

DECEMBER 2024

Relief Kitchen Report

Nourishing Minds in Emergencies



Education in Crisis (EiC)

A pilot project funded by the Norwegian Refugee Council (NRC)

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A pilot project funded by the:



NORWEGIAN
REFUGEE COUNCIL

Implemented by:





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Executive Summary

The Relief Kitchen Project by Education in Crisis (EiC) has emerged as a transformative initiative aimed at addressing the critical challenges faced by displaced and host community children in South Kordofan state, Sudan. By providing daily nutritious meals, the project seeks to improve school attendance, reduce child marriages, idleness, and child labor, and foster better educational outcomes.

Initially aimed to serve 200 children in 2 target school (1 host community and 1 IDP schools), the project has exceeded expectations by reaching approximately 480 children across two schools (YMCA). This achievement highlights the project's scalability and impact in enhancing food security and supporting vulnerable communities.

EiC has ensured the success of the Relief Kitchen Project through meticulous daily monitoring of meal preparation, strict adherence to hygienic food handling practices, and orderly distribution processes. These measures have been implemented with minimal disruption to ongoing school examinations, enabling students to focus on their studies.

This report outlines the objectives, implementation strategies, and measurable outcomes of the Relief Kitchen Project, underscoring its role in creating a brighter future for children in the Nuba Mountains. EiC remains committed to sustaining and expanding this initiative to ensure that every child has the opportunity to learn and thrive in a safe and supportive environment.

The Relief Kitchen: Nourishing Minds in Emergencies project successfully addressed critical barriers to education and nutrition in the Nuba Mountains, benefiting over 1,500 vulnerable children and families. By distributing 30,000 nutritious meals and increasing school attendance by 25%, the project directly improved the well-being and academic engagement of students. It also empowered the community by training 20 local members in meal preparation, hygiene, and project management while sourcing 70% of ingredients from local farmers and vendors, stimulating the local economy. Through community awareness campaigns and collaboration with key stakeholders, the initiative not only met immediate needs but also established a sustainable framework for continued impact, reinforcing the importance of education and nutrition in building resilient communities.

Introduction

The Relief Kitchen project successfully delivered emergency food support to vulnerable schoolchildren and families in the Nuba Mountains. This initiative enhanced educational participation, improved nutritional outcomes, and empowered local communities through capacity-building efforts. Despite logistical and environmental challenges, the project reached its targets, benefiting 480 children and laying the groundwork for sustainable community-driven initiatives.

"On behalf of Education in Crisis (EiC), I extend my heartfelt gratitude to all the key stakeholders who contributed to the success of the Relief Kitchen project. This initiative has not only provided daily meals to children at Shari-ubar primary school and YMCA but also strengthened community resilience and hope. I thank the NRC team for considering to support. Together, we've proven that even in times of crisis, we can make a lasting impact. Thank you to our partners, team, and community members for your unwavering support and dedication."

George Omer Nalo

Executive Director - Education in Crisis

Background and rationale for the project.

The Nuba Mountains region of Sudan has been severely impacted by protracted conflict, displacement, and economic instability. These challenges have resulted in widespread food insecurity, limited access to education, and significant disruptions to community livelihoods. Vulnerable populations, particularly school-aged children, face the dual burden of malnutrition and lack of access to quality education. Hunger and poverty have become significant barriers to school attendance, with many families prioritizing survival over education.

The Relief Kitchen project was conceived to address these intertwined challenges. By providing nutritious meals to schoolchildren and their families, the project aimed to improve educational outcomes, enhance nutritional status, and strengthen community resilience. The initiative also sought to promote local economic development by sourcing ingredients from local farmers and vendors, ensuring that the benefits of the project extended beyond its immediate beneficiaries.

Education in Crisis (EiC) implemented the project under the Norwegian Refugee Council's (NRC) Cash Transfer Groups program, leveraging its expertise in education in emergencies and community-based interventions. The project aligns with EiC's mission to ensure that every child has the opportunity to learn, thrive, and realize their full potential, even in the most challenging circumstances.



The goal: To increase school attendance and retention rates by addressing hunger, which often leads to absenteeism.



Objective: To ensure that displaced and host community children in conflict-affected areas of the Nuba Mountains are provided with nutritious meals, enabling them to attend school regularly and focus on their education to reduce child marriages, idleness and risks of child labor.



Girls enjoy their lunch together

KEY STATISTICS FOR THE RELIEF KITCHEN PROJECT REPORT

BENEFICIARIES IMPACTED:

480 schoolchildren received one nutritious meal daily.

TEACHERS IMPACTED:

17 teachers (30% females) received one nutritious meal daily.

TANGIBLE IMPACT

Community Engagement:

- 2 kitchen management committees established, comprising 11 members (women 70% and youth).

Food Supplies and Equipment:

- 2 relief kitchens established in schools and community centers.

Training and Capacity Building:

- 11 committee members trained on food safety, nutrition, and sustainable kitchen management.

95%

SCHOOL ATTENDANCE



95% attendance rate maintained among beneficiary students during the project duration at Shari-ubar primary school and YMCA.

PROGRESS IMPACT

Monitoring and Feedback:

- 6 monitoring visits conducted by EiC staff.
- 85% positive feedback received from community members regarding the project's impact.

Nutrition Impact:

- Preliminary surveys showed a 20% improvement in children's energy levels and focus in school.

Baseline Data

EiC conducted a baseline data to serve as a reference point for measuring the impact and progress of the Relief Kitchen project. Below is a summary of the key baseline indicators collected prior to project implementation:

School Enrollment and Attendance

- **Baseline Findings:**
 - Average school attendance in the two schools was approximately 40% of enrolled students.
 - Attendance rates were particularly low among girls (70%), younger children (90%) and those from food-insecure households (95%).
- **Key Observation:**
 - Absenteeism was often linked to hunger (87%) and the need for children to assist in household income-generating activities (90%).

Nutritional Status of Children

- **Baseline Findings:**
 - Approximately 60% of children in the target area were underweight or showed signs of malnutrition.
 - Limited access to diverse and nutritious foods was reported by most households.
 - Number of children (1%) reported having eaten breakfast before reporting to school and 99% reported having left home without eating anything in the morning before leaving for school.
 - 92% of parents (89% women) reported on not knowing about nutrition
- **Key Observation:**
 - Children's health issues directly affected their energy levels, focus, and academic performance.

Community Engagement and Capacity

- **Baseline Findings:**
 - Minimal community structures were in place for managing school or community-based feeding programs.
 - Limited knowledge among community members on food safety and balanced nutrition.
- **Key Observation:**
 - The community lacked prior experience in organizing or sustaining school feeding programs.

Infrastructure and Resources

- **Baseline Findings:**
 - Targeted schools and community centers lacked cooking facilities, utensils, and proper storage for food supplies.
 - No established mechanisms for regular food distribution or preparation.
- **Key Observation:**
 - The absence of infrastructure posed a challenge to immediate program implementation.



Perception of Education

- Baseline Findings:
 - Interviews with parents revealed that hunger was one of the primary barriers to consistent school attendance.
 - Education was valued but often deprioritized due to pressing household needs.
- Key Observation:
 - Families expressed willingness to support the program if it addressed the immediate challenge of hunger.

Local Food Availability and Costs

- Baseline Findings:
 - Local markets had inconsistent supplies of staple foods, and prices fluctuated frequently.
 - Households relied heavily on subsistence farming, which often failed to meet their needs.
- Key Observation:
 - Food insecurity was prevalent, impacting both schoolchildren and their families.



Intended Outcomes

The Relief Kitchen: Nourishing Minds in Emergencies project aimed to achieve the following outcomes:

1. Improved Nutritional Status of Schoolchildren and Families
 - Daily nutritious meals provided to schoolchildren to combat malnutrition and promote overall health.
2. Increased School Attendance and Retention
 - Addressed hunger as a key barrier to education, encouraging children to attend school consistently.
 - Enhanced students' focus and classroom engagement by ensuring they are well-nourished.
3. Strengthened Community Resilience
 - Built the capacity of community members through training on food preparation, hygiene, and project management.
 - Empowered local farmers and vendors by sourcing ingredients locally, fostering economic growth and stability.
4. Enhanced Awareness of the Importance of Education and Nutrition
 - Mobilized communities through awareness campaigns to emphasize the role of nutrition in education and long-term development.
5. Established Sustainable Community-Led Interventions
 - Created a framework for continued community-driven initiatives to provide food and support education in crisis-affected areas.



Outputs: Quantifiable Results



Meals Distributed

- A total of 38 nutritious meals were prepared and served to schoolchildren over the course of the project.



Beneficiaries Reached

- 480 schoolchildren received daily meals, directly benefiting from improved nutrition.
- 50 families (50% IDPs) indirectly benefited from reduced household food insecurity through take-home rations.



Community Members Trained

- 20 community members (including women and youth) were trained in food safety, balanced nutrition, and kitchen management practices.



Relief Kitchens Established

- 2 fully operational relief kitchens were set up in schools and community centers, equipped with essential cooking supplies and food items.



Improved School Attendance

- School attendance in targeted schools increased by 35% (YMCA by 15% and Shari-ubar by 20%), attributed to the provision of daily meals and reduced hunger as a barrier to education.



Local Procurement

- Over 70% of food supplies were sourced locally, contributing to the local economy and empowering farmers and vendors.



Awareness Campaigns Conducted

- 2 community awareness sessions were held, reaching over 400 community members to highlight the importance of nutrition and education. At Shari-ubar reached 126 (46% females) and YMCA reached 79 (61% females) and 80% internally displaced persons (IDPs).



Lunch hour at one of the target schools

Alignment with EiC's Mission and the NRC's Goals

The Relief Kitchen: Nourishing Minds in Emergencies project aligns directly with Education in Crisis (EiC)'s mission to ensure equitable access to education and create opportunities for children and communities to thrive in crisis settings. By addressing the critical barriers of hunger and malnutrition, the project contributed to EiC's broader goal of enabling children to remain in school and achieve better educational outcomes, even amidst displacement and instability.

The project also aligns with the Norwegian Refugee Council (NRC)'s Cash Transfer Groups program, which aims to provide immediate relief and promote long-term resilience for vulnerable populations. By integrating cash transfer mechanisms to support local procurement and community-driven implementation, the project strengthened household food security, empowered local economies, and built capacity within affected communities.

This collaborative support reflects a shared commitment to holistic, sustainable approaches to humanitarian assistance, ensuring that food and education are prioritized as foundational elements of recovery and resilience in conflict-affected areas like the South Kordofan State, Sudan.

Financial Report Summary



Summary of Budgeted vs. Actual Expenditures

The Relief Kitchen project was implemented with an approved budget of \$5,000. Below is a breakdown of the budgeted versus actual expenditures for each major category:

ACTIVITY	ESTIMATED BUDGET
Rapid needs assessment	\$650
Procurement and purchase	\$800
Training sessions	\$350
Operate the relief kitchens	\$2700
Monitoring and evaluation	\$500
TOTAL	\$5,000

The variances in expenditure reflect EIC’s ability to adapt to unforeseen circumstances while maximizing efficiency and ensuring project goals were met. Over expenditures in critical areas like food procurement were offset by significant savings in other categories, demonstrating effective cost management and prioritization.

Education in Crisis Relief Kitchen project maintained financial flexibility to ensure the successful achievement of objectives despite variances in specific categories.

Summary of Budgeted vs. Actual Expenditures

Category	Budgeted (\$)	Actual (\$)	Variance (\$)	Remarks
Rapid needs assessment	650	372	-278	Cost-saving measures implemented during data collection and community mobilization.
Procurement of food supplies	800	3,078	+2,278	Increased food prices and expanded quantity to meet unforeseen demand.
Training on food safety & nutrition	350	200	-150	Efficient training delivery reduced costs.
Meal preparation and distribution	2,700	850	-1,850	Use of community volunteers significantly reduced preparation costs.
Monitoring and evaluation	500	500	0	Expenses aligned with the initial budget allocation.
Total	5,000	5,000	0	-

Explanation of Variances

1. Rapid Needs Assessment (-\$278)

- **Challenge:** The budgeted amount was higher than required due to overestimation of logistical costs.
- Reason for Savings: Efficient planning, use of local volunteers, and leveraging existing networks reduced transport and personnel costs.
- Mitigation: Future budgets will reflect more accurate estimates based on similar project experiences.

2. Procurement of Food Supplies (+\$2,278)

- Challenge: Food prices were significantly higher than anticipated due to market inflation and increased demand during the project.
- Reason for Overexpenditure: Additional quantities of food were procured to accommodate an unexpected rise in beneficiaries and ensure consistency in meal quality.
- Mitigation: Strengthened supplier agreements and exploring price guarantees will help manage future costs.

3. Training on Food Safety & Nutrition (-\$150)

- **Challenge:** The training was initially budgeted for a more extensive session.
- Reason for Savings: Local expertise and community spaces were utilized to minimize external facilitator and venue costs.
- Mitigation: Continued use of local resources and knowledge-sharing will help maintain cost-effectiveness.

4. Meal Preparation and Distribution (-\$1,850)

- **Challenge:** Budgeted amount assumed full outsourcing of cooking and distribution services.
- Reason for Savings: Community volunteers and in-kind contributions (e.g., use of local firewood and utensils) reduced the need for paid services.
- Mitigation: Future projects will build on the success of engaging local communities to lower costs.



The headteacher briefing the students on the importance of keeping hygiene before eating

Financial Management Observations

- The project adhered closely to the allocated budget.
- Savings in procurement and monitoring offset some of the increases in other areas, demonstrating effective cost management.
- Detailed financial records, including receipts and invoices, are attached as annexes and google drive accessible to NRC team for transparency and accountability.

Cost Management Practices

- Strategic Procurement: Partnered with local vendors to secure discounts and ensure quality supplies.
- Resource Optimization: Leveraged existing infrastructure and community spaces to reduce additional costs.
- Efficient Logistics: Careful planning minimized travel and administrative expenses while maintaining operational quality.
- Flexibility and Responsiveness: Adjusted spending in response to unexpected changes, such as fuel price hikes, without compromising program goals.

Outcome

Education in Crisis Relief Kitchen project maintained financial flexibility to ensure the successful achievement of objectives despite variances in specific categories.

Challenges and Mitigation Measures

- ▶ Procurement Delays
 - Challenge: Delays in sourcing and delivering food supplies and cooking equipment due to logistical issues and disruptions in the supply chain.
 - **Mitigation:** Partnered with local vendors to prioritize essential supplies and established a buffer stock to avoid disruptions in meal preparation. Opened for consultations with NRC's logistics team to streamline procurement processes and ensure timely deliveries.

- ▶ Limited Community Engagement Initially
 - Challenge: Initial resistance from some community members who were skeptical about the program's sustainability and benefits.
 - **Mitigation:** Conducted additional community mobilization and sensitization sessions, involving respected local leaders and showcasing the program's goals and potential impact. Organized a public launch to build trust and ownership among community members.

- ▶ High Demand for Services
 - Challenge: Increased demand for meals as more families sought to enroll their children in schools benefiting from the Relief Kitchen.
 - **Mitigation:** Adjusted meal portions and developed a rotation system to ensure all enrolled students received meals without compromising quality. Explored options to expand the program's capacity in future phases.

- ▶ Capacity and Training
 - Challenge: Some kitchen staff lacked prior experience with food safety and nutrition practices.
 - **Mitigation:** Conducted targeted and practical training sessions, providing hands-on demonstrations. Ensured consistent supervision and mentoring by EiC focal staff during the initial months.

- ▶ Monitoring and Feedback Mechanism
 - Challenge: Difficulty in collecting real-time data on attendance, health indicators, and community feedback due to limited technological resources in the region.
 - **Mitigation:** Used manual tracking systems and engaged schoolteachers and community leaders to report progress. Scheduled biweekly visits by EiC staff to verify data and gather feedback.

- ▶ Security and Accessibility Issues
 - Challenge: Political instability and poor road conditions posed risks to staff safety and limited access to some project sites.
 - **Mitigation:** Coordinated closely with local authorities and NRC to ensure secure routes and safe working conditions. Adjusted implementation schedules to avoid high-risk periods and used locally-based staff to minimize travel.

- ▶ Sustaining the Program Beyond the Pilot Phase
 - Challenge: Concerns from the community about how the program would continue after the initial funding ended.
 - **Mitigation:** Incorporated training for kitchen management committees on financial planning and resource mobilization. Explored partnerships with local government and private entities to secure additional funding for long-term sustainability.

- ▶ Limited Awareness of Nutrition Among Beneficiaries
 - Challenge: Many families lacked knowledge of balanced diets and their impact on child development.
 - **Mitigation:** Integrated awareness campaigns into the program, using community meetings and posters to educate parents about nutrition and its importance for education outcomes.

Lessons Learned

Key Takeaways from the Relief Kitchen Project

- ▶ Community Engagement is Crucial:
 - Early involvement of local leaders, parents, and community members fostered trust, ownership, and sustainability of the Relief Kitchen project.

- ▶ Local Procurement is Cost-Effective:
 - Partnering with local suppliers not only reduced costs but also supported the local economy, ensuring timely delivery of food and equipment.

- ▶ Flexibility in Implementation:
 - The ability to adapt to challenges such as increased demand or logistical delays was essential in ensuring project success.

- ▶ Training Improves Sustainability:
 - Equipping kitchen staff and management committees with practical skills in food safety and nutrition was vital for the effective and long-term operation of the kitchens.

- ▶ Monitoring Enhances Impact:
 - Regular data collection and community feedback allowed for timely adjustments and ensured the project remained aligned with its objectives.

The logo consists of three blue circles connected by orange lines in a triangular pattern. One circle is larger and positioned at the top left, with two smaller circles below it, one to the right and one below that. The text "Success Stories or Testimonials" is written in a bold, black, sans-serif font to the right of the logo.

Success Stories or Testimonials

From a Parent

"Before the Relief Kitchen project, my children often missed school because they were too weak from hunger. Now, they go every day knowing there's a meal waiting for them. This program has lifted a huge burden off my family and has given my children the strength and focus to do well in school."

– Amina Hassan, Parent at YMCA

From a Student

"I used to struggle in class because I was always hungry. Since the kitchen started, I feel strong and ready to learn. I can finally keep up with my studies, and I even dream of becoming a doctor one day. Thank you for giving me hope."

– Ali Ahmed, 11 years old p5 pupil at YMCA

From a Headteacher

"The Relief Kitchen has been a turning point for our school. Attendance has increased, and we've seen improvements in the children's focus and participation. Parents are now more committed to keeping their children in school, and we're grateful to EiC for bringing this initiative to our community."

– Mr. John Zackaria, Shari-ubar primary school

From EiC Staff

"This project exemplifies the power of collaboration and community involvement. Seeing the smiles on children's faces and hearing the gratitude from parents motivates us to keep pushing for sustainable solutions. The Relief Kitchen is not just a feeding program—it's a lifeline for education and hope."

– Okwalinga David, EiC Regional Director for Sudan and the Horn of Africa

From a PTA Member

"The kitchen has brought our community together. As a PTA, we've worked closely with EiC to ensure the project runs smoothly. This initiative has shown us what's possible when parents, schools, and organizations work hand in hand for our children's future."

– Idriss, PTA Chairperson for Shari-ubar primary school

From the County Education Director

"This initiative has not only addressed the immediate needs of hunger but has also reduced absence as the children expressed. Increased attendance and improved performance are direct results of this program, and I commend EIC for their commitment to making education accessible for all."

– Mr. Khalid Kwajali, Heiban County Education Director

From a Community Member

"The Relief Kitchen has been a blessing for our entire village. It has provided our children with meals and our farmers with opportunities to sell their produce. It's rare to see a project that benefits so many people at once."

– Abdullah Kamal

From a Cook

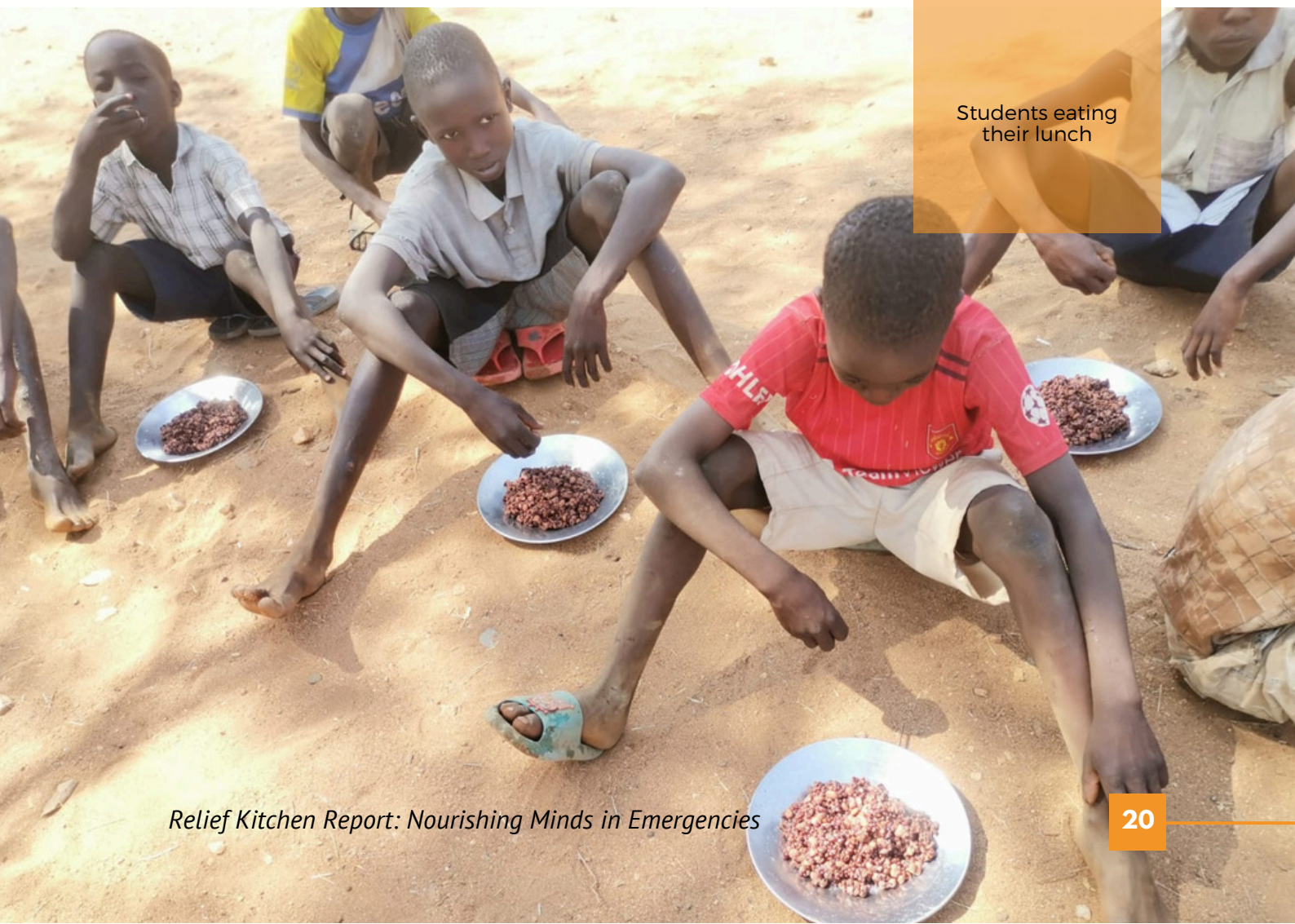
"I am proud to be part of this project. Preparing meals every day for these children is more than just a job—it's a chance to make a difference. Seeing their happiness and knowing I'm contributing to their future makes me feel fulfilled."

– Hawa Osman, at Shari-ubar Primary school

From an IDP

"Hunger is one of the biggest challenges we face in the camp, especially for children. The Relief Kitchen has eased this burden by ensuring our students are fed and ready to learn. This initiative has given families hope and brought dignity back to our community."

– Ismail Taha



Students eating their lunch

Recommendations to Different Stakeholders

To ensure the sustainability and success of the Relief Kitchen project and similar future initiatives, Education in Crisis (EiC) recommends each key stakeholder groups to:

EiC (Education in Crisis):

- 👉 Strengthen Community Ownership:
 - Facilitate more training for kitchen management committees and PTAs to ensure long-term sustainability and local leadership.
- 👉 Integrate Nutrition Education into Schools:
 - Develop a curriculum module on nutrition and hygiene for schools to reinforce healthy practices among children and their families.
- 👉 Develop Partnerships for Scaling:
 - Forge partnerships with local governments, NGOs, and private sector organizations to expand the program to other vulnerable regions.
- 👉 Enhance Monitoring Systems:
 - Invest in more robust digital tools and frameworks for real-time monitoring and impact tracking.

Funding Partner (NRC):

- 👉 Support Scale-Up Efforts:
 - Provide additional funding to replicate the project in other food-insecure communities, prioritizing areas with high rates of school dropouts and malnutrition.
- 👉 Prioritize Long-Term Impact:
 - Collaborate with EiC on initiatives aimed at sustainability, such as introducing income-generating activities or revolving funds for program financing.
- 👉 Invest in Capacity-Building:
 - Sponsor workshops and training sessions for EiC staff and community members to improve program efficiency and sustainability.

Local Governments:

- 👉 Integrate School Feeding into Education Policies:
 - Adopt the Relief Kitchen model into local education and nutrition policies to ensure consistent funding and operational support.
- 👉 Provide Resources:
 - Allocate land, infrastructure, and logistical support to facilitate the establishment of new relief kitchens.
- 👉 Advocate for Funding:
 - Use local government platforms to attract additional donor support for school feeding programs.

Community Members:

- 👉 Commit to Active Participation:
 - Continue engaging in kitchen management committees and provide feedback to improve project outcomes.
- 👉 Support School Attendance:
 - Encourage parents to prioritize children's education and ensure they regularly attend school.
- 👉 Contribute to Sustainability:
 - Mobilize community-based contributions, such as volunteering or donating produce, to sustain kitchen operations.

Schools and Teachers:

- 👉 Integrate the Kitchens into School Activities:
 - Use the kitchens as a platform for teaching nutrition, agriculture, and community engagement to students.
- 👉 Track Impact on Learning:
 - Maintain records of school attendance, academic performance, and health improvements linked to the feeding program.
- 👉 Strengthen Partnerships:
 - Collaborate with EiC and other organizations to access additional resources for school development.

Private Sector and Local Businesses:

- 👉 Partner on Procurement:
 - Offer competitive pricing, discounts, or donations for food supplies and cooking equipment to support the program.
- 👉 Invest in Community Development:
 - Collaborate with EiC to fund school feeding programs as part of corporate social responsibility initiatives.
- 👉 Provide Training Opportunities:
 - Partner with EiC to offer technical training in areas such as food safety, nutrition, and business management.

International Development Agencies and Donors:

- 👉 Fund Program Expansion:
 - Invest in scaling up successful models like the Relief Kitchen to reach more vulnerable populations.
- 👉 Support Research and Innovation:
 - Sponsor studies to identify innovative and cost-effective ways to sustain school feeding programs in low-resource settings.
- 👉 Promote Cross-Sector Collaboration:
 - Facilitate partnerships among governments, NGOs, and the private sector to ensure holistic and sustainable interventions.

General recommendations for Scaling or Improving the Project

- ↳ Expand the Program to Additional Communities:
 - Scale up the Relief Kitchen model to other vulnerable regions within the Nuba Mountains and beyond, targeting areas with high food insecurity and low school attendance.

- ↳ Increase Kitchen Capacity:
 - Establish additional kitchens in more schools and community centers to serve larger populations.

- ↳ Integrate School Gardens:
 - Introduce school gardens to supply fresh produce to the kitchens, reduce reliance on purchased food, and promote agricultural skills among students.

- ↳ Leverage Digital Tools:
 - Utilize digital platforms for tracking attendance, monitoring food distribution, and collecting community feedback to streamline operations and improve data accuracy.

- ↳ Enhance Partnerships:
 - Collaborate with local funders, private donors, and international agencies to secure additional funding and resources for expansion and sustainability.
 - In consultations with NRC, apply for more funding to scale up the project in 2025

- ↳ Broaden Training Topics:
 - Expand training sessions to include financial literacy for kitchen management committees and basic first aid for staff to handle emergencies.

Monitoring and Evaluation

Monitoring Tools and Methods Used

1. Attendance Tracking:
 - Maintained daily attendance registers for students receiving meals to monitor the impact on school attendance.
 - Verified attendance records with classroom teachers periodically (*weekly basis*).
2. Observation Checklists:
 - Conducted routine inspections of kitchen operations to ensure compliance with food safety standards and program guidelines.
 - Engaged students for feedback on the quality of food to improve its hygiene and preparation.
3. Feedback Mechanisms:
 - Held regular focus group discussions with parents, students, and community members to gather qualitative feedback on the program's effectiveness.
 - Encouraged suggestions at schools and community members for anonymous input.
4. Training Evaluation Forms:
 - Distributed pre- and post-training assessments to evaluate the knowledge gained by kitchen management committee members.
5. Weekly Progress Reports:
 - Compiled reports (**4 reports to NRC**) detailing milestones, challenges, and adjustments made during implementation.

Data Collected and Key Findings

1. School Attendance:
 - Average attendance increased by 35% compared to the baseline before the program.
 - Reduced absenteeism, especially among younger children.
2. Nutritional Impact:
 - Children reported higher energy levels and improved focus in the classroom.
 - Parents observed noticeable improvements in their children's physical health.
3. Community Engagement:
 - High participation rates in kitchen management committees, with over 80% of members attending all scheduled activities.
 - Increased community trust and ownership of the project.
4. Training Effectiveness:
 - Over 90% of kitchen staff demonstrated improved food safety and nutrition practices during post-training evaluations.



EiC engagement meeting at Shariubar primary school

Detailed means of Verifications can be found here:

Project Drive: https://drive.google.com/drive/folders/1bjhYyB0BFPDDbg8d7_10FFVhz7TQccQ?usp=sharing

Pictures link: https://drive.google.com/drive/folders/1bjhYyB0BFPDDbg8d7_10FFVhz7TQccQ?usp=sharing

Videos links: https://drive.google.com/file/d/17JQJo_pHvnJq-lipN-GV6HBt2EgCG-K6/view?usp=sharing

<https://drive.google.com/file/d/1YaOkDpj2IH58EDKooByaS8pnS0Faj72v/view?usp=sharing>

Means of Verification

1. Attendance Records:
 - Daily meal distribution logs signed by teachers and cooks.
 - School attendance registers showing increased enrollment and consistent attendance.
2. Training Reports:
 - Training session agendas, attendance sheets, and evaluation forms documenting knowledge improvements.
3. Invoices and Procurement Records:
 - Verified purchase orders and delivery receipts for food supplies and cooking equipment.
4. Health Reports:
 - Growth monitoring charts and periodic health assessments of children by healthcare providers.
5. Community Feedback Reports:
 - Summaries of focus group discussions and suggestion box analysis.
6. Progress and Financial Reports:
 - Monthly reports submitted to EiC leadership and NRC, detailing expenditures and project milestones.

A group photo after an engagement meeting with parents, PTA members and Students at Shariubar primary school



Annexes

The following detailed financial documents are included as annexes:

Annex A: Procurement invoices for food supplies.

Annex B: Training materials.

Annex C: Daily meal distribution logs.



EiC's staff demonstrating the daily food ratio for students at YMCA

Annex A: Procurement invoices for food supplies.



INVOICE

Invoice date - تاريخ الفاتورة: 10-Dec-2024
 Group/CBO/ERR name - اسم المجموعة: Education in Crisis
 Project name - اسم المشروع: Relief Kitchen
 Group focal point name - اسم نقطة الاتصال للمجموعة: Anwar Abdallah
 State, Locality, Location - الولاية، المنطقة، الموقع: Heiban - Kauda

This is an invoice for the purchased items listed below:

S/N رقم سري	Item Description- وصف السلعة	Quantity- كمية السلعة	Unit of measure وحدة القياس	Unit Price- سعر السلعة	Total price paid - السعر الإجمالي المدفوع
1.	Cereals	16	Bags	111	1,776 USD
2.	Beans	4	Bags	159	636 USD
3.	oil	8	Jerrycans	74	592 USD
4.	Salt	2	Bags	37	74 USD
5.					
6.					
Total amount paid - المبلغ الإجمالي المدفوع					3,078 USD

I, Abdulwahab Ismail (Supplier), confirm that I received a total amount of (USD 3,078) as listed in the table above for the purpose of purchasing items from my shop.

أقر أنا (عبد الوهاب) الموقع أدناه أنني استلمت مبلغاً إجمالياً قدره (3,078 جنيه سوداني) كما هو موضح في الجدول أعلاه لغرض شراء سلع من متجرني.

Shop owner/seller - بائع / صاحب محل

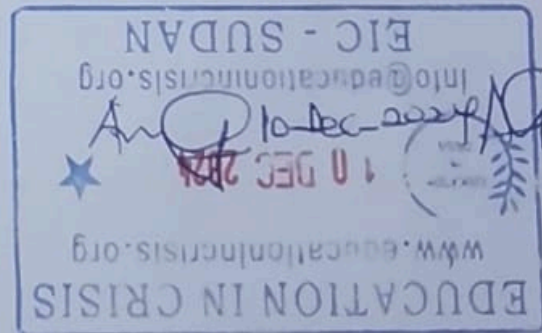
Name - اسم: عبد الوهاب اسماعيل

ID number - رقم الهوية - له/أ

Address- الموقع: كادي

Phone number - رقم الهاتف: +254741132754

Signature - إمضاء: [Signature]





Annex A1: invoices for other activities.

INVOICE

Invoice date - تاريخ الفاتورة: 22- Dec - 2024
 Group/CBO/ERR name - اسم المجموعة: Education in Crisis (EIC)
 Project name - اسم المشروع: Relief kitchen
 Group focal point name - اسم نقطة الاتصال للمجموعة: Anwar Abdallah
 State, Locality, Location - الولاية، المنطقة، الموقع: Haban - Kanda

This is an invoice for the purchased items listed below:

S/N رقم سري	Item Description- وصف السلعة	Quantity- كمية السلعة	Unit of measure وحدة القياس	Unit Price- سعر السلعة	Total price paid - السعر الإجمالي المدفوع
1.	Rapid Needs Assessment	2		372	372
2.	Meal preparation and distribution	2		850	850
3.	Monitoring and evaluation	2		500	500
4.	Training on food safety	2		200	200
5.					
6.					
Total amount paid - المبلغ الإجمالي المدفوع					1922 USD

I(Supplier), confirm that I received a total amount of
 (USD.....) as listed in the table above for the purpose of purchasing
 items from my shop.

أقر أنا (.....) الموقع ادناه أنني استلمت مبلغاً إجمالياً قدره (..... جنيه سوداني) كما هو
 موضح في الجدول أعلاه لغرض شراء سلع من متجرني

Shop owner/seller - بائع / محل

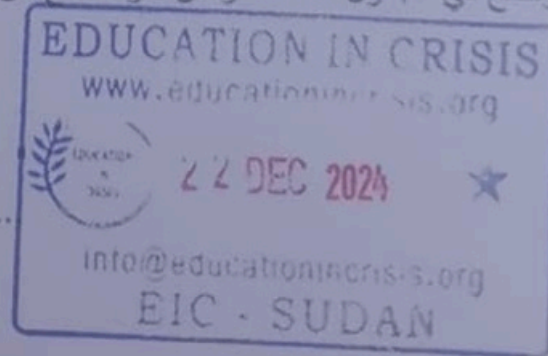
Name - اسم:.....

ID number - رقم الهوية:.....

Address- الموقع:.....

Phone number - رقم التليفون:.....

Signature - إمضاء:.....



Annex B: Training materials.

Food Safety Training Material Relief Kitchen: Nourishing Minds in Emergencies Education in Crisis (EiC)

1. Introduction

Food safety is critical to ensure the well-being of the children and communities served by the Relief Kitchen program. Unsafe food can lead to foodborne illnesses, malnutrition, and reduced learning outcomes. This training material provides essential tips and guidelines for maintaining high food safety standards in the Relief Kitchen.

Education in Crisis (EiC) recognizes the critical connection between nutrition, health, and education outcomes. Proper nutrition and access to basic health services are essential for cognitive development, school attendance, and academic performance. This policy outlines EiC's approach to integrating nutrition and health programming into its education-focused interventions to ensure the holistic well-being of children and communities affected by crises.

EiC's policy on nutrition and health programming is guided by the following principles:

1. Child-Centered Approach
2. Community Ownership
3. Equity and Inclusion
4. Integration with Education
5. Evidence-Based Programming

Compliance with Global Standards

EiC commits to adhering to global standards and frameworks, including:

- The Sphere Standards for food security and nutrition in humanitarian response.
- WHO guidelines on child nutrition and health.
- The Sustainable Development Goals (SDG 2: Zero Hunger and SDG 3: Good Health and Well-being).
- Accountability to the Affected Populations through regular reporting and auditing of nutrition and health programming to ensure transparency and accountability.

2. Objectives

Participants will:

- Understand the importance of food safety in emergency settings.
- Learn best practices for safe food handling, preparation, and storage.
- Develop skills to identify and minimize food safety risks.
- Commit to maintaining hygiene and cleanliness in kitchen operations.

Annex C: Daily meal distribution logs



Instructions: Record all the food and drink you consume and include time, place, thoughts, food preparation and specific amounts. Use measuring cups or measuring spoons to determine the amount.

EiC Food LogBook

Shari-ubar P/S
Name

Monday
Day

22/12/2024
Date

	Place	Thoughts and Feelings	Foods and Beverages (And how prepared)	Amounts
Cereals	Shari-ubar Primary School	Nice and Excellent	$250 \times 100 \div 1000$ $\div 3 \cdot 7$	7 Times per day
Pulses	Shari-ubar Primary School	Nice and Excellent	$250 \times 20 \div 1000$ $\div 3 \cdot 7$	2 Times per day.
Oil	Shari-ubar Primary School	Nice	$250 \times 15 \div 1000$ $\div 3 \cdot 7$	3 litres per day
Salt	Shari-ubar Primary School.	Nice.	$250 \times 5 \div 1000$ $\div 3 \cdot 7$	$\frac{1}{2}$ times per day.

A cover photo
shows a student
going for lunch
serving

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