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**PEACEBUILDING FUND (PBF)**

**END OF PROJECT REPORT**

REPORTING COUNTRY: **SOUTH SUDAN**

REPORTING PERIOD: **01.09.2014 – 30.03.2016**

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| **Programme Title & Project Number**  Programme Title: **Jonglei Youth Literacy & Peacebuilding Initiative.**  Programme Number (if applicable): **00086157**  MPTF Office Project Reference Number[[1]](#footnote-1): |  |
|  |  |
| **Recipient Organizations**  List the organizations that have received direct funding from the MPTF Office under this programme: **UNICEF** | **Implementing Partners**  List the national counterparts (government, private, NGOs & others) and other International Organizations: **UNICEF: BRAC, NILE HOPE, CMI, MoEST** |
| **Programme/Project Budget (US$)**  PBF Contribution (by RUNO): **768,260**  Government Contribution (if applicable):  **ALP Books**  Other Contributions (donors) (if applicable)  **UNICEF-631,740**  **TOTAL: 1,400,000** | **Program Duration**  Overall Duration (months): 19  Start Date[[2]](#footnote-2) (dd.mm.yyyy): **01.09.2014**  Original End Date[[3]](#footnote-3) (dd.mm.yyyy): **30.08.2015**  Current End Date[[4]](#footnote-4) (dd.mm.yyyy): **30.03.2016** |
| **Programme Asst/Review/Mid-Term Eval.**  Assessment/Review **–** *if applicable please attach*  Yes No Date:  Mid-Term Evaluation Report*-if applicable please attach*  **Yes**  No Date: **Feb 2016** | **Report Submitted By**  Name: **Phuong T. Nguyen**  Title: Chief, Education & Adol. Devt  Participating Organization (Lead): **UNICEF**  Email address: ptnguyen@unicef.org |

# **PART 1 – RESULTS PROGRESS**

## 1.1 Assessment of the current project implementation status and results

**For PRF projects, please identify Priority Plan outcome and indicators to which this project is contributing:**

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| **Priority Plan outcome to which the project is contributing:**  Increased literacy and functional skills for young people, adults and provide alternative and accelerated learning for out of school children and inclusion of young people in community engagement and non violent conflict resolution. |
| **Priority Plan outcome indictor(s) to which project is contributing:**  Number of at-risk out of school youth accessing literacy skills, entrepreneurships and involved in peace-building and conflict resolution, dialogue and reached by peer educators on HIV and AIDS in three (3) locations. |

**For both IRF and PRF projects, please rate this project’s overall achievement of results to date:** on track

**For both IRF and PRF projects, outline progress against each project outcome, using the format below.**

**Outcome Statement 1:** Improved employability for youth (boys & girls) in Jonglei State.

**Rate the current status of the outcome:** **On track**

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| **Indicator 1:**  # of at risk young people participating in functional literacy skills development classes and courses | **Baseline:** 400 students  **Target:** 1000 students  **Progress:** 1,194(128 females) learners reached in Pibor (559), Mingkaman (383), & Akobo West (252). **[119%]**   * 10 ALP centers in each location: Pibor (Greater Pibor Administrative Area), Awerial/ Mingkaman (Lakes) and Akobo (Jonglei) have been operating with full functionality. * The ALP learners are engaged with the learning process in all 3 locations and continuity is envisaged through other partners implementing EiE and peacebuilding programmes. |
| **Indictor 2:**  Number of education and recreational supplies distributed to project locations | **Baseline:** 0  **Target:** 150 SiaB (School in a box kits)  **Progress:** 150 SiaB supplied to 1,000 students (20% females). Additional educational supplies were also distributed. **[>100%]**   * 25 Teachers Kits, 21 Adolescent Kits, 4016 Primary education textbooks, 188 ALP textbooks and one motorbike were delivered. * 96 Football Jerseys, 9 official uniforms, 3 whistles, three hand pumps, 6 soccer goal post nets, 3 trophies and 8 soccer-balls were prepositioned in the three locations. Sport activities are ongoing in the three locations enabling young people to interact, however there is need to continue providing supplies. * 200 chairs for learners distributed to the three locations. * 70 Boxes of DRRC for teachers and children distributed. |
| **Indicator 3:**  Number of ALP teachers trained on ALP delivery and peacebuilding. | **Baseline:** 90  **Target:** 30  **Progress:** 30 (1 female) teachers were trained improve the quality of teaching. **[100%]**   * Due to lack of accessibility to some areas, it was hard to train all the targeted 30 teachers all at once. However, by using ToT approach, 10 master trainers (1 female) were trained who later trained the remaining 20 teachers to achieve the targeted 30. |
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**Output progress**

*List the key outputs achieved under this outcome in the reporting period (1000 character limit). Outputs are the immediate deliverables for the project.*

From the UNICEF PBF evaluation report (Feb 2016), one youth stated that *“…most of the time we feel that we have been neglected by the government. There are no jobs, a number of us (youth) are just idling. We are involved in cattle raiding because we feel other youths in other villages have more resources than us. We raid their cattle to make ourselves and our community better”.* **Community member (male; 29 years), Akobo West County.**

The project areas were assesed and mapped out enabling identifcation of 10 ALP centers for effective engament of youth in teaching and learning. The ALP centers are now equiped and functional where initailly 10 (1 female) teachers were trained as Master Trainers, with the remaining 20 teachers later completing their training which helped to operationalize the implementation of the project. The consultation meetings with Local Authorities enabled grassroot planning for youth participation fora and context-specific and conflict-sensitive support for needs and demands of the youth especially in life skills development.

**Outcome progress**

*Describe progress made during the reporting period toward the achievement of this outcome. This analysis should reflect the above indicator progress and the output achievement. Is there evidence of the outcome contributing to peacebuilding and to the specific conflict triggers? Is the theory of change that underpins the project design still relevant for this outcome (3000 character limit)?*

According to UNICEF - PFF evaluation (February 2016), the impact of the Jonglei youth literacy and peacebuilding initiative has evidenced success in various components. The ALP program rekindled interest in education because 1,194 learners (128 females) were reached with functional literacy skills enabling them to read, write and speak functional English. The ALP program equipped 30 teachers with skills on ALP program that gave an alternative way to complete schooling in a short time creating confidence and satisfaction which is a basis for peaceful individual and group life.

The youth acquired some knowledge and skills on peacebuilding and reconciliation such as understanding conflict, conflict analysis, conflict management, mediation and dialogue and are using conflict resolution skills to promote peace in the community. There is improved peaceful co-existence amongst community members between the IDPs and the host communities especially in Awerial County. There is also an improved interaction and movement in the project intervention areas.

The microfinance program helped some beneficiaries improve on community economic resilience through livelihood development even though at a small scale. Other benefits of the micro finance program included: acquisition of knowledge and skills 34% (67); economic empowerment 26% (51); access to credit/loans 12% (24); improved living standards 11% (22); and ability to start an Income Generating Activity (IGA) was 13% (26).

Partnerships relevant for project implementation were developed. Procurement of literacy materials for 1,000 youth (20% female) and ToT training were undertaken with several mobilization meetings for partners. It is necessary to consider that the response is happening in the volatile Jonglei counties (Akobo and Pibor) as well as in Lakes State, Mingkaman (Awerial County) which is one of the largest IDP settlement areas and whose population comes from Jonglei State. The youth in these locations have been actively participating in the program and numbers of ALP registration continued to swell throughout 2015. This has provided youth with an opportunity for constructive engagement and with hope for a better future which is critical as the peace deal for the transitional government progresses. Without these activities, young people may have otherwise been engaged in unproductive activities some of which could heighten the conflict situation through conscription.

The fact that the youth from the IDP community are able to integrate and co-exist harmoniously with those of the host community is another contribution to peacebuilding and very much in the spirit of the aim of the programme intervention to mitigate the wave of conflict in South Sudan.

**Reasons for low achievement and rectifying measures**

*If sufficient progress is not being made, what are the key reasons, bottlenecks and challenges? Were these foreseen in the risk matrix? How are they being addressed and what will be the rectifying measures (1500 character limit)?*

Overall, sufficient progress has been made both at output and outcome level. However, context specific adjustments were made to cope with the challenges. For example, delays were experienced at the start of the program in setting the ALP centers, largely due to the uncertainty of the context and logistical issues. Especially in Jonglei, heavy rain and prevailing conflict constrained access to the site. However, the mobilization strategy in the peacebuilding component enabled to set the 10 ALPs and bring the targeted ALP beneficiaries. The delayed dialogue components to Walgak (Akobo) was also postponed from the first quarter of 2015 but by bringing partners to Juba for training, it was possible to engage them. Moreover, meeting the demand of the increasing number of learners and identifying the target groups was one of the significant challenges along with ensuring learning materials arrive on time. This was addressed by prepositioning supplies. Working in the opposition-held areas specially for a peacebuilding project was very difficult and this required training partners in Conflict Sensitive programming to apply Conflict lens and ‘Do No Harm’ principles. Context and time specific conflict analysis was also applied as a continuous process of program adaptation informing the entry points for the changes. The partnership with PBEA program helped to get strong base on conflict analysis.

**Outcome Statement 2:** Improved inclusion of youth in community engagement and non-violent conflict resolution.

**Rate the current status of the outcome:** **On track**

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| **Indicator 1:**  Number of at risk young people equiped with life skills for entrepreneurship, HIV/AIDS knowledge, peacebuilding and conflict resolution | **Baseline:** No Life Skills Curriculum supported service delivery  **Target:** 1,000 youth equipped with life skills for HIV/ AIDS control, entrepreneurship, peacebuilding and conflict resolution  **Progress:** 421 youth (182 female) reached. **[42%]**   * 150 young people (53% female) equipped with life skills and entrepreneurship for short-term employment income generation and sustainable livelihoods in 3 locations. * 151 young people (79 female) actively practicing Community Managed Micro Financing (CMMF) group saving and loan activities in 3 locations. * 120 young people (20% female) trained in basic micro-finance and income-generating activities in the 3 locations. |
| **Indictor 2:**  Number of youth participating in dialogues conducted on peacebuilding and conflict resolution | **Baseline:** No structured youth community service and conflict resolution initiatives.  **Target:**   * 1000 (210 females) youth participate in youth dialogues; * 150 peer educators trained in life skills & peacebuilding; **[100%]** * National life skills curriculum finalized.   Progress:   * Training Manual for Peacebuilding was developed and 16 youth (no female) facilitatorrs trained in Peacebuilding. 1000(210) youth are involved in peacebuilding dialogue with the use of video and facilitation manual. * Manual for "Dialogue Planning and Facilitation" finalised. * 150 peer educators (21 female) trained in life skills and peacebuilding * 6 youth dialogues held in the 3 locations with 276 participants in total (30% female) * Youth mobilization created 4 clubs with 22 members (3 females) |
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**Output progress**

*List the key outputs achieved under this outcome in the reporting period (1000 character limit). Outputs are the immediate deliverables for the project.*

Of the total of 421 youth (182 female) reached, 150 young people (53% female) were equipped with lifeskills and entrepreneurship for short-term employment and income generation for sustainable livelihoods. The 151 young people (79 female) are now actively practicing group savings activity through the Community Managed Micro Finance (CMMF) apparoach. CMMF is a program that assists in the creation and training of community savings and loan groups using the participants’ own resources, with the objective of supporting income-generating activities eventually leading to better livelihoods. The youth are mobilized and sensitized to form groups in different areas of operation. CMMF used a micro - finance kit generated by the local community which enabled members to receive refresher training in early August 2015. The training strengthened the group’s commitment for savings in all the three locations. To date, CMMF participantion enabled members to actively practice group saving practices which promotes local resilience building breaking the gender stereotypes in productive female engagement. Additionally, the 120 young people (20% female) who were trained in basic micro-finance are undertaking income-generating activities.

Manual on “Dialogue planning and facilitation” has been reviewed, piloted and adjusted based on the feedback from the field specially the youth groups and related facilitation manual developed was also finalised and shared with local facilitators. A 3-day planning and capacity building workshop was conducted for local facilitators from Pibor, Mingkaman, and Akobo and follow-up sessions for interlocators were provided. The main outcome of these sessions was an action plan per project site that has been developed for each specific context's youth-related issues.

Dialogue through video conferencing were also conducted in the three locations enabling the Dinka, Nuer and Murle to express issues to other groups in a safe enviroment to prepare smooth intertribal engagement. This led to the participation of 1,000 youth (210 females) directly in the dialogue. As part of the programme mainstreaming, UNICEF under Peacebuilding, Education and Advocacy is also using the dialogue lessons in peacebuilding and youth engagement. The youth dialogue training manuals are also integrated into the on-going youth support and partners programmes.

**Outcome progress**

*Describe progress made during the reporting period toward the achievement of this outcome. This analysis should reflect the above indicator progress and the output achievement. Is there evidence of the outcome contributing to peacebuilding and to the specific conflict triggers? Is the theory of change that underpins the project design still relevant for this outcome (3000 character limit)?*

The Life Skills component created opportunity for livelihood education that helped in the acquisition of diverse skills enabling women to enter work domains traditionally preserved for males. Program evaluation survey indicated that youth are engaged in professions such as animal husbandry, micro finance, construction, HIV/AIDS education, fishery, and infrastructure-all of which have increased opportunity for the youth in accessing employment and starting project activities engaging the youth in peaceful life path.

Peacebuilding activities were conducted through sports and dialogue. In Pibor County, tournaments were organized amongst the youth themselves and Awerial and Akobo West Counties, they were organized amongst the IDPs and the host communities. This activitity entailed organizing football tournaments in the community that brought different factions of the community together thus promoting social cohesion. For example, football brought the IDP community and the host community together thus promoting social cohesion and therefore promoting peace. Social cohesion has contributed to the promotion of other activities in the community such as business, inter-marriages, and cultural dances which have further promoted peace in the community.

The Training Manual for Peacebuilding was developed and a Curriculum on "Dialogue Planning and Facilitation" finalised enabling 150 peer educators (21 female) to receive training in life skills and peacebuilding. 6 youth dialogues held in the 3 locations with 276 participants in total (30% female) and 16 young people (no females) trained to be Peacebuilding facilitators and the youth mobilization created 4 clubs with 22 members (3 females). After finalizing and mobilizing youth groups, the Dialogue planning and facilitation conducted by CMI supported the trained local dialogue facilitators and a group of key interlocutors to advance local level dialogue platforms and this strengthened their capacity in dialogue facilitation skills

The field missions helped to identify key conflict issues, to engage project beneficiaries. This process helped in refining the methodical design to successfully complete the last phase of the project. These field visits also helped to identity the differences in the conflict issues across the project location. Although the project was for one year, the results laid a sound platform through which the youth at the local levels can engage with others from different ethnic groups in resolving local conflicts through dialogue as a non-violent strategy. The Dialogue Facilitation toolkit will be used by UNICEF for youth engagement in peacebuilding. Therefore, youth involvement through this project in three most vulnerable areas in terms of peacebuilding was very effective in bringing youth from different backgrounds for conflict resolution dialogues. These created a peacebuilding movement among the youth groups who are now working as ambassadors of peacebuilding in their communities. There has been an increase in youth engagement in peacebuilding dialogues with an increase in female (20% participation at end) voices being heard from no female participants at the beginning of the project. This participation reflects an achievement from gender perspective in peacebuilding programming.

**Reasons for low achievement and rectifying measures**

*If sufficient progress is not being made, what are the key reasons, bottlenecks and challenges? Were these foreseen in the risk matrix? How are they being addressed and what will be the rectifying measures (1500 character limit)?*

Implementing peacebuilding in conflict prone areas especially-Akobo which is an opposition held area was challenging for the implementing partners considering the insecurity and unfavorable conditions that were present. Moreover, inaccessibility and constant disruptions of communication during rainy season also affected smooth implementation of the project as the prime focus of the peacebuilding was youth mobilization. Due to these reasons, the continuity in engagement and implementation of the planned activities was affected. For example, the participatory videos could not be taken and used in Akobo. However, local dialogue facilitator is brough to Juba for training rather than sending partners’ program staff to the field.

The price fluctuation, unavailability of basic services such as food in the project location meant stock pilling the supplies for staff and this continued to create difficulties along the fixed budget lines to achieve project targets smoothly in a timely manner. Such challenges were addressed through adaptation of programming ausing the best local operational modalities and consulting all levels of decision making in an conflict sensitive approach.

## 1.2 Assessment of project evidence base, risk, catalytic effects, gender in the reporting period

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| **Evidence base:**  What is the evidence base for this report and for project progress? What consultation / validation process has taken place on this report (1000 character limit)? | * The PBF project has undergone a rigorous evaluation process enabling triangulation of sources, methods and approaches across the quantitative and qualitative data **(Annex 1).** * Data on ALP learners and the subsequent seating of 34 ALP learners for the National P8 Examination to proceed beyond primary level **(Annex 2).** * At the onset of the program in 2014, the enrolment was high showing how the program was easily embraced by various communities. The higher enrolment rates showed how much the community was in need of the ALP system of education and confirms that the intervention was meeting the needs of those who had missed out on normal basic system. * Partner consultations were conducted at the beginning and were ongoing throughout the cycle of the project. Partners conducted field visits in all locations to gather locally reported evidence. * The participatory videos and the Dialogue Facilitation toolkit enabled intensive consultations and engagement among project partners throughout the period and supported availability of materials. * Formal class attendance registers, teachers’ registers attendance and weekly supervision from the County education department in the 3 locations. * The human interest stories of the ALP learners evidenced through photos captured during implementation phase. |
| **Funding gaps:**  Did the project fill critical funding gaps in peacebuilding in the country? Briefly describe. (1500 character limit) | * The project contributed to the peacebuilding archicture for South Sudan by supporting a critical funding gap at a critical time in a critical geographical context in the country. * It also subscribes to the South Sudan development plan towards delivering literacy training for vulnerable and at risk young people as part of meeting existing gaps. * It has strengthened lessons for policy and planning in peacebuilding including the education sector. * A low level of literacy has directly contributed to high levels of involvement of youth in conflict in South Sudan. It is anticipated that this initiative will contribute to stemming and reversing the tide of youth-led violence by opening constructive and purposeful engagement. * The project is reducing structural inequalities by targeting locations that are geographically remote and also within vulnerability zones of high conflict. * The project is targeting beneficiaries that are at-risk (youth) and widely assessed to be key conflict actors in instigating local-level violence in Jonglei. * Piloting new methodologies in conflict resolution like the participatory video contributes to innovative programming. |
| **Catalytic effects:**  Did the project achieve any catalytic effects, either through attracting additional funding commitments or creating immediate conditions to unblock/ accelerate peace relevant processes? Briefly describe. (1500 character limit) | * PBEA has integrated lessons from this projects and there is a cross fertilization of lessons and results impacting on engaging young people as agents of change. * During last year, the project has attracted interest among similar initiatives from other international organizations (e.g. UNESCO) and they expressed interest in further projects. * The United States Institute of Peace consulted the programme when designing their new program showing the respect they have for the work done. * Moreover, partners of peace building project are presenting project activities in different for a such as a Peacebuilding Cluster to bring positive attention in this sector. * The partnership between UNICEF, BRAC, Ministry of Education, Science and Technology and NHDF demonstrates the value of participatory approaches to constructively engaging at-risk youth. * The partners’ wide networks support the young people's catalytic effects, and CMI’s nation-wide youth dialogue project acts as a direct channel to enhance replication efforts. * The project has been able to mobilize widespread creative partnerships necessary for such an innovative concept. The partnership among BRAC, Nile Hope and CMI's participatory youth approaches provide a good blend of participatory processes that can stimulate further youth involvement in peace building-only that these efforts have been hampered by the ongoing armed conflict. |
| **Risk taking/ innovation:**  Did the project support any innovative or risky activities to achieve peacebuilding results? What were they and what was the result? (1500 character limit) | * The evaluation report notes that developing wider partnerships with local organizations often identified by their low capacities was innovative; unfortunately implementation has not taken long enough for results to be demonstrated. * The original design for initiating local-level dialogues was adjusted to include comprehensive consultations with local authorities and chiefs. This approach was considered crucial in ensuring Do No Harm approach, as well as in enhancing sustainability of the peacebuilding results. * The piloting of the participatory videos initially was received cautiously by the project beneficiaries as the security situation greatly affected their response. After discussions and consultations, youth appreaciated the material as they got an opportunity to break communication barriers created by prejudices, cultural biases and misconceptions through open dialogues and community engagement. |
| **Gender:**  How have gender considerations been mainstreamed in the project to the extent possible? Is the original gender marker for the project still the right one? Briefly Justify. (1500 character limit) | * The project had a gender lens integrated in programming hence efforts were made to bring women through mobilization and local awareness creation and to recognize the unique challenges they experienced in their defined gender roles. * In addressing gender issues, the project reached out to both men and women in programming for their context specific issues when the project implementation commenced. Local responses were also coordinated closely with the local Protection Interventions to ensure a holistic approach. * Unlike in the first and second quarters where there was a very low participation of girls, the project ensured involvement of girls in the participatory sessions by targeting mobilisation for their engagmemt. * Implementation has highlighted that equal participation by both sexes is very challenging to achieve due to traditional gender biases. Corrective measures (such as a separate dialogue space for women in Pibor) was continuously explored to sufficiently address gender considerations. Social norms dictate certain gender-specific obligations such as household chores that limit female participation. * Additionally, there are very limited numbers of female teachers or facilitators which has also affected female participation in the programme activities. |
| **Other issues:**  Are there any other issues concerning project implementation that should be shared with PBSO? This can include ant cross-cutting issues or other issues which have not been included in the report so far. (1500 character limit) | * Deliberate conflict sensitive approach to programme is a critical component in programming especially in conflict affected zones. * Strengthening coping resources of implementing partners is critical as part of programing with sensitivity given the tensions and high stress levels in the area. * Institutional capacity building continues to be a major and important aspect for all organizations especially in terms of peacebuilding. * Peacebuilding is a long term process – therefore long term initiatives for peace building is highly solicited for conflict prone areas and long term ALP contribution may create opportunity for the youth who have already dropped out from the formal education system. |

# **PART 2: LESSONS LEARNT AND SUCCESS STORY**

## **2.1 Lessons learned**

Provide at least three key lessons learned from the implementation of the project. These can include lessons on the themes supported by the project or the project processes and management.

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| **Lesson 1 (1000 character limit)** | Engagement and consultation with local chiefs and authorities provides instrumental grassroot support and information for peace-building initiatives targeting youth groups as they are credible gate-keepers.  Flexibility and multidimensional programming modalities are needed to effectively communicate conflict resolution interventions. This is in view of the delays in formal peace processes which predisposes peace-building initiatives to be treated with suspicion especially in opposition-held areas. |
| **Lesson 2 (1000 character limit)** | The innovative methods for awareness and sensitization peacebuilding initiative engaged the entire community in the peace building dialogues enabling the Nuer, Dinka and Murle to interact. As a result, the ability to engage beyond trbal differences builds on community mobilization for resilience as a strong community engagement to be integrated into project framework/circle. |
| **Lesson 3 (1000 character limit)** | Condensing 8 years syllabus into 4 years encouraged learners especially females to continue with their studies. Young women in ALP classes continued to contribute to their families as they gainfully particpated in the literacy programme. The is key for women simply because the opportunity cost of learning in ALP by trading off three hours they would have spent doing nothing made many of them to continue with their studies. Expanding ALP to new locations and scaling up the few existing centers would be one of the better empowerment mechanisms for many out of school youth in South Sudan leading to a strong push towards the eradication of illiteracy. |
| **Lesson 4 (1000 character limit)** | Limited parental support to girls’ access to education is major challenge that exist in the communities. Many ALP learners described how parents often do not allow girls to go to school as they are expected to work at home due a common misperception that education ´spoils´ girls and reduces their potential marriage prospects. Therefore, parental support to girls’ education is rare and competes with socio-cultural norms. However, the learners enrolled in ALP stated that they found the programme to be a a positive experience as they are able to study with their age-mates and not younger primary school children, whom they described as “too noisy and too young.” This is a common sentiment expressed amongst all ALP learners interviewed in Pibor Boys School and makes ALP approach better suited for older youth. |
| **Lesson 5 (1000 character limit)** | Flexible project designs are essential in volatile operational environment like South Sudan, especially in the situation of an active conflict and polarized political environment. Continuous adjustments in project approach are key to ensuring achievement of results. |

## **2.2 Success Story (OPTIONAL)**

Provide one success story from the project implementation which can be shared on the PBSO website and Newsletter as well as the Annual Report on Fund Performance. Please include key facts and figures and any citations (3000 character limit).

The success effect of the project has been demonstrated through the resilience and peacebuilding through economic projects and ALP classes. A total of 34 out of the 83 students who sat for the Primary 8 examinations in the Greater Pibor Administrate Area (GPAA) have passed through the ALP programme. In a community where young people are struggling to generate income to feed the families and lack opportunities to learn, interactions with others did not just advance educational opportunities but also created a platform for youth from diverse backgrounds to creatively bridge the tribal divide.

The engagement in ALP classes as well as the micro-finance training enabled young people from the Nuer, Dinka and Murle to come together to address economic and educational shocks. The young people were able to look beyond tribal differences as they learned together but also used their situations as peacebuilding connectors. The focus was on effectively managing economic and learning shocks as they sought change in their lives to reach a common goal for resilience building using daily learning and income generating activities.

Regardless of challenges in the Country, Dobora Nyaluak one of the beneficiaries in Mingkaman testified that sixteen group members came from different tribes and yet were able to save SSP 8000 in three months. Women could go to school, take care of family and still run small businesses. She went further to compare her capacity before she acquired the business skill and the time she received business training, saying that the little amount she is now getting from selling local food in Mingkaman market, is now well managed. She said "I have known now how much I spend monthly for my children." Nyaluak encouraged team members from different tribes that, they should not take this program for granted because the Trainer is also using local language demonstrating contextual sensitivities as a medium of instruction. The language in business was a connector and it also promoted affirmation of identity as they grow in their businesses.

The other successful aspect found that trainees were able to develop a disciplined attribute of character in assertiveness. The members were now able to challenge other members who took loans from the saving box because each had to repay with interest. Many now had confidence to question the business narrative by challenging mind-set patterned by uttering statements such as "you are not completely poor". They encouraged others in using daily income records by putting the column of in and out and trying to balance it by the end of the month and with that simple assignment, members came out and told the group that in fact he could not believe that his monthly earning was now SSP 1700 when he did not even have a permanent job. The members were able to get all this amount back through his blue collar job. However a continued refresher training in business skills strengthened group commitment in all three locations with 151 CMMF members (79 female) showing that women were now actively practicing in group savings. There is now higher enrolment in ALP and set ups for local businesses increasing social cohesion, trust and resilience building in a difficult living context (Annex HIS 1 and 2).

# **PART 3. FINANCIAL PROGRESS AND MANAGEMENT**

## **3.1 Comments on the overall state of financial expenditure**

Please rate whether project financial expenditures are on track, slightly delayed, or off track: **On track**

If expenditure is delayed or off track, please provide a brief explanation (500 character limit): **N/A**

Please provide an overview of expensed project budget by outcome and output as per the table below[[5]](#footnote-5):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Output Number** | **Output name** | **RUNOs** | **Approved Budget** | **Expensed Budget** | **Any Remarks on Expenditure** |
| **Outcome 1:** Improved employability for youth (boys & girls) in Jonglei State *(PBF Funded Component: Literacy skills development for at risk out of school adolescents and youth)* | | | | | |
| **Output 1.1**  **1.2.**  **1.3** | At risk out of school adolescents and youth equipped with literacy skills enhancing their employability |  | 332,765 | 302, 705 | The cost includes Number of education and recreational supplies distributed to project locations  Direct Program Cost, Program activities and Supplies for ALP, transportation, Monitoring & Evaluation and Program Support Costs. |
|  | | | | | |
| Outcome 2: Improved inclusion of youth in community engagement and non-violent conflict resolution (*UNICEF funded component: Youth engagement and dialogues for peacebuilding and conflict resolution*) | | | | | |
| **Output 2.1**  **2.2** | At risk out of school adolescents and youth equipped with life skills for HIV/ AIDS control, peacebuilding and conflict resolution |  | 435,495 | 413,879 | Includes youth dialogues conducted on peace building and conflict resolution  ALP teachers equipped with skills for better delivery of literacy classes |
|  | | | | | |
| **Total:** |  |  | 768260 | 716,584 |  |

## **3.2 Comments on Management and implementation arrangements**

*Please comment on the management and implementation arrangements for the project such as: the effectiveness of the implementation partnerships, coordination/coherence with other projects, any south-south cooperation, the modalities of support, any capacity building aspect, the use of partner country systems if any, the support by the PBF secretariat and oversight by the Joint Steering Committee (for PRF only). Please also mention if there have been any changes to the project (what kind and when); or whether any changes are envisaged in the near future (2000 character limit):*

The PBF project worked in partnership with the Peacebuilding, Education and Advocacy (PBEA), which is a UNICEF - Education programme focusing on peacebuilding initiative supported by the Government of Netherlands. Training on Conflict Sensitive Programming and learning how to apply the “Do No Harm” principles as well training in Adolescent programming was conduct for partners implementing in GPAA and Bor where PBF implementing partners attended. This served as a strategic partnership within UNICEF programming enabling youth development programmes to support in capacity building. UNIDO and FAO equally interacted in sharing lessons in programming and established programmatic lessons and modalities for continued support and learning as progressively seeking opportunities for continued engagement. In general, the project shared technical expertise, learning insights and interacted to complement comparative advantages and enabled experiences and modalities for empowering effectiveness in in lesson sharing to effect. These partnership remain as they open possibilities for future programmatic anchors and continued harnessing of organizational strengths.

# Part 4. Annexes (separately attached)

## Annex 1. PBF Project Evaluation

## Annex 2. Sample ALP Learners Statistics by County

## Annex 3. Sample Human Interest Story

1. The MPTF Office project Reference Number is the same number as the one on the notification message. It is also referred to “project ID” on the MPTF Office GATEWAY. [↑](#footnote-ref-1)
2. The start date is the date of the first transfer of the funds from the MPTF Office as Administrative agent. Transfer date is available on the MPTF Office GATEWAY. [↑](#footnote-ref-2)
3. As per approval of the original project document by the relevant decision-making body/ steering committee. [↑](#footnote-ref-3)
4. If there has been extension, then the revised, approved end date should be reflected here. If there has been no extension approved, then the current end date is the same as the original end date. The end date is the same as the operational closure date which is when all activities for which Participating Organization is responsible under an approved MPTF/ JP have been completed. [↑](#footnote-ref-4)
5. Please note that financial information is preliminary pending the submission of annual financial report to the administrative agent. [↑](#footnote-ref-5)