



unicef  for every child

Integrated Essential Emergency Education Project (IEEES)

FY 2018 ANNUAL REPORT

Award No: AID-668-IO-17-00002

Period Ending: 1 October 2018



Prepared for:

Jane Namadi (AOR)
Anyieth Ayuen (Alt. AOR)

Prepared By:

UNICEF South Sudan Country Office

TABLE OF CONTENTS

1. PROJECT OVERVIEW	3
ACRONYMS AND ABBREVIATIONS	4
2. EXECUTIVE SUMMARY	5
3. PROJECT DESCRIPTION/INTRODUCTION	7
4. CHANGES IN THE IMPLEMENTATION ENVIRONMENT	24
5. PERFORMANCE MONITORING AND SUPERVISION	25
6. ACTIONS FOR THE COMING YEAR	26
7. MANAGEMENT APPROACH AND ADMINISTRATIVE ISSUES	27
8. COLLABORATION, LEARNING AND ADAPTING	28
10. RESILIENCE.....	31
11. CROSS-CUTTING ISSUES	31
ANNEX.....	33

1. PROJECT OVERVIEW

Project name	Integrated Essential Emergency Education Services (IEEES) Project in South Sudan
Implementation/Funding Mechanism (Cooperative Agreement/Contract /Grant)	AID-668-IO-17-00002
Activity start/End date	25 September 2017/25 September 2020
Name of prime implementing partner	United Nations Children’s Fund (UNICEF), South Sudan
Contract/Agreement number	AID-668-IO-17-00002
Geographical Location	Upper Nile, Jonglei (including the Greater Pibor Administrative Area), Unity, Lakes, Central Equatoria, Eastern Equatoria and Western Equatoria, Northern Bahr el Ghazal, Western Bahr el Ghazal, Warrap.
Prepared for USAID/South Sudan c/o American Embassy Kololo Road Juba	Jane Namadi (AOR) Anyieth Ayuen (Alt. AOR)
Reporting period	30 September 2017 – 1 October 2018
Submitted by	Andrea Suley, Deputy Representative asuley@unicef.org Nor Shirin Md. Mokhtar, Chief of Education nmdmokhtar@unicef.org Jennifer Banda, Resource Mobilization Manager jebanda@unicef.org

ACRONYMS AND ABBREVIATIONS

ALP	-	Accelerated learning programme
BTL	-	Back to Learning
CAAFAG	-	Children associated with armed forces or armed groups
CFS	-	Child-friendly space
CPiE	-	Child protection in emergencies
CP	-	Child protection
ECD	-	Early childhood development
EEP	-	Emergency Education Programme
EiE	-	Education in Emergencies
FTR	-	Family tracing and reunion
FY	-	Financial year
GBV	-	Gender-based violence
GESS	-	Girls' Education South Sudan
HIV	-	Human immunodeficiency virus
IDP	-	Internally displaced person
LSaZoP	-	Learning space as Zone of Peace
MoGEI	-	Ministry of General Education and Instruction
MRE	-	Monitoring, reporting and evaluation
MRM	-	Monitoring and reporting mechanism
NGO	-	Non-governmental organisation
OOSC	-	Out-of-school children
PCA	-	Programme cooperation agreement
PFA	-	Psychological first aid
PoC	-	Protection of civilians (site)
PSS	-	Psychosocial support
PTA	-	Parent-teacher association
SMC	-	School management committee
SPLA-IO	-	Sudan Peoples' Liberation Army in Opposition
SOPs	-	Standard operating procedures
TLM	-	Teaching and learning material
TLS	-	Temporary learning space
UASC	-	Unaccompanied and separated children
UNICEF	-	United Nations Children's Fund
UNMISS	-	United Nations Mission in South Sudan
USAID	-	United States Agency for International Development
USG	-	United States Government
WASH	-	Water, Sanitation and Hygiene

2. EXECUTIVE SUMMARY



Fig. 1: Launch of the IEEES project in Malakal on 9 February 2018 (UNICEF, 2018)

The Integrated Essential Emergency Education Services (IEEES) project was launched in Malakal on 9 February 2018 and builds on the success of the Emergency Education Programme (EEP). The successful conclusion of EEP was marked at a joint UNICEF-USAID event held on 16 July 2018 with the Minister of Education as the guest of honour.

IEEES aims to contribute to Goal 3 of the US Government Strategy on International Basic Education¹, increasing access to education in crisis and conflict environments, as well as to Sustainable Development Goal 4: Ensuring inclusive and quality education for

all. Specifically, the objectives are: (1) Increasing access to safe and protective learning environments for conflict-affected children, adolescent and youth; (2) Improving the quality of education in the targeted states; and (3) Strengthening recovery and resilience among children and adolescents.

With these objectives in mind, strategies and interventions were developed or improved in order to reach out to the most marginalised communities in South Sudan, including girls and pastoralist communities. These groups of children have traditionally found access to education particularly difficult, due to geographical remoteness in the case of pastoralists, or cultural biases and practices in the case of girls. UNICEF's long-term presence in South Sudan coupled with its extensive connections, partnerships and local knowledge was critical in reaching out to these groups, and bringing education services to them. At the same time, as well as reaching more children, the project works to ensure improved learning outcomes by strengthening



mechanisms for measuring progress and enhancing training, mentoring and supervision of teachers, parent-teacher associations (PTA)/school management committee (SMC) members and others.

The geographical scope of IEEES was expanded from EEP's six most conflict-affected states to cover the entire country and project activities are implemented by UNICEF in close cooperation with 26 implementing partners for

Education interventions and 29 implementing partners for Child Protection interventions.

¹ The U.S. Department of Education's Strategic Plan for Fiscal Years (FY) 2018–22. Strategic Goal 3: Strengthen the quality, accessibility and use of education data through better management, increased privacy protections and transparency.

During the reporting period, from 30 September 2017 to 1 October 2018, **514,803 children (206,859 girls)** were reached with educational support and child protection services in 905 schools in 53 counties in the 10 former states. The largest number of children reached were in Unity, Jonglei and Upper Nile states. This is partly because of a large number of internally displaced persons (IDPs) in Bentiu Protection of Civilian (PoC) site; and partly due to the mobilisation of children through the ‘Beyond Bentiu Response’ strategy which focused on Back to School (BTL) campaigns in hard-to-reach areas. In Jonglei and Upper Nile, the number of children reached is also attributed to a relatively calm security situation there, which enabled UNICEF partners to expand access and reach areas that were previously either inaccessible or experienced learning interruptions as a result of displacement.

All these children were reached with education services despite a challenging operating environment caused by continued conflict in some areas, for example in Central Equatoria, Western Bahr el Ghazal and Eastern Equatoria. Continued conflict in these areas led to wide displacement, economic crisis and attacks on schools. Inter-communal conflict in the Juba PoC 1 site in August 2018 led to the relocation of families to Mangateen, including 1,236 children in need of education. UNICEF worked with four partners - the Daughters of Mary Immaculate (DMI), CARE Plus, the Norwegian Refugee Council (NRC) and INTERSOS, to accommodate this new influx in the existing schools. More than 2,000 school-aged IDP children in Tambura (Western Equatoria) received support including learning spaces. The security situation did not allow education services to reach Southern Mayendit, Leer and Koch (Unity state), some of the hardest hit areas in South Sudan.

Qualitative Results

The project had considerable qualitative impact on the local community and the learners. In addition to the number of children reached, temporary learning spaces (TLS) were established using local materials, and educational supplies were delivered. The project promoted community engagement, the development of quality partnerships, and a feeling of local ownership. It also built up local capacities and enhanced the quality of the school environment and well-being of children.

These activities contributed to a qualitative improvement in school environments as well as the quality of child-centred teaching and learning in the classroom. Strong emphasis on the capacity building of teachers, PTA/SMC members and supervisors strengthened the sustainability of results achieved. Project interventions were community-based and context-specific as a result of extensive consultation with local communities about their needs and through making use of local knowledge and materials (e.g. bamboo and thatch for TLS; leaves, stones, and sand for early childhood development (ECD) activities). The IEEES has linked the gap between demand and supply ensuring quality learning and retention of learners.

Under the child protection component, UNICEF and partners continued to implement community-based psychosocial support (PSS) activities and case management referral. A manual for PSS facilitators was designed and translated into seven local languages as well as Arabic, providing a harmonised tool for field staff to use, thereby improving the efficiency and quality of support offered.

Quantitative Results

Out of 12 indicators, the annual targets for eight were exceeded (see table on progress indicators, p. 17). A total of **514,803 children (206,859 girls)** were reached with educational support. Of these, 453,336 children (183,530 girls) received and accessed essential school supplies through student kits, recreation kits and ECD kits. Due to inaccessibility and security constraints in some counties in southern Unity and northern Jonglei states, not all of the supplies could be delivered. For example, Duk county in Jonglei, was not accessible either by road or by air. In Fangak county, the only means of transport was by river, but reported cases of insecurity along the Nile delayed the delivery of supplies for some months. The situation was monitored and the delayed supplies were able to be delivered by boat in September 2018 through UNICEF partner Finn Church Aid. In New Fangak, World Relief had to withdraw staff due to a demand by local authorities for partners to pay income tax, as a result, the distribution of supplies was interrupted. However, other project activities such as teacher training, community mobilisation and setting up of TLS did take place.

UNICEF established 232 TLS and rehabilitated 71 classrooms in ECD centres, primary schools and non-school based settings. Most of these learning spaces met South Sudan's minimum safety standards and were declared Learning Spaces as Zones of Peace, based on a set of agreed criteria such as internal, external, community level and environmental threat.

IEEES provided schools with training in school development planning which included costed activities (in synergy with the GESS project) for schools to conform to the requirements set out to be classified as a Learning Space as Zone of Peace (LSaZoP). The aim was to secure protective learning environments in conflict and post-conflict situations, raise awareness among communities, school management and children, and build local and national level engagement to protect education through a bottom-up approach. In 2018 a total of 82,350 learners were reached in 183 learning spaces which are being developed to become LSaZoPs.

A total of 552 teachers (315 female) were trained on Psychological First Aid (PFA) as well as on the existing referral pathways in their respective locations. Direct support and family tracing and reunification (FTR) were provided to 7,298 children (3,364 girls), while 5,737 children (2,588 girls) were reunified with their preferred guardian.

3. PROJECT DESCRIPTION/INTRODUCTION

Under the previous Emergency Education Project (EEP), 464,844 children (including 176,368 girls) gained access to education in a safe learning environment in six project states. IEEES is designed to increase the retention rates of the most vulnerable boys and girls which were enrolled under EEP by providing sustained learning opportunities, improving learning outcomes, levels of protection, resilience and recovery for children who have experienced violent conflict, displacement, disruption to their education and psychological trauma. The project has a particular emphasis on expanding access to education for girls as well as other vulnerable groups such as the disabled and pastoralist communities. Key strategies of the project include using conflict-sensitive programming, a continued focus on improving measurable learning outcomes, regular teacher mentoring and training, enhancing even further the level of inter- and intra-sectoral convergence, and deepening partnerships with implementing partners and national and state authorities.

The project has three outputs, under which activities and results are described in this report:

Output 1: Expanded support to equitable access to safe learning opportunities for out-of-school boys and girls, IDP and host community children and adolescents/youth.

Output 2: Improved quality of education through enhanced literacy and numeracy skills, life skills, and psychosocial support, and building resilience of conflict-affected children.

Output 3: Improved recovery and resilience by linking education with child protection services and psychosocial support to children and adolescents/youth including survivors of gender-based violence, aged 3-18.

Output 1: Expanded support to equitable access to safe learning opportunities for out-of-school boys and girls, IDP and host community children and adolescents aged 3-18

The IEEES supported equitable access to safe learning opportunity for the Out of school children by providing essential components of the education services. This included providing Temporary Learning Spaces (TLS), essential school supplies, teachers and learners kits, provision of volunteer teachers and their trainings. With the active involvement of community and parents, Back to School Campaigns mobilized the learners, and significantly increased their enrolment in the schools. These campaigns were especially aimed at children who dropped out of school during the conflict, have been displaced, or who are from marginalised groups such as pastoralists and the disabled. The demand created through Back to School campaign was supplemented with the IEEES project to ensure quality education and retain the learners enrolled in the schools.

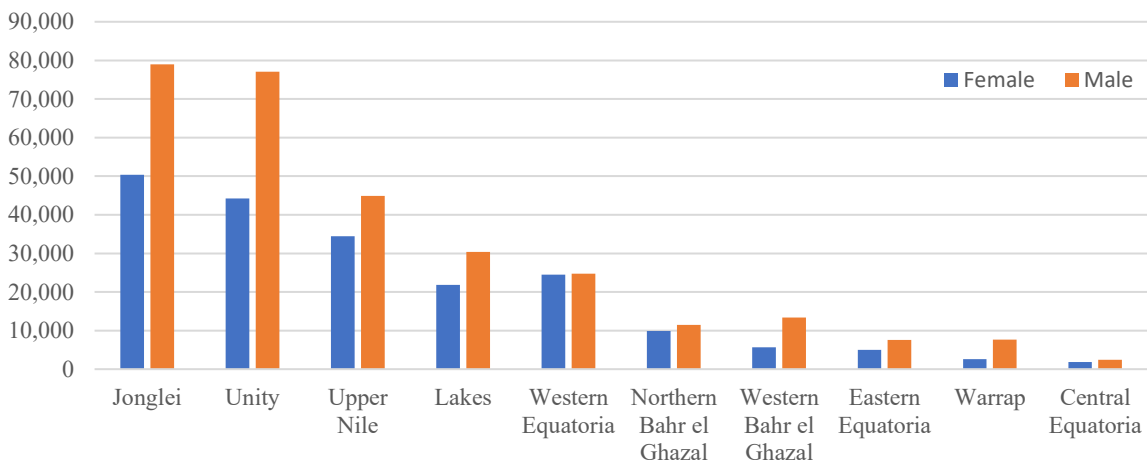
UNICEF also increased access by reopening schools through the establishment of temporary learning spaces (using local materials, and involving community engagement to set them up and maintain them) with minimum services such as a teacher, basic education supplies to support teaching and learning. These interventions brought significant results in enrolment and retention of children in schools.

During the reporting period, UNICEF through its implementing partners reached **514,803 children (206,859 girls)** in ECD, primary and secondary schools throughout the country as shown in Table 1 and Figure 1 below:

Table 1: Enrolment by state

	Female	Male	Subtotal
Jonglei	50,385	78,989	129,374
Unity	44,243	77,037	121,280
UNS	35,410	46,891	82,301
WES	26,522	27,777	54,299
Lakes	22,851	31,348	54,199
NBG	9,902	15,490	25,392
WBG	6,992	13,068	20,060
EES	5,760	7,579	13,339
Warrap	2,584	7,646	10,230
CES	1,886	2,443	4,329
Total	206,535	308,268	514,803

Fig 3: Enrolment under IEEES Project (01 March 2017- 01 Oct 2018)



Out of the total number of learners reached, 64,900 were in ECD (25,900 girls), 449,126 in primary (180,651 girls) and 777 in secondary (308 girls). The three states of Jonglei, Unity and Upper Nile accounted for more than 50 per cent of the children. This is partially explained by the high IDP presence in Bentiu PoC, where over 40,000 learners enrolled in various levels of learning, including ECD, primary, secondary and Accelerated Learning Programmes (ALP). In addition, over 20,000 school-age children were enrolled and mobilised through the ‘Beyond Bentiu Response’ strategy, which provides access to education for children in particularly hard-to-reach areas. In Jonglei and Upper Nile, the relatively calm security situation enabled UNICEF partners to expand access and reach areas that were either inaccessible or experienced learning interruption as a result of displacement.

In 2017, the population in Malakal town was less than 15,000 and now the population has increased to 30,000, as a result of the arrival of IDPs². In fact, some counties in the above-mentioned three states have received returnees from Ethiopia and Sudan. In Renk, Upper Nile, it is reported that displaced populations from the south are returning and the numbers keep on increasing. The funding from USAID enabled the expansion of new partnerships in Jonglei such as with Mission Trust Aid and World Relief, which resulted in reaching more children.

UNICEF support extended to providing out-of-school children and youth/adolescents with ALP. To date, 13,779 children and youth (6,482 female) who had missed out on education, were given a second chance to learn.

Activity 1.1: Establish and maintain 1,000 safe and protective integrated TLS including furniture using local materials

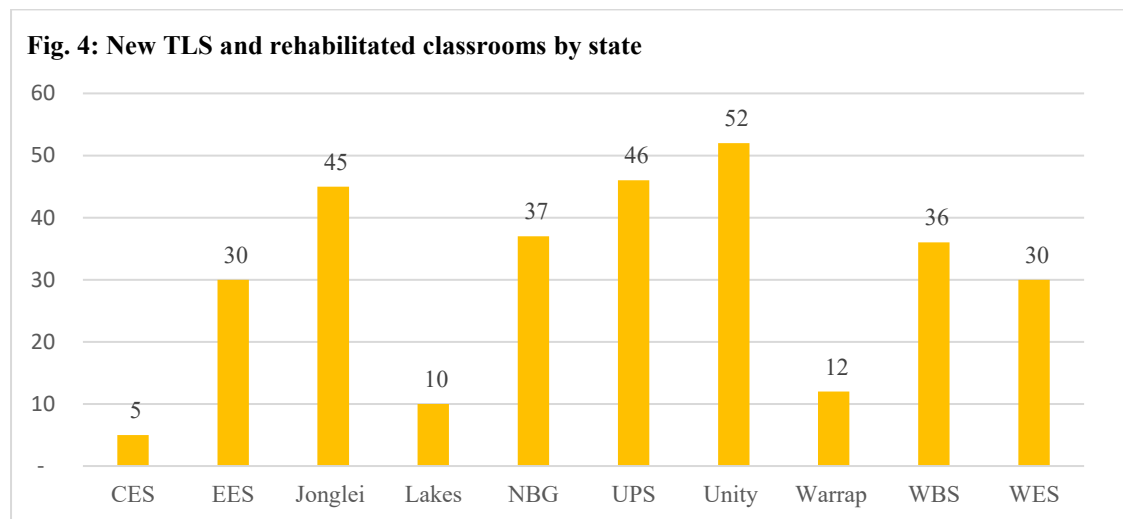
A total of 303 temporary learning spaces were set up and classrooms rehabilitated against a target of 300 for the year. In places where there was no structure at all, 232 new temporary learning spaces of ECD and primary schools were built. In locations where there was a structure that needed repair, IEEES repaired and rehabilitated 71 classrooms. Relatively peaceful states with large IDP populations, such as Jonglei, Upper Nile and Unity made up more than 50 per cent of the total number. Each TLS, comprising two classrooms and an office, was set up using

² Source: Relief and Rehabilitation Commission (RRC). Malakal Town Inter-Agency Needs Assessment Report: Central Upper Nile 15th-16th November 2017.

environmentally friendly materials and local labour, helping to ensure environmental sustainability and enhancing local ownership and support. PTA and SMC members were engaged in the regular maintenance of these structures. Figure-4 shows the distribution of TLS set up and classrooms rehabilitated in the different states. The picture below also presents the classroom scenario inside the TLS, constructed with the support of IEEEES.



ALP class in new TLS in Ding Ding primary school, built as part of the Beyond Bentiu Response



Activity 1.2: Provide teaching and learning materials to 300,000 boys and girls and 5,200 teachers in primary schools, ALPs, ECD and secondary schools.

In 2018, under the IEEEES project a total of 458,301 textbooks and teacher's guides were provided for classes P1-P8 in the following subjects: maths, science, English, social studies and Christian religious education.

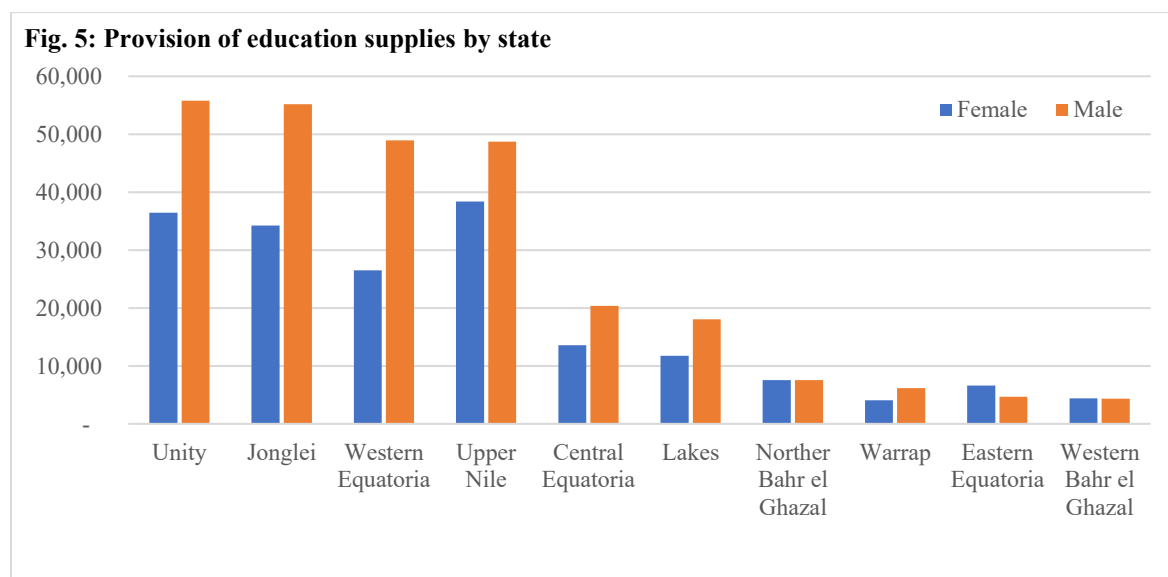
In addition, a variety of teaching and learning materials were provided including children’s kits, teacher’s kits, ECD kits, dignity kits, and school bags as detailed in the table below:

Table 1: Provision of educational supplies

	Items	Quantity
1	School in-a-box (children's kits)	4,000
2	School in-a-box, (teacher's kits)	4,200
3	Recreation kits	2,976
4	ECD kits	520
5	ECD mats	559
6	Dignity/Hygiene kits	24,000
7	School bags	79,144

Despite prepositioning during the dry season, some of the textbooks and teaching and learning materials procured by UNICEF could not be delivered to learners due to inaccessibility during the rainy season or insecurity. For example, the delivery of 2,787 boxes of Dinka Cam and 2,013 Nuer language textbooks could not be distributed due to insecurity; 2,013 boxes of Nuer. Thirty boxes of Anyuak and 28 boxes of Murle language books were kept in Bor but could not be distributed to Pochalla and Boma during the rainy season as there is no direct road. These distributions are therefore still in progress.

Furthermore, 4,965 teacher’s kits were distributed. It is important to note that student’s, teacher’s and dignity kits were all customised following feedback and based on the experience gained during the previous EEP project. Hence the delivered kits are now more tailored towards the intended user. Figure 5 provides an overview of the distribution of education supplies per state.



Activity 1.3: Reprint/Procure essential gender and age appropriate textbooks and supplementary reading materials for children in diverse languages

The textbooks were printed with the resources made available by USAID under the EEP project in 2017-18. They were retained for distribution in 10 states with assistance from the IEEES project during the 2018 academic year. In 2018, the new South Sudanese curriculum was developed covering ECD, primary and secondary schools across the country; however, the new textbooks were not ready in 2018 as expected.

Activity 1.4: Provide to seven per cent of TLSs declared as learning spaces (including mobile learning spaces) as Zones of Peace (LSaZoP).

UNICEF developed a set of standards and guidelines which systematically mainstream peacebuilding, conflict sensitivity and child protection programming in all education interventions. UNICEF agreed with partners a set of criteria and safety standards³ to ensure that the school can produce a safe and responsible environment where children can learn effectively. Schools meeting these criteria can be declared a School as Zone of Peace. With the IEEES support, schools were provided trainings on School Development Planning which included costed activities (in synergy with the GESS project) for schools to as part of the activities for selected schools to conform to the requirements set out to be classified as a Learning Space as Zone of Peace (LSaZoP). The aim was to secure protective learning environments in conflict and post-conflict situations, raise awareness among communities, school management and children, and build local and national level engagement to protect education through a bottom-up approach. In 2018 a total of 82,350 learners were reached in 183 learning spaces which are being developed to become LSaZoPs.

Activity 1.5: Provide incentives at existing Education Cluster rates to volunteer teachers

UNICEF continued to pay incentives, in line with guidance from the Education Cluster and the Ministry of General Education and Instruction (MoGEI), to 5,576 volunteer teachers (765 female). These incentive payments were an important instrument to motivate and incentivise volunteer teachers to teach in school. This has significantly increased teachers' motivations and attendance in the schools.

Activity 1.6: Conduct a rapid education risk assessment and community-level risk assessments and community-level risk mapping

A rapid education risk assessment has not yet been carried out, as the scope of the study and the related tools are yet to be finalised. An international consultant was engaged to conduct the education sector assessment/community-level risk assessments. The methodology and tools were developed in consultation with MoGEI and the Education Cluster provided training to state-level UNICEF focal points who in turn trained the enumerators, including implementing partners. A sample of 400 schools from the 10 former states is being finalised.

Activity 1.7: Vulnerable groups- including within the pastoral community- have increased awareness on importance of education.

Reaching out to pastoralist communities (who comprise 60 per cent of the South Sudanese population) is another key objective of IEEES. UNICEF piloted specially tailored interventions for pastoralist communities in Ayod county (Jonglei), Longechuk and Ulang counties (Upper Nile), and Kapoeta north and south counties (Eastern Equatoria), resulting in the enrolment of 14,128 children. On a context-specific basis, education services were provided to these

³ The full list of criteria is contained in the attached document: "Standards of schools as Zones of Peace".

communities through a mixture of mobile school units; provision of teaching and learning materials; training of teachers; mentorship; and interventions in cattle camps. The provision of mobile schools to pastoralist communities typically follows a needs assessment and extensive mobilisation via radio, loudspeaker and through the assistance of local authorities (including education departments). Mobile schools comprise portable blackboards, tents, tarpaulins and



other supplies that can be brought to the pastoralists' location. Providing education to these remote communities poses some specific challenges, but thanks to UNICEF's long-term presence in the field, as well as extensive connections with local NGOs, communities and authorities, efforts to include pastoralists in education have begun to yield results.

*UNICEF-supported Education in Emergency (EiE) interventions are taking place in the following locations: **Ayod county (Jonglei), Longechuk and Ulang counties (Upper Nile), and Kapoeta North and South counties of Eastern Equatoria.** Implementing partners include Christian Mission and Development (CMD) (Ayod, Longechuk and Ulang counties), and the Organisation for Peace, Relief and Development (OPRD) (Kapoeta North and South). Interventions include the provision of mobile schools; construction of TLS; teaching on EiE; adult literacy and numeracy; training of teachers, PTA/SMC members and school inspectors; and distribution of education materials in cattle camps. A total of **14,128 children (6,183 girls)** are benefiting, of whom a substantial number are overage learners. The reception is mostly positive, thanks to mobilisation efforts and preparatory meetings held between pastoralist communities, implementing partners, local education authorities and local chiefs.*

Activity 1.8: Support the national and state Education Clusters for improved coordination between education actors and other sectors

UNICEF, as the Education Cluster co-lead, supported the cluster by providing a national coordinator and an information manager, as well as UNICEF staff who contributed to cluster activities at the state level. UNICEF supported periodic coordination meetings at both the national and state level. For example, in Jonglei eight cluster meetings and in Unity state 14 meetings were held over the past year, whilst in Malakal, Upper Nile, the team convened Education Cluster meetings on a bi-weekly basis. Amongst other activities, these cluster meetings have developed, reviewed and approved proposals for the South Sudan Humanitarian Funds (SSHF). The Humanitarian Needs Overview (HNO) and Humanitarian Response Plan (HRP) were also developed. The Cluster also carried out an assessment of education needs.

The regular meetings held by the clusters contributed to maintaining an improved coordination mechanism amongst cluster partners both at national and state level while identifying and addressing the gaps, and limiting duplication. Information consolidated and quality checked by the cluster ensured timely and updated data for monitoring of education actors presence throughout the country.

Integrated Rapid Response Mechanism (IRRM)

IRRM missions target remote locations which are without active education partners or government authorities capable of providing education support to children. They are undertaken jointly, for example with the World Food Programme (WFP) in order to deliver services to communities in great need of nutrition, educational and other services. UNICEF

deploys its minimum education in emergencies (EiE) resources to these missions to activate education activities. As a mitigation measure, such areas are proposed to partners who are willing to sustain and scale up education in emergencies interventions.

In 2018, a total of 37,788 children (16,333 girls) benefited from education service delivery through Integrated Rapid Response Mechanism missions (IRRM). UNICEF Education Section, with support from implementing partners, participated in 36 out of a total of 48 joint missions during 2018. As part of the response, UNICEF and implementing partners trained a total of 342 teachers (43 female) on teaching methodologies, life skills and psychosocial support. Apart from teacher trainings, a total of 215 (66 female) PTA/SMC members were trained on school management and 13 temporary learning spaces were established or rehabilitated.

Table 2. Education Section IRRM achievements

Male	Female	Total	Indicators/Activities (please disaggregate by gender where possible)
3,455	2,668	6,123	# of pre-school children (aged 3-6) with access to play and early learning, including supplies
17,990	13,665	31,665	# of school-aged children including adolescents (aged 7-18) with access to Education in Emergencies, including supplies
299	43	342	# of teachers trained to provide Education in Emergencies
149	66	215	# of other education personnel and Parent-Teacher Association members trained to support Education in Emergencies
		13	# of classrooms established/rehabilitated

Output 2: Improved quality of education through enhanced literacy and numeracy skills, life skills and psychosocial support, and building resilience of conflict-affected children, adolescents and youth, aged 3-18

The quality of education remains a concern across the country with the majority of teachers uncertified and receiving limited and intermittent training. UNICEF, in collaboration with cluster partners, has been supporting the MoGEI Teacher Development Management Services to adopt a uniform set of teacher training modules under a Continuous Professional Development (CPD) programme. Modules will align with teacher professional standards under the new curriculum and incorporate a strong focus on literacy and numeracy, fundamental pedagogy, and humanitarian themes.

The CPD programme provides 40 days of training annually that will upgrade the capacity of volunteer teachers to deliver better quality education while also strengthening peacebuilding and resiliency elements within longer term teacher professional development programming.

The IEEES project concentrated on enhancing the quality of teaching through provision of training to teachers and caregivers in ECD centres, and teachers in primary school and ALP classes, to improve the reading skills of the children. A total of 1,858 teachers, (399 female) were trained and mentored regularly to sustain the improvement in teaching. The training included topics on education in emergency, providing psychosocial support, life skills, basic pedagogy as well as literacy



Jikmir primary school, Upper Nile, during an IRRM.

and numeracy. The highest number of teachers were trained in Jonglei and Upper Nile. The two states also had the largest number of new teachers recruited. An additional 451 (157 female) educators received training on evidenced-based reading instruction.

As part of the integrated approach of IEEES, with its emphasis on children's wellbeing and educational outcomes, teachers were also trained on promoting peace, reconciliation, social cohesion and violence mitigation; these subjects were taught to children with the aim of enhancing their resilience and coping mechanisms. A total of 950 teachers (188 female) were trained in these subjects. In collaboration with the Education Cluster and Child Protection sub-cluster UNICEF also initiated a comprehensive training package covering key life-saving messages, mine risk education (MRE), menstrual hygiene management, life skills and disaster risk reduction.

Activity 2.1: Conduct baseline and summative learning assessments:

As per the plan the learning assessment in early grades is due in 2019. UNICEF plans to utilize its learnings from the 2017 and will conduct assessment in 2019 which is essentially around the timing of the baseline and end line.

Activity 2.2: Conduct intensive teacher training (primary, ALP and secondary) on literacy and numeracy and implementation of gender sensitive child centered multi-grade teaching methodology

The IEEES supported the training of 451 volunteer teachers (157 female) on contents on literacy and numeracy and multi-grade teaching. Teachers have improved their instructional practices in the classroom especially teaching children in multi grade situation.

As stated above, UNICEF in collaboration with cluster partners, has been supporting the MoGEI Teacher Development Management Services to adopt a uniform set of teacher training modules under a Continuous Professional Development (CPD) programme. Modules will align with teacher professional standards under the new curriculum and incorporate a strong focus on literacy and numeracy, fundamental pedagogy, and humanitarian themes.

Activity 2.3: Training of teachers, educators and ECD facilitators on life skills, mine education, disaster risk reduction, hygiene, including menstrual hygiene, and GBV prevention.

UNICEF trained 950 (F 188) volunteer teachers on life skills development to play an active role in promoting peace, reconciliation, social cohesion and violence mitigation. UNICEF, in collaboration with the Education Cluster and Child Protection section and through implementing partners, delivered comprehensive training package covering key life-saving messages such as Mines Risk Education (MRM), Menstrual Hygiene Management (MHM), as well as how to provide psychosocial support (PSS).

Activity 2.4: Provide training to ECD caregivers on improved practices, classroom management and use of improved ECD kits

UNICEF built the capacity of ECD caregivers in identified knowledge gaps and understanding of ECD practices through the provision of relevant trainings. Through its implementing partners, 454 ECD caregivers (212 female) were trained on facilitating early years learning of children from 3-5 years.

Table 3: Training of ECD caregivers by state

State	Female	Male	Total
Central Equatoria	131	94	225
Eastern Equatoria	0	0	-
Jonglei	19	47	66
Lakes	0	0	-
Northern Bahr el Ghazal	5	19	24
Upper Nile	16	4	20
Unity	34	68	102
Warrap	2	2	4
Western Bahr el Ghazal	0	0	-
Western Equatoria	5	8	13
Total	212	242	454

Activity 2.5: Training for secondary school teachers on subject matter

The training of 50 volunteer secondary school teachers in Malakal, Bor and Unity could not take place due to a lack of trainers able to teach the subjects. The partners who are supporting the community-based initiative on secondary education at four IDP locations did not have trainers with the required competencies to organise subject-based training for the teachers. Unlike primary school teachers, the training needs of secondary teachers are not so much related to the pedagogy but are more related to required additional knowledge or information on the subject they teach. Therefore, it may not be possible to organise training for secondary school teachers under IEEES, which are being implemented mostly through partners. However, an orientation was held for 12 volunteer secondary teachers in Jonglei state. Considering the fact that there are practical problems in organising the training of secondary school teachers, it is proposed that they will, at least, be included in the training on providing psychosocial support to children, peacebuilding and conflict sensitive approaches.

Activity 2.6: Conduct PTA/SMC training on school management and development on School Improvement Plans

A total of 2,071 PTA/SMC members (882 female) were trained on their roles and responsibilities in relation to school governance and school management. The trainings helped to strengthen community-based management and supervision of schools, contributing to an increase in the enrolment of girls and other vulnerable children.

Table 4: PTA/SMC training on roles and responsibility

State	Female	Male	Total
Central Equatoria	123	147	270
Eastern Equatoria	56	48	104
Jonglei	195	316	511
Northern Bahr el Ghazal	70	80	150
Upper Nile	75	151	226
Unity	264	216	480
Warrap	14	30	44
Western Equatoria	84	202	286
Total	881	1,190	2,071

Number of PTA/SMC engaged in primary or secondary education

Since March 2018, under IEEEES, 160 additional PTAs or SMC structures have been set up in addition to the ones set up under EEP. PTAs and SMCs manage schools effectively and train members on their roles in governance, management and school development. The target remained low in some states, such as Lakes and Western Bahr el Ghazal, due to the fact it took long to finalise agreements with the relevant implementing partners.

PTA/SMCs are more active in the school processes. They are providing support in developing physical improvement of the schools and supporting in enrolment activities.

Activity 2.7: Train teachers, for on-site support

Training modules were developed for volunteer teachers to improve their monitoring and support of learning in the classroom. A total of 237 teachers, (71 female) were trained in the following states: Central Equatoria, Eastern Equatoria, Jonglei, Northern Bahr el Ghazal and Upper Nile. The training included a separate component on sensitization and training on the South Sudan Code of Conduct for Teachers.

Output 3: Improved recovery and resilience by linking education with child protection services and psychosocial support to children, adolescents and youth, aged 3-18, including survivors of gender-based violence (GBV)

Child protection interventions were aimed at improving the resilience and recovery of children, adolescents and survivors of GBV at the same time as they are learning. A total of 406 psychosocial support (PSS) facilitators (150 female) were trained on PSS activities and given on-site mentoring.

An intensive capacity building programme helped to improve the facilitators' skills and knowledge to better support distressed children and children at risk, through the provision of PSS reaching 128,756 children (59,334 girls). Trainings on psychological first aid (PFA) were given to 552 teachers and PTA/SMC members (315 female) as well as on the existing referral pathways in their respective locations, to improve coordination and provide appropriate support to children in need. In addition, 982 social workers and facilitators (360 female) were trained on PSS, case management and referral pathways.

Children and adolescents severely affected by protection concerns, including GBV, were supported with case management services including 7,298 unaccompanied and separated children (UASC) (3,364 girls) as well as 955 children (262 girls) formally released from armed forces and armed groups who received direct support and referrals as part of the reintegration process. The child protection help desks established in schools supported the identification of 173 vulnerable children (60 girls) and significantly contributed to the enhancement of existing referral pathways and to provide relevant information on case management services available.

In addition, awareness-raising activities on lifesaving messages, gender-based violence (GBV), monitoring, reporting and evaluation (MRE) and child protection were conducted by Child Protection implementing partners, reaching 40,696 children (21,023 girls) and 39,603 adults (21,654 female). Awareness-raising activities were carried out in communities through the Community Cares programme which seeks to address harmful social norms that contribute to GBV, transforming them into positive norms that uphold women and girls' equality, safety and dignity. UNICEF trained 24 staff from new organisations on the Community Cares programme as part of scaling up GBV prevention. Awareness-raising activities were also carried out in connection with women and girl friendly spaces.

Increased insecurity sometimes made it difficult to deliver supplies of recreational kits and other items without exposing partners to more risk. UNICEF responded by rapidly providing emergency PSS and case management interventions in locations where fighting had occurred, finding alternative solutions for delivery of supplies and minimising the risk, whilst also continuing to access remote locations.

The integration between child protection and education services presented new opportunities for more effective programming. Capacity building of teachers and community members to provide PSS and identify children's protection needs was instrumental in the case management process and in improving the quality of PSS interventions.

Activity 3.1: Train and mentor social workers, caregivers and child-friendly school (CFS) facilitators on how to create a supportive and protective environment for boys and girls

UNICEF trained 683 social workers, caregivers, and CFS facilitators (119 female) on creating a supportive and protective learning environment for children. These trainings were mainly conducted in Jonglei, where there were 530 participants (102 female), but also in Northern Bahr el Ghazal, where they were 40 participants (7 female); in Unity, where there were 77 participants (12 female); in Warrap, where there were 16 participants (0 female); and in Western Equatoria, where there were 20 participants (0 female). The number of female participants is low because there is an ongoing challenge of recruiting female staff particularly as girls are less likely to go to school compared to boys and the pool of literate and qualified females is therefore small. Entrenched cultural barriers against female participation in a number of areas of social life also mitigate against their involvement in this kind of trainings.

Activity 3.2: Training of PTA/SMC members and social workers on existing referral pathways and necessary requirements (including confidentiality and Psychological First Aid)

UNICEF supported the training of 622 PTA and SMC members (250 female) on referral mechanisms, especially in Jonglei and Upper Nile states. The purpose of this training is for PTA and SMC members (as well as teachers and CFS facilitators) to have the capacity to recognize signs of distress in children and to be able to respond to them using psychological first aid techniques. The aim is also for participants to be able to identify and report protection concerns confidentially, both in school and communities and to understand referral mechanisms and pathways that are in place (including help desks and community based child protection committees) and how to refer vulnerable children.

Activity 3.3: Strengthen and establish children and adolescent clubs (peace, hygiene, cultural, sports) in school to build life skills and resilience

The establishment of 266 clubs (for peace, hygiene, culture and sports) played a role in promoting the physical and mental well-being for children and adolescents. For example, the peace club teaches the values of tolerance, respect for other groups and opinions. The hygiene club involves pupils in cleaning their school environment, making it safer and more conducive to learning. The culture club allows children take pride in their identity and express themselves, and sports clubs foster team spirit, physical fitness and the values of fair play. Improving the mental and physical well-being of children through these club activities helped to build their resilience and develop life skills that will help them in the future. For adolescent girls in particular, these clubs were beneficial, in creating a safe and comfortable environment for them, where they could discuss a variety of issues, share experiences, get involved in activities promoting equal roles for girls, and learn about menstrual hygiene management.



Monitoring and Reporting Mechanism (MRM)

Over the past year, the MRM recorded a total of 131 verified incidents of grave violations against children (plus 47 unverified). The violations included recruitment and use of children; killing and maiming; denial of humanitarian access; abduction, rape/sexual violence; attacks on schools and hospitals; military use of schools and hospitals; and deprivation of liberty. There was a deterioration in the security environment in the second quarter of the year, leading to increased conflict in many parts of the country and a corresponding increase in reported grave violations (71) against children. It was noted that in the first quarter, recruitment and use of children was the most verified violation at 55 per cent, whereas in the second quarter killing and maiming was the most verified violation at 35 per cent. According to data collected by the MRM, five schools were attacked and 17 occupied by armed forces during 2018.

Effective advocacy by UNICEF and other Child Protection partners through the MRM led to the Government of South Sudan signing and ratifying the Optional Protocol of the UN

Convention on the Rights of the Child (1989) on the prohibition of Recruitment and Use of Children in September 2018.

Project elements/Indicator	Targets 2018-20	Targets FY2018	Achievement FY2018	Targets FY2019	Achievement FY2019	Targets FY2020	Achievement FY2020	Achievement Cumulative 2018-20
Number of Primary or Secondary school learners in schools or equivalent non-school based settings that were brought into compliance with locally defined criteria for safe learning environments with USG assistance	135,000	67,500	82,350 (32,940 F)					183 82,350 (32,940 F)
Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance (Standard) - new.	1,350	450	453					453 (212 F)
Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance. (Standard) – new.	1,350	450	451 (157 F)					451 (122 F)
Number of primary or secondary school educators who complete professional development activities on peace education, conflict sensitivity, or conflict transformation with USG assistance (Standard) – new.	4,500	1,000	950 (188 F)					950 (188 F)
Number of boys and girls who receive psychosocial support services in the child friendly spaces (Custom).	300,000	100,000	128,756 (59,334 F)					128,756 (59,334 F)
Number of social workers who have been trained to provide Psychosocial First Aid to children and families living in conflict affected communities (Custom).	2,850	1,000	982 (360 F)					982 (360 F)

Key lessons learned

Community-based interventions

Community engagement in project implementation was critical in improving efficiency, relevance and appropriateness of the interventions, promoting local ownership. Where the PTA/SMCs exist and are fully functional, they mobilised the community to provide locally available resources, especially for the establishment of TLS, and developed plans for mobilisation of resources to ensure that schools continued to function, even in the absence of funding through partners. The community also played their role in promoting protection of children, hygiene, and delivering health messages to encourage schools to fulfil the criteria of becoming a Learning Space as a Zone of Peace.

TLS enabled quick resumption of education services

Establishing semi-permanent TLS reduced the need to keep rehabilitating damaged classrooms. It was noted that the enrolment rate increased in all UNICEF-supported schools where TLS were established.

School feeding programmes boost enrolment and retention

A strong correlation was found between enrolment and retention and school feeding/nutrition programmes in schools. For example, through UNICEF's collaboration with the World Food Programme (WFP), a school garden and school meals programme was piloted at Dr. John Garang primary school in Malakal. This resulted in an increase in net enrolment from 538 to 918 learners, as well as an increase in the number of study hours by three hours for the upper grades.

School-based support to teachers through mentoring and supervision

With the majority of teachers unqualified and new to teaching, professional development of teachers was urgently required. Once teachers had received trainings from designated partners, regular mentoring and supervision helped to maintain teaching quality in the classroom.

Challenges in the reporting period

Political interference

In some locations (e.g. in Bieh and Fangak, both in Greater Upper Nile region), government interference impacted on the partners' ability to implement activities in a timely fashion. For example, local authorities objected to one of UNICEF's implementing partners operating in the area in the case of Bieh, and extorted cash in the form of taxes in Fangak.

Geographical factors

Dry season planning and prepositioning ensured that distribution of supplies could take place mainly as planned. However, heavy rains and flooding constrained field monitoring activities in some locations due to inaccessibility during the rainy season. In Lakes state, a sizeable proportion of the population are pastoralists who live in very remote areas. Their seasonal

movement made access to pastoralist children (over 40 per cent of the children in the state) very difficult as many teachers were not willing to move to these rural areas.

Logistical challenges

The rainy season and lack of road infrastructure posed logistical challenges. At Ganyiel and Nyal in southern Unity state, for example, UNICEF required the assistance of the Logistics cluster to transport supplies after they had been delayed. In Malakal, where supplies can only be delivered by barge, UNICEF airlifted the most essential supplies such as children's and teacher's kits and textbooks.

Fluctuation in exchange rate

The fluctuation in the exchange rate between SSP and USD meant the budgets for some interventions had to be amended when the cost of materials, labour and supplies increased. In order to mitigate this, projects with partners are now budgeted in US dollars instead of South Sudanese pounds.

Ongoing conflict

Ongoing conflict and displacement in many parts of the country had an adverse impact on project implementation. In Central Equatoria for example, education interventions could not resume in Lanya, Morobo and Kajo-Keji counties. In Upper Nile, Western Bahr al Ghazal and Unity the situation remained uncertain in some counties. Unity witnessed serious destruction of schools and other teaching and learning facilities in Koch, Leer and Mayendit, where over 40 primary schools were reportedly destroyed, burnt, and looted. Due to flexible arrangements in project documents, if an activity could not be implemented in one location due to insecurity, it was shifted to another location.

IMPACT teachers' incentives

The volunteer teachers' incentive issue was a recurrent theme throughout the past year. While UNICEF, through IEEES project, continued paying regular incentives to volunteer teachers in the POCs and most of the SPLM-IO-controlled counties, IMPACT paid incentives, to teachers in other areas including in schools supported by IEEES among host communities. There was continued resentment among teachers about the irregular and delayed payment by IMPACT which adversely affected the morale of teachers. As a mitigation measure, the Education Cluster initiated a mapping of schools to clearly identify schools which are supported by UNICEF partners, IMPACT and others, so that any overlap could be avoided. It should also help other agencies to develop their own plans to provide incentives to teachers. In the Malakal PoC, teachers resorted to sit-down strikes demanding an increment in their incentives and payment in dollars, given the high rate of inflation. Despite problems with the scheme, the EU-funded IMPACT project is now expanding into more locations in Upper Nile, such as Akoka, Baliet and Manyo. It is to be noted that counties in the stronghold opposition SPLM-IO areas such as Longechuk, Maiwut, Ulang and Nasir categorically said they do not want the IMPACT project but would prefer payment of incentives by education partners. UNICEF is working with IMPACT through Education Cluster to resolve issues in those areas.

4. CHANGES IN THE IMPLEMENTATION ENVIRONMENT

During 2017-18, South Sudan's civil war entered its fifth year, spreading across the country with renewed conflict in Greater Upper Nile, Western Bahr al Ghazal and the Equatorias. The conflict had an impact on the implementation environment resulting in the need for interventions to change from time to time. Tension was frequently high, especially in the areas of Panyikang, Manyo, Kodok and Aburoc (Upper Nile state). Fortunately, no active conflict happened in these locations during the reporting period. In fact, people returned, especially from Sudan to the areas of Panyikang and Manyo. This led to increased demand for education services. The Wau Shilluk area remained heavily militarised and the schools were non-functional.

Unity State remained fragile and is one of the states with the largest number of internally displaced school-aged children. The state witnessed serious destruction of schools and other teaching and learning facilities.

The outbreak of conflict in Wau, Western Bahr el Ghazal, in March 2018 led to schools being closed, the disruption of learning and the displacement of 17,373 people (IOM Population Count, August 2018). Continued insecurity and conflict in Baggari since June 2018 has hindered access to the area and led to displacement of teachers and students. As a result, 680 children could not be reached with education services.

The security situation in Western Equatoria over the past year was relatively calm though there were still isolated cases of robberies and looting in locations such as Mundri East and Maridi. In Mundri East county, the situation remained complex as part of the county was still controlled by the opposition forces. This meant that some locations could not be reached with education in emergency interventions. Further west, Nagero remained deserted following the fighting between government and opposition forces in May 2018. All schools there are closed as host communities were displaced to Mabilia IDP centre in Tambura.

5. PERFORMANCE MONITORING AND SUPERVISION

A number of performance monitoring and supervision mechanisms were put in place in order to ensure maximum efficiency and results. These included a series of five monitoring dashboards, which were set up in June 2018, and are maintained by UNICEF field office colleagues. These allow field colleagues to record the progress towards each project indicator. The data is available in real time to all Education Section staff. Analysis of the data is helpful in deciding on priority actions and showing where resources are needed most. Besides this monitoring tool, implementing partners were required to report on a monthly basis against the output performance indicators for the targeted schools, and every quarter to submit a report on the progress achieved. UNICEF field office colleagues (with additional support from Juba), conducted frequent visits to project sites to determine the progress made against planned targets, as well as to review the quality of programme achievement and obtain feedback from beneficiaries. These visits also helped to ensure that gaps in implementation were identified quickly and relayed to the EiE and Child Protection in Emergency (CPiE) teams in Juba for any technical guidance and follow-up support required. The UNICEF South Sudan EiE and CPiE teams in Juba provided overall technical support, training, mentoring and coaching.

In the field, regular meetings were held with state and county education ministers and officials, head teachers, teachers and programme implementation staff to review progress. Schools were

visited to assess their functionality and observe the teaching given to children. Direct observation of the output of the interventions, interviews with beneficiaries and end-user monitoring of supplies provided evidence for the information reported and the opportunity to cross-check and verify the data communicated by the implementing partners. When and where necessary, recommendations for improvement were made or corrective actions taken. A tracking system was put in place to monitor the status of these recommendations.

The team in Juba, in consultation with the field office staff, also provided technical inputs into partners' project proposals, partnership cooperation agreements (PCAs) and reports. This led to the development of tools, systems and procedures that enhanced the quality and effectiveness of overall programme implementation and reporting.

6. ACTIONS FOR THE COMING YEAR

In FY 2019 the IEEES project will continue support to education services such as provision of learning spaces, teaching learning materials and textbooks, to over 400,000 children (including 152,000 girls) already enrolled and additional out of school children (targeted 38 per cent girls) in the 10 former states.

Provision of access to learning opportunities will continue to be supported through the provision of temporary learning spaces, supporting PTAs/SMCs and providing PSS.

There will also be a focus on the training of tutors identified to provide training to teachers under continual professional development. The quality of teaching in the country is still a challenge therefore, UNICEF in the next year will train 1,000 teachers (32% female) using the CPD module developed by the MoGEI. UNICEF has identified three partners to facilitate these trainings, under the overall guidance of MoGEI.

Similarly, the support will continue to be given to learners in the preparation of their P-8 and S-4 examinations. Over the past three years under EEP, UNICEF's support including the following: Payment of registration fees for children in Juba PoCs; transportation of children from the PoCs to the examination centre; working with the national Education Cluster and partners to advocate with the MoGEI and state MoGEIs to ensure that children in SPLA-IO areas and PoCs were able to take their exams; supporting the transports of examination papers to SPLA-IO areas; and supervising the conduct of examinations both directly and through partners. In this way UNICEF assisted 76,364 children to take their exams. Under IEEES, the same level of support will be continued, depending on the situation in different states.

Following a successful pilot, the PSS Facilitators' manual will be rolled out across all states through training and on-site coaching, furthering the intensive capacity building efforts to enhance facilitators' capacity to deliver quality PSS activities. These activities will be led by a UNICEF PSS consultant with the support of War Child Holland and INTERSOS. The newly endorsed case management standing operating procedures (SOPs) will also be rolled out across the targeted locations. Case workers will be trained on the new SOPs while case workers' supervisors will receive training on coaching and supervision.

Under the IEEES project, UNICEF will strengthen the provision of child protection services to children in and out of school through school and community based initiatives. The involvement of adolescents and youth in community based activities have been emphasized to prevent and

respond appropriately to GBV⁴ and create awareness within the community. GBV issues will be addressed in schools through the sensitization of teachers and by linking them to an established referral system. In addition, in collaboration with the MoGEI, a teachers' Code of Conduct will be implemented to mitigate the risks of GBV and, more specifically, prevent sexual exploitation and abuse.

7. MANAGEMENT APPROACH AND ADMINISTRATIVE ISSUES

The project was administered by the EiE unit within the UNICEF South Sudan Education Section, under the overall guidance of the Chief of Education and a senior Education Manager. A dedicated technical team at the national level supported the planning and implementation of the project and regular meetings were held with USAID counterparts to provide updates on progress made and clarify any issues related to implementation.

To address the increasing challenges throughout the reporting year, the Education Section was strengthened by the recruitment of additional staff for the field offices in the four most vulnerable states – Upper Nile, Unity, Lakes and Western Bahr el Ghazal. An Education Specialist was recruited specifically for this project, in addition to the existing Education Manager. As the project expanded to cover all states, Education Officers were also placed in Kuajok and Central Equatoria. Lastly, a Reports Specialist was recruited to support donor relations and reporting requirements.

The strengthened management and administration procedures described above increased the effectiveness of project monitoring and boosted the specialist support and technical guidance offered by field offices to implementing partners.

Implementing partners were selected based on their performance reviews by state field and country office assurance team. In total, UNICEF worked with 29 partners in 2018, 12 international and 17 national. Experience has taught us that national organisations are cost effective and tend to remain in areas of volatility when skirmishes break out. Whereas international organisations are the first to evacuate from such areas and then takes a while to return, if at all.

National organisations also have the added advantage of being very familiar with the local context and having an established presence in their areas of operation. In the South Sudan the local NGOs are more acceptable to the local government.

Another consideration during the selection process was the track-record of partners in the field, together with their own contribution in these partnerships.

All prospective partners were sensitized about the project outcomes, outputs and indicators, around which they plan their Programme Documents (PDs). Formulation of PDs then takes place within the state location where area of operation to be approved by the Chief of Field Office before it is shared with Juba country Office. Once at Juba level, stringent conformity to HACT and PCA procedures are enforced whilst all parts of the submission is reviewed by technical specialists (finance, supplies, logistics, programme). After receiving the go-ahead (or comments to be addressed), the Review Committee meet to discuss said submission where upon it is either approved or rejected. All these measures are in place to ensure a sound

⁴ http://gbvguidelines.org/wp/wp-content/uploads/2015/09/TAG-EDUCATION-08_26_2015.pdf

proposal and submission that conforms to UNICEF processes and procedures, ultimately benefitting the women and children of South Sudan.

8. COLLABORATION, LEARNING AND ADAPTING

Collaboration

Thanks to its long-term presence in South Sudan and field offices throughout the country, UNICEF developed a close level of collaboration with its partners, including local, regional and national authorities. This ensured that the project could expand its activities even to hard-to-reach areas and aided the process of re-establishing service delivery in areas hard hit by the conflict.

UNICEF worked with implementing partners who were familiar with the country context and had the required level of expertise in EiE programming. Partners were engaged through the mechanism of detailed and comprehensive project cooperation agreements (PCAs), which set out the roles and responsibilities of the partnership, results to be achieved, activities to be implemented and the resource requirements. Implementing partnerships are managed in accordance with UNICEF global and country office accountability structures and regulations in terms of due diligence, monitoring and reporting on funds disbursed.

During the reporting period, PCAs were signed with 26 implementing partners for Education interventions and 29 implementing partners for Child Protection interventions. UNICEF implementing partners were supported in the planning, development and implementation of their projects as part of UNICEF's effort to build local capacities.

Eighty per cent of CPiE partners and 50 per cent of Education partners were local NGOs. Through project planning visits and technical working group meetings co-led by UNICEF on family tracing and reunification (FTR) and PSS, UNICEF provided technical oversight to partners and actively contributed to the development and review of standard operating procedures (SOPs), guidelines and other related support documents. In particular, UNICEF led and supported the development of the 2017 strategic work plan for FTR and PSS working groups which are in line with the 2017 sub-cluster strategy.

Within UNICEF, the Education and Child Protection sections worked very closely with each other specifically on the provision of PSS to children and on the issues of re-integration of child soldiers into schools and communities.

The Education Section also worked in close cooperation with the Education Cluster and with MoGEL, as well as with the World Food Programme (WFP), the EU and others. The project ran in synergy with other initiatives such as Girls Education South Sudan (GESS), and incorporated the Back to Learning Campaign. In schools which had SMCs, the capacity development was done by GESS, whereas in schools without SMCs, mainly in new TLS, the PTAs were trained under the IEEES project.

UNICEF works with WFP under a Memorandum of Understanding (MOU) which guides complementary delivery of services in the field. In 2018, WFP and UNICEF started implementing a joint project funded by EU to provide basic education services and a cooked meal to 75,000 children in four states (Eastern Equatoria, Northern and Western Bahr el Ghazal

and Warrap) until end of 2020. This will be an additional support to children in schools which were covered with other services, such as TLS and teacher incentives under the IEEEES project.

Learning

In general, there was smooth implementation of activities by implementing partners in the areas of operation. However, the operating environment throughout South Sudan remained highly complex in 2017/2018. In addition to ongoing access challenges caused by conflict and the lack of road infrastructure, heavy bureaucracy slowed the delivery of humanitarian assistance, and several armed attacks specifically targeted humanitarian convoys and personnel. Implementation of the project was also affected by massive shortages in human resources in all sectors; dilapidated and non-functioning institutions; knowledge gaps; poor road networks; communication facilities; increased inaccessibility during the rainy season; and continued austerity measures by the government.

Lessons learned included that the process of finalising PCA programme documents could be streamlined and expedited more quickly (without compromising the quality of the end-product). It would be useful to enhance the capacity of more national NGOs as international organizations are becoming too expensive with regard to operating costs. Other lessons from the whole project include:

Community engagement

Getting local communities involved in supporting the school, whether by sending their children to school, joining education mobilisation efforts, or becoming SMC/PTA members was vital in ensuring community ownership over interventions. It enabled them to see the benefits of sending their children to school for the community as a whole.

Menstrual hygiene management

Enabling adolescent girls to feel comfortable and safe at school through the provision of dignity kits, ‘comfy corners’ and access to relevant information, was a key factor in encouraging female enrolment and retention.

School feeding/nutrition programmes

There was a strong correlation between school feeding/nutrition programmes and enrolment/retention of learners in both ECD centres and schools. For example, in Bentiu PoC there are currently five ECD centres integrated into the nutrition programme, managed by World Relief. The number of children benefiting is 1,043 (444 girls), an increase of 43 per cent since last year.

Provision of PSS

Provision of psychosocial support PSS and PFA and other mechanisms to help children deal with stress helped improve the likelihood of children, particularly from conflict-affected areas, remaining in school. The training of teachers, social workers and PTA/SMC members on PSS meant they received the help they needed whilst learning.

Adaptation

UNICEF learned to be flexible and adapt in order to take all the logistical, climatic and other obstacles mentioned above into account, and find ways of dealing with them so that interventions were obstructed as little as possible. Logistical challenges were the greatest challenge faced by UNICEF's implementing partners in terms of transportation of both learning materials and building materials for TLS. Adapting to the local conditions to ensure delivery of educational supplies is frequently necessary. UNICEF's office in Bor (Jonglei) developed alternative and cost-effective mechanisms to deliver supplies and other materials. Supplies were prepositioned during the dry season, using Logistics Cluster convoys. In the SPLA-IO controlled areas, such as Akobo, Fangak and Piji, where the road network is non-existent, supplies were transported by river. In other cases, such as in Ayod and Piji counties, UNICEF successfully negotiated through the Education Cluster for supplies to be airlifted.

UNICEF took steps to streamline the teacher training programme to be supported under IEEES project. UNICEF worked with MoGEI to create an in-service training protocol for teachers under which they will be provided 50 days training each year, on a sequential module, as part of continuous professional development (CPD). This replaces all the ad hoc trainings which were organized by partners without coherence. Through, CPD UNICEF works closely with MoGEI and training partners (Windle Trust, YTTTC, ADRA and ACROSS) to utilize the expertise of Government recognized tutors in CECs and TTIs. It has also been the intention of the CPD that the trainings in the field will take place in CECs wherever possible to give them some lease of life.

In partnership, the multi-year funding provided a good opportunity to enter into two year PCAs with major implementing partners. This is likely to reduce the administrative cost and time in renewing the contract every year or on short durations.

9. CONFLICT SENSITIVITY

Conflict sensitivity is mainstreamed into all UNICEF education interventions, recognising that formal and informal learning environments are a good platform through which to promote peacebuilding and values such as tolerance, respect for others and social cohesion. As part of the integrated approach of IEEES, with its emphasis on children's wellbeing as well as educational outcomes, 950 teachers (188 female) were trained on promoting peace, reconciliation, social cohesion and violence mitigation. The establishment of 266 clubs (for peace, hygiene, culture and sports) played a role in promoting the physical and mental wellbeing for children and adolescents. For example, the peace club teaches the values of tolerance, respect for other groups and opinions.

All interventions at the community level were sensitive to local culture and traditions in line with the principle of 'Do No Harm'. Acknowledging access to services as a basic human right, equity in provision of services was ensured and maintained without any discrimination on the basis of economic, social, racial, gender, age, belief system or ethnic background.

10. RESILIENCE

Child protection activities helped built resilience amongst direct and indirect beneficiaries in a number of ways. Psychosocial support in schools and communities helped to reduce the distress experienced by children and adolescents after living through conflict and displacement. Being able to play, learn, express emotions, learn to manage their problems and challenges and explore their creativity also helped to build children and adolescents' resilience. The resilience of caregivers was improved through PSS and positive parenting sessions. Strengthening community structures and systems such as Child help desks and community-based child protection committees and awareness-raising on child rights and child protection and prevention of separation helped to make the wider community more resilient. Managing cases and developing referral mechanisms for extremely vulnerable and UASC children including reunifying children who have been separated with their families also helped to strengthen families and communities, making them better able to respond to shocks.

11. CROSS-CUTTING ISSUES

11.1 Gender

Addressing the low enrolment of girls was integral to this project. Interventions were implemented to increase the enrolment of girls; train more female teachers, social workers and PTA/SMC members; promote girls' education through social mobilisation efforts; and make learning environments more gender-sensitive. In order to make schools more accessible to adolescent girls, UNICEF provided 72,000 dignity kits, which encouraged them to come to school regularly and feel comfortable and safe there. Gender-segregated WASH facilities; peer support through hygiene clubs; provision of 'comfy' corners; and guidance on menstrual hygiene management also enabled girls to come to school and stay in class.

GBV prevention and response was another important element of the project over the past year. Through its partners, the Child Protection section reached 20,776 people (10,180 women, 6,256 girls, 2,434 boys and 1,906 men) with GBV prevention and response services. Prevention activities include building government and partners' capacity on GBV in Emergency programming (such as roll-out of the GBV resource pack); implementing the Community Cares programme to address harmful social norms that contribute to GBV; supporting the implementation of the National Strategic Action Plan on Child Marriage in collaboration with UNICEF Education Section and C4D; integrating GBV risk mitigation with Education, Nutrition, WASH, and Child Protection section and capacity building of focal points; training UNICEF Protection from sexual exploitation and abuse (PSEA) focal points at national and state level. UNICEF supported PSEA community based complaints mechanisms such as hotlines, suggestion boxes and protection desks in Juba and Malakal PoCs to allow beneficiaries to report concerns and seek services.

Effective and trusted client-centred response mechanisms were also provided, including case management services (incorporating multi-sectoral and ethical referrals) and psychosocial support (including PFA, and other community-based psychosocial support mechanisms) that respect minimum standards of care to GBV survivors and their communities. It also included training community leaders, women and girls and service providers on survivor-centred response services. UNICEF trained 114 healthcare providers, across the country, on clinical management of rape (CMR) in 2018 to strengthen CMR services in South Sudan. The GBV

sub-cluster also coordinated with the health cluster to ensure post-rape kits were prepositioned in health centres with specially trained staff.

UNICEF supported the establishment of 39 women and girl-friendly spaces throughout South Sudan, which provide the opportunity for women and girls to gather, socialise and access critical services including case management and psychosocial support. These spaces were also used as a platform for conducting structured group learning and skills development activities such as reusable sanitary pad making and provided confidential reporting services for GBV and referral pathways for GBV survivors.

Eleven safety audits to address GBV risks were carried out and seven girl-friendly spaces were established. GBV case management and psychosocial support service were provided, and there was capacity building for partners and community members on GBV prevention and response. UNICEF was an active member of the GBV coordination mechanism in South Sudan, supporting various GBV prevention and response efforts such as protection from sexual exploitation and abuse and national actions to end child marriage.

11.2 Youth

Education and CPiE programmes implemented adolescent and youth activities in line with the relevant UNICEF global guidelines. These included PSS and resilience building activities; peacebuilding and community engagement; and youth empowerment activities (community dialogue, life skills, vocational skills, economic and social reintegration). More than 3,000 adolescents and youth, including children associated with armed forces or armed groups, participated in community engagement and peacebuilding initiatives in Jonglei, Western Equatoria and Unity states.

Youth were targeted with community-based PSS activities designed to enhance their resilience and promote their well-being. This was done through the provision of youth-friendly and child-friendly spaces, as well as through peer-to-peer support and awareness-raising activities.

11.3 Environmental Procedures and Compliance

Schools and education facilities, TLS, child-friendly and youth-friendly spaces were constructed using materials available in the local market to ensure community ownership, project sustainability and to provide a boost to the local economy. In addition, using locally available materials also allowed for easier maintenance of these facilities by the communities when they needed repairs and mitigated any negative environmental impact.

11.5 Partnership Relations

UNICEF had regular coordination meetings with partners through the following modalities:

- Education Cluster coordination meetings at national and state levels, usually once a month, or as the need dictated. This is a forum where updates were shared and any bottlenecks towards implementation discussed.
- Quarterly progress meetings took place with implementing partners at state levels to discuss updates and progress made so far in relation to the programme cooperation agreements.

- Preparatory meetings took place at the end of the academic year in preparation for the next academic year.

At the national level, UNICEF was represented at the Education Donors' Group, which met about once a month for technical discussions on education interventions and advocacy. Through the national Education Cluster, UNICEF was represented at the inter-cluster working group where relevant issues related to the humanitarian response plan and humanitarian needs overview were discussed and agreed upon. UNICEF worked closely with other UN agencies such as WFP to integrate school-feeding programmes into education interventions.

At the project locations, interventions were carried out through consultation and in coordination with all local actors including authorities, communities, local and international NGOs. Coordination meetings took place on a regular basis with all partners to ensure appropriate planning and implementation as well as part of the quality assurance monitoring. UNICEF and USAID also met on a regular basis to review progress on project implementation and address any issues.

ANNEX

Visibility Report and Success Stories.