continued its bold presence in Health where it's supporting mobile clinics to the IDPs that crossed over from Uror; the WASH team is engaged improving access to clean water besides hygiene & sanitation interventions. In Uror Nile Hope is currently implementing Child Survival Package Hariss project which integrates Health, WASH, and Nutrition components; Nile Hope anticipates to synergies and establishes linkages among and between different thematic areas both through referral linkage of malnourished children; the existing schools are expected to be linked to the already existing OTP/TSFP sites for nutrition intervention of the identified malnourished children besides offering screening services. The Nile Hope's FSL team & Nutrition in partnership with ICCO will be required to set up school gardens as a measure to curb food insecurity at the school level. The Nutrition and Health team will also be invited periodically to offer Nutrition and Health Education in various learning centers. GBV and protection mainstreaming has been factored in the wider design of the project besides psychosocial support services, case management, awareness campaigns and; while the Health team will aid protection team in undertaking community referral path ways for survivors within various learning centers.

In an effort to improve food security and alongside nutritional interventions, emergency school feeding response will be carried out in two phases, namely immediate response phase and on-site cooking facilities, and immediate response phase: will start with ready-made food (biscuits, energy bars) to ensure that operational delays to establish on-site facilities do not impact service delivery to children.

The procurement will be undertaken in Juba by a procurement committee composed of seven members, based on Nile Hopes' procurement manuals which emphasizes that the procurement process and guideline for the intended procurement of school feeding supplies will entail: description of goods or services to be procured, specifications of goods or services, units, quantity, estimated costs, category, procurement method, supplier, SR number, delivery location, date of deliver; these will form part of the bidding analysis documents that the committee will finally use to determine the suppliers of good and services. The tender will be advertised in the daily newspapers which will determine the start of tendering process, suppliers will be invited for the opening sessions of the tenders, hence the bid analysis will be conducted to determine successful bidders. Nile Hope will consider working with community members to build a kitchen and involve community volunteers through PTA/SMCs in its daily operations.

The already existing WASH team will link up with the education team to improve school hygiene through messaging on water bone diseases symptoms, modes of transmission, prevention and referrals. Nile Hope will use its already established monitoring system to monitor the project, determine, document, and share evidence at luster and sub cluster levels.

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 |
|------------------|-------------------------------|--------------------------|------------------|
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BACKGROUND

1. Humanitarian context analysis

According to the IPC analysis Report (February, 2017), indicates that the food security situation across the country has deteriorated compared to same time in the previous year. The convergence of evidence shows that the long term effect of the conflict coupled with high food prices, economic crisis, low agricultural production and depleted livelihood options are all contribution to the deterioration of the food security situation resulting in 4.9 million people (about 42% of the population) estimated to be severely food insecure. Hunger and malnutrition have escalated on an unrelenting course, with nearly 1.1 million children under age 5 estimated to be acutely malnourished and in need of life-saving services. Although localized famine was stopped in 2017, severe food insecurity continued to increase for the fifth consecutive year and a record-high 6 million people were severely food insecure in September. Post-harvest gains in October-December are expected to reduce the number to 4.8 million. Severe food insecurity is expected to rise again to 5.1 million people in early 2018 and deteriorate further in the lean season, with the worst-case scenario of a return to famine in multiple locations across the country.

Akobo County has high number of vulnerable out of school children besides experiencing influx of IDPs from Uror and parts of Nyirol (IPC Report, 2017). Acute malnutrition and hunger remains a major public health emergency in Uror and Akobo Counties; in Akobo high GAM reported which is a worsening nutrition situation with GAM prevalence at 18.0% (14.5↔22.3 95% CI) and SAM prevalence at 4.3 % (2.7↔6.7 95% CI) based on Weight-for-Height and the presence of bilateral oedema GAM prevalence based on MUAC was 10.4% (7.4↔14.5 95%CI and SAM prevalence based on MUAC was 2.1 % (1.0↔4.4 95% CI) (Akobo County Smart Survey Report, June 2017). Humanitarian access in former Jonglei State still remains a major challenge in implementing lifesaving interventions, the most food insecure areas show high levels of insecurity, displacements, loss of livelihood, market failure, and constrained humanitarian access for assistance delivery and monitoring. (IPC Report, 2017).

The situation on the school going children was equally disrupted by the conflict affecting the entire education system; teachers remain without teaching and financial support. Psychosocial support will be an invaluable emergency response activity considering the distressful conditions that children find themselves in and as witnessed and documented. According to Montresor et al. (1998), poor nutrition and health among schoolchildren contributes to the inefficiency of the educational system. Children with diminished cognitive abilities and sensory impairments naturally perform less well and are more likely to repeat grades and to drop out of school than children who are not impaired; they also enroll in school at a later age, if at all, and finish fewer years of schooling.

The irregular school attendance of malnourished and unhealthy children is one of the key factors in poor performance. Even temporary hunger, common in children who are not fed before going to school, can have an adverse effect on learning. Children who are hungry have more difficulty concentrating and performing complex tasks, even if otherwise well nourished. Research and program experience shows that improving nutrition and health can lead to better performance, fewer repeated grades and reduced drop out.

In order for Nile Hope as a humanitarian actor to develop a sustainable education intervention that is equitable and inclusive, and increases accessibility, quality and ensure protection and psychosocial support, there would be need to develop a very comprehensive integrated approach that draws synergies from the already existing Nile Hope's projects in the targeted locations across the thematic areas of Nutrition, FSL, Health, and WASH.

2. Needs assessment

As of June-July 2017, 1.7 million people in South Sudan are facing emergency levels of food insecurity (IPC Phase 4) and 45,000 people are facing famine conditions (households in IPC Phase 5). These figures include around 812,000 (IPC Phase 4) and 21,500 (famine conditions, households in IPC Phase 5) children aged 3-17 who are at risk of death, diseases and cognitive underdevelopment due to chronic food shortages and malnutrition.

According to Situation Overview: Jonglei State, South Sudan (January, 2017), the overall highest concentration of IDPs in settlements assessed was reported in the less conflict-affected Greater Akobo area (Uror, Akobo and Akobo counties), followed by Fangak and then Ayod. The top reported reason for new arrivals who had recently left Greater Akobo (Uror, Akobo and Akobo counties) to other locations was food insecurity, reported by 59% of KIs. Increases in food insecurity are likely related to the approaching lean season (February-July). According to the latest analysis by the Famine Early Warning Systems Network (FEWS NET), using the Integrated Phase Classification (IPC) model, food insecurity is anticipated to worsen in this period, warning that across the country, 47% of the population will be severely food insecure by July 2017. With many rural settlements reportedly having become more de-populated as a result of an inability to cultivate, which is linked to localized insecurity. This has reportedly further limited peoples' access to food as well as basic services. Access to food distributions was consequently the primary reported pull factor for moving to their current location for 53% of surveyed new arrivals from Nyiro, Uror and Greater Akobo. Perceived security (46% of KIs) as well as access to health and education services (42% both) was secondary and tertiary reasons.

SMART surveys conducted between March-May 2017 showed Global Acute Malnutrition levels above the emergency threshold of 15%, with a peak of 26.1%. Levels of acute malnutrition are expected to deteriorate further, in most of the counties due to hunger (IPC Report, May 2017).

In Akobo, the survey results indicated critical level of global acute malnutrition (GAM) prevalence at 18.0 % (14.5-22.3 95% CI) and Severe Acute Malnutrition (SAM) prevalence was 4.3% (2.7-6.7 95% CI). The nutrition situation in Akobo East County is classified as critical based on the WHO classification of malnutrition². When comparing the GAM prevalence for June 2017 with the GAM prevalence of the similar season in 2017(18.9% [14.0– 25.0 95% C.I.]), the results showed no significant improvement in the nutrition status (p= 0.784). Global Acute Malnutrition prevalence based on MUAC was 10.4% (7.4-14.5, 95% C.I) and SAM prevalence based on MUAC was 2.1 % (1.0↔4.4 95% CI) (Smart Survey, IMC; June 2017)

Among age groups, male children are the most affected by the current cholera epidemic (28% of all confirmed cases). While the epidemic is now affecting 23 counties, it is expected that the disease will continue to spread in light of the starting rainy season and limited access of IDPs to improved WASH facilities and services (IPC Report, May 2017).

In light of the above analysis, most children in various learning centers of the project target locations have been majorly affected by the increasing levels of hunger and risk of cholera infections, therefore there is dare need to develop an integrated intervention that will ensure that the hunger amongst the school age children is mitigated so as to improve their retention rates in schools, while ensuring that they risk of new cholera infections are significantly reduced by developing both short term and long term interventions that are geared towards improving the hygiene and sanitation levels amongst the children and their environs.

3. Description Of Beneficiaries

The beneficiaries targeted for the project implementation will target a total of 6960 beneficiaries (4200 Boys, 2400 Girls, 240 Men, & 120 Women); inclusive IDPs, Returnees and the host communities, equally composed of the disable and the minorities). The identification of the beneficiaries was based on the wider strategy paper of the Education Cluster which focused and prioritized activities on the needs of children and young people displaced from recent large scale conflicts, hungry and malnourished, and which increase the protective quality of existing education services in those areas where highly vulnerable children are arriving. The extremely distressing events witnessed and experienced by many make it likely that girls and boys arriving to IDP sites will require specialized attention to their psychosocial needs, in order to access and benefit from education and other services.

4. Grant Request Justification

Having interventions presence in Akobo and Uror Counties along the thematic areas of FSL, WASH and Protection will provide a platform for synergies and integration, and enhance linkages among and between different thematic areas both through internal referral linkage in response to the emergency situation in the target locations. Nile Hope will continue mainstreaming activities on GBV for prevention and risk mitigation to survivors including psychosocial support services, case management, awareness campaigns and community referral path ways for survivors. Partnership with existing partners such as WFP & UNFAO will also be enhanced in respect to integrated intervention to boost the intended school feeding program besides mobilizing the community and the local government to take an active role in the program.

SFPs are one of several interventions that can address some of the nutrition and health problems of school-age children. SFPs, and other school-based nutrition and health programs, can be a motivational factor to parents and children, experience shows that properly designed and effectively implemented SFPs can:

- Alleviate short-term hunger in malnourished or otherwise well-nourished schoolchildren. This helps to increase the attention and concentration of students producing gains in cognitive function and learning. A US study showed the benefits of providing breakfast to disadvantaged primary school students. Before the start of a school breakfast program, eligible (low-income) children scored significantly lower on achievement tests than those not eligible. Once in the program, however, the test scores of the children participating in the program improved more than the scores of non-participants. The attendance of participating children also improved (Meyers, 1989).
 - Motivate parents to enroll their children in school and have them attend regularly. When programs effectively reduce absenteeism and increase the duration of schooling, educational outcomes (performance, dropout, and repetition) improve. A small pilot school feeding program in Malawi was evaluated for its effect on enrollment and attendance. Over a three month period there was a 5% increase in enrollment and up to 36% improvement in attendance/absenteeism compared to control schools over the same period (WFP, 1996a).
 - Address specific micronutrient deficiencies in school-age children. Most important of these are iodine and iron, which directly affect cognition. Meeting the iron and iodine needs of school-age children can translate into better school performance. A relatively new breakfast program in Peru, which includes an iron-fortified ration, was evaluated for its short-term impact on diet, amongst other factors. The program significantly increased dietary intakes of energy by 25%, protein by 28% and iron by 46% (Jacoby and Pollitt, 1997).
 - Increase community involvement in schools, particularly where programs depend on the community to prepare and serve meals to children. Schools with their communities behind them are more effective than schools with less community involvement. The feeding program is credited with helping to maintain high enrollment and attendance and encouraging community participation in education. School cooperatives support the school canteens and parents associations assist with the transportation of food aid (WFP, 1993).
- Nile Hope continues to participate in key policy, program and coordination forums, including in the development of country-specific mechanisms and guidelines/standards such as South Sudan's Inter-Agency Network for Education in Emergencies (INEE). We are active members of the Education Cluster at the national, state and county levels. We rely solely on pool funds like CHF for emergency interventions, including EiEs, but also mobilize local resources for response as part of communities' contribution, participation and accountability
- Reduce the risk of Cholera-transmission.

5. Complementarity

All schools targeted for emergency school feeding will be functional and already be supported by other donors such as UNICEF and GESS project for teachers' incentives, textbooks, teaching and learning supplies. Nile Hope in Uror Nile Hope is currently implementing Child Survival Package Hariss project which integrates Health, WASH, and Nutrition components. Nile Hope anticipates to synergies and establishes linkages among and between different thematic areas both through referral linkage of malnourished children; the existing schools are expected to be linked to the already existing OTP/TSFP sites for nutrition intervention of the identified malnourished children besides offering screening services, other partners mobile clinics teams will occasionally be invited in learning centers for screening and provision of first line medical intervention services. The Nile Hope's FSL team & Nutrition in partnership with ICCO will be required to set up school gardens as a measure to curb food insecurity at the school level. The Nutrition and Health team will also be invited periodically to offer Nutrition and Health Education in various learning centers. GBV and protection mainstreaming has been factored in the wider design of the project besides psychosocial support services, case management, awareness campaigns and; while the Health team will aid protection team in undertaking community referral path ways for survivors within various learning centers. Nile Hope WASH team in Uror & Akobo Counties will be bring forth their expertise in ensuring that the WASH in schools interventions focusing in reducing the risk of cholera infections are undertaken efficiently. The project design has ensured that there will be no form of duplication of activities, and enhanced complementarity by the existing projects through various consultations by other partners and other cross-sectional departments within Nile Hope.

LOGICAL FRAMEWORK

Overall project objective

To improved scholastic performance, reduce short-term hunger and nutritional deficiencies so as to improve attendance and enrolment, improve concentration, and/or reduce gender or geographical disparities in Akobo and Uror Counties.

| 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 | 50 | | | | |
| Strengthen cognitive skills of crisis-affected boys and girls | | SO2: Reinforce protection and promote access to basic services for the most vulnerable people | 30 | | | | |
| 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 | | | | |
| <p>Contribution to Cluster/Sector Objectives : The proposed EiEs project is in response to, and consistent with, the allocation strategy, the Fund's Strategic Objective as well as the Education Cluster's Specific Objectives. The proposed response aims at delivering quality EiE in the conflict affected regions to the most vulnerable, among other things, provision of sustainable livelihoods of learners in school through SFP, restoring and providing safe and protective educational and psychosocial activities and services among boys and girls as well as among adolescents during the phase of emergency besides working closely with Nile Hope's intra-sectors (especially FSL, WASH, Nutrition, Health and Protection) and partners. The response will provide Child protection and psychosocial support in learning spaces include, and bordering improvement protective capacity of learning spaces. This will contribute to healthy and healed minds of learners, besides providing safe spaces /learning environments for boys and girls from different age groups in the targeted counties which are locations of high needs according to the heat matrix of counties in need. The needs have been corroborated by a recent IPC report, Clusters analysis, IRNA assessments and RRM missions that Nile Hope actively participated.</p> | | | | | | | |
| Outcome 1 | | | | | | | |
| Increased access to quality and sustained education for the 6,600 learners (4,200 Boys, & 2,400 Girls) by alleviating short-term hunger in malnourished or otherwise well-nourished, and addressing specific micro-nutrient deficiencies in school-age children. | | | | | | | |
| Output 1.1 | | | | | | | |
| Description | | | | | | | |
| 12 learning centers composed of 6,600 learners (4,200 Boys, & 2,400 Girls) provided with food through a School Feeding Program to alleviate short term hunger in malnourished children and address micro-nutrient deficiencies; | | | | | | | |
| Assumptions & Risks | | | | | | | |
| There will be already existing learning centers that will be used to provide the SFP | | | | | | | |
| Indicators | | | | | | | |
| Code | Cluster | Indicator | End cycle beneficiaries | | | | End cycle Target |
| | | | Men | Women | Boys | Girls | |
| Indicator 1.1.1 | EDUCATION | (Frontline Services) Number of children benefiting from school feeding programme | | | 4,200 | 2,400 | 6,600 |
| Means of Verification : Attendance register | | | | | | | |
| Indicator 1.1.2 | EDUCATION | Number of community members/ stakeholders participating voluntarily in the SFP training workshop | | | | | 50 |
| Means of Verification : Attendance register | | | | | | | |
| Indicator 1.1.3 | EDUCATION | Number of food storage facilities constructed | | | | | 4 |
| Means of Verification : Evidential photos of the constructed storage facility | | | | | | | |
| Indicator 1.1.4 | EDUCATION | Number of procured food supplies conducted for the school feeding programme | | | | | 1 |
| Means of Verification : Procurement minutes and bids analysis documents | | | | | | | |
| Indicator 1.1.5 | EDUCATION | Number of established kitchens for the school feeding programme in various targeted schools | | | | | 4 |
| Means of Verification : Evidential pictures of the actual constructed kitchens. | | | | | | | |
| Indicator 1.1.6 | EDUCATION | Number of social mobilizations sessions conducted | | | | | 2 |
| Means of Verification : Pictures of social mobilization | | | | | | | |
| Activities | | | | | | | |
| Activity 1.1.1 | | | | | | | |
| Provision of School Feeding Program targeting 12 learning centres in Uror and Akobo Counties composed of 6,600 learners (4,200 Boys, & 2,400 Girls); | | | | | | | |
| Activity 1.1.2 | | | | | | | |
| 1 Training workshop in Akobo targeting 50 (30 Male & 20 Female) key stakeholders/ volunteers on the expectation and modalities of the project; | | | | | | | |
| Activity 1.1.3 | | | | | | | |

Construction/ establishment of 4 school storage facilities to store procured food for school feeding programme in various learning centres in Akobo County;

Activity 1.1.4

Procurement food (Beans, Maize/ sorghum, biscuits, etc.), and NFIs from venders to feed 6,600 learners in Uror and Akobo Counties (4,200 Boys, & 2,400 Girls);

Activity 1.1.5

Construction/ establishment of 4 school kitchens to aid in cooking of food for learning in various schools within Akobo County;

Activity 1.1.6

Transportation, prepositioning and local distribution of procured assorted food items (Beans, Maize/ sorghum, biscuits, etc.) and assorted NFIs;

Activity 1.1.7

Conduct Social mobilization in Akobo in preparation to launch the project.

Outcome 2

Improved the nutritional-health and Hygiene status of 6,600 learners (4,200 Boys, & 2,400 Girls) through the integrated and synergized health, nutrition, WASH and FSL interventions;

Output 2.1

Description

12 school offered provided with nutritional-health and Hygiene services for 6,600 learners (4,200 Boys, & 2,400 Girls) through the integrated and synergized health, nutrition, WASH and FSL interventions;

Assumptions & Risks

There will be sufficient learners and nutritional/ health supplies to be able to conduct the intended intervention;

Indicators

| Code | Cluster | Indicator | End cycle beneficiaries | | | | End cycle |
|--|-----------|--|-------------------------|-------|------|-------|-----------|
| | | | Men | Women | Boys | Girls | Target |
| Indicator 2.1.1 | EDUCATION | (Frontline Services) Number of youth reached with life-saving messages on child protection, hygiene, health and GBV in schools and local communities | 4,200 | 2,400 | | | 6,600 |
| Means of Verification : Number of attendance/ registers during education/ training; | | | | | | | |
| Indicator 2.1.2 | EDUCATION | Number of children who have undergone nutrition based screening | | | | | 6,600 |
| Means of Verification : Evidential pictures of children being screened. | | | | | | | |
| Indicator 2.1.3 | EDUCATION | Number of learners who have undergone the deworming process; | | | | | 6,600 |
| Means of Verification : List of learners dewormed in various schools/ pictures of children being dewormed | | | | | | | |
| Indicator 2.1.4 | EDUCATION | Number of learners trained on CHAST; | | | | | 6,600 |
| Means of Verification : Evidence pictures of the trainings; | | | | | | | |
| Indicator 2.1.5 | EDUCATION | Number of teachers trained on referral mechanisms for protection, nutrition and basic health | | | | | 180 |
| Means of Verification : Attendance registers of training's; | | | | | | | |

Activities

Activity 2.1.1

Offering Nutrition & Health Education in 4 selected learning centers targeting 2,200 learners in Akobo (1400 Boys, & 800 Girls);

Activity 2.1.2

Offering deworming health services in 4 selected learning centers targeting 2,200 learners in Akobo (1400 Boys, & 800 Girls);

Activity 2.1.3

Training learners and teacher in Child in 4 learning centers on Health and Sanitation Hygiene (CHAST) practices;

Outcome 3

Improved protection to 6,600 learners and 180 teachers in the conflict affected areas composed of 4,200 Boys, 2,400 Girls, 120 Men, & 60 Women teachers through psychosocial recovery and cognitive development.

Output 3.1

Description

Protection services provided to 6,600 learners and 180 teachers in the conflict affected areas composed of 4,200 Boys, 2,400 Girls, 120 Men, & 60 Women teachers through psychosocial recovery and cognitive development.

Assumptions & Risks

There will be skilled staff who will link the program to existing protection services that already exist in the project locations;

Indicators

| Code | Cluster | Indicator | End cycle beneficiaries | | | | End cycle |
|---|------------|--|-------------------------|-------|------|-------|-----------|
| | | | Men | Women | Boys | Girls | Target |
| Indicator 3.1.1 | EDUCATION | Number of teachers trained to provide psychosocial support | | | | | 180 |
| Means of Verification : List of trained teachers | | | | | | | |
| Indicator 3.1.2 | EDUCATION | Number of children who have developed life-saving and life skills that are relevant and immediately applicable | | | | | 6,600 |
| Means of Verification : Evidence pictures of trainings; | | | | | | | |
| Indicator 3.1.3 | EDUCATION | Number of PTA trained in life-saving skills | | | | | 180 |
| Means of Verification : Attendance sheet for training | | | | | | | |
| Indicator 3.1.4 | PROTECTION | (Frontline Services) Number of girls, boys, women and men benefiting from static Psycho-Social Support Services (PSS) interventions (disaggregated by age and sex) | 4,200 | 2,400 | 0 | 0 | 6,600 |
| Means of Verification : Number of learners who benefitted from life skills trainings; | | | | | | | |
| Activities | | | | | | | |
| Activity 3.1.1 | | | | | | | |
| Training of 60 teachers in Akobo (including 40 women & 20 men) on school based Psychosocial support to be able to professionally support the learners who are mentally, and or physically affected by the war; | | | | | | | |
| Activity 3.1.2 | | | | | | | |
| Provision of school based life skills education to 2,200 learners (1,400 Boys, & 800 Girls) to enhance self-protection to mitigate separation from families and gender based violence; | | | | | | | |
| Activity 3.1.3 | | | | | | | |
| Training 60 teachers in Akobo (40 Male & 20 Female) and on school based life saving skills to enable impart on learners the same knowledge; | | | | | | | |
| Additional Targets : The total number of learners targeted is 6600 in 12 schools within Uror and Akobo Counties, though it's important to note that Nile Hope secured 2017 2nd round SSHF funds for SFP in Uror and Nyirol Counties which targeted 8,800 learners in 16 schools of which the programme is still on going up to 31st May 2018; therefore in 2018 1st round standard allocation Nile Hope is focusing in Uror and Akobo Counties with SFP. Nile Hope would hence continue with its programme in Uror while expanding its programme to Akobo which in turn explains the reason as to why the total targeted figure is 6,600 learners yet some activities are only targeting 2,200 new learners in Akobo County. Some of the training's had been conducted in Uror County with the 2017 2nd standard allocation hence the reduction of numbers planned within some activities; all the indicators though have been adjusted to indicate the total beneficiaries since the other learners in Uror will continue to benefit from the previous services as the programme continues. The outcome and output equally shows the total targeted beneficiaries within the project locations. The programme is also planning to engage 50 stakeholders during the launch of the programme in Akobo County; these are regarded as additional beneficiaries. | | | | | | | |

M & R

Monitoring & Reporting plan

Nile Hope through its existing Monitoring and Evaluation system will ensure that there is continuous collection and analysis of programmatic data to monitor and evaluate progress of the project as designed. The M & E focal person together with the education team will continually track the achievement of the project goals as set out in the log frame to ensure that all activities are fast-tracked where necessary.

The monitoring, evaluation, accountability and learning (MEAL) plan will be developed to provide accurate and timely information to track progress, measure performance, ensure accountability and facilitate learning by staff and stakeholders. The project will use Nile Hopes' proven Simple Measurement of Indicators for Learning and Evidence-based Reporting (SMILER) approach to design the MEAL system after the project award. The project has identified education in emergency, and school feeding intervention standard outcome and output indicators to track progress and evaluate outcome. Data on outcome indicators will be collected on at the end of every quarter while for the output indicators will be collected and analysed on a weekly basis through internal project MIS. Project monitoring will inform management decision making and implementation approaches and provide information to assess project performance and outcome during project evaluation/ assessment. Project staff will conduct routine monitoring while project stakeholders will conduct periodic monitoring visits. The monitoring teams will use the Education clusters recommended standard tools for data collection to ensure accuracy and quality of the data obtained from the project sites. The teams will also be required to follow the Education Cluster laid procedures and standards of data collection to ensure high level of validity of the data collected. The results of the continuous monitoring will comparatively be measured against the already existing data/ reports of previous monitoring/ assessments results to determine the changes/ effects of the designed interventions. The monitoring source information from both the primary and secondary sources and ensure that the means of variations are reliable.

The project team will also participate in joint monitoring visits by partners and donors in the project areas and to also continuously play a critical role in generating useful programming information as may be required in joint response missions in the project locations. The Education cluster team in collaboration with the implementing partner will carry out joint field monitoring, and use the cluster monitoring tools to collect data, analyse and to use the information generated from analysis to feedback on the programme so as to aid in project steering and necessary controls; the SSHF will also form part of the joint monitoring of the project to ensure that all the planned activities as indicated in the log-frame are implemented as scheduled and to offer advisory services as deemed appropriate. The implementing Partner will also be submitting quarterly report to the GMS besides reporting on a monthly basis to the Education cluster's 5Ws.

Workplan

| Activitydescription | Year | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|------|---|---|---|---|---|---|---|---|---|----|----|----|
| Activity 1.1.1: Provision of School Feeding Program targeting 12 learning centres in Uror and Akobo Counties composed of 6,600 learners (4,200 Boys, & 2,400 Girls); | 2018 | | | | | X | X | X | X | X | X | X | X |
| Activity 1.1.2: 1 Training workshop in Akobo targeting 50 (30 Male & 20 Female) key stakeholders/ volunteers on the expectation and modalities of the project; | 2018 | | | | X | X | | | | | | | |
| Activity 1.1.3: Construction/ establishment of 4 school storage facilities to store procured food for school feeding programme in various learning centres in Akobo County; | 2018 | | | | X | X | | | | | | | |
| Activity 1.1.4: Procurement food (Beans, Maize/ sorghum, biscuits, etc.), and NFIs from vendors to feed 6,600 learners in Uror and Akobo Counties (4,200 Boys, & 2,400 Girls); | 2018 | | | | X | X | | | | | | | |
| Activity 1.1.5: Construction/ establishment of 4 school kitchens to aid in cooking of food for learning in various schools within Akobo County; | 2018 | | | | X | X | | | | | | | |
| Activity 1.1.6: Transportation, prepositioning and local distribution of procured assorted food items (Beans, Maize/ sorghum, biscuits, etc.) and assorted NFIs; | 2018 | | | | | X | X | | | | | | |
| Activity 1.1.7: Conduct Social mobilization in Akobo in preparation to launch the project. | 2018 | | | X | | | | | | | | | |
| Activity 2.1.1: Offering Nutrition & Health Education in 4 selected learning centers targeting 2,200 learners in Akobo (1400 Boys, & 800 Girls); | 2018 | | | | | | | X | X | | | | |
| Activity 2.1.2: Offering deworming health services in 4 selected learning centers targeting 2,200 learners in Akobo (1400 Boys, & 800 Girls); | 2018 | | | | | X | X | | | | | | |
| Activity 2.1.3: Training learners and teacher in Child in 4 learning centers on Health and Sanitation Hygiene (CHAST) practices; | 2018 | | | | | | | X | X | | | | |
| Activity 3.1.1: Training of 60 teachers in Akobo (including 40 women & 20 men) on school based Psychosocial support to be able to professionally support the learners who are mentally, and or physically affected by the war; | 2018 | | | | | X | X | | | | | | |
| Activity 3.1.2: Provision of school based life skills education to 2,200 learners (1,400 Boys, & 800 Girls) to enhance self-protection to mitigate separation from families and gender based violence; | 2018 | | | | | | | | X | | | | |
| Activity 3.1.3: Training 60 teachers in Akobo (40 Male & 20 Female) and on school based life saving skills to enable impart on learners the same knowledge; | 2018 | | | | | | | X | X | | | | |

OTHER INFO

Accountability to Affected Populations

Before commencing project activities stakeholder workshops will be conducted both in Akobo and Uror project locations to ensure that the community members are fully aware of the nature of the project. Nile Hope will seek to adopt a collaborative approach with the populations in the project locations. Locals with no special skills will be enlisted for non-specialized assignments while qualified persons will be given a chance to work in the project to enhance project ownership at the community level. Right from project initiation, measures will be taken to ensure that the communities through its leadership and key stakeholders are fully aware of the project goals and lifespan and to enlist their support and contribution in kind to help in sustaining the project. Regular meetings to update the community on project progress, the changing needs and other key issues affecting the project will be done. Through liaison with the county education departments, and health departments in the various locations, Nile Hope will be in constant communication and engagement to ensure that arising community needs and apt use of resources allocated for the project is properly done. Capacity building will also be done targeting community local project staff, and volunteer support groups.

Implementation Plan

Nile Hope will work through normal Education in Emergency guidelines to ensure that the program activities are done sequentially and in a manner that seeks to reach out to the maximum number of beneficiaries in the targeted areas. Particular emphasis will be on proper community mobilization through enhanced supervision and community awareness campaigns using the community mobilizers. Local staff who will be undertaking the school feeding aspect of the program will be trained on how to calculate food ratios while referral mechanisms for malnutrition and cholera cases will be put in place to ensure that there is proper linkage between the learning centers and the existing health facilities. Training's to improve the capacity of organization staff will also be conducted to ensure that service provision adheres to the related guidelines. The procurement will be undertaken in Juba by a procurement committee composed of seven members, based on Nile Hopes' procurement manuals which emphasizes that the procurement process and guideline for the intended procurement of school feeding supplies will entail: description of goods or services to be procured, specifications of goods or services, units, quantity, estimated costs, category, procurement method, supplier, SR number, delivery location, date of deliver; these will form part of the bidding analysis documents that the committee will finally use to determine the suppliers of good and services. The tender will be advertised in the daily newspapers which will determine the start of tendering process, suppliers will be invited for the opening sessions of the tenders, hence the bid analysis will be conducted to determine successful bidders. Security of supplies and optimizing the use of the same will be put in place to ensure the project achieves its collective goal in the long run.

Coordination with other Organizations in project area

| Name of the organization | Areas/activities of collaboration and rationale |
|--------------------------|---|
| | |

Environment Marker Of The Project

Gender Marker Of The Project

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

Justify Chosen Gender Marker Code

The design of the project has been sensitive to genders segregation, the project design is gender sensitive hence will ensure that both guys and boys are treated equitably and are encouraged to enrol and equally benefit from the programme; this will particularly allow the intervention to have some level of focus to the proportion of gender that will ultimately benefit from the project; the project team will also be gender balanced to encourage the learners and other beneficiaries to benefit from the project.

Protection Mainstreaming

The programme will ensure that the protection mainstreaming is entrenched by linking various schools to existing GBV/ protection referral mechanisms, under which school feeding programme is being implemented; these will ensure that any protection concerns are addressed comprehensively. The programme will also tap into the existing complain mechanism that are already set up to aid in effective and efficient cases that are being reported from schools under school feeding programme. Campaigns on child rights awareness will be conducted through synergies by the protection actors around the project locations to increase rights awareness amongst the learners and teachers. Project team will take conscious measures to safeguard beneficiaries from any form of harm that can emerge directly from the program. All the food procured and distributed for school feeding to beneficiaries will be ascertained and the expiry dates checked before distribution. Services will be offered in adherence with the expected sphere standards and will not discriminate based on age, gender, religion or any other form of biasness that may deny qualified beneficiaries a chance at project benefits. Girls and boys will be targeted equally and equitably and community involvement especially on the nutrition education components and mobilization shall involve male and female as well as elderly and persons with disability in the community. The community through sensitization campaigns will be involved fully in the project; details of the project will be divulged so that they are empowered enough to know what their stake, rights and entitlements are in the project for sustained implementation and to curb potential abuse; linkages to already existing GBV/ Protection complained mechanism will be conducted to ensure that emerging GBV and other forms of cases are timely reported and managed effectively.

Country Specific Information

Safety and Security

The project locations have seen turbulent times in the past and Nile Hope fully understands the need to provide safeguards against harm to staff and looting of supplies, all supplies will not be stored in in safe places. Continuous security assessment and seeking updates from the authorities will be done to ensure that the field teams and the organization is fully up to date with matters security, staff will be required to have their work IDs and other visibility materials such as organization apparel for identification for connected security purposes. All organization staff in the project sites will fill in movement sheets so that all the field coordinators are aware of staff movement at any particular time. Where possible, the organization will impose curfews to control movement especially at night and in volatile areas in the project locations.

Access

In Akobo, movement to other locations are relatively safe, In Urur, though most parts are safe and with population some parts still have movement restrictions; this are likely to affect the transportation of supplies to some remote schools. The project team will therefore engage the local authority and some community members through community participation to aid in transportation of some food supplies to some the affected areas so as to ensure that all the targeted learners are reached. The project will also collaborate with the logistics cluster to facilitate the dropping of food supplies to remote parts of the project locations that have airstrip avoid any form of interruptions to the programme.

BUDGET

| Code | Budget Line Description | D / S | Quantity | Unit cost | Duration Recurrence | % charged to CHF | Total Cost |
|---|--|-------|----------|-----------|---------------------|------------------|------------|
| 1. Staff and Other Personnel Costs | | | | | | | |
| 1.1 | Education Coordinator | D | 1 | 5,500.00 | 7 | 35.00 | 13,475.00 |
| | <i>1 Education Coordinator afforded \$ 5500, charge for SSHF is 40% . He is charged with the coordination of the entire projects Currently only 1 project running ,i.e. UNICEF and the time allocated is 50%, it is prudent that he will have 40% time allocated to CHF</i> | | | | | | |
| 1.2 | Assistant Education Coordinator | D | 1 | 3,000.00 | 7 | 35.00 | 7,350.00 |
| | <i>1 Assistant Education Coordinator charged afforded \$3000 charge 45% to SSHF . He/ She is charged with the responsibility of assisting the coordinator in coordination of the project</i> | | | | | | |
| 1.3 | County Education Officer in Urur | D | 1 | 800.00 | 7 | 100.00 | 5,600.00 |
| | <i>1 County Education Officer, amount afforded is \$800, 100% charged to SSHF, He is In-charge of the education project at county level</i> | | | | | | |
| 1.4 | County Education Officer in Akobo | D | 1 | 800.00 | 9 | 100.00 | 7,200.00 |
| | <i>1 County Education Officer, amount afforded is \$ 000, 100% charged to SSHF, He is In-charge of the education project at county level</i> | | | | | | |
| 1.5 | Programs Coordinator | S | 1 | 6,000.00 | 7 | 7.00 | 2,940.00 |
| | <i>"1 Programme Coordinator @ \$6000 per month for 8 months , 7% charged to CHF activities Location: Juba. He is incharge of all programs and he has responsibilities of ensuring that the projects are implemented in accordance with the donors mandate, he will support the health team in monitoring and evaluation</i> | | | | | | |
| 1.6 | Finance and Admin | S | 1 | 6,000.00 | 7 | 10.00 | 4,200.00 |
| | <i>1 Finance Manager @\$6000 per month for 8 months ,10% charged to CHF Locations: Juba. Evaluate the financial reporting systems, provide financial reports on a timely basis. Performs financial analysis, reporting and management activities. Develop the financial strategy for the organisation and participate in the evaluation of finance staff. The Finance Manager has over 15 years' experience and he is a qualified accountant</i> | | | | | | |

| | | | | | | | |
|--|---|---|------|----------|---|--------|------------------|
| 1.7 | Human Resources Manager | S | 1 | 5,000.00 | 7 | 7.00 | 2,450.00 |
| | <i>1 Human Resources & Partner Relations Manager based in Juba charged with responsibility of recruitment of staff, performance appraisal on a quarterly basis and ensuring that donors partners relations is maintained. Update Donors on the progress of activities in the field, his earnings is \$ 5000 per month, 7% charged to SSHF. To be based in Juba with frequent visit to the field</i> | | | | | | |
| 1.8 | Community Mobilisers in Urur | D | 4 | 300.00 | 7 | 100.00 | 8,400.00 |
| | <i>4 Community mobilizers field based @ 300 per month</i> | | | | | | |
| 1.9 | Community Mobilisers in Akobo | D | 2 | 300.00 | 9 | 100.00 | 5,400.00 |
| | <i>2 Community mobilizers field based @ 300 per month</i> | | | | | | |
| 1.10 | Hygiene Promoters in Urur | D | 4 | 300.00 | 7 | 100.00 | 8,400.00 |
| | <i>4 Hygiene promoters field based @ 300</i> | | | | | | |
| 1.11 | Project Manager | D | 1 | 1,350.00 | 7 | 100.00 | 9,450.00 |
| | <i>1 Project Manager, amount afforded in SSHF is \$ 1350 per month for 8 months. He has the overall responsibility for the successful execution, monitoring, controlling and closure of a project. He is to submit monthly reports to the Project Coordinator</i> | | | | | | |
| 1.12 | Payment of salary to 8 food storage security guards in 8 learning centres and incentives for 16 cooks in 8 learning centres | D | 24 | 35.00 | 7 | 100.00 | 5,880.00 |
| | <i>Incentives paid to 16 cooks who will be supporting the school feeding programme with cooking activities, afforded @ \$75 per month and</i> | | | | | | |
| | <i>Payment of salary to 8 security guards @ \$75 guard the food store in 8 schools.</i> | | | | | | |
| 1.13 | Payment of salary to 4 food storage security guards in 4 learning centres and incentives for 8 cooks in 4 learning centres | D | 12 | 35.00 | 9 | 100.00 | 3,780.00 |
| | <i>Incentives paid to 8 cooks who will be supporting the school feeding programme with cooking activities, afforded @ \$40 per month and</i> | | | | | | |
| | <i>Payment of salary to 4 security guards @ \$40 guard the food store in 4 schools.</i> | | | | | | |
| | Section Total | | | | | | 84,525.00 |
| 2. Supplies, Commodities, Materials | | | | | | | |
| 2.1 | 1 Training workshop of the key stakeholders/ volunteers on the expectation and modalities of the project; | D | 50 | 20.67 | 1 | 100.00 | 1,033.50 |
| | <i>This costs relates to Hire of Hall for training the stakeholders and volunteers, Transport and Lunch allowance during training for 50 stakeholders ; costed at \$20.67.</i> | | | | | | |
| 2.2 | Construction/ establishment of 4 food storage facilities; | D | 4 | 1,000.00 | 1 | 100.00 | 4,000.00 |
| | <i>This costs relates construction of storage facilities in 4 learning centers with locally available materials, Nails, Rafts, Thatch, Poles, strings, mudding and labor costs for construction; costed @\$1000.</i> | | | | | | |
| 2.3 | Construction/ establishment of 4 school kitchens & supplementing the community sourced utensils and cooking equipment's; | D | 4 | 1,000.00 | 1 | 100.00 | 4,000.00 |
| | <i>This costs relates to construction of 4 kitchens in the learning facilities with locally available materials. This include, nails, mudding, thatch , rafters, poles and labor costs for construction to approved standards; costed @\$1000</i> | | | | | | |
| 2.4 | Construction of Hand washing facilities in 4 Learning Centres | D | 4 | 150.00 | 1 | 100.00 | 600.00 |
| | <i>To Improve hygiene in 4 schools; Includes setup of hand washing facilities and purchase of bar soap. The cost afforded per hand washing is \$ 150 @4 Hand washing and construction for for props for hand-washing facilities</i> | | | | | | |
| 2.5 | Offering Nutrition & Health Education in 4 selected learning centers to 2200 learners; | D | 2200 | 1.00 | 1 | 100.00 | 2,200.00 |
| | <i>This costs relates provision of refreshments during Nutrition & Health Education to 2200 learners afforded @ \$1 to the 4 schools in Akobo County.</i> | | | | | | |
| 2.6 | Offering deworming health services in 4 selected learning centers; | D | 2200 | 0.25 | 2 | 100.00 | 1,100.00 |
| | <i>The costs relates to purchase of Albendazole Tablets to deworm 2,200 pupils costed at \$0.25 per Packet in the 4 schools in Akobo County.</i> | | | | | | |
| 2.7 | Training of 60 teachers (including 20 women & 40 men) on Psychosocial support to be able to professionally support the learners who are mentally, and or physically affected by the war; | D | 60 | 20.67 | 1 | 100.00 | 1,240.20 |

| | | | | | | | |
|--------------------------------|---|----|-----|----------|---|--------|-------------------|
| | <i>This costs relates to Hire of Hall for training 60 teachers , Transport and Lunch allowance during training for 60 teachers afforded @ \$20.67</i> | | | | | | |
| 2.8 | Training of 60 teachers (20 women & 40 men) on life saving skills; | D | 60 | 20.67 | 1 | 100.00 | 1,240.20 |
| | <i>Training of 60 teachers (20 women & 40 men) on life saving skills;</i> | | | | | | |
| 2.9 | Procurement of Beans from the vendors | D | 850 | 60.00 | 1 | 100.00 | 51,000.00 |
| | <i>Procurement of 42.5 tons of Beans which is equivalent to 850 bags of beans targeting 6,600 learners for school feeding program, packed in 50 Kilos Bags afforded @ @ \$60 per sack of beans.</i> | | | | | | |
| 2.10 | Procurement of Maize/Sorghum from the vendors | D | 850 | 40.00 | 1 | 100.00 | 34,000.00 |
| | <i>Procurement of 42.5 tons of Maize/ Sorghum which is equivalent to 850 bags of maize/ sorghum, targeting 6600 learners for school feeding program, packed in 50 Kilos Bags afforded @ \$40 per sack of Maize.</i> | | | | | | |
| 2.11 | Procurement of Cooking Oil from the vendors | D | 120 | 40.00 | 1 | 100.00 | 4,800.00 |
| | <i>Procurement of 120 Jericans of Cooking Oil packed in 20 Lts of Jerican @ afforded in SSHF at \$ 40 per Jerican of Cooking Oil.</i> | | | | | | |
| 2.12 | Procurement of cooking Salt from the vendors | D | 20 | 34.00 | 1 | 100.00 | 680.00 |
| | <i>Procurement of 20 Bales of Salt afforded for school feeding programme afforded targeting 6600 learners in 12 learning centers @ \$34 per bale.</i> | | | | | | |
| 2.13 | Procurement of Biscuits from vendors | D | 700 | 20.00 | 1 | 100.00 | 14,000.00 |
| | <i>Procurement of 700 cartons of biscuits afforded @ \$ 20 per carton geared towards school feeding programme targeting 6600 learners in 12 learning centers.</i> | | | | | | |
| 2.14 | Cooking NFIs (4 pots, 2200 plates, 2200 spoons, firewood, etc) | D | 1 | 2,340.00 | 1 | 100.00 | 2,340.00 |
| | <i>Cooking NFIs for use in the 4 supported schools in Akobo: 4 pots @200, 2200 plates @ 0.5, 2200 spoons @ 0.2, firewood 2000 Lumpsum, targeting 6600 learners in 12 learning centers.</i> | | | | | | |
| 2.15 | Transportation repositioning of 1000 Bags procured beans from Juba to Bor/ Rumbek | D | 2 | 4,500.00 | 1 | 100.00 | 9,000.00 |
| | <i>Transportation of 1000 Bags of beans weighing 88 tonnes from Juba to Bor/ Rumbek by Trucks</i> | | | | | | |
| 2.16 | Transportation repositioning of 1000 Bags procured Maize/ Sorghum from Juba to Bor/ Rumbek | D | 2 | 4,500.00 | 1 | 100.00 | 9,000.00 |
| | <i>Transportation of 1000 Bags of Maize/ Sorghum weighing 88 tonnes from Juba to Bor/ Rumbek by Trucks</i> | | | | | | |
| 2.17 | Transportation repositioning of 1,500 cartons of biscuits weighing 1.3. tonne from Juba to Bor/ Rumbek | D | 1 | 4,500.00 | 1 | 100.00 | 4,500.00 |
| | <i>Transportation repositioning of 1,500 cartons of biscuits weighing 2.6. tonne from Juba to Bor/ Rumbek</i> | | | | | | |
| 2.18 | Visibility and signage and Purchase of gumboots used during training and posting in schools | D | 1 | 2,200.00 | 1 | 100.00 | 2,200.00 |
| | <i>Purchase of 200 T-shirts @ \$8 , 4 Banners @ \$30, for Teachers, PTAs, School mothers, guards</i> | | | | | | |
| | <i>Purchase of gumboots that will ease access to schools during rainy seasons for 32 cooks and 16 security guards; Gumboots at \$10 per boots safety</i> | | | | | | |
| | Section Total | | | | | | 146,933.90 |
| 3. Equipment | | | | | | | |
| NA | NA | NA | 0 | 0.00 | 0 | 0 | 0.00 |
| | NA | | | | | | |
| | Section Total | | | | | | 0.00 |
| 4. Contractual Services | | | | | | | |
| NA | NA | NA | 0 | 0.00 | 0 | 0 | 0.00 |
| | NA | | | | | | |
| | Section Total | | | | | | 0.00 |
| 5. Travel | | | | | | | |
| 5.1 | Flights | D | 1 | 550.00 | 9 | 100.00 | 4,950.00 |
| | <i>Flight charged- UNHAS 9 staff mainly from the HQ to the field for monitoring</i> | | | | | | |

| | | | | | | | |
|--|---|----|----------|----------|---|--------|-------------------|
| 5.2 | Field- Local Transport | D | 2 | 330.00 | 9 | 100.00 | 5,940.00 |
| | <i>Being transportation costs to the field</i> | | | | | | |
| 5.3 | Loading and Offloading and Storage Costs | D | 2 | 3,500.00 | 1 | 100.00 | 7,000.00 |
| | <i>Costs of Loading and Offloading and Storage facilities for food supplies</i> | | | | | | |
| | Section Total | | | | | | 17,890.00 |
| 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 | Bank Charges | D | 1 | 303.10 | 9 | 100.00 | 2,727.90 |
| | <i>Bank Charges</i> | | | | | | |
| | Section Total | | | | | | 2,727.90 |
| SubTotal | | | 7,189.00 | | | | 252,076.80 |
| Direct | | | | | | | 242,486.80 |
| Support | | | | | | | 9,590.00 |
| PSC Cost | | | | | | | |
| PSC Cost Percent | | | | | | | 7.00 |
| PSC Amount | | | | | | | 17,645.38 |
| Total Cost | | | | | | | 269,722.18 |

Project Locations

| Location | Estimated percentage of budget for each location | Estimated number of beneficiaries for each location | | | | | Activity Name |
|------------------|--|---|-------|-------|-------|-------|--|
| | | Men | Women | Boys | Girls | Total | |
| Jonglei -> Akobo | 40 | 80 | 40 | 1,400 | 800 | 2,320 | <p>Activity 1.1.1: Provision of School Feeding Program targeting 12 learning centres in Uror and Akobo Counties composed of 6,600 learners (4,200 Boys, & 2,400 Girls);</p> <p>Activity 1.1.2: 1 Training workshop in Akobo targeting 50 (30 Male & 20 Female) key stakeholders/ volunteers on the expectation and modalities of the project;</p> <p>Activity 1.1.3: Construction/ establishment of 4 school storage facilities to store procured food for school feeding programme in various learning centres in Akobo C...</p> <p>Activity 1.1.4: Procurement food (Beans, Maize/ sorghum, biscuits, etc.), and NFIs from vendors to feed 6,600 learners in Uror and Akobo Counties (4,200 Boys, & 2,40...</p> <p>Activity 1.1.5: Construction/ establishment of 4 school kitchens to aid in cooking of food for learning in various schools within Akobo County;</p> <p>Activity 1.1.6: Transportation, prepositioning and local distribution of procured assorted food items (Beans, Maize/ sorghum, biscuits, etc.) and assorted NFIs;</p> <p>Activity 1.1.7: Conduct Social mobilization in Akobo in preparation to launch the project.</p> <p>Activity 2.1.1: Offering Nutrition & Health Education in 4 selected learning centers targeting 2,200 learners in Akobo (1400 Boys, & 800 Girls);</p> <p>Activity 2.1.2: Offering deworming health services in 4 selected learning centers targeting 2,200 learners in Akobo (1400 Boys, & 800 Girls);</p> <p>Activity 2.1.3: Training learners and teacher in Child in 4 learning centers on Health and Sanitation Hygiene (CHAST) practices;</p> <p>Activity 3.1.1: Training of 60 teachers in Akobo (including 40 women & 20 men) on school based Psychosocial support to be able to professionally support the learners...</p> <p>Activity 3.1.2: Provision of school based life skills education to 2,200 learners (1,400 Boys, & 800 Girls) to enhance self-protection to mitigate separation from fa...</p> <p>Activity 3.1.3: Training 60 teachers in Akobo (40 Male & 20 Female) and on school based life saving skills to enable impart on learners the same knowledge;</p> |

| | | | | | | | |
|-----------------|----|-----|----|-------|-------|-------|--|
| Jonglei -> Uror | 60 | 160 | 80 | 2,800 | 1,600 | 4,640 | <p>Activity 1.1.1: Provision of School Feeding Program targeting 12 learning centres in Uror and Akobo Counties composed of 6,600 learners (4,200 Boys, & 2,400 Girls);</p> <p>Activity 1.1.2: 1 Training workshop in Akobo targeting 50 (30 Male & 20 Female) key stakeholders/ volunteers on the expectation and modalities of the project;</p> <p>Activity 1.1.3: Construction/ establishment of 4 school storage facilities to store procured food for school feeding programme in various learning centres in Akobo C...</p> <p>Activity 1.1.4: Procurement food (Beans, Maize/ sorghum, biscuits, etc.), and NFIs from venders to feed 6,600 learners in Uror and Akobo Counties (4,200 Boys, & 2,40...</p> <p>Activity 1.1.5: Construction/ establishment of 4 school kitchens to aid in cooking of food for learning in various schools within Akobo County;</p> <p>Activity 1.1.6: Transportation, prepositioning and local distribution of procured assorted food items (Beans, Maize/ sorghum, biscuits, etc.) and assorted NFIs;</p> <p>Activity 1.1.7: Conduct Social mobilization in Akobo in preparation to launch the project.</p> <p>Activity 2.1.1: Offering Nutrition & Health Education in 4 selected learning centers targeting 2,200 learners in Akobo (1400 Boys, & 800 Girls);</p> <p>Activity 2.1.2: Offering deworming health services in 4 selected learning centers targeting 2,200 learners in Akobo (1400 Boys, & 800 Girls);</p> <p>Activity 2.1.3: Training learners and teacher in Child in 4 learning centers on Health and Sanitation Hygiene (CHAST) practices;</p> <p>Activity 3.1.1: Training of 60 teachers in Akobo (including 40 women & 20 men) on school based Psychosocial support to be able to professionally support the learners...</p> <p>Activity 3.1.2: Provision of school based life skills education to 2,200 learners (1,400 Boys, & 800 Girls) to enhance self-protection to mitigate separation from fa...</p> <p>Activity 3.1.3: Training 60 teachers in Akobo (40 Male & 20 Female) and on school based life saving skills to enable impart on learners the same knowledge;</p> |
|-----------------|----|-----|----|-------|-------|-------|--|

| Documents | |
|---------------|----------------------|
| Category Name | Document Description |
| | |