**United Nations
Multi-Partner Trust Fund**
Reconciliation | Stabilisation | Resilience

# RSRTF Area Based Programming (ABP) Jonglei State and Greater Pibor AA
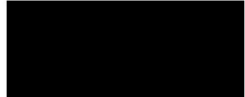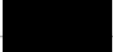## IMPLEMENTING AGENCY PROJECT DOCUMENT

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|---|---|
| RSRTF PROJECT CODE: | *To be completed by the Secretariat* |
| GRANT RECIPIENT ORGANISATION: | UNICEF and IOM |
| PARTICIPATING RECIPIENT ORGS. | UNICEF and IOM |
| PROJECT TITLE: | Providing access to quality learning through secondary school education and Functional Adult Literacy in Jonglei State and Greater Pibor Administrative Area (Jonglei/GPAA) |
| LOCATION: | The project will give priority to interested underserved communities in Jonglei State and Greater Pibor AA. The exact locations will be selected following the inception phase. Areas will be coordinated with partners of the Community Violence Reduction (CVR) project led by the World Food Programme (WFP) and supported by the RSRTF. |
| RELEVANT RSRTF OUTCOME(S): | OUTCOME 5: (ECONOMY & LIVELIHOODS) Community resilience is strengthened through increased economic opportunities and sustainable livelihoods. <br> OUTCOME 6: (ACCESS TO BASIC SERVICES) Reconciled communities have increased access to equitable and reliable basic services and reduced humanitarian aid dependency. |
| UNCF PRIORITY AREA(S) THE PROJECT CONTRIBUTES TO: | PRIORITY AREA I: BUILDING PEACE AND STRENGTHENING GOVERNANCE <br> PRIORITY AREA III: STRENGTHENING SOCIAL SERVICES <br> PRIORITY AREA IV: EMPOWERING WOMEN AND YOUTH |

| PLANNED PROJECT DURATION: | 18 months | START DATE: | January 2021 |
|---|---|---|---|
| | | END DATE: | June 2022 |

PROJECT SUMMARY:

The proposed project aims to implement conflict-sensitive and integrated interventions of secondary school support and Functional Adult Literacy (FAL) training to contribute to restoring peaceful social coexistence, improving stability and strengthening resilience of vulnerable communities, particularly women and youth, in Jonglei State and Greater Pibor Administrative Area (Jonglei/GPAA).

The project will be divided into two distinctive and consequential phases. During its initial phase (Phase I), the project will establish comprehensive baselines and produce assessments on the availability of education services and infrastructures at boma level, as well as collect data and consult with communities and partners. In particular, IOM and UNICEF will participate in and contribute to the Community-based Participatory Planning (CBPP) exercise conducted by the Community Violence Reduction (CVR) project, which is led by the World Food Programme (WFP) and the United Nations Mission in South Sudan (UNMISS) and supported by RSRTF in Jonglei/GPAA. The CBPP is a community

level participatory exercise that will help the project to identify needs and tailor programme responses to local requirements by ensuring prioritisation and ownership by communities.

With the information collected in the initial phase, during Phase II, the project will prioritize and implement key interventions in Jonglei/GPAA in the following two areas:

- Increasing equitable access to safe and quality learning opportunities for secondary school students (returnee and host communities' children and adolescents aged 16-18), including by establishing safe and protective temporary/semi-permanent learning spaces (TLSs) with adequate and sex-segregated WASH facilities, procurement of educational supplies and science lab materials and support to teachers, including training on protection from sexual exploitation and abuse (PSEA) and school management.
- Provision of Functional Adult Literacy (FAL) training, particularly to vulnerable women and youth, on writing, reading, numeracy and life skills for immediate application in managing their businesses management, conflict management, active participation in decision-making and self-confidence.

## PROJECT SIGNATURES

| RECIPIENT ORGANISATION: | MANAGING AGENT (if applicable): |
|---|---|
| United Nations Children's Fund (UNICEF) Representative OiC, Andrea Suley | |
| International Organization for Migration (IOM) Chief of Mission, Jean-Philippe Cha[...] FOR: | |
| RSRTF STEERING COMMITTEE CHAIR Alain Noudehou, DSRSG/RC/HC RSRTF SC Chair | FUND SECRETARIAT: Charlotte Ashley, Fund Manager, a.i ashley@un.org |
| PROJECT MANAGER CONTACT DETAILS: | |

## PROGRAMME BUDGET

| CATEGORIES | AMOUNT |
|---|---|
| 1. Staff and other personnel costs | 483,426 |
| 2. Supplies, Commodities, Materials | 237,600 |
| 3. Equipment, Vehicles and Furniture including Depreciation | 1,000 |
| 4. Contractual Services | 143,980 |
| 5. Travel | 64,930 |
| 6. Transfers and Grants Counterparts | 475,085 |
| 7. General Operating and Other Direct Costs | 182,764 |
| **Sub-Total Project Costs** | **1,588,785** |
| 8. Indirect support costs | 111,215 |
| **PROJECT TOTAL** | **1,700,000** |

1.CONTEXT ANALYSIS:

After the establishment of the Revitalized Transitional Government of National Unity (R-TGoNU) in February 2020, South Sudan is beginning to rebuild and return to peace and stability. Although armed conflict has decreased, the country faces deepened community insecurity, weakened rule of law, slow economic growth and a dire humanitarian situation. The outbreak of Coronavirus disease (COVID-19) in South Sudan resulted in greater needs, particularly for vulnerable populations, while creating a more challenging and restrictive operating environment including disruption of government, commerce, ongoing programming and the lives of South Sudanese people (e.g. closure of schools and movement restrictions).

Jonglei State and Greater Pibor Administrative Area (Jonglei/GPAA) remains highly fragile and unstable with recent peaks in crimes and violence. Trust deficits, competition over resources and intercommunal violence have strained relations, spread social tension and led to organized crime, including cattle raiding that flares up repeatedly. This is exacerbated by radical political views, proliferated use of light weapons and weakened structures for prevention and resolution of conflicts/disputes. Some areas experience severe dry season conditions, prompting seasonal cattle migration across the state in search of water and pastures for livestock. This stimulates competition over limited natural resources, further instigating intercommunal conflict.

The underdevelopment of the area caused a vicious cycle of deprivation, poverty and violence. Approximately 70 per cent of the population is under Integrated Food Security Phase Classification (IPC) Phase 3 and higher, indicating high levels of food insecurity. The majority of the youth are unemployed, with limited livelihood skills and opportunities, making them easily drawn into criminality and violence. Discriminatory social norms and unequal gender relationships entrench the vulnerabilities of women and girls manifesting in sexual and gender-based violence and early and forced marriages. Recently, thousands of people fled due to an outbreak of intercommunal clashes in Jonglei/GPAA, undermining the efforts to cement peace following the formation of a unity government. The violence in Jonglei since early 2020 has resulted in over 2,000 casualties, the displacement of thousands, widespread loss of livestock, disruption to agricultural livelihoods, and the destruction of civilian property. Displacement due to violence has forced civilians off higher ground and into flooded or flood prone areas which are traditionally inhospitable to civilians with limited options for food, shelter, and protection from illness. The current dynamics have increased the scale, scope, and complexity of the civilian needs. However, while the immediate needs for humanitarian support and civilian protection remain high, linking such efforts to longer term stabilisation, reconciliation, and resilience activities is crucial, including education as a means of political, economic and social empowerment of youth.

In Jonglei/GPAA, education services were severely affected by the conflict, floods and the protracted intercommunal violence. Many primary and secondary schools were destroyed, and some schools remain closed or operate in the open air or under trees. In Jonglei state, there are 438 schools (33 alternative education systems, 31 pre-primaries, 355 primaries, 19 secondary) catering for an estimated population of 627,719 children (308,710 girls) aged 5-17 years[1]. During the conflicts and flood emergencies, 115 schools were severely damaged, 194 were partially damaged, and only 66 schools are intact, while there is no data on the status of the remaining 63 schools. In Jonglei, there are only 19 secondary schools (with the lowest gender parity index (GPI) of 0.31 at the secondary level and 0.95 at the primary level). Some 2,878 male students are currently enrolled in secondary schools in Jonglei as compared to 903 female students.

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[1] Education Management Information System (EMIS) 2018

Sub-national violence followed by severe flooding in the second half of 2020 affected more than 800,000 South Sudanese nationals, exposing the 207,154 Internally Displaced Persons (IDPs) of Jonglei/GPAA to secondary displacement and further hindering sustainability of returns for 193,886 individuals who have reached their habitual residences after being displaced within the country and abroad (Displacement Tracking Matrix [DTM] IOM 2020). An estimated 85 per cent of the 12 million inhabitants of South Sudan live in rural areas, characterized by a general lack of access to services, infrastructure and livelihood opportunities. Predominantly farming and pastoralist communities have limited opportunities for maintaining their livelihoods. A recent study shows that boma residents across Bor South have limited resources for improving their livelihood strategies and that there is a high level of concern of internal protection risks such as cattle raiding, petty crime and communal tensions. An overall reduction in violence across the state may prompt population movement and returns that would put additional pressure on already limited services and infrastructure existing in the area, potentially resulting in tensions between the communities.

2.NEED / GAP TO BE ADDRESSED:

Key gaps identified in Jonglei/GPAA to be addressed by the proposed interventions are:

**1. Significant infrastructural gaps for secondary schools:** In Jonglei/GPAA, there are only 19 high schools[2]. There are 2,878 male and 903 female students enrolled in secondary schools. The lack of high schools has resulted in most adolescents and youths to remain at home once they complete their primary education. As they have little or no access to secondary education, many become at potential risk of joining armed groups. Forty-one per cent of returnees resides in settlements located over 6km from the closest primary school or do not have access to it at all[3].

**2. Lack of qualified secondary school teachers, especially females:** In Jonglei/GPAA, there are only 121 secondary school teachers, of whom only one is female. Eight-eight per cent of primary school teachers have not completed secondary school education and/or lack secondary education training [4].

**3. In Jonglei/GPAA there is a high number of out-of-school children and adolescents:** In Jonglei/GPAA, gross enrolment rates in primary and secondary are 61.8 per cent and 7.9 per cent respectively[5]. Gender parity in secondary school is 0.3. Adolescent/youth (male and female) who remain out of school are more likely to join armed groups, hence posing a significant threat to peace. Currently, in Jonglei/GPAA state, youth are often involved in cattle raiding and/or engaged in forms of violence and community clashes. On the contrary, when youth are enrolled in schools and engaged through structured sports and open dialogues on differences among other activities, young people are more likely to become key agents for peacebuilding and improved social cohesion and resilience.

**4. Girls teenage pregnancy, child marriage and sexual exploitation and abuse:** An aspect of the problem is that the high number of out-of-school girls is exposed to sexual and gender-based violence (SGBV), including teenage pregnancy, forced and child marriage. The risks of sexual exploitation and abuse significantly increase for out-of-school girls, including transactional sex. Children and adolescents who have access to education services have increased awareness of their rights and protection from all forms of exploitation. Among the key challenges to support girls in continuing their education are the lack of female teachers and of menstrual hygiene materials. The latter, coupled with inadequate school facilities and limited knowledge on hygiene practices and menstrual hygiene management (MHM) amongst girls, creates significant challenges for girls to continue with their education.

**5. Lack of decent work/employment and technical/vocational training for youth:** Unemployment is high (80 per cent) in Jonglei/GPAA. Since most youth discontinue their studies due to lack of secondary education, young people are deprived of the opportunity to access to and participate in the available job market in the country. Lack of secondary education is an underlying cause of the ongoing violence, of lack of livelihood opportunities and a contributing factor to the poverty cycle in Jonglei/GPAA.

**6. Devastation caused by natural disasters and hydrometeorological events:** Jonglei experiences destructive seasonal flooding, worsened by climate change. Communities experience massive losses of livelihoods (especially agricultural yields) and life every year. The destruction of facilities and services also impacts educational facilities and schools. In Jonglei/GPAA, 24 per cent of schools were destroyed, 115 schools severely damaged and 194 partially damaged by conflicts and floods in recent years.

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[2] *Education-Management-Information-System (EMIS-2018)*: In total in Jonglei there are 438 schools (33 alternative education systems, 31 pre-primaries, 355 primaries, 19 secondary) catering for 627,719 children (308,710 girls) aged 5-17 years.

[3] IOM-DTM Mobility-Tracking–Multi-sectoral Assessment (2020).

[4] EMIS-2018

[5] EMIS-2018

**7. WASH in school continues to be a challenge across Jonglei state with many schools lacking access to WASH infrastructures**: Only 20 per cent of Jonglei/GPAA population has access to water and 15 per cent to sanitation. According to the recent assessment conducted by the Education cluster, only 24 percent of schools reported having access to functioning water sources within or near the school premises. According to the head teachers, 58 per cent of schools have some water sources reachable between ten to 20 minutes' walk. However, 23 per cent of schools reported that the closest water source is more than 30 minutes away from the school compound and that this significantly contributes to the dropout rates of school children, particularly girls, due to the lack of water within the school premises. Only 39 per cent of schools have a functional latrine in Jonglei/GPAA. Among these, only a few have sex-segregated latrines for boys and girls and/or have a hygiene club committee. In Jonglei/GPAA, on average 228 children share one functional latrine in schools where there are toilets. Lack of access to water sources also means that during the dry season, many boys and girls do not attend class, as most of the household families migrate together with their children in search of water for cattle and families as a result of surface water drying up in many parts of Jonglei/GPAA.

**8. Most women and youth in Jonglei/GPAA did not attain education or dropped out of school in early primary-level due to early marriages, early pregnancies among others.** The small number of women and youth who completed their primary education went through the Arabic system of education, which has made it difficult for them to engage meaningfully in a context that is rapidly taking up English as the medium of engagement and business. Consequentially, women are often left out of decision-making structures and processes because they cannot read or write. For the same reason, most of them are unable to record business inputs and profits, track business progress and recognise when their businesses are collapsing. Women and youth staying near the trading centres like Bor town are gradually switching from farming activities to retail businesses in hope that they will be able to make quick profits. However, some women are losing their savings because do not know where and how to save their money. Cultural stigma at workplaces also negatively affect women. Some are losing paid jobs because of unhelpful cultural norms. Often, women receive inadequate support by their spouses and family members in performing livelihood activities, but who continuously continue demand to control and benefit from proceeds. Single mothers running small scale businesses are often are often mistrusted among married couples thus affecting their livelihood activities. In addition, physical violence perpetrated against women running small scale businesses by spouses is common and often associated with alcoholism, which drains cash flow from the businesses managed by women.

**9. Lack of data and information on the accessibility of services, and damage to facilities and infrastructure across the Jonglei/GPAA caused by recent flooding and sub-national violence, to inform evidence-based interventions**. Seasonal flooding requires long term solutions to prevent damage to already impoverished infrastructure across Jonglei/GPAA. In addition to the impact of national disasters, recent episodes of sub-national violence have also resulted in a significant destruction of infrastructure, in particularly across the GPAA. Baseline of the status of infrastructure should serve as solid ground for evidence-based interventions to mitigate risks for future tensions over limited resources.

3.GENDER ANALYSIS:

In Jonglei/GPAA, discriminatory social norms and unequal gender relationships entrench the vulnerabilities of women, often manifesting in the prevalence of SGBV, child marriages and forced marriages, civil grievances and human rights, which equally reinforce exclusion of both females and youth. Often women and girls are unable to, or discouraged from, reporting abuses or seeking justice because of social norms resulting in stigma, fear of retaliation as well as inadequate services, including low levels of female representation among justice actors.

A high number of out-of-school girls are exposed to abuse, teenage pregnancy and child marriage. Only 1.3 per cent of teachers are female in Jonglei/GPAA, and only one female teacher is qualified to teach secondary level education[6]. MHM is a major challenge for many schoolgirls especially in pastoralist communities where knowledge on MHM is very poor. Lack of sanitary pads and safe latrines for schoolgirls is also a cause of school dropout.

Barriers to girls' education in South Sudan also include the unfavourable socio-cultural norms and practices that prevent girls from being enrolled and staying in school and completing their basic education. Deeply rooted patriarchal beliefs and practices such as bride price/dowry, child pregnancy and marriage are compounded by the unaffordability of education and lack of female teachers.

In parallel, unprotected water sources and limited access to basic sanitation facilities pose an additional threat to women and girls as they are responsible for fetching water for their households, which exposes them to SGBV, including abduction, killing and rape. Lack of WASH facilities in schools and of MHM materials create significant challenges to continue going to school regularly and impacts their ability to continue with their education.

In addition, the COVID-19 pandemic has had a profound impact on the education system of South Sudan. Among the precautionary measures to limit the transmission of the virus and to protect the population, the Government adopted the directive to close all educational institutions in March 2020. The directive resulted in over 2 million primary school children (43 per cent of whom were girls) not attending school. The long closure of schools is likely to have consequences on the number of dropout of children and adolescents, as many of them could not be returning to school, once the re-opening starts. This is expected to be disproportionally true for girls, who during the school closure were at increased risk of SGBV, including teenage pregnancy, child/early and forced marriage among others and who also had no access to the services for the identification and support of at risk-children linked to the education system (i.e. referral mechanisms, Child Friendly Spaces etc).

4. THEORY OF CHANGE:

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[6] EMIS-2018.

*If* Jonglei/GPAA communities and other key education players are engaged to identify, prioritize and support mobilizing learners, top up teachers' incentives, distribution of education materials and monitoring education interventions in areas and locations*;* and

*If* children and adolescents, especially girls, are provided with access to quality secondary education, through trained teachers and improved and rehabilitated school facilities, including water and hand-washing stations to promote health and hygiene and reduce the spreading of diseases; and

*If* target women and youth are well oriented on the FAL programme and well trained using the well contextualized developed FAL Manual;

*Then,* the number of children enrolled in secondary education will increase, leading to improved learning outcomes and employable skills and women and youth will be able to use reading, writing, numeracy and life skills in their daily socio-economic activities including in formal employment opportunities, taking on leadership roles and participating actively in decision making processes

*Then*, youth will be less isolated and susceptible to manipulation and militarization and to engaging in unlawful activities. This will contribute to reconciliation, stabilization and resilience of target communities, including reducing vulnerabilities to future, protracted or reoccurring shocks.

5.INTERVENTION STRATEGY:

The project strategy will take into account the context of a very dynamic situation in South Sudan and particularly in Jonglei/GPAA, including the gradual transition from emergency humanitarian response to recovery and development, the presence of the global COVID-19 pandemic, the national and local governments' limited capacity and the myriad of economic and social difficulties that communities face. The project will take into account and be informed by these risks and complex factors, with a suite of interlinked programming aimed at enhancing resilience, stability and security in Jonglei/GPAA.

The project will adopt a conflict sensitive approach to be able to work and overcome divides between groups while supporting the targeted population to build a more peaceful and productive future for the area. The project will benefit from the combined advantage, expertise and capacity of partners, guaranteeing a holistic response able to contribute effectively to reconciliation, stabilization and resilience in the project area.

As an overall effort, in its initial phase (Phase I), the project will establish comprehensive baselines and produce assessments on the availability of education services and infrastructures at boma level, as well as collect data and consult with communities and partners. There is a lack of administrative data on enrolment rates for children at state and county levels. In addition, information about existing infrastructure and service availability is not systematically updated, which reduces the capacity for evidence-based and informed planning. Even the existing records should be re-visited considering the scale of the sub-national violence and flooding witnessed throughout 2020 and end of 2019, which caused a lot of damage to already scarce services available across the state. For these reasons, the project will include the preparation of data collection tools with updated high-resolution imagery to enable precise geographical mapping of facilities and infrastructure. These initial activities will be essential to prepare for the interventions to clearly understand the needs of communities and be able to effectively monitor progress and achievements and tailor actions throughout the project.

In addition, during Phase I, the project will participate in and contribute to the Community-based Participatory Planning (CBPP) exercise conducted by the Community Violence Reduction (CVR) project led by the World Food Programme (WFP) and the United Nations Mission in South Sudan (UNMISS) and

supported by RSRTF in Jonglei/GPAA. The CBPP is a community level participatory exercise to identify needs and tailor programme responses to local requirements by ensuring prioritisation and ownership by communities (see below). UNICEF and IOM will be able to contribute substantially to inform the CBPP and the assessments of Jonglei/GPAA with their respective expertise and comparative advantage.

Following Phase I, UNICEF and IOM will revise workplan and budget, define targets and localize interventions, according to the needs and preferences of the local communities.

In Phase II, UNICEF and IOM will implement secondary education and FAL interventions according to the results of the CBPP and where communities have indicated them as a priority. UNICEF and WFP will closely coordinate with WFP and the other partners of the CVR project to ensure coherent targeting and complementarity. In this way, all actions supported by RSRTF will build from a shared understanding and analysis and the timing and sequencing of activities will be the most effective.

The intent of the phased project design is to enable the communities to take ownership of the initiative and ensure that interventions are designed according to the needs and priorities of each community. While the project is fully participatory and led by community preferences and acceptance, activities may be suggested by implementing agencies to the communities where a lack of familiarity with activity options may lead to their exclusion. While the first phase is community centric, to achieve success the project will ensure great collaboration and alignment with the CVR project and support the creation of a network of partners operating in Jonglei/GPAA.

# Reconciliation:

In response to the recent spiral of community level conflicts that have affected Jonglei/GPAA, the project will contribute with concrete education interventions to lay the basis for trust restoration, promotion of peaceful coexistence and strengthened social cohesion through a series of interventions aimed at the management, reconciliation, mitigation and prevention of the conflict. Sub-national and localised violence have displaced thousands of people and resulted in hundreds of casualties since late last year as violent clashes and reprisals have played out between Murle, Dinka and Nuer communities. Retaliatory attacks driven by hatred of ethnic groups against each other and the opportunistic profiteering raids for theft of cattle, abduction of children and women, ambushes and robberies are still prevalent in the area.

In Phase I, the project will coordinate with the CVR project led by WFP and the United Nations Mission in South Sudan (UNMISS), supported by RSRTF in Jonglei/GPAA. UNICEF and IOM will contribute to and participate in the initial CBPP exercise. The CBPP is a community level participatory exercise to identify needs and tailor programme responses to local requirements by ensuring prioritisation and ownership by communities. UNICEF and IOM will closely coordinate with WFP and the other partners of the CVR project to ensure coherent targeting and complementarity. In this way, all actions supported by RSRTF will build from a shared understanding and analysis and the timing and sequencing of activities will be the most effective. The intent of participating in the CBPP is to enable the communities to take ownership of the initiative and ensure that interventions are designed according to the needs and priorities of each community. By participating and contributing to the CBPP with their unique expertise, UNICEF and IOM will be able to identify and select key locations and communities to support through the interventions proposed by this project. This selection will be informed by the participatory development of a Community Action Plan (CAP). As a result of the CPBB, the Community Action Plan will be developed setting out the beneficiary communities' vision for their development, starting with their goals, the key results they want to achieve, priority interventions and priority projects, as well as root causes for violence. The CAP will cover a timeframe of approximately three to five years and will not be limited to what can be achieved through the RSRTF or the CVR project. The CAP will be the basis

to highlight community needs in terms of secondary education and FAL.

Participation in the CBPP will be coupled with a comprehensive assessment of existing education services, infrastructure and facilities at the boma and payam levels in Akobo, Pibor/Boma, Duk, Twic East and Old Fangak, seeking to identify structural vulnerabilities and ensure the coordination of humanitarian, transition and recovery efforts. The main focus of this exercise is to: a) determine level of access to basic services, considering different potential barriers to access such as distance to inhabited areas and security; b) identify gaps in capacities of local services to accommodate demand (in particular in high-return areas), including assessments of the status of infrastructure and availability of trained personnel; and c) establish an understanding of key service providers such as local government, NGO/UN organizations and communities themselves. The data and analysis will be shared with the partners of this proposed project, as well as the wider humanitarian and development community, to support prioritization of interventions and take into consideration identified vulnerabilities, infrastructural and service gaps. The baseline will be established through deployment of a Displacement Tracking Matrix (DTM) Village Assessment Survey methodology, which is comprised of four complementary and integrated forms: the Boma Questionnaire; the Health Technical Questionnaire; the Education Technical Questionnaire and the Facility Infrastructure and Service Mapping tool.

The project will also deploy a Conflict Analyst to analyse displacement, conflict, social dynamics and produce a series of conflict and social assessments to better inform project implementation and generate an evidence-base for future project and sub-project interventions.

# *Stabilization:*

Contributing to the stabilisation of Jonglei/GPAA is an essential component of this project by deterring the youth from resorting to violence and creating the conditions for productive social, economic and political life.

Through its education component, the proposed project will contribute to building sustainable peace through fair distribution of access to education and opportunities. There is a strong correlation between positive human development and youth engagement in education. Evidence shows that education plays a crucial role in supporting peace- and state-building processes. In Jonglei/GPAA, the education services have been disrupted due to the intercommunal violence and the devastating floods. The majority of the adolescent and youth have missed their education opportunities, especially at the secondary level. Therefore, male and female youth from different ethnic groups will participate in the secondary education programme to continue their education and strengthen relationships, social cohesion and resilience. Through the education programme, students will learn to resolve conflicts using dialogue and realise that violence is a barrier to social and economic development. Evidence from the Global Monitoring Report (2011) indicates that increasing male enrolment in secondary education by 51 per cent is estimated to reduce the probability of civil war by almost two-thirds. Higher male secondary school rates also reduce the duration of conflict.

Another crucial outcome of the intervention is for the youth to gain skills for employment opportunities and to reduce social inequalities. Poverty and high levels of youth unemployment are both associated with increased risk of conflict, and violence which is highly relevant in the context of South Sudan. In Jonglei State, equal access to education is crucial in creating a sense of equal opportunity for the ethnically diverse communities. Fair provision of education services, especially in marginalised locations, are one of the foundations of equal opportunity. Disadvantaged groups will see the inequitable provision of education as a source of diminished life chances for their children, which could

likely to generate a deep sense of injustice that can call into question the legitimacy of the state itself hence affecting prospects for stability. Teachers and Parent Teacher Associations (PTAs) will be trained to improve education delivery and further facilitate the learners in peacebuilding and conflict resolution activities. Moreover, teachers will use a balanced instruction approach to foster mutual respect and acceptance among the different group. Employment of the Learning Spaces as Zone of Peace (LSaZoP) model will foster peace efforts and discourage male youth from joining armed groups. Both men and women will be encouraged to participate in decision-making processes through PTA structures.

In addition, by supporting FAL, this project will contribute to peaceful co-existence and strengthening resilience of vulnerable women and girls. FAL learning centres are not only a place where literacy, numeracy and life skills are taught, but places where people receive information on community events, learn about their civic rights and responsibilities, and how they can access support for all their various day-to-day needs. The project will create a learning environment that not only gives adult learners the basic understanding of reading, writing, numeracy and life skills but helps them become active participants in their community. Youth will be empowered on contextualized and localized life skills trainings to be productive in their communities by starting up their small-scale businesses, manage their livelihood activities, mitigate conflicts and supporting community security programmes thus reducing the number of youth resorting to negative coping mechanisms.

# Resilience:

All project interventions are focused on building resilience and reducing vulnerability and risks to livelihoods, public infrastructure and social systems within communities in Jonglei/GPAA.

Despite high demand, there are significant gaps in infrastructural facilities for secondary schools coupled with unavailability of secondary teachers in Jonglei state.  Many adolescents that remain at home once they complete their primary education are potentially victims of manipulation and militarization by violent and/or armed groups that engage in unlawful activities. Out-of-school girls, on the other hand, are exposed to abuse such as teenage pregnancy and child marriage. Engaging youth in meaningful education and increased productive livelihoods opportunities reduces the risk of youth being isolated, manipulated and militarized, thus reducing the possibility of youth engaging in unlawful activities and potential violence.

The project will provide increased access to secondary education to target children and adolescents. In parallel, targeted adults will be provided with FAL training. The project adopts an approach of "*from learning to earning*", which has as the ultimate goal the economic empowerment of youth and their inclusion within the job market. Such result is a key component for ensuring resilience to potential and likely future shocks and stresses.

Among other interventions related to increased access to secondary education in *Output 2: Equitable access to safe and quality learning opportunities for secondary school students (returnee and host communities' children and adolescents aged 16-18)*, the project will establish safe and protective temporary/semi-permanent learning spaces (TLSs), including sex-segregated WASH facilities, menstrual hygiene supplies and furniture, as well as necessary educational supplies and science lab materials.

In addition, secondary school teachers in Jonglei State will be provided with incentives and with training on prevention of SGBV, protection from sexual exploitation and abuse (PSEA) and school management among others. The project will ensure the quality and safety of secondary education with a special focus on prevention of SGBV, provision of psychosocial support, PSEA, child safeguarding risk mitigation measures and building resilience of conflict-affected children, adolescents and youth. In addition, the

project will engage with families and communities to increase awareness of the prevention and control of infectious diseases, SGBV, early pregnancy and child marriage and increase youth engagement in peacebuilding and promoting social cohesion in the respective schools. The project will also contribute to ensure that school can operate safely in the context of the COVID-19 pandemic by rehabilitating non-functioning water systems in schools and hand-washing stations for the safe functioning of schools, while promoting hygiene. This will decrease school dropout rates and guarantee a safe learning environment for children (particularly in the aftermath of the prolonged school closure due to the COVID-19 pandemic) and the surrounding communities.

In order to strengthen women's income-generating opportunities, the project will provide FAL training to empower vulnerable communities with writing, reading, numeracy and life skills for immediate application in managing their small businesses, conflict management, active participation in decision-making, becoming competitive in the 'job market' and enhancing self-confidence. Women and youth will be empowered with literacy and numeracy skills and encouraged to apply them in the daily socio-economic activities. The project will provide a platform for integrated, functional non-formal basic education to ensure that adult learners adopt group problem-solving approach and develop appropriate life skills to enable them to actively participate in political and community development initiatives. Women and youth will be empowered to improve their interpersonal relationships and communication skills for effective advocacy and lobbying, take on community leadership roles, manage, refer and report conflict related cases to relevant authorities. This will enhance peace and stability by offering alternative livelihoods to returnees and youths so that they are able to take care themselves and their families and veered away from violence.

*Explain how the activities above are interrelated. Is any specific sequencing of activities envisaged and why? How do the different components of the overall intervention build upon one another?*

The activities of the proposed project are all well interrelated, complementary and build upon the results of each different component.

During its first phase, the project will ensure that all baselines are fully established to serve as a starting point for tracking subsequent project progress and end line data on all indicators. In parallel, the project will conduct a series of assessment, including geographical mapping of facilities and infrastructure (education facilities and WASH infrastructure). In Phase I, the two partner organizations will also participate in and contribute to the CBPP of the consortium led by WFP of the CVR project supported by the RSRTF in Jonglei/GPAA. Through these exercises, the project will be able to identify and prioritize target areas and target communities including through the participatory approach of the CBPP.

Following this inception phase, the project will immediately start the interventions related to the provision of quality education services (Output 2.) and FAL training (Output 3), which require additional time to scale-up impact. Finally, the project will advocate for two-way accountability to ensure the sustainability of activities. UNICEF and IOM will be accountable to beneficiaries and communities for achieving results and for the way in which activities are implemented (Accountability to Affected Populations or AAP). At the same time, selected communities will be expected to participate, hold up agreements, and hold each other to account in the implementation of the project activities.

6. DESCRIPTION OF BENEFICIARIES:

Beneficiaries will be mainly male and female youth from the four local communities of Bor, Akobo, Pibor/Boma, Fangak Counties (to be confirmed after the CBPP and in accordance with their interest in participating in the project and their ability to organise themselves efficiently to reach consensus on

programming choices). The four counties are expected to be among the ones selected due to the ongoing inter-communal violence, strategic locations for interdependency amongst ethnic groups and where there is a significant influx of returning populations. The programme will support community-led initiatives in providing secondary education. Indicative activities and budget are formulated in the proposal to address issues related to maintenance and rehabilitation of schools and educational facilities, capacity building (establishment of hygiene clubs and teachers/PTAs/children training), MHM, SGBV, gender-responsive approach and FAL. In addition, beneficiaries will be identified, and a programme of choice will be explored through a participatory approach for sustainability and relevancy. These interventions will be in line with AAP and the mode of education delivery relevant to the community context, especially for girls.

Stakeholders (local authorities, opinion leaders and community members) will be engaged on the potential prioritisation of secondary education in their Community Action Plans, given the large gap in the provision of education services in these areas. In Fangak, for example, no secondary school has ever existed, and in Akobo, the secondary school is not functional. This project will use bottom-up approaches by working with communities together with the consortium of partners of the CVR project and in partnership with the State Ministry of Education (SMOE) and civil society organisations to identify school-specific needs in each of the targeted locations at the inception stage. Thereafter, each community will be supported to identify priorities and design a school-specific programme guided by the provisions and budgets in the proposal. The school-specific programmes will include roles and responsibilities of each of the stakeholders, hence promoting a stronger focus on community-led programming and transparency in accountability.

The project will focus on the most marginalized female youth who will be given the opportunity to complete their secondary education and supported through remedial classes to cover the learning losses during conflicts and the COVID-19 pandemic.

The FAL program will be implemented in Bor and Pibor Counties, 300 women and youth beneficiaries will be supported under this program (150 in Bor and 150 in Pibor Counties). Twelve learning centres will be selected and rehabilitated to meet adult learning standards. Priority will be given to women and youth returnees, IDPs and host communities.

The interventions aim to support the target groups below.

| Target groups | Criteria for selection |
|---|---|
| • Adolescents, including girls and boys, host and returnees' cohorts who completed primary education and those who dropped out of secondary during the crisis<br>• Youth (including returnees and host communities) | Adolescents/Youth constitute over 70 per cent [7] of South Sudan's population and are the lead actors in the conflict. Children and youth will be engaged in peacebuilding process through education inputs.<br>For secondary education, criteria would be primary completion certificates for girls and boys who recently completed primary education. However, placement tests will be administered for youth who may have lost their academic documents to minimize barriers to enrolment and participation. |
| • Teachers, with special focus on female teachers supported with training and incentives<br>• Parent Teacher Association (PTA) | The teachers will undergo a rigorous recruitment process. Teachers may have to be sourced from Juba in the absence of competent teachers on the ground. Each secondary school is expected to constitute two governing bodies; PTA to link the school with the |

[7] Youth perspective on peace and security: South Sudan ( April 2018) Conciliation Resources, working together for peace (https://www.youth4peace.info/system/files/2018-04/10.%20FGD_South%20Sudan_CR_0.pdf)

| | |
|---|---|
| • Board of Governors | community, and Board of Governors (BOGs) to provide oversight and management function. Members of the two bodies will be elected democratically by the school communities and will include student and teacher representatives as well as women's groups. |
| • Women (including both returnees and from host communities) | Women have been active participants in conducting reconciliation at the grassroots level amongst adversarial communities in Jonglei state. E.g. Kabarthe women of Pibor.<br>The justice gap for women is increasing. Tailored and gender-responsive justice interventions will be taken for the full realization of the rights of women and girls within the key context of marriage, family and property rights, SGBV and women in conflict with the law. |

7. EXISTING COMPLEMENTARY ACTIONS/STRUCTURES:

UNICEF leads the State Education Cluster which coordinates education in emergency and development programmes. UNICEF is currently supporting more than 60 primary schools in Fangak, Akobo and Pibor with school materials, capacity development, temporary infrastructure, provision of incentives for volunteer teachers and community mobilization. The FCDO funded Girls' Education South Sudan (GESS) programme supports girls and schools with grants. UNICEF is strategically best placed to coordinate and develop linkages between current programmes and the proposed project to achieve positive results for children and youth. UNICEF has a strong system strengthening and capacity development pillar dedicated to support ministry of education structures at national and local level. The proposed project will involve policy decisions on curriculum provision, recruitment of teachers etc. Additionally, UNICEF is a key player on WASH in schools at both national and local level and in the WASH Cluster. UNICEF and the World Health Organization (WHO) developed guidelines on WASH standards for schools in low-cost settings, outlining key steps for successful management and implementation of WASH in Schools programmes at various levels. These guidelines recommend that each school design and construct child-friendly, gender-sensitive, well-made and sustainable facilities for sanitation, hand washing, water supply and solid waste collection. UNICEF has significant experience in providing water and sanitation facilities in schools and promoting hygiene behaviours for children in South Sudan through other projects funded by KfW such as *Improving Access and Improving Quality of Basic Education in four states including Jonglei, Accessing Services in Safety and Dignity - Access to safe drinking water and sanitation facilities and Development of Urban Water and Sanitation Sub-Sector South Sudan.* UNICEF therefore has a strong comparative advantage to guide the implementation of the proposed project.

The proposed project will complement the CVR project, led by WFP and supported by the RSRTF in Jonglei/GPAA. With the intention of strengthening collaboration, coherence and complementarity through strategic Area Based Programming, this project (while remaining a standalone initiative) will directly contribute to augment the overall outcomes of the CVR project as endorsed by the RSRTF. UNICEF and IOM will implement this proposed project by working in collaboration with, and participating in, the coordination structures of the Area Reference Group for Jonglei/GPAA. Specifically, this project will contribute to "*Pillar 3: Secondary education and adult literacy*" to complement and ensure coherent targeting with the CVR project. This will ensure that the additional element of education is built into the programme framework of the CVR project and enhance the overall comprehensive RSRTF programmatic coverage. In addition, IOM's FAL approach will complement and reinforce the efforts of Non-violent Peace Force (NP) to support youth to take on leadership roles to establish context adapted mechanisms for conflict management and social cohesion (See Annex M of the CVR Proposal). IOM's FAL activities will create a learning environment that not only gives learners the basic understanding of reading, writing, numeracy and life skills but helps them become active participants in their community, supporting their participation in conflict management and social

cohesion activities. Further, DTM's comprehensive boma level baseline assessment of existing facilities, services and infrastructure can also support CVR project partners. Presently, there is a lack of data and information on the accessibility of services, and damage to facilities and infrastructure across Jonglei caused by recent flood and sub-national violence. As such, DTM's baseline of the status of infrastructure should serve as a base for informed interventions to mitigate risks for future tensions over limited resources between host communities and returnees.

Another key ongoing programme which will be essential to complement the proposed project is the South Sudan Provision of Essential Health Services Project (PEHSP), implemented by UNICEF in partnership with the World Bank. The PEHSP aims at delivering low cost, high impact essential health services to about 1.8 million of the total population in Upper Nile and Jonglei. The proposed RSRTF project will benefit from this complementary investment focused on the provision of basic health services and health infrastructures from the PEHSP. This would cover the health dimension and bolster community resilience and basic services provision, even while communities are exposed to shocks and cannot be accessed. The PEHSP in fact combines emergency preparedness and response with service continuity and thus contributes to increased resilience in Jonglei/GPAA. In addition, UNICEF and its partners, under the RSRTF proposed project will be able to utilize the existing channels of communication and dialogue that were already established for the PEHSP with local stakeholders in government and in-opposition areas to ensure access of the population to services and supplies up to the last mile delivery.

Another important complementary project is the "*Breaking the Cycle of Violence – rehabilitating justice and accountability mechanisms for the transformation of survivors and perpetrators of violent conflict into change agents for peace*", funded by the Peace Building Fund (PBF) and jointly implemented by UNICEF and UNDP. The proposed project under the RSRTG will be able to build on the network developed through the PBF project and also to synergize interventions aimed at improving security and strengthening dialogues and trust building mechanisms, as well as access to justice in target communities in Jonglei/GPAA. In fact the main outputs of the PBF project in Jonglei/GPAA are: (i) strengthened local networks for peace dialogues with local communities and political elites; (ii) improved access to justice; (iii) fair trials/detention for children/youth; and (iv) enhanced capacity of justice actors on children's rights, women's rights and gender equality.

In addition, the proposed project will benefit from complementarity and synergies with PBF project jointly implemented by UNFPA, UNICEF, UNDP and UN Women, "*Protecting Women and Girls in South Sudan: Addressing Gender Based Violence (GBV) as Catalyst for Peace*", implemented in Jonglei State (Bor). This PBF project's main outputs are: (i) Increase access to comprehensive GBV services (in Bor); (ii) Strengthen women's participation in local peace processes (in Bor); (iii) Increased access of GBV survivors to justice mechanisms; (iv) Communities (in Bor) transform harmful social norms that contribute to GBV into positive norms for gender equality. The PBF project provides a multi-sectorial approach to address GBV in a holistic way in Jonglei/GPAA. The proposed RSRTF project, which also addresses GBV in its complexities, will benefit from the lessons learned of this project.

IOM has been pre-selected to act as the technical lead in the forthcoming World Bank-funded project, "*Enhancing Community Resilience and Local Governance (ECRP)*," which aims to address immediate needs for basic services in South Sudan, while strengthening local institutions' capacity to better manage inter-communal tensions and resources in areas of high return. One of the areas of implementation of the ECRP is Jonglei, where IOM will be able to leverage its presence and ongoing work to complement the proposed RSRTF project. In Wau, IOM is implementing a project titled, "*Youth Action for Reduced Violence and Enhanced Social Cohesion in Wau, South Sudan*," and working closely with community based organization (CBOs) on the ground to engage members of Wau Town's youth gangs and other-risk youth to address the absence of opportunities that provide youth with a sense of

inclusion and belonging. IOM is also one of the partners funded by RSRTF for the project "*Mitigating cattle-related violence in the Tri-State border areas of Tonj, Gogrial and Wau*," working on promoting peaceful interaction through awareness raising and sensitization on the Marial Bai Agreement and conducting inter-communal dialogues, including pre- and post-migration conferences. Data collection in support of evidence-based interventions proposed under output 1, is part of the existing Village Assessment Survey methodological framework DTM tool revamped through the World Bank funded project for enhancing community resilience and local governance in the last quarter of 2019. During implementation, DTM assessed Bor South County; findings in the form of a dataset and narrative report are available for perusal by partners. (Dataset, Narrative Report).

8. CRITICAL ASSUMPTIONS & LESSONS LEARNED

Among the key assumptions is that state government counterparts (i.e. National and State Ministry of Education) will actively participate in, and take ownership of, all investment made in infrastructures, capacity development as well as in secondary education, vocational training etc.

Other critical assumptions generating from the extensive experience and lessons learned from the presence and work of UNICEF and IOM in South Sudan and the region:

- **Community engagement and ownership:** education programmes are subjected to fail if community/parental involvement is disregarded. Engagement of community and parents in education programmes especially their participation in school management has proven crucial for local solution and accountability.

- **Flexible approach:** A lesson learned from previous education programmes is that externally conceived and rigid programmes do not work in the context of South Sudan particularly in the hotspot areas of conflict and violence. Communities are frequently on the move due to the fluid insecurity situation. Therefore, it is crucial to remain flexible in our programme design and include contingency plans to quickly reallocate resources and timely respond to the needs of the community.

- **Locally designed temporary learning spaces:** It is important to construct learning spaces using local materials and local craftsmen's knowledge so they can be easily maintained and moved. Community involvement in site selection is crucial to minimise local conflict and use of local knowledge will facilitate the maintenance and repair of the learning spaces in the future.

- **Episodes of organised violence will occur during the project cycle**: The cycles of organised violence occurring in Jonglei/GPAA are likely to continue. Similar or higher levels of organised violence may then be expected. UNICEF and IOM's comparative advantage in terms of logistics and scale of operations can be leveraged in hotspots throughout central-southern Jonglei and the GPAA, particularly in hard-to-reach areas. UNICEF is already implementing the Outreach project supported by the EU in hard-to-reach areas, which will enable UNICEF to support teachers in these areas.

- **Women and youth (particularly girls) are experience great inequality in access to services, participation in decision making and agency**: To ensure quality education for all, it is important to acknowledge the presence of intra-family inequality. Evidence suggests that women, children and the elderly are more likely to be living in poverty even in households that are not considered to be poor. The gender hierarchy in patriarchal societies translates to poorer outcomes for women and girls in educational attainment, health, food security and nutrition, protection from violence and discrimination, political under-representation for women and girls. Gender programming therefore

has to be conceptualised as a continuum of gradual changes that culminate in transformation of gender norms, roles and relations at the household, communal and institutional levels.

9.RECIPIENT ORGANISATIONS / IMPLEMENTING PARTNERS:

**UNICEF**: The overall vision for UNICEF's programme in the country is "*Enhanced and more equitable outcomes achieved for the children of South Sudan*." To this end, since 1989 UNICEF has been at the forefront of providing a multisectoral response including education, health, nutrition, child protection and WASH to the multiple humanitarian crises in South Sudan. With its 13 field offices located in the ten states and two administrative areas, this enables wide coverage and quality programming. UNICEF works towards building a protective environment in which children's rights are respected and, to the extent possible, opportunities are created for children to develop their potential. In stable areas, UNICEF works with partners to implement programmes for longer-term recovery and resilience among affected communities. UNICEF works to strengthen cross-sectoral, integrated responses at the national and subnational levels, while seeking local solutions and community engagement using innovative approaches to access communities requiring humanitarian responses. Efforts will be undertaken to ensure that the sectors mainstream protection and that the "do no harm" principle is fully respected. UNICEF's activities support the objectives and expected outputs of the Nutrition Cluster, Education Cluster, WASH Cluster, Health Cluster and Child Protection Sub-Cluster. UNICEF co-leads the Nutrition, Education and WASH Clusters and the Child Protection Area of Responsibility.

UNICEF will sub-contract one implementing partner using a competitive process based on a set criterion. UNICEF Education has worked in Jonglei State and GPAA with a network of seven international and four national organisations. One of the international organisations has established presence in three of the five project locations while the rest have one base in each of the project sites. The competitive selection processes make it challenging to earmark a partner. All UNICEF grant recipients have been micro-assessed against sound financial management and have local knowledge of the context. Despite the diverse nature of the sites, UNICEF will contract only one partner to reduce overhead costs. UNICEF will directly pay the construction company that is acquired through a competitive process to rehabilitate school facilities. UNICEF engineers will directly supervise the construction work. UNICEF has established Standard Operating Procedures (SOP) which require implementing partners to contribute at least 25 per cent into the project. This requirement will not only harness the expertise of the implementing partner but also attract additional resources to the project. Upon successful selection of a partner, funds will be disbursed quarterly using pre-payment modality. UNICEF will make subsequent disbursement after the liquidation of previous funds. UNICEF is currently working with international and national organisations in various education programmes in Jonglei/GPAA. Prospective organizations for this project's interventions are:
1) Christen Mission for Development (CMD)
2) Church for Development (C&D)
3) INTERSOS

**IOM**: IOM began operations in southern Sudan in early 2005 and established the IOM South Sudan mission after the country's independence in July 2011. Since the outbreak of the conflict in December 2013, IOM has provided support to thousands of host communities, returnees, and IDPs, including those seeking protection at the United Nations Mission in South Sudan (UNMISS) Protection of Civilians sites (PoCs). With over 2,350 staff operating in seven static locations, in addition to the provision of front-line responses, IOM has one of the largest UN operational footprints in South Sudan. IOM champions an integrated, multi-sector approach where migration management and recovery and stabilization efforts complement humanitarian interventions to build community resilience and reduce dependency on humanitarian aid. This work is underpinned by IOM's DTM, which has established itself as the key

tool providing updated information on the numbers, locations and priority needs of IDPs and returnees, combined with analyses of the migration dynamics in the country. IOM delivers programs across the humanitarian-development-peace nexus (HDPN). The Mission has a dedicated Transition and Recovery Unit with extensive experience in supporting conducive environments for sustainable returns and recovery through building resilience, peace and stability from the ground up. IOM implements transition and recovery programmes to address the root causes of instability and conflict, support returnees and residents to establish sustainable livelihoods, develop foundations for peaceful co-existence, empower communities, and rehabilitate key infrastructure.

IOM will directly implement this project through its Transition and Recovery Unit (TRU). Since 2018, TRU has been implementing a FAL programme both in Abyei Administrative Area and Wau. IOM is also starting the implementation of a project supported by the World Bank in Jonglei/GPAA, which is going to increase physical presence in the proposed project locations. Using IOM's Community Based Approach, FAL facilitators are identified, interviewed and selected from the project communities, which are trained by the IOM FAL specialist. The FAL specialist supports the FAL facilitators from the start up to the end of the program, weekly mentoring, joint monitoring and reporting are also conducted.

## 10.MONITORING & EVALUATION:

*Refer to supplementary guidance document: **RSRTF Monitoring & Evaluation Guide** and complete Annex A and Annex B below. Here describe how your organization will collect baseline data and monitor the implementation, progress and achievements of the project.*

The project monitoring and evaluation (M&E) will be conducted in accordance with UNICEF and IOM programming policies and procedures. Dedicated M&E officers of the two organisations will work together to compile a comprehensive M&E plan as well as develop data collection tools, (such as questionnaires, focus group discussion (FGD) guides, key informant interview (KII) structures), for collecting baseline data and information about progress.

Monitoring of progress against indicators will be done on a quarterly basis for the number indicators and twice per project period for the percentage indicators (indicator monitoring and final evaluation). The project will use tools for qualitative (focus group discussions, key informant interviews, observation and document review) and quantitative (questionnaire) M&E methods.

UNICEF and IOM all have staff currently stationed in the project locations who will undertake most of the collection of primary data with the assistance of the above referenced M&E tools. They will also collect stories about achievements of the project.

Given the existing data gap in Jonglei/GPAA, for example on existing infrastructure and service availability, the proposed project will in its first phase conduct a comprehensive assessment of existing services, infrastructure and facilities at the boma and payam levels in Akobo, Pibor/Boma, Duk, Twic East and Old Fangak, seeking to identify structural vulnerabilities and ensure the coordination of humanitarian, transition and recovery efforts. The main focus of this exercise is to: *a*) determine level of access to basic services, considering different potential barriers to access such as distance to inhabited areas and security; b) identify gaps in capacities of local services to accommodate demand (in particular in high-return areas), including assessments of the status of infrastructure and availability of trained personnel; and c) establish an understanding of key service providers such as local government, NGO/UN organizations and communities themselves. The data and analysis will be made available to all partners of the projects, as well as to the wider humanitarian and development community, in order to support prioritization of interventions, taking into consideration identified vulnerabilities, infrastructural and service gaps. The baseline will be established through deployment of IOM's DTM Village Assessment Survey methodology, which is comprised of four complementary and integrated

forms: the Boma Questionnaire; the Health Technical Questionnaire; the Education Technical Questionnaire; and the Facility Infrastructure and Service Mapping tool.

With regards to the FAL component, the FAL specialist, jointly with FAL facilitators and the IOM team, will develop and administer different monitoring and evaluation tools throughout the project period. For example, the "Learner's Weekly Attendance Register Tool" will help to track the attendance of learners as well as save time writing learners names every day. The Facilitator's Weekly Reporting Tool will also enable easy tracking of weekly activities per each learning centre. The Learners Home Visit Tool will be developed to track the practice of what is taught to learners and for hands-on support. A midterm internal review using the midterm FAL Evaluation Tool will be conducted to evaluate learners' progress and allow the project to be adjusted as required. In addition, weekly mentoring and reports will help track the project achievements, content covered, challenges and lessons learnt.

The participation of UNICEF and IOM into the CBPP will ensure the integration of community level indicators and considerations into the regular monitoring and evaluation of this project. Data collected will be disaggregated by sex, age groups and geographical locations, in order to better inform analysis and tailoring of the project during implementation.

**11.RISKS & MITIGATIONS**

*Using a Risk Analysis Risk Reduction matrix, identify potential threats (any event that can affect staff, programme and/or reputation) that might affect the implementation.*
*List indicators signifying the increasing chance of realisation of the identified threat, and the external and internal points of vulnerability that could trigger or aggravate the threat.*
*List the measures to be implemented, both mitigation to prevent the threat materialising and contingency to reduce the impact if it does, explain if the measures are in place or to be implemented. Finally, describe and rate the residual risk for the individuals, the programs and the assets and define if this residual risk is acceptable or not for the organisation.*

| Threat | Indicators of Change | Vulnerability (Who, What, When, from Whom) | Likelihood | Impact | Mitigation and Contingency | Residual Risk after M&C | RR Acceptable? (Y / N) |
|---|---|---|---|---|---|---|---|
| Increased communal violence | Reports of violent incidents | The potential perpetrators are mainly male unemployed youth. The main potential victims are women and children in non-urban communities. | Factors that may increase the likelihood include the continuation of preventative measures against COVID-19 (such as school closures and travel and trade restrictions), deterioration of the economic situation, and increased unemployment | The issue that is being addressed may deteriorate and require a larger response. Incidents of violence may also impact access of development workers to the affected regions. | The project will support all stakeholders to become more resilient to shocks such as pandemics and macroeconomic setbacks. This is expected to have a ripple effect to the wider community. | The risk will likely not be completely eliminated, but its likelihood and impact will be reduced. | Y |
| COVID-19 | Number of confirmed cases | It is possible that COVID-19 will spread among the target population. Those with pre-existing conditions and the elderly are the most vulnerable to severe complications from COVID-19. | The spread of COVID-19 seems to have slowed down in South Sudan, although this is also linked to the lack of testing and surveillance. Approximately 76 per cent of confirmed cases have been asymptomatic, thus having minimal negative effect on the infected person. | In case of a severe increase of infections, some project activities may be halted temporarily. However, it is likely that the activities will go on largely as planned. | All appropriate mitigation measures will be taken, including physical distancing, cough etiquette, hand washing, and use of cloth masks as necessary. The project itself improves WASH services, thus reducing the risk of spread of the disease. | The risk will remain, but to a lesser extent, as access to personal protective equipment and WASH services remains limited. | Y |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Logistical constraints (e.g., impassable roads, flooding) | UNICEF access maps and reporting as well as partner reporting | Natural disasters such as flooding are common in the area of Jonglei/GPAA. Logistical constraints on access and also due to security are also a regular challenge for UNICEF and IOM in South Sudan for project implementation. | Logistical constraints due to security, climate events etc. are likely. | Project activities may be delayed or difficult to implement. | Programming will be scheduled to avoid high-risk times (e.g. rainy season) and conditions will be constantly monitored and reported. | Moderate. Logistical constraints may increase costs associated with transport as well as delay project implementation. | Y |
| Climate change and related disasters, such as extreme flooding | Environmental disaster incident reports | In October 2019, South Sudan experienced heavy flooding, affecting over 900,000 persons, approximately half of which in the Jonglei region, including over 100,000 in Pibor alone. This included damage to infrastructure, food security, livelihoods, and WASH services8. | Flooding is expected to occur again during the 2020 rainy season and continue every rainy season with increased severity.. | If unaddressed, flooding can devastate improvement works already completed, reversing the benefits of the project or deteriorating the situation further. | The possibility of flooding in 2020 and subsequent years is considered in each stage of project implementation. | The impact of flooding is not likely to be completely eliminated but instead mitigated. Thus some setbacks are likely, but their impact will be significantly mitigated. | Y |

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**8** OCHA, 5 November 2019, https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/ss_20191105_south_sudan_seasonal_flooding_update_3.pdf

## 12.MANAGEMENT ARRANGEMENTS

A joint project team of UNICEF and IOM will manage the project and directly implement project activities. Collaboration and partnership with relevant UNMISS divisions and sections (PAD, HRD, CAD, UNPOL) will be actively sought. In particular, the UNICEF and IOM project team will closely coordinate with the consortium led by WFP in the context of the CVR project. This will include participation in the CBPP that will lead to the development of Community Action Plans, which will help to identify key communities and education facilities that this project can support. This process will ensure participation, effective targeting and ownership of the project by communities. UNICEF and IOM will implement this proposed project working under the same Area Reference Group and coordination structures of the CVR project led by WFP and supported by RSRTF in Jonglei/GPAA. This will include participation in regular coordination meetings, ensuring complementarity and coherent targeting and geographical implementation. UNICEF and IOM will participate in the forums for strategic partners of the CVR project according to the coordination provided by the consortium led by WFP. Further, project reports will be shared with management to ensure that they are kept up to date with the progress and challenges. The project management of related projects will also be invited as observers to the project board, as well as to undertake joint field trips to the states where possible to ensure coordination and synergy in project implementation. From IOM side the Transition & Recovery Coordinator will provide overall management for the project with the support of the Programme Officer. The FAL consultant will be the technical lead at field level.

## 13.PROJECT SUSTAINABILITY / EXIT STRATEGY:

UNICEF will design the education programme in coordination with the SMOE and with the active participation of community and parents. All key stakeholders, including the local community and youth, will be part of the consultation process right from the beginning. Community structures such as PTAs/BoG will be established and trained to support education programme in their respective schools. After the establishment of the RTGoNU in February 2020, the SMOE is expected to take full responsibility for education in the state. Therefore, the project will be formulated in close coordination with the SMOE. The national ministry of education is mobilising public funds for teachers' incentives, and currently, it has announced six months incentives for government teachers in primary and secondary schools. This project will advocate through the state ministry of education to register project teachers in the Human Resources Information System (HRIS) to become part of the government payroll service once the project has ended. Secondly, UNICEF will coordinate with government-led projects, i.e. GESS project funded by the UK government. Finally, strong linkages between schools and government institutions, strengthened BOGs will enhance management capacities in the schools. Regarding the FAL component, since FAL facilitators are selected from project communities they will continue training adult learners, as done in previous FAL programmes. All key project stakeholders will be actively involved from the beginning up to the end of the project. The cornerstone of working with the community is for ownership and to prepare them to take up the roles and the responsibilities of the project thus reducing dependency on humanitarian support.

The participatory engagement of the State Ministry of Education from the onset and continuously throughout the project, will facilitate ownership and successfully exit at the end of the project. UNICEF will support the enrolment of teachers supported and trained into the HRIS, so that once the project is over, they can become part of the payroll. The lab materials procured and the educational supplies will be handed over to the schools, communities and teachers at the end of the project, as well as the improved and rehabilitated educational and WASG facilities. Before the end of the project, UNICEF will provide a timeline and a list of all the handed over supply to the State Ministry of Education.

In short, the project will base its sustainability and exit strategies on the following key points:
- The project will be designed with extensive participation of key stakeholders; government, parents, youth to take ownership, adopt and continue supporting the schools beyond the project period.
- All activities will be implemented in close coordination with the state ministry of education and supported to adopt the education programme in their regular government programme.
- The project will focus on capacity building of teachers, headteachers and PTAs/BoGs having increased skills to continue making using of these practices.
- Community structure such as PTA and BoGs are critical elements for the project sustainability and their long-term contribution.

## ANNEX A: IMPLEMENTING AGENCY PROJECT PROPOSAL RESULTS FRAMEWORK

| RESULTS | INDICATORS | | MEANS OF VERIFICATION | INDICATOR MILESTONES |
|---|---|---|---|---|
| **RSRTF Outcome 6:** (ACCESS TO BASIC SERVICES) Reconciled communities have increased access to equitable and reliable basic services and reduced humanitarian aid dependency. | Outcome Indicator 6a: | % of children, youth and adults (16-18 years) enrolled in formal and non-formal education (sex and age-disaggregated) | Project Reports | 2021: TBD 2022: TBD |
| | Baseline: | TBD | | |
| | Target: | TBD | | |
| | Outcome Indicator 6.b: | Level of public confidence in the delivery of equitable and reliable basic services (disaggregated by sex, age-groups, income groups) in the target area in "x time period". | Perception study report among BOG/PTA/Teachers and students | 2021: TBD 2022: TBD |
| | Baseline: | TBD | | |
| | Target: | TBD | | |
| **Output 1.** Evidence-based interventions designed based on the community-based participatory planning (CBPP) comprehensive baseline of availability of local service and infrastructure at boma level | Output Indicator 1.1 | Number of consultations with partners | Meeting minutes | 2020: 2 2021: 2 |
| | Baseline | 0 | | |
| | Target | 4 | | |
| | Output Indicator 1.2 | Number of country satellite imageries processed | Imagery processed and embedded in field data tools | Q1 2021: 2 |
| | Baseline | 0 | | |
| | Target | 2 | | |
| | Output indicator 1.3. | Number of information products released | Released information products | Q2 2021: 6 |
| | Baseline | 0 | | |
| | Target | 6 (2 county summaries, 4 datasets) | | |

List of Activities
A.1.1 Participate into the Community-based Participatory Planning (CBPP) exercise together with the partners of the WFP led CVR project
A 1.2 Consult with partners and revision of tools to capture key indicators from all sectors including for baseline settings
A 1.3 Prepare data collection tools with updated high-resolution imagery to enable precise geographical mapping of facilities and infrastructure (education facilities, WASH infrastructure etc.)
A 1.4 Deploy a Conflict Analyst to analyse displacement, conflict, social dynamics
A 1.5 Train and deployment to the field
A 1.6 Collect field data collection at boma level in targeted counties – key informant interviews and focus group discussions, complemented with updates on displacement and return figures
A.1.7 Validate and analyse the data, and share information products with partners
A1.8 Revision of the project workplan and budget

| RESULTS | INDICATORS | | MEANS OF VERIFICATION | INDICATOR MILESTONES |
|---|---|---|---|---|
| **Output 2** Equitable access to safe and quality learning opportunities for secondary school students (returnee and host communities' children and adolescents aged 16-18) | Output Indicator 2.1 | OC6.1/RG 3.5.1 Number of people supported to stay in/return to secondary education (sex and age-disaggregated) | Project reports EMIS Annual report | TBD – following the baseline assessment |
| | Baseline: | 0 | | |
| | Target: | TBD following the CBPP | | |
| | Output Indicator 2.2 | OC6.2/RG 3.5.3 Number of community-based centres or education hubs established to provide second chance education (SCE) opportunities are provided to youth and adults (sex and age-disaggregated) | Project reports | TBD – following the baseline assessment |
| | Baseline: | 0 | | |
| | Target: | TBD following the CBPP | | |

| | Output indicator 2.3 | Number of PTA/SMC with strengthened capacity on prevention of GBV, PSEA, school management and development of School Improvement Plans | Project reports | TBD – following the baseline assessment |
|---|---|---|---|---|
| | | 0 | | |
| | | TBD following the CBPP | | |
| | Output indicator 2.4 | Percentage of adolescent/youth provided with education services who successfully pass the national examination for secondary level (sex and age-disaggregated) | Project reports EMIS Annual report National examination report | TBD – following the baseline assessment |
| | | 0 | | |
| | | TBD following the CBPP | | |

*List of activities*

A.2.1 Establish safe and protective temporary/semi-permanent learning spaces (TLSs) in schools, including sex- desegregated WASH facilities, menstrual hygiene facilities, supplies and furniture
A.2.2 Provide educational supplies to boys and girls in secondary schools
A.2.3 Procure and distribute science lab materials to secondary schools to benefit students
A.2.4 Provide accelerated learning/coaching classes for the girls/women affected by teenage pregnancy and child marriage.
A.2.5 Provide secondary school teachers in Jonglei state with incentives at the education cluster agreed rate.
A.2.6 Conduct PTA/SMC/Board of Governors (BoGs) training on prevention of GBV, PSEA, school management, and development of feasible/relevant School Improvement Plans.
A.2.7 Rehabilitate non-functioning water system in schools and hand-washing stations for the safe functioning of schools
A.2.8 Provide Hygiene Promotion in the schools

| **Output 3** Women and youth have equitable access to quality functional adult literacy | Output Indicator 3.1 | OC6.3/RG 3.5.6 Number of students enrolled and graduated from functional adult literacy and second chance education (SCE) program (sex and age-disaggregated) | Project Reports | TBD |
|---|---|---|---|---|
| | Baseline: | 0 | | |
| | Target: | TBD following the CBPP | | |
| | Output Indicator 3.2 | Percentage of women and youth who believe they have increased influence within their communities as a result of FAL activities (sex and age-disaggregated) | Perception survey | TBD |
| | Baseline: | 0 | | |
| | Target: | TBD following the CBPP | | |

*List of activities*

A.3.1 Conduct inception meetings with Bor and Pibor Counties MOE, women leadership, youth leadership and cultural leaders on FAL program
A.3.2 Conduct FAL listening survey to voice out challenges women and youth face related to reading, writing, numeracy and life skills limiting them to participate productively in their communities
A.3.3 Develop localized FAL Manual basing on listening survey findings
A.3.4 Identify, interviewing and selection of community-based Facilitators
A.3.5 Map of learner centres
A.3.6 Map and enrolment of women and youth adult learners (in Bor and in Pibor Counties)
A.3.7 Develop a comprehensive FAL implementation plan with scheme of work and lesson plans.
A.3.8 Train FAL facilitators on FAL program including IOM community-based staff plus volunteers
A.3.9 Conduct trainings to women and youth adult learners using developed FAL Manual
A.3.10 Conduct weekly FAL facilitators mentoring and reports sharing
A.3.11 Conduct joint monitoring using developed tools and mid-term FAL progress report conducted
A.3.12 Conduct refresher FAL training to FAL facilitators
A.3.13 Conduct graduations in Bor and in Pibor including awarding certificates to FAL Facilitators

## ANNEX B: M&E PLANNING TEMPLATE

| Indicators | Type | Indicator description | Data source | Baseline | Target | Frequency | Responsible | Progress | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Q4 2020 | Q1 2021 | Q2 2021 | Q3 2021 | Q4 2021 | Q1 2022 | Q2 2022 |
| Indicator 6a: | Outcome | % of children, youth and adults (16-18 years) enrolled in formal and non-formal education (sex and age-disaggregated) | Project Reports | TBD | TBD following the CBPP | Quarterly | UNICEF and IOM | | | | | | | |
| Outcome Indicator 6.b: | Outcome | Level of public confidence in the delivery of equitable and reliable basic services (disaggregated by sex, age-groups, income groups) in the target area in "x time period". | Perception study report among BOG/PTA/Teachers and students | TBD | TBD following the CBPP | Annually | UNICEF and IOM | | | | | | | |
| Output 1.1 | Output | Number of consultations with partners | Meeting minutes | 0 | 4 | Annually* | IOM | | | | | | | |
| Output 1.2 | Output | Number of county satellite imageries processed | Imagery processed and embedded in field data tools | 0 | 2 | Annually* | IOM | | | | | | | |
| Output 1.3 | Output | Number of counties assessed | Data verification | 0 | 2 | Annually* | IOM | | | | | | | |
| Output 1.4 | Output | Number of information products released | Released information products | 0 | 6 | Annually* | IOM | | | | | | | |
| Output indicator 2.1 OC6.1/RG 3.5.1 | Output | Number of people supported to stay in/return to secondary education (disaggregated by sex and age) | Project reports EMIS Annual report | TBD | TBD following the CBPP | Quarterly | UNICEF | | | | | | | |
| Output indicator 2.2 OC6.2/RG 3.5.3 | Output | Number of community-based centres or education hubs established to provide second chance education (SCE) opportunities are provided to youth and adults (sex and age-disaggregated) | Project reports | TBD | TBD following the CBPP | Annually | UNICEF | | | | | | | |
| Output indicator 2.3 | Output | Number of PTA/SMC with strengthened capacity on prevention of GBV, PSEA, school management and development of School Improvement Plans | Project reports | TBD | TBD following the CBPP | Bi-annually | UNICEF | | | | | | | |
| Output indicator 2.4 | Output | Percentage of adolescent/youth provided with education services who successfully pass the national examination for secondary level. (sex and age-disaggregated) | Project reports EMIS Annual report National examination report | TBD | TBD following the CBPP | At the end of each secondary education cycle | UNICEF | | | | | | | |
| Output Indicator 3.1 OC6.3/RG 3.5.6 | Output | Number of students enrolled and graduated from functional adult literacy and second chance education (SCE) program (disaggregated by sex and age) | Training registers and project reports | TBD | TBD following the CBPP | Quarterly | IOM | | | | | | | |

| Output 3.2 | Output | Number of women and youth taking on leadership roles and actively participate in decision making processes. (sex and age-disaggregated) | Project Reports Reports from local authorities Monitoring reports Successful stories TRU Annual Reports Reports from women union groups | TBD | TBD following the CBPP | Bi-annually | IOM |
|---|---|---|---|---|---|---|---|

*Activities will be implemented in the first year of the programming to inform the interventions.

## ANNEX C: WORKPLAN*

Provide a month by month workplan indicating anticipated implementation start and completion of activities.

| Phase 1 | | JAN 2021 | FEB 2021 | MAR 2021 | APR 2021 | MAY 2021 | JUN 2021 | JUL 2021 | AUG 2021 | SEP 2021 | OCT 2021 | NOV 2021 | DEC 2021 | JAN 2022 | FEB 2022 | MAR 2022 | APR 2022 | MAY 2022 | JUN 2022 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Output 1** Intervention design and planning | | | | | | | | | | | | | | | | | | | |
| A.1.1 | Participate into the Community-based Participatory Planning (CBPP) exercise together with the partners of the WFP led CVR project | ■ | ■ | ■ | | | | | | | | | | | | | | | |
| A.1.2 | Consult with partners and revision of tools to capture key indicators from all sectors | ■ | ■ | ■ | | | | | | | | | | | | | | | |
| A.1.3 | Prepare data collection tools with updated high-resolution imagery to enable precise geographical mapping of facilities and infrastructure (education facilities, WASH infrastructure, etc.) | ■ | ■ | ■ | | | | | | | | | | | | | | | |
| A.1.4 | Deploy a Conflict Analyst to analyse displacement, conflict, social dynamics | ■ | ■ | ■ | | | | | | | | | | | | | | | |
| A.1.5 | Train and deployment to the field | ■ | ■ | ■ | | | | | | | | | | | | | | | |
| A.1.6 | Conduct field data collection in targeted counties – key informant interviews and focus group discussions, complemented with updates on displacement and return figures | ■ | ■ | ■ | | | | | | | | | | | | | | | |
| A.1.7 | Validate and analyse data, and share information products with partners | ■ | ■ | ■ | | | | | | | | | | | | | | | |
| A.1.8 | Revise the project workplan and budget | ■ | ■ | ■ | | | | | | | | | | | | | | | |

*At the end of Phase 1, the Workplan and the Budget of the project will be revised and to tailored to the result of the CBPP and the boma-level assessment

| Phase 2 | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **OUTPUT 2: Secondary Education** | | JAN 2021 | FEB 2021 | MAR 2021 | APR 2021 | MAY 2021 | JUN 2021 | JUL 2021 | AUG 2021 | SEP 2021 | OCT 2021 | NOV 2021 | DEC 2021 | JAN 2022 | FEB 2022 | MAR 2022 | APR 2022 | MAY 2022 | JUN 2022 |
| A.2.1 | Establish safe and protective temporary /semi-permanent learning spaces (TLSs), in schools including sex-desegregated WASH facilities, menstrual hygiene supplies and furniture | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| A.2.2 | Provide educational supplies to youth (male and female) in secondary schools | | | | ■ | ■ | | | | | | | | | | | | | |
| A.2.3 | Procure and distribute science lab materials to secondary schools to benefit students | | | | ■ | ■ | | | | | | | | | | | | | |

| | | JAN 2021 | FEB 2021 | MAR 2021 | APR 2021 | MAY 2021 | JUN 2021 | JUL 2021 | AUG 2021 | SEP 2021 | OCT 2021 | NOV 2021 | DEC 2021 | JAN 2022 | FEB 2022 | MAR 2022 | APR 2022 | MAY 2022 | JUN 2022 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A.2.4 | Provide accelerated learning/coaching classes for the girls/women affected by teenage pregnancy and child marriage. | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| A.2.5 | Provide secondary school teachers in Jonglei state with incentives at the education cluster agreed rate. | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| A.2.6 | Conduct PTA/SMC/Board of Governors (BoGs) training on prevention of GBV, PSEA, school management, and development of feasible/relevant | | | | X | | X | X | X | X | X | | X | X | | X | X | | X |
| A.2.7 | Rehabilitate non-functioning water system in schools and surrounding communities including hand-washing stations for the safe functioning of schools | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| A.2.8 | Provide Hygiene Promotion in the schools and surrounding communities | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **OUTPUT 3: Functioning Adult Literacy** | | JAN 2021 | FEB 2021 | MAR 2021 | APR 2021 | MAY 2021 | JUN 2021 | JUL 2021 | AUG 2021 | SEP 2021 | OCT 2021 | NOV 2021 | DEC 2021 | JAN 2022 | FEB 2022 | MAR 2022 | APR 2022 | MAY 2022 | JUN 2022 |
| A.3.1 | Conduct inception meetings with Bor and Pibor Counties MOE, women leadership, youth leadership and cultural leaders on FAL program | X | X | X | | | | | | | | | | | | | | | |
| A.3.2 | Conduct FAL listening survey to voice out challenges women and youth face related to reading, writing, numeracy and life skills limiting them to participate productively in their communities | X | X | X | | | | | | | | | | | | | | | |
| A.3.3 | Develop localized FAL Manual basing on listening survey findings | X | X | X | | | | | | | | | | | | | | | |
| A.3.4 | Identify, interviewing and selection of 12 FAL Facilitators | X | X | X | | | | | | | | | | | | | | | |
| A.3.5 | Mapp of learner's centres | X | X | X | | | | | | | | | | | | | | | |
| A.3.6 | Mapp and enrolment of women and youth adult learners (in Bor and in Pibor Counties) | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| A.3.7 | Develop a comprehensive FAL implementation plan with scheme of work and lesson plans. | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| A.3.8 | Train FAL facilitators on FAL program including IOM community-based staff plus volunteers | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| A.3.9 | Conduct trainings to women and youth adult learners using developed FAL Manual | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| A.3.10 | Conduct weekly FAL facilitators mentoring and reports sharing | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| A.3.11 | Conduct joint monitoring using developed tools and mid-term FAL progress report conducted | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| A.3.12 | Conduct refresher FAL training to FAL facilitators | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| A.3.13 | Conduct graduations in Bor and in Pibor including awarding certificates to FAL Facilitators | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |