



PEACEBUILDING FUND

PROJECT DOCUMENT COVER SHEET

Project Title: South Jonglei Youth Literacy & Peace building initiative	Recipient UN Organization(s): UNICEF
Project Contact: Address: Dr. Yasmin Haque Telephone: Office:+211 91 2176145, +211 91 2176149, +44 20 3357 9224 Ext. 100 Mobile: +211 912 176 144 E-mail: yhaque@unicef.org	Implementing Partner(s): (Min. of General Education, Ministry of culture, Youth & Sports, BRAC, Youth organizations)
Project Number: To be completed by UNDP MDTF Office	Project Location: Jonglei State (Twic East, Akobo, Pibor)
Project Description: The initiative will develop literacy skills for at risk adolescents and youth and contribute towards national efforts in laying economic foundations to reduce economic marginalization and competition over scare resources.	Total Project Cost: \$1,400,00 Peace building Fund: \$768,260 Government Input: ALP books Other (UNICEF) :\$631,740 Total: \$1,400,000
	Project Start Date and Duration: 2013-2015 (18 months)
Gender Marker Score¹: ____ <i>Score 3 for projects that are targeted 100% to women beneficiaries and/or address specific hardships faced by women and girls in post-conflict situations;</i> <i>Score 2 for projects with specific component, activities and budget allocated to women;</i> <i>Score 1 for projects with women mentioned explicitly in its objectives, but no specific activities are formulated nor is a budget reserved; and</i> <i>Score 0 for projects that do not specifically mention women.</i>	
PBF Outcomes²: 8-Short term employment generation 9-Sustainable livelihoods	
Project Outputs and Key Activities: (A few paragraphs outlining project results) The project will contribute to national efforts aimed at laying economic foundations to reduce economic marginalization and competition over scare resources by developing employability related skills for unemployed young women and men in Jonglei state. The following key activities will be conducted: -Literacy skills development for at risk out of school adolescents and youth (girls and boys) -Accelerated learning programme teachers trained for effective delivery of literacy skills acquisition -Youth civic engagement and dialogues for peace building and conflict resolution	

¹ The PBSO monitors the inclusion of women and girls in all PBF projects in line with SC Resolutions 1325, 1612, 1888, 1889.

² PBF specific outcome areas: 1 Security Sector Reform; 2 Rule of Law; 3 (DD)R; 4 Political dialogue for Peace Agreements; 5. National reconciliation; 6. Democratic governance; 7. Management of natural resources (including land); 8. Short-term employment generation; 9. Sustainable livelihoods; 10. Public administration; and 11. Public service delivery (including infrastructure)

<i>(for PRF-funded projects)</i>	
Co-chairs of the Joint Steering Committee	
Replace with: <i>Name of Senior UN Representative Signature</i> Toby Lanzer: DSRSG/RC/HC/UNDP RR (Usually SRSG for mission settings and RC for non-mission settings).	Replace with: <i>Name of Government Representative</i> Mary Jervase Yak: Deputy Minister of Finance
Recipient UN Organization(s) (If it is a joint project all Heads of UN Entities/Agencies receiving funds should sign)	National Implementing Partner(s)
Replace with: Yasmin Haque: Representative UNICEF – South Sudan	Replace with: <i>Name of Head of Partner</i> <i>Signature</i> <i>Name of Institution</i> <i>Date & Seal</i>
Replace with: <i>Name of Representative</i> <i>Signature</i> <i>Name of Agency</i> <i>Date & Seal</i>	Replace with: <i>Name of Head of Partner</i> <i>Signature</i> <i>Name of Institution</i> <i>Date & Seal</i>

Index:

COMPONENT 1: (The “Why”)

- a) Situation Analysis/Context
- b) Project Justification and Core Strategy (Theory of change)

COMPONENT 2: (The “What”)

- a) Results Framework

COMPONENT 3: (The “How”)

Implementation Strategy:

- a) Target Groups/key Actors and Geographic criteria
- b) Duration
- c) Approach
- d) Sustainability and Catalytic effects
- e) Project Activities
- f) Analysis of risks and assumptions
- g) Budget

COMPONENT 4: (The “How”)

- a) Management Arrangements
- b) Monitoring and Evaluation

COMPONENT 5: Annexes

Annex A: Donor Mapping in Peacebuilding Strategic Outcome Areas

Annex B: Mapping of critical gaps table (UN and International budgets)
Annex C: Mapping of UN Agency Capacity table
Annex D: Organigram of Project management structures table
Annex E: Target table for outcome and output indicators of the results framework

COMPONENT 1: (The “WHY”)

a) Situation Analysis/Context

South Sudan has seen some progress made including in the enactment of the Child Act 2008 in the then Southern Sudan and adoption of the relatively comprehensive Youth Policy in 2006-07 (this has since been reviewed “*South Sudan Youth Development Policy*”-awaiting endorsement), however, there remains weak capacity of the states to develop and implement effective policies and systems for youth development and protection especially in the proposed intervention counties of Twic East, Akobo and Pibor.

With an estimated population of 11.8 million, 51% of which are young people aged below 18 years old, net enrolment in primary school is at 44.4%, South Sudan’s chronic conflict has left many children and youth highly marginalized and struggling to lead normal lives. Inter-communal conflicts are prevalent and often led by youth whose opportunities and continuous marginalization has been rendered almost hopeless by the decades of conflict.

The effects have been detrimental to peace and stability especially in Jonglei State. The need to promote economically and non-violent alternatives to fighting is imperative.

Literacy levels remain low and many adolescents and youth continue to miss out on schooling and learning activities. Literacy rates for women aged 15-24 years in Jonglei state are at a staggering 6.9% (SSHS 2010), youth unemployment remains grave and youth involvement in violent conflict continues. The recent Youth LEAD (Leadership, Empowerment, Advocacy and Development) survey 2012 highlights the limited number of youth participation activities in Jonglei State, high affinity to violence, limited involvement in dialogue & reconciliation processes and low levels of HIV and AIDS. The survey also points to youth being ready to be involved in nation building and local governance.

The survey points to youth appreciating arts, culture and activities that promote their self-expression and engagement with fellow youth within their states and beyond.

The ever increasing youth involvement in violent conflict remains a concern in Jonglei state. The youth profile points to a lowly educated cadre of young people, devoid of basic literacy and alternative livelihood skills.

This proposed initiative is strategic and innovative on several levels. It focusses on a skills-driven approach to youth development while developing linkages alongside related employability options across multiple sectors (livelihood and vocational skills development) to provide opportunities for broad based youth development arising from acquisition of basic literacy skills and subscribing to non-violent youth engagement.

b) Project Justification and Core Strategy (Theory of Change)

Youth is a period of critical changes, increased self-awareness, growth, and exposure to new risks and vulnerabilities as they transition to an adult world especially for girls.

For many adolescents and youth in Jonglei state their time of critical transition provides important yet often-ignored opportunities for their positive engagement in the development of their communities. For girls, a variety of socio-cultural norms further exacerbate their situation- many will drop out of school earlier than boys and will often be married off at an earlier age.

Giving youth especially girls a sense of empowerment and hope in nation building activities through a skills development program for their own development, is essential for the reduction of their vulnerabilities and prevention of conflicts and overall consolidation of peace.

The delivery of literacy skills will enable at risk adolescents and youth including girls who have missed out on schooling and learning opportunities to develop and acquire key skills to resume learning and/or develop further skills to enhance their employability or transition into alternative livelihoods.

The emphasis on employability skills development for at risk young people in Jonglei state will develop a pool of locally available skilled youth and create a stimulus for local livelihoods development across the potential employment sectors in the state (infrastructure, construction, animal husbandry and fisheries).

This, coupled with related economic interventions will stimulate local economic development and reduce economic marginalization of youth enabling them to focus on productive economic activities and contributing towards an enabling environment conducive for nurturing the fragile peace.

UNICEF is already partnering with civil society in Jonglei state to deliver literacy skills acquisition and promote youth involvement in peace building initiatives. In Uror and Nyirol counties UNICEF is collaborating with Ministry of General education to provide accelerated learning for youth and in collaboration with the Ministry of Culture, Youth and Sports UNICEF is supporting the development of a youth center in Yuai County.

UNICEF will contribute additional resources to this initiative to broaden the coverage in South Jonglei (Twic East, Akobo & Pibor) enabling the development of a comprehensive and holistic youth development initiative in Jonglei state with potential for achieving tangible results for young people including addressing HIV and AIDS issues and providing linkages/ referrals to existing reproductive health services.

Overall, the proposed initiative subscribes to the peace building support plan in support of the South Sudan development plan actions towards delivering literacy training for young people.

COMPONENT 2: (the “What”)

Template: Results Framework for PBF supported programmes (PRF)

Programme Level					Project Level		
(1) Strategic Outcomes (National Strategies, PP) ³	(2) Conflict factors addressed (Outcome level)	(3) Peace building Outcomes (areas of change through PBF investment)	(4) Outcome indicators (type of change)	(5) Outcome Baselines (situation of reference) and final targets	(6) Project Results (Outputs)	(7) Output Indicators (qualitative/ quantitative)	(8) Output Baselines (situation of reference) and final targets
					Project state level inception/ planning workshop -State level inter-county planning workshops held		
<p>PBSP 7: Increase literacy and functional skills for youth and adults and provide alternative and accelerated learning for out-of-school children (SSDP 8.1.3.1)</p> <p>Outcome 1: Improved employability for youth (boys & girls) in Jonglei state</p>	<p>Low literacy levels</p> <p>Unemployment</p> <p>Lack of alternative livelihood options</p>	<p>Enhanced literacy and livelihood opportunities for youth</p>	<p># of at risk out of school youth accessing literacy skills development</p>	<p>Baseline: Literacy rate 6.9% (women aged 15-24 years) SSHS 2010</p> <p>Target: Increase by 30% number of youth currently taking literacy classes in target counties</p>	<p>Component 1 (PBF Funded): Literacy skills development for at risk out of school adolescents and youth</p> <p>1.1 At risk out of school adolescents and youth equipped with literacy skills enhancing their employability -Map existing county ALP centers -Undertake learner and community mobilization</p> <p>1.2 ALP teachers equipped with skills for better delivery of literacy classes -Identify ALP teachers in selected counties -Conduct ALP teacher training -MoGE ALP learner materials distributed to ALP classes</p>	<p>1.1 # of at risk youth participating in literacy skills development courses</p> <p>1.2 # ALP teachers trained on ALP delivery and peace building</p>	<p>Baseline: -50 ALP centers, App. 4,000 ALP students -App. 90 ALP teachers in South Jonglei</p> <p>Target: -1,000 ALP students enrolled Twic East, Akobo, Pibor -30 ALP teachers trained</p>
<p>PBSP 2: Increase youth participation in voluntary service (SSDP 8.1.3.4)</p> <p>Outcome 2: Improved inclusion of youth in community engagement and non-violent conflict resolution</p>	<p>Youth marginalization and non-involvement in local dialogue and reconciliation processes</p> <p>Low capacity of youth organizations to participate in peace building dialogue</p>	<p>Inclusion of youth in reconciliation and peace building dialogue</p>	<p># of youth involved in peace building and conflict resolution dialogues</p> <p># of youth reached by peer educators on HIV and AIDS</p>	<p>Baseline: No structured youth community service and dialogues exists</p> <p>Target: Structured youth participation forums developed and engage youth in peace building, conflict</p>	<p>Component 2 (UNICEF Resources): Youth engagement and dialogues for peace building and conflict resolution</p> <p>2.1 At risk out of school adolescents and youth equipped with life skills for HIV/AIDS control, peace building and conflict resolution -Stakeholder workshop ROSS Life skills curriculum including “Peace building and Conflict Resolution” modules -Training of youth mentors and peer educators - Interactive youth peace building and HIV/AIDS activities for ALP learners conducted</p>	<p>2.1 # of at risk youth equipped with life skills for HIV/ AIDS control, peace building and conflict resolution</p> <p>2.2# of youth dialogues conducted on peace building and conflict resolution</p>	<p>Baseline: No life skills curriculum Targets: -1,000 youth equipped with life skills for HIV/AIDS control, peace building and conflict resolution -150 peer educators trained -1,000 youth participate in youth dialogues -National life</p>

				resolution dialogues and HIV/AIDS control	-Youth peace building and conflict resolution dialogues		skills curriculum finalized
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COMPONENT 3: (the “How”)

Implementation Strategy

a) Target Groups/Key actors and Geographic Criteria:

The project aims to reach 1,000 out of school adolescents and youth (boys and girls) aged between 14-35 years into ALP classes. An additional 1,000 youth will be reached by youth peer educators with life skills, HIV/AIDS and peace building activities. 30 ALP teachers will receive in-service training to enhance the delivery of literacy classes for youth.

The initiative will aim to reach an equal number of girls and boys. Community capacity development and social mobilization approaches will be employed to address some of the existing gender barriers to ensure that girls benefit from the initiative.

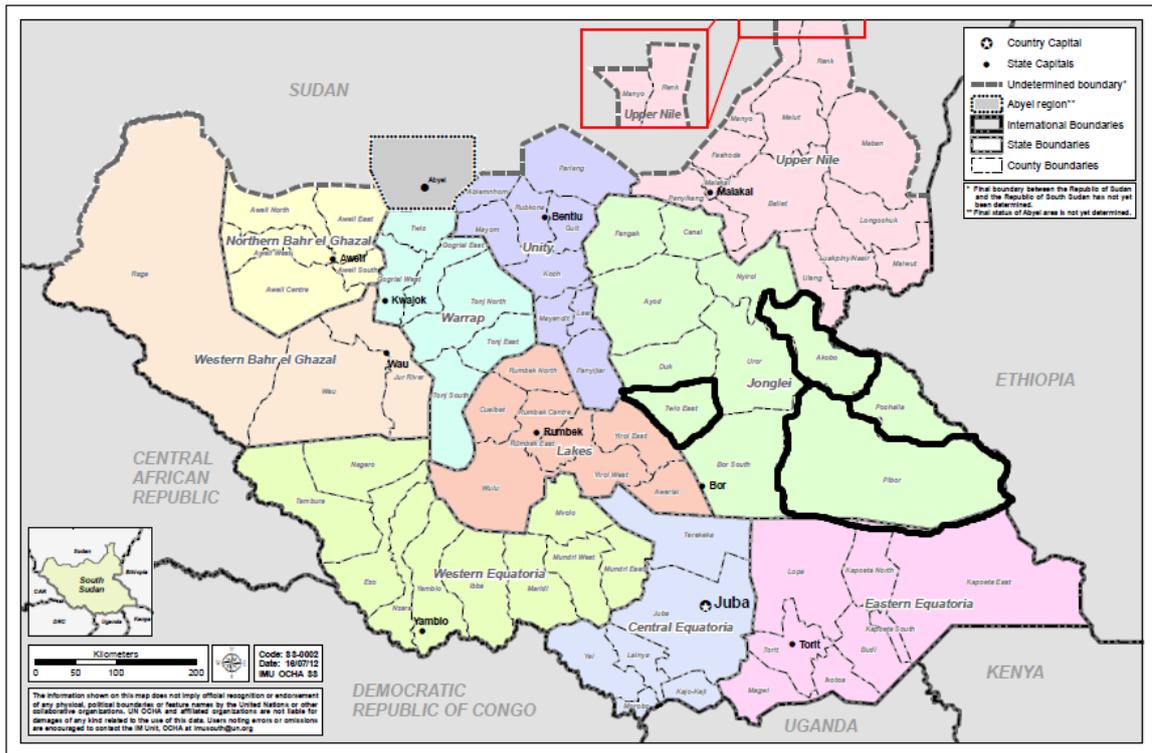
UNICEF will partner with BRAC South Sudan in the delivery and implementation of the literacy activities, BRAC is already implementing and collaborating with the Ministry of General Education in the delivery of ALP in Jonglei State.

Youth peace building and dialogue activities will be implemented in collaboration with the Ministry of Culture, Youth and Sports and existing youth organization.

The three counties of Twic East, Akobo and Pibor in South Jonglei⁴ have been selected as target counties due to the high prevalence of youth involvement in violent conflict and limited prevalence of youth development activities.

Target counties

⁴ UNICEF is flexible to consider alternate counties, should this be recommended



b) Duration

The project will be implemented over eighteen (18) months (2013-2015)

c) Approach

The proposed literacy skills activities will be delivered through existing ALP centres and through community youth centre approaches. Centre based approaches will make use of existing local facilities (youth centres, county support bases, ALP centres). Participatory youth life skills and peace building dialogue activities promoting positive youth engagement and non-violence will be integrated as part of holistic youth development activities.

The accelerated learning programme design has been endorsed by the Ministry of general education and Ministry of Culture Youth and Sports. During inception the project will engage with adolescents and youth in the design and delivery of the activities, ensuring that youth remain at the centre of planned activities. Youth will be involved through their organisations and their representatives will participate in the projects implementation committees at state and community level.

Participating ALP teachers will receive in-service training to equip them with relevant skills to enhance the delivery of accelerated learning. ALP teachers and youth representatives will also benefit from training in peace building, gender methodologies and youth centered approaches.

Existing ALP curriculum will be utilised in ensuring that targeted youth remain motivated to continue their literacy achievement plans during the course of the initiative. Utilising existing ALP centres and system will enhance their chances to continue well beyond the projects existence.

The initiative will collaborate with already established accelerated learning programme centres to strengthen the mobilization and enrollment of youth into the classes. Where centres do not exist, strategic establishment of new centres will be undertaken to absorb mobilized youth.

The initiative will provide catch-up learning including re-integration opportunities for early drop-outs back into the school system increasing their chances for further growth and development and linking them with livelihood skills development

The youth literacy activities compliments on-going UNICEF supported Youth LEAD project (Leadership, Empowerment, Advocacy & Development) literacy activities in Uror and Nyirol counties of Jonglei state.

Partnerships with government, local civil society organisations, county support bases and institutions will be developed ensuring the literacy activities stay community focussed and mobilise key stakeholders at state level.

d) Sustainability and Catalytic effect

Accelerated Learning Programme and functional literacy falls within the wider Alternative Education Services (AES) strategies and are fully embraced by the Ministry of General Education as strategies for promotion of youth learning and development.

The proposed initiative will utilize already developed ALP learners materials (Ministry of General Education/ DFID collaboration) that are currently under distribution across the country without having to develop new materials.

The implementation of the youth literacy activities falls within government's priorities and are endorsed by Ministry of General Education. With the high proliferation of out of school youth, ALP has high potential for replication and scaling up to other counties and states. Already UNICEF and partners are supporting ALP activities in Uror and Nyirol counties including the development of a youth friendly center in Yuai. The Ministry of Culture Youth and Sports in its recent review of its *South Sudan Youth Development Policy* identifies conflict resolution as one of the main areas of focus in the policy.

The initiative will further mobilize additional resources through existing UNICEF supported youth initiatives (Youth LEAD & Education, Advocacy in Peace building initiative) that are already supporting the line ministries in the finalization of the life skills curriculum and in youth engagement (ongoing work with Ministry of general education and Ministry of Culture Youth and Sports).

The emphases on skills development for young people in Jonglei state will develop a pool of locally available skilled youth and create a stimulus for local livelihoods development across the potential employment sectors in the state (infrastructure, construction, animal husbandry and fisheries) thus reducing youth economic marginalization enabling them to focus on productive economic activities and contribute towards an enabling environment conducive for nurturing peace.

By linking this proposed youth literacy skills development initiative with the existing Youth LEAD and Education, Advocacy in Peace building (EAPB) initiatives which are all implemented in collaboration with relevant line ministries and civil society organizations, adequate resources will ensure that critical amount of youth interventions are implemented in Jonglei state mobilizing youth towards non violent engagement and contribute towards the required critical mass for effective social transformation away from violent conflict.

By collaborating with Ministry of General Education through its already established ALP programmes, it is expected that supported classes will continue to run beyond the life of this initiative.

e) Project Activities:

Please fill in this Activity Log Frame (*This table describes what will be implemented, by whom, how, and how much*).

Project Output: Literacy skills development for at risk out of school Adolescents and Youth

Planned Activity	Inputs	Budget	Responsible Party for mobilizing inputs
Procure learning & recreational materials	Supplies procurement	\$40,000	Project Manager UNICEF
NGO partnerships	Subcontract w/NGOs	\$478,000	Project manager UNICEF, BRAC South Sudan
Monitoring	Joint Programme monitoring	\$30,000	Project manager, partners, line ministries
Evaluation & knowledge management	Joint Programme evaluation	\$50,000	Project manager UNICEF and country RUNO's
Project manager	Project Manager (50%)	\$80,000	UNICEF
Project Officer	Project officer (50%)	\$40,000	UNICEF

f) Analysis of risks and assumptions

Risks/Assumptions	Mitigating Strategy
Lack of local stakeholder ownership and commitment to self-employment creation	Initiative will ensure wide range of opportunities for effective stakeholder engagement and championing relevance of planned objectives
Low local investor confidence in Jonglei state	Government has prioritized Jonglei state peace efforts to boost local investment. Initiative will continuously support local peace building efforts in Jonglei state.
Lack of knowledge based planning & project implementation	Initiative will provide support for review and correct delivery of activities. Initiative will rigorously monitor planning and implementation process and organize critical reflection events.

g) Budget:

PBF PROJECT BUDGET	
CATEGORIES	AMOUNT
1. Staff and other personnel	120,000

2. Supplies, Commodities, Materials	40,000
3. Equipment, Vehicles, and Furniture (including Depreciation)	-
4. Contractual services	50,000
5. Travel	30,000
6. Transfers and Grants to Counterparts	358,000
7. General Operating and other Direct Costs	120,000
Sub-Total Project Costs	718,000
8. Indirect Support Costs**	50,260
TOTAL	768,260

* See the UNDG Harmonized reporting to Donors for Joint Programmes approved in 2006 and available on <http://www.undg.org/docs/9442/Explanatory-Note---Annex-D.doc>.

** The rate shall not exceed 7% of the total of categories 1-5, as specified in the PBF MOU and should follow the rules and guidelines of each recipient organisation. Note that Agency-incurred direct project implementation costs should be charged to the relevant budget line, according to the Agency's regulations, rules and procedures.

COMPONENT 4: (The “How”)

a) Management Arrangements:

UNICEF and line ministries involved in the Youth initiatives already have a project committee that meets quarterly and jointly monitors and collaborates on activities across youth literacy and youth development. The addition of the PBF funded initiatives will integrate within the existing board enabling linkages and building of synergies.

The existing committee includes representatives from the Ministry of General Education and Ministry of Culture Youth and Sports, UNICEF and implementing partners (NGOs).

The committee will monitor implementation, evaluate progress of outputs and outcomes, and analyze any risks and propose alternative action where necessary. It will be chaired by the Ministry of General Education with the Ministry of Culture Youth and Sports as co-chair.

Moreover, the Joint Steering Committee (JSC) will be responsible for managing the Peace Building Fund allocation and resulting programme at the country level, and ensuring the results set out in the Priority Plan are achieved. All project reviews and approvals will be carried out by the JSC, as well as overseeing coordination of PBF projects, and monitoring project progress and amendments.

Planned “component 1” activities will be funded by the PBF while UNICEF will contribute own resources towards “component 2” activities

1. Project Coordination

The oversight body responsible for coordination and oversight of PRF projects is usually the **Joint Steering Committee**. Describe the role, composition, functions and periodicity of meetings of the Joint Steering Committee and - if existing - its Technical Committees (at working level).

To better organize the work of the Joint Steering Committee, PBF is usually supporting the establishment of a **Secretariat** to the Joint Steering Committee. Describe the composition, role and function of the Secretariat to the Joint Steering Committee.⁵

Describe how the project will be coordinated with other on-going or planned projects.

2. Project Implementation modalities

Describe the implementation modality of the project (ex. UN Joint Project or single RUNO's project). If this is a joint project describe the funding modality (pulled funds, shared funds, etc...). The project needs to have a Project Manager/Coordinator, responsible for its daily implementation. Describe the role and functions of the Project Manager/Coordinator and its team, if existing.⁶

3. Capacity of RUNOs

UNICEF's long standing commitment on children and young people in South Sudan is noteworthy.

UNICEF stands out in its support towards the youth development sector in South Sudan. UNICEF has recently supported the review of the South Sudan Youth Development Policy and continues to collaborate and engage with the Ministry of Culture, Youth and Sports and Ministry of General Education and other partners in ensuring the profile of Youth in South Sudan remains visible and are central in the development efforts in South Sudan.

UNICEF supports a dedicated Youth LEAD (Leadership, Empowerment, Advocacy, Development) initiative in Jonglei, Upper Nile and Eastern Equatoria states in close collaboration with the Ministry of Youth Culture and Sports, Ministry of General Education and civil society partners whose objectives are the promotion of positive youth participation mechanisms, life skills development and promotion of literacy skills for adolescents and youth out of school.

BRAC is a development success story started in Bangladesh but now spread to over ten countries including South Sudan. BRAC is a global leader in creating opportunities for the world's poor and champions poverty alleviation by empowering the poor and marginalized to be able to bring change to their own lives.

BRAC is partnering with UNICEF in the Youth LEAD Programme and is a key partner of the Ministry of General Education in reaching out to young people especially girls in the areas of education, agroforestry, microfinance and community empowerment.

⁵ See PBF Application Guidelines: Roles and Responsibilities of Actors and Mechanisms.

⁶ It is recommended to annex ToRs of the Project Manager/Coordinator to the Project.

b) Monitoring and evaluation:

Monitoring and evaluation and risk management plans will be developed at the beginning of the project to ensure effective implementation of operations at activity and output levels, and to certify development results to guide project strategy at the outcome level. Joint field monitoring to ensure key partner participation, quality and progress will be carried out by Project staff, together with their counterparts.

The project will establish a Management Information System (MIS) to monitor progress in each of the project outcomes and prioritized interventions that will result from participatory processes. The achievements of the Project will be assessed in-depth during the final independent evaluation.

The following monitoring reports will be produced by the project:

- Bi-annual MIS report with sex and age disaggregated data
- Bi-annual beneficiary stories' collection

The following evaluation reports will be produced by the project:

- Independent Final Evaluation Report
- Knowledge sharing and management report

COMPONENT 5: Annexes

Annex A:

Donor Mapping in Peacebuilding Strategic Outcome Area/s

Strategic Area	Outcome	Key Institution	Key Projects/Activities	Duration of projects/activities	Budget in \$
Increase literacy and functional skills for youth and adults and provide alternative and accelerated learning for out-of-school children (SSDP 8.1.3.1)		UNICEF	Literacy classes in Upper Nile, Eastern Equatoria and Jonglei States	3 years : from June 2011 to June 2014	1 Million
PBSP 2: Increase youth participation in voluntary service (SSDP 8.1.3.4)		UNICEF	Youth, peace building and life skills: Warrap, Jonglei, Upper Nile states	3 years: From 2013-2015	1 Million

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Annex B:

Mapping of critical gaps (UN and International budgets)

Peacebuilding Outcome Area	Ongoing Projects/Activities in Outcome Areas with a direct and demonstrable link to PB and organization responsible for its implementation (NOT covered by other funding sources)	Description of the area facing a gap and entity of the funding gap
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Increase literacy and functional skills for youth and adults and provide alternative and accelerated learning for out-of-school children (SSDP 8.1.3.1)	Support Youth Literacy skills development (UNICEF)	US\$2 million (\$ 1.5 Million to support accelerated learning Programme, \$200,000 to strengthen ALP teaching quality, \$300,000 learners materials)
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Annex C:

Mapping of UN Recipient Organizations

Please include exhaustive information of annual budgets of each recipient agency (RUNOs) in the targeted outcome area.

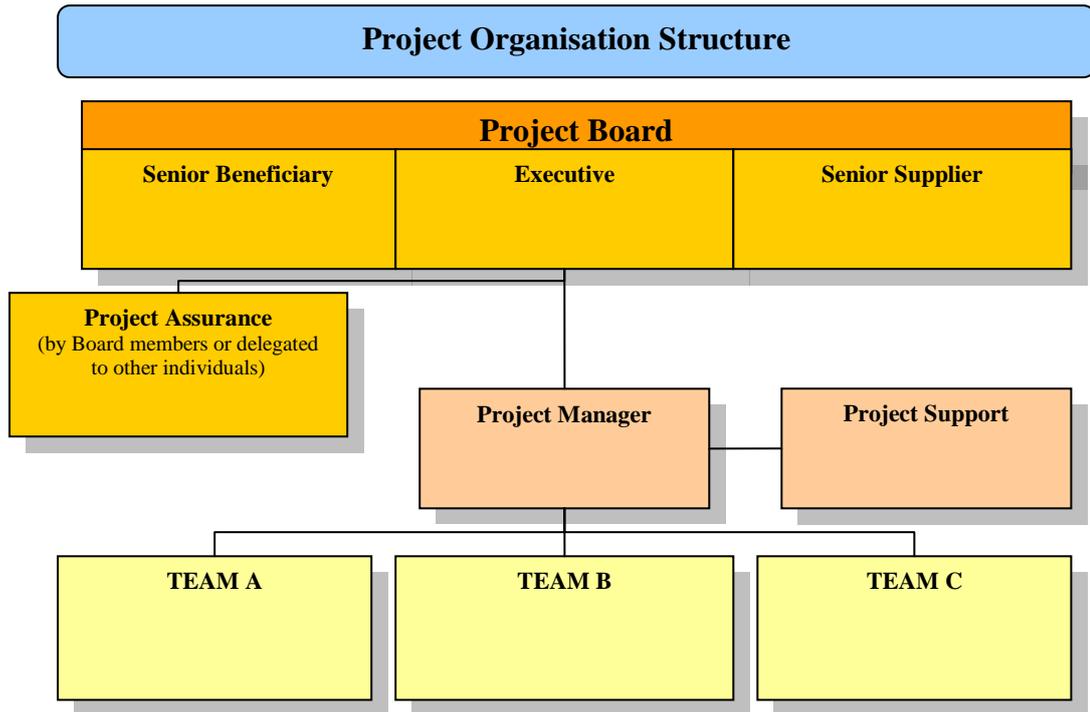
UN Agency	Key Sectors (top five or fewer)	Annual Budget (last year) per Recipient Organization in key sectors ⁷	Annual Budget (this year) per Recipient Organization in key sectors ⁸	Projection of Annual Budget (next year) per Recipient Organization in key sectors	2012 Annual Delivery Rate (Agency Total)
UNICEF	Basic Education and Gender Equality	2012-2013: USD 8 Million	2013: US\$ 9,000,000	2014: US\$ 9,000,000	Annual budget: US\$8,000,000 Annual delivery rate : 80%

Annex D

Suggested Organigram to be used for the Project's Joint Steering Committee or a specific ad hoc Project Board, if the project requires one.

⁷ If UNDP is one of the Recipient Agencies, specific information shall be included on whether the country is benefiting of BCPR Thematic Trust Fund and if yes, the amounts allocated and the funding gaps need to be specified

⁸ If UNDP is one of the Recipient Agencies, specific information shall be included on whether the country is benefiting of BCPR Thematic Trust Fund and if yes, the amounts allocated and the funding gaps need to be specified



ANNEX E: This target table will be used for MPTFO reporting (see template 7 and 8)

INDICATOR BASED PERFORMANCE ASSESSMENT: Using the **Programme Results Framework from the Project Document** - provide an update on the achievement of indicators at both the outcome and output level in the table below. Where it has not been possible to collect data on indicators, clear explanation should

be given explaining why, as well as plans on how and when this data will be collected.

This target table will be used for MPTFO reporting (see template 7 and 8)

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Targets actually achieved
Outcome 1⁹	Indicator			
Output 1.1	Indicator 1.1.1			
	Indicator 1.1.2			
Output 1.2	Indicator 1.2.1			
	Indicator 1.2.2			
Outcome 2	Indicator			
Output 2.1	Indicator 2.1.1			
	Indicator 2.1.2			
Output 2.2	Indicator 2.2.1			
	Indicator 2.2.2			

⁹ Either country relevant (from the Priority Plan or Project Document) or PMP specific.