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| PILLAR 1 | | | | | |
| **NARRATIVE SUMMARY** | Verifiable Indicators | Means of verification | | Critical Assumption | |
| **IMPACT** | Improved school, enrolment, performance, attendance , retention and school completion rate | | | | |
| **OUTCOME**   * A school health policy in cooperating school based health services, skill based education, safe & sanitary school environment that is friendly for child learning and development. | * Approved policy document | | * Copies of policy document at the school level | | * Absence of Political interference |
| **OUTPUT**   * Capacity building of teachers to provide skills-based SHN education * Increased national ownership and stakeholder and participation | * No. of SHEP teachers exhibiting skill based knowledge on SHN * Level of acceptance of policy document * Quantum of financial support * No. of additional stakeholders on board | | * Skill based knowledge incorporated in lesson notes * Teachers training attendance lists * Financial reports * List of stakeholders | | * Sectors re-examine plans of action and adjust timelines to accommodate times of activities |
| **ACTIVITIES**   * Mobilize funds * Organize meetings of experts * Organize advocacy fora * Development and production of policy document | * Quantum of funds mobilized * No. of meetings held * No. of fora organized * Copies of policy document | | * List of stakeholders and their roles * Reports of meetings of experts * Reports of fora * Content of draft policy document | | * Enough funds released for activities |
| **INPUTS**   * Funds * Personnel | * Evidence based indicators * Quantum of funds      * No. of personnel | | * Base line and secondary data * Accounts balance sheet and financial returns * List of team members | | * Needed funds released |
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| **PILLAR 2** | | | | | |
| **NARRATIVE SUMMARY** | **Verifiable Indicators** | **Means of verification** | | **Critical Assumption** | |
| **IMPACT** | Improved school, enrolment, performance, attendance , retention and school completion rate | | | | |
| **OUTCOME**   * A comprehensive health and nutrition education at school level | * Number of children able to wash hands correctly * No. of children exhibiting correct personal hygiene qualities * No. of pupils in the peer education club * No. of children exhibiting healthy eating habits | | * Observation by class teachers & peers * Observation by class teachers & peers * Peer educator register * Observation by class teachers & peers | | * Trained teachers not transferred |
| **OUTPUT**   * Increased capacity of teachers to provide skills-based SHN education * Increased stakeholder awareness and participation | * No. of teachers trained * No. of SHEP teachers teaching skill based knowledge on SHN * Quantum of financial support * No. of additional stakeholders on board | | * Teachers training attendance lists * Skill based knowledge incorporated in lesson notes * Accounts balance sheet and financial reports * List of stakeholders | | * No political interference |
| **ACTIVITIES**   * Hold stakeholder coordination meetings * Training of teachers * Distribution of IEC & TL materials * Undertake social mobilization | * No. of stake holders * No. of teachers trained * No. of stakeholder meetings held termly and yearly | | * List of stakeholders and their roles * Reports on training meetings * Minutes of stakeholder meetings | | * Enough funds released for activities |
| **INPUTS**   * Training materials * Funds * Personnel * Logistics | * Quantity of teaching and learning materials provided * Quantum of funds * No. of qualified personnel available * Quantity of logistics provided | | * Requisition records * Accounts balance sheet and financial returns * List of trained personnel * Requisition records | | * Funds provided |

**PILLAR 3**

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| **NARRATIVE SUMMARY** | **Verifiable Indicators** | **Means of verification** | **Critical Assumption** | |
| **IMPACT** | **Improved school, enrolment, performance, attendance , retention and school completion rate** | | | |
| **OUTCOME**  Reduced worm burden, prevalence of worm infestation , incidence rates of worm infestation & malnutrition rate and anaemia among school children | * Intensity of worm infestation * No. of children with worm infestation * No. of children newly infested with worms * No. of children not anaemic * No. of children not stunted * No. of children not wasted | * Egg count * Laboratory diagnosis * Laboratory diagnosis * List of children supplied with iron supplements * School menus * School menus | | * Trained teachers not transferred |
| **OUTPUT**   * Increased willingness of parents to participate * Regular deworming of children * Provision of nutritious school meals to children * Increased support to the programme | * No. of children dewormed each year * No. of schools dewormed each year * No. of children screened * No of children fed with balanced meals | * Treatment reports * Treatment reports * Health screening registers * School Feeding bank transfer advice form | | * Teachers motivated to do work as expected |
| **ACTIVITIES**   * Hold stakeholder meetings * Training of teachers * Distribution of IEC & TL materials * Distribution of drugs & logistics * Undertake social mobilization | * No. of stakeholder meetings held * No. of teachers trained * Quantity of IEC & TL materials distributed * Quantity of drugs and logistics distributed * No. of social mobilization sessions and encounters organized | * Reports of stakeholder meetings * Reports on training meetings * Requisition records * Requisition records * Activity reports | | * Enough funds released for activities |
| INPUTS   * Training materials * Funds * Personnel * Logistics | * Quantity of teaching and learning materials * Quantum of funds * Availability of trained personnel * Quantity of logistics | * Requisition records * Accounts balance sheet and financial returns * Number of trained personnel * Logistics requisition records | | * Cooperation with technical or line ministries |

PILLAR 3

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PILLAR 4

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| NARRATIVE SUMMARY | Verifiable Indicators | Means of verification | | Critical Assumption | |
| IMPACT | Improved school, enrolment, performance, attendance , retention and school completion rate | | | | |
| OUTCOME   * Ensure a safe & sanitary school environment and availability /use of potable water | * No. of children exhibiting environmental cleanliness * No. of school with sanitary/potable water facilities | | * Observation by teachers and peers * Reports on school visits by Circuit Supervisors | | * Local government authorities provide water and sanitation facilities in schools |
| OUTPUT   * Capacity building of teachers to provide skills-based SHN education * Increased stakeholder awareness and participation | * No. of teachers teaching skills-based knowledge on SHN | | * Teachers training attendance lists * Skill based knowledge incorporated in lesson notes | | * Sectors re-examine plans of action and adjust timelines to accommodate times of activities |
| ACTIVITIES   * Hold stakeholder meetings * Training of teachers * Distribution of IEC & TL materials * Distribution of drugs & logistics * Undertake social mobilization | * How many stake holders * No. of teachers trained * How many Stakeholder Meetings held(termly, monthly) | | * List of stakeholders and their roles * Reports on training meetings * No. of stakeholder meetings held | | * Enough funds released for activities |
| INPUTS   * Training materials * Funds * Personnel * Logistics | * Availability of teaching and learning materials provided * Availability of funds * Availability of trained personnel | | * Quantity of materials provided * Quantum of funds * Number of trained personnel | | * Cooperation with technical ministries |