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Integrated Essential Emergency Education Services (IEEES)

FY 2019 ANNUAL REPORT

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

Period Ending: 1 October 2019



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1. PROJECT OVERVIEW

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|---|--|
| 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. |
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2. 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 |
| IDP | - | Internally displaced person |
| LSaZoP | - | Learning Space as Zone of Peace |
| MoGEI | - | Ministry of General Education and Instruction |
| MRE | - | Mine Risk Education |
| 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 |

3. EXECUTIVE SUMMARY

USAID's Integrated Essential Emergency Education Services project (IEEES) replaced the Education in Emergency Programme (EEP) in September 2017. 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, and to Sustainable Development Goal 4: Ensuring inclusive and quality education for all. The project aligns to the USAID Education Policy priorities 1 & 2, namely:

- 1) Children and youth, particularly the most marginalized and vulnerable, have increased access to quality education that is safe, relevant, and promotes social well-being.
- 2) Children and youth gain literacy, numeracy, and social-emotional skills that are foundational to future learning and success.

The IEEES project seeks to increase the retention rates of the most vulnerable boys and girls in schools by providing sustained learning opportunities and aims to improve the learning outcomes, level of protection, resilience and recovery of an additional 300,000 children (38 per cent girls) living amidst violent conflict. The overall target of IEEES is to reach 600,000 learners by 2020. The long-term goal of the project is to improve resilience and to support the recovery of South Sudanese children, adolescents and their families through linkages with other sectors and the provision of psychosocial support.

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.

During the reporting period (01 October 2018 to 30 September 2019), a total of 613,442 children (255,780 girls) accessed quality education and child protection services in 910 schools and 180 ECD centres in 60 counties across 10 former states in South Sudan. Of those, 559,239 were primary school children. Encouraging results were achieved in enrolment and retention of learning in the schools.

UNICEF exceeded the annual targets for seven out of the 12 agreed performance indicators. The annual targets for the remaining five indicators have not been reached due to delays in implementation. They will be covered during the next reporting period (01 October 2019 to 30 September 2020). These results were achieved due to the improved stability and political context, which has enabled greater access to hard to reach areas in some cases, and the improved capacity of the Ministry of General Education and Instruction (MoGEI) and UNICEF's thirty-two non-government implementing partners to provide education and child protection services in these states.

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.

While it is likely that a combination of services provided under the project contributed to this increased reach, a key factor was the launch of the Back to Learning (BTL) campaign on 04 February 2019 in Renk, followed by state level campaigns to mobilise children to enrol in school. A total of 126,804 out-of-school-children (OOSC) (80,220 female) were enrolled in USAID supported schools across the country in 2019. This represented a 121 per cent achievement rate against the target of 100,000 children set for 2019.

Other key results during the reporting period include:

Output-1:

- 552,700 children (165,810 female) received essential school supplies including student kits, teaching and learning materials (TLMs), recreation kits and Early Childhood Development (ECD) kits.
- 2,731 teachers (873 female) in 900 schools across the country were provided with TLMs to improve the quality of teaching and learning in schools.
- The learning environment was improved through the provision of child-friendly learning environments in USAID supported schools. UNICEF with the support of the IEEES project established 296 TLS and rehabilitated 165 classrooms for formal and non-formal education in 2018/19.

Output-2:

- A total of 2,173 (493 female) in the 10 former states have improved skills in teaching and learning after participating in the continuous professional development (CPD) training component of the IEEES project.
- Parent-Teacher Associations (PTAs)/School Management Committees (SMCs) structures were established in 545 schools, against the target of 450, and 6,540 PTA and SMC members (1,962 female) gained increased skills and knowledge on their roles and responsibilities in ensuring improved school management and monitoring the implementation of school development plans, leading to increased ownership and transparency on the school level (particularly in relation to the verification of teachers attendance records and the payment of teachers incentives).

Output-3:

- Under the child protection component, 115,898 children (51,778 female) were reached by UNICEF and its partners with community-based psychosocial support (PSS) activities. The PSS Facilitator's Manual and the Case Management Handbook were launched providing a harmonised tool for field staff to use, thereby improving the efficiency and quality of support offered. These were complemented with packages of training which were rolled out using the new tools.
- A total of 1,911 teachers (332 female) were trained on PSS and Psychological First Aid (PFA) as well as on the existing referral pathways in their respective locations. Case management and family tracing and reunification (FTR) services were provided to 3,833 individuals (1,707 female) while 343 children (167 female) were reunified with their preferred guardian.

Key challenges during the reporting period included accessibility in some areas due to poor infrastructure, weather related conditions and insecurity leading to delays in the delivery of education supplies. In Jur River, Norwegian Refugee Council (NRC) terminated

implementation and withdrew due to security concerns. UNICEF through the state ministry supported the schools with education supplies and included teachers to be trained under the CPD. UNICEF is negotiating with War Child Canada to extend their services to Jur River.

A combination of factors such as lack of training opportunities, poor remuneration and lack of career growth opportunities negatively impacted on teacher supply, quality and attendance that are in turn challenging the delivery of quality education in South Sudan. As a mitigation measure, the project provided incentives for volunteer teachers and trained serving teachers through the CPD component to improve teacher retention and quality of learning.

Despite enormous challenges in education service delivery in the country the project managed to achieve significant results in enrolment and retention of children by providing access to education services through transitional arrangements.

Qualitative Results

The IEEES Project achieved substantial qualitative impact on the affected population and the learners. Community involvement in school management increased through PTAs and SMCs. There is a considerable increase in community ownership and engagement in schools and community contribution towards improving school learning environments.

The project contributed towards improved learning environments in schools by constructing new Temporary Learning Spaces (TLSs) and distributing education supplies and TLMS. The project also contributed to quality education through continuous capacity building for teachers and training of PTA members on school management. Thanks to the project interventions more children, especially girls, can access education services in their communities. This is evident from the increased enrolment and attendance in the schools.

The project also strengthened partnerships and collaboration with local and international partners, other interventions (e.g. Global Partnership for Education, Girls Education South Sudan (GESS), IMPACT) and UN agencies for improved delivery of education services.

Despite enormous challenges in the context of South Sudan and a weak education system which struggles to meet the high demand for education, the project achieved its targets for the reporting period in terms of enrolment and retention of children. The introduction of the Partnership for Resilience and Recovery (PfRR) framework in 2018 and its application in Yambio and Torit demonstrated how humanitarian agencies can collaborate and coordinate their projects to improve efficiency and results. The education cluster is working with the WASH, Child Protection, and Health clusters to enhance education interventions in schools.

Use of the new Child Protection Case Management Handbook and PSS Facilitator's Manual and training guides and roll-out of complementary training packages greatly improved the quality of case management and PSS services offered. For case management this meant the harmonization of case management systems and practices across the country and the improved capacity of social workers. For PSS, it gave child friendly space (CFS) facilitators and teachers the skills and resources to deliver focused and non-focused activities and to be able to identify and support children in distress or with severe protection concerns and refer them to other services if necessary. Overall, this has meant that more children have been reached and have received a higher quality of child protection services.

Quantitative Results

Out of 12 agreed performance indicators in the annual targets seven were exceeded. A total of 613,442 children (255,780 female) were enrolled and kept/retained in school. Of those children, 552,700 children (165,810 female) received essential school supplies including student kits, learning materials, recreation kits and ECD kits. This achievement resulted from the back to school campaign across the country, the education interventions in the schools and effective community mobilisation that enabled parents to send children to school and support their learning. Inaccessibility due to insecurity in some counties such as Lainya, Kajokeji, Morobo and Wonduruba Payam in central Equatoria, disrupted project implementation and delayed the delivery of education supplies. Similarly, there was insecurity in the Western Equatoria such as in Mundri, Tambura, Nagero and Mvolo where the situation remained volatile for most of the year due to the occupation of the area by opposition forces. Inter-community conflicts and revenge killings affected education services in parts of Lakes while in counties such as Nzara, Yambio, Mundri and Rumbek East schools were occupied by armed groups.

Table 1: Occupied Schools' Status

| | NAME OF SCHOOL | COUNTY | STATUS REMARK |
|---|----------------------------|-------------|---|
| 1 | Sakure Primary school | Nzara | Vacated and operational. Received UNICEF support through establishment of a TLS/supplies. |
| 2 | Ikpiro Primary school | Yambio | Vacated and operational in early 2019 but requires renovation. |
| 3 | Lui Girls Secondary school | Mundri East | Vacated but army relocated 500 meters from the school premise. |
| 4 | Medewu Primary school | Mundri East | Vacated but soldiers are opposite the school across the main road. |
| 5 | Buagyi Primary school | Mundri East | This school was not occupied but military are close to the school. |
| 6 | Bari Primary school | Mundri West | No update |
| 7 | Maleng Agok PS | Rumbek East | Vacated |

Heavy rain and floods also hampered smooth implementation of education activities in many areas and affected children's access to schools. In Maban, the worst flooding occurred in August and it affected low land communities and homes therefore people sought refuge in school buildings. UNICEF's implementing partner could not complete construction of classrooms in Maban because roads had been cut off by floods, so they could not deliver construction materials. Similarly, in Akobo, Fangak, Uror, Pijji, Boma and Pochalla areas, which are not accessible both in dry and rainy season, school supplies were delivered by air, thus raising the operational and logistics costs. However, the previously inaccessible Baggari county in Wau became accessible so UNICEF managed to implement education interventions such as community mobilization and setting up TLS.

On the other hand, there was increased demand for education services in the areas of voluntary return by refugees and internally displaced persons (IDPs), such as Baliet, Panyikang, Nasir, Maiwut, and Longechuk. UNICEF responded to the demand in those areas within the available resources and provided the needed education services to the returnees.

A lower percentage (11.8 per cent) of female teachers in the primary education has impacted enrolment of female learners in upper primary and secondary schools (EMIS 2018). To overcome this UNICEF has continued with partners to promote and advocate for girl's education in all the counties and support schools with female volunteer teachers.

Despite the above challenges the project was able to establish TLSs in 296 schools in all the 10 states. UNICEF also rehabilitated classroom in 85 schools/TLSs giving a total of 381 schools with improved learning environments. In total, 115,898 children (51,778 female) were reached with PSS services including survivors of GBV and 3,833 children (1,707 female) were reached with case management services. 9,233 caregivers (5,408 female) were reached with PSS and positive parenting sessions. Awareness-raising activities reached 165,202 people (27,424 male, 32,868 female, 55,573 boys, 49,287 girls). In total, 5,580 people (2,136 female), including CFS facilitators, social workers, teachers, PTA/SMC members, and community-based child protection committee (CBCPCs) members were trained or given orientation on PSS, PFA and/or case management and FTR training.

4. PROJECT DESCRIPTION/INTRODUCTION

The IEEES project is a three-year USAID-funded project being implemented by UNICEF and its implementing partners across South Sudan. It is designed to increase the retention of the most vulnerable boys and girls in schools by providing sustained learning opportunities, and aims to improve their learning outcomes, level of protection, resilience and recovery of an additional 300,000 girls and boys (38 per cent of them girls) living amidst violent conflict. Building on the earlier Emergency Education Project target of 300,000 learners, the IEEES seeks to increase the target beneficiaries to 600,000 learners by 2020. The long-term goal of the project is to improve resilience and to support the recovery of South Sudanese children, adolescents/youth and their families through linkages with other sectors and the provision of PSS.

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.

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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.

Under the IEEES project a number of strategic actions have been prioritized for implementation which include access and equity, quality of learning, early childhood development, primary, secondary and alternative education systems (AES).

Project Implementation Arrangements

The IEEES project is implemented through national and international Civil Society Organization (CSOs). In 2019 UNICEF, WFP and UNHCR adopted the new partnership portal

(UNPP) to streamline the process of identifying implementing partners. The UNPP is a one-stop platform where eligible organisations upload their profiles and relevant supporting documents and references. UN agencies access the profiles and can vet the potential partners and select those with the requisite capacity in a transparent process. In 2019, UNICEF selected new implementing partners through the UNPP. An overview of UNICEF’s implementing partners providing key education and child protection services under this project and their geographical location is provided below (Figure 1).



Figure 1: Active Partners in South Sudan

During the reporting period UNICEF worked with 32 implementing partners including 17 National NGOs and 15 International NGOs. UNICEF endeavoured to partner with more National NGOs than international NGOs for project implementation to develop local capacity and cost effectiveness. In addition, areas where the International NGOs have issues with accessibility, local NGOs can access more easily.

With the support of its 10 field offices, UNICEF monitors programme implementation and partner performance, as well as providing overall management of the project for quality results. The implementing partners, in consultation with the state and county educational authorities and area education clusters, are responsible for the identification of the priority locations with urgent education needs among the conflict-affected populations, through rapid secondary data review, needs assessments and a thorough analysis of the findings. Implementing partners work closely with UNICEF Education Officers to select schools and communities to be supported, based on need and levels of sustainability.

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

During the reporting period, 613,442 children (255,780 female) aged 3-18 from IDP and host communities in 60 counties across the 10 former states of South Sudan accessed education services through the support of the IEEES project. This was achieved through: (i) improving the school environment through setting up new child-friendly TLS in 296 schools and

rehabilitating 165 classrooms; (ii) the provision of basic essential school supplies (2,731 teacher’s kits, 10,569 students’ kits); and (iii) incentive support for 6,724 volunteer teachers (3,203 female).

The most important component of the project is access to basic learning opportunities through transitional arrangements such as setting up TLS in schools that are operating under trees or schools whose buildings were completely damaged during the conflict. Building on the momentum of the past year with the active involvement of the community and parents, BTL Campaigns significantly increased the enrolment of OOSC into the schools. Social mobilisation and BTL campaigns focused on bringing OOSC, children who have dropped out, and vulnerable children from marginalised groups such as pastoralists and disabled children into schools.

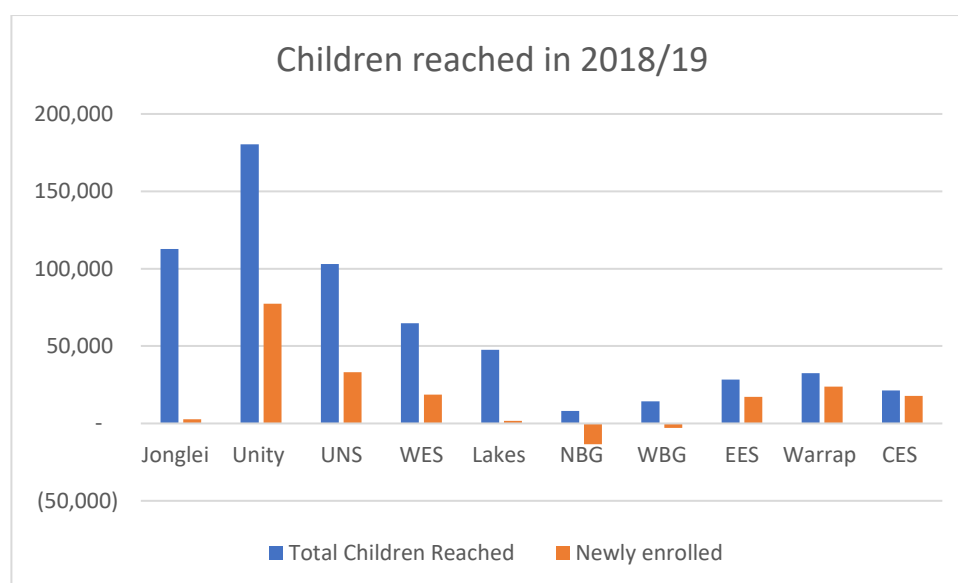


Figure 2: Children reached 2018/19

Out of the 613,442 children (255,780 female) reached during 2018/19, 126,804 children were newly enrolled (81,453 female) across the 10 former states. Out of the total number of children enrolled during the reporting period, 49,618 children (21,759 female) were enrolled in ECD classes; 539,650 children were enrolled in primary (223,541 female), 19,589 ALP (8,721 female) and 4,585 children (1,759 female) were enrolled in secondary level schools. This was against the target 400,000 children including 100,000 newly enrolled in the 10 former states (Table 2).

Table 2: Enrolment by state in 2018/19

| States | Learners (Pre-Primary, Primary, Secondary) | | |
|----------------|--|---------|---------|
| | Girls | Boys | Total |
| Jonglei | 41,010 | 71,677 | 112,687 |
| Unity | 67,059 | 113,392 | 180,451 |
| UNS | 46,406 | 56,706 | 103,112 |
| WES | 31,619 | 33,239 | 64,858 |
| Lakes | 20,832 | 26,849 | 47,681 |
| NBG | 3,888 | 4,203 | 8,091 |
| WBG | 7,488 | 6,776 | 14,264 |

| | | | |
|---------------|----------------|----------------|----------------|
| EES | 13,588 | 14,867 | 28,455 |
| Warrap | 14,988 | 17,456 | 32,444 |
| CES | 8,902 | 12,497 | 21,399 |
| Total | 255,780 | 357,662 | 613,442 |

The total number of children supported by IEEES excluding ECD/pre-primary and secondary school learners was 559,239 of whom 232,977 are girls (Table 3). The unique number of children enrolled in primary education in 2019 was 126,804.

Table 3: Total Number of children in primary education supported by IEEES

| | Girls | Boys | Total |
|------------------|----------------|----------------|----------------|
| Primary (formal) | 223,541 | 316,109 | 539,650 |
| Primary (ALP) | 8,721 | 10,868 | 19,589 |
| Total | 232,262 | 326,677 | 559,239 |

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

During the reporting period, a total of 296 TLS/schools were established against an annual target of 300 for 2018/19. In addition, UNICEF and its implementing partners rehabilitated 165 classrooms in schools where structures were available but in need of repair. In total 461 schools were either built or rehabilitated to enhance their learning environments. In those states where there was a higher number of returnee children (Unity, Western Equatoria and Upper Nile), UNICEF established more TLS to accommodate the increased enrolment of children following the return of IDPs and refugees to those areas. This represents an overall achievement of 761 TLS/schools over the entire project duration (September 2017 – October 2019) out of the overall target of 1,000 schools by September 2020.



Figure 3: TLS Constructed in Tambura Primary School, 2019.

Due to increased demand from communities for more sustainable, durable infrastructure to be provided to schools following a period of increased stability in these states, in 2019 UNICEF and its partners assessed the TLS model to ensure that these are durable, safe and child-friendly. Following this assessment, the design was improved. The revision was also possible due to changes in the availability of construction materials with a more diverse selection of materials becoming available in most areas. While these revisions have

increased the overall cost of construction per TLS, they have not substantially affected the number of TLSs/schools to be covered. UNICEF will achieve the planned targets within the available budget because communities have been mobilised to contribute local materials and labour as part of their ownership of schools. The revised design has improved the longevity and sustainability of the TLS provided under the project, through reducing its vulnerability to weather and environmental related damage.

Each TLS comprises two classrooms and are constructed using locally available materials and ensure environmental sustainability and enhanced ownership by the community. PTA and SMC members were engaged in the monitoring of the construction works in line with their role in quality assurance.

In some project locations children were also provided with locally designed school desks through the project based on feedback and recommendations of the local community. For example, in Eastern Equatoria state, one implementing partner distributed 1,385 locally designed school desks to schools in Kapoeta, Narus, Torit, Ikwotos, and Magwi benefiting 5,540 learners at a ratio of four learners to one desk.

Table 4: Status of TLS construction or rehabilitated in 2018/19

| States | TLS constructed | TLS Rehabilitated |
|---------------|------------------------|--------------------------|
| Jonglei | 36 | 11 |
| Unity | 31 | 8 |
| UNS | 92 | 33 |
| WES | 45 | 12 |
| Lakes | 15 | 6 |
| NBG | 9 | 0 |
| WBG | 15 | 1 |
| EES | 21 | 7 |
| Warrap | 18 | 3 |
| CES | 14 | 4 |
| Total | 296 | 85 |

UNICEF faced challenges with the quality of construction work, which varied greatly from state to state as did the availability of construction materials in each location. UNICEF noted that in areas that were difficult to monitor due to limited access, some partners who also faced challenges with procuring building materials ended up with substandard works. Once such practices were detected UNICEF insisted that partners should adhere to the drawings and bill of quantities (BOQs) agreed in the PDs. Partners reconstructed the structures, and, in that way, poor quality works were rectified. In addition, in some locations such as Yei, Gogrial, Leech and Maban difficulties with road access affected the construction work. In locations like Maban, construction of five TLSs, four latrines and one ECD Centre were delayed due to heavy rain and flooding which affected the civil works and blocked road access.

UNICEF with the implementing partners reviewed the costings for construction works in 2019 (based on state specific costs for construction and availability of materials) and the unit cost for TLS was revised (from 12,000 to 14,500) per set, taking into consideration the need for concrete flooring and durable construction material. In addition, UNICEF issued new procedures for construction, whereby all implementing partners carrying out construction works were required to undergo a detailed construction assessment that is reviewed and approved by UNICEF's supply section.

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

During the reporting period, at least 552,700 children (165,810 female) received learning materials. Out of the 552,700 children, 149,805 children (47,937 female) received textbooks

and supplementary reading materials while the rest benefitted from general educational supplies. In addition, 2,731 teacher’s kits² and 10,569 students’ kits³ were also distributed. Other learning materials that children received included ECD kits, dignity kits, recreational materials and school bags. A complete list of teaching and learning materials provided under the project during the reporting period is detailed in Table 5 below.

Table 5: Provision of educational supplies

| Items | Quantity |
|--|----------|
| School in-a-box (children's kits) ⁴ | 10,569 |
| School in-a-box, (teacher's kits) | 2,731 |
| Recreation kits | 2,976 |
| ECD kits | 485 |
| Dignity/Hygiene kits | 13,141 |
| School bags | 79,144 |
| Numeracy and Reading materials (TLM) | 17,005 |

All Education supplies were centrally procured and delivered to 10 UNICEF warehouses in Juba, Wau, Bentiu, Bor, Pibor, Malakal, Torit, Yambio, Rumbek, and Kwajok. Implementing Partners further distributed these supplies to the project schools. UNICEF managed to deliver 4,855 boxes of Dinka Cam, Nuer, Anyuak and Murle TLMs that had not been delivered in 2018 due to inaccessibility of the target schools because of rain.

For the majority of schools that are situated in hard to reach areas, learners rely solely on education supplies provided by UNICEF to support teaching and learning in the classroom. Based on lessons learned from year one of implementation, UNICEF prepositioned education supplies during the dry season to overcome challenges associated with limited access to schools during the rainy season. Through this repositioning, UNICEF managed to deliver supplies to most schools before the rainy season. UNICEF also used the opportunity provided by the logistic cluster and coordinated with other UN agencies to move supplies, which reduced the logistics costs. UNICEF successfully reduced 65 per cent of the overall cost of the distribution of supplies in 2018 through coordinating with implementing partners and other UN agencies under the Education Cluster logistics mechanism.

Idaa Angelina Michael a sixteen-year-old girl lives in Bagomoro village in Yambio. She is a P-4 student in Bagomoro primary school, supported by the IEEES project. Angelina said that her parents don't give her adequate help to support her education, and her personal needs. *“My parents are not educated, and they don't have any source of income to support my education, the whole family survives on small-scale farming,”* said Angelina. Angelina further explained she started experiencing her menstrual periods, because of it, she started missing her classes. She suffered for the last two years as she could not buy hygiene kits and rather used a piece of her clothes during her menstrual cycle. It was not possible for her to discuss with elders at home to create awareness of this situation. When Bagomoro school started getting support from UNICEF, she was one of the girls who received a dignity kit. Thanks to the IEEES project for providing supplies and awareness raising on personal hygiene, it helped her to continue with her classes. She feels that the support is critical to adolescent girls in order to continue their education without interruption.

² Teachers’ kits include consumable items like chalk, preparation books, teachers guides, and stationary items.

³ One student kit is designed for 50 students, which includes essential consumable materials.

Feedback from the field indicated that many schools were experiencing difficulties with storage and utilization of TLMs. In many schools where UNICEF has provided learning spaces, there is no provision for stores for learning materials. Thus, the materials are either kept in makeshift stores or at nearby homes. This means the TLMs are not readily accessible if they are kept outside the school premises, or if the storage is not safe enough the materials are exposed to weather conditions and pests. In some cases, the materials are stolen and either sold in markets or used for non-educational purposes. Through UNICEF's advocacy, some states like Abyei have issued proclamations banning the sale of learning materials provided by UNICEF. The IEEES planning workshop held in Juba on 8-9 October emphasised the need to support schools with proper storage facilities to secure TLMs and the new South Sudanese textbooks. The recommendation drew lessons from the WFP support for food storage, which has reduced loss of food supplies meant to feed school children.

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

A major activity during the reporting period was the launch of the new South Sudanese textbooks by the Minister of General Education and Instruction in Juba on 07 March 2019. The printing of the textbooks was funded through the Global Partnership for Education (GPE). Therefore, the IEEES project did not procure additional textbooks. Instead UNICEF coordinated the distribution of the textbooks through the existing implementing partners to further distribute in their project locations. This distribution began on 16 September 2019 across the country. During 2020 UNICEF will utilize the funds that had been earmarked for printing to cater for the additional numbers of teachers to be trained and refreshed in numeracy and literacy instruction; some of the funds will go towards providing storage for TLMs which will be either attached to existing classrooms or food stores, and some will go towards supporting CAAFAG under child protection.

UNICEF distributed supplementary reading materials to IEEES supported schools in different locations across the 10 former states. In the former state of Warrap, UNICEF distributed full sets of reading materials including: 5,000 posters; 60 cartons of Dinka textbooks; three cartons of exercise books; and 10 cartons of children's kits covering 3,079 learners (1,208 Female) in Gogrial West through its implementing partners during 2019. In Eastern Equatoria 12,854 previous editions of textbooks and 160 teacher guides were distributed in 17 schools as an interim measure until the new South Sudan textbooks arrive in 2020. Similarly, a total of 12,828 text books, 77 complete sets of readers guides, and 2,688 teachers' guides were distributed to the various schools in 11 counties of Jonglei.

UNICEF directly procured complete sets of reading materials and delivered to the State Ministry of Education (SMOE) stores and UNICEF warehouses in all the 10 former states. The complete sets of reading materials comprised of five national language learners' books (Dinka, Nuer, Bari, Zandi, Tapposa), alphabet charts, numeracy materials and teachers guide. These materials were procured in 2017 during the EEP project while the delivery to the schools started in 2018. Almost 500 schools from Unity, Warrap, Jonglei, Northern Bar el Ghazal, Eastern Equatoria, Warrap and Malakal have confirmed receipt of these materials. In Jonglei the materials were dispatched to 323 schools through the existing implementing partners. In Warrap and Abyei, through the SMOE, 252,672 reading materials were delivered to schools. In Aweil 2,283 national language books (Dinka) were dispatched from the SMOE to schools.

Delivery of the supplementary materials to some schools was delayed due to access challenges and limited logistic capacity at SMOE. Moreover, most of the schools do not have storage facilities, which also limits the timely delivery of the full package of supplies. In such cases the supplies are stored in the nearby state or county ministry stores, or at homes of teachers/parents when they are delivered to schools. UNICEF found that schools experience difficulties in accessing the materials. Another challenge was utilization of these materials in the schools for example in states like Jonglei, Western Equatoria and Warrap sessions for teaching in the national languages were not allocated in the school timetable. Apart from high teacher turnover, non-availability of local teachers to teach in the national language has also contributed to underutilization of the national language teaching and learning materials. In Bor some of the teachers who were trained did not implement literacy and numeracy instruction because they had not received a formal circular from the State Ministry instructing them to use the TLMs.

To avoid this in future, UNICEF is looking at a holistic solution based on a careful review of its supply chain right from UNICEF to the state level (ministry warehouses), implementing partners, the school up to the individual learner. UNICEF has developed an accelerated distribution plan for all TLMs to the school level. UNICEF's field offices are now closely monitoring the delivery and utilization in the schools and providing timely feedback on bottlenecks experienced by partners and schools. Regarding timetabling, UNICEF has notified the MoGEI about the resistance to teaching in national languages and will support sensitisation of parents, teachers and school administrators about the importance of learning in national languages in the early grades.

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

During the reporting period, a total of 89 schools in the 10 former states⁵ with total enrolment of 66,750 learners (26,700 female) met the standard of LSaZoPs. Cumulatively, 272 schools have achieved LSaZoP status since 2018. This is against the target of 350 schools by 2020. The 272 schools constitute 27 per cent of the IEEEES project schools, thus the target for LSaZoP has been achieved. In Unity, 10 conflict affected primary schools were rehabilitated and met the LSaZoP standard. In addition, UNICEF finalised the set of standards and guidelines which systematically mainstreamed peacebuilding, conflict sensitivity and child protection programming in all education interventions. Using the guidelines, UNICEF introduced a construction assessment process for all implementing partners, which ensures that the implementing partner selected has the necessary experience, expertise and procurement procedures to construct safe and reliable structures where children can learn effectively.

UNICEF assessed all new implementing partners on their capacity to undertake construction and included the safety standards⁶ in the construction plan and ensured that the school could produce a safe and responsive environment where children can learn effectively. During the reporting period, schools and PTA/SMCs were trained on developing school development plans ensuring safety standards and requirements set out in the LSaZoP checklist. Teachers received induction training and awareness on the code of conduct for setting schools as safe places for children from all forms of violence and harassment.

⁵ Cumulatively 264 TLSs (183 TLS in 2018 and 89 TLS in 2019) were supported to meet the LSaZoPs standards.

⁶ The full list of criteria is contained in the attached document: "Standards of schools as Zones of Peace".

UNICEF adopted a holistic approach, which integrates education with protection to prevent gender-based violence (GBV) and foster awareness on conflict resolution to what children and youth with different backgrounds need in a safe and secure learning environment. This was achieved through the formation of peace clubs and the provision of PSS support services, where peace club members (students) were trained on life-skills, trauma healing, basic peace education and conflict management and resolution to support them to develop the skills that are required to respond to the complex challenges they face within their daily lives. Sports activities and dialogues to address differences were also held in several schools, and especially in the Protection of Civilian (PoC) sites in Juba, Bentiu, Bor and Malakal and other IDP catchment areas across the country.

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

One of the most critical components of the project is to ensure the continuity of education services through the recruitment and the provision of incentives to volunteer teachers. During the reporting period 6,724 volunteer teachers (2,303 female) in locations that are not covered by the EU funded IMPACT programme benefitted from incentives provided through the IEEEES project (Table 6).

Table 6: Number of teachers benefitting from IEEEES project incentives in 2019

| States | Providing Incentive support to Volunteer teachers | | | | | | | | | | | | | | | Grant Total |
|--------------|---|------------|------------|--------------|--------------|--------------|------------|------------|------------|-----------|------------|------------|--------------|--------------|--------------|-------------|
| | Pre-Primary | | | Primary | | | ALP | | | Secondary | | | T-Girls | T-Boys | | |
| | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | | |
| Jonglei | 57 | 90 | 147 | 453 | 809 | 1,262 | 30 | 275 | 305 | 6 | 129 | 135 | 510 | 899 | 1,409 | |
| Unity | 69 | 85 | 154 | 686 | 850 | 1,536 | 16 | 104 | 120 | 20 | 90 | 110 | 755 | 935 | 1,690 | |
| UNS | 61 | 73 | 134 | 426 | 965 | 1,391 | 54 | 355 | 409 | 3 | 184 | 187 | 487 | 1,038 | 1,525 | |
| WES | 43 | 60 | 103 | 231 | 465 | 696 | 1 | 8 | 9 | - | - | - | 274 | 525 | 799 | |
| Lakes | 59 | 93 | 152 | 60 | 230 | 290 | 1 | 27 | 28 | - | - | - | 119 | 323 | 442 | |
| NBG | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| WBG | - | - | - | 25 | 110 | 135 | - | - | - | - | - | - | 25 | 110 | 135 | |
| EES | 9 | 13 | 22 | 1 | 56 | 57 | - | - | - | - | - | - | 10 | 69 | 79 | |
| Warrap | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| CES | 58 | 111 | 169 | 65 | 411 | 476 | - | - | - | - | - | - | 123 | 522 | 645 | |
| Total | 356 | 525 | 881 | 1,947 | 3,896 | 5,843 | 102 | 769 | 871 | 29 | 403 | 432 | 2,303 | 4,421 | 6,724 | |

The provision of incentives has improved teacher motivation and attendance in IEEEES target schools and it is often the only incentive available for the teachers. This is particularly important in areas such as PoCs, opposition controlled (IO) areas and remote locations as these schools often rely completely on volunteer teachers for the provision of education services. In 2018/19, as IMPACT coverage gradually increased UNICEF reduced this support to teachers in order to avoid duplication in payments. For example, in Maban and Renk the number of teachers reduced from 210 to 91 in the last quarter after 14 schools were enrolled into the IMPACT programme. UNICEF provided incentives to a high number of teachers in IO areas such as Nasir, Ulang, Longechuk, Maiwut, and Panyikang where the IMPACT programme did not reach.

A major concern for UNICEF and its partners moving towards implementation in 2020 is a lack of sustainable financing to continue to support 30,000 teachers across the country that are currently receiving incentives from the EU funded MPACT programme. While UNICEF is currently complementing in USAID funded schools (where IMPACT currently is not) with incentives for volunteer teachers using alternative funding sources under the BTL initiative, the funding available is not adequate to ensure all teachers who will be affected by the discontinuation of IMPACT incentives in December 2019 will be covered. To prepare implementing partners for this challenge in 2020, UNICEF has informed partners of the upcoming phase out plan for the IMPACT programme (where the 30,000 teachers currently

supported by the IMPACT programme will be reduced to 15,000 teachers, and only in hard to reach areas in 2020). However, further consultation will be required to assess the full impact that this is likely to have on targets under this programme from 2020 onwards.

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

UNICEF conducted a rapid assessment of perceptions of risks to education. Through a series of consultations with UNICEF Field Offices, UNICEF developed a Rapid Education Risk Assessment (RERA) questionnaire for school children, teachers, community representatives and local level education officials. UNICEF carried out focus group discussions and key informant interview in all the states from a sample of 33 schools and learning sites located in PoCs, main cities and accessible remote settings. At least 99 teachers (33 female), 66 PTA members, 11 SMOE Officials, and 132 school children (66 female) participated in the assessment. The data analysis is ongoing and is expected to be completed by the end of November 2019. The findings will inform project implementation during 2020 and future planning for education in emergencies (EiE).

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

During the reporting period, the project continued supporting education services to pastoralist communities in Jonglei, Upper Nile and Unity states. Eleven mobile schools were established and supported with basic education services and a total of 4,140 children (1,450 female) were enrolled in the mobile schools (Table 7).

Table 7: Mobile schools in Jonglei, Upper Nile and Unity states

| States | TLS | Female | Male |
|---------------|------------|---------------|--------------|
| Jonglei | 5 | 650 | 1,354 |
| Unity | 1 | 164 | 164 |
| UNS | 5 | 636 | 1,172 |
| Total | 11 | 1,450 | 2,690 |

In Jonglei and Upper Nile states, UNICEF through its implementing partner CMD and World Relief in Jonglei and Unity, set up mobile schools in the cattle camps in Longachuk, Ulang, and Ayoud. The schools were supported with customized assorted supplies and TLMs. Parents have appreciated this initiative which is convenient and more aligned to their lifestyle. Each of the communities had constructed a hut to store school supplies. In consultation with the community the teachers agreed to flexible learning programmes that do not conflict with the pastoral chores of the children. In the morning children were expected to clean the kraals and milk the cows. Classes start once the cows are released to graze. The community is eager to ensure learning continues once the children return to their original area.

Given that almost 60 per cent of the OOSC are among the Pastoralist community (AES PEP Strategy (2017-22)), pastoralist education is a critical strategy to reach children in the cattle camps. The pastoralist environment is highly complex and challenging in terms of providing essential social services. Pastoralist youths engage in dangerous activities such as cattle raiding

as a rite of passage. The lifestyle contributes to cycles of communal violence and conflict, which aggravates an already precarious humanitarian situation. UNICEF, FAO and UNESCO have developed a joint integrated project to support pastoralist education and livelihoods through the Alternative Education Services unit, as a longer-term solution to the challenges to education posed by the pastoralist way of life.

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

In 2019, UNICEF, as the Education Cluster co-lead, continued its support to the education cluster activities financially, technically and in terms of human resources (a national coordinator, information management specialist and an intern). In addition, UNICEF education staff contributed to and/or coordinated cluster activities at the state level. UNICEF provided support to the country and state coordination in responding to humanitarian situations. State education coordination meetings were led by UNICEF field education specialists in all the 10 former states. In Abyei Special Administrative Area, UNICEF has deployed an Education Officer who is coordinating education stakeholders within the framework of the Abyei Inter-sector/cluster humanitarian coordination mechanism. In Western Equatoria state, UNICEF's field office supported eleven state education cluster meetings with education partners having presence in the state under the PfRR strategy. The national education cluster developed the Humanitarian Needs Overview (HNO) 2020 and mobilized funds for the South Sudan Humanitarian Funds (SSHF) in 2019. UNICEF through the cluster also supported preparation of South Sudan application for Education Cannot Wait funding opportunity.

Accessing children in more remote locations through Integrated Rapid Response Mechanism (IRRM)

UNICEF education section participated in IRRM missions targeting remote locations which are without active education partners or government authorities capable of providing education support to children. The IRRM missions are undertaken jointly with other UN agencies, funds and programmes, for example with the WFP, to deliver services to communities in great need of essential services like nutrition, education, health, WASH and protection. UNICEF deploys its Education in Emergencies resources to these missions to activate education activities and works with national and international partners who are able and have the capacity to work in such locations.



Figure 4: Jikmir primary school, Upper Nile, during an IRRM.

During the reporting period, a total of 14,121 children (6,876 female) benefited from education supplies delivered through IRRMs. UNICEF’s Education in Emergencies team, with support from implementing partners, participated in five out of 18 joint missions and trained a total of 46 teachers (12 female) on teaching methodologies, life skills and PSS. Apart from teacher training, a total of 131 (34 female) PTA/SMC members were also trained on school management and eight TLS were established or rehabilitated (Table 8).

Table 8: Education Section IRRM achievements

| Male | Female | Total | Indicators/Activities |
|-------|--------|--------|---|
| 800 | 956 | 1,756 | # of pre-school children (aged 3-6) with access to play and early learning, including supplies. |
| 6,491 | 5,874 | 12,365 | # of school-aged children including adolescents (aged 7-18) with access to EiE, including supplies. |
| 34 | 12 | 46 | # of teachers trained to provide EiE. |
| 97 | 34 | 131 | # of other education personnel and PTA members trained to support EiE. |
| | | 8 | # 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 IEEES project continued CPD training to primary teachers and ALP teachers from the 10 former states. In 2018, UNICEF and partners supported MoGEI to develop a comprehensive set of standardized modules and training materials covering all professional aspects envisaged in the IEEES project, including literacy, numeracy, subject matter content, reading instruction and multi-grade approaches. After some delay, the Teachers Development Management System (TDMS) committee from the MoGEI endorsed those materials, vetted organisations that were training teachers and selected four organisations (Windle Trust International (WTI), Yei Teachers Training Colleagues (YTTC), ACROSS, and Adventist Development and Relief Agency (ADRA) to roll out the training in the country. Thus, in 2019 UNICEF discontinued teacher training through NGOs that had not been approved by the TDMS committee of MOGEL.

During the reporting period, a total of 2,173 teachers (493 female) were trained through the 40-day CPD programme. Additionally, 2,689 teachers (638 female) were trained on PSS and a total of 2,357 teachers (684 female) were trained on life skills, peacebuilding and social cohesion. PSS, life skills and peacebuilding constitute an integrated package of behaviour change concepts that is crucial to the fostering of values and attitudes for social cohesion and mutual understanding among learners from diverse backgrounds. Eight hundred and eighty-one ECD caregivers were separately trained on facilitating early years learning and stimulation in 180 ECD centres.

Around mid-2019 UNICEF detected that not all teachers who were participating in CPD were from IEEES project schools. This was because identification of participants was influenced by state and county education offices (and some of the volunteers did not have the threshold qualifications required to join the CPD programme). UNICEF has therefore agreed to a supplementary programme where the four organisations will roll out training for at least 2,700

early grade teachers (P1, P2 and P3) in 900 schools to equip them with the skills for numeracy and literacy instruction using local languages.

Activity 2.1: Conduct baseline and summative learning assessments.

During the reporting period UNICEF hired a consulting firm Mott Macdonald/Cambridge Education through a competitive process to conduct a baseline assessment for Early Grade Reading and Early Grade Mathematics (EGRA/EGMA) in 24 sampled schools to assess the learning levels among a representative sample of P3 pupils at the beginning of the second term. The report identified differences in the implementation level such as delays in the delivery of education supplies and training of teachers and noted that learning was not taking place to the standard expected in line with the inputs provided so far. UNICEF is working closely with implementing partners to ensure that project schools receive all the necessary inputs including training and refresher workshops for all early grade teachers in project schools. The training will be provided by the four expert organisations (ACROSS, ADRA, WTI, and YTTC). Remedial actions, including expedited delivery of TLMs and intensified monitoring, have been undertaken by UNICEF to address gaps that were identified by the EGRA/EGMA evaluation and to ensure that teachers and learners are using the materials effectively.

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.

UNICEF in collaboration with cluster partners, supported the MoGEI to revise and adopt a uniform set of teacher training modules under the TDMS approved CPD programme. Modules were aligned with teacher professional standards under the new curriculum and incorporated a strong focus on literacy and numeracy, fundamentals of learner-centred pedagogy, and conflict-sensitive education in humanitarian settings. The duration of the CPD is 10 days for the tutors training, and 50 days of teachers training in four phases including 10 days of refresher training, spread over 12 months. UNICEF is coordinating discussions with stakeholders with the view to making CPD contribute to teacher certification and accreditation in the long run.

Roll out of CPD by WTI, ADRA, YTTC, and ACROSS started in October 2018 across the 10 former states. The tutors implementing the training and refresher courses were selected from the County Education Centres and senior experienced teachers from the schools. Trainer of Trainers (TOT) Tutor trainings were held in Juba in October 2018 in four batches. A total of 130 tutors (32 females) attended the trainings and enhanced their knowledge on facilitation of the teachers training.

The IEEES project has so far trained 2,173 teachers (493 female) through the CPD approach. This intervention has provided an opportunity for volunteer teachers to improve their pedagogical skills and knowledge and has contributed to teacher retention in the project schools. The reason for over achievement on the number of teachers trained is due to the high demand for the course in areas where UNICEF is working and especially in IO areas and IDP camps where most teachers are volunteers with no qualifications.

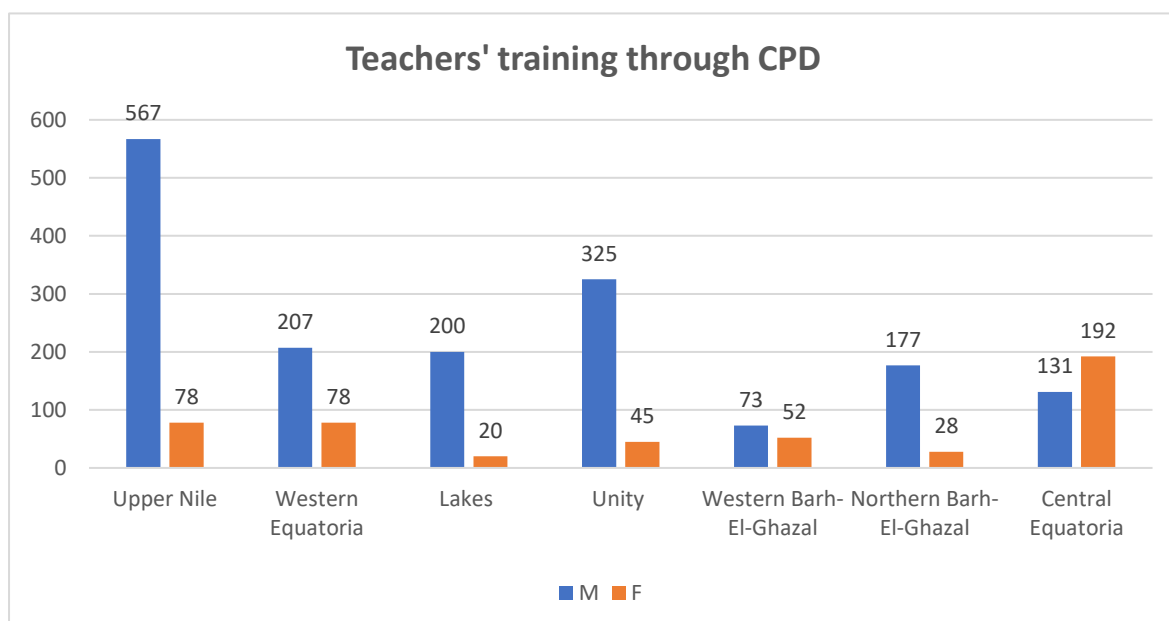


Figure 5: Teachers training on literacy and numeracy

Nevertheless, some of the teachers left their schools before they could complete the training, which was a double loss through the loss of teachers to the schools and the lost investment in their training. Reasons included lack of motivation and lack of clarity on whether the CPD would contribute to their certification. As noted above, UNICEF is leading the advocacy to recognise CPD as contributing to teacher certification and career prospects. To that end UNICEF has mobilised other organisations to brainstorm and develop a strategy note on teacher certification and accreditation for discussion with MoGEI and University of Juba.

Activity 2.3: Training of teachers, educators and ECD facilitators on life skills, peace education, conflict sensitive contents, including menstrual hygiene, and GBV prevention.

During the reporting period, UNICEF trained 2,357 volunteer teachers (622 female) on life skills, peace education, conflict sensitive education and promoting peace. The overall target is to train 4,500 volunteer teachers. The UNICEF Education section, in collaboration with the Education Cluster and Child Protection section and through implementing partners, delivered training packages covering topics like Mine Risk Education (MRE), Menstrual Hygiene Management (MHM), as well as how to provide PSS.

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

UNICEF built capacity of 881 ECD caregivers (351 female) to provide integrated early childhood care, learning and stimulation in communities and spaces attached to schools. The training was based on the national ECD framework provided by MOGEI for preschool children. ECD is an important intervention for developing the social and creative skills of infants within a caring and nurturing environment. Whereas the total enrolment in ECD declined compared to 2018, demand for ECD services closer to communities increased, hence the increase in caregivers. UNICEF continues to invest in ECD as it supports school readiness

and eventual timely enrolment, which will have positive effects on the net enrolment statistics of EMIS.

Cumulatively 1,335 ECD caregivers have been trained since the start of IEEES project. Even if not all of them are actively engaged in ECD delivery, the skills they possess remain in the community and they constitute the critical mass of ECD practitioners that will champion systematic and integrated ECD services in their respective communities.

Table 9: Training of ECD caregivers by state

| State | Female | Male | Total |
|------------------------|------------|------------|------------|
| Central Equatoria | 29 | 16 | 45 |
| Eastern Equatoria | 18 | 16 | 34 |
| Jonglei | 30 | 114 | 144 |
| Lakes | 26 | 22 | 48 |
| Upper Nile | 77 | 46 | 123 |
| Unity | 102 | 224 | 326 |
| Warrap | 4 | 33 | 37 |
| Western Bahr el Ghazal | 18 | 8 | 26 |
| Western Equatoria | 47 | 51 | 98 |
| Total | 351 | 530 | 881 |

The trained ECD caregivers have acquired the necessary knowledge to facilitate learning and participation among preschool children at the right age. The impact is clearly observed in the ECD classroom where children are actively involved in their play learning activities. UNICEF is supporting 180 ECD centres in PoCs and in host communities. In addition to the early years education there is an effort to integrate education, health and nutrition within the Bentiu PoC.



Figure 6: ECD Nabari Primary School- Juba

Activity 2.5: Training for secondary school teachers on subject matter

Training on subject matter could not be done due to non-availability of subject matter specialists for post primary levels among NGO partners. However, a five days orientation was held for 15 volunteer secondary teachers in Unity state with the focus on peacebuilding, and PSS among children and adolescents affected by the conflict. UNICEF is exploring how to partner with tertiary institutions in South Sudan to provide the subject matter training for teachers in the target secondary schools.

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

During the reporting period, the project established 545 PTA/SMCs and trained 6,540 PTA/SMCs members (1,962 female) on their roles and responsibilities in relation to school

governance and school management (Table 10). PTAs have now increased participation in school management and strengthened community-based management and supervision of schools, contributing to improved learning environments.

Table 10: PTA/SMC bodies established in schools

| State | PTA/Body |
|-------------------------|-----------------|
| Central Equatoria | 24 |
| Eastern Equatoria | 25 |
| Jonglei | 72 |
| Lakes | 58 |
| Northern Bahr el Ghazal | 24 |
| Upper Nile | 118 |
| Unity | 109 |
| Warrap | 14 |
| Western Bahr el Ghazal | 26 |
| Western Equatoria | 75 |
| Total | 545 |

During 2018/19, under the IEEEES project, 545 additional PTAs or SMC structures were set up in addition to the 160 PTAs established during 2017/18. UNICEF through its implementing partners continue to support the PTAs and SMCs to ensure their sustainable functionality.

Activity 2.7: Train teachers, for on-site support.

The project supported training of Master Trainers to facilitate the teachers’ training under the CPD. The Master Teacher Trainers were trained on effective mentoring of teachers and providing on-site support. A total of 265 teachers (57 female) were trained in Lakes, Jonglei, Eastern Equatoria, Warrap, Central Equatoria and Upper Nile. These trainings focused on mentoring and providing on-the-job support and on-site coaching to teachers in schools.

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)

During the reporting period, child protection interventions have been strengthened and expanded from last year to build the resilience and support the recovery of children, adolescents and youth including child survivors of GBV. In total, 115,898 children (51,778 female) were reached with PSS services including survivors of GBV and 3,833 children (1,707 female) were reached with case management services.



Figure 7: Official Launch of PSS Facilitator's Manual and Training Guides

In September, the Facilitator's Manual for PSS in Child Friendly Spaces, Schools and Communities, an accompanying Trainer's Guide as well as a Two-Day Training Module for Teachers were officially launched. The publications, developed by UNICEF in collaboration with the country's PSS Working Group, are practical and high-quality PSS tools that will improve the quality of PSS offered to children and caregivers across the country. The manual and guides were specifically developed for the South Sudan context and the Manual is illustrated and available in English, Arabic and seven local languages.

The materials cover key topics including focused and non-focused PSS activities, PFA, child protection principles, how to create a child friendly environment in school, how to support children in school who may be experiencing distress and how to identify and refer protection cases including unaccompanied and separated children and children associated with armed forces and groups (CAAFAG). A full training package of TOT workshops and field level coaching and training using the materials was initiated and is being rolled out across the country with national and international NGO organisations who carry out PSS activities in child friendly spaces in communities and schools.

In June, UNICEF, in collaboration with the Child Protection Sub Cluster, the Government and the Case Management Task Force also launched the first ever case management handbook for case workers. It is a practical guide that complements the Case Management Standard Operating Procedures (SOPs) which were published in September last year. The handbook explains case management steps and approaches in line with the SOPs, it also indexes all relevant tools, work flows, processes, referral pathways to support case workers in their daily work. The Child Protection Information Management System + (CPIMS+) in South Sudan was also launched at the same time and, together with the Handbook, is successfully working to harmonize approaches and ensure that case management systems, practices and procedures are consistent, effective and meet minimum standards. These tools have been rolled out through intensive capacity building of social workers.

Children and adolescents severely affected by protection concerns, including GBV, were supported with case management services including 3,833 unaccompanied and separated children (UASC) and other extremely vulnerable children (1,707 female). 294 CAAFAG (81 female), who were formally and informally released in Yambio, Yei, Bentiu and Aweil, received direct support and were referred for other services, as required, as part of the reintegration process. Child protection help desks established in schools supported the identification of extremely vulnerable children and enabled them to access services through referral pathways. The help desks also served as an information point where people could learn about available case management services.

Awareness-raising activities reached 165,202 people (27,424 male, 32,868 female, 55,573 boys, 49,287 girls). This included 64,906 people (14,880 male, 16,345 female, 17,317 boys, 16,364 girls) on lifesaving messages, child protection principles and child rights; 1,280 people (148 male, 111 female, 496 boys, 525 girls) on GBV; and 99,016 people (12,446 male, 16,412 female, 37,760 boys, 32,398 girls) on MRE. GBV prevention and risk mitigation activities targeted teachers, parent- PTA members and school children to provide them with knowledge on how to prevent and respond to GBV in schools and communities and to address safety audit recommendations to ensure the school environment is safer for children. UNICEF also trained 24 staff about the Community Cares programme as part of scaling up GBV prevention.

UNICEF provided emergency PSS and case management interventions in locations where fighting or natural disasters such as flooding had occurred. UNICEF delivered child protection supplies to implementing partners, prepositioned supplies in different field office locations and was also able to deliver them to remote or hotspot locations.

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 104 social workers (43 female), 9,233 caregivers (5,408 female), and 637 CFS facilitators (236 female) on PSS, PFA and creating a supportive and protective learning environment for children. The new training manuals and guides were used for building the capacity of staff to deliver focused and non-focused PSS activities through TOT workshops and practical on-site, field level training. This also included orientation on use of a school checklist to ensure child safeguarding and a safe environment in school.

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

Six hundred eight-four PTA and SMC members (241 female) were trained on PSS, referral mechanisms, and PFA. The purpose of this training is for PTA and SMC members (as well as teachers and CFS facilitators) to understand what PSS is, to recognize signs of distress in children, to provide PFA if needed and to create a child friendly environment in school by following a school checklist. Participants learned how to identify, and report protection concerns confidentially, both in schools and communities and to understand existing referral mechanisms and pathways, including help desks and community-based child protection committees, and how to refer vulnerable children. A further 232 social workers (68 female) were trained on comprehensive case management including SOPs, how to use all case management forms, how to use CPIMS, referral pathways and confidentiality and FTR procedures. One hundred and four social workers (43 female) were trained on PFA.

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

During the reporting period, a total of 304 peace clubs, hygiene clubs were established to promote peace, protection and risk preventions. All these clubs were streamlined into the school peace clubs. Each club has seven to 12 members depending on the size of the school. These clubs were actively engaged in organizing activities such as sports, co-curricular activities, songs, drama to promote peace and social cohesion.

Over 100 child friendly spaces, both static and mobile, were operating during the reporting period in both schools and communities. The child friendly spaces are often run as after school clubs or youth clubs. Activities conducted include recreational and therapeutic activities e.g. beadmaking, traditional and non-traditional games, basic learning such as counting, life skills and more focused PSS that explores issues such as conflict resolution or child marriage through creative means of expression such as drama, storytelling or singing.

Activity 3.4: Strengthen and establish community-based CP committees to adequately respond to drivers of family separation, recruitment and gender-based violence in the learning centre/CFS and surrounding community.

Two-thousand, two hundred and forty-four members of community-based child protection committees (CBCPC) (1284 female) were oriented on child rights, PSS and how to report and refer children with protection concerns amongst the community. The CBCPC play a vital role in ensuring that the community is aware of, linked to and play a monitoring role in child protection services such as PSS and case management. This ensures that the population is adequately consulted and able to make decisions and participate in project interventions that are happening in their community.

Activity 3.5: Monitoring and reporting incidents related to the six grave child rights violations, building capacity of partners and advocating for the vacation of schools occupied by armed forces and armed groups.

During the reporting period, the Country Task Force on Monitoring and Reporting (CTFMR) recorded 213 verified incidents of grave violations against children which affected 281 children (110 female). A further 154 unverified incidents were recorded affecting 304 children (239 boys, 46 girls and 14 sex unknown). 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 denial of humanitarian access.

Twenty-three attacks on schools were recorded in the reporting period that affected approximately 6,530 children. Four incidents of denial of humanitarian access were verified. The reporting period of quarter 4 of 2018 witnessed an increase in the number of children affected by rape and other forms of sexual violence, with 35 children affected compared to 18 girls in the previous quarter. Government Security Forces were responsible for 94 per cent of the survivors of sexual violence. The number of children affected by abductions remained high mainly attributed to the pro-Machar SPLA-IO (77 per cent). The reporting period of the first quarter of 2019 saw a reduction of grave violations against children, which coincided with some progress in the implementation of the Revitalized Agreement on the Resolution of the

Conflict in the Republic of South Sudan (R-ARCSS). However, active conflict persisted in some parts of the Equatorias, increasing children's vulnerability to grave violations.

In February, UNICEF in collaboration with the CTFMR hosted a consultative workshop to draft a comprehensive action plan to end and prevent all six grave violations against children in South Sudan with representatives from the SSPDF, government ministries, civil society and the Office of the Special Representative of the Secretary General for Children and Armed Conflict. Representatives of the pro-Machar SPLA-IO and the South Sudan Opposition Alliance also attended in view of their integration in the SSPDF as part of the revitalized peace agreement. The action plan has been endorsed but still awaits the final signature of all parties.

| Project elements/Indicator | Targets 2018-20 | Targets FY2018 | Achievement FY2018 | Targets FY2019 | Achievement FY2019 | Targets FY2020 | Achievement FY2020 | Achievement Cumulative 2018-19 |
|--|-----------------|----------------|-----------------------------|-----------------------|---|----------------|--------------------|--------------------------------|
| 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 | 183 82,350 (32,940 F) | 100 | 89 66,750 (25,365 F) | 28 | | 272 149,100 (58,305 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 | 450 | 500 | 397 | | 953 |
| 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) | 450 (180 F) | 2,173 (493 F) | 3,000 | | 3,258 (693 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) | 1000 | 2,357 (493 F) | 360 | | 3,307 (681 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) | 100,000 (40,000 F) | 115,898 (51,778 F) | 56,000 | | 244,654 (111,112 F) |
| Number of social workers who have been trained to provide Psychological First Aid to children and families living in conflict affected communities (Custom) | 2,850 | 1,000 | 982 (360 F) | 1,000 (400 F) | 973* (347 F) | 895 | | 1,955 (707 F) |

*232 of the total social workers trained were not specifically trained on PFA but were trained on case management.

6. KEY LESSONS LEARNED

Improved access increases demand

The IEEEES project provides a sense of normality and hope for children and adolescents to continue their education even in difficult circumstances. This is evidenced in increased demand for education, including in areas where refugees or IDPs are returning; whereby the returnees' approach IEEEES project schools or learning centres and demand to be enrolled. As a result, there is increased enrolment and attendance rates in all the supported project schools. The emergency education project has led to more demand for education from the parents, community and teachers.

Need for continuous inputs and sensitization of project stakeholders

Given the high turnover of different categories of stakeholders, it is important to provide continuous opportunities for learning by implementers (UNICEF staff, IP staff, teachers, PTA/SMC, etc.) and beneficiaries. For example, training teachers on numeracy and literacy instruction should be conducted periodically to support new teachers to acquire the necessary knowledge and skills to teach in national languages. Similarly, staff of UNICEF and its implementing partners require platforms where they can periodically refresh their mutual understanding of project targets and indicators and develop consensus on strategies for accelerating progress towards desired outcomes.

Need to triangulate evidence from the field regularly

The challenges experienced during the reporting period signalled the need to triangulate information from various stakeholders at the beneficiary and school level to ensure that all stakeholders have consensus on what has been achieved. The recent planning meeting in Juba highlighted the need to complement quantitative data with qualitative evidence including case studies to provide contextual nuance to the data or their lack thereof.

Management of education supplies

The project teams learnt the lesson that the supply chain must strive to cover the last mile and be accountable to the end-user and there should be a feedback mechanism linked to intended beneficiaries to assure that supplies reach the target beneficiaries. The bottleneck of storage of materials needs to be addressed as part of procurement since it has contributed to non-utilization of essential supplies and therefore negatively impacted on learning.

CPD for improved teaching

The introduction of long-term in-service training through CPD is shaping teachers' professional capacity and improving teachers' motivation without compromising continuity of learning since teacher attendance in their classrooms is reasonably constant and face-to-face training occurs during school holidays. However, while the CPD model is creating demand for future investment in in-service training programmes, it has also demonstrated the need to integrate CPD in the national teacher education strategy. Moreover, for the IEEEES project, the lesson is to be vigilant in the selection of CPD beneficiaries so that project schools are not disadvantaged.

Reopening schools through temporary arrangements

Establishment of TLS and provision of basic supplies offers flexibility which enables the project to attract more children to schools and to relocated TLS during floods or similar emergencies. The ability to respond in real time has been instrumental in increasing attendance of teachers and learners. Involvement of communities in the siting, construction and maintenance of TLS galvanizes their contribution towards improved learning environments.

Prepositioning of supplies through dry season planning (DSP) reduces cost

The DSP helped in prepositioning education supplies during the rainy season to overcome the logistical challenges within the South Sudan context. In 2018/19 UNICEF procured education supplies from November – April and moved them to the fields on time with available logistic opportunities which saved logistic costs.

Harnessing complementary delivery modalities (e.g. cluster log, air or water transport) enabled the project to achieve supply delivery targets while mitigating the exorbitant cost of in-country freight.

Synergies with other projects and programmes

Schools with other ongoing initiatives, whether implemented through IEEEES (e.g. child protection services) or by other programmes (e.g. GPE, GESS or school feeding by WFP) have enjoyed increased retention and participation which is likely to lead to improved learning outcomes.

7. CHALLENGES

Teacher training

In 2018, numeracy and literacy training was significantly delayed due to a directive by the MoGEI, that all organizations implementing teacher training had to adapt the CPD modules with the inclusion of literacy and numeracy contents. MoGEI instituted an approval process to select partners to roll out the teachers training. The Ministry-led vetting process for approving partners to conduct teacher training in South Sudan took longer than anticipated. Four UNICEF implementing partners (Windle Trust International, Yei Teacher Training College, ACROSS and ADRA) were approved by the Ministry to provide the training. Training on numeracy and literacy instruction was incorporated into CPD.

However, the termination of numeracy and literacy training by NGOs adversely affected teaching using the national language numeracy and literacy materials in project schools. In some schools, teachers who had not yet been trained in numeracy and literacy instruction delayed using the national language numeracy and literacy materials. There were other unforeseen challenges, for example in some schools, teachers who were trained were not native to the states or communities where they were teaching and so they opted to teach in English (e.g. teachers from Equatoria finding teaching jobs in Lakes, Unity or Upper Nile but they cannot teach in Nuer or Dinka). In Eastern Equatoria, the materials delivered were not considered appropriate for the recipient community therefore they were rejected. In Central Equatoria, parents demanded that their children should be taught in English instead of using the mother tongue, especially where a minority group felt a different language was being

imposed on them. In Jonglei, teachers claimed they had not received official communication from the State Ministry to teach in mother tongue. Thus, whereas TLMs were distributed and some teachers trained, their utilization has not been universal due to a variety of factors. UNICEF has learnt lessons from this experience and have adopted a multipronged response that includes advocating with MoGEI to sensitize communities about the rationale for national language instruction; rolling out accelerated training for P1-P3 teachers to enable them to teach using local languages; and ensuring the distribution of TLMs to all project schools.

Economic downturn

Economic factors remain a significant challenge for project implementation. For example, the high inflation rate and economic downturn in the country increased the cost of living and devalued the incentives provided to teachers. The situation has negatively impacted teachers and learners. Turnover among teachers is very high since they are leaving their jobs and opting for other work where they can earn better. Many families cannot afford food for their children and other basic needs therefore education becomes less of a priority.

Heavy reliance of government on humanitarian support

Heavy reliance of the government and community on humanitarian support created a challenge with sustainability of all interventions and investments made in education in the country. This has also impacted the community involvement in taking ownership of their children's education. There was agreement that teacher incentives paid through the EU-IMPACT programme would phase into teacher salaries paid through MoGEI. However, there has been a setback with MoGEI expressing its inability to pay teachers and requesting education partners to continue paying incentives. The reduction in the budgetary allocation to education has not helped the situation either.

Lack of teachers' motivation and attrition

The majority of the teachers in government schools have never been trained and the few being trained through the project are leaving and going into other occupations especially with NGOs which promise better pay for work that is unrelated to education. Those who remain are always less qualified to teach some of the core subjects of English, Maths and Science. Also, a high number of teachers and pupils keep changing schools.

Poor school infrastructure

Some 60 per cent of primary and secondary school buildings are either partially or completely damaged. Insecurity has been the major cause behind school closure in recent years, with 20 per cent of schools non-functional. Years of conflict, displacement, insecurity and economic challenges have exacerbated the education needs in the country. During harsh weather schools remain closed. In most locations in the country due to the heavy rains and flooding, many schools remain inaccessible.

Resistance to national languages of instruction

While it is globally acknowledged that using mother tongue as a medium of instruction in early years fosters learning, the use of national languages in heterogenous contexts of South Sudan remains contentious especially in urban areas. Even in homogenous areas (e.g. Eastern

Equatoria), uptake of mother tongue instruction is resisted, and this has contributed to non-utilisation of TLMs. UNICEF is working with MoGEI to sensitise communities on the benefits of mother tongue instruction. In other states where teachers are not from the local communities, mother tongue instruction is also constrained.

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 for weeks. 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.

Road transport was challenging during the rainy season. Many rivers blocked the access from Kapoeta to Narus. The road to Owiny Kibul is impassable for 6/7 months per year. Bira, Lobwaye and Imotong remain hard to reach especially between June and August. This situation has caused a delay in activity implementation.

Ongoing conflict

Ongoing conflict and displacement in many parts of the country had an adverse impact on project implementation. In Western Bahr el Ghazal for example, education interventions could not resume in Jur River until only recently; even when they resumed, not all schools reopened.

Accessing the unreachable

Children from IDP, returnee and host communities, particularly those who are out of school, are the most vulnerable groups. The needs are greatest in areas with significant IDP or returnee presence, areas facing an acute food insecurity crisis, and rural areas.

School drop-outs are major challenges in the current context. Insecurity, displacement, children engaging in livelihood activities, lack of schools in the area or long walking distances to schools or physical barriers at schools for children with disabilities are the main factors of children dropping out of school.

8. CHANGES IN THE IMPLEMENTATION ENVIRONMENT

The signing of the peace agreement in September 2018 contributed significantly towards confidence building in former hotspots such as Ulang, Nasir, Longechuk, Maiwut, Panyikang, Fashoda and Manyo (Upper Nile). As a result, there were significant returns of about 157,971 people from Sudan and Ethiopia mostly to Nasir, Ulang, Longechuk and Maiwut counties. Similar returns were witnessed in Longechuk, Nasir and Maiwut counties as well as Panyikang, Manyo and Fashoda. In areas that registered large-scale returns, UNICEF worked with partners such as ADRA, CMD, TADO and RuCAPD, as well as with local authorities to enrol children in the functional schools and provide educational supplies. More teachers were mobilised and given EiE trainings including on teaching methodology. Most of these areas of return required and still do, the provision of additional TLS to decongest classrooms. Improvement of existing permanent school infrastructures, such as classrooms rehabilitation and resources, were also required and is ongoing. Child Protection partners have also been better able to deliver activities unheeded with increased access and stability and decreased looting and have

therefore been able to focus on improving the quality of their interventions and services provided.

Thanks to the improved environment, Upper Nile registered unprecedented achievements in the education sector since the outbreak of the conflict in 2013 with 169,259 learners enrolled in 2019 compared to 139,576 enrolled in 2018. Increased access to many locations, availability of very critical TLM as well as support to teachers' incentives were some of the contributing factors.

Likewise, Eastern Equatoria registered the return of displaced people to their homes, due to the relatively good security situation. Thanks to the return of relative peace, the population is returning from displacements. The next task is to revive/reopen the closed schools and mobilize the communities to send children back to schools, the learning spaces and WASH facilities need to be rehabilitated, the children need to be supported with scholastic materials and the few volunteer teachers need to be trained and supported to return to teaching.

Central Equatoria continued to provide basic education services to children and adolescents of both IDPs and host communities in Juba, Juba PoC as well as Terekeka and Yei River. However, some schools that were supported by partners were occupied by the armed forces making it hard to implement projects in areas such as Panjaer in Gogrial East.

Security issues between Unity state and Twic state affected some progress in project implementation where ADRA and Nile Hope have been supporting schools. This tremendously affected the project implementation, although the security situation returned to normal, there were some instance fear during the activity implementation.

Western Bahr Ghazal State continued to experience sporadic conflict however, after the signing of the Revitalized Peace Agreement in September 2018, Wau county saw a marked decline in conflict and improved security leading to increased access to education. In PoC AA, 65 per cent of the displaced population have moved out from the PoC and returned to their residences/host community. Schools in the host community have reported increases in the numbers of children from PoC AA attending their schools. In the greater Baggari area, 19 schools are functioning due to improved security compared to only five schools in the previous academic calendar. Communal conflict in Jur River caused widespread displacement and closure of schools between March and May 2019. In addition, Jur River experienced heavy rains and flooding making the area inaccessible thereby interrupting implementation of education activities. In Raga, sporadic outbreak of conflict continues to affect access to education with only five out of 18 schools functioning.

The ongoing efforts towards forming a unity government in November have been a source of cautious optimism that peace might follow and foster an enabling environment for the delivery of essential services, including education.

In addition, with the introduction of the PfRR in Yambio, and Torit, a framework that brings humanitarian agencies to work together is changing the shape of how agencies coordinate in implementation to improve results. The framework was launched in 2018 and education as a cluster is working with the other clusters such as WASH, Child Protection, health with more coordinated effort in education interventions in schools.

Lack of telephone networks in Ikwotos county and areas of Magwi county (Lobone, Owiny Kibul, Abara) complicate offsite coordination of the activities.

The high rate of inflation in the country had an impact on implementation of activities as project budgets were in local currency. This issue was solved by letting implementing partners develop their project budgets in US dollars and are paid by UNICEF in dollars, hence this addressed the issues of the inflation to some extent.

9. PERFORMANCE MONITORING AND SUPERVISION

Over the reporting period, UNICEF provided technical guidance and supported cooperating partners in strategic planning, determining targets and monitoring the implementation of project interventions. This was done by UNICEF technical specialists and field office staff, with support from the Country Office in Juba. UNICEF also introduced real time monitoring through open access Organisational Network Analysis (ONA) software installed in smartphones by tracking the GPS of the project sites. UNICEF ensures compulsory programme monitoring is carried out in all project locations to verify results. UNICEF country offices and field teams have carried out almost 54 programmatic monitoring visits in all locations.

The process of entering into potential partnerships is now much more streamlined and transparent, as selection takes place through the recently set up UNPP. Using this online portal, local and international organisations can express their interest and information about their competency and experience can be shared between different UN agencies. Information and comments about the competency of potential partners are visible on the portal, so that an informed choice can be made.

UNICEF's country office and its field offices carried out regular monitoring and spot checks to ensure timely project implementation in line with the project agreements, and that funds were being spent in the most appropriate and effective way.

For Child Protection, quantitative data is gathered from partners through the Child Protection in Emergencies (CPiE) monthly report which is fed into an excel database. Qualitative data is collected from partners through narrative reports. As many national NGO partners have quite low capacity, collecting data can be a challenge but standard indicators were established at the start of the year and the section worked closely with implementing partners to resolve any issues in submitting reports, which has greatly improved reporting.

10. ACTIONS FOR THE COMING YEAR

In FY 2020 the IEEES project will continue support to education services such as provision of learning spaces, TLM and textbooks, to over 400,000 children (including 152,000 girls) already enrolled and additional OOSC (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 TLS, supporting PTAs/SMCs and providing PSS. PTA/SMC training will be ramped up to make them sustainably functional as a way of easing the planning and decision-making functions into the control of those bodies.

The quality of teaching in the country is still a challenge and this negatively impacts on the attainment of critical competences and overall learning outcomes. During 2019/2020, UNICEF will focus on improving the quality of teaching by training early grade teachers and conducting regular refresher workshops on Literacy and Numeracy instruction using National languages, alongside ongoing CPD for serving teachers in all primary school grades. UNICEF will also work with tertiary institutions to provide subject-matter training for secondary school teachers in project schools. Ongoing work on the development of a unified teacher education and training strategy will be accelerated so that beneficiaries of CPD can be supported to link their training to recognition and certification.

PSS, FTR/Case management, MRM and GBV activities will continue in the FY 2020 with a target of 100,000 children for PSS services. Distribution of the PSS Facilitator's Manual and Training Guides and the Case Management Handbook as well as PSS posters will take place in the coming months as well as delivery of other child protection supplies. Training and capacity building of social workers, CFS facilitators, teachers, PTAs, SMCs and CBCPC members will also continue in the areas of PSS, PFA and case management to continue to improve the quality of services delivered and to put in place systems and standards. UNICEF will also support demobilized children to return to school as part of its reintegration programming.

11. MANAGEMENT APPROACH AND ADMINISTRATIVE ISSUES

The project is 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. Mid-2019 there was a change in the leadership with the arrival of the new Chief of Education and new EiE Education Manager. The office completed the recruitment of project staff on fixed term contracts to strengthen the technical support and monitoring of project interventions.

Bi-weekly meetings between UNICEF and USAID counterparts continued to provide an important platform for sharing updates on progress made and clarifying any issues related to implementation. UNICEF increased monitoring of project implementation by Field Office and Country Office teams and updated the data collection and management system into which implementing partners submitted their results. UNICEF also strengthened coordination among the education and child protection programme components, while also enhancing collaboration and experience sharing among partners implementing the IEEES projects.

A review of monitoring data, backed by feedback from third party monitors, noted that the concepts of training and TLM had different connotations among implementing partners and this posed a challenge to the realisation of quality of learning. UNICEF conducted sessions with implementing partners to sensitise them on the focus on learning and to clarify the concepts as applied in the IEEES project, particularly how training in numeracy and literacy instruction and TLMs could be utilised to build the capacities of schools to foster the attainment of learning outcomes.

UNICEF continued to strengthen the technical, management and administrative procedures to enhance the implementation and effectiveness of the project, and to ensure increased accountability for materials and learning. UNICEF has introduced a requirement for international implementing partners to identify and support national and local partners (NGOs/CBOs) to build their capacities since national organisations have a better reach in remote and inaccessible locations and also, they are more resilient in times of increased

volatility. Moreover, the transfer of knowledge and skills is part of a broader exit strategy that assures sustainability of project results. In 2019, UNICEF worked with 13 international and 17 local partners.

12. COLLABORATION, LEARNING AND ADAPTING

Collaboration

Thanks to its long-term country-wide presence in South Sudan, which includes a Head Office and 10 field offices, UNICEF has been able to cultivate close working relationships and an intensive level of collaboration with a range of government and non-governmental partners. Non-governmental or implementing partners are specially selected due to their familiarity with the context and experience in carrying out the required interventions. Comprehensive and detailed Project Cooperation Agreements (PCAs) are developed in close collaboration with each individual partner to ensure that realistic and appropriate activities and targets can be developed. PCAs set out the roles and responsibilities of each partner, the results to be achieved, activities to be implemented and the resource requirements.

During the reporting period, PCAs were signed with 30 implementing partners for Education interventions and 17 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.

The Education Section also worked in close cooperation with the Education Cluster and with MoGEI, as well as with WFP, the EU and others. The project ran in synergy with other initiatives such as GESS and incorporated the BTL Campaign of the flagship Back to Learning Initiative. In 2018, WFP and UNICEF started implementing a joint project funded by the 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 the 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.

The Child Protection Section continued to work with NGO partners, eighty per cent of whom were local NGOs. Through project planning visits and technical working group meetings co- led by UNICEF on FTR and PSS, UNICEF provided technical oversight to partners and actively contributed to the development and review of SOPs, guidelines and other tools. UNICEF developed the new case management handbook and PSS facilitator's manual with partners and worked with two key INGO partners to deliver training on PSS and case management to all partners.

Within UNICEF, the Education and Child Protection Sections worked closely with each other specifically on the provision of PSS to children and capacity building of partners and on the issues of reintegration of child soldiers into schools and communities.

Learning

UNICEF recognizes education development remains fundamental to the socio-economic progress and future prosperity of South Sudan. The IEEEES project has made a significant impact in reopening and functionalizing schools and enrolling and retaining learners in schools. The project has adopted flexibility and localized approaches to effectively respond in an

increasingly fragile context while maintaining overall multi-year systemic approach based on equity. IEEES project's long-term objective is to adapt to conflict-sensitive realities and create links with humanitarian partners. UNICEF recognizes the importance of linking development and humanitarian interventions to address immediate needs and strengthen systems for long term impact to sustain the investments made.

Key lessons emerged from the baseline assessment of early grade reading and maths, which was conducted in 2019. The baseline assessment reinforced the need to strengthen the teaching of literacy given the crucial role of language as a medium for developing foundational and conceptual knowledge in other subject areas. It also highlighted the need to coordinate teacher training with distribution of learning materials; and for regular refresher training to support teachers who may have come on board after the training (given the high turnover of teachers). UNICEF also noted that the existence of a policy on national language instruction needs nationwide and context-specific advocacy to popularise it and mitigate nuanced resistance to its implementation. Lastly, it became clear that lack of storage facilities in schools was a significant bottleneck to the implementation of literacy and numeracy interventions.

Lessons learned about implementing modalities led to the joint UN process of identifying potential implementing partners through competitive and transparent process through UNPP. The new UNPP process is helping in streamlining and finalizing PCA programme documents effectively. The remaining challenge relates to the cost of implementing projects and UNICEF is exploring how else to enhance the capacity of more national NGOs as international organizations have become too expensive with regard to operating costs. Other lessons from the whole project include:

Social mobilisation and community engagement

Through the project PTA/SMC committees were set up and their members trained to improve awareness on their roles and responsibilities. However, there is a need of concentrated social mobilisation to increase community involvement in supporting and protecting their schools and ensuring community ownership in other interventions.

Partnerships

The roll-out of training on PSS and case management, through a collaboration with two NGO partners, to deliver to all partners was very successful and resulted in a high level of positive feedback from partners. UNICEF staff worked closely with the team of trainers to develop the curriculum, which was based on the new case management handbook and the PSS facilitator's manual and helped to coordinate all training as well as monitoring sessions and providing technical advice and guidance.

Adaptation

During the reporting period, UNICEF adapted a flexible implementation model to consider the logistical, climatic and security related challenges in the country. UNICEF field offices have adopted alternative and cost-effective mechanisms to deliver supplies and other materials such as using log clusters, barges used by other agencies and cost sharing with other implementing partners. These modalities were strictly followed to reduce charter plane usage for supplies. UNICEF also used IRRMs as an opportunity to join and distribute education supplies in those inaccessible locations.

Improving the quality of the child protection services offered, through the use of the new handbook and manual and building the capacity of social workers and CFS facilitators, UNICEF has attracted more children into CFSs through offering a wider range of activities to meet their needs and thus having a greater impact and being able to better manage cases of extremely vulnerable children.

The lessons learnt with regard to challenges of storage and non-utilization of TLMs call for adaptation of classroom designs to provide for storage of learning materials at schools. In locations where this will remain impossible, UNICEF is exploring other modalities for ensuring that TLMs are available at schools and that they can be transported efficiently to storage near schools to safeguard them from weather conditions and pests. UNICEF also rolled out a new cycle of teacher trainings on literacy and numeracy instruction to address the gaps highlighted by the baseline report. Implementing partners have also been mobilised to focus more systematically on improving quality of teaching and learning. Master teacher trainers will be supported to expand their coaching and mentoring for early grade teachers, in addition to supporting CPD trainees.

13. CONFLICT SENSITIVITY

Although there has been a drop in the level of conflict, following the signing of the Peace Agreement, it has still continued in some locations, particularly where there are armed groups who are not signatories of the Agreement. There have been less reports of disruptions to the project due to conflict. However there has been an upsurge in criminality as the economic crisis continues, with an increase in violent robberies and attacks targeting humanitarian workers. There has not been any negative impact report related to project activities. There has also been a marked increase in intercommunal violence which has been aggravated by the ease of access to modern weapons which have replaced traditional spears and arrows. Cattle raids and fights over pastures have become scenes of mortal combat. The project continues to use education as an avenue to build social cohesion by promoting peace amongst the communities through the interventions and providing education and child friendly space activities to help children avoid being drawn into gangs or military groups.

UNICEF oriented all implementing partners on conflict sensitivity and Prevention of Sexual Exploitation and Abuse (PSEA) emphasis on children's wellbeing and protecting them from any kind exploitation especially sexual abuse. 2,357 teachers (622 female) were trained on promoting peace, reconciliation, social cohesion and violence mitigation. The establishment of 304 clubs (for peace, hygiene, culture and sports) played a role in promoting the physical and mental wellbeing for children and adolescents. These clubs are actively involved in organising activities such as sports, co-curricular activities, songs and drama to promote peacebuilding.

All UNICEF's interventions at the community level were sensitive to local culture and traditions in line with the principle of 'Do No Harm'. The implementing partners ensured that children and teachers have access to information on human right and the interventions are equity focused without any discrimination on the gender, race, age, and belief system or ethnic background.

14. RESILIENCE

Child Protection and Education interventions both contribute to building the resilience of children, enabling children to return to a sense of normality following conflict and displacement. PSS in schools and communities, in particular, has helped to strengthen coping mechanisms, reduce distress and increase wellbeing. The opportunity 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. Case management and the strengthening of 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. 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, prevention of separation and MRE helped to make the wider community more resilient.

15. CROSS-CUTTING ISSUES

Gender

The project has made efforts to improve girl's enrolment which is very low at 39.9 per cent as compared to boys. UNICEF supported social mobilization and carried out girl's education events across the states to create awareness on the importance of girls' education among the government and community.

The intervention is prioritising girls and female teachers to benefit from the project and their participation is increased. UNICEF provided 13,141 dignity kits, which encouraged girls to come to school regularly and feel comfortable and safe there. UNICEF and its implementing partners also disseminated the teacher's code of conduct which all teachers and volunteers read and signed, as part of their commitment to stamp out or prevent sexual exploitation and abuse of school children.

Seven safety audits to address GBV risks were carried out. GBV case management and PSS services 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.

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 CAAFAG, participated in community engagement and peacebuilding initiatives in Jonglei, Western Equatoria and Unity states.

Youth are a key target for Child Protection interventions. The PSS activities delivered through CFSs in schools and communities are delivered in sessions designed for different age groups including youth aged 11-14 and 15-17 and youth groups and peer-to-peer support is also part

of activities. During this reporting period UNICEF asked its implementing partners to include an adolescent officer in their new projects to deliver specialised activities for that age group. The new PSS Facilitator's Manual also includes a section for adolescents. The UNICEF adolescent kit has been used for a few years in South Sudan but there is a need for further training and capacity building on this kit. This will be addressed in the coming year as there will be a mission from UNICEF Headquarters to South Sudan in October including one of the trainers who originally developed the kit, who are coming to conduct a one-week training on use of the adolescent kit. This training will involve UNICEF Child Protection and Education staff as well as key partners who use the kit.

Environmental Procedures and Compliance

During the project implementation, the environmental sustainability of schools was improved through the provision of school infrastructure such as TLS and latrines that were durable and cost-effective. Through the provision of latrines, school health and sanitation were also improved, and student WASH clubs and mobilisation activities were carried out to promote the proper use and maintenance of latrines. The implementing partners developed a code of conduct and environment protection strategy assessed by UNICEF to make sure the environment is not affected from the TLS construction.

Partnership Relations

During the reporting period, UNICEF developed effective partnership with developmental partners, civil society, communities and government to sustain the investment made in the education sector.

Moving forward, UNICEF advocated with donors and development partners for more sustainable solutions to addressing issues of inadequate infrastructure in schools to strengthen and complement the semi-permanent structures under the EiE programme. One such opportunity that may help to address some of these issues is through a partnership between UNICEF, MoGEI and the African Development Bank (AfDB), whereby the Bank approved an investment of US\$18 million in the refurbishment and expansion of schools in Unity, Lakes, Jonglei and Eastern Equatoria States. One of the key prerequisites for school selection is integration with other donor programmes and UNICEF worked with MoGEI and its NGO partners to ensure complementarity for this project with the EU supported schools in Eastern Equatoria.

Recognising the role that civil society and other community structures such as faith-based organizations play in expanding the reach and sustainability of projects such as this, UNICEF and WFP signed a memorandum of Understanding (MoU) with the South Sudan Council of Churches (SSCC), to further strengthen implementation and cascading of peace-building and resilience building components of programmes in selected EU supported schools¹¹. Through this partnership, UNICEF, WFP and SSCC are piloting a joint peace building initiative in four schools (two in Eastern Equatoria and two in Warrap). Under the MoU, the SSCC is expected to use the school feeding programme and support to education by WFP and UNICEF, as a platform for peace-building activities including training community leaders, women leaders and youth leaders on conflict resolution approaches, facilitation and mediation skills, conflict and sensitivity as well as facilitating community reconciliation dialogue. The involvement of the UNICEF Communication for Development (C4D) programme in the MoU strengthened the capacity of community mobilisation networks to participate in the monitoring and

implementation of key programme activities and identify the barriers to education for children in these schools.

The Child Protection section has reached out to and met with some of UNICEF's National Committees to advocate for additional funding. It has also met with some of the donors based in Juba to discuss the possibility of further funding for PSS, CAAFAG and other technical areas.

16. ANNEX

Visibility

Back in class after 50 years - Sixty-five-year-old Catheria Keratho Adwak Akoth has just picked up the where she left around 50 years ago

By Helene Sandbu Ryeng

<https://www.unicef.org/southsudan/stories/back-class-after-50-years>

Children, education is your right - Back to Learning is a flagship education programme of UNICEF South Sudan and has been implemented across the country for the last four years.

By James Aldworth

<https://www.unicef.org/southsudan/stories/children-education-your-right>

A new lease of life for school girls in South Sudan - Creating an environment conducive to learning especially for girls – even in the middle of conflict

By Pavithra S. Rangan

<https://www.unicef.org/southsudan/stories/new-lease-life-school-girls-south-sudan>

Facebook



<https://bit.ly/2BSVJYB>

 UNICEF South Sudan
June 4

Happiness is seeing children #backtolearning in #SouthSudan where there are over 2.2 million school-aged children out of school. With partners UNICEF is supporting over 729,000 children to access #education in 2019.

USAID South Sudan UNICEF Deutschland Global Partnership for Education Utenriksdepartementet



<http://bit.ly/36eDQkW>

 UNICEF South Sudan
May 23

Complete the sentence

An educated girl will _____.

EU Civil Protection & Humanitarian Aid - ECHO USAID - US Agency for International Development UNICEF Deutschland Global Partnership for Education



<http://bit.ly/2WnXOVM>

UNICEF South Sudan added a new photo.
February 4 · 🌐



<http://bit.ly/36lvFDE>

UNICEF South Sudan
January 16 · 🌐

#SouthSudan will soon launch a new national school curriculum. The first curriculum since independence, it will cover many aspects of South Sudan's history, culture and identity. For a new nation, there is nothing more important than the education of its children. All over the country, #UNICEF with support from donor countries such as USAID South Sudan, Utenriksdepartementet (Norge) and GIZ_profile are supporting education initiatives. #NewNationNewCurriculum



<http://bit.ly/2oyru6g>

UNICEF South Sudan
December 10, 2018 · 🌐

"Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system." Sidney Hook
Tag your favorite teacher!

USAID - US Agency for International Development European Civil Protection & Humanitarian Aid Operations - ECHO @UNCERF @DenmarkMFA



<http://bit.ly/2JAnSI2>

UNICEF South Sudan
I want to be a doctor

There are over two million children out of school in #SouthSudan and Lokoro is one of them. He lives on the Longghiba Cattle Camp, north of Kapoeta in Eastern Equatoria and spends his days looking after his cows.

The nearest school for him is many kilometres away and his work caring for the cattle means he is busy all the time. He dreams of being a doctor. **UNICEF** plans to open mobile schools this year that can be easily built once a new cattle camp is established and then moved on when the camp moves on.

#ForEveryChild, an education, wherever they are **USAID - US Agency for International Development** See Less



Like Comment Share Irene Babili, Kalpana Gaire and 291 others · 28 Comments

<https://www.facebook.com/unicefsouthsudan/videos/440701466684177/>

Twitter

UNICEF South Sudan
 @unicefsudan Follow

It is the start of a new school week, and thanks to donors such as [@USAIDSouthSudan](#) thousands of South Sudanese children are getting back into the classroom - and creating a generation of change, inspiration and leadership. [#EducationCannotWait](#)



9:21 AM - 9 Sep 2019

6 Retweets 18 Likes

<https://twitter.com/unicefsudan/status/1171096277624471552>

UNICEF South Sudan
@unicefssudan Follow

Over 600,000 children enrolled in formal or alternative education is what we are aiming for this year, because [#EducationCannotWait](#) @USAID



10:49 AM - 2 Sep 2019

7 Retweets 21 Likes

<https://twitter.com/unicefssudan/status/1168581675036631040>

UNICEF South Sudan
@unicefssudan Follow

There are over 2 million children out of school in [#SouthSudan](#) and Lokorot is one of them. He lives on a Cattle Camp in Kapoeta, [#SouthSudan](#). The nearest school for him is many kilometres away. He dreams of being a doctor. [#ForEveryChild](#), an education, wherever they are. @USAID



9:07 AM - 7 May 2019

13 Retweets 31 Likes

<https://twitter.com/unicefssudan/status/1125794313638641666>

 **UNICEF South Sudan**
@unicefssudan Follow

#Education for all! Today, together with the Ministry of #Education, we launched the 2019 Back to Learning campaign, bringing learning opportunities to more than 700,000 children this year. Thanks for your support:
[@USAIDSouthSudan](#) [@NorwayinSSudan](#)
[@DFID_UK](#) [@UNCERF](#)



3:32 AM - 4 Feb 2019

12 Retweets 27 Likes



  12  27

<https://twitter.com/unicefssudan/status/1092385452181647360>

 **UNICEF South Sudan**
@unicefssudan Follow

Boys and girls deserve an equal chance to be in school.

Like/Retweet if you agree

#Educationmatters #Educationforall
#Educationcannotwait #Foreverychild,
#Education.




[@USAIDSouthSudan](#) [@DenmarkMFA](#)
[@Norway/Government](#) [@GPE](#)
[@UNICEFDeutschland](#) [@EuropeanUnion](#)



2:00 AM - 26 Nov 2018

4 Retweets 12 Likes



  4  12

<https://twitter.com/unicefssudan/status/1066995216471793664>

 **UNICEF South Sudan**
@unicefssudan Follow

How far do you walk to school everyday?
Josephine walks 3 kms to school, crossing a river in between. In 2017, UNICEF, with funding from @USAIDSouthSudan, rehabilitated Josephine's school.
[#ForEveryChild](#), a place to study



1:05 PM - 17 Oct 2018

2 Retweets 6 Likes

  2  6

<https://twitter.com/unicefssudan/status/1052651830759579651>

 **UNICEF South Sudan**
@unicefssudan Follow



This year, we are sending over 500,000 children in #SouthSudan #backtolearning. #EducationMatters #educationcannotwait #Foreverychild, a right to #education. @USAIDSouthSudan @DFID_UK @NorwayinSSudan @GPforEducation @UNICEFgermany @EuropeanUnion @DanishMFA @EyeRadioJuba



2:40 AM - 10 Oct 2018

9 Retweets 23 Likes

Radio Miraya and Radio Bakhita, Juba

 1  9  23

<https://twitter.com/unicefssudan/status/1049957855447699459>



<https://twitter.com/unicefssudan/status/1036559338696003584>

<https://www.unicef.org/southsudan/stories/i-will-never-let-go-their-hands>
<https://www.unicef.org/southsudan/stories/starting-point-new-beginning>

We supported the launch of the handbook and online portal with a press release , which had good media pick-up:

<https://www.unicef.org/southsudan/press-releases/pocket-sized-innovation-giant-impact>

We tweeted about the handbook and live tweeting from the launch:



We organized radio interview with Radio Miraya:

You Retweeted



Radio Miraya @RadioMiraya · Jun 7

#Childprotection organisations unveil first-ever case management handbook to give step-by-step guidance on management of vulnerable cases, including how to speak w/ children to reduce trauma #SouthSudan @unicefssudan Child Protection Specialist, Ismahan Ferhat @SCSouthSudan



7

14

