

|                                   |  |                                 |                              |
|-----------------------------------|--|---------------------------------|------------------------------|
| <b>Requesting Organization :</b>  | INTERSOS   |                                 |                              |
| <b>Allocation Type :</b>          | 1st Round Standard Allocation  |                                 |                              |
| <b>Primary Cluster</b>            | <b>Sub Cluster</b>   | <b>Percentage</b>               |                              |
| EDUCATION                         |  | 100.00                          |                              |
|                                   |  | <b>100</b>                      |                              |
| <b>Project Title :</b>            | Providing educational support and mentoring to affected youth in Malakla and Bentiu to promote their well-being and quality of education   |                                 |                              |
| <b>Allocation Type Category :</b> | Frontline services   |                                 |                              |
| <b>OPS Details</b>                |  |                                 |                              |
| <b>Project Code :</b>             |  | <b>Fund Project Code :</b>      | SSD-18/HSS10/SA1/E/INGO/8191 |
| <b>Cluster :</b>                  |  | <b>Project Budget in US\$ :</b> | 200,000.00                   |
| <b>Planned project duration :</b> | 9 months   | <b>Priority:</b>                |                              |
| <b>Planned Start Date :</b>       | 20/03/2018   | <b>Planned End Date :</b>       | 31/12/2018                   |
| <b>Actual Start Date:</b>         | 20/03/2018   | <b>Actual End Date:</b>         | 31/12/2018                   |
| <b>Project Summary :</b>          | <p>INTERSOS proposes viable project that respond to the prevailing issues affecting youth in most complicated emergency zones – using its past experiences in emergency. Young people in South Sudan exist in a precarious state. For many youth, educational attainment is abysmally low and economic participation is weak and inconsistent. As young people are the majority of the population, they are at the forefront of their country’s violent political struggles. This project will create learning opportunities for the affected youth – aged between 15-30 years through establishing quality ALP (Alternative Learning Programme) for the youth. The ALP will be along established drop-in-centers aimed to provide various youth services that response to their social needs.</p> <p>The project will provide youth services that meet their social needs through the establishment of drop-in-center. INTERSOS will identify functional and enabling Drop-in-centers for the youth in Bentiu and Malakal. The youth will access in these Drop-in-Centers variety of youth services including:</p> <ul style="list-style-type: none"> <li>• Educational Support – the drop-in-center will provide educational awareness for the youth and also make referral for the youth to the established ALP (Accelerated Learning Program) centers.</li> <li>• Reading materials – both lifesaving messages and story books for leisure and educational gaining,</li> <li>• Peer support – the youth will receive 2 hours lectures on different topics (health, security, education, etc) from professional experts (NGOs partners and community at large). This is aimed to empower the peer educators. The peer educators who benefit from this lecturing in the drop-in-centers will organize youth-led awareness where they educate the public including other youths inside and outside the PoCs on various topics including health hazards, peacebuilding, education, GBV, etc.</li> <li>• Providing recreational activities including sports (football and volley ball games) and indoor games (playing cards, ladu, chess, and dubnos) for the youth inside and outside the PoCs in Bentiu and Malakal,</li> <li>• Case management - youth receiving drop in counseling from NGO partners working in protection, health, and etc. INTERSOS will use willing experts to support the drop-in-counseling for the youth with social issues. Among the activities are youth counselling, educating them, and referring them to other functional institutions in the PoCs and outside the PoCs.</li> <li>• The drop-in-center will also provide youth space to refresh themselves. Such friendly environment will provide the youth an opportunity to interact and learn from each.</li> <li>• Creative arts - 120 youth will be trained on art of decorations such as making bed, bed sheet and table sheet decorations, etc</li> </ul> <p>The youth will receive quality literacy and numeracy learning opportunities where they receive regular classes supported by qualified teachers who are incentivized. Furthermore, the ALP (Accelerated Learning Program) will receive teaching and learning material support that enhance the quality of the teaching and learning activities. The ALP teachers will receive comprehensive literacy and numeracy training to uplift their standard of teaching.</p> <p>INTERSOS will use existing schools supported by INTERSOS for the ALP (Accelerated Learning Program) and will establish 13 ALP (Accelerated Learning Program) centers in Bentiu (3 locations: Bentiu town, Rubkona town, and Rubkona PoCs), and Malakal (2 location: Malakal PoCs and Malakal town). The establishment of these quality ALP will attract many idle youth who have no educational opportunity inside and outside the PoCs.</p> <p>INTERSOS will finally develop exit strategy where benefited communities will manage to run the ALP centers with own support. INTERSOS will build a sense of community ALP ownership. This will be started from the project entry point and will be coached benefiting communities along the project implementation</p> |                                 |                              |
| <b>Direct beneficiaries :</b>     |  |                                 |                              |

| Men  | Women           | Boys                     | Girls                | Total |       |
|--|-----------------|--------------------------|----------------------|-------|-------|
| 1,580  | 1,420           | 500                      | 500                  | 4,000 |       |
| <b>Other Beneficiaries :</b>   |                 |                          |                      |       |       |
| Beneficiary name   | Men             | Women                    | Boys                 | Girls | Total |
| Internally Displaced People  | 1,000           | 900                      | 300                  | 300   | 2,500 |
| People in Host Communities   | 580             | 520                      | 200                  | 200   | 1,500 |
| <b>Indirect Beneficiaries :</b>  |                 |                          |                      |       |       |
| The parents and the children of the youth in supported ALP and drop in center will indirectly benefit from the proposed project, both in the immediate term, and in the longer term as INTERSOS will foster youth community involvement and increase the probability of youth to access the job market.  |                 |                          |                      |       |       |
| <b>Catchment Population:</b>   |                 |                          |                      |       |       |
| INTEROSOS will implement both ALP in this proposed project. The ALP activities will be conducted in 13 ALP centers: 7 ALP centers (3 Bentiu PoC, 2 in Bentiu Town, and 2 in Rubkona) in Unity State and 6 ALP centers (4 in Malakal PoC and 2 in Malakal town) in Upper Nile State – targeting 1400 adult learners, 50% female. Further, INTERSOS will establish 2 drop-in-centers in Bentiu and Malakal and more than 2400 youth aged 15-30, 50% female.  |                 |                          |                      |       |       |
| <b>Link with allocation strategy :</b>   |                 |                          |                      |       |       |
| This project aligns with the HRP 2018 Strategic Objective 1 (save lives by providing timely and integrated multisector assistance to reduce acute humanitarian needs among the most vulnerable people.), and Cluster Objective 3 (improve crisis-affected girls', boys' and communities' ability to cope with emergencies through relevant education activities and capacity development, including psychosocial support and life-saving). It also aligns with Strategic Objective 3 support at-risk communities to sustain their capacity to cope with significant threats) and Cluster Objective 2 (improve crisis affected girls boys).   |                 |                          |                      |       |       |
| This project also fits with the aim of mainstreaming EIE response. INTERSOS is implementing Education in Bentiu, and Malakal. INTERSOS is supporting 16 schools in Upper Nile State – with school enrolment of 5,896 children (3,022 girls) including ECD 620 (293 girls), 28 schools in Unity State – current enrolment of 37087 children including 11477 girls. This project will add value with current INTERSOS intervention in Bentiu, and Malakal. Thus, the proposed project also meets Cluster's priority activities (Education SSHF SA 1: Thematic & Geographic Priorities, Eligibility Criteria for school meals to reduce risks of cognitive underdevelopment and malnutrition, and provide access to safe and protective learning environments, provision of ALP and also establishing drop-in-centres.  |                 |                          |                      |       |       |
| In crisis contexts, youth are most vulnerable to having their rights denied as lives are disrupted. Out-of-school children and adolescents are more vulnerable to violence, abuse, forced recruitment and engagement in life-threatening, and often criminal, activities. The situation in terms of education in South Sudan is alarming. Young girls are more likely to become subject to early or forced marriage rather than to graduate from primary school. Most of them will never set a foot into a secondary classroom. Ignorance, illiteracy, and insufficient knowledge about fertility regulation methods all have helped to increase early childbearing. These young people live in a rapidly changing world, faced with many pressures. Young people on the whole experience discomforting confusion, disquieting irritations and perplexities, and adjustment problems as a result of rapid social change. The prolonged conflict and the crises make the situation worse for the youth. There is an increase in drug and alcohol use among youth leading to vandalism and disrespect toward their elders and authority. There also are teenage pregnancies and school dropouts. Illegal abortion is being practiced by many girls which sometime lead to premature death. Young people in South Sudan exist in a precarious state. For many youth, educational attainment is abysmally low and economic participation is weak and inconsistent. As young people are the majority of the population, they are at the forefront of their country's violent political struggles. |                 |                          |                      |       |       |
| Study conducted in August 2013 in Warrap and Unity States showed a low primary school completion rate of 55 percent. The gender-based completion rate was consistent with national rates (with 74 percent of girls enrolling in primary school without finishing compared to 37 percent of boys). At the secondary level, three out of four boys who started secondary school finished compared to half of the girls. Results for rural youth showed only one out of ten youth who started secondary school finished, compared to one out of four urban youth. Among surveyed youth, only 35 percent reported earning an income.   |                 |                          |                      |       |       |
| INTERSOS will utilize existing schools in Rubkona, and Malakal counties for running the ALP activities. Since INTERSOS will train ALP teachers, provide ALP teaching and learning materials, etc, this will be an added value and empowering the current small scale community supported ALP in Rubkona and Malakal. The drop-in-centers will align with UNICEF funded youth activities in Rubkona PoCs and in Malakal PoCs.   |                 |                          |                      |       |       |
| <b>Sub-Grants to Implementing Partners :</b>   |                 |                          |                      |       |       |
| Partner Name   | Partner Type    |                          | Budget in US\$       |       |       |
|  |                 |                          |                      |       |       |
| <b>Other funding secured for the same project (to date) :</b>  |                 |                          |                      |       |       |
| Other Funding Source   |                 |                          | Other Funding Amount |       |       |
|  |                 |                          |                      |       |       |
| <b>Organization focal point :</b>  |                 |                          |                      |       |       |
| Name   | Title           | Email                    | Phone                |       |       |
| Veronica Thomassessay  | Head of Mission | south.sudan@intersos.org | 0923133819           |       |       |

|            |                           |  |            |
|------------|---------------------------|--|------------|
| Bashir Ali | A.g Education Coordinator | education.unity.south.sudan@intersos.org | 0915655052 |
|------------|---------------------------|--|------------|

## BACKGROUND

### 1. Humanitarian context analysis

Since December 2013, more than 2.3 million people – one in every five people in South Sudan - have been forced to flee their homes, including 1.66 million internally displaced people (with 53.4% estimated to be children) and over 706,000 refugees in neighboring countries<sup>1</sup>. Some 185,000 internally displaced people (IDPs) have sought refuge in UN Protection of Civilians (PoC) sites, while around 90% of IDPs are on the run or sheltering outside PoC sites. Due to the fluidity of displacement, it is difficult to determine the number of IDP returnees. Thousands of homes have been ruined during the fighting and many people have been displaced multiple times because of repeated attacks.<sup>2</sup> The conflict situation coupled with the poor road infrastructure that become impassable during rainy seasons, hindering access for populations and commercial traffic makes the situation for the population increasingly challenging.

Unity State has been hotspot and remained in emergency since the conflict started in 2013. The conflict displaced thousands of people out of their homes and many ended up in PoCs camp. Bentiu PoCs is the biggest IDP PoCs site with more than 120,000 IDPs hosted and highest school aged children of roughly fifty thousand. Malakal has experienced some of the heaviest fighting since South Sudan's conflict started on December 15th 2013, changing hands various times with the tit-for-tat targeting of civilians by different armed groups, forcing tens of thousands to look for security within the gates of UNMISS. The situation has not improved much over the past three years. Even with brief lulls in hostilities, changing conflict dynamics in Upper Nile have led to successive waves of violence and displacement while at the same time deepening ethnic tensions and historical grievances between groups in the area. Recent fighting on the west bank of Malakal in and around Wau Shilluk in January 2017 which saw the government taking control of the area from the opposition and blocking river access for civilians has only made matters worse. Nevertheless, the populations in the PoC continue to live in dangerously congested conditions because of the lack of physical humanitarian space on the site. The consequences for the individuals, families and communities in the PoC are immense, decreasing peoples' physical security and contributing to a marked decline in peoples' health and wellbeing. Remedying the situation to achieve minimum humanitarian standards and establish safety and security within the PoC has been difficult.

The situation in terms of education in South Sudan is alarming. Young people in South Sudan exist in a precarious state. For many youth, educational attainment is abysmally low and economic participation is weak and inconsistent. As young people are the majority of the population, they are at the forefront of their country's violent political struggles. Young females in South Sudan remain severely marginalized with lower education levels and fewer opportunities for work as compared to their male peers. As cultural and gender norms have deep roots, youth programs must work with community gatekeepers (including males, husbands, parents, and elders) in order to build upon what appears to be initial signs of a shift in the mindset around appropriate economic opportunities for female youth and the importance of girls accessing educational and skill building opportunities.

### 2. Needs assessment

INTEROS conducted 1day (February 2018) rapid assessment survey in the PoCs of Bentiu and Malakal in order to understand better the situation and existing services. The assessment methodology was talking with key stakeholders including CCCM management, NGOs supporting education and youth activities, and also talking with local authorities. The rapid assessment conducted in Malakal, and Bentiu reveals huge number of youth – aged 15-30 without a job and education. The youth in Malakal are estimated 4000 – 7000. The youth in Bentiu are estimated 8000 – 12000. Most of stakeholders interviewed in this quick assessment, liked the idea for ALP to provide learning opportunity for idle youth. The huge presence of idle youth in the PoCs is brings risk of youth involving criminal activities. Also the youth are at risk of being manipulated into the ongoing conflict by the warring parties. The assessment also highlighted that the current ALP existing classes are community supported and students are charged fees to pay. This gives no chance adults students without any income. Besides, the students being charged some fees, the teachers are not trained and there are no ALP teaching and learning materials. The youth in the PoCs have no any learning opportunity besides the private charged ALP evening classes and this makes the situation in the PoCs to be the worst.

The assessment also captures INTEROS's Education response in the project target areas:

- Upper Nile State: - in 2016, INTEROS supported 2,640 children (1,407 girls) enrolled in the POC schools and 2,700 children (1,700 girls) enrolled in Wau Shilluk. The conflict in Wau Shilluk caused displacement to Aburoc and INTEROS could establish one school only in 2017 in Aburoc for the displaced population. In 2017 INTEROS is supporting 7 schools: 4 in Malakal POC, 2 in Malakal Town and 1 in Aburoc with a total number of 5,896 children (3,022 girls) including ECD 620 (293 girls) instead of 8 due to the crisis in Wau Shilluk.
- Unity State - INTEROS is supporting 28 schools in Mayom (11 schools), Mayendit (10 schools), PoCs (3 schools), Rubkona town (2 schools), and Bentiu town (2 schools) with total school enrollment of 37087 children including 11477 girls. Above enrollment includes 24918 children (6978 girls) for primary, ECD 8170 children (3035girls), ALP 3887 student (1440 girls), and Secondary 112 students (24 females). Field assessment conducted in Mayendit and Leer reveal that Mayendit needs further support to re-open closed schools which were supported by INTEROS before May 2015.

This quick assessment further recommends:

- The establishment of free ALP centres to provide free literacy and numeracy education
- Train ALP teachers who can provide quality education
- Provide ALP teaching and learning materials in order to capacitate the quality of the education
- Give youth additional support through drop-in-centre where they are access variety of youth support services
- Coordinate ALP activities with all active partners in the PoCs and outside the PoCs

### 3. Description Of Beneficiaries

The direct beneficiaries of the proposed project is 4000 persons including 3800 youth (50% female) aged 15-30. Among the total, 2400 youth (50% female) will benefit the drop-in-centers, 1400 youth (50% female) will access the ALP, and 100 ALP facilitators (10 female) will receive monthly incentive and training on ALP subject knowledge. The breakdown of the above direct beneficiaries is:

- Unity State: Bentiu - 700 youth (400 from Bentiu PoCs, 150 from Rubkona town, and 150 from Bentiu town) will benefit ALP while 1200 youth will benefit the drop-in-centers. 50 ALP facilitators will also be supported.
- Upper Nile State: Malakal - 700 youth (300 from Malakal town and 400 from Malakal PoCs) while 1200 youth will benefit from the drop-in-centers. Also 50 ALP facilitators will be supported

### 4. Grant Request Justification

In crisis contexts, adolescents are most vulnerable to having their rights denied. Out-of-school adolescents are more vulnerable to violence, abuse, forced recruitment and engagement in life-threatening, and often criminal, activities. The situation in terms of education in South Sudan is alarming. Young people in South Sudan exist in a precarious state. For many youth, educational attainment is abysmally low and economic participation is weak and inconsistent. Young females in South Sudan remain severely marginalized with lower education levels and fewer opportunities for work as compared to their male peers.

INTERSOS has a strong expertise in education sector and works in Upper Nile (Malakal), where supports 7 schools with a total number of 5,896 children (3,022 girls) including ECD 620 (293 girls), Unity State (Bentiu), where supports 18 schools with a total number of 24918 children (6978 girls) for primary, ECD 8170 children (3035 girls), ALP 3887 students (1440 girls), and Secondary 112 students (24 females). INTERSOS conducted 1 day (February 2018) rapid assessment survey in the PoCs of Bentiu and Malakal in order to understand better the situation and to map the existing services.

The assessment reveals huge number of youth – aged 15-30 without job and education. The youth in Malakal are estimated 4000 – 7000. The youth in Bentiu are estimated 8000 – 12000. Most of stakeholders interviewed in this quick assessment, considers ALP to as crucial to provide education to adults that could not finish their studies. This will reduce the risk of youth involving criminal activities or joining the conflict. The assessment also highlighted that the few ALP existing classes are community supported and students have to pay fees. This gives no chance adults students without any income. In this centers the teachers are not trained and there are no ALP teaching and learning materials. The assessment also reveals that there are no drop-in-centers in PoCs that support the youth.

This quick assessment further recommends; the establishment of free ALP centres to provide free literacy and numeracy education, train ALP teachers who can provide quality education, provide ALP teaching and learning materials in order to improve the quality of the education, give youth additional support through drop-in-center where the youth can access to a variety of activities and support services, and coordinate ALP activities with all active partners in and outside the PoCs.

## 5. Complementarity

INTERSOS is currently implementing EIE programmes in Upper Nile State (Malakal, Reik, Melut) and Unity States (Bentiu, Rubkona and Mayendit) with UNICEF funding, and in 2017 a UNFPA project component in Bentiu PoC on sexual reproductive health and recreational activities for youth. The proposed programme will compliment what has been achieved under previous UNICEF and UNFPA project and will synergize with the upcoming UNICEF-funded programming and SSHF component in Malakal and Bentiu PoCs. INTERSOS will bring its experience in working with adolescents in the UNICEF-supported locations, to the proposed project and will ensure lessons learned in the various programmes are shared and benefitted from where appropriate.

## LOGICAL FRAMEWORK

### Overall project objective

The project aims to increase the resilience and the education level for youth aged 15-30 year through ALP and drop-in-centers in Rubkona and Malakal including both in-side and outside the PoCs.

## EDUCATION

| Cluster objectives   | Strategic Response Plan (SRP) objectives  | Percentage of activities |
|--|---|--------------------------|
| Strengthen cognitive skills of crisis-affected boys and girls  | SO2: Reinforce protection and promote access to basic services for the most vulnerable people | 40                       |
| Improve crisis-affected girls', boys' and communities' ability to cope with emergencies through relevant education activities and capacity development, including psychosocial support and life-saving messaging to reduce vulnerability | SO3: Support at-risk communities to sustain their capacity to cope with significant threats   | 60                       |

**Contribution to Cluster/Sector Objectives :** This project aligns with the HRP 2018 Strategic Objective 2 (Reinforce protection and promote access to basic services for the most vulnerable people.), and Cluster Objective 2 (Strengthen cognitive skills of crisis-affected boys and girls.). It also aligns with Strategic Objective 3 support at-risk communities to sustain their capacity to cope with significant threats) and Cluster Objective 3 (Improve crisis-affected girls', boys' and communities' ability to cope with emergencies through relevant education activities and capacity development, including psychosocial support and life-saving )

This project also fits with the aim of mainstreaming EIE response. INTERSOS is implementing Education in Bentiu and Malakal. INTERSOS is supporting 16 schools in Upper Nile State – with school enrolment of 5,896 children (3,022 girls) including ECD 620 (293 girls) and 28 schools in Unity State – current enrollment of 37087 children including 11477 girls. This project will add value with current INTERSOS intervention in Bentiu and Malakal. Thus, the proposed project also meets Cluster's priority activities (Education SSHF SA 1: Thematic & Geographic Priorities, Eligibility Criteria is to provide access to safe and protective learning environments, provision of ALP and also establishing drop-in-centres.

### Outcome 1

Improved literacy and numeracy skills of affected youth in Bentiu and Malakal and access to functional and enabling drop-in-centers for youth living in Bentiu and Malakal

### Output 1.1

#### Description

1400 affected youth (50% girls) in Bentiu (Rubkona PoCs, Rubkona town, and Bentiu town) and Malakal (Malakal PoCs and Malakal town) will benefit from new ALP centers.

#### Assumptions & Risks

- Teachers will may ask additional incentives (both in kind and cash)
- The security situation remains stable

## Indicators

| Code  | Cluster   | Indicator  | End cycle beneficiaries |       |      |       | End cycle |
|---|-----------|--|-------------------------|-------|------|-------|-----------|
|   |           |  | Men                     | Women | Boys | Girls | Target    |
| Indicator 1.1.1   | EDUCATION | (Frontline Services) Number of IDP and host community youth attending ALP  | 700                     | 700   | 0    | 0     | 1,400     |
| <b>Means of Verification</b> : student attendance and enrollment records, textbooks, photos, school timetable   |           |  |                         |       |      |       |           |
| Indicator 1.1.2   | EDUCATION | Number of ALP facilitators trained on subject knowledge  |                         |       |      |       | 100       |
| <b>Means of Verification</b> : pre-test and post-test records, training timetable, list of training participants, photos, training report, training manual  |           |  |                         |       |      |       |           |
| Indicator 1.1.3   | EDUCATION | Number of ALP facilitators monthly incentivized  |                         |       |      |       | 100       |
| <b>Means of Verification</b> : # of ALP facilitators monthly incentivized   |           |  |                         |       |      |       |           |
| <b>Activities</b>   |           |  |                         |       |      |       |           |
| <b>Activity 1.1.1</b>   |           |  |                         |       |      |       |           |
| Provide ALP learning opportunity for 1400 youth (50% female) aged 15-30 years in 13 ALP centers (7 centers: 3 Bentiu PoCs, 2 Rubkona, and 2 Bentiu town and 6 centers: 4 Malakal PoCs, and 2 Malakal town)                        |           |  |                         |       |      |       |           |
| <b>Activity 1.1.2</b>   |           |  |                         |       |      |       |           |
| Conduct training on subject knowledge in literacy and numeracy, teaching methodology using adult learning principle methods, and lifeskills component for 100 ALP teachers (50 teachers from Bentiu and 50 teachers from Malakal) |           |  |                         |       |      |       |           |
| <b>Activity 1.1.3</b>   |           |  |                         |       |      |       |           |
| Supporting ALP facilitators in Bentiu and Malakal,with monthly incentive to enhance quality of ALP teaching and learning programme  |           |  |                         |       |      |       |           |
| <b>Output 1.2</b>   |           |  |                         |       |      |       |           |
| <b>Description</b>  |           |  |                         |       |      |       |           |
| Affected 2400 youth in Malakal and Bentiu will access functional drop-in-centers which provides youth services that responds to their psycho social needs   |           |  |                         |       |      |       |           |
| <b>Assumptions &amp; Risks</b>  |           |  |                         |       |      |       |           |
| Youth will be willing to go to drop in centers<br>Youth will be willing to disseminating information among peer groups and community<br>Youth will ask incentive for thier contribution   |           |  |                         |       |      |       |           |
| <b>Indicators</b>   |           |  |                         |       |      |       |           |
| Code  | Cluster   | Indicator  | End cycle beneficiaries |       |      |       | End cycle |
|   |           |  | Men                     | Women | Boys | Girls | Target    |
| Indicator 1.2.1   | EDUCATION | (Frontline Services) Number of youth reached with life-saving messages on child protection, hygiene, health and GBV in schools and local communities | 1,200                   | 1,200 |      |       | 2,400     |
| <b>Means of Verification</b> : list of youth accessing different services in the drop-in-center, photos, activities report, work plans  |           |  |                         |       |      |       |           |
| <b>Activities</b>   |           |  |                         |       |      |       |           |
| <b>Activity 1.2.1</b>   |           |  |                         |       |      |       |           |
| Identify functional and enabling drop-in-center while using the current YFS spaces in Bentiu and Malakal PoCs   |           |  |                         |       |      |       |           |
| <b>Activity 1.2.2</b>   |           |  |                         |       |      |       |           |
| Running drop-in-center by providing peer support, case management, sports activities, reading sessions, in-door games, and creative skills training   |           |  |                         |       |      |       |           |
| <b>Additional Targets</b> :   |           |  |                         |       |      |       |           |

## M & R

### Monitoring & Reporting plan

INTERSOS is committed to monitor and evaluate the action's implementation and dynamics to ensure that expected results are achieved within the designated time frame, and that the project is responding to the priority sectoral needs within the targeted communities. In order to do this, the education project manager will ensure regular and timely reporting against indicators, sharing internally with the education programme coordinator, and wider programme support team in Juba and HQ, through INTERSOS' project appraisal tool. The implementation of the project, as well as its monitoring and reporting, will be supported by the education programme coordinator and Health and nutrition coordinator from a technical and programmatic perspective, as well as the country finance officer and the logistics coordinator, both of whom will support project monitoring from a compliance and procedural perspective.

An M&E plan will be elaborated at project start-up phase (part of INTERSOS' project appraisal tool) and will involve all programme staff, as well as the targeted communities, in regularly monitoring the progress of the project, looking specifically for impact, relevance and quality of activities/expected results, as well as output monitoring.

INTERSOS will continue to regularly submit updated 5W matrix to the cluster on a bi-weekly basis, and will ensure regular reporting (interim and final) to the SSHF. Finally, INTERSOS will facilitate M&R visits from the SSHF team and will ensure any feedback shared is integrated into the project implementation

### Workplan

| Activitydescription   | Year | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|------|---|---|---|---|---|---|---|---|---|----|----|----|
| Activity 1.1.1: Provide ALP learning opportunity for 1400 youth (50% female) aged 15-30 years in 13 ALP centers (7 centers: 3 Bentiu PoCs, 2 Rubkona, and 2 Bentiu town and 6 centers: 4 Malakal PoCs, and 2 Malakal town)                        | 2018 |   |   |   | X | X | X | X | X | X | X  | X  | X  |
| Activity 1.1.2: Conduct training on subject knowledge in literacy and numeracy, teaching methodology using adult learning principle methods, and lifeskills component for 100 ALP teachers (50 teachers from Bentiu and 50 teachers from Malakal) | 2018 |   |   |   |   | X |   |   |   |   |    |    |    |
| Activity 1.1.3: Supporting ALP facilitators in Bentiu and Malakal,with monthly incentive to enhance quality of ALP teaching and learning programme  | 2018 |   |   |   | X | X | X | X | X | X | X  | X  | X  |
| Activity 1.2.1: Identify functional and enabling drop-in-center while using the current YFS spaces in Bentiu and Malakal PoCs   | 2018 |   |   | X | X | X | X | X | X | X | X  | X  | X  |
| Activity 1.2.2: Running drop-in-center by providing peer support, case management, sports activities, reading sessions, in-door games, and creative skills training   | 2018 |   |   |   | X | X | X | X | X | X | X  | X  | X  |

## OTHER INFO

### Accountability to Affected Populations

INTERSOS will ensure accountability to the target population in the following ways:

- Ongoing advocacy with county education officials, as well as the national and state level clusters (which INTERSOS leads Education in Upper Nile State, and Unity State officially and is very active among other cross cutting cluster including WASH, Health, Child Protections, etc), to ensure the feedback of the community is raised at all fora and is taken into consideration in education response planning.
  - INTERSOS will ensure transparency in our intervention through regularly sharing information with community members on the programme, its aims and achievements to date, as well as on the policies, procedures and values of INTERSOS.
- The feedback and complaints of the affected population will be received and addressed where possible, either through direct intervention by INTERSOS, or through passing issues raised on to county education officials or State or National cluster mechanisms.
- INTERSOS has clear policies and procedures to deal with any issues raised by affected individuals regarding sensitive violations and/or physical abuse. The community will be mobilized to participate in the achievement of the project, and their concerns – particularly in terms of the number of teachers supported, the quality of education and support and the need for more learning spaces – have been integrated into the project design.

Finally, INTERSOS will involve the community in the monitoring and evaluation of the proposed project, as well as the design of further/future EiE interventions in the supported communities.

### Implementation Plan

INTERSOS will achieve the proposed activities as per the workplan elaborated above. The teams of INTERSOS have been already in the selected location thus implementation will begin immediately. The Education project manager will be responsible to oversee activities in all selected locations, and will split his/her time equally between the three States. In the absence of the PM, the education officer will be deputized and supporting operation. Specific workplans will be drawn up for each location at project start-up phase and will be revised as the project progresses. Financial plans and procurement plans will also be designed to facilitate effective implementation of the project.

In terms of project management, in Malakal, and Bentiu the education officer will be responsible for the implementation of the project activities in the field with regular supervision, monitoring and guidance by the Education project manager. Further, the education officers will be responsible for the day-to-day monitoring of the schools, aiming to ensure each supported center receives a weekly monitoring and coaching visit from the INTERSOS education team. The project manager will ensure daily communication with both field teams and with the logistic department through phone, email, skype and thuraya while visiting the other locations.

### Coordination with other Organizations in project area

| Name of the organization | Areas/activities of collaboration and rationale |
|--------------------------|---|
|                          |   |

### Environment Marker Of The Project

|  |
|--|
|  |
|--|

### Gender Marker Of The Project

2a-The project is designed to contribute significantly to gender equality

### Justify Chosen Gender Marker Code

The proposed project will contribute substantially to gender equality in the following ways:

- Peer education and contents of the Peer educators monthly public awareness will be conceptualize with a focus on gender
- Referral pathway will support in the identification of cases of GBV/SGBV and refer them to the partners
- The selection of students in ALP and the peer educators will be carried out try to involve the highest number of female
- Equality will be ensured between the sexes in the selection of adolescent girls and boys for the youth component of the project.
- The creative art lab will provide young women and mother with new skills and possibility to increase their income in the future.

### Protection Mainstreaming

|  |
|--|
|  |
|--|

The specific needs of girls, boys, women and men will be taken into consideration throughout the project cycle in the following ways:

- WASH facilities to be created in drop in centers according to Sphere standards with separated stances for girls and boys
- Referral pathway will support in the identification of cases and report them to partners specialized on protection
- In UNS, and US the education team works in collaboration the protection team
- INTERSOS will implement the intervention following the principle of do not harm and protection mainstreaming
- Following INTERSOS Code of Conduct and Child Safeguarding and GBV Policy, all beneficiaries will be informed through dissemination of key messages and awareness sessions about the reporting mechanism related to CSG and GBV incidents.

## Country Specific Information

### Safety and Security

South Sudan is a country which is cyclically affected by complex emergencies both natural and ethnic-conflict-related, with the Greater Upper Nile region being one of the most highly affected. The conflict that began in December 2013 continues to affect the lives of millions of people. It has been marked by brutal violence against civilians and deepening suffering across the country. The major humanitarian consequences are widespread displacement due to the violence, high rates of death, disease, and injuries, severe food insecurity and disrupted livelihoods and a major malnutrition crisis, which this year led to levels of starvation in some parts of the country.

The crisis in July 2016 worsened the already devastating situation and increased the number of IDPs in many areas of the country, With the end of the raining season in October, these offensives have started again.

The security situation in Malakal in Upper Nile State and adjacent areas is relatively calm after clashes between the SPLA and the Aguelek forces on west bank zones near Malakal town on October 2016. Violence and revenge attacks targeting innocent civilians and appealed to 'aggrieved' parties to exercise restraint are widespread.

In 2017, Bentiu PoC continued to expand, since March when heavy fighting in Mayendit and Leer lead to renewed wave of displacement (2,180 new arrivals in March) now the situation has stabilized and IDPs are leaving the camp but the risk of new waves of IDPs and the intensification of the fights still remains high.

### Access

Lack of access, especially during rainy season when roads are closed and airstrips accessible only by helicopter, make delivery of assistance by humanitarian actors logistically complex and challenging. In both Bentiu and Malakal, insecurity and some hostilities can constrained freedom of movement of both, civilians and humanitarian actors, requiring complex negotiation with state and non-state actors for access to humanitarian space. The remoteness of some locations and the difficulty in access, especially in the raining season, have resulted in a lack of service provision, which has increased health and protection concerns.

Also Bentiu and Malakal can create serious constrains due to the rainy season or sudden worsening of the conflict in the surrounding areas. Additionally the regulatory environment for humanitarian activities in South Sudan is a key concern, with aid workers reporting a significant increase in bureaucratic impediments.

## BUDGET

| Code                                      | Budget Line Description   | D / S | Quantity | Unit cost | Duration Recurrence | % charged to CHF | Total Cost |
|---|---|-------|----------|-----------|---------------------|------------------|------------|
| <b>1. Staff and Other Personnel Costs</b> |   |       |          |           |                     |                  |            |
| 1.1                                       | Project Manager   | D     | 1        | 5,500.00  | 9                   | 100.00           | 49,500.00  |
|   | <i>The roving project manager will hold overall responsibility for the implementation of the proposed project in the two locations: Bentiu, and Malakal.</i>  |       |          |           |                     |                  |            |
| 1.2                                       | Education Officer   | D     | 2        | 1,350.00  | 9                   | 100.00           | 24,300.00  |
|   | <i>The 2 Officers (2 Drop-in-center and ALP Education officers ) will support the PM in the implementation of the project. He/she will line manage ALP and drop-in-center and deputize for the PM in his/her absence. In Malakal 1 drop in center and 6 ALP centers. in Bentiu, 1 drop in center and 7 ALP centers.</i>   |       |          |           |                     |                  |            |
| 1.3                                       | Country Finance Coordinator   | S     | 1        | 5,500.00  | 9                   | 3.50             | 1,732.50   |
|   | <i>Contribution to Finance Officer (international, based in Juba) @ 5,500 USD/mo to guarantee full adherence to internal and donor's administrative and financial procedures and timely submission of interim and final report. Unit cost includes gross salary, medical and life insurance, legal registration in the country, quota of international flight as per % budgeted.</i>  |       |          |           |                     |                  |            |
| 1.4                                       | Human Resource Manager  | S     | 1        | 5,500.00  | 9                   | 3.50             | 1,732.50   |
|   | <i>"Works with the technical support of the HR Officer based in HQ for the management of the National Staff (policies/strategies, rules and tools)<br/>He/she is responsible for the design, regular update and implementation of the National Staffs Internal Regulations and for the implementation of National Labor Law<br/>He/she supports the mission staffs (National and International) with team management responsibilities in the application of Internal Regulations @ 5,500 USD/mo. Unit cost includes gross salary, medical and life insurance, legal registration in the country, quota of international flight as per % budgeted.</i> |       |          |           |                     |                  |            |
| 1.5                                       | Drivers   | S     | 5        | 860.00    | 9                   | 3.50             | 1,354.50   |
|   | <i>3.5% contribution to 5 drivers @ 860 USD / mo each. Unit cost includes gross salary (net, social insurance and income tax) and medical insurance</i>   |       |          |           |                     |                  |            |
| 1.6                                       | Admin/HR/Finance Officer Assistant  | S     | 3        | 1,250.00  | 9                   | 3.50             | 1,181.25   |

|  |   |   |     |          |   |        |                  |
|--|---|---|-----|----------|---|--------|------------------|
|  | 3.5% contribution to 3 staff @ 1250 USD / mo each. Unit cost includes gross salary (net, social insurance and income tax) and medical insurance   |   |     |          |   |        |                  |
|  | <b>Section Total</b>  |   |     |          |   |        | <b>79,800.75</b> |
| <b>2. Supplies, Commodities, Materials</b> |   |   |     |          |   |        |                  |
| 2.1  | Equipment for 2 drop in centers   | D | 2   | 2,500.00 | 1 | 100.00 | 5,000.00         |
|  | <i>Plastic table 5 @50 USD for total of 250USD plastic chairs 40@25USD for a total of 1000, 2 metallic cupboard @100USD for a total of 200USD, 1 first aid kits @50 USD, 1 Library with books @700USD, 300USD indoor board games or educational posters multiplied two locations Bentiu and Malakal</i>       |   |     |          |   |        |                  |
| 2.2  | Training on creative art in drop in center  | D | 2   | 300.00   | 6 | 100.00 | 3,600.00         |
|  | <i>60 youth in Bentiu drop in center and 60 in Malakal Drop in center will participate in creative art training done monthly. 150@ trainer monthly and 150@materials per each location monthly</i>  |   |     |          |   |        |                  |
| 2.3  | Peer education monthly public awareness   | D | 2   | 150.00   | 9 | 100.00 | 2,700.00         |
|  | <i>These events will be conducted in Bentiu and Malakal drop in centers inviting professionals of different sector 150USD per each monthly event in each location cover refreshments and stationary and transportation fee of the trainer</i>   |   |     |          |   |        |                  |
| 2.4  | Sport Activities of drop in centers   | D | 2   | 550.00   | 1 | 100.00 | 1,100.00         |
|  | <i>The materials needed are uniforms for two teams 10USD*45 for a total 450 plus a lumpsum of 100 for the net, balls and other port equipment for each location</i>   |   |     |          |   |        |                  |
| 2.5  | Public awareness sessions led by youth peer educators and other activities led by youth   | D | 2   | 200.00   | 4 | 100.00 | 1,600.00         |
|  | <i>Malakal and Bentiu will have a bi-monthly lumpsum for organizing public awareness sessions led by youth peer educators on the topics learn by the peer education monthly public awareness meetings and reading session etc. @200 USD bi-monthly (materials, refreshment, Stationary Etc.) for 4 months</i> |   |     |          |   |        |                  |
| 2.6  | Training for ALP teaching methodology   | D | 400 | 7.00     | 1 | 100.00 | 2,800.00         |
|  | <i>100 teachers, selected from the ALP ( In 50 Malakal and 50 Benitu and ) will be trained for 4 days (cost of one day of training for a participant is 7 dollars</i>   |   |     |          |   |        |                  |
| 2.7  | Printing Materials such as Textbooks for ALP  | D | 780 | 9.00     | 1 | 100.00 | 7,020.00         |
|  | <i>Each ALP will receive 60 textbooks according to the level of the students, the number of ALP 13 (7 for Bentiu and 6 in Malakal). The unit cost of a book @9USD for a total of 1300USD</i>  |   |     |          |   |        |                  |
| 2.8  | Incentives for ALP facilitators   | D | 100 | 30.00    | 9 | 100.00 | 27,000.00        |
|  | <i>100 facilitators, selected from the ALP ( In 50 Malakal and 50 Benitu ) will receive a monthly incentives @30 USD in cash</i>  |   |     |          |   |        |                  |
| 2.9  | Visibility and IEC materials  | D | 1   | 2,720.39 | 1 | 100.00 | 2,720.39         |
|  | <i>Signboards, stickers, flags, t-shirts, megaphones, lifesaving messages. Each location will have a lumpsum of 1360.195USD</i>   |   |     |          |   |        |                  |
|  | <b>Section Total</b>  |   |     |          |   |        | <b>53,540.39</b> |
| <b>3. Equipment</b>                        |   |   |     |          |   |        |                  |
| 3.1  | Project Equipment   | D | 1   | 2,000.00 | 1 | 100.00 | 2,000.00         |
|  | <i>Purchase of laptop and camera. for a total of 2000 BREAKDOWN: Laptop x 2 @ 700 USD each for Education Officers, 2 camera @ 300USD - for total of 2000 USD</i>  |   |     |          |   |        |                  |
|  | <b>Section Total</b>  |   |     |          |   |        | <b>2,000.00</b>  |
| <b>4. Contractual Services</b>             |   |   |     |          |   |        |                  |
| 4.1  | In kind incentives for youth  | D | 100 | 25.00    | 1 | 100.00 | 2,500.00         |
|  | <i>Bentiu will give in kind incentives to 100 youth @25, Bentiu and Malakal will receive in kind incentives</i>   |   |     |          |   |        |                  |
|  | <b>Section Total</b>  |   |     |          |   |        | <b>2,500.00</b>  |

| 5. Travel                                   |   |    |   |           |   |        |                  |
|---|---|----|---|-----------|---|--------|------------------|
| 5.1   | Airfares  | D  | 2 | 625.00    | 9 | 100.00 | 11,250.00        |
|   | <i>18 internal flights to and from the project location for PM, Education coordinator, and support staff including admin, logistic, etc - 550 USD/ round trip (625 including 25 kg extra luggage)</i> |    |   |           |   |        |                  |
| 5.2   | Vehicle rental and maintenance (including driver)   | D  | 2 | 1,250.00  | 9 | 100.00 | 22,500.00        |
|   | <i>Rent of vehicle including the provision of a driver and regular maintenance - Bentiu 5 days @250/day, Malakal 5 days @250 = 2500USD per month for globally</i>                                     |    |   |           |   |        |                  |
| 5.3   | Vehicles and generators fuel/maintenance  | D  | 1 | 350.00    | 9 | 100.00 | 3,150.00         |
|   | <i>Contribution to vehicle and generator fuel and maintenance in the 2 location</i>   |    |   |           |   |        |                  |
|   | <b>Section Total</b>  |    |   |           |   |        | <b>36,900.00</b> |
| 6. Transfers and Grants to Counterparts     |   |    |   |           |   |        |                  |
| NA  | NA  | NA | 0 | 0.00      | 0 | 0      | 0.00             |
|   | NA  |    |   |           |   |        |                  |
|   | <b>Section Total</b>  |    |   |           |   |        | <b>0.00</b>      |
| 7. General Operating and Other Direct Costs |   |    |   |           |   |        |                  |
| 7.1   | Communication cost  | D  | 1 | 500.00    | 9 | 30.00  | 1,350.00         |
|   | <i>Airtime, internet etc.</i>   |    |   |           |   |        |                  |
| 7.2   | Field accommodation   | D  | 1 | 1,000.00  | 9 | 15.00  | 1,350.00         |
|   | <i>Field accommodation for roving PM</i>  |    |   |           |   |        |                  |
| 7.3   | Office supplies, stationary, running cost, utilities and maintenance  | D  | 1 | 250.00    | 9 | 30.00  | 675.00           |
|   | <i>Contribution to office supplies, stationary, running cost, utilities and maintenance</i>   |    |   |           |   |        |                  |
| 7.4   | Office rent   | S  | 1 | 12,000.00 | 9 | 3.50   | 3,780.00         |
|   | <i>Contribution to office rent 12000/Month, 9 months @ 3.5%</i>   |    |   |           |   |        |                  |
| 7.5   | IT maintenance and repair costs   | D  | 1 | 1,150.00  | 9 | 3.50   | 362.25           |
|   | <i>Maintenance and repair for computer, tablets, phones, Thuraya etc.</i>   |    |   |           |   |        |                  |
| 7.6   | Transfer of funds to field location (security mitigation) and bank costs  | S  | 1 | 300.00    | 9 | 50.00  | 1,350.00         |
|   | <i>Transfer of funds to field location (security mitigation) and bank costs</i>   |    |   |           |   |        |                  |
| 7.7   | Security management&Legal Costs in the Country  | S  | 1 | 5,000.00  | 9 | 3.50   | 1,575.00         |
|   | <i>8% contribution to cost for security management (security service, night driver, upgrade, etc) and Legal costs in the country (registrations, legal consultancy)</i>                               |    |   |           |   |        |                  |
| 7.8   | Monitoring and evaluation   | S  | 1 | 5,500.00  | 9 | 3.50   | 1,732.50         |

|                   |   |  |  |                   |
|-------------------|---|--|--|-------------------|
|                   | 3.5% contribution to Monitoring and Evaluation (trip, per diem and accommodation) |  |  |                   |
|                   | <b>Section Total</b>  |  |  | <b>12,174.75</b>  |
| <b>SubTotal</b>   | 1,418.00  |  |  | <b>186,915.89</b> |
| Direct            |   |  |  | 172,477.64        |
| Support           |   |  |  | 14,438.25         |
| <b>PSC Cost</b>   |   |  |  |                   |
| PSC Cost Percent  |   |  |  | 7.00              |
| PSC Amount        |   |  |  | 13,084.11         |
| <b>Total Cost</b> |   |  |  | <b>200,000.00</b> |

#### Project Locations

| Location              | Estimated percentage of budget for each location | Estimated number of beneficiaries for each location |       |      |       |       | Activity Name  |
|-----------------------|--|---|-------|------|-------|-------|--|
|                       |  | Men   | Women | Boys | Girls | Total |  |
| Unity -> Rubkona      | 50   | 790   | 710   | 250  | 250   | 2,000 | Activity 1.1.1: Provide ALP learning opportunity for 1400 youth (50% female) aged 15-30 years in 13 ALP centers (7 centers: 3 Bentiu PoCs, 2 Rubkona, and 2 Bentiu to...<br>Activity 1.1.2: Conduct training on subject knowledge in literacy and numeracy, teaching methodology using adult learning principle methods, and lifeskills component...<br>Activity 1.1.3: Supporting ALP facilitators in Bentiu and Malakal,with monthly incentive to enhance quality of ALP teaching and learning programme<br>Activity 1.2.1: Identify functional and enabling drop-in-center while using the current YFS spaces in Bentiu and Malakal PoCs<br>Activity 1.2.2: Running drop-in-center by providing peer support, case management, sports activities, reading sessions, in-door games, and creative skills training |
| Upper Nile -> Malakal | 50   | 790   | 710   | 250  | 250   | 2,000 | Activity 1.1.1: Provide ALP learning opportunity for 1400 youth (50% female) aged 15-30 years in 13 ALP centers (7 centers: 3 Bentiu PoCs, 2 Rubkona, and 2 Bentiu to...<br>Activity 1.1.2: Conduct training on subject knowledge in literacy and numeracy, teaching methodology using adult learning principle methods, and lifeskills component...<br>Activity 1.1.3: Supporting ALP facilitators in Bentiu and Malakal,with monthly incentive to enhance quality of ALP teaching and learning programme<br>Activity 1.2.1: Identify functional and enabling drop-in-center while using the current YFS spaces in Bentiu and Malakal PoCs<br>Activity 1.2.2: Running drop-in-center by providing peer support, case management, sports activities, reading sessions, in-door games, and creative skills training |

#### Documents

| Category Name                | Document Description                              |
|------------------------------|---|
| Project Supporting Documents | BoQ constructions.xlsx                            |
| Budget Documents             | SS_180209_SSHF 2018 SA1_budget guidance_final.pdf |