



**JOINT PROJECT DOCUMENT  
OF THE UN FUND FOR RECOVERY RECONSTRUCTION AND DEVELOPMENT IN DARFUR**

**Accelerated Learning Programme (ALP), including life-skills and improved access  
to employment opportunities for out-of-school children and youth**

**Khartoum, January 2015**

**Participating Agencies (UNICEF, UNDP)**

DDS Pillar:	II. Reconstruction; III Economic Recovery
Project title:	<b>Accelerated Learning Programme (ALP), including life-skills and improved access to employment opportunities for out-of-school children and youth</b>
Project objectives:	Improved access to and quality of education Increased access to employment opportunities

Lead Agency UNICEF

Participating Agencies UNDP, UNICEF

Project Duration: 18 Month

Anticipated start/end dates: **February 2016- July 2017** (estimate)

**Total estimated budget\*: USD 6,105,955**

Names and signatures of (sub) national counterparts and participating UN organisations

The relevant national coordinating authorities should sign this joint project document. By signing this joint project document, all signatories – national coordinating authorities and UN organisations - assume full responsibility to achieve results identified with each of them, as shown in Table 1 and detailed in annual work plans.

**Accelerated Learning Programme (ALP), Including Life-Skills and Improved Access to Employment Opportunities for Out-of-School Children and Youth**

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## Contents

Acronyms	iv
1. Executive Summary	1
2. Situation Analysis	2
Table 1: Out-of-School Children in Darfur, 2012-13	2
3. Project strategies, including lessons learned and the proposed joint Project	4
3.1 Background/context:	4
3.2 Target population:	5
3.3 Lessons Learned:	5
3.4 The proposed Project:	6
3.5 Sustainability and complementarities with on-going programs:	9
3.6 Capacity and added value of UN agencies:	9
3.7 Guiding Principles:	10
4. Feasibility, Value for Money, risk management and sustainability of results	10
Table 1. Risk Management matrix	11
5. Results Framework	11
Table 2: Results Framework	12
6. Management and Coordination Arrangements	14
7. Funds allocation and Cash Flow Management	14
8. Monitoring, Evaluation and Reporting	14
8.1 Monitoring:	14
Table 2: Joint Project Monitoring Framework (JPMF)	15
8.2: Annual/Regular reviews:	16
8.3 Reporting:	16
8.4 Evaluation:	16
9. Project Work plans and Budget	17
Table 3: Project Work plans and Budget:	17
Table 4: Budget by Participating UN Organisation	20

## Acronyms

ALP:	Accelerated Learning Programme.
AYRH:	Adolescent and Youth Reproductive Health
CBOs:	Community Based Organisations
CBT:	Competency Based Training
CD:	Central Darfur
DDR:	Demobilisation, Disarmament and Reintegration Programme
DDS:	Darfur Development Strategy
DRA:	Darfur Regional Authority
ED:	East Darfur
IDPs:	Internal Displaced Children
JP:	Joint Project
MOE:	Ministry of Education
MOYS:	Ministry of Youth and Sport
MSE:	Medium and Small Enterprises
ND:	North Darfur
OOSC:	Out-of-School Children
PTA:	Parent Teacher Association
SD:	South Darfur
SGBV:	Sexual and Gender-Based Violence
STIs:	Sexually Transmitted Infections
TVET:	Technical Vocational Educational Training
UNDAF:	United Nations Development Framework
VTC's:	Vocational Training Centres
WD:	West Darfur

## 1. Executive Summary

A decade of conflict and displacement in Darfur has left an entire generation without access to education. Around 3.09 million children, aged 5 to 13 years, are not receiving basic education, resulting in Sudan having the highest out-of-school rate in the Middle East and North African (MENA) region. Children in rural areas are 1.8 times more likely to be out of school compared to children in urban areas<sup>1</sup>. With a large rural population, Darfur has around 917,738 children out of school, accounting for 30 percent of all out-of-school children (OOSC) in Sudan (Figure 1). Of these, 51 percent are girls out of school<sup>2</sup>.

Large numbers of children, adolescents and youth have been exposed to protracted conflict in Darfur. Many have grown up witnessing or participating in fighting, and have been displaced, their homes and communities destroyed. Families and social structures have also been disrupted in Darfur, making young people vulnerable to risk-taking behaviours. Conflict and/or environmental decline has, frequently, cut them off from their families' traditional livelihoods, and they are the least prepared for pursuing alternative options. Pastoralism does not have the absorptive capacity to accommodate the growing population and labour force and there is insufficient investment in other sectors to address this gap. Agriculture presents a huge opportunity for employment, though children and youth displaced from the land require education to give them the knowledge and skills to realise this potential.

The Joint Project (JP) 'Accelerated Learning Programme (ALP) including life skills and access to employment opportunities for out-of-school children and youth' (hereinafter the Project) aims to increase the access of conflict-affected children, adolescents and youth in Darfur to education, life and employability skills. The Project focuses on OOSC and youth, young school dropouts, girls, nomads and IDPs by providing them with a chance to catch up on lost education, equipping them with necessary literacy and life skills and increasing their employability for improved livelihoods. In line with the Darfur Development Strategy, the Project aims to achieve two main components:

- 1) **Component 1:** Pillar II, Objective 5: Improved access to and quality of education.
  - 5.3 Increased number of out-of-school youth and adolescents having access to Accelerated Learning Programme (ALP), including life and employability skills (UNICEF)
    - 5.3.1. Enrolment campaigns including desk review of the available data on out of school children and youth in Darfur including the total numbers per locality.
    - 5.3.2. Construction of 57 child friendly education facilities
    - 5.3.3. 420 ALP facilitators and teachers trained (reaching 25,000 children/50 per cent girls<sup>3</sup>)
      - 5.3.3.1 ALP and Life-skills curriculum (UNICEF) review during the ALP facilitators training.
    - 5.3.4. 25,000 sets of ALP books and kits procured<sup>4</sup>
- 2) **Component 2:** Pillar III, Objective 5: Increased access to employment opportunities.
  - 5.1 Employability and entrepreneurial skills development for young School drop-outs and out school are developed (UNDP)
  - 5.2 Youth sustainable employment opportunities enhanced through Business Development Service Centre (UNDP)

With a programmable budget of \$5.59 million (\$4.9 million for Pillar II and \$1.4 million for Pillar III), this Project leverages the combined technical experience and comparative advantages of two UN agencies (UNICEF and UNDP). It is designed to contribute to the outcomes of the Darfur Development Strategy (DDS) through support of the recovery and stabilisation of Darfuri war-affected youth and adolescents.

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<sup>1</sup> Sudan OOSC study, July 2014

<sup>2</sup> Sudan MoE 2012-13

<sup>3</sup> 25,000 students will be reached based upon a teacher student ratio of 1:40, through the training of 420 teachers/ALP facilitators and procurement of ALP books and kits.

<sup>4</sup> A maximum of 25,000 sets of ALP books and kits can be procured within the available funding @ USD30.00 per child. This target has been reduced down from 300,000 books/kits, which was overestimated in the DDS strategy. These books/kits will benefit 25,000 students at a 1:1 student: textbook ratio or 50,000 at a 2:1 student: textbook ratio, which is the national standard.

The Project will target the five Darfur States (North, Central, South, East, and West), maximising impact through responding to state specific needs. In collaboration with relevant national counterparts, including the Darfur Regional Authority (DRA), particularly it's Ministry of Technology, and relevant state ministries of education, the two participating UN organisations will collectively contribute to the broad goals of Reconstruction under Pillar II and Economic Recovery under Pillar III of the DDS.

## 2. Situation Analysis

With 15 million children under the age of 18, Sudan has a very young population. Many of these children are engaged in, or affected by, the current conflict and hostilities prevalent across much of North and South Darfur. There has also been major fighting and displacement in West and Central Darfur States and conflict is ongoing in the Jebel Mara. East Darfur, though not involved to a great degree in the general Darfur conflict, has been severely affected by the passage of armed troops, disruption to stock routes and inter-tribal fighting in recent months. Furthermore, throughout Darfur, communities remain displaced as a result of conflict that began over 10 years ago, resulting in a 'lost generation' of children who have had no or very little educational opportunities. In this year alone, conflict has displaced 388,000 people, including around 116,400 school-aged children. An estimated 1,158,000 children (51 per cent of all children aged 4-13 in Darfur) are affected by conflict and emergencies in Darfur, of these, 63 per cent are IDPs and the rest are refugees, returnees and non-displaced communities severely affected by the crisis<sup>5</sup>.

The last generations has grown up in a culture of violence and intolerance with the potential to perpetuate the same throughout adulthood. These children and youth have been marginalised and, due to low educational opportunities and lack of life-skill development, face multiple challenges to employability. Contributing to these barriers and marginality are the intersecting disparities of poverty, gender, child labour, conflict and disaster, living in rural areas or disadvantaged states/regions and being displaced or nomadic. Other factors impacting on access to education, life-skills and employment include disability, ethnicity and language.

As a result of these multiple factors, there is a low percentage of children attending and completing basic education. Darfur has the highest school-aged population in Sudan (2,457,672 children aged 5-13) and the lowest enrolment rates. Combined international and government efforts have helped increase enrolment rates in Darfur, with 15 per cent annual growth for the period 2004-2009, compared to the 6 per cent average for Sudan. Despite this growth, the Gross Enrolment Ratio (GER) for Darfur at 65 per cent remains lower than the national GER at 70 per cent. There are also disparities across the Darfur states<sup>6</sup>. This project will develop systems to enable the collection of school attendance rates, which along with GER, is in accordance with the Millennium Development Goal targets.

With the highest OOSC rate in the MENA region, Sudan has 3.09 million children aged 5 to 13 years not receiving basic education<sup>7</sup>. Children in rural areas are 1.8 times more likely to be out of school compared to children in urban areas (Global Initiative on OOSC, July 2014). A large rural population, Darfur has around 917,738 children out of school, accounting for 30 percent of all OOSC in Sudan (Figure 1). Of these, 51 percent are girls.<sup>8</sup>

**Table 1: Out-of-School Children in Darfur, 2012-13**

Out of school children	Girls	Boys	Total Darfur	Total Sudan
Children 5 year olds (Pre-primary)	79,851 (46%)	95,529 (54%)	175,380	490,673
Children 6 to 13 year olds (Basic school)	392,469 (53%)	349,889 (47%)	742,358	2,606,655
<b>Total out of school children (5-13 year olds)</b>	<b>472,320</b>	<b>445,418</b>	<b>917,738</b>	<b>3,097,328</b>

(Source: EMIS MoE 2012-13)

<sup>5</sup> Sudan Strategic Response Plan, OCHA 2014

<sup>6</sup> Sudan Ministry of Education statistics 2012-13

<sup>7</sup> Sudan MoE, EMIS 2010

<sup>8</sup> Sudan MoE 2012-13.

The out-of-school children at basic school age are mostly, though not exclusively, living in rural areas and from the poorest first two wealth quintiles. Exclusion rates for children also show variation between states in Darfur, with South Darfur and East Darfur representing the highest OOSC rates. Nomadic people in Darfur account for 28 percent of Sudan's total nomadic population and comprise 32 percent of the total number of out-of-school children in Darfur (aged 6-11 years)<sup>9</sup>. Many in these communities have lost nomadic livelihoods through conflict and environmental hazards and are at risk of joining conflicts in competition over land and limited resources.

Gender inequalities persist, particularly in rural areas and among nomadic communities. Across the nation, a poor rural girl's chance of accessing quality education is 25 percent lower than that of a well-off urban boy<sup>10</sup>. In Darfur, 52 percent of all girls aged 5-14 years are out of school; the gender gap is particularly pronounced in East Darfur where 68 percent of girls are out of school<sup>11</sup>. Reasons for girls' exclusion from school include: negative cultural attitudes and practices, such as early marriage; low family value attached to education; distance from home to school; lack of separate latrines and adequate facilities in schools; home duties; and co-education (lack of gender segregated schools)<sup>12</sup>.

The lack of qualified teachers and the shortage of textbooks and materials are among the main bottlenecks to students staying in school and to learning-achievement in Darfur. Currently, the number of teachers in basic education in Darfur is 22,852 (57 percent female) across 3,255 schools, representing a 1:51 teacher student ratio<sup>13</sup>. To achieve a more realistic 1:40 teacher student ratio target, an additional 6,487 teachers are required in Darfur. The required number of teachers and schools is set to rise, as the birth rate in Darfur grows, particularly amongst IDP communities, where already the average number of students per class in IDP schools increases to 92 in basic education. Experiences within conflict-affected countries, including Sudan, show that one of the best strategies to provide basic education for out-of-school children and youth is through the Accelerated Learning Programme (ALP)—proposed in this Project. As the ALP in Sudan is relatively new, there are inadequate quantities of text books available, thus the need to provide these for Darfur. Increased support to educational quality, through teacher training, provision of ALP textbooks and adequate learning and teaching spaces, is a prerequisite to enhance education quality and student performance.

Many children, adolescents and youth have grown up witnessing or participating in fighting and have been displaced from their destroyed homes and communities. Families and social structures have been disrupted and children, adolescents and youth have very limited opportunities to develop social and emotional life-skills (SELS), such as self-control, empathy, sympathy, negotiation, reconciliation and joint problem solving, which are normally cultivated at the family level and further developed at schools. Adolescents and youth in Darfur experience risk-taking behaviour. Available data and observations indicate that they lack life-skills in areas such as reproductive health and they suffer from unwanted pregnancy, unsafe abortion and sexually transmitted infections (STIs), including HIV, as well as smoking, drug and substance abuse. Girls are, furthermore, at risk of sexual and gender-based violence, including early marriage that prevents them from accessing their right to education and livelihood opportunities. In addition, there are very limited cultural, art, sport, media and environmental protection activities, manuals and materials that purposefully engage adolescents and youth for development of social and emotional life-skills.

This Project also aims to support the development of employability skills among young people. Lack of employment opportunities poses a real challenge, particularly to the large number of youths that comprise over half of Darfur's population. Many of these young people have grown up in camps and have quit school to work in different small jobs. As a result, young people are often at a triple disadvantage: they have poor access to educational opportunities; almost no experience with agriculture, livestock husbandry or rural livelihoods; and, they do not have the skills to secure urban jobs.

At less than 40 percent, Darfur has one of the lowest literacy rates in Sudan and many young people lack vocational training. The Ministry of Education (MoE) in North Darfur state, estimated that there were 60,000

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<sup>9</sup> CBS population census, 2008

<sup>10</sup> Sudan household health Survey 2010, Ministry of Health and Central Bureau of statistics

<sup>11</sup> EMIS MoE 2012-13

<sup>12</sup> Dr. Omkalthom. 'Out-of-School Girls in Sudan 2011, Department of Girl Education

<sup>13</sup> MoE statistics 2010-12

unemployed youth who should have had access to vocational training. A UNDP preliminary Assessment of Technical Vocational Education and Training Institutions conducted in 2013 in five conflict-affected states, aimed at mapping out the Technical Vocational Educational Training (TVET) capacities for the public and private technical, vocational education and training providers including NGOs, centres, institutes, schools, etc. Those TVET bodies have been assessed in terms of their affiliation, ownership, state of infrastructure, enrolment capacity, types of programmes, number of teachers, state of equipment, and partnership. The Assessment identified only one vocational training centre in Darfur (Nyala), which was converted into a Technological College. The study indicated there are a number of Secondary Technical Schools, most of which run short vocational skill courses for the community (IDPs, ex-combatants and out-of-school youth) though less than 10 percent target women and none of them specifically train people with disabilities<sup>14</sup>. Educated and skilled youth are critical for achieving the long-term goals of this strategy, including enabling effective police, judiciary, healthcare workers and other public servants.

The development of skills and entrepreneurship faces challenges, such as: a weak consensus between federal and state authorities regarding priorities; limited budgets for vocational training; and, the prioritisation of higher education ('academic') over technical education that has weakened direct linkages between education and the labour market. The gap in skill delivery systems has further weakened the manufacturing sector. This, in turn, has contributed to the drain of skilled labour and technical consultants through emigration of skilled personnel to other regions of Sudan, neighbouring countries and the Arabian Gulf. This is especially damaging as the Darfur region is known to produce many of the more successful entrepreneurs in Sudan<sup>15</sup>

### 3. Project strategies, including lessons learned and the proposed joint Project

#### 3.1 Background/context:

The Project 'aims to increase the access of children, adolescents and youth in Darfur to education, life-skills and employment opportunities.

The Project is in line with the Darfur Development Strategy, which has three main pillars **(I) Governance, Justice and Reconciliation, (II) Reconstruction and (III) Economic Recovery**, aiming to support the recovery and stabilisation of war-affected populations, reducing poverty and transitioning Darfur to development. More specifically, the Project contributes to Objective 5 of Pillar II and Objectives 4 and 5 of Pillar III.

The Project consists of the Foundational and Short-term (FaST) activities needed to build the foundations for a longer-term program, enabling Darfur to transition from relief to development. The proposed interventions are the immediate initiatives that lay the foundation by providing essential baseline information, skills, processes and basic capacity for recovery that can be completed within 18 months and will be followed by a second phase concentrating on service delivery.

The Project also aligns to UNDAF Outcome 1: 'People in Sudan, with special attention to youth, women and populations in need, have improved opportunities for decent work and sustainable livelihoods and are better protected from external shocks, thereby reducing poverty' and Outcomes 2, 'People in Sudan in need have access to equitable and sustainable basic services' and 3 Government and stakeholders have evidence-based policies, strategic plans and mechanisms to ensure an enabling environment for improved basic services and 4: People in Sudan in need have access to equitable and sustainable Basic Services. The Project will contribute to the attainment of the Millennium Development Goals (MDG) 1, 2 and 3, with a focus on targets : (2)3 enrolment and attendance and (3)4 eliminate gender disparity in education and (8)16, Productive Work for the Youth.

Through Pillar II Objective 5, education lays the foundational steps to recovery from crisis to development and empowerment by instilling in children, adolescents and youth a sense of hope for peace. Re-establishment of basic social institutions and services, such as schools and centres for offering Accelerated Learning Programmes (ALPs) for crisis-affected communities, especially OOSC and youth, brings hope and a sense of stability. This proposed objective implements the initial steps required to provide basic literacy and numeracy

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<sup>14</sup> UNDP Assessment of Technical Vocational Education and Training Institutions, 2013

<sup>15</sup> Developing Darfur: A recovery and Reconstruction Strategy, 2013

skills, as well as life-skills (e.g. communication, problem solving, self-control and sympathy) for OOSC and youth, enabling a continuum from basic education through to employment.

Pillar III contributes to the increase of the employment opportunities for young School drop-outs (both boys and girls) through support to entrepreneurship and business development services. . It mainly serves as a poverty reduction and skills development programme for the youth. The proposed objective focuses on supporting the enhancement of employability and entrepreneurial potentials for the young school drop outs, giving them the opportunity either to be employed or to start their own businesses using dual-customer approach: Skills Development and Employment. The Joint Programme adopts the Education for Employment (EFE) initiative as a pillar strategy. Effective education for employment is defined as: 'the development and assessment of the requisite skills, knowledge and behaviours that constitute an effective employee in the 21st century'. In some countries, this is collectively described as a 'skill set'.

This Project has the potential to link with other proposed projects under Pillars I-III in the DDS. The following synergies will be explored further through implementation:

- a) Pillar I Governance, Justice and Reconciliation
  - Objective 7: Successful social and economic reintegration of demobilised armed forces.
    - Supporting reintegration of child and youth combatants into ALP, life-skills and vocational training /employability
- b) Pillar II Reconstruction
  - Objective 2: Increased Access to improved water sources and sanitation
    - Provide WASH facilities in ALP centres
  - Objective 3: Increased access to electricity services
    - Utilising the schools and community centres provided with PV lighting for delivering ALP, life-skills, vocational training for youth
  - Objective 6: Successful Social and economic reintegration of returnees (including special groups)
    - Utilising the constructed/rehabilitated education facilities in return villages to provide ALP, life-skills, vocational training etc.

In addition, consideration will be given to the 114 primary and secondary schools being built or rehabilitated under the Darfur Reconstruction and Development Fund (DRDF) Phase one, as locations in which to run ALP and life-skills for this Project.

### 3.2 Target population:

The Joint Project will focus mainly on conflict-affected adolescents and youth of Darfur with particular attention to the out-of-school children, young dropouts, IDPs, nomads and girls in the five Darfur States (North, Central, South, East, and West Darfur). The numbers of teachers trained and textbooks/kits procured will benefit at least 25,000 (Pillar II) children and youth, which represent 3 per cent of the total number of out-of-school children in Darfur<sup>16</sup>. 6,000 young school drop-outs and out of school are, also, targeted.

Target localities are as follows; in **North Darfur** – El Fashir, Kutum, Tawila, Dar El Salam, Kornoi, in **East Darfur** - Ed Daein, Adila, Yassin, Assalaya, in **South Darfur**- Nyala, Mashring, Alwehda, Gerida, in **Central Darfur**- Zalingei, Nertiti, Bindisi, Um Dukhun, Zaum, Mukjar and in **West Darfur**- El Geneina, Beida, Habila, Sirba.

### 3.3 Lessons Learned:

In Darfur, evidence shows that out-of-school children and youth are involved in and/or are victims of the conflict. If the government and development partners continue to fail in addressing the gaps in education, an entire generation will remain uneducated.

As education sector lead, UNICEF has helped and supported the Ministry of Education and partners to establish and implement the ALP programme in many states in Sudan, including those in Darfur. This Project

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<sup>16</sup> Much greater resources are needed in phase 2 of this project and beyond to effectively reduce the high number of out-of-school children in Darfur.

is currently providing education opportunities to more than 74,000 out-of-school children and is scaling up to support more children, linking them to the formal education system. The proposed intervention seeks to review and revise the existing ALP curriculum to better suit the Darfur context and to strengthen the link between formal and non-formal education. ALP centres can also be used as an entry point for providing other essential services (capacity building, WASH and health care) to the community.

Lessons learnt from several countries, including UNICEF experience in Sudan, show that a holistic approach to education services is essential for participatory and sustainable Project implementation. The provision of water and sanitation, as well as health, in schools is proven to be an effective strategy to foster social inclusion and encourage girls' education. When schools or ALP centres are equipped with quality services the entire targeted community benefit. This process has been very effective in giving the government and stakeholders an entry point for further community development. Linkages will be made with other relevant DDS projects and DRDF schools as outlined in section 3.1. The shortage of ALP teachers/facilitators, however, is a concern for the achievement and continuity of objective 5 in the Project. Education needs, available ALP centres and schools and gaps, along with the available budgets for teachers and facilitators at the state level will be identified.

In implementing the Project, UNDP has strong global experience and comparative advantage in the sector of small business development capacity building. UNDP has a well-established partnership with government actors in Sudan in the area of employment and small business through its expertise in policy advice and capacity building, as well as through transferring technology and tools in information knowledge management. UNDP will draw from its previous experience implementing successful projects in Sudan including youth, employment and business development in Darfur. Moreover, UNDP has previous experience in working jointly with 12 UN agencies through a number of Joint Projects supporting youth employment in Sudan.

Lessons can be drawn from this experience, particularly in Joint Projects. Building and maintaining strong partnerships and synergies between the UN Partners, government, private sector and NGOs has been a key factor to project success and impact. Having a strong partnership with the national counterparts has ensured smooth start-up of project activities, promoted national ownership and built local capabilities that continue beyond the projects. Finding synergies with UN partners has greatly contributed to improving project quality and the volume of delivery, resulting in greater impact and easier replication/ expansion for future projects.

### 3.4 The proposed Project:

**Holistic approach:** The Joint Project increases access to quality basic education, life-skills, technical and vocational training and employment opportunities by laying the foundations for sustainable interventions through: 1) empowerment of OOSC adolescents and youth through improving learning achievements, life-skills, and self-awareness, with a focus on vulnerable populations including girls, IDPs and nomads; 2) improving business enabling environment through review of regulatory framework; 3) and increasing access to employment opportunities through vocational training. The Project also seeks to build capacities across several sectors with different line ministries including: the MoE, Ministry of Youth and Sports, Ministry of Health etc. The knowledge and diverse expertise of the participating UN agencies will be leveraged along with their established relationships with partners. The main interventions of the proposed Project are grouped into two major components in line with DDS Pillars and FaST objectives:

1. **Component one** consists of interventions under FaST Objective 5 of Pillar II: Improved access to and quality of education and focuses on laying effective foundations for acquisition of basic literacy competencies through increasing the number of children and youth accessing education through basic schools and accelerated learning programmes including life-skills.
2. **Component two** consists of interventions under FaST Objectives 4 and 5 of Pillar III and compliments component one to serve as transition from school to labour market. After acquiring basic literacy skills in ALP, some of the adolescents and youth will be referred into vocational training and programs that enhance employability skills (in phase 2). While component two gives priority to adolescents and youth benefitting from the education intervention, it widely targets conflict-affected youth including young dropouts and IDPs in the five Darfur States.

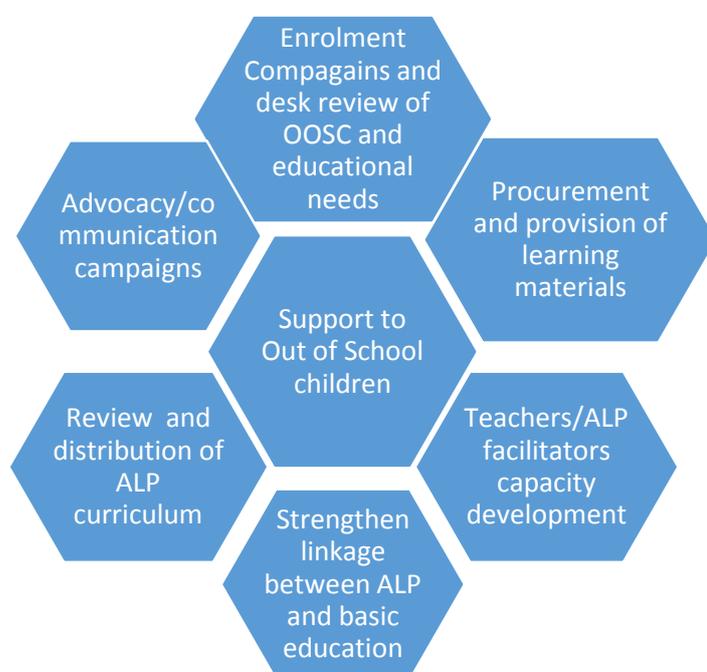
This approach will be used to achieve the following outputs:

**a) Component 1: Pillar II, Objective 5: Improved access to and quality of education.**

The Out-of-school Children (OOSC) and youth in Darfur are most at risk of being exposed to violence and exploitation, especially in the context of conflict and post-conflict. Education is considered one of the key FaST activities in Pillar II Reconstruction to kick-start the longer-term objectives of the DDS.

The Accelerated Learning Programme (ALP) is designed for the Out-of-School Children (OOSC) who have never attended school or dropped out and who cannot be integrated into the formal education system without catching up with the lessons they have missed. Additionally, it includes youth of post primary school age who have never attended school; those who need basic and post-basic education. The ALP curriculum focuses on literacy and numeracy to help children mainstream into formal basic education, as well as on life-skills and skills training for adolescents. Life-skills development will be integrated in the ALP curriculum, teacher training and materials procurement, focusing on adolescents and youth aged 10 – 24 years.

The graphic chart below depicts the inter linkages of the strategies to be used to achieve the following expected DDS outputs:



In line with the DDS objectives and in collaboration with relevant institutions and State Ministries of Education, this component will focus on the foundational activities, such as information, capacity building and essential supplies, to enable quality education and life-skills service delivery in the longer term.

**i) Activity 1 (Sub-objective 5.3): increased number of out-of-school youth and adolescents having access to Accelerated Learning Programme (ALP), including life and employability skills.**

The foundational interventions under this output will develop appropriate teacher training strategies; curriculum materials and start training of approximately 420 ALP facilitators and teachers and review and develop accelerated learning programme curriculum, content for both student textbooks and facilitators guides; and 4) procure and pre-position adequate sets of textbooks and supplies for 25,000 students.

**1. Implement mobilization and enrolment campaigns \_ (Sub Objective 5.3.1):** The Mobilization and enrolment campaigns and desk reviews will provide information on OOSC and identified factors and patterns of exclusion from schooling, as well as policy gaps to improve the participation of children in school in Sudan. Existing secondary source data will be reviewed and analysed and gaps identified which will guide the planned mobilization and enrolment campaigns targeting and implementation.

**2. Construction of 57 child friendly education facilities \_ (Sub Objective 5.3.2):**

The majority of Darfur's schools are unable to absorb the number of students necessary for greater enrolment. Evidence indicates that there is a lack of classrooms to accommodate students and the situation would be

worse if all the school age children in Darfur were to go and remain in school. Through this project up to 57 new school units (two rooms and one teacher office) with gender-sensitive latrines will be constructed in remote areas where there to provide safe, accessible and enabling learning environment for out of school children.

**3. Training of 420 ALP facilitators (UNICEF) (Sub Objective 5.3.3):** Teacher training is one of most effective contributors to quality education. Evidence shows that the performance of teachers is one of the most important determinants of student learning and that better teaching consistently achieves better learning outcomes. In Darfur states there were 22,852 (57 percent female) basic education teachers in 2013, of these 44 percent are untrained and require quality training to support regular schools and ALP. Therefore, 420 ALP facilitators/volunteers and teachers will be trained on the Accelerated Learning Programme, formal and non-formal education teaching methodologies, life-skills development and innovative approaches, ensuring training content and methods are gender sensitive. The trained teachers will be ready to provide quality education services to 25,000 disadvantaged children at a student teacher ratio of 1:40 in phase two of this Project.

**3.1. ALP and Life-skills curriculum (UNICEF) review (Sub Objective 5.3.3.1):** As part of the ALP training activities an ALP curriculum review will be conducted to address the shortage of targeted education and skills training opportunities which is a critical service gap for children, youth and adolescents . The Project will address basic literacy, numeracy, and life-skills for adolescents through the use of flexible learning approaches within the framework of the ALP strategy. The national ALP curriculum (2010 updated in 2012) will be assessed through feedback from learners and teachers to reflect the Darfur context and OOSC needs, including life-skills and gender equity considerations. The ALP curriculum seeks to a) provide catch-up learning for re-integration of early drop-outs into the school system; b) provide an adapted accelerated curriculum for completion of the basic cycle at grade 8 for transition to secondary school c) ensure that other learning opportunities provided in communities (such as the Khalwa) offer a broad-based curriculum that increase chances for further growth and development of young people and d) link youth livelihood skills with the literacy and life-skills activities.

In addition, a training manual for Adolescents and Youth in Reproductive Health (AYRH) in humanitarian settings (developed by UNFPA) will be adapted to the Darfur context and printed it in preparation for the second phase of the project where peer education trainings will be conducted. This manual is intended to guide humanitarian managers and healthcare providers to ensure that sexual and reproductive health interventions put into place both during and after a crisis are responsive to the unique needs of adolescents.

**4. Procurement of ALP textbooks and kits for at least 25,000 children and procurement of sports, art and music supplies and equipment (UNICEF) (Sub Objective 5.3.4):** Many studies have revealed that having textbooks can reduce differences between the performance of rural and urban students and also improve the performance of students from poorer backgrounds. However, many schools in Darfur states have a shortage or complete lack of textbooks. The textbook shortage is worse in rural IDPs, nomadic and returnee schools where many children have no textbooks. To address this problem, ALP textbook sets and adequate teaching and learning materials will be procured and pre-positioned for at least 25,000 children. The materials include a teachers' guide, student kits, teachers' kits and recreational material for children. The availability of these education supplies will reduce the direct cost of education for parents and thereby encourage families to send their children to schools and ALP centres. In addition, life-skills materials including sports, art and musical equipment will be procured, along with life-skills training manuals in preparation for the roll-out of life-skills activities in phase two of this Project. This equipment and supplies will be used for training and awareness raising during outreach campaigns to be conducted by young people trained as youth peer educators in delivering messages creatively by using sports, music and theatre tools.

**b) Component 2: Pillar III, Objective 5: Increased access to employment opportunities.**

This component builds on achievements of component one to serve as a transition between school and market place by providing adolescents and youth in Darfur with complementary vocational and employable skills after acquisition of basic literacy skills. While this component gives priority to adolescents and youth benefitting from the education intervention, it widely targets conflict-affected youth including young dropouts and IDPs in the five Darfur States. The interventions under this component will contribute to the increase of the employment opportunities for young drop outs and out of school through support to

entrepreneurship and business development services. Using two dual approach: Skills Development and Employment, this employability component mainly supports the enhancement of employability and entrepreneurial potentials for the young school drop outs and out of school, giving them the opportunity either to be employed or to start their own businesses.

### **1. Employability and entrepreneurial skills development for young School drop-outs and out of school**

A major factor contributing to youth underemployment is skills mismatch with an average skills deficit of 40% and limited job growth and expansion. Critical actions are needed to tackle limited skills and low labour productivity which prevail in all sectors of the economy in Darfur.

The skills development output will contribute to the improvement of employability and entrepreneurial skills for young school drop outs and out of school to ensure that their employability for improved livelihoods are notably increased. It basically combines two major types of training: Employability including the vocational and technical training; and entrepreneurial that includes business- financial and entrepreneurial behavior training skills training. On the one hand, the training programme must be market-driven, adapting to where market opportunities are. On the other hand, it also must respond to the specific needs, capacities, and interests of the targeted youth. In all cases, models should be flexible to allow for adaptation to different contexts and types of youth beneficiaries. The project will use the existing training centers in each State to deliver the skills development training with possibility of outsourcing additional facilitators, should needed. Realizing the movement constraints within each State, the skills development training will be delivered through two options:

- ii) Existing vocational training centres in each State
- iii) In-house training in each targeted area

### **2. Youth sustainable employment opportunities enhanced through Business Development Service Centre (UNDP)**

The youth skills development process will be complemented by area-based interventions aimed at directing and linking the trained youth with employment opportunities. This will be stimulated through establishing Business Development Services Centre which will serve a wide spectrum of Darfuri Youth including school drop outs and out of school who lost their livelihoods means. 6,000 youth will directly benefit from this intervention. It will additionally facilitate linkages between youth, the private and public sectors. This employment component has a set of inter-related and complementary activities that include business development services, advisory & marketing services, mentoring, networking, and access to information and finance. The development aim of the centre is to demonstrate a replicable model for employment generation through creation of jobs and stimulation of micro and small enterprises sector.

#### **3.5 Sustainability and complementarities with on-going programs:**

The Project will build on a number of existing initiatives and lessons as outlined under section 3.3 and 3.5. For example:

- Accelerated Learning Programme pilots for adolescents and youth (UNICEF).
- Policies and guidelines on technical vocational educational training and micro and small enterprises (UNDP).
- Capacity and needs assessment for vocational training centres in 12 states, including Darfur (UNDP).
- Labour Market assessment for demand and supply and opportunities for employment in three states of Sudan, as part of a previous Joint Programme in partnership with 11 UN agencies (UNDP).
- Darfur Livelihoods and Recovery Program, including projects related to Livelihood, Value Chain and Youth (UNDP).

#### **3.6 Capacity and added value of UN agencies:**

The participating UN agencies have a long track record in implementing recovery and development programmes. These experiences are combined under one umbrella through the JP, of which, UNICEF is the

lead agency. The Project activities are directed toward the common goal of improving access to education skills and access to employment opportunities and will therefore be jointly coordinated and monitored, with lessons learnt shared. UNICEF and UNDP partnerships delivering Accelerated Learning Programme (ALP), including life and employability skills for out-of-school children and youth, offers comparative advantages. They draw upon core values, a successful global knowledge base, best practices and lessons learnt, strong mandate and a proven track record in Sudan.

### 3.7 Guiding Principles:

The Project will be guided by two UN Policy principles:

- i) **Guiding principle 4: aim for sustainability:** Sustainability requires national and local ownership and investment in capacity development of governments, communities and other stakeholders. Short-term employment programmes have to anticipate and complement programmes supporting the creation of longer-term sustainable employment.
- ii) **Guiding principle 5: promote gender equality:** Programmes must systematically assess opportunities in a gender disaggregated way and support both women's and men's efforts to build new social and economic relationships.

In addition, **human rights principles** will guide education and life-skills interventions for OOSC children and youth through all Project phases, including project planning and design-setting goals, objectives and strategies, implementation and monitoring and evaluation. The following human rights principles will be used to guide the Project: the principles of universality and inalienability; indivisibility; interdependence and interrelatedness; non-discrimination and equality; participation and inclusion; accountability and the rule of law. The partners recognise that human rights determine the relationships between individuals and groups with valid claims (rights-holders) and state and non-state actors with correlative obligations (duty bearers). This approach identifies rights-holders and their entitlements and corresponding duty bearers and their obligations and it works towards strengthening the capacity of rights holders to make their claims, and of duty bearers to meet their obligations.

## 4. Feasibility, Value for Money, risk management and sustainability of results

The factors determining children's access to education are complex and need a focused and consistent approach. Implementation of ALP enables a wide range of complementary strategies to address the needs of out-of-school children. The ALP programme will seek to strengthen the equivalency schemes and programmes linking ALP and primary education. Many out-of-school children want to go back to school and/or have an incentive to continue learning, if they are able to obtain diplomas and school certificates. They also have an interest in improving the quality of life in their homes and communities and in increasing their family's income.

This proposed Project focuses on the foundational activities necessary for informing and building an effective six-year program. In both Pillars II and III, evidence-based data will inform decision making and planning implementation activities. Basing the Project on quality information will ensure that the greatest needs are met using the most efficient delivery modalities, ultimately ensuring value for money. In Pillar II Outputs 5.3, ALP facilitators will be trained, curriculum reviewed and revised and textbooks and kits procured and pre-positioned to enable timely and efficient implementation of ALP for students in phase two of the Project. Text books will be procured locally, saving on transportation costs.

Advocacy for government investment in education will continue to ensure the sustainability of the investments made in this Project and more broadly in the sector. UNICEF has efficiently carried out life-skills development for young people for many years in Sudan and in many other countries. UNICEF is also working with the Ministry of Education (MOE) and Ministry of Youth and Sport (MOYS) at federal and state levels to enhance institutional capacity, efficiency, and effectiveness to ensure sustainability.

The implementation of the Project has no environmental risk. The ongoing conflict in Darfur may be a risk factor in delaying or preventing implementation of the Project within the scheduled time frame. However, the involvement of young people in educational, cultural, art, sport, and other relevant activities will contribute to the process of peace and reconciliation.

Risk factors that could adversely affect the Project and mitigation measures may include the following:

**Table 1. Risk Management matrix**

Risk	Risk Management/ Control Measures
1. Volatile security environment in Darfur, local conflicts and emergencies could affect Project implementation progress and the expected outputs.	<ul style="list-style-type: none"> <li>• Monitor security developments through UNDSS and the Government sources, and be vigilant with appropriate security risk mitigation measures</li> <li>• Active engagement of local government institutions, community participation and IDPs in Project development, implementation and monitoring.</li> <li>• Develop contingency plans</li> </ul>
2. Delays in staff recruitments, access limitations, travel permits could impact on the Project implementation schedule	<ul style="list-style-type: none"> <li>• Obtain prompt project approval enabling adequate lead time for staff recruitment, visa and travel permits</li> <li>• Maintain flexibility in the Project implementation programme to absorb impacts of visa and travel permit delays, without affecting the end results</li> <li>• Allow budgets for faster recruitment / visa options such as engagement of consultants through third party HR services</li> </ul>
3. Ineffective coordination may compromise attainment of optimum results.	<ul style="list-style-type: none"> <li>• Establish strong inter-agency coordination between the participating agencies at Khartoum and state levels to jointly monitor and review Project progress on regular bases.</li> <li>• Involve communities, relevant government departments at state, locality and community levels in planning, implementation and monitoring of activities.</li> </ul>
4. Security, Political / institutional changes and interferences may impact on the implementation as planned.	<ul style="list-style-type: none"> <li>• Develop Contingency plans for dealing with increased insecurity and displacements.</li> <li>• Establish good working relationship with the National and State Governments</li> <li>• Enhance the Government awareness of the Project objectives and benefits</li> </ul>

A risk log will be developed and managed throughout the Project, as a risk management tool.

## 5. Results Framework

The proposed JP intends to achieve four interrelated results: basic literacy and numeracy, life-skills, vocational and employability skills among 25,000 adolescents and youth in Pillar II and 6,000 young school drop outs and out of school in Pillar III. Basic literacy and numeracy skills are considered as pre-requisite skills to receive the vocational training and to find employment opportunity. Literacy and numeracy skills enable acquisition of vocational training and increasing employment choices. Moreover, vocational training is connected to employability, so that the targeted groups become functional and contribute towards micro-economic and the peaceful development of their communities. The Project employs the result chain indicated in the subsequent diagram.

Table 2: Results Framework

Joint Project Title						
Accelerated Learning Programme (ALP) Including Life and Employability Skills for Out-of-school Children and Youth						
Joint Project Outputs	UN Organisation	Other Implementing partner(s)	Performance Indicators	Baseline	Target	Means of Verification
<b>DDS Pillar II: - Reconstruction</b>						
<b>Objective 5: - Improved access to and quality of education</b>						
<b>Output 5.3: increased number of out-of-school youth and adolescents having access to Accelerated Learning Programme (ALP), including life and employability skills.</b>	UNICEF	DRA, Ministry of Education	# Of Enrolment Campaigns. • Available data on OOSC. # of ALP facilitators trained (M/F). • ALP curriculum review completed # Of ALP textbooks set procured. #life-skills development materials (gender-sensitive) procured	2012-13 MoE o existing curriculum o BERP Rapid Survey 2013-2014.	Mobilization campaigns including OOSC desk review 420 (at least 50% female) Feedback provided on the relevance of ALP curriculum to Darfur States ALP curriculum reviewed 25000 adolescents and youth (out of 250,000)	Mobilization campaigns and Desk review reports Annual Report Curriculum completed Annual Report Annual Report
<b>DDS Pillar III. - Economic Recovery</b>						
Joint Project Outputs (Cont'd)	UN Organisation	Other Implementing partner(s)	Performance Indicators	Baseline	Target	Means of Verification
<b>Objective 5: - Increased access to employment opportunities</b>						
<b>Output 5.1: Employability and entrepreneurial skills development for young School drop-outs and out school are developed</b>	UNDP	Ministry of Labour, Supreme Council for Vocational Training and Apprenticeship	# of young school dropouts and out of school trained on vocational skills # of young school dropouts and out of	o	6,000 of young school dropouts and out of school trained on vocational & entrepreneurial skills	Project reports Monitoring and field visit report

			school trained on entrepreneurial skills			
<b>Output 5.2: Youth sustainable employment opportunities enhanced through Business Development Service Centre</b>		Ministry of Labour, Supreme Council for Vocational Training and Apprenticeship, Business Development Service Centre	#of young school dropouts and out of school (disaggregated by gender) benefited from business development support services	No business development services centres	One Business Development Service Centre established  6,000 (40% female) young school dropouts and out of school benefited from Business Development Service Centre	Centre's quarterly progress reports  List of clients served  Subscription/ registration log

## **6. Management and Coordination Arrangements**

UNICEF is the lead UN Agency for this Joint Project. The project management functions will be performed by a core JP team that is recruited and line managed by the lead agency. The JP team will include a coordinator hired by the project and two M&E Officers, who will be responsible for overseeing the implementation of the JP in general and ensuring the complementarities and synergies between the JP components. UNICEF will benefit from the expertise of the education officer located in the field offices in the target states. Each UN participating agency will have their technical staff responsible for the implementation of specific components in coordination with the JP core team.

Pillar II Objective 5 of the Project will be technically managed and implemented by UNICEF (Education and Adolescent and Youth Sections). UNDP will manage Pillar III objectives 4 and 5. Management arrangements will be further discussed and a mechanism developed that ensures standardisation across the DDS projects.

Agencies will jointly coordinate with Federal and State Ministries of Finance, Council for Vocational Training and Apprenticeship, Ministry Human Development and Labour, Ministry of Education and Ministry of Youth and Sport.

A project board will be constituted from the Darfur Regional Authority (Ministry of Technology), UNICEF and UNDP. The Project Board will be responsible for making management decisions, and provide guidance as required, and will meet quarterly, or exceptionally, in response to urgent requests by the partners. The reporting, financial, procurement and recruitment process will follow all UNDF rules and procedures.

## **7. Funds allocation and Cash Flow Management**

Funds allocation of the Joint Project will be done according to the MDTF Terms of Reference and Rules of Procedure approved by the MDTF Steering Committee.

Cash transfer modalities, the size and frequency of disbursements, and the scope and frequency of monitoring, reporting, assurance and audit will be agreed prior to Project implementation. The capacity of implementing partners will be considered, and these modalities and processes can be adjusted in accordance with applicable policies, processes and procedures of the participating UN organisations. For the ExCom agencies, the provisions required under the Harmonised Approach to Cash Transfers (HACT), as detailed in their CPAPs or in other agreements covering cash transfers, will apply.

Each participating organisation assumes full programmatic and financial responsibility and accountability for the funds disbursed by the Administrative Agent and can decide on the execution process with its partners and counterparts following the organisation's own regulations and rules.

Each participating UN Organisation establishes a separate ledger account for the receipt and administration of the funds disbursed to it by the Administrative Agent. Participating UN organisations are requested to provide certified financial reporting according to the budget template.

Implementing UN Agencies will open project Special Accounts in foreign currency, and a local currency account with a bank acceptable under UN regulations. Funds will be transferred from the foreign currency special account to the local currency account to cover eligible project expenditures. An initial advance covering an estimated budget of activities for six months, based on the approved annual work program, will be deposited in the special account. The statement of expenditures and the related supporting documentation will be regularly reported.

## **8. Monitoring, Evaluation and Reporting**

### **8.1 Monitoring:**

The progress and success of the Project will be measured by: the completion of quality and timely assessments of education and vocational/employability needs and context; review/revision of ALP and VTC curriculum; training of facilitators and procurement of textbooks and kits. A monitoring system will be established to ensure that Project activities are timely and effectively implemented and that the Project effectively lays the

foundations to improve access of out-of-school children and youth to education and employment opportunities. The Project monitoring, evaluation and reporting framework is as follows:

**Table 2: Joint Project Monitoring Framework (JPMF)**

Expected Results (Outcomes & outputs)	Indicators (with baselines & indicative timeframe)	Means of verification	Collection methods	Responsibilities
<b>Pillar II: - Reconstruction</b>				
Output 5.3: <i>Increased number of out-of-school youth and adolescents having access to Accelerated Learning Programme (ALP), including life and employability skills.</i>	<ul style="list-style-type: none"> <li>Mobilization and enrolment campaigns completed <b>Baseline:</b> EMIS data 2012-13, and UNICEF's OOSC Study 2014</li> <li># of ALP facilitators trained (M/F). <b>Baseline:</b> 0</li> </ul> Including ALP curriculum including life-skills reviewed (gender-sensitive). <b>Baseline:</b> existing curriculum <ul style="list-style-type: none"> <li># Of ALP textbooks sets procured. <b>Baseline:</b> 0</li> <li>#life-skills development materials and equipment procured (gender-sensitive). <b>Baseline:</b> 0</li> </ul>	Report of enrolment campaigns and registration data. MoE's Educational Statistics Year books 2016-2017	Surveys, interviews with OOSC, parents, and education officials, review of secondary documents and data, field visits Review of statistics year books	<ul style="list-style-type: none"> <li>UNICEF,</li> <li>SMEs,</li> <li>implementing partners, DRA</li> </ul>

Expected Results (Outcomes & outputs)	Indicators (with baselines & indicative timeframe)	Means of verification	Collection methods	Responsibilities
<b>Pillar III: - Economic Recovery</b>				
Output 5.1: <i>Employability and entrepreneurial skills development for young School drop-outs and out school are developed</i>	<b>Baseline:</b> 0 <b>Indicators:</b> # of young school dropouts and out of school children trained on vocational skills  # of young school dropouts and out of school trained on entrepreneurial skills	Project reports Monitoring and field visit report	Questionnaire	UNDP will undertake vocational and entrepreneurial skills

<b>Output 5.2: Youth sustainable employment opportunities enhanced through Business Development Service Centre</b>	<b>Baseline:</b> No business development services centres  <b>Indicators:</b> # of young school dropouts and out of school (disaggregated by gender) benefited from business development support services	Centre's quarterly progress reports  List of clients served  Subscription/ registration log	Evaluation	UNDP will establish Youth Business Development Centre to provide a wide range information and business development support services, develop financial
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### 8.2: Annual/Regular reviews:

The Project will be reviewed regularly by all involved partners through quarterly review meetings to assess implementation progress, identify challenges and provide guidance to accelerated implementation. Joint field trips will be arranged and carried out by partners in close coordination with government institutions. Field trip reports and recommendations will be discussed during the review meetings.

### 8.3 Reporting:

Six-monthly progress reports shall be prepared with updated information, as well as a summary of results achieved against annual targets at the output level. Each participating UN organisation will prepare a report on their relevant Project outputs, which will be consolidated into a single report for submission to the DRA Technical Secretariat for onward reporting to the Darfur Coordination Board. A final report, including a narrative report of progress against objectives, will be completed by the end of the Project.

### 8.4 Evaluation:

A joint final evaluation will be conducted by the participating UN Agencies and may involve other stakeholders as required. It shall focus on the extent to which progress is being made towards outputs, and that these remain aligned to appropriate outcomes. The evaluation will be done once at the end of the JP.

9. Project Work plans and Budget

Table 3: Project Work plans and Budget:

Project Title: Accelerated Learning Programme (ALP), including life-skills and improved access to employment opportunities for out-of-school children and youth										
Specific Objectives of the Fund:				Duration of the Joint Project (18 months)						
Expected products of the Joint Project	Key activities	Calendar (by activity)						Geographic area	Responsible Participating Organisation	Planned budget USD (by activity)
		Q1	Q2	Q3	Q4	Q5	Q6			
<b>Pillar II</b>									<b>4,593,955</b>	
<b>JP Output 5.3</b>									<b>4,253,662</b>	
<i>Increased number of out-of-school youth and adolescents having access to Accelerated Learning Programme (ALP), including life and employability skills.</i>	1. Mobilization and Enrolment campaigns including OoSC assessment	X	X	X				Five Darfur States	UNICEF	40,000
	2. Construct 57 education units (two classrooms + teacher office) with gender sensitive latrine	X	X	X	X					3,078,000
	3. Training of 420 ALP facilitators on ALP curriculum delivery and classroom management 3.1 ALP curriculum review	X	X	X	X					126,000
	4. Procurement of ALP textbooks and kits for at least 25,000 children and recreational and life-skills equipment and materials for adolescents and youth	X	X	X	X	X	X			659,100

Expected products of the Joint Project (Cont'd)	Key activities	Calendar (by activity)						Geographic area	Responsible Participating Organisation	Planned budget USD (by activity)
		Q1	Q2	Q3	Q4	Q5	Q6			
<b>Pillar II</b>										
<i>JP Output 5.3 (Cont'd)</i>	Travel	X	X	X	X	X	X	Five Darfur States	UNICEF	17,562
	General Operating and Other Direct Costs	X	X	X	X	X	X			153,000
	Staff and other personnel costs	X	X	X	X	X	X			180,000
<b>Pillar III</b>										<b>1,400,000</b>
<i>JP Output 5.1</i>										<i>600,000</i>
<i>Employability and entrepreneurial skills development for young School drop-outs and out school are developed</i>	1. Provide vocational skills training		X	X	X	X	X	Five Darfur States	UNDP	300,000
	2. Provide entrepreneurial skills training		X	X	X	X	X			300,000
<i>JP Output 5.2 **</i>										<i>550,000</i>
<i>Youth sustainable employment opportunities enhanced through Business Development Service Centre</i>	1. Establish Business Development Centre	X	X	X				Five Darfur States	UNDP	200,000
	2. Establish information Centre including a Microfinance knowledge hub and client services		X	X	X					100,000
	3. Provide business development support and advisory services		X	X	X	X	X			250,000

Expected products of the Joint Project (Cont'd)	Key activities	Calendar (by activity)						Geographic area	Responsible Participating Organisation	Planned budget USD (by activity)
		Q1	Q2	Q3	Q4	Q5	Q6			
<b>Pillar III</b>										
	National Project Officer (5)	X	X	X	X	X	X	Five Darfur States	UNDP	200,000
	National Admin/ Finance Associate	X	X	X	X	X	X			25,000
	Travel	X	X	X	X	X	X			10,000
	General Operating and Other Direct Costs	X	X	X	X	X	X			15,000
<b>Sub-Total Project Costs</b>										<b>5,655,610</b>
Indirect Costs (7%) UNICEF UNDP										297,756 98,000
Administration indirect costs (1%) UNICEF UNDP										42,537 \$14,000
Total of the 1 <sup>st</sup> Participating Organisation* UNICEF										4,593,955
Total of the 2 <sup>nd</sup> Participating Organisation *UNDP										1,512,000
<b>Total planned budget</b>										<b>6,105,955</b>

**Table 4: Budget by Participating UN Organisation**  
(Using UNDG Budget Categories)

CATEGORIES	UNICEF	UNDP	TOTAL
1. Staff and other personnel costs	180,000	200,000.00	380,000
2. Supplies, Commodities, Materials	659,100	0	659,100
3. Equipment, Vehicles and Furniture including Depreciation	0	0	0
4. Contractual Services	40,000	1,175,000	1,215,000
5. Travel	17,562	10,000	27,562
6. Transfers and Grants to Counterparts	3,204,000	0	3,204,000
7. General Operating and Other Direct Costs	153,000	15,000	168,000
Sub-Total Project Costs	4,253,662	1,400,000	5,653,662
Indirect Support Costs ** (7%)	297,756	98,000	395,756
Administration indirect costs (1%)	42,537	14,000	56,537
<b>TOTAL</b>	<b>4,593,955</b>	<b>1,512,000</b>	<b>6,105,955</b>

\* Budgets must adhere to the UNDG Harmonised Budget Categories as approved by the High Level Committee on Management (HLCM) and Chief Executives Board for Coordination (CEB).

\*\*Indirect support cost should be in line with the rate of 7%, as specified in the UN Fund for Darfur TOR and MOU and SAA, Section II- Financial Matters.