

Call for Expression of Interest

School based programmes (WASH, Social Behaviour change and School feeding) under the building resilience of households and communities through integrated action in South Sudan

CEF/SSD/2025/018

1 Timeline

Posted	Nov 14, 2025
Clarification Request Deadline	Nov 21, 2025
Application Deadline	Nov 28, 2025
Notification of Results	Dec 15, 2025
Start Date	Jan 1, 2026
End Date	Dec 31, 2026

2 Locations

- A South Sudan
 - a Eastern Equatoria
 - b Eastern Equatoria
 - c Eastern Equatoria
 - d Eastern Equatoria

3 Sector(s) and area(s) of specialization

- A Cross Sectoral Areas
 - a Communication for development
 - b Engaging men and boys
 - c Gender equality and women empowerment
 - d Service provision and platforms activities
 - e Training, capacity building and capacity development
- B Education
 - a School meals
- C WASH and Environment
 - a Basic sanitation
 - b Hygiene
 - c Water

4 Issuing Agency

UNICEF

5 Project Background

Through investment from the German Federal Ministry for Economic Cooperation and Development (BMZ) channeled via KfW Development Bank, UNICEF and WFP are implementing the Joint Resilience Programme (JRP) in urban and peri-urban settings of South Sudan. The JRP aims to increase access to safe learning environments, provide quality preventative health and nutrition services, and strengthen food security, livelihoods, and resilience capacities through productive and social safety nets. Comprehensive programmes like the JRP are an excellent example of the results that can be achieved in South Sudan despite the challenging operational context. Through the World Bank's – Development Impact Evaluation (DME) Team, an independent impact evaluation (IE) of the JRP showed that the project has made significant gains in implementation locations. The evaluation highlighted significant impact of the education package (teacher trainings on numeracy and literacy skills, distribution of learning and teaching materials, classroom renovations, WASH, SBC and school feeding), which led to a 15-percentage point increase in school retention rates among children attending project supported schools. In addition, the IE showed that there is value in joint programming. Children's education outcomes improved because of livelihoods programming (FFA). A child from a household receiving livelihood support was about 12 percentage points more likely to be in school compared to children from households without this support. Thus, the JRP phase 1 set a solid foundation for further resilience programming investment in South Sudan, as the country remains one of the most fragile countries in the world and faces high needs due to its low Human Development Index ranking. The project supports 111 schools reaching 63,000 students in 4 states (Western Equatoria State: Yambio, Eastern Equatoria State: Torit, Central Equatoria State: Juba County and Northern Bahr El Ghazal State (Aweil East, Aweil West, Aweil South, Aweil North and centre). UNICEF WASH and SBC teams and WFP School feeding propose to implement school-based interventions through a joint partner in Torit County in 2026 in 22 joint schools supported under the JRP phase 2 and stand-alone school feeding activities in Kapoeta North, South and East Outcome 1: Strengthened access to equitable quality education and improved learning for young (3-5 yrs) and school-aged (6-18 yrs) girls and boys to integrated, inclusive, child-friendly education activities with a focus on gender parity. Output 1.1: Children aged between 3 – 18 years benefit from school feeding, health and nutrition education (WFP/School Feeding) The programme has transitioned from the traditional school feeding approach with regionally and internationally procured food to the Home-Grown School Feeding (HGFSF) model in all 22 schools supported under the project in Torit County, where feeding commodities will be procured locally. HGFSF has proven to be a cost-effective social protection programme with great potential to strengthen local agri-food systems. It is centered around government ownership and community participation and involves the use of locally produced dry and fresh foods that offer balanced diets to children at school. Food commodities, including cereals, pulses, fruits, vegetables, animal-source foods and condiments, are sourced locally, providing income-earning opportunities to multiple actors across local agri-food systems. Moreover, HGFSF will be designed in a way that intentionally links commodity demand to smallholder producer organizations, micro and small-scale agribusinesses (which often involve parents of school-age children), and women-led and owned entities to support their investments, including in education. Therefore, not only does HGFSF promote child education and health and nutrition, but it also has gender transformative and other catalytic benefits to the local economy. Output 1.2: School going children and community members are supported with improved WASH services. Improving access to safe water and adequate sanitation facilities not only enhances the overall learning environment but also contributes significantly to better health and hygiene for students and teaching staff. Better health leads to reduced school absenteeism, increased student engagement, and ultimately fostering a healthier and more productive school community. Output 1.3 School going children and community members are engaged with targeted SBC for improved (UNICEF/SBC) The project will use the socio-ecological model (SEM) as its key programming framework for SBC to target individuals, groups, communities, and platforms contributing to resilience building in target communities. The segmented targets will include in school and out of school children, participants accessing health services, parents, or caregivers at community and those benefiting from livelihood intervention schoolteachers/administrators, PTAs

6 Expected Results

The following are the key results: Output 1.1 Children aged between 3 – 18 years benefit from school feeding, health and nutrition education (WFP/School Feeding) • Number of school children receiving school meals (on-site through HGFSF) disaggregated by sex. • Number of children receiving deworming medication with WFP support, disaggregated by sex. • Number of school gardens established and operational. • Value of produce sold to schools through WFP retailers and other sellers (USD) • Volume of produce sold to schools through WFP retailers and other sellers (Mt) •

Number of schools that provide students with at least 4 food groups per day in the reporting month • Number of people trained on school feeding management- MoGEI, SMC, retailers, local farmers, PTA (disaggregated by sex). • Number of children screened of common illnesses • Number of children referred to the nearby health facility Output 1.2 School going children and community members are supported with improved WASH services. • Number of children that practice hand washing with soap at critical times. • Number of hand pump mechanics trained for maintenance of water facilities in schools and health centers. • Number of WASH committees trained for management and operation of WASH facilities in schools and health facilities. • Number of communities triggered in communities neighboring schools and declared Open Defecation free Output 1.3 School going children and community members are engaged with targeted SBC for improved behavior change (UNICEF/SBC) • Number of Teachers, PTAs. SMC, MoH, MoGEI staff trained on harmonized school SBC package • Number of caregivers/households reached with key messages on children's rights to education, especially girl education and peaceful coexistence, hygiene • Number of key influencers engaged and participating in advocating for children's rights to peace, girl child education, and safe hygiene practices. • Number of caregivers who shared their concerns and asked questions/clarifications to address their needs through community feedback • Percentage of respondent's parents and caregivers who say education for all children is highly valued in their community

7 Indicative Budget

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8 Other Information

Output 1.1: Children aged between 3 – 18 years benefit from school feeding, health and nutrition education (WFP/School Feeding) Activities related to this output are as follows: 1. Provision of daily school meals to children in 22 targeted schools through HGSF whereby WFP will undertake local procurement of the school feeding food basket. This will be achieved through monthly transfers value through e-vouchers to schools which are redeemed at local markets as schools buy their food requirements locally. Based on the required tonnages for schools, retailers will be encouraged to provide the required quantities to schools from local smallholder farmers as much as possible. The schools will choose between up to 25 commodities that include a variety of cereals (maize, rice, and sorghum), vegetable oil, groundnut paste, salt, and fresh vegetables (okra, tomatoes, leafy greens, and onions) or fresh fruits in season (bananas, watermelon, mangoes) leading to greater dietary diversity for the students. 2. Capacity strengthening of local government counterparts as well as all other stakeholders to better support school feeding. The capacity of stakeholders (including county and state Ministry of Education representatives, retailers, head teachers, School storekeepers, Smallholder Farmer Groups/Famer Cooperative representatives, Parent Teacher Associations (PTAs)/School Management Committees (SMCs), students (head boy/girl) and cooks) will be strengthened on the home-grown school feeding approach. 3. Provide albendazole deworming tablets to all students to enhance nutrition sensitivity of the programme. 4. Establishment and maintenance of school gardens in 22 schools to provide an opportunity to teach children and communities about agriculture and nutrition: Where feasible, the school gardens will provide complementary fresh foods for the school meals, also serving as yet another opportunity to teach children about the importance of a diverse, nutrient rich diet. 5. Train school authorities, PTAs/SMCs, and community members from all targeted 22 schools in documentation and reporting skills to ensure timely and accurate monthly reporting as well as support effective HGSF management. 6. Establish a functional School Health, Screening and referral system in 22 schools and document number of children screened and referred to the nearby health facilities. Output 1.2 School going children and community members are supported with improved WASH services. Activities relating to this output: • Provide basic hygiene promotion, menstrual hygiene management promotion and hand washing to 22 schools while ensure appropriate WASH infrastructure (water supply and gender appropriate sanitary facilities operational and maintenance. Education and WASH teams will work together for integrated inputs. • Establish and support School Health Clubs in schools. • Number of schools with compact smart climate – resilient WASH services (water supply, sanitation and hygiene services) • Number of Three (3) STAR schools • In collaboration with the MoGEI and Ministry of Water Resources and Irrigation (MoWRI), and at sub-national level the Ministry of Housing Land Public Utilities (MHLPU) continue the training of Water user Committees and hand pump mechanics for operation, maintenance, and governance of water supply facilities in 22 previously supported schools • Support community level sanitation interventions (Community led Total Sanitation in all 22 communities surrounding schools • Continue training for Water user Committees and hand pump mechanics on operation, maintenance and governance of water supply facilities installed in schools and health facilities under the JRP Phase 1. Output 1.3 School going children and community members are engaged with targeted SBC for improved behaviour change (UNICEF/SBC) Activities related to this output. 1. Enhance practical skills and knowledge on SBC among school going children and adolescents in target

schools through formation of Child-to-Child Clubs to promote hygiene including Menstrual Hygiene Management (MHM) and sanitation messages, nutrition education, protection and GBV messages as well as promote co-curricular activities, organization of various school events, and peer to peer learning activities. Organize annual reading fairs with competitions for students, and games to increase student’s motivation, community and parent’s engagement and Community Education Committee (CEC)’s accountability towards schools. 2. Conduct national trainer of trainer on the integrated SBC training package for schools that was developed under the JRP Phase 1 targeting teachers from 85 teachers and cascade the training to over 400 local actors (PTAs, Teachers, community and religious leaders, community mobilization networks etc.) to raise awareness on hygiene and sanitation, Protection, Education, Nutrition, Gender, PSEA and peaceful coexistence. 3. Community feedback and accountability to affected population

9 Selection Criteria

Name	Description	Weight
Project management	Implementation strategies, monitoring and evaluation, quality control mechanisms and project management arrangements. Innovative approaches if any to project design and implementation.	10
Sector expertise and experience	Range and depth of organizational experience with similar projects Key personnel with relevant experience and qualification of the proposed team for the assignment	20
Experience working with UN	Samples of previous work funded or implemented in collaboration with other UN agencies	5
Local experience and presence	Demonstrated awareness, appreciation, and inclusion of context appropriate measures for the success of the project	15
Relevance of proposal to achieving expected results	An understanding of the assignment and alignment of the proposal submitted with the TOR, Completeness of the proposal and Overall alignment between EOI requirements and proposal	25
Cost effectiveness	Competitive unit costing, including rational allocation of budgets between direct and indirect programme cost. Proposed activity budget and approach of implementation of the tasks as per TOR, including integration of services.	15
Contribution of resource	Applicants’ ability to contribute financial and non-financial direct and indirect programme costs	10

10 Attachments

Description	URL
WFP Budget Template (Excel)	Download the document here
This is the CFEI for Joint Resilience Project Phase 2: Education WASH Scho	Download the document here
WFP Technical Proposal Narrative: NGO Project Proposal Template. Applicant	Download the document here

11 Concept Note Template

[Download the document here](#)

12 For more information on this partnership opportunity, and to apply, please visit

[UN Partner Portal](#)