

THE EUROPEAN UNION EMERGENCY TRUST FUND FOR STABILITY AND ADDRESSING THE ROOT CAUSES OF IRREGULAR MIGRATION AND DISPLACED PERSONS IN AFRICA

Action Fiche for the implementation of the Horn of Africa Window

T05-EUTF-HOA-SS-48

1. IDENTIFICATION

Title/Number	Education in Emergency Programme in Four Former States in South Sudan T05-EUTF-HOA-SS-48		
Total cost	Total estimated cost of the programme:	EUR 24,439,000	
	Total amount from EU Trust Fund:	EUR 22,439,000	
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Aid method / Method of implementation	Project Modality Indirect Management through Delegation Agreements with UNICEF and WFP Direct Management through the EU Delegation (Audit, Evaluation, Visibility)		
DAC-code	150	Sector	Education
	12240	Sector	Basic Nutrition

2. RATIONALE AND CONTEXT

2.1. Summary of the action and its objectives

The program will contribute to the **EU Trust Fund Objective (2)** strengthening resilience of communities and in particular the most vulnerable, as well as refugees and displaced people. This programme is aligned to the **Valletta Action Plan priority domain (1)** development benefits of migration and addressing root causes of irregular migration and forced displacement. This Action is aligned with the following Sustainable Goals for Development (SDG): Goal 1 “End Poverty”; Goal 2 “End hunger, achieve food security and improved nutrition and promote sustainable agriculture; and Goal 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The target groups will be school-age children attending primary schools in South Sudan (aged 6-18), primary school teachers, school staff, Parent Teacher Associations (PTAs) and the education system in general. This intervention will target **75,000 students**¹: they will benefit from both improved access to quality learning and school feeding.

The **geographical scope** of the programme is the former four states² of Northern Bahr el

¹ This number was determined based on the unit cost per child for education intervention.

² The "former states" are those named in the Transitional Constitution of the Republic of South Sudan, 2011. The number of states was brought to 28 in 2015, to 32 in 2017 and to 10 (plus 2 administrative areas) in 2020. The geographical target of this action remains the 10 states as per the Transitional Constitution.

Ghazal (NBEG), Western Bahr el Ghazal (WBeG), Warrap and Eastern Equatoria³. These areas have been selected because they are not covered by the Education in Emergency (EEP) programme funded by USAID and implemented by UNICEF. The population of primary school children in these states was 503,109 children divided in approximately 1,658 schools in 2013 according to data from the Girls Education South Sudan (GESS) programme. 15% of this student population will be directly targeted by the present action (75,000).

The 75,000 students will come from identified schools that will be selected based on the following criteria:

- (i) Accessibility - to enable food deliveries, roll out of education programmes and programme monitoring.
- (ii) Attendance - schools where there has been significant decrease in attendance will be prioritized⁴.
- (iii) Vulnerability criteria - including protection criteria (GBV, risk of children being enrolled in armed forces) and food security levels⁵

For selected schools to provide on-site school meals, certain WFP criteria (availability of kitchen, store, water and sanitation facilities) need to be in place. Support will be provided for up to 150 schools or more to upgrade their facilities in order to meet these requirements. In the meantime, WFP will seek to provide dry take-home rations and/or high energy biscuits (HEB)⁶ to the children of these schools. The list of the target schools will be established jointly by UNICEF and WFP at the end of the inception phase. The school feeding (or take home rations) will be carried out over the entire duration of the action, covering all the school calendar days, with exception of holidays.

The **overall objective** of the EU Education in Emergency Programme is to improve stability and resilience in the four former South Sudanese states of NBEG, WBeG, Warrap and Eastern Equatoria, through improved child protection, better nutrition and equitable access to primary education.

The **specific objectives** are:

- (1) Improve access to quality learning opportunities for 75,000 children (6-18 year olds) in safe and protective environments in the four states;
- (2) Improve the nutrition status⁷ of primary learners in the four targeted areas with daily school meals throughout the academic year.

The **intervention logic** is that given the situation of (largely man-made) disaster in South Sudan, there is an urgent need to support schools with interventions for ensuring access to quality education and preventing school abandon. School meals help keep children in school during both emergencies and ongoing crises. During periods of emergency school closure, like in the case of

³ In July 2017, the state of emergency was declared in Gorial State, part of Tonj State, Wau and Awiel States by President Kiir, its effects, however, remain uncertain. In case certain areas/states become inaccessible, a review of the programme's geographical locations is to be conducted.

⁴ Synergies with the IMPACT project should be explored.

⁵ The entry point for school meals is usually the food security level of a particular region or area. According to the IPC January 2017 Communications Summary the food security in South Sudan is projected to deteriorate further in 2017. As of April 2017 42% of the population of South Sudan was food insecure. The four target states were classified in IPC phases 3, 4 and 5. Therefore in terms of the food security nearly all communities will qualify for school meals support.

⁶ WFP will use funding acquired through other donor sources for the procurement of the HEBs which will be provided as mid-day snacks in locations where facilities are not yet in place for preparation of on-site school meals.

⁷ While the activities included in this project have the potential to improve nutritional status, UNICEF and WFP are unable to measure improvements in nutrition status within this project. Instead, provision of school meals, nutrition messaging and deworming tablets will be used as proxy indicators for improved nutritional status of students.

the COVID-19 pandemic, take-home rations support children's health and nutritional wellbeing and are conducive to their return to schools when possible. Meals for students also promote protection of children and instill a sense of hope. Other key interventions to ensure access to quality education will include availability of adequate teaching materials and professional training to teachers, focusing on learning achievements.

2.2. Context

2.2.1. Country/regional context

Following decades of civil war over self-determination, South Sudan gained independence from Sudan in July 2011. In December 2013, what started as a political crisis within South Sudan took a violent turn, and resulted in a cycle of ethnic killings, massive displacement (in June 2017, 1.9 million are internally displaced and 1.8 million have sought refuge in neighbouring countries) and with some 6 million people, more than one in two, estimated to be food insecure, with localised famine already declared (IPC phases 4-5 in May 2017).

The violence and fighting -including along ethnic lines - have fragmented the political class, the army and the population, and so far a peaceful solution to them is far from reach. In August 2015, a peace agreement was signed; however, the fighting in Juba resumed nearly one year later in July 2016. The "Agreement on the Resolution of the Conflict in the Republic of South Sudan" established a Transitional Government of National Unity (TGoNU), monitoring mechanisms and a transitional justice regime: all that still remains largely on paper. The resumption of widespread fighting leaves civilians at risk of further mass atrocity crimes. Displaced civilians are at imminent risk of gross human rights violations, inter-ethnic violence and subsequent migration wave. A pervasive culture of impunity has fuelled recurring cycles of armed violence in South Sudan exacerbating the political, tribal and ethnic drivers of the war.

Despite its abundant natural resources and substantial reserves of oil, South Sudan remains one of the poorest countries in the world. Even in famine conditions, the government continues to obstruct humanitarian organizations while spending a large part of its national budget on arms and security-related issues, while only around 4% of it is dedicated to education and health together. Over half of the population is below the age of 18, three quarters are illiterate, and most have to live under very poor health and sanitary conditions with limited economic opportunities. The Government derives 95% of its revenues from oil production, deeply affected by the fall of international prices. In consequence, public sector wages are increasingly paid late, and recourse to central bank borrowing has triggered triple digit inflation and a rapid depreciation of the currency.

The country faces huge challenges in its state and nation building efforts to transition out of fragility. Decades of civil conflict left South Sudan with virtually no economic and social infrastructure and only a rudimentary public administration system.

This project will be implemented in former four states of NBeG, WBeG, Warrap and Eastern Equatoria. While Northern Bahr El Ghazal (NBeG), Western Bahr El Ghazal (WBeG), Warrap and Eastern Equatoria have experienced a fragile stability up until recently, they too have plunged into severe crisis and are in need of immediate assistance to alleviate the suffering. The negative impact on children has also increased as the education system is under severe strain due to the Government's inability to pay teachers regularly or provide any learning materials to support them perform their functions or incentives to keep them motivated. Similarly, the overall food security situation has further deteriorated. These two factors have led to a decrease of enrolment rates and increased the drop-out rate of children at the primary school level.

On 11 March 2020 the WHO declared the COVID-19 pandemic. On 4 April 2020 South Sudan reported its first COVID-19 confirmed case. In response to the COVID-19 pandemic, the Government of South Sudan ordered the closure of all institutions of education on 20 March

2020. As of June 2020, it has not announced yet the date of re-opening.

The COVID-19 response itself (e.g.: suspension of education institutions, health science institutions, social events, inter-states movements, religious events, and reduction of working hours and the introduction of a curfew) hits the livelihood and resilience of an already vulnerable population.

While in Europe and Asia the spread of the virus is regressing in June 2020, the peak of the contagion in South Sudan is expected around September 2020 and it might affect up to 80% of the population⁸. Eventually, with the time taken to contain the virus, find the vaccine and the cure, a risk exists that - being South Sudan not able to detect, contain, or manage local transmission cases - the virus could persist in the country for long and pose a recurrent threat to the region and globally.

Eventually, the school classes might be subject to an uneven schedule, repeated schools closures/openings, and low attendance of students and/or teachers.

Northern Bahr el Ghazal: NBeG continues to experience relative peace and stability compared to other parts of the country. However, despite this stability, food and nutrition security has continuously deteriorated over the last three years due to insufficient market supply, poor climatic conditions, and limited agricultural production. In mid-2016, the Integrated Food Security Phase Classification (IPC) reported over 600,000 people in NBeG in Crisis and Emergency Phases (IPC phase 3-4) of food insecurity - about half of the population - and malnutrition rose to unprecedented levels with Global Acute Malnutrition (GAM) prevalence twice above the emergency threshold (33.3%). In 2017, a similar situation is recurring with the February IPC update projecting 885,000 people facing crisis and emergency levels of food insecurity during the May - July period.

Western Bahr el Ghazal: The security situation in WBeG remains unpredictable, limiting humanitarian actors from delivering assistance to affected populations. In 2017, fighting has continued to displace thousands, with more than 30,000⁹ people seeking shelter in UN protection of civilian (PoC) sites in Wau town. The February IPC update projects about half the population of WBeG to be facing crisis and emergency levels of food insecurity during the May-July period.

Warrap: In 2016, the IPC reported 38.9 per cent of the population in Warrap state as severely food insecure over the lean season. Though the situation has improved in 2017, still more than 330,000 people are facing crisis and emergency levels of food insecurity during the May-July period. Warrap also hosts a large population of internally displaced peoples (IDPs) from the Abyei Administrative Area, whose access to land has affected their ability to be self-sustaining.

Eastern Equatoria: Since the July 2016 conflict in Juba, which subsequently spread to other parts of the country, the security situation in the greater Equatoria region has been extremely volatile. Fragmentation of armed groups and localized fighting has resulted in a significant out-migration, with more than one million South Sudanese asylum seekers currently present in Uganda - a significant portion of which have come from Eastern Equatoria. At the same time, 385,000 people are facing crisis and emergency levels of food insecurity during the May-July 2017 period, a situation which could be further aggravated if farmers are not able to access their farms due to insecurity.

2.2.2. Sector context: policies and challenges

⁸ London School of Hygiene & Tropical Medicine CMMID COVID19 Working Group, *Modelling projections for COVID19 epidemic in South Sudan*, 30/04/2020

⁹ UNMISS PoC Update, 12 June 2017:

<http://reliefweb.int/sites/reliefweb.int/files/resources/170612%20PoC%20Update%20-%20168.pdf>

With 72 per cent¹⁰ of children of primary school age (6-18 years) out of school (UNESCO Institute of Statistics 2016), South Sudan has the highest proportion of out of school children in the world. Many families are poor and need the children's contribution to the family income, or they find it more important for the children to receive their education at a cattle farm or in gardens for the non-pastoralist communities. The ongoing conflict has worsened children's access to education even further, with the primary school net enrolment rate (NER) decreasing from 42 per cent in 2013 to 35 per cent in 2015. Nearly one million school-aged children, the majority of them in Unity, Upper Nile, Jonglei, Western Equatoria and Lakes have been displaced, often to areas without access to protective learning spaces. In addition, some 124,100 refugee children in South Sudan living in camps in Upper Nile, Jonglei, Central and Western Equatoria are also in need of education assistance in 2017.

Needless to say that due to the frequent movement of people that naturally include teachers as well as pupils, and with schools being destroyed or deserted, the conflict has severely weakened the already fragile education system and impacted the education of an estimated 1.173 million school-aged children (3 to 18 years old) (*UN OCHA HNO 2017*). The renewed outbreak of violence in Juba and other parts of the country since July 2016 caused a further increase in drop-out rates, as well as a decrease in primary school enrolment rates.

Besides low enrolment rates and low rates of primary school completion the country struggles with the quality of education. The majority of learners who have reached the end of P3 lacked reading automaticity in either national language or in English (South Sudan Global Partnership on Education (GPE) Early Grade Reading Assessment (EGRA) Report, 2016). Apart from the inability of learners to read either in national language or English (UNICEF South Sudan 2015/RICH) the shortage of adequately trained teachers contributes to poor learning outcomes. At primary school level, only 30 per cent of teachers have a professional qualification and only 14 per cent are female teachers (*EMIS 2016*).

The disruption of education has immediate, medium and long term consequences for the stability and development of South Sudan, as children who are not in school will lack the structure and stimulation for healthy cognitive and psychosocial development. Furthermore, the education crisis increases the risk that more out-of-school boys will be recruited by armed actors while girls face an increased risk of being forced into early marriage. As of the beginning of 2017, an estimated one million children have been affected by psychosocial distress. Women and children in particular, face significant protection risks, determined by the loss or weakening, of key protective and supportive structures; children, parents and the communities consider education a critical priority (*UN OCHA HNO 2017*). Furthermore, access to education can limit the physical danger presented by conflict and improve the ability of children to cope with negative psychosocial effects.

In 2017, the cumulative effect of conflict, insecurity, the economic crisis and below-average crop production due to erratic rainfall and displacement has led to a further deterioration of the food and nutrition situation of households throughout South Sudan. In February, famine was declared in parts of former Unity State, in Leer and Mayendit counties, affecting 90,000 people. The food security situation in the rest of the country has also continued to worsen, in particular in parts of NBeG and WBeG, Upper Nile and Jonglei, due to continued displacement. Despite efforts made to contain famine, 6 million people are in need of urgent assistance - the greatest number of food insecure people ever recorded in South Sudan¹¹.

In the past, about 50 per cent of all harvests have been lost in areas affected by violence, and many farmers have been unable to plant or harvest due to insecurity and restrictions on freedom of movement. The Greater Equatoria region, which is responsible for over half of the country's

¹⁰ Gross enrolment ratio

¹¹ IPC, June 2017 <http://ipcglobalalert.wixsite.com/southsudan>

net cereal production and the only surplus producing area, was severely impacted by the violence, preventing many households from accessing farms for first season harvests and second season cultivation. A cereal deficit of more than 50 per cent was reported in 2015/2016 and is likely to increase in 2017. Acute malnutrition remains prevalent in many parts of South Sudan. According to the IPC report from January 2017, out of 23 counties with recent data, 14 have Global Acute Malnutrition (GAM) rates at or above the 15% emergency threshold, while GAM above 30% is observed in Unity (Leer, Mayendit, Panyijar). Similarly, a worsening nutrition situation is observed in the Greater Equatoria region; a deterioration associated with widespread insecurity, lack of humanitarian access, disruption of the 2016 agricultural season and the economic crisis.

This project is in line with and contributes to sector priorities reflected in South Sudan 2017/2021 General Education Sector Plan. The plan recognises that the current fiscal crisis will not be resolved quickly. Consequently, this plan is both transitional and developmental. During the transitional period 2017-2018, a select number of strategic actions have been prioritised for implementation which includes access and equity, quality and management for General Education and Instruction which includes early childhood development, primary, secondary, alternative education systems (AES) and TVET. In order to improve **access to and equity in education**, priorities for 2017 and 2018 include the payment of salaries, capitation grants, and cash transfers to girls who are enrolled in upper primary and secondary education. It is projected that the ministry will not have sufficient funding through the Government of the Republic of South Sudan to pay for teacher salaries and some portion of management and administrative salaries over the next two years. Unless additional government funding is secured, donor support will be needed in order to be able to pay all salaries *and* to finance capitation grants and cash transfers to girls. Therefore, funding through IMPACT will support payment of teachers' salaries while funding through GESS will be used to pay the capitation grants and cash transfers to girls until 2019.

UNICEF and WFP are responding to conflict, displacement and poverty through Education in Emergencies services. The Ministry of General Education and Instruction is supporting the basic education system at all levels to help the children resume formal schooling. Given the educational needs in six former states (Unity, Upper Nile, Jonglei, Lakes, Central Equatoria and Western Equatoria) support programmes have been rolled out by UNICEF, with USAID having provided the largest contribution of US\$37 million for comprehensive education in emergency response for over 300,000 children in these six conflict states. The situation in the remaining four former states (NBeG and WBeG, Warrap and Eastern Equatoria) has meanwhile also deteriorated to an extent where support, both as education in emergency, as well as through school feeding, has become necessary. The specific needs of displaced children are taken into account through the child protection component as well as the provision of temporary learning spaces for children affected by conflict; furthermore UNICEF provides education for children in the protection of civilian sites (PoCs). The school meals programme will also help to encourage children to attend schools in the locations where they have relocated to - they will be added to the school registrar and will also benefit from the feeding programme.

2.3. Lessons learnt

According to the document *"How School Meals Contribute to the Sustainable Development Goals"*¹ when a school meals programme is part of a package of investments in education, it can help maximize the return of these investments, because school meals facilitate access to schools, increase enrolment and attendance rates and improve the nutritional status, health and cognitive development of children. It goes on to further state that a systematic review of 216 education programmes in 52 low- and middle-income countries (3IE 2016) found that school meals programmes are one of the few education interventions that show positive impact in both school participation (enrolment, attendance, completion) and learning.

A daily school meal for students means not only better nutrition and health, but also increased achievement in education. It is also a strong incentive for parents to consistently send children to school and for learners to attend regularly. If need be, mechanisms will be put in place to engage children (and their parents) not attending classes and coming to school only during meal times, in order to ensure also the benefit from the schooling. During crises, school meals successfully meet basic nutritional needs while getting children back to the classroom. School meals are beneficial in many ways and can be tailored to address specific needs, such as:

1. **Safety Nets:** School meals are the most prevalent safety net worldwide. They can help families support their children's education while protecting their food security. They help break the 'cycle of hunger and poverty' by increasing the chances of children becoming healthy and productive adults.
2. **Education:** A daily school meal allows children to be more alert and to focus on their studies rather than their stomachs. It helps to increase enrolment and attendance, reduces drop-out rates and improves cognitive abilities. Where there is a gender gap in key education-related areas, school meals can be complimented with take-home rations to provide further incentives, especially to girls.
3. **Nutrition:** In poor countries, school meals are often the only regular and nutritious meal a child receives. Without them, hunger and micronutrient deficiencies can cause irreversible damage to children's growing bodies. When school meals are combined with deworming and micronutrient fortification, the effects of that investment are multiplied. This is especially so when they are tailored to specific nutritional needs, such as those for adolescent girls or children affected by HIV/AIDS.

Furthermore, in the South Sudan experience, when school meals are coupled with interventions focusing on quality education - such as teachers trained and using learner centred pedagogy, instruction in the mother tongue/national languages in the early years and community based accountability through PTAs and SMCs - indicators of school performance increase significantly^{12 13}.

With conflict and displacement adding to extremely low education indicators, UNICEF is taking a context specific approach to ensure all children across South Sudan are able to access education¹⁴. Depending on the situation in each former state, UNICEF either intervenes through education in emergency interventions or through a recovery approach as part of the Back to Learning (BTL) initiative. The BTL initiative is a flagship campaign of the Ministry of General Education and Instruction (MoGEI) funded by all education partners through the GPE. It provides an entry point and platform to address the key education needs of children and adolescents for both the immediate and medium term, including education in the current and escalating emergency situation, and for continued development needs. This two-fold approach helps optimise education results through creating a positive and long-term impact in the targeted areas and to ensure the programme follows the 'Do No Harm' principle.

2.4. Complementary actions

The project will strengthen the overall impact on children's educational attainment through collaboration with complementary ongoing education programmes, such as:

- **UNICEF-managed Global Partnership for Education (GPE)** focusing mainly on improving the quality of teaching and learning in stable areas. (2012-2017, likely to be extended into next phase)

¹² <http://documents.wfp.org/stellent/groups/public/documents/resources/wfp290540.pdf>

¹³ Education Commission (2016). Learning Generation: Investing in Education for a Changing World.

¹⁴ UNICEF is supporting 1000 schools nationwide.

- **Education in Emergencies Programme (EEP):** USAID-funded programme for UNICEF education in emergency activities in the six former states not funded through this programme; (2014-2017, likely to be extended until March 2018). In addition, discussions between UNICEF and USAID are ongoing regarding a second phase.
- DFID-funded **Girls' Education South Sudan (GESS)** ongoing programme focusing on supporting girls education in particular. The GESS programme also provides capitation grants to schools that could be used to improve school facilities such as latrines, kitchens and water points which are necessary for school meals. There are a number of areas where beneficial synergies could be developed between GESS and the school based interventions such as the WFP school meals programme. Currently WFP is working with GESS to develop more data sharing such as attendance and information about school assessments.
- **IMPACT programme:** EU-funded and implemented by Mott MacDonald, helping to keep the primary education system afloat through the delivery of incentives to all primary teachers in public schools countrywide. The IMPACT programme is providing a needed boost to schools in many communities in South Sudan, where the lack of teacher pay has had negative effect on student attendance¹⁵.
- EU-funded **CSO budget line project** to support a more comprehensive delivery of TVET and livelihoods in South Sudan through providing training, start-up and agricultural business grants to youth in 16 centres across the country.
- **ECHO projects** (EU funded) in the area of education in emergencies, implemented by Finnchurch, Save the Children, Norwegian Refugee Council, OXFAM, Plan International Spain and the Lutheran World Federation.
- **WFP-Food for Education programme**¹⁴ is a multi-donor funded programme which is substantially contributing to improving the nutrition status and learning outcomes of children in South Sudan far beyond the four former states targeted in this programme. This action would form part of the planned caseload for the Food for Education programme.

The project will coordinate efficiently with the above initiatives to avoid overlap. It is likely to have a significant impact on the current education scenario in the country. The BTL initiative functions as an umbrella for the education sector. State level mechanisms under the BTL initiative have improved coordination across the various education programmes implemented at sub-national and school level.

The national and state ministries of education will continue to be responsible for establishing education policies, rules and regulations, future payment of government teachers' salaries, and providing supervision to teachers and headmasters/mistresses. The education partners, such as UNICEF, WFP, DFID, USAID, EU and I/NGO implementing agencies provide the necessary support to the education authorities to create an enabling and conducive environment for quality learning.

To enable more children, even in crisis areas, to go to school, UNICEF establishes or rehabilitates schools or creates temporary learning spaces, trains teachers to facilitate learning - particularly literacy and numeracy - provides teaching and learning supplies and ensures community engagement in school governance so that schools are perceived to be part of the community through the establishment of SMCs and PTAs.

WFP is responding with the Food for Education (FFE) programme^{16 17} including school meals

¹⁵ In the proposed project, UNICEF will not be paying teachers and volunteers incentives; they will be covered by IMPACT.

¹⁶ WFP's FFE programme is currently included under Protracted Relief and Recovery Operation (PRRO) 200572,

and take-home rations that fall under WFP Strategic Objective 2, which is to support or restore food security and nutrition and establish or rebuild livelihoods in fragile settings and following emergencies. In the South Sudan context with ongoing emergencies in many parts of the country delivering potentially life-saving nutrients to children is the central goal, rather than building longer-term systems. School meals and take-home rations help keep children in school during sudden emergencies and ongoing crises.

During periods of emergency schools-closure or massive disruption, like in the case of the COVID-19 pandemic, the project will focus on protecting the school children, continuing the education paths and facilitating the students' return to school when possible. This may include, among other approaches, distance education (e.g.: through radio), learning at home, psychosocial support, child-friendly health/hygiene/like-skills messaging, provision of specific learning/protection material, provision of meals at home.

2.5. Donor Coordination

USAID is supporting the Emergency Education Programme of UNICEF in six former states (Upper Nile, Unity, Jonglei, Lakes, Western Equatoria and Central Equatoria). However, UNICEF has not received substantial donor support to education in the remaining four states, which is why the EU is covering them through this programme. As such, there is a clear geographical division between the two programmes. The GESS programme funded by DFID is being implemented throughout the country and the schools in the four states funded by the EU through this programme are also benefitting from their cash transfer in support of girls education and the capitation grant given to schools for school improvement. The UNICEF education programme works in close collaboration with the GESS programme, especially in the capacity building of SMCs.

UNICEF and WFP have signed a letter of understanding (LOU) for two years to coordinate with each other on school feeding programmes and are developing a joint operational plan for coordination at field level. The proposed EU's integrated project with UNICEF and WFP will coordinate with DFID, USAID and ECHO to ensure synergy between these interventions. The coordination mechanisms used are the bi-weekly meetings of the education cluster group as well as the monthly meeting of the Education Donor Group (EDOG) or other ad-hoc coordination mechanisms.

3. DETAILED DESCRIPTION

3.1. Objectives

The **overall objective** of the EU Education in Emergency Programme is to improve stability and resilience in four former South Sudanese States of NBeG, WBeG, Warrap and Eastern Equatoria, through improved child protection, better nutrition and equitable access to primary education.

The **specific objectives** are:

(1) Improve access to quality learning opportunities for 75,000 children (6-18 year olds) in safe and protective environments in the four states;

which is a multi-donor project. In 2018, FFE will form part of WFP's interim Country Strategic Plan (I-CSP) which will replace the current PRRO and Emergency Operation (EMOP).

¹⁷ In 2017, WFP's Food for Education programme will support 600 primary schools in South Sudan. This will translate into support for approximately 180,000 and 120,000 male and female students respectively in preschool through to the 8th grade who will receive either school meals or take-home rations. The support is provided based on a Letter of Understanding signed annually between the South Sudan Ministry of Education and WFP.

(2) Improve the nutrition status of primary learners in the four targeted states with daily school meals throughout the academic year.

Two main results are expected to be achieved by December 2019:

Result 1: 75,000 primary school students in the former states of NBeG and WBeG, Warrap and Eastern Equatoria have access to quality education and child protection services, through community based interventions;

Result 2: 75,000 children at the primary school level have benefited from school feeding and nutrition messaging.

The expected benefits to the recipients will include improving access to education for schoolage children, improving school attendance, improving the quality of teaching, and providing a daily hot meal to students who attend schools that meet the school meals eligibility criteria. These benefits will be achieved through teacher training, provision of teaching and learning materials, training of PTAs and School Management Committees (SMCs) and provision of food commodities to the schools for the preparation of school meals.

3.2. Expected results and main activities

The **expected results** of the project through **component 1** (UNICEF) are as follows:

Result 1: 75,000 primary school students in the former states of NBeG and WBeG, Warrap and Eastern Equatoria have access to quality education and child protection services, through community based interventions;

Result 1 will be achieved through the following education activities:

- 1.1.** Procure, reproduce and distribute education supplies, supplementary reading and instruction materials to 75,000 children and 1,600 teachers (including volunteer teachers¹⁸).
- 1.2.** Provide in-service training and mentorship to 1,600 teachers (including volunteer teachers) and early childhood development (ECD) facilitators. The training will include effective teaching and learning, multi-grade teaching approaches, mother tongue education, classroom management, learning assessments and provision of psychosocial support.
- 1.3.** Support improvement of school facilities through provision of kitchen, storage and WASH facilities (including water points and latrines) in 150 schools or more where rehabilitation is required to ensure their eligibility to receive WFP's assistance under the school feeding programme.
- 1.4** Capacity building of 140 social workers, 920 community actors and 80 Child Friendly Space facilitators to provide psychosocial support in the schools, in the communities, and/or at home. The primary schools teachers, social workers and community actors will be reached with an integrated Education and Child Protection programme, including capacity building on GBV and dignity kits, aimed at ensuring that schools are a safe and supportive environment for boy and girl pupils.

¹⁸ Volunteer teachers are not regular government teachers. They are engaged by school from the local community on a voluntary basis to offset the shortage of teachers in school. They are not generally part of Government payroll and are paid either by community contribution or the local NGOs from their fund as long they are ready to volunteer or they are needed in school.

- 1.5 Psychosocial support to children and adolescents in schools through strengthening the capacity of teachers, PTAs and SMCs. This entails provision of tailored focused and non-focused psychosocial support to children and adolescents in school premises and in communities with engagement of school personnel and community actors.
- 1.6 Teaching modalities that, in times of acute crisis, do not require school attendance, such as learning via radio broadcasting, home schooling, etc.

The **expected result** of the project through **component 2** (WFP) is as follows:

Result 2: 75,000 children at the primary school level have benefited from school feeding and nutrition messaging.

This result will be achieved by WFP through the following activities:

- 2.1 Procure and deliver food for preparation of daily school meals for up to 75,000 children.
- 2.2. Delivery of a food commodity basket consisting of cereal, pulses, vegetable oil and salt to schools for on-site school meals to 75,000 children where all minimum requirements exist in the schools (i.e. availability of kitchen and storage facilities, water points and latrines).
If a school does not have the requirements for the preparation of on-site school meals, dry rations and/or HEB will be delivered to the school for distribution to the students as a take home ration (dry rations) or as a snack (HEB) to be eaten during break-times.
In times of emergency schools-closure or severe disruption (e.g.: during the COVID-19 pandemic), the children will be assisted through take-home-rations. In case of significant risk for the children, the rations may be provided not only to the school-children, but to their nearby community, thus to avoid competition for the food and protect the children. Indirectly, this emergency activity will highlight that the student is a precious asset for the entire community, hence worth of respect, assistance and protection.
- 2.3. Distribution of deworming medication to primary school children and staff in all the supported primary schools.
- 2.4. Training of school management committee staff on food handling and management.
- 2.5. Nutrition education (and SBCC¹⁹) delivered through the school curriculum, training and messaging on posters in the schools.
- 2.6. School gardens developed to provide fresh supplementary food to support the preparation of school meals and encourage nutrition education of students.

¹⁹ Social and behaviour change communication

3.3. Risks and assumptions

Risks	Risk level	Mitigating measures
<p>Security</p> <p>Volatile environment that can change rapidly.</p> <p>Risk of attacks on humanitarian and aid workers.</p> <p>Political instability, civil unrest, ethnic tension in all 4 states.</p>	<p>Medium</p>	<p>Work closely with field office of UNICEF and WFP and local partners to ensure the safe transportation of education, food and other materials.</p> <p>Work closely with state ministry of education, field offices and local NGOs to get most current security information.</p> <p>Create risk assessment and operational plan state by state, putting in additional security measures where necessary.</p> <p>Undertake regular risk monitoring for operations as well as for warehouse locations where stocks are prepositioned.</p> <p>Engage more local NGOs as implementing partners who can withstand security stress and encourage INGOs to recruit more local staff.</p> <p>Preposition sufficient quantity of essential supplies at secure locations and put in place contingency distribution plan.</p> <p>If provision of commodities for school meals becomes impossible due to security/access, WFP to look at provision</p>
<p>Stakeholders</p> <p>The community and other stakeholders are pre-occupied with livelihood and security and not able to engage at expected level.</p> <p>Government changes rule of engagements affecting working and accessibility of humanitarian agencies especially, national and international NGOs.</p>	<p>Low</p> <p>Low</p>	<p>Ensure effective communication of purpose and relevance of the programme to the relevant stakeholders using participatory approaches to gain buy-in and ownership of the programmes.</p> <p>Use of local NGOs/CBOs/institutions and networks will further support stakeholder cooperation and engagement.</p> <p>The local partners of the programme will make every effort to engage relevant stakeholders including inviting state and national ministries of education to trainings, keeping them updated at all stages of the programme.</p> <p>Early and effective engagement with the Government of the Republic of South Sudan to ensure the evaluation</p>
<p>Logistics</p> <p>Targeted locations are inaccessible due to poor road conditions</p>	<p>High</p>	<p>WFP to preposition necessary commodities in field locations during the annual prepositioning exercise. So far this year, WFP has achieved over 95 per cent of the prepositioning plan.</p>

		Where prepositioning is not achieved, WFP to look at airlifts of commodities
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The **assumptions** for the success of the project and its implementation include:

- The IMPACT project is implemented as per the plan which will ensure teacher’s regular attendance in school.
- Sufficient commodities are available for purchase regionally to support the pipeline for the school meals programme. Wherever possible, WFP procures food commodities from regional hubs through its Global Commodity Management Facility (GCMF);
- Local authorities and stakeholders provide the necessary support for the project;
- The four targeted former states of NBEG, WBEG, Warrap and Eastern Equatoria remain stable and accessible throughout the duration of the project;
- Target locations remain accessible to project staff. At least minimal forms of interactions with the target groups remain possible, despite possible restrictions imposed in relation to health pandemics.

3.4. Cross-cutting issues

Education as a contributing factor to peacebuilding and reconciliation

By supporting education service delivery in the four states the project will address grievances amongst communities regarding perceived inequities in resource allocation between conflict affected states and those which were less affected. This is expected to contribute to the peacebuilding and reconciliation efforts in communities.

Inter-sectoral convergence

The project integrates other areas of UNICEF expertise, such as WASH and Child Protection²⁰, into the education sector to achieve the best possible outcome. In particular, female students tend to drop out of school once they reach puberty if schools do not have adequate sanitation facilities. Therefore, learning spaces are equipped with sex-disaggregated and gender-sensitive WASH facilities. Keeping in mind the high amount of children in distress in South Sudan, teachers as well as PTAs and SMCs receive training on how to provide psychosocial support and conflict-sensitive education. There will be emphasis on implementing community-based interventions on gender based violence (GBV) and grave child right violations.

Combined with WFP’s other resilience and livelihoods programmes, FFE forms part of WFP’s resilience strategy for South Sudan. This broad range of support, including asset creation, safety nets, and sustainable livelihoods programmes, help to assist communities with recovery and increase their resilience to future shocks. At the same time, WFP’s resilience activities help food insecure households and students meet their immediate food needs. WFP will continue to integrate its programmes, including FFE with asset creation activities like school gardens, to maximise the potential impact of the school meals programme.

Communication for Development

UNICEF and WFP will use a network of Communication for Development (C4D) partners to disseminate messages on proper hygiene practices, health, nutrition, the importance of girl’s education, as well as on HIV and gender based violence (GBV). The C4D component will employ behaviour change communication strategies focusing on integrating cross-sectoral approaches through networking community linkages. A vast component of integration will be to

²⁰ This includes provision of psychosocial support to children, training social workers and community members including PTAs/ SMCs on community-based child protection initiatives and awareness raising on gender based violence, implementation of safety social audit in schools to encourage mainstreaming of gender specific needs and distribution of dignity kits to girls in schools.

align all messaging with the new curriculum under life-skills. Furthermore, capacity development will be endeavoured to ensure all PTAs, community leaders and teachers are familiar with messaging to disseminate accurate and timely information to students, parents and their respective communities. Information on adequate nutrition will be provided across all age groups, especially children with HIV, as well as tailoring key messages to adolescent girls on micronutrient supplements to counter micronutrient deficiencies. The importance of adequate nutrition will be further endorsed through the promotion of school and backyard gardens.

Overall, advocacy and mass media will be utilized to create knowledge on the programme itself and its objectives to ensure parents understand the importance of the programme and its benefits to their children. For example, a launching ceremony with government officials in attendance will be conducted at the state level to highlight the importance of the joint programme along with a radio campaign in partnership local and international media²¹ to increase knowledge and political will for the programme.

Gender

The widespread insecurity and conflict in the country, combined with certain cultural practices, has debilitated access to educational opportunities, particularly for girls in South Sudan. Girls in South Sudan face serious disadvantages in education. The country has the worst indicators for girls' education in the world. Not only are they less likely to enter school, girls are also more likely to drop out compared to boys. The situation is especially alarming since women and girls in South Sudan are more likely to die during childbirth than complete primary education. The World Bank has estimated that only seven girls for every ten boys attend primary education, while five girls for every ten boys are enrolled in secondary education. Complicating matters is the fact that only 12% of teachers are female - such a low number plays a part in reinforcing gender disparities. The project, therefore, will keep gender at the centre of all activities. The importance of girl's participation in education will be emphasized with all stakeholders through training, workshops and messaging through various means.

Conflict sensitivity/Non-discrimination

In the context of South Sudan, where there are several competing and conflicting groups at different levels, having a conflict sensitive and non-discriminatory approach to planning and implementation is crucial. Therefore, the project will be based on, and will actively promote, the principle of non-discrimination and 'do-no-harm'. To ensure this, UNICEF will organise sensitisation training/workshop for partners and field staff on conflict sensitive planning and non-discriminatory actions in the field. Concurrently, WFP's school meals programme will be delivered in all targeted schools regardless of students' sex, ethnicity, religious background etc. The ingredients of the school meals include sorghum and lentils, which are commonly consumed by all ethnic groups in South Sudan.

3.5. Stakeholders

The main stakeholders of the programme will be the community members whose children will be benefitting from the interventions. The community will be represented through school based SMCs or PTAs. The project will develop the capacity of these bodies so they can constructively engage in the collaborative management of schools. The SMC/PTA will also have an important role to play in ensuring that the benefits accruing through the programme are equitably distributed and the most vulnerable children are included in it; furthermore, communities are contributing through the provision of firewood, soap and preparing and serving the school meals.

At the school level, teachers and children will be the primary stakeholders as they will be directly benefitting from the programme. The quality of education delivery depends on the skills

²¹ WFP and UNICEF will look to engaging BBC Media Action based on successes from other education programmes where BBC successfully supported community sensitization.

of teachers. Therefore, the programme intervention prominently includes capacity development of teachers on the use of different teaching methods and tools. The success of the programme will, however, be measured on the level of children's participation in schools and learning ability.

The ministry of education and supervisors will be involved in programme implementation from the beginning. They will provide supervisory and oversight support to the programme. WFP's school meals programme is implemented in coordination with the national and state level ministries of education.

Other important stakeholders will be the NGOs and community based organisation (CBOs) working on education in these states. Many of them will be engaged in the project as implementing partners either for UNICEF or for WFP. Bringing them on board from the beginning will be beneficial for the programme in terms of their support.

4. IMPLEMENTATION ISSUES

4.1. Financing agreement, if relevant

It is not foreseen to conclude a Financing Agreement with the partner country for the implementation of the action

4.2. Indicative operational implementation period

The period of implementation will be 42 months from the moment of the signature of the Delegation Agreements with UNICEF and WFP, whilst the overall execution period (including the closure phase of no more than 24 months) will not exceed 54 months from the date of approval of this Action Document.

4.3. Implementation components and modules

Both components under this action will be implemented in indirect management by means of two Delegation Agreements (PAGODA), to be concluded with UNICEF and WFP.

For its side, UNICEF will sign agreements with NGOs partners present in the particular area which have the ability to provide quality education services for the delivery of services. The UNICEF field offices will have an oversight function and provide technical supervision to project implementation. The projects administrative and financial control will be exercised by the UNICEF Country Office (CO) in Juba, which will receive and analyse monthly reports from all implementing partners and periodic reports from the field offices. Regular monitoring missions will be undertaken by staff members of the UNICEF CO to monitor implementation of the project.

For its side, WFP South Sudan will work with partner organisations referred to as cooperating partners (CPs). CPs are usually INGOs and local organizations working in the humanitarian sector in South Sudan. WFP will enter into a field level agreement (FLA) with these organisations to implement the school meals programme in specific locations covering a pre-determined number of primary school children. Preference is given to organisations that have an education mandate and are implementing complimentary activities that can be enhanced by school meals. In any given year WFP South Sudan will usually partner with 17-20 humanitarian organisations to deliver school meals.

In 2017, WFP and UNICEF signed a letter of understanding (LOU) which serves as a framework to facilitate joint activities of WFP and UNICEF in the Education sector of South Sudan. The LOU builds on the educational activities implemented by both agencies in this sector, lessons

learned from past joint collaboration in education activities and the potential for enhanced synergies. The overall objective is to work jointly in improving education outcomes in South Sudan.

As such, the EU funded Education in Emergencies project serves as an opportunity for WFP and UNICEF to apply principles of the LOU to jointly deliver education services, including school meals, training, access to education, WASH etc. A joint operational plan is being developed within the framework of the LOU for joint activities across South Sudan, in which the EU funded project is included. The rationale for UNICEF and WFP to implement this initiative is based on the fact that both are familiar with the country context and have a well-established presence, which also reaches out to remote and challenging regions of the country. They have the technical competence, administrative capability and the experience to implement this type of combined intervention due to their complementary mandate and expertise. They have an extensive network of national and international NGO partners, which can be drawn on as well as demonstrated capacity to coordinate with various stakeholders.

4.4. Indicative budget

Component	Amount in EUR
Result 1: Education (Delegation Agreement with UNICEF)	14,875,000*
Result 2: School feeding (Delegation Agreement with WFP)	9,314,000**
Monitoring, audit and evaluation	200,000
Visibility	50,000
Total	24,439,000
* including EUR 1,000,000 UNICEF co-financing	
** including EUR 1,000,000 WFP co-financing	

The progress of the action will be monitored as follows:

4.5. Evaluation and audit

Evaluations (mid-term/final/internal/external) and audit arrangements are an integral part of the contractual arrangements with International Organisations. External evaluations and verification missions might be also carried out by independent consultants recruited directly by the European Commission in accordance with its rules and procedures. Considering the duration of the programme, a final evaluation is envisaged.

Verification assignments will be decided in conformity with the risk analysis in the frame of the yearly Audit Plan exercise conducted by the European Commission.

Possible evaluation and verification assignments will be implemented through service contracts, making use of one of the Commission's dedicated framework contracts or alternatively through the competitive negotiated procedure or the single tender procedure.

All projects implementing this action will have to integrate the EUTF Monitoring and Learning

System - MLS (T05-EUTF-HOA-REG-28) for the reporting of selected output and outcome indicators, as well as to take part in case study exercises and the learning strategy developed by the MLS. The project implementing partners will be requested to provide regular (at least quarterly) data to the MLS in a specific format, which will be introduced during the contract negotiation stage.

The projects implementing this action will *at least* have to report against a selected number of the EUTF output indicators existing at the present date (see list in annex). The monitoring of these indicators will therefore have to be included in the projects' M&E systems (in addition to all other indicators existing in the project's logical framework). As more output and outcome indicators are being developed by the MLS, the projects might be requested to include additional indicators in the course of implementation of the action.

4.6. Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU. This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation. In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner countries and entrusted entities. Appropriate contractual obligations shall be entered into the Agreements concluded by the Commission with the entrusted entities and the partner countries. The Communication and Visibility Manual for European Union External Action shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations. UNICEF and WFP will jointly develop a Communications and Visibility plan during the project's inception phase to ensure maximum visibility of the EU funds to the project. To achieve this goal both agencies will use different materials such as human interest stories, video clips, banners and stickers and communicate through different channels (social media, press releases, logos and banners to be displayed at teacher trainings etc.). Key audiences targeted will be the South Sudanese public and the international community, as well as local and international media. Key messages will highlight the importance of education in peacebuilding and development and how the EU funds contributed to achieving these goals.

The Akvo on-line reporting platform will be used to communicate and report on this action as well as on all projects implementing this action. The logical frameworks of the projects will be encoded in their respective Akvo page and regular reporting of project's activities and outputs will take place on this platform.

Annex II: Indicative Logframe Matrix of the Action

	LOGFRAME	Objectively Verifiable Indicators of Achievement		Sources and Means of Verification	Assumptions	
Impact	<p>Overall objective: To improve stability and resilience in NBeG, WBeG, Warrap and Eastern Equatoria, through improved child protection, better nutrition and equitable access to primary education.</p>	<p>% of children attending schools at primary level in targeted schools, as against planned</p>	<p>Base-line B: 0</p>	<p>Target 75,000</p>	<p>UNICEF/WFP</p> <ul style="list-style-type: none"> ■ Monthly report from partners and field colleagues. ■ Field visit reports. 	

	LOGFRAME	Objectively Verifiable Indicators of Achievement			Sources and Means of Verification	Assumptions
/S W O 3	<p>Specific objectives:</p> <p>SO 1 : Improve access to quality learning opportunities for 75,000 children (6-18 year olds) in safe and protective environments in the four states.</p> <p>SO 2: Improve the nutrition status of primary learners in the four targeted areas with daily school meals throughout the academic year.</p>	SO1 I1: # of children in project states benefitting with quality interventions provided under the project.	SO1 I1 B: 0	SO1 I1 T: 75,000	UNICEF/WFP <ul style="list-style-type: none"> ■ Monthly report from partners and field colleagues. ■ Field visit reports. 	<ul style="list-style-type: none"> •The IMPACT project is implemented as per the plan which will ensure teacher’s regular attendance in school. •Sufficient commodities are available for purchase regionally to support the pipeline for the school meals programme. Wherever possible, WFP procures food commodities from regional hubs through its Global Commodity Management Facility (GCMF). •Local authorities and stakeholders provide the necessary support for the project •The four targeted former states of NBEG, WBEG, Warrap and Eastern Equatoria remain stable and accessible throughout the duration of the project. •In conjunction with the provision of school meals, nutrition messaging and deworming will contribute to improved nutritional status of children. However WFP and UNICEF do not have the means to measure improved nutrition status within this project.
		SO 2 I1: # of children benefitting from daily school meals	SO 2 I1 B: 0	SO 1 I1 T: 75,000	WFP <ul style="list-style-type: none"> ■ Monthly report from partners and field colleagues. ■ Field visit reports. 	
		SO2 I2: # of people exposed to WFP-supported nutrition messaging	SO 2 I2 B: 0	SO 1 I1 T: 75,000		
		SO2 I3: # of children benefitting from deworming	SO 3 I3 B: 0	SO 1 I1 T: 75,000		

LOGFRAME		Objectively Verifiable Indicators of Achievement			Sources and Means of Verification	Assumptions
O •O e CI	Result 1 75,000 primary school students in the former states of NBeG and WBeG, Warrap and Eastern Equatoria have access to quality education and child protection services, through community based interventions;	R 1 I1: # of children provided learning materials. R 1 I2: # of teachers provided with teaching materials R1 I 3: # of teachers with improved child centred teaching trained	R1 I1 B: 0 R 1 I2 B: R1 I3 B:	R1 I1 T: 75,000 R1 I2 T: R1 I3 T:	UNICEF Supply monitoring report.	
	Result 2 75,000 children at the primary school level have benefited from school feeding and nutrition messaging.	R2 I1: # of primary school children receiving on-site school meals R2 I2: Number of people exposed to WFP- supported nutrition messaging R2 I3: Quantity of nonfood items distributed to support preparation of school meals	R2 I1B: 0 R2 I2 B: 0 R2 I3 B: 0	R2 I1 T: 75,000 R2 I2 T: 75,000 R2 I3 T: 100% of planned	WFP <ul style="list-style-type: none"> ■ Monthly report from partners and field colleagues. ■ Field visit reports ■ Procurement invoices and dispatch reports 	
Activities		Means to Achieve Activities			Means of Verification	
Activity:	Activity 1.1 Procure, reproduce and distribute Education supplies, supplementary reading and instructional materials for 75,000 children and 1,600 teachers (including volunteer teachers).	UNICEF will print textbooks and supplementary materials; procure materials such as school's kit and teacher's kit directly from the established vendors/providers in the country.			UNICEF <ul style="list-style-type: none"> ■ Sales Order ■ Warehouse report ■ Logistics report 	

	LOGFRAME	Objectively Verifiable Indicators of Achievement	Sources and Means of Verification	Assumptions
Activities	Activity 1.2 Provide training and mentorship to 1,600 teachers (including volunteer teachers) and ECD facilitators. The training will include effective teaching and learning, multi-grade teaching approaches, classroom management, learning assessments and psychosocial support.	UNICEF will provide professional training and mentorship to accomplish the tasks.	UNICEF <ul style="list-style-type: none"> ■ Training reports from partners. ■ School visit reports. ■ Classroom observation report. 	■
	Activity 1.3 Support improvement of school facilities through provision of kitchen, storage and WASH facilities (including water points and latrines) in 150 schools or more where rehabilitation is required to ensure their eligibility to receive WFP's assistance under the school feeding programme.	Schools will be identified by implementing partners with assistance from WFP and appropriate infrastructure improvements effected in coordination with the community	UNICEF <ul style="list-style-type: none"> ■ Field monitoring reports ■ Joint programme monitoring ■ Partner reports 	
	Activity 1.4 Capacity building of 140 Social Workers, 920 Community Actors and 80 Child Friendly Space facilitators to provide psychosocial support.	Primary schools teachers, social workers and community actors will be trained with an integrated Education and Child Protection programme, aiming at ensuring that schools are a safe and supportive environment for boys and girls.	UNICEF <ul style="list-style-type: none"> ■ Training reports from partners. ■ School visit reports. ■ Classroom observation report 	
	Activity 1.5 Psychosocial support to conflict-affected children and adolescents in schools through strengthening the capacity of teachers, PTAs and SMCs.	Provision of tailored focused and non-focused psychosocial support to children and adolescents in school premises, in communities and with engagement of school personnel and community actors.	UNICEF <ul style="list-style-type: none"> ■ Partner's report ■ Interview with teachers and children. 	■
	Activity 2.1 Procure and deliver food for preparation of daily school meals for up to 75,000 children	Procure and deliver food consignments to project sites.	WFP <ul style="list-style-type: none"> ■ Procurement plan ■ Delivery reports 	

LOGFRAME	Objectively Verifiable Indicators of Achievement	Sources and Means of Verification	Assumptions
<p>Activity 2.2 Delivery of a food commodity basket consisting of cereal, pulses, vegetable oil and salt to schools for on-site school meals to 75,000 children during the 2018-2019 school years where all minimum requirements exist in the schools (i.e. availability of kitchen and storage facilities, water points and latrines). If a school does not have the requirements for the preparation of on-site school meals, dry rations and/or HEB will be delivered to the school for distribution to the students as a take home ration (dry rations) or as a snack (HEB) to be eaten during break-times</p>	<p>% of boys receiving daily on-site school meals against planned</p> <p>% of girls receiving daily on-site school meals against planned</p> <p>% of boys receiving THR or HEB against planned</p> <p>% of girls receiving THR or HEB against planned</p>	<p>WFP</p> <ul style="list-style-type: none"> ■ Field monitoring reports; ■ Joint programme monitoring ■ Partner reports 	
<p>Activity 2.3 Distribution of deworming medication to primary school children and staff in all the supported primary schools.</p>	<p>% of boys who received at least one deworming tablet during the school academic year</p> <p>% of girls who received at least one deworming tablet during the school academic year</p>	<p>WFP</p> <ul style="list-style-type: none"> ■ Field monitoring reports; ■ Partner reports 	
<p>Activity 2.4 Training of school management committee staff on food handling and management.</p>	<p>% of female staff who attended training on food handling and management</p> <p>% of male staff who attended training on food handling and management</p>	<p>WFP</p> <ul style="list-style-type: none"> ■ Field monitoring reports; ■ Partner reports 	
<p>Activity 2.5 Nutrition education (or SBCC) delivered through the school curriculum, training and messaging on posters in the schools.</p>	<p>% of girls who received nutrition information or attended classes on nutrition health</p> <p>% of boys who received nutrition information or attended classes on nutrition health</p>	<p>UNICEF/WFP</p> <ul style="list-style-type: none"> ■ Field monitoring reports; ■ Joint programme monitoring ■ Partner reports 	
<p>Activity 2.6. School gardens developed to provide fresh supplementary food to support the preparation of school meals and encourage nutrition education of students.</p>	<p>m2 of vegetable gardens established</p>	<p>WFP</p> <ul style="list-style-type: none"> ■ Partner reports Field monitoring reports 	<p>Schools have sufficient space for the establishment of school gardens Community members contribute labour to support land clearance/preparation, plantation of vegetable seeds, and weeding</p>