

PROJECT PROPOSAL FOR THE CONSTRUCTION  
OF THE ABUA PRIMARY SCHOOL

SDG Goal 4: Ensure inclusive and equitable  
quality education and promote lifelong learning  
opportunities for all.

Executive Director, Doka Hissen

Arise Gateway|Juba, South Sudan / Arise Gateway Friends e.V |  
Hechtgässle 6, 79353 Bahlingen, Germany.

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## Key Details

<b>Project name</b>	<b>Construction of the Abua Primary School</b>
<b>Purpose</b>	The main goal of the school construction project is to increase access to quality education for marginalized children in Abua rural community. This will enhance the educational environment and promote social inclusion, reduce poverty, and support sustainable development.
<b>Location</b>	The school is located in Abua rural area, approximately 29 km South of Yei town and 5 km from Mongo Boma.
<b>Total budget</b>	<b>14,350 USD</b>
<b>Organization requesting the funding</b>	Arise Gateway/Arise Gateway Friends e.V <a href="https://arise-gateway.org">https://arise-gateway.org</a>
<b>Requested by</b>	Executive Director, Doka Hissen
<b>Contacts</b>	<a href="mailto:info@arise-gateway.org">info@arise-gateway.org</a>

## **Abbreviations and Acronyms**

AG – Arise Gateway

BOQ – Bill Of Quantity

FFP – Fund For Peace

FSI – Fragile States Index

GESP – General Education Strategic Plan

NNGO – National Non-Government Organization

R-ARCSS – Revitalized Agreement on the Resolution of the Conflict in South Sudan

RRC – Relief and Rehabilitation Commission

SDG – Sustainable Development Goal

SSNDP – South Sudan National Development Plan

SSP – South Sudanese Pound

UN – United Nations

USD – United States Dollar

## Executive Summary

Providing quality education is critical to enhancing a peaceful and prosperous world because it gives people the knowledge and skills, they need to realize their full potential, get jobs, and foster a sense of well-being. As emphasized by the UN in its 2030 Agenda in SDG 4, giving access to equitable quality education for all girls and boys will lead to relevant and effective learning outcomes. However, the education system in South Sudan has been severely affected by prolonged conflicts and has encountered unprecedented challenges, resulting in devastating consequences for children's learning and well-being. It is estimated that 3.6 million girls and boys between the age of 3 and 17 in South Sudan currently need education support of which more than 70 percent live in rural areas. Therefore, the school construction project is part of our strategies to enhance the provision and access to quality education to the less privileged and vulnerable children in South Sudan to reflect their hopes, aspirations, and expectations as well as contribute to the SDGs. Abua Primary School construction project site is located approximately 29 km South of Yei town and 5 km from Mongo Boma. The project was identified to be the priority because of the urgent need for classrooms in the community. The current classrooms built from wood and grass-thatched, have been destroyed by termites, and as a result, children cannot learn effectively, especially during rainy or hot weather. With the construction of the school, the entire community will definitely be transformed considering the benefits the project would create such as improvement on education accessibility for their children and also will build confidence among community members to engage in community-related activities or programs. The overall estimated budget for a two-classrooms block is **14,350 USD**. We are therefore seeking funding to construct the school and create a conducive learning space for marginalized primary school-age children in and around Abua Community to enhance their access to quality education and improve their learning outcomes, ultimately creating a path for them to shape and lead their lives meaningfully and productively.

## **1. Strategic context and rationale**

### **1.1. Country context**

South Sudan is a landlocked country in East-Central Africa with an estimated population of about 12 million people. South Sudan became independent in 2011 after a protracted civil conflict with northern Sudan. Sadly, the hard-fought independence did not fulfill the citizens' expectations, and its fruits are yet to be realized. This sad reality results from the recent meaningless civil conflict that erupted in 2013 and 2016, respectively, causing the displacement of approximately 4.5 million people, more than a third of the Country's population, most of whom are young people and women. Presently, the Country has more than two million refugees in neighboring countries, over one million internally displaced, and an estimated two hundred thousand seeking shelter at UN compounds. 80% of the South Sudanese refugee population are women and children. These figures indicate how badly development assistance is needed.

In September 2018, the warring parties signed a peace accord called the 'Revitalized Agreement on the Resolution of the Conflict in South Sudan' (R-ARCSS) to give peace yet another chance. Although considerable progress has been made in implementing the peace agreement towards a search to build trust and lasting peace, formidable challenges still exist. Rampant insecurity and inter-communal rivalries persist, increasing the Country's fragility level. Therefore, South Sudan ranks fourth on the Fragile States Index (FSI) 2021, behind Yemen, Somalia, and Syria. Based on the ranking criterion, Fund for Peace (FFP) considers numerous factors such as economic viability, political environment conduciveness, and social indicators. South Sudan lags in almost all the indicators.

The political turmoil has caused devastating consequences to the Country's economic performance, peace, and security and damaged the necessary infrastructures and most of its productive capacities. South Sudan has basically no infrastructure. The Country needs more energy supply, water or sanitation, and transport networks. Since

the transport system is very poor, some regions are often cut off from the rest of the Country for several months a year during the rainy season, making the delivery and access to essential services difficult for ordinary people.

Despite being endowed with enormous natural resources, South Sudan still faces unprecedented development constraints. The current United Nations Human Development Index ranks South Sudan last out of the 191 countries, and according to the United Nations report, more than 80 percent of the people are below the poverty line, meaning that they have to live on less than 1.90 US dollars a day, putting the Country in the low human development category, driven by low life expectancy (57 years).

Considering the complexity of South Sudan's situation, access to essential services like education, water and sanitation, and healthcare remains a challenge for the most vulnerable. For instance, more than 50 percent are malnourished, and the majority need humanitarian aid. Moreover, about three-quarters of the population have no access to health care. Over 70 percent of the adult population is estimated to be illiterate, and only a few school-age children are able to attend classes.

Wide gender disparities still persist, particularly women are the most disadvantaged in all spheres of life, whether political, economic, or social. High-income inequality remains prevalent, and the Country has yet to capitalize on its rich natural resources by utilizing them to build upgraded infrastructure and livelihoods.

However, despite these overwhelming challenges, the parties to the Revitalized Agreement on the Resolution of the Conflict in the Republic of South Sudan made some relative progress, particularly regarding the graduation of unified forces and passing of critical bills, such as the constitution-making process bill and the national budget. This relative progress in the implementation of the peace agreement would create confidence and trust between the government, including all its political



apparatus, and the ordinary people, which is a necessary step in building a conducive environment for peaceful co-existence.

## **1.2. Problem Statement**

Political instability in South Sudan has had devastating consequences for children's learning and well-being. Particularly, children who live in rural areas have less opportunities to access quality education. Abua Community is no exception and needs adequate learning spaces or facilities for children. The current classrooms, made of wood and grass-thatched, have been destroyed by termites and, as a result, children cannot learn effectively, especially during rainy or hot weather. Some children are taught under Mango trees during sunny weather. However, teachers often send children home when they anticipate bad weather, disrupting their learning. In addition to the lack of well-built classrooms, the school also has no functional sanitation facilities and furniture, inhibiting effective teaching and learning.

The community has approximately 200 households and about 300 school-age children. Some community members fled to Uganda and Democratic Republic of Congo (DRC) as refugees in 2016 and few have voluntarily returned. In the next few years, more people from the refugee camps are expected to come back which will increase the population of the local community.

Since 2016 when insecurity worsened in the country, Abua and the rest of the communities in Mongo Boma had been locked out from many essential services, including education for their children. Some few people from the community who could afford, send their children to Yei town for school. However, most people cannot afford to send their children to study in towns as it requires a lot of money. In fact, since 2016 there is no child in the community who has sat for Primary Leaving Examination (PLE) or who has finished primary school because of insecurity and some

specific constraints that they face. For instance, inadequate learning facilities, lack of school fees, lack of school supplies, long distance to school, early marriages, especially for girls, and lack of well-trained teachers.

### **1.3. Rationale**

Providing quality education for all is critical in forging a peaceful and prosperous world. It also gives people the opportunity to gain the knowledge and skills they need to get jobs, stay healthy, and ultimately improve their overall well-being. Equally, access to education is a fundamental human right that every child is entitled to. The transitional constitution of the Republic of South Sudan guarantees this right and asserts that every citizen has a right to access quality education. However, the education system in South Sudan has been gravely affected by the recent civil war, reversing the development gains the Country had made during the transitional period between 2005 and 2011. The political instability has had devastating consequences for children's learning and well-being.

Besides, more than 70 percent of the population of South Sudan live in rural areas. However, people who live in rural areas are the most marginalized in terms of service delivery. The few services that the government delivers are concentrated in urban areas like schools, hospitals, and clean water, which is in contrast to the vision of late Dr. John Garang De Mabior - take the town to the villages. Which means, providing the same services that are rendered in towns to all rural areas in South Sudan, including the most critical one, education.

The successful construction of the school would extend opportunities for quality education to vulnerable and disadvantaged children and to other communities around Abua, which eventually improves their development and growth. The school project will also help address school drop-outs and enhance opportunities, particularly for out-of-school children to attend school again. Moreover, teachers will have a better

working environment, providing practical education to the children and promote inclusive and equitable education.

The school construction project is part of our strategies to enhance the provision and access of quality education to the less privileged and vulnerable children in South Sudan and contribute to improving the quality of education in the Country. Similarly, the school construction project is aligned with the South Sudan National Development Plan (SSNDP) (2018-2021) and General Education Strategic Plan (GESP) (2017-2022), which reflects the hopes, aspirations, and expectations of South Sudan's parents and children. According to the General Education Strategic plan, 2012-2017, supporting increased enrolment in the formal education system requires increased numbers of permanent school buildings, each built to provide an appropriate safe and secure learning environment according to safe school construction standards. Besides, the project is consistent with Sustainable Development Goal number four (SDG 4.), which underscores the need to provide inclusive and equitable quality education and promote lifelong learning opportunities for all.

Therefore, education has a critical role in building a better future for South Sudan through building the needed skills, such as critical thinking, problem-solving, communication, and decision-making skills. Education will also expand life choices and open up opportunities for better-paying jobs, breaking the cycle of poverty and reducing inequality, ultimately creating a peaceful and prosperous society for all.

#### **1.4. Organizational profile**

Arise Gateway (AG) is a South Sudanese National Non-Governmental Organization (NNGO) established in 2018. It is officially registered by the Relief and Rehabilitation Commission (RRC), Republic of South Sudan, and issued with a registration certificate No. 1,432. The organization is committed to promoting equal access to quality education and training for the most vulnerable cohorts of society, particularly children

and youth from low-income families. Our focal areas of operation are education (primary, secondary education, and tertiary education), agriculture, and entrepreneurship by providing training opportunities to young people to improve their entrepreneurial skills to create a viable space for self-reliance.

Since inception, we have so far 73 Pupils/Students benefiting from our education sponsorship program. These beneficiaries are being supported with all the necessary school requirements in various private schools in Koboko, Uganda, and most of them were taken from the refugee camps in northern Uganda.

It's our conviction that quality Education is the pillar of any society that wants to see socio-economic development as it can be passed from one generation to another. It's at the core of Arise Gateway to make it one of our main goals to stay true that quality and affordable access to education is our collective responsibility. The organization is, therefore, committed to providing these services to the local communities so that their lives are transformed and that each child is able to grow up and shape their life in a meaningful way.

## **2. Project Description**

### **2.1. Project area and target Beneficiaries**

It is estimated that, after completion of the school construction, 280-300 marginalized children between 6-13 years old shall directly benefit from the educational services offered at the school. The school is located in Abua rural area, approximately 29 km South of Yei town and 5 km from Mongo Boma.

## **2.2. Project Goal and Objectives**

### **2.2.1. Project Goal**

The main goal of the school construction project is to increase access to quality education for marginalized children in Abua rural community. This will enhance the educational environment and promote social inclusion, reduce poverty, and support sustainable development.

### **2.2.2. Project Objectives**

- To create a conducive learning environment for disadvantaged children in Abua community through the establishment of well-equipped quality learning facilities;
- To enhance access to quality education for children in and around Abua rural community and address learning gaps among marginalized children resulting from school disruptions due to the conflict;
- To promote gender equality, particularly by considering girls' access to quality education;
- Promote inclusivity by ensuring that school infrastructure caters to the needs of children with disabilities;
- To provide an avenue for building and enhancing the capacities of local teachers through increasing availability and quality of teaching materials, in-service training of teachers, and improvement of teaching methods, etc;
- To foster community engagement and collaboration to construct and sustain the school beyond the project duration.

### **2.3. Expected Outcomes**

- Improved learning environment: The constructed school facilities will create a positive and conducive environment for children in Abua primary school, leading to improved learning outcomes.
- Increased access to education: By improving school infrastructure, more children will have access to quality education, reducing dropout rates.
- Equitable education: Girls and boys will have equal opportunities for education through accessible infrastructure and resources.
- Empowered communities: Increased community engagement and involvement in the school project will empower local stakeholders to sustain and maintain the school facilities in the long term.

### **2.4. Project Activities**

- Conduct a needs assessment to identify learning gaps and educational needs among marginalized children in and around Abua Community in Mongo Boma, Otego Payam, Yei South Sudan;
- Conduct a comprehensive assessment of school infrastructure in target rural area, considering factors such as classroom conditions, sanitation facilities, electricity, furniture, and safety measures;
- Facilitates and coordinates the construction of the school;
- Improve sanitation facilities by constructing functional toilets, handwashing stations, and proper waste management systems;
- Facilitate community involvement through the formation of school management committees and parent-teacher associations, ensuring their active participation in the sustainability of the school;
- Conduct awareness campaigns to encourage parents and guardians to prioritize girl- child education;

- Establish students' mentorship and career guidance programs to support their development and growth;
- Collaborate with other relevant organizations or training institutions to offer teacher training workshops to improve their pedagogical skills and knowledge;
- Soliciting/mobilizing funds and using them efficiently for the purpose of the school construction;
- Distribute educational materials, such as textbooks, stationary, and learning resources, to the disadvantaged children in Abua Primary School;
- Provide necessary furniture, including desks, chairs, Blackboards, and storage cabinets, to create a comfortable and organized learning environment.

### **3. Project Implementation**

Arise Gateway Organization will fully implement this project in close collaboration with the local community. The local community will be actively involved from the project's initiation phase to completion. The Organization and Abua Community will ensure that the school construction project is broken down into smaller manageable activities and phases to ensure that it is implemented according to the agreed plan.

Arise Gateway management and Abua Community steering committee will oversee all day-to-day management of activities related to the school construction, facilitates proper coordination among funders and construction engineers, and ensure that necessary project records are kept and made available to funding partners as well as to the school management committees. It is important to note that the funding agency or partner(s) shall have the right to access all relevant data related to the school construction project, evaluate, and receive the financial and overall project accomplishment report.

A Building Construction Committee will be formed on the site from start to end of the construction to handle all day-to-day project implementation activities. They will supervise the construction activities and ensure the work is carried out correctly and

efficiently. Once the project is complete, we will prepare final progress and audit reports and submit them with photos to the School management committees, Arise Gateway management, and our generous Donors.

#### **4. Gender Equality**

Girls represent the largest group of out-of-school children and face high barriers to get an education due to long distance to school, poor sanitary conditions, lack of security and poverty. According to UNICEF South Sudan, Girls are less likely than boys to enter school, more likely to drop out once enrolled and are at risk of suffering from gender-based violence, forced marriage and exploitation.

Furthermore, Girls in South Sudan live in communities with rigid cultural norms that discriminate them from accessing education, a fundamental human right and a foundation through which their future can be shaped. The social norms that define and prescribe gender roles are strongly patriarchal, especially in rural areas, and this highlights the gap between aspirations for equality and the current realities.

Based on the challenges girls encounter in accessing education, this proposed school construction project will take gender equality seriously by raising awareness about the significance of education for girls in and around the local communities to ensure that the perceptions of local community members with rigid cultural norms are changed and that girls have the freedom to learn in school together with boys without any restriction. We believe this approach will improve girls' enrollment rate in the local community and beyond and contribute to the General Education Strategic Plan (GESp) and the Sustainable Development Goal Number 4. Thus, this project will ensure that girl child education is promoted to reduce the gender gap, ultimately creating a brighter future for them and helping them lead a dignified life.



## 5. Logical Framework for Monitoring and Evaluation (M&E)

Description		Indicator	Source of verification	Assumptions
	<b>Impact:</b> Improved educational status of children in and around Abua community.	# of children with improved educational outcomes  Proportion of children passing end of year exams and national primary leaving examination (PLE).	School exam records and registers  Enrollment and national examination records	There is political stability and favorable institutional policy that encourages investment in education
1	<b>Outcome 1:</b> Increased enrollment rate of marginalized children in Abua community.	# of total marginalized children enrolled in the school.	School registers, enrollment and attendance records.	Children have the support of their parents and are willing to be enrolled.
2	<b>Outcome 2:</b> Improved learning Environment.	# of improved Classrooms, Staff rooms, and hygiene facilities.	Physical observation and school management records.	There is funding to enable construction of all the school facilities.
3	<b>Outcome 3:</b> Enhanced girls' access to quality primary education.	% of girls enrolled at the school.	School registers, enrollment and attendance records.	Parents support the education of girls.

1	<b>Output 1:</b> Marginalized children in and around Abua community have access to quality primary education.	At least 280 children enrolled.	School registers, enrollment and attendance records.	There is funding and community support.
2	<b>Output 2:</b> School facilities constructed.	# of classrooms and other necessary facilities built.	Project records.	Construction plan is executed without any distractions
3.1	<b>Output 3.1:</b> Supportive and friendly girl-child approach integrated.  3.2. Parent-teacher committees established to encourage girl child education.	Ratio of enrolled girls to boys  # of meetings held between parents and teachers to support girls' education	Management records	There is a commitment and collaboration from all relevant stakeholders

## **6. Financial management, procurement, and governance**

Arise Gateway management and Abua Community Steering Committee will undertake sole responsibility for this project in close collaboration with potential partners. Sound financial and management practices will be adopted because they are central to creating and sustaining an enabling environment for the successful completion of the school construction project. The Steering committee will ensure that the construction team works within the set financial and procurement procedures.

Procurement and release of money for the school construction project will be under existing agreed practices. For example, for any amount to be released or withdrawn from the Bank, there must be a request letter indicating the amount and the purpose for which the amount will be used. The Executive Director of Arise Gateway and Abua Community Steering Committee must crosscheck it before it is approved and passed to be released. One or two persons will be assigned to oversee procurement-related issues, and they must have the ability to deliver results and adhere to proper financial practices and reporting requirements. Any amount spent will be accounted for by the financial team under direct supervision by the Executive Director.

In order to ensure that the school construction project runs smoothly according to the plan, there will be ongoing monitoring and, where necessary, review and make corrections. Therefore, a management and support structure will be in place that comprises a Steering Committee and a Technical Committee. The Steering Committee includes the Executive Director of Arise Gateway, the School Board, and Abua Community Key Members. These Committees will meet regularly to identify bottlenecks, execute effective oversight of the overall project, and ensure that effective communication is in place among all stakeholders/partners.

## 7. Risks identification and mitigation measures

<b>Risks</b>	<b>Likelihood (High/Medium /Low</b>	<b>Impact (High/Medium/ Low</b>	<b>Mitigating measures</b>
Fragile political environment	Medium	High	Education is regarded as a critical instrument in post-conflict phases as it can build peace and confidence within communities, ultimately mitigating the risk of any potential return to conflict.
Lack of support and cooperation from relevant government authorities and some community members.	Low	High	Rigorous awareness campaign will be done to bring all stakeholders on board by clearly emphasizing that this project aligns with SSNDP and GESP, which complements the government's efforts in consolidating service delivery to the people.
High levels of inflation and unpredictable business environment	High	High	The project will be implemented in a flexible manner to adapt to the ever-changing macroeconomic environment. Project budgets will be estimated in USD to counter the impact of inflation on project implementation.

## 8. Project work plan

Activity	Start	End	Status	Responsible Person	2024	2025			
					Q3&4	Q1	Q2	Q3	Q4
Conduct a needs assessment to identify learning gaps and educational needs in Abua community	1.7.24	15.7.24	Completed	Arise Gateway team and community members					
Conduct community sensitization meeting	28.7.24	28.7.24	Completed	Arise Gateway					
Community meeting to plan school construction	12.8.24	12.08.24	Completed	Community members					
Clearing land and preparing soil for the bricks	13.9.24	20.11.24	Completed	Community members					
Ordering brick Molds	20.9.24	27.9.24	Completed	Community Chairperson					
Start of laying bricks	6.1.25	15.2.25	planned	Community members					
Getting firewood and burning bricks	17.2.25	28.2.25	Planned	Community members					
Gathering sand and Gravels	1.2.25	28.2.25	Planned	Community members					
Transporting bricks, sand, and gravels to the site	1.3.25	8.3.25	Planned	Transport team					
Mobilizing local community Masons	1.3.25	31.3.25	Planned	Community members					
Procuring construction materials	1.4.25	11.4.25	Planned	Procurement team					
Groundbreaking ceremony	12.4.25	12.4.25	Planned	All Stakeholders					
Building a two Classrooms Block	14.4.25	31.5.25	Planned	Mobilized Builders					
Create project's reports and present success and lessons learned.	1.6.25	30.6.25	Planned	Executive Director, Arise Gateway					
Celebrate success with all partners involved	26.7.25	26.7.25	Planned	AG + local community					

## **9. Project financing, costs, and sustainability**

### **9.1. Project financing**

Funding will be sought through grants, donations, and partnerships with local and international organizations, governments, and NGOs committed to improving access to quality education for underserved communities. Also, funds will be raised from individuals by utilizing word of mouth, social media, and other channels. And once we receive a pledge of support from an organization or individual, it will be reflected immediately in the overall budget to ensure transparency. Therefore, we are seeking donors and well-wishers to support and facilitate the construction of Abua Primary School.

### **9.2. Community Contribution**

The local Community will contribute local materials such as bricks, sand, gravels, and timber that will be used to construct the two classrooms block. The organization will also need to raise some money to facilitates the transport of the local materials contributed by the local community to the school construction site.

### **9.3. Project Sustainability**

The local community in Abua rural area has agreed to engage fully in this initiative and pledged to contribute in-kind during the previous meetings they held. For example, the local community agreed to contribute building materials like bricks, timber, gravels and river sand. However, there is need to create a long-term sustainable strategic roadmap on how the school can be administered to ensure that quality education is provided to the children without any interruption. For instance, one of the ways will be to engage the parents of the children to take ownership of the school and make contributions in terms of finance and in-kind toward their children's education.

Abua Community is in a rural area and people there survive on subsistence farming. Arise Gateway in collaboration with the local community will ensure that the parents

of the children will be engaged to make sure that they participate in supporting their children's education. For example, an agricultural project will be established near the school and all parents will be encouraged to work on it as part of their contribution. The agricultural project will specifically support the school in terms of feeding and raising some extra funds to strengthen the day-to-day running of the school. Consequently, this will expand income streams, improve its long-term sustainability, and make some parents take responsibility for their kids' education.

#### **9.4. Accountability to the local community and partners**

Arise Gateway is committed to ensuring that the community where it operates and the beneficiaries are involved in making decisions affecting them. This commitment implies that a mechanism will be established that seeks the community's feedback to tell us what they think about the education project, what is going on well and what is not, and how they would like us to improve. To achieve this, surveys will be conducted by selected dedicated team members to hear from the community and the beneficiaries to understand their perceptions, feelings, and experiences about the school construction project and the delivery of education services in general. This will enable us to have a collective and concerted effort to ensure that the educational outcomes of the local community children are improved, which will create a bright future for them, ultimately improving their overall well-being.

Meanwhile, the organization will conduct regular internal evaluations and ensure that the data are available to the community and partners. The evaluation will focus on the school's performance in terms of learning attainment and child development, management of funds, and the ability to entail clear, transparent, and accountable management oversight to drive up standards and lay a path for continuous improvement and development. Besides, progress and financial reports will be made available mainly to funders and other relevant stakeholders to ensure transparency.

### 9.5. Project budget – Bill Of Quantity (BOQ)

S/NO	DETAILS	UNITS	QTY	RATE		AMOUNT	
				USD	SSP	SSP	USD
	<b>SUB-STRUCTURE</b>						
1	Site clearance, removing trees and bushes	4800m2	1		750,000	750,000	166
2	Excavation of top soil and site levelling	1440m3	1		1,000,000	1,000,000	222
3	Excavation of foundation trenches	48.7m3	1		1,000,000	1,000,000	222
4	<b>Foundation concrete blinding 1:2:4</b>	10.72m3	1				
	Cement	kg	44		65,000	2,860,000	636
	River Sand + Transport	Trips	2		250,000	500,000	110
	Aggregates M10	Trips	2		280,000	560,000	125
5	<b>Plinth walling bricks 5000 pcs</b>	Trips	5		400,000	2,000,000	444
6	<b>walling mortar 1:4</b>	14m3					
	Cement	kg	81		65,000	5,265,000	1,170
	Sand 11.2m3/4m3 truck vol	Trips	3		260,000	780,000	173
7	Back filling of the plinth wall murrum +Transport	trips	20		120,000	2,400,000	533
8	Hard core 12.9m3	trips	4		180,000	720,000	160
9	Sand Blinding 7.9m3	trips	2		260,000	520,000	115
10	DPM 158m2	m2	159		3,000	477,000	106
11	BRC A142 Unless required reinforcement						
12	<b>Concrete Floor Slab 1:2:4</b>	16m3					
	Cement	kg	66		65,000	4,290,000	953
	Sand	Trips	2		260,000	520,000	115
	Aggregates M10	Trips	3		280,000	560,000	125



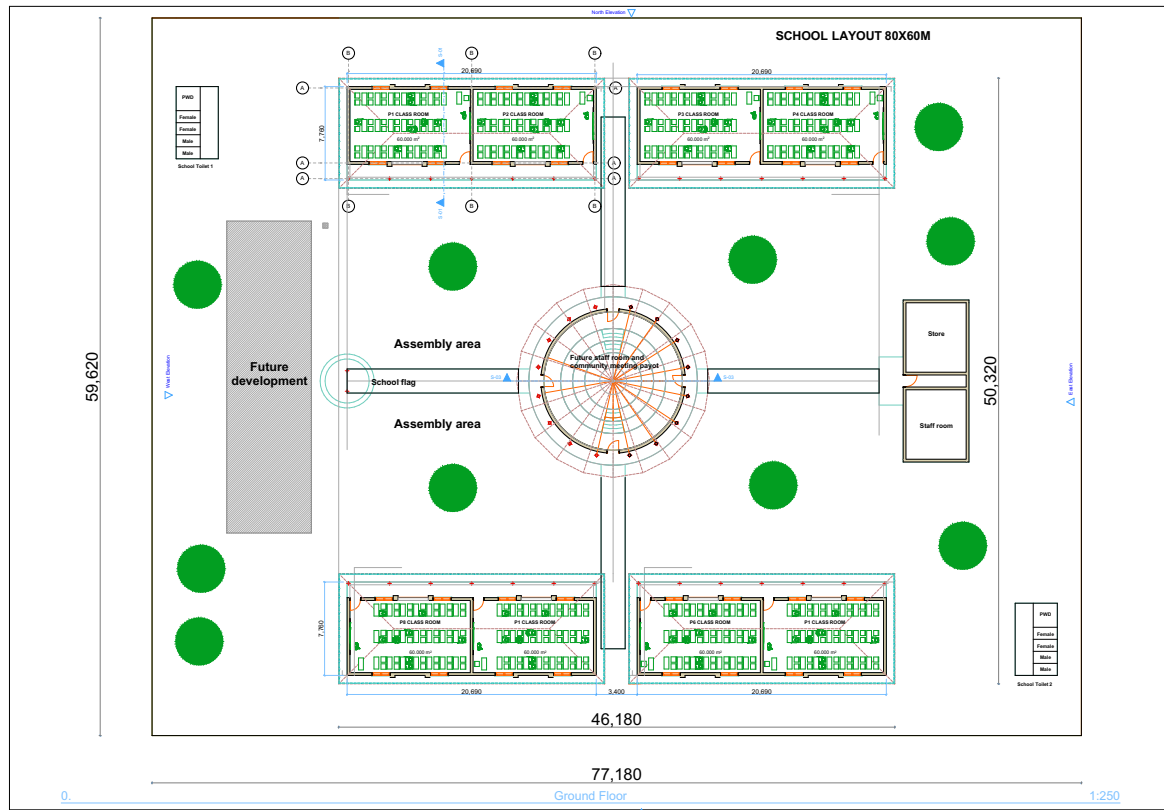
13	Sawn formwork to beam sides and soffits 12x1"	pcs	14		25,000	350,000	78
	<b>SUPER STRUCTURE</b>						
14	<b>Walling Bricks 12,000pcs including transport</b>	<b>Trips</b>	<b>12</b>		<b>260,000</b>	<b>3,120,000</b>	<b>693</b>
15	DPC	Roll	2		12,000	24,000	5
16	Hoof iron walling and roofing	Roll	20		40,000	800,000	177
17	<b>walling mortar 1:4 8.5m3</b>	8.5m3					
	Cement	kg	49		65,000	3,185,000	708
	Sand 6.8m3/4 truck vol	Trips	2		260,000	520,000	115
18	<b>Concrete Ring beam 1:2:4</b>						
	Cement	kg	11		65,000	715,000	159
	River Sand + Transport 1m3	Trips	1		260,000	260,000	58
	Aggregates M10 1.5m3	Trips	2		280,000	560,000	125
19	<b>Sawn formwork to beam sides and soffits 12x1</b>	pcs m	52		25,000	1,300,000	288
20	<b>Iron bars 12mm</b>	m	30		70,000	2,100,000	467
21	Stirrups 8mm	pcs m	100		30,000	3,000,000	667
22	wall plates 4x3	pcs m	22		16,000	352,000	78
23	Roof Trusses 4x3	pcs m	132		16,000	2,112,000	469
24	Roof Purlins 4x2		67		16,000	1,072,000	238
25	Roof Iron sheets Green Color 28G with overlaps	pcs m	106		85,500	9,063,000	2,014
26	Roofing bails	kg	10		16,000	160,000	35
27	6-inch nails	kg	5		12,000	60,000	13
28	5-inch nails	kg	5		12,000	60,000	13
29	4-inch nails	kg	5		12,000	60,000	13
30	3-inch nails	kg	5		12,000	60,000	13
31	Building Lines	Roll	2		24,000	48,000	10

32	Baw Saw	pcs	1		20,000	20,000	4
33	Hack Saw	pcs	2		20,000	20,000	4
34	Hammer	pcs	2		27,000	54,000	12
35	Water level	m	12		4,000	48,000	10
36	Spades	pcs	4		25,000	100,000	22
37	pick Axe for foundation excavation	Pcs	4		20,000	80,000	18
38	Wheel Barrow	pcs	2		240,000	480,000	107
39	Tape Measure 7m	pcs	1		20,000	20,000	4
40	Tape Measure 50m	pcs	1		35,000	35,000	8
41	Spirit Level	pcs	4		20,000	80,000	18
42	Masonry Trowel	pcs	4		8000	32,000	7
43	Masonry Square	pcs	1		25,000	25,000	6
44	Water Plastic Drum	pcs	2		200,000	400,000	89
45	Iron sheet cutter	pcs	1		30,000	30,000	7
46	Rubber washers	Pkt	4		20,000	80,000	18
47	Wood preservative 20L	Liters	20L		15,000	300,000	67
48	Corridor steel pillars 75x75mm	pcs	7		250,000	1,750,000	389
49	<b>WINDOWS</b>						
	Steel windows 1.5X1.4	pcs	8		675,000	5,400,000	1,200
	Window grill bricks 2.5x2	pcs	80		8,000	640,000	142
50	<b>WOODEN DOORS 2.4X900</b>	Number	2		900,000	1,800,000	400
	<b>Grand Total</b>					<b>64,577,000 SSP</b>	<b>14,350 USD</b>

*The budget outlined above covers the construction of a two-classroom block. To accommodate all eight classes, the school will require five such blocks, including a staff room and a storage facility. However, we plan to start small by building one block at a time, gradually expanding as resources become available.*

## 10. Appendix

### 10.1. School layout plan



## 10.2. 3D layout of the school

