



Education in Emergencies Upper Nile South Sudan

Period Progress Report
May 2019 to March 2020



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Table of Contents

1.	Executive Summary.....	3
2.	Update on humanitarian context.....	5
3.	Project Achievements	7
4.	Project target groups	15
5.	Coordination	15
6.	Cross Cutting Issues	16
7.	Risk Analysis Report	19
8.	Monitoring, Accountability, Evaluation and Learning	20
9.	Date, Signature and Title:	22
10.	List of Annexes:.....	22

Acronyms

BRES	Building Resilience through Education Support project
DIP	Detailed implementation plan
DRC	Danish Refugee Council
EiE	Education in Emergencies
GESS	Girls Education South Sudan
IDPs	Internally Displaced Children
NIDO	Nile Initiative Development Organization
PSS	Psychosocial Support
PTA	Parent Teacher Association
SMC	School management Committee
SPLM	Sudan People's Liberation Movement
SPLM-IO	Sudan People's Liberation Movement In Opposition
TLS	Temporary Learning Space
UNHAS	United Nations Humanitarian Air Service
UNKEA	Universal Network for Knowledge Empowerment Agency
VIP	Ventilated Improved Pit Latrines

1. Executive Summary

The EiE Upper Nile Project has contributed towards increased equitable access to safe learning spaces for 11,806 (5,162 f; 6,644 m) conflict-affected children in Maiwut and Nasir in Upper Nile, reaching 2,203 (1,119 f; 1,084 m) out-of-school children, strengthening child protection and safeguarding and contributing towards stability and peace in opposition and Government controlled areas. The project has improved the learning environment for children attending 18 targeted schools, strengthened the ability of education authorities to carry out supervision and monitoring, supported 171 (20 f; 151 m) teachers with training and materials for better teaching and learning and engaged communities and parents in the education of their children. The following are the main achievements of the project.

- 11,806 (5,162 f; 6,644 m) children were enrolled in the project targeted educational institutions. The baseline value was 9,603 (4,043 f; 5,560 m) children enrolled at the start of the project. It was established that, male enrolment increased by 19%, while female enrolment increased by 28%, with combined enrolment increasing by 23%.
- 12 classrooms were renovated, 3 classrooms roofed and 18 temporary learning spaces (TLS) classrooms constructed improving the ratio of classrooms to students from 1:219 to 1:125 in Maiwut.
- 10 stance (5 blocks) latrines constructed in Maiwut
- 15 stances (4 blocks) latrines renovated in two schools in Maiwut
- 5 target schools have handwashing facilities, 2 each total 10 hand washing facilities
- 800 girls of puberty age received dignity kits to keep them in school
- Seven (7) hygiene awareness sessions were conducted in 7 schools with participation from 5,506 (2,806 f; 2,700 m) children
- 40 (4 f; 36 m) education officials were trained on child protection, peace building, inclusive education and teacher code of conduct and training and orientation on tools for school supervision and Inspection, contributing towards the commitments for abolition of corporal punishment, improved management and supervision, increased enrolment of girls and children with disabilities and awareness of issues of early and forced marriage.
- There were 4 education conferences conducted in both Maiwut and Nasir counties with 165 (53 f; 112 m) stakeholders attending to address barriers to education and contributed towards improved social cohesion.
- 171 (20 f; 151 m) teachers and 40 (4 f; 36 m) education officials attended training child centred method of teaching, teachers' code of conduct, child protection, peace education and inclusive education
- 114 (16 f; 98 m) teachers received incentives from the project comparative to education cluster standards.
- 831 (436 f; 395 m) children were identified with protection/psychosocial support needs. The identified children were given basic counselling by the counsellors, ADRA staff and teachers.
- 645 (337 f; 308 m) children were supported with referrals for medical attention in health facilities within and outside Maiwut and Nasir Counties. Most medical referrals were for wounds, malaria and skin infections.
- 6131 children (2631 f; 3500 m) children received learning materials in Maiwut
- 560 textbooks were distributed, and further coordination with UNCEF and other actors also contributed towards distribution of more textbooks to address gaps.
- 17 schools received recreational materials including footballs, volley balls and skipping ropes.
- 18 school clubs were formed during the project engaging 180 (90 f; 90 m) in peace education, hygiene and sanitation, child rights and protection issues
- 2,000 girls (1250 girls in Nasir & 750 girls in Maiwut) received in-kind support of sandals, petticoat, bathing and washing soaps, Vaseline contributing towards a 28% increase in enrolment of girls and 700 out of school girls being facilitated to return to school.
- 167 (74 f; 93 m) children with disabilities were able to attend school, an increase from 19.
- 10,414 refugee returnee children have access to education through support from the project.

While the project achievements were positive there were also a number of challenges that were faced during the lifetime of the project that had an impact on results achievement in the project. The following were the main challenges:

Conflict in Maiwut. The initial plan was to implement all activities in Maiwut County in Upper Nile, however due to internal conflict between opposition group forces in August and September 2019, ADRA needed to evacuate staff from Maiwut and suspend activities temporarily until the security situation improved. ADRA updated the Embassy and Norad regarding this situation and decided to activate the scenario identified in the risk analysis and expanded some activities to 10 schools Nasir county in Upper Nile where there was relative stability while waiting for the situation to improve in Maiwut. On 1 October 2019, an ADRA delegation including ADRA senior management and EIE staff visited Maiwut to meet with stakeholders and conduct a security assessment and needs assessments to verify reports that the security situation was improving and discuss the planned return to work in the area. Two project staff remained in Maiwut to do the ground work to resume implementation of activities. From October to December 2019, the EIE Upper Nile project activities were conducted in Maiwut without any further security incident reported. While there was more fighting in the area in January, when the schools re-opened for the first term in February 2020, learning activities continued without disruption from insecurity and the situation stabilized further with the formation of the Revitalized Government of National Unity on 22 February 2020.

Flooding in South Sudan. Between September and December in 2019 heavy rainfall and flooding across the country made access to project sites difficult and affected implementation of some activities in Nasir and to some extent in Maiwut. Staff had to walk for long distances to reach supported schools and some of the learning was disrupted as some education activities moved to sites on higher ground.

Covid-19. The effect of COVID-19 on the project was limited, although directives were issued by the government to close schools on the 20th of March, just 10 days before the project end date was the 31st of March. This did not affect the implementation of activities but affected the final monitoring visits to the schools that were planned at the end of March and because schools were closed and travel restricted globally meant that the final evaluation had to be conducted internally.

Budget reductions. Due to some misunderstandings in December 2019, ADRA submitted the second request for funding of NOK 2,5 million within the project period in February 2020, not realising that the cut-off for submitting the request for the allocation to this project was the end of 2019. Although the project was close to completion, we were able to make some adjustments to the planned activities and budget. It was agreed by Norad that we could cover some of this loss of funding in Project B with a transfer from Project A to ensure that commitments made to authorities and communities would be upheld. The total amount of funds transferred from Project A to Project B is NOK 2,043,604.

Exchange rate losses. Even with efforts to reduce spending overall to minimize the transfer from project A to project B, the total expenses in NOK for the project were close to the original budget of NOK 10,131,713 (with Norad contribution of NOK 10m). However in USD terms there was a very large reduction of 21% from USD 1,220,688 to USD 967,660 that meant that a number of planned activities had to be reduced. There is a comparison of the original targets in the Logical Framework Annex 5 to this report which shows the revised targets and the achievements. The project did mostly deliver on what was originally approved, but was not able to support the expansion of all activities to Nasir due to the budget cuts. This included a reduction in the number of Temporary Learning Spaces, latrines and hand washing stands delivered to the schools, mainly because we did not expand construction work to Nasir as anticipated during planning in November 2019 and less support to PTAs than planned as this was an activity that could be taken up by other projects.

2. Update on humanitarian context

Security Situation

In August 2019 there was internal conflict between forces within the Opposition which led to fierce fighting in Maiwut, displacing communities and humanitarian workers from the area. ADRA staff were evacuated to Juba for two months while mediation efforts were underway, until the conflict was resolved and the security situation improved. By the end of September there was information from the local authorities and UNDSS that warring parties based in Maiwut had declared allegiance to the Government in Juba. This reduced the confrontation for control of Maiwut because of the existing ceasefire in place between the government and the opposition forces under the Revitalized Peace Agreement that was holding at the time. The security situation in Maiwut improved in October and 70 % of the population had returned to their homes after the August displacement. Due to the political divisions that resulted from the conflict, some locally recruited staff could not move freely and safely between Maiwut and Jekow due to ongoing suspicions between the groups and the political alliances that emerged.

In January 2020 when pastoralist communities from Jotome and Ulang migrated to the river another confrontation between Jekow and Maiwut warring parties took place resulting in displacement of the communities of Jekow into Ethiopia. There were a number of revenge killing cases in Nasir which forced staff to reduce mobility and at times hibernate because of the high risk of crossfire, even though they may not be direct targets. In March 2020, two brothers were killed on the same day in Jikmir Payam where ADRA South Sudan Nasir Field Office is located. All activities were stopped for three days until the tension eased.

According to figures coming out of the population movement tracking 1,255 (789 f; 466 m) individuals voluntarily returned from Ethiopia to Maiwut in January and February 2020. This was largely due to perceived safety in the locations of return and improved security situation in the country at large.

Political situation (peace process)

From July 2019 to January 2020, the political situation nationally was tense due to failure to form the Revitalized Government of transitional unity as expected on November 12, 2019. The opposition maintained that the security arrangement protocols for the implementation of the peace agreement had not been implemented as agreed in previous discussions. The parties to the conflicts decided to extend the formation of the government for three months (100 days), following discussions between the government and opposition leaders in the Ugandan capital Kampala.

A permanent ceasefire by the signatories to the peace agreement brought a sense of peace in the country and in Maiwut. The leadership of Maiwut and Jekow were invited to Juba by their leaders to settle their differences at the negotiating table mediated by Ceasefire and Transitional Security Arrangement Monitoring and Verification Mechanism. The parties agreed to a permanent ceasefire and not to return to confrontation. They agreed to conduct community dialogues, peace and reconciliation process in all of the Maiwut payams (Maiwut, Pagak, Jekow, Jotome and Ulang). This process would be funded by the government and will only be conducted when the government releases the funds. This further gave the community of Maiwut and Jekow hope for peaceful resolution of the conflict.

On 22 February 2020 the Revitalized Government of National Unity was formed. The SPLM in Government passed a decree to reverse the number of States from 32 to 10 plus 3 administrative areas of Abyei, Ruweng and Pibor. On the other hand, SPLM in Opposition reversed the 21 States they established to 10. This change of mind among the warring parties increased the hope of the citizens of South Sudan for peace to prevail in the Country. The Government has already been formed with the President as the head of State and 5 Deputies responsible in different government sectors. National Ministers have also been appointed based on the Peace Agreement. What was still pending was the appointment of the 10 State Governors and the State Legislative Assemblies,

National Legislative Assemblies, Commissioners and other Institutions as agreed in the Revitalised Agreement creating a vacuum in leadership structure.

Complete formation of the government will have some positive effects towards the operations of ADRA in South Sudan. The Organization will be able to reclaim and occupy its original Field Offices that were affected due to the conflict of December 2013. This means there will be need to do rehabilitation or reconstruction of dilapidated office structures in Nasir and Pagak in Upper Nile state. Teachers will be paid salaries by the Ministry of Education which will reduce the burden of payment of incentives to teachers by the project, once this comes into force. The Ministry of Education will take up the role of conducting quality assurance and supervision for the teachers and education Officers at the State level as per their mandate. Political stability in the country will mean more civilians who left to other neighbouring Countries such as Sudan, Ethiopia, Uganda, Kenya and the Democratic Republic of Congo will return home, hence there will be need to scale up services as their return will put pressure on remaining resources the government and partners have in place. This will particularly call for additional funding in the education sector.

Economic situation

The Economic situation in Maiwut worsened following the armed confrontation that occurred in the area in August 2019. The fighting brought destruction and looting of property, displacement of traders, displacement of humanitarian workers, destruction of livelihoods and looting of food and NFIs from the local markets and at the household level. The business men and women from Ethiopia evacuated from the area and after the fighting, only a handful of them returned to Maiwut due to fear of re-occurrence of conflict. This was revealed by the needs assessment that ADRA conducted in the month of October 2019. It was only at the end of October, that more traders started to re-open shops although not in a significant number. The economy in Maiwut mainly relies on the Humanitarian organizations because the government hasn't been able to pay salaries for civil servants in the area. For instance, the teachers and Education Officers continued to face a big challenge due to lack of salaries from the government because they are in opposition locations. This situation was eased with support from this project as ADRA paid those in the supported schools incentives of USD 40 in compliance with the Ministry of Education and cluster guidelines. Though teachers have been complaining about the low level of pay, this incentive motivates them to come to the schools. Additionally, the economy in this location heavily relies on the market in Ethiopia. Most of the project items are procured from the Gambella region in Ethiopia which is about 25 kilometres from Maiwut while others are bought from Juba and airlifted through chartered planes. By December 2019, the market in Maiwut had improved as more traders returned to the area but there was little money in circulation as not many humanitarian actors had returned and some projects like food aid had been discontinued. The currency of business in Maiwut and Nasir is the Ethiopian Birr to date.

Flooding in Upper Nile





In Nasir county, where the project supported 10 schools, there was the challenge of flooding from October to December 2019 which affected learning in schools, mostly submerged in water. The flooding also led to displacement of the children and their parents to locations that were less flooded and safer.

Covid-19 in Upper Nile

Another notable development within the project implementation was the threat from Corona Virus which became a global pandemic from January 2020. All the neighbouring Countries to South Sudan registered positive cases of COVID-19, a situation that prompted the government to put measures in place to prevent spread of the disease as was the case globally. The measures included social distancing and banning of public gatherings. As a result, the Ministry of Education passed resolutions for closure of schools with effect from March 20, 2020. This directive interrupted the project activities 10 days before the end of the project.

3. Project Achievements

Note: For the analysis of targets versus achievement, we have used the last approved results framework that was submitted in November 2019 and is referenced as the December logical framework. A further results framework was sent to Norad in February as part of the discussion regarding the budget cuts, but there was no formal communication of this being approved as a revised results framework. There is a comparison of the targets included in the Logical Framework Annex 5.

Outcome 1 Established infrastructure provides inclusive and safe learning spaces:	
	Indicator: # of supported schools that meet the criteria for inclusive and safe learning spaces: Target: 13 schools (70% of the 18 targeted schools: 8 in Maiwut and 10 in Nasir) Achieved: 0 schools
	While we saw marked improvement in the scores for the schools against the checklist for inclusive and safe learning spaces, none of the schools met the predetermined criteria for inclusive and safe learning spaces. According to the end line survey Gainen primary school scored 40%, compared to baseline 15%, Kulong, Kurengke and Torpuot primary schools scored 35% compared to a baseline of 15%. Pagak, Stephen Duol, and Maker Primary scored 30% compared to baseline 15%. Pinythor, Jekow, Jotome, Mandeng, Torketch, Benytik and Kierwan achieved moderate score of 25% compared to baseline 15%. Malek had the least score of 20% compared to baseline of 10%. While we would have liked to schools reaching the benchmark, we are pleased to see that there were improvements despite the instability and disruption to learning due to the conflict and displacement of students during the school year.
	Indicator: # of students enrolled in target educational institutions (Norad Ci1): Target: 8,276 (3,848 f; 4,428 m) Achieved: 11,806 (5,162 f; 6,644 m)
	A total of 11,806 (5,162 f; 6,644 m) children were enrolled in the project targeted educational institutions. The baseline value was 9,603 (4,043 f; 5,560 m) children enrolled at the start of the project. It was established that, male enrolment increased by 19%, while female enrolment increased by 28%, with combined enrolment increasing by 23%. The project also contributed to increased enrolment children with disability, from 19 (7 f; 12 m) enrolled at the time of the baseline to 167 (74 f; 93 m) children with disabilities enrolled in project supported schools by the end of the project, an increase of 148 (58 f; 90 m) children with disabilities was recorded.
Output 1.1 School infrastructure in place (Temporary Learning Spaces (TLS) or rehabilitated permanent classrooms with brick walls)	
	# of classrooms constructed or rehabilitated (Norad Ci2). Target: 47 classrooms, Achieved: 33 classrooms
	# of children learning in constructed temporary learning space and renovated permanent classrooms. Target: 3,050 (1,067 f; 1,983 m), Achieved: 2,512 (1072 f; 1440 m) 1,912 (856 f; 1056 m) in TLS, 600 (216 f; 384 m) in renovated permanent classrooms
	<i>Construction and renovation of classrooms</i> Due to the conflict in Maiwut in August 2019 the project activities were extended to 10 schools in Nasir bringing the total to 18 schools, an increase from the 8 schools originally planned. One of the schools in Maiwut (Turu primary school) ceased to exist during the project span because the community left the area after the August, 2019 conflict and didn't return, but Pagak was added to increase conflict sensitivity. The eight primary schools in Maiwut included Kulong, Gainen, Jotome, Pagak, Pinythor, Jekow, Jotome and Malek. The ten primary schools in Nasir included Lueth, Nyinygok, Kierwan, Turpuot, Makar, Mandeng, Stephen Duol, Kurengke, Benytik and Torkech. The construction work on classrooms was done in Maiwut in this phase. The classrooms constructed by the project were made in such a way that children with disability can easily have access. This included modification in the permanent school structures to have provision of a ramp. A total of 33 classrooms were constructed or renovated as follows:
	<ul style="list-style-type: none"> • 12 permanent classrooms were renovated at Kulong, Gainen and Jotome with 4 classrooms at each school. • 3 classrooms (1 block) were roofed and completed at Gainen Primary school in Maiwut. • 18 temporary learning spaces (TLS) classrooms (9 blocks) were constructed in 6 schools, Pagak, Pinythor, Kulong, Jekow, Jotome and Malek primary schools. The project used the standard temporary learning space design from South Sudan Education cluster guidelines.

This enabled children who had been studying under trees to learn in classrooms. Teachers reported that students were less distracted in the new facilities. Before the construction of the 18 TLS and completion of 3 permanent classrooms in Gainen, there were 28 classrooms in the 8 supported schools in Maiwut according to the baseline survey conducted in May 2019. The construction of classrooms increased the number of classrooms to 49 in Maiwut. By March 2020, the total number of children enrolled in Maiwut was 6,131 (2,631 f; 3,500 m) children. The additional classrooms improved the ratio of classrooms to students from 1:219 to 1:125. In Nasir, there was no construction of classrooms under this project due to budget constraint and flooding during this project period. By March 2020, the enrolment for the schools in Nasir was 5,675 (2,531 f; 3,144 m) children. There are currently 40 classrooms at the 10 schools, hence a classroom to student ratio of 1:141. While the ratio is much better, there is need for construction of more classrooms to reach the South Sudan Government standard of for classrooms to students of 1:50.

School furniture

A total of 400 benches, 270 plastic chairs and 36 plastic tables were provided to children and teachers in 18 supported schools in Maiwut and Nasir counties. Benches were only supplied to Maiwut. Benches were procured and made locally, while the plastic chairs and tables were brought in from Juba and Ethiopia.

Output 1.2 Appropriate WASH facilities established

🔔 # of emergency segregated Ventilated Improved Pit (VIP) latrines constructed (Norad 1.2.1 indicator) *Target:* 20 new latrines constructed. *Achieved:* 10 constructed, 15 renovated

🔔 # of hand washing facilities established. *Target:* 20 hand washing facilities, *Achieved:* 10 in 5 schools in Maiwut

Construction and renovation of latrines

A total of 10 ventilated improved pit latrines (VIP) were constructed by the project and 15 latrine stances were renovated. The design of the latrines was in compliance with the government emergency latrines standard and guidelines and the project ensured that the vendors constructed ventilated improved pit latrines that can be used by persons with disability:

- 10 emergency pit latrine stances were constructed (5 for girls, 5 for boys) in 4 schools (Pagak, Jekow, Jotome and Wunkir) that had no /or inadequate latrine facilities. Of the 10 stances constructed in Maiwut, 4 were fitted with iron bar rails so that they are friendly for use for children with physical disability.
- There were 15 latrine stances in bad condition that were renovated for use in 5 schools in Maiwut

The standard ratio of latrines for girls of 1:30 and for boys of 1:60 is still not met in the target schools. With current enrolment the additional latrines have improved access to latrines although the ratio for boys to 1:292 and for girls to 1:202 in Maiwut. However, all the schools have latrines available now, and this is minimizing open defecation, but the number of latrines still needs to be increased with future funding. To meet the standards for latrines to students at the current enrolment, Maiwut still requires 117 latrine stances to (46 for boys, 71 for girls).

Handwashing facilities

While we reduced the targets for handwashing facilities when we revised the results framework in February, we ended up exceeding the target in order to meet needs at schools and to ensure that the schools had handwashing facilities in place, particularly with the COVID-19 situation escalating. During the conflict period in August and September in Maiwut, 6 handwashing stands were looted from the school properties and so these were replaced. Children were encouraged to regularly wash their hands after visiting latrines and when their hands were dirty. During monitoring visits conducted in schools by the project staff, it was observed the children were washing hands after visiting the latrine a change attributed to the washing facilities and awareness programs.

Water sources

Out of the 18 supported schools, 8 have boreholes near the schools and 10 Schools use water from the river, swamps or water pools, posing health risks for the children, as schools did not have access to water purifiers. The project procured and provided 2 cartons of water purification tablets to all the 10 schools that had no source

of clean water. Each school was given 5 packets of water purification tablets. In this project there was no budget available to rehabilitate the water sources, However, ADRA coordinated with the Danish Refugee Council (DRC) in Maiwut county to rehabilitate two boreholes at Kulong and Gainen primary schools through an emergency WASH emergency intervention which improved access to safe water.

Output 1.3 Facilitate hygiene and sanitation sessions/campaigns in 7 supported schools

➡ # of teachers trained on hygiene and sanitation awareness. *Target:* 16 (m=16, F=0), *Achieved:* 14 (0 f; 14 m)

🕒 % of children and teachers using emergency latrines and hand washing facilities in supported schools. *Target:* 60%, *Achieved:* 37%

👧 # of girls in their puberty/adolescent age received dignity kits. *Target:* 800 girls, *Achieved:* 800 girls

Dignity kits

There were 800 dignity kits procured and distributed to girls of puberty age, 400 for school girls in Maiwut and 400 for school girls in Nasir comprising of 2 bars of washing soap, 1 Vaseline, 6 underpants, 6 sanitary pads and 4 bars of bathing soap. 200 dignity kits were lost in Maiwut due to the conflict that occurred in August, 2019. In addition communities lost personal belongings when they fled, and the dignity kits contributed towards addressing their needs upon their return to the area. The extra dignity kits were procured and distributed in February, 2020 when schools opened. This gave a short period for the protection staff to monitor the usage and the impact of the kits to the supported girls. During discussion with PTAs and local education authorities, they indicated the support given to girls especially the dignity kits and the in kind support has encouraged significant enrolment and attendance of girls, although with COVID-19 measures coming into place at the end of March, schools were closed and education services disrupted.

Hygiene and Sanitation Awareness Sessions

14 teachers were trained on hygiene and sanitation awareness. Seven (7) hygiene awareness sessions were conducted in 7 schools with participation from 5,506 (2,806 f; 2,700 m) children in Maiwut county. During the hygiene campaigns, children learnt how to wash their bodies on daily basis, keep their finger nails clean and brush their teeth. In environmental hygiene the children learnt ABOUT sweeping their classrooms, cleaning the latrines and were also encouraged not to write on the newly rehabilitated classroom walls. Eight cleaning brushes distributed to the school clubs in Maiwut to support the school cleaning initiatives.

Outcome 2 Education authorities and institutions at county and Pay am level have improved capacity to ensure safe, inclusive and quality learning

👤 # of education offices that have developed and applied action plans on inclusive education, child protection and peace building (Norad 1.3.1 indicator) *Target:* 2 offices, *Achieved:* 2 offices

Two (2) Education Offices have been developed and applied action plans on inclusive education, child protection and peace building. Under Inclusive Education, the authorities planned to work with PTAs to raise awareness on enrolling children with disabilities, prevention of early pregnancy and early/forced marriage. Under Child Protection, they had planned to reduce corporal punishment in schools. For peace building, the authorities planned to raise awareness to reduce conflicts in schools and school communities. The authorities were able to execute their plans of raising awareness on inclusive education through PTAs and it was noted that some girls who had dropped out came back to school. For instance in Maiwut, 4 girls who were pregnant sat for P8 exams as well as 9 lactating mothers. Through interviews and observations, it was noted that corporal punishment was reduced and teachers were aware that children should not be beaten although some teachers were not actually convinced. Culturally, beating children was a right way of administering discipline. Awareness on peaceful coexistence was done with focus on reducing conflict in schools and communities. Teachers and head teachers in schools were sensitive to mitigate conflict between and among learners.

👤 # of recommendations from school supervision and inspection implemented by teachers and head teachers. *Target:* 4 key recommendations of Child Protection, Inclusive education and peace building, *Achieved:* 6 recommendations

Training was provided for the education authorities on child protection in schools, school administration and management, how to keep records in the school, the teachers' code of conduct, on how to conduct oneself and promote peaceful coexistence in schools and community, on how to supervise schools and how to record

feedback. The following were the key recommendations and actions taken as a result of the project:

1. Lobbied for abolition of corporal punishment in school and proposed any case of corporal punishment should be reported to the local education authorities.
2. Head teachers were provided with training on school administration and management, in order to understand importance of keeping records in the school
3. Mobilized the community to send children to school,
4. Parents who don't send children to school need to be followed by the PTAs and local leadership.
5. Schools were provided with office stationery to support their office work
6. Children with disabilities should be encouraged to enrolled to school.

Output 2.1 Education authorities in Maiwut County are trained

📍 # of county and payam education officials trained in child protection, peace and inclusive education. *Target:* 10 (2 f; 18 m) education officials, *Achieved:* 40 (4 f; 36 m) education officials.

📍 # and % of supported educational institutions visited by inspector/supervisor one or more times in last school quarters this year. (Norad 2.2.4 indicator) *Target:* 18 schools, 80%, 1 visit per educational institution, *Achieved:* 15 schools, 83%. 1 visit per education institution

Training of county and payam education officials and school supervision visits

The project supported the training of 40 (4 f; 36 m) education officials, 20 (3 f; 17 m) from Maiwut, 20 (1 f; 19 m) from Nasir, on child protection, peace building, inclusive education and teacher code of conduct and training and orientation on tools for school supervision and inspection. 28 (1 f; 27 m) local education officials were facilitated to conduct school visits for supervision and inspection of schools in both Nasir and Maiwut counties. After the visits, the local education authorities presented their reports and drew up a number of resolutions to be implemented in order to improve the safe and secure learning environment.

The key findings from the joint school visits were:

- Limited records kept in the school due to poor filing system
- There were no clear financial records kept in the school
- Many of the teachers are not trained and as such do not qualify to teach in the school
- Existence of Corporal punishment in school
- The schools are not inclusive enough, for example there are few children with disabilities in the schools

To supplement the supervision and monitoring of the schools, the project team trained and mentored teachers on filing and record keeping and child protection. The message was reinforced regarding the discontinuation of corporal punishment by the teachers that was agreed with the Education Authorities. During Education Conference which was organized in the first week of March, the stakeholders stated that any teacher found using corporal punishment on learners should be called to the Office of the County Education Office and be disciplined. The County Education Department was encouraged to ensure the employment of trained teachers to ensure quality and effective learning.

Output 2.2 Teachers qualified/ trained in child centered method, teachers' code of conduct, child protection, peace education and inclusive education

📍 # of teachers trained on child centered method, teachers' code of conduct, child protection, peace and inclusive education. *Target:* 60 (10 f; 50 m), *Achieved:* 171 (20 f; 151 m)

📍 % of teachers applying the skills acquired from the teachers training on child centered method, teachers' code of conduct, child protection, peace and inclusive education. *Target:* 70%, *Achieved:* 30% (51 of 171 Teachers)

📍 # of educational staff trained (including teachers, head teachers and education authorities) (Norad Ci5) *Target:* 80 teachers, head teachers and education officials (M=68, F=12), *Achieved:* 218 education staff trained (Teachers (151m, 20f), Head Teachers(7m, 0f) and Education authorities(36m, 4f) in PSS, CP Inclusive education, and school management).

📍 # of children with child protection/Psycho Social Support related cases identified and supported by the teachers and child protection facilitators. *Target:* 600 (250 f; 350 m) children, *Achieved:* 831 (436 f; 395 m) children

Teacher training

There were 218 (23 f; 195 m) persons attending the training in child centred method of teaching, teachers' code of conduct, child protection, peace education and inclusive education. This included 171 (20 f; 151 m) teachers and 40 (4 f; 36 m) education authorities and 7 head teachers. The teachers who participated in the training were given books, pens and rulers to enable for their work and lesson planning. In addition 20 teacher guides and 560 textbooks for the 5 subjects (English language, mathematics, social studies, science and religious education) were distributed to the schools under the project support. The participation of women is especially at the community level. The project has encouraged the recruitment and training of female teachers, however at this stage the majority of teachers are male.

Field assessments indicated that 30% of the trained teachers are applying skills on child centred teaching methods from the first training. Measurement was not possible for the second group as schools closed on 20 March for COVID-19 shortly after the training. The capacity of teachers and education officials in the project locations is very low. In the next phase of the program efforts will be undertaken to get teachers and students to return to schools after the COVID-19 measures and continue to build the teaching skills through training and a stronger emphasis on mentoring which was originally planned for this phase of the project but had to be suspended due to the conflict in August and September.

Teacher incentives

The payment of teacher incentives had a positive impact on teacher's attendance and increased the connection with local authorities. The teachers raised concerns about the amount being given equivalent to USD 40, as they don't receive support from the government and the cost of living is high and they struggle to meet the needs of their families, however this is the amount that is coordinated by the education cluster and applied across all education programs in South Sudan. A total of 114 (16 f; 98 m) teachers received incentives from the project as follows:

- Malek, Wunkir and Jotome schools for May, June, July, September, October, November and December 2019
- Pagak school for October, November and December 2019.
- Gainen, Kulong, Jekow and Pinythor for January to March 2020

Counsellors for psychosocial support

Because of protracted conflict and continued fighting, insecurity and lawlessness, children at the schools experience significant psychosocial distress. Counsellors were locally recruited from the project location to ensure that there is no language barrier during the counselling sessions. The counsellors were given basic training in counselling, child protection and psychosocial support. A total of 18 (2 f; 16 m) counsellors were deployed, 1 at each school, 10 Nasir and 8 in Maiwut. The counsellors provided basic counselling services to the children who were having psychosocial issues and protection needs. They identified 645 (337 f; 308 m) children for referrals to medical attention in the health facility within and outside Maiwut and Nasir Counties. Most medical referrals were for wounds, malaria and skin infections. Three (3) children, all males, with serious medical cases were referred for specialised medical treatment in Ethiopia. Two of those referred to Ethiopia had peptic wounds while the other had a compound fracture on the leg sustained from a fall while playing in school with other children. The project provided cash assistance to facilitate transportation and medical expenses. A total of 831 (436 f; 395 m) children were identified with protection/psychosocial support needs. The identified children were given basic counselling by the counsellors, ADRA staff and teachers. The support provided is primarily basic psychological first aid, as there are limited services available in the South Sudan. While teachers have limited skills to handle psychosocial related issues of the learners and/or identify referral cases, ADRA staff and the counsellors mentored the teachers to do counselling for the children.

Counselling support for the children is important to address trauma and psychosocial issues affecting their attendance of school, following many years of protracted conflict in South Sudan. Providing this support at the schools also helped to address experiences associated with the schools such as corporal punishment and the lack of parental care, particularly for orphans and vulnerable children. Children, and in particular girls, require

counselling to deal with previous traumatic experiences and empower them with skills to cope with day to day trauma which would motivate them to continue learning. One example that project staff encountered was a girl who had lost both of her parents because of the war and also in the recent past lost her grandmother who was a guardian leaving her without care and support. She received counselling and was linked by ADRA staff to services such as food distributions by WFP that enabled her to continue going to school. There is need to invest more in Psychosocial and child protection support in the next phase of the project.

Output 2.3 Adequate learning materials are available

🟢 # of students in target educational institutions provided with learning materials (Norad Ci3) *Target:* 4,108 (1,847 f; 2,261 m), *Achieved:* 6131 Children (2,631 f; 3500 m)

🔄 # of textbooks provided to supported educational institutions (Norad 2.1.1 indicator) *Target:* 560 textbooks, 1,410 children, *Achieved:* 560 textbooks

🟡 % of children engaged in recreational activities. *Target:* 80%, *Achieved:* 50%

Learning materials

The BRES project provided learning materials to 4654 children in 5 schools and this project provided to 1477 children before the conflict in Maiwut. During the conflict, most of the children lost the learning materials.

The budget realignment enabled us to factor in the learning materials for all the **6131 (2631 f; 3500 m)** children in the 9 supported schools in Maiwut. These learning materials were distributed to all these children after the conflict.

Textbooks

In addition to the learning materials 560 textbooks were distributed in 7 schools in Maiwut County (Gainen, Kulong, Pinythor, Jotome, Malek, Wunkir and Pagak) in July before the conflict. The total number of children reached with the textbooks was 5331. This put the text book to pupil ratio as, 1 text book to 10 pupils. Through coordination with UNICEF Malakal office, 17,727 text books were distributed to the schools in Maiwut (including the project supported schools) and 6300 text books were distributed to the schools in Nasir (including the project supported schools). This has reduced the text book to pupil ratio from 1: 10 to 1:1.

Recreational materials

At the beginning of the project before the conflict in 2019, footballs, volley balls and skipping ropes were procured and distributed to 7 of the 8 supported schools (Gainen, Kulong, Pinythor, Jotome, Malek, Wunkir and Pagak). When schools reopened in October 2019, assessments found that these items had been removed from the schools by armed groups. Extra recreational materials were procured and distributed to 7 supported schools in Maiwut to replace those removed in August and September. In Nasir a football, volleyball and 5 skipping ropes were distributed to each of the 10 schools. A total of 17 schools received recreation materials from the project. It was observed that the provision of recreational materials played a positive role in keeping children in the school, weekly reports from the staff indicated that attendance was up by 20% to 30 % and children remained at school for longer. While assessment and observation wasn't completed in Nasir due to the COVID-19 school closures, the project staff observed during the end of project evaluation in Maiwut that 50% of the children were engaged in playing football, volleyball and skipping ropes in the schools.

Output 2.4 Facilitate state education conference for stakeholders' in Maiwut and Nasir county

🔄 # of state education conferences conducted. *Target:* 4, *Achieved:* 4

There were 4 education conferences conducted in both Maiwut and Nasir counties; 165 (53 f; 112 m) stakeholders attended the conferences) in both locations, 2 in Maiwut and 2 in Nasir. The conferences were organized in the months of December 2019, January and February 2020. Each conference was conducted for 1 day in each location. The main issues discussed were:

- Community support to effective running of schools in Maiwut county
- Enrolment, retention and completion rate of Girls in schools
- Enforcement by the stakeholders (chiefs, and the local authorities of the By-Laws that govern schools)
- Pupils and teacher's attendance in school and the time frame (school hours)
- Teacher's recruitment and selection criteria in the next academic year.

- Corporal punishment in primary schools
- Early marriage including the effects on the learning of the girl child was discussed too

Actions planned/ resolutions of the conference

- Establish and /or open more schools for more children to access learning
- Need for back to school campaigns to mobilize children to get enrolled in school
- Community awareness on importance of girls education
- Monthly reports to be submitted to Education authorities on progress made in the school
- Corporal punishment must be abolished in school
- Set by laws that govern the effective functioning of the school system
- Design action plan or school development plan that must involve the parents to support the school
- All parents must support the school regardless of having a child in the school or not
- Need for report cards for children at the end of school year
- Parents were tasked to check their children's exercise books when they returned from school.
- The community need to support the school by cleaning the school environment
- PTAs required support with agricultural tools and seeds to support the school through school gardening,
- Follow up the performance of Teachers and present reports to the education office
- Only qualified teachers would be allowed to teach hence teachers must be given Test, those who pass and met the criteria of selection will be recruited to teach.
- Those teachers who don't meet the criteria will be given continuous professional development or go back to school

Challenges

- Changes of County Education Directors, Head Teachers, Supervisors and Inspectors affected timely implementation of the action plans and resolution of the conferences. This was because these County Education Directors, Head Teachers, Supervisors and Inspectors were duty bearers, key implementers and guarantors of the plans and resolutions that had been developed with their participation and endorsement.

Output 2.5 Establish and facilitate school clubs to promote peer learning, life skills and peace education

➡ # of school clubs established and trained. *Target: 18, Achieved: 18*

➡ # of School clubs engaged in peer learning, life skills, and peace education activities. *Target: 18, Achieved: 18*

A total of 18 school clubs were formed during the project in both Nasir and Maiwut counties. Each club had 10 (5 f; 5m) members resulting in the total number of school club members of 180 (90 f; 90 m). The Clubs members were trained on peace education, hygiene and sanitation, child rights and protection issues. The introduction and inclusion of human rights topics increased awareness of children's rights and what they could expect from their parents and communities. Each of the clubs were supplied with 2 mats, 11 T-shirts, 11 caps, 10 manila cards, 2 flip charts, 2 rolls of masking tape and 1 packet of marker pens.

The children in the clubs conducted drama, singing of songs with messages to create awareness on hygiene, peaceful coexistence and messages on the need for parents to send their children to school. These activities were done at school and community level whenever there were important events. For instance, In Maiwut, the school club members were invited to present poems, songs, speeches and drama during a peace Conference organized by Nuer Christian Youth for Peace and Development. This Conference attracted people from different Nuel Payams in Maiwut and also some participants came from the refugee camps in Ethiopia in an effort to promote peaceful coexistence.

Outcome 3: Community Support to Education is strengthened

🕒 **Indicator:** # of PTAs who have developed and applied action plans on school improvement, child protection and peace building. *Target: 10, Achieved: 7*

7 PTAs developed and implemented action plans on school improvement, child protection and peace building. These action plans included awareness on inclusive education to reduce early and forced

marriage/pregnancies, encouraging lactating mothers and pregnant girls to complete P8 and awareness on peaceful coexistence. Community dialogue sessions were organised by the 7 PTAs of Gainen, Kulong, Pinythor, Pagak, Lueth, Nyinygok and Kierwan. The topics of discussion during the dialogues included issues affecting the education of the children and discussions on the reasons that parents not to send their children to school, especially girls.

Community sensitization on the importance of girl child education, conducting campaigns on every child everywhere in school and back to learning, establishment of by laws that governs smooth running of schools and dissemination of messages on prevention and end of early marriage and child abuse in the community. The disruptions caused by the conflict affected the training for the PTAs particularly on Child Protection components. The Project emphasised the significance of the PTAs as an influential body that can bring change in the schools and influence local leadership and authorities to take active part in mobilizing support for the school development.

Output 3.1 PTAs/SMCs established/ trained and facilitated

🔴 # of parent teacher's associations or school management committee members trained (Norad Ci4). *Target:* 90 PTA members, *Achieved:* 60 PTA members

🔴 # of PTAs/SMCs have implemented activities on child protection, inclusive education, and peace education. *Target:* 18 PTAs, *Achieved:* 7 PTAs

🔴 # of PTAs who have raised resources for implementation of SDPs. *Target:* 18 PTAs, *Achieved:* 7 PTAs

Following the conflict in Maiwut County in August 2019 this activity was scaled down. Although it was proposed to extend this activity to Nasir, the planned training of 10 PTAs in Nasir was not conducted by this project because of budget reductions, ADRA arranged for this to be covered by BRES and EIE UNICEF, so in order not to duplicate efforts it was scaled down.

There were 2 community dialogues sessions conducted in Maiwut county and 2 conducted in Nasir county on topics of child protection, inclusive education and peace education and PTAs members from Gainen, Kulong, Pinythor, Pagak, Lueth, Nyinygok and Kierwan were invited to participate in the community dialogues to sensitise participants on the issues affecting education of their children and seek to understand why parents do not send their children to school. There was no training for PTAs under this project in Nasir County where Unicef Project was active, as the PTAs were already trained.

Community sensitization sessions were conducted on the following topics with support from 60 trained (20 f; 40 m) PTA members: importance of girl child education, every child everywhere in school, back to learning campaigns, establishment of by laws that governs smooth running of schools and messages disseminations about prevention of early marriage and child abuses in the community.

7 of PTAs organised meals, tools for clearing school compound, transported construction materials, provide labour and provide land for construction of TLS. These were their local contribution to the project. This complemented the project efforts of establishing learning spaces, latrines etc.

Output 3.2 Vulnerable girls receive financial incentives to enrol and attend school

🟢 # of conditional cash transfers (CCT)/ in-kind support to marginalized students (Norad 1.3.2. indicator). *Target:* 1500 girls (500 new/out of school), *Achieved:* 2,000 girls (700 new/ out of school)

Assessments were conducted in the target areas to select marginalized students to benefit from the in-kind support. 2,000 girls (750 in Maiwut, 1250 in Nasir) were selected and provided with sandals, petticoat, bathing and washing soaps, Vaseline and a cotton bag for packing the items. The in kind support provided was equivalent to 21 USD per pupil per year as it is also the case with the GESS Cash Transfer for girls. Proper coordination is done between GESS and ADRA to harmonize the approach and ensure that there isn't duplication. GESS was not providing assistance to schools in the target area because they were under opposition control and not accessible to government lead programs.

An assessment and selection tool was design with all the criteria for the selection of beneficiaries. Girls from

primary 4 and above were the target beneficiaries to support achievement of the objective the support to keep the girls in school in order to continue to a higher education levels. During identification of out of school girls, the project staff liaised with the stakeholders and PTAs and those who were able to read and write. In total 700 of the girls identified were out of school and encouraged to enrol in school because of the in-kind support provided. Barriers identified during the selection process were:

- Lack of parental care especially in regards to supporting the girls with scholastic materials
- Early marriage is common in Upper Nile because, some parents prefer their girls to get married at an early age so that they would get dowry in form of cattle
- Girls in this part of South Sudan do most of the family chores such as preparing the family meal, fetching water for the family and caring for the young siblings.
- Girls who are orphans have to stay with relatives who do not care about sending them to school and instead exploit them for cheap labour in performing domestic chores

It was noted that with the support given to the girls, the disparity in terms of enrolment between male and female enrolment was significantly reduced. In 2019 the number of females enrolled in schools was 4,043 compared to males at 5,560, a ratio of 1:1.37 girls to boys. In 2020, the female enrolment increased to 5162 females and male enrolment to 6644, reducing the ratio to 1:1.28 girls to boys in school. Overall the enrolment of girls increased by 28% and the enrolment of boys by 19% bringing the total combined enrolment up by 23%. The identification of out of school girls to receive the in kind support has been effective and result oriented. In Upper Nile there has been a lot of disparity in terms of boys' and girls' enrolment in schools. It is presumed if this kind of support was to continue, it would further narrow the gender disparity in enrolment.

A decision was taken to provide in-kind support rather than cash because of an analysis of availability and prices of goods on the local market and because of currency issues. The government of South Sudan requires that projects use the South Sudanese Pound for cash based assistance, however Ethiopian Birr is most commonly used in the local markets. Also using the official USD exchange rate to provide local currency to communities would significantly reduce the purchasing power compared to the scenario where ADRA would purchase directly from suppliers using USD.

4. Project target groups

The project is targeting communities affected by protracted conflict, and while living in opposition controlled areas have limited access to broader services and support that comes through government coordinated programs. Due to the conflict, large numbers of people from the target areas have been displaced internally or as refugees into Ethiopia. 2019 and 2020 has seen significant returns to the area despite ongoing conflict. Out of the 11,806 (5,162 f; 6644 m) children supported by the project, 10,414 were refugee returnees and an estimated 680 were IDP returnees. The project reached 1,483 IDP returnees and There are also a number of nomadic, pastoralist communities that move to the river edge during the dry season for water and pasture for their animals. The project targeted reached 1512 (635 f; 877 m) children from this group in three of the supported schools of Jotome, Malek and Wunkir that are pastoralist communities. The project provides special assistance to vulnerable groups including 167 (74 f; 93 m) children with disabilities, orphans and 700 out of school adolescent girls at risk of early marriage or exploitation.

5. Coordination

The project staff attended coordination meetings with other NGOs operating in Maiwut and Nasir on a monthly basis, namely, ADRA, Relief International, Universal Network for Knowledge Empowerment Agency (UNKEA) and Nile Initiative Development Organization (NIDO). This provided an opportunities to provide updates regarding their activities in Maiwut and coordinate on joint advocacy work e.g. the need to have UNHAS flight to the area so as to facilitate easy movement of staff and project materials from Juba to the project locations. The other three organizations implement Nutrition, WASH and other health related programs. This enabled ADRA to refer

some of the health related cases among school going children to their facilities or support. Relief International sighted boreholes/water sources for rehabilitation and is awaiting approval from their office in Juba. The rehabilitation of these water points will benefit school children also. ADRA coordinated with Danish Refugees Council and to rehabilitate two boreholes near the supported schools in Maiwut and in Nasir with Relief International constructed 6 emergency latrine stances.

WFP conducted a meeting with ADRA staff in Maiwut when they came to carry out a general food distribution in the Community. During the meeting they mentioned that in future they would need partners to implement food distribution in Maiwut County. ADRA is already working with WFP in other locations and this helps to address the needs of children attending school and reduce the pressure on families. The ADRA team raised the need for School Meals to contribute towards retention of children in the schools. It was noted that without feeding children tend to go home early and have less hours for learning at the school.

ADRA coordinated with the Education Cluster on key matters such as the value and frequency of teacher stipends, in-kind support to support girl's education, designs of the TLS and WASH facilities, content of the dignity kits and in-service teacher training. Coordination has also been carried out directly with UNICEF, GESS and other education initiatives proactively to ensure that there is strategic alignment between education programs in South Sudan.

6. Cross Cutting Issues

Child protection and Safeguarding

During monitoring visits, the project team continuously reminded teachers to ensure children were protected. Schools are monitored by project staff and a complaint and response mechanism is established that is accessible to all project participants and stakeholders. Websites of ADRA Norway and some of the partners, such as ADRA South Sudan, also have pages where reports can be lodged. Children with protection problems were identified and referred to relevant/available services or institutions for further support. The Project also trained teachers in Child Protection so that they could be able to apply the Child Protection skills in their daily teaching and interaction with children. It was emphasized to end corporal punishment in schools and commitments were made by key stakeholders at the education conferences. Children with health related issues were identified in the supported schools and were referred to health facilities to access treatment. Project staff coordinated with staff from ADRA's protection project in monitoring and reporting cases of child rights violation at the community especially when the children were not attending school. Cases of child abuses and neglect were also being followed by the protection project and linked with the local authorities for redress. Joint awareness sessions were conducted targeting community with messages of human rights, and early/forced marriages.

In South Sudan, ADRA cooperates with UNFPA and a local organization, ARC, on GBV responses and on adolescent sexual and reproductive rights. Activities in schools and training on psychosocial support is also provided in Somalia and South Sudan. Some advocacy work has been initiated in South Sudan at stakeholder meetings where national and local education officials, local government and traditional leaders are committed to ending early marriage.

ADRA Norway is working with a Safeguarding and Child Protection expert to build capacity of ADRA Norway and its Programme partners in relevant safeguarding and child protection areas. During 2019, ADRA Norway developed a 'Strategy for Eliminating Corporal Punishment in Schools' which provides suggested activities for programmes to work with teachers, schools, students, parents and the wider community to change mind-sets, improve children's awareness of their rights and the ability of teachers to practise positive discipline. In addition, we have developed some guidelines on safe recruitment and safe programming.

During 2020, we are planning to have a series of engagements with our partners including audits in order to determine current capacity of partners on safeguarding and child protection. In addition, we will support all

partners to update their current CP policies and procedures. Below are the contents of a plan that we will start to roll out during 2020 and 2021 with all programme partners:

- Reviewing existing policies and procedures relating to safeguarding and child protection. Making updates where necessary, or producing new documents where needed (safeguarding, child protection and whistleblowing policies).
- Country-specific training on safeguarding and child protection.
- Each partner will develop an action plan to address safeguarding and child protection.
- We will plan at least three webinars on: Prevention of Sexual Exploitation, Abuse and Harassment (PSHEA), safe programmes, and; establishing referral pathways.
- Pathways/mechanisms for reporting and handling protection related cases, including those where the alleged perpetrator is affiliated with ADRA. Provision of and guidance on the use of incident report templates and case note templates.
- Review of recruitment procedures to strengthen adherence to ADRA Norway's safe recruitment guidelines.
- Training and guidance provided to a Safeguarding and Child Protection Focal Point.
- Provision and training/guidance of the use of ADRA Norway's training package on safeguarding and child protection for all new and existing staff across all Programme partners. The training package is to be delivered by the Focal Point in addition to other trained staff to all newly recruited staff, and then to be repeated at least every two years. The package is modular, consisting of essential and additional modules.
- Monthly meetings which review progress against the agreed action plan and provide mentoring support (for example, reviewing cases, problem solving for common issues, etc.).
- The model for increasing the capacity of schools to protect children will include:
 - A training package on child protection for use by programme staff to deliver to schools, communities, law enforcement agencies and other stakeholders.
 - A template child protection policy for schools to guide programme staff in supporting each school to develop their own child protection policy, or simply fill in the template if they are in agreement with all aspects.
 - Identifying and appointing two lead teachers for child protection (one male and one female) in each school. These lead teachers will receive additional training.
 - Form child rights clubs/student governments etc. in each school, with clear terms of reference and specific roles and responsibilities around raising awareness of child rights within their schools.
- To align with ADRA Norway's Strategy for Eliminating Corporal Punishment in Schools, we will roll out the following topics, through interactive training and mentoring and follow up with our partners:
 - A training package for staff to deliver training on positive discipline to teachers is currently being produced.
 - A package supporting staff to work with schools to develop whole school behaviour management policies is also planned.

Gender

The project took into account gender disparity. Sex disaggregated data was collected for all activities and analysis of disparities took place. There were deliberate efforts made to form male and female groups during the training of teachers, County Education Officers and PTAs in order to understand the challenges affecting each gender. During formation of school clubs, girls were encouraged to participate. Construction of latrines took into consideration gender issues and while planning for in kind support, girls were considered as they were more vulnerable than the male counterparts. While the overall level of education attainment in South Sudan is very low and the gap in enrolment and retention between boys and girls through the different levels of schooling is alarming. The project focused on barriers to girls' education, addressing these issues relating to early marriage, withdrawal from school for domestic work, protection concerns and economic barriers through referral to other forms of humanitarian assistance. When constructing latrines, the benchmarks for girls and boys were

considered and gender segregated latrines were established. In the next phase of the project we will also be considering specific barriers and issues relating to boys education in response to concerns raised within the community that there are a number of vulnerable boys who may not accessing assistance due to the prioritizing of initiatives to support girl's education.

Peace

Teachers and education authorities were trained on the aspect of peaceful coexistence. After the training, they were expected to be able to conduct peace awareness sessions, campaigns and advocacies at the schools and communities. School club members were trained in peace building skills so that they would spread message of peace to the other children in the school through poems, songs and dramas. During a peace conference organized by youth in Maiwut in February 2020, the children from the established peace clubs were invited to create awareness on peace thorough songs and poems.

Conflict Sensitivity

ADRA has made an effort to implement the project in a conflict sensitive manner. Project staff are experienced and understand local dynamics between actors. They have brought this experience and knowledge into the project implementation, ensuring active dialogue with all stakeholders, across political divides to ensure that the project activities are implemented in a non-biased and equitable manner. ADRA has managed to maintain implementation arrangements across all three lines of control in Maiwut (government, opposition and splinter opposition). After dialogue and re-initiation of activities in October, a number of stakeholders commented on the role that the humanitarian programs that ADRA and others are implementing in Upper Nile has played in incentivizing resolution to the recent conflict, so that assistance could reach communities again. Some project activities such as the education conferences also reportedly assisted in diffusing tensions between factions within the community. With the formation of the unity government, and return to 10 states, we anticipate that the operating environment will improve and there will be less disruption to project activities.

During the next phase of the project, a full conflict analysis will be undertaken that will inform continued operations and engagement with stakeholders, and provide the evidence needed to inform decisions, making our conflict analysis and conflict sensitivity more explicit.

Rights

The protection of children in schools is a form of protecting their rights from being violated by the school authorities, parents and other bigger children who could bully them. The project prioritized advocacy for end of corporal punishment in schools to promote protection of children from physical and psychological abuse of their rights by teachers. The project was keen to ensure the rights of children were respected.

Environmental sustainability and climate change

Eight (8) primary schools (Gainen, Kulong, Pinythor, Jekow, Pagak, Kierwan, Nyinygok and Lueth), supported by EiE Upper Nile project established school gardening. The PTAs members incorporated environment sustainability during cultivation of the gardens by discouraging burning of the grass which they instead used for mulching of their vegetables such as okras. Due to the flooding, they dug water channels so that the flood water would not affect their gardens. The schools encouraged tree planting and created awareness on preserving indigenous trees within the school compounds. The school administrators promised to plant more trees when rains start in May and June, 2020 to offer shade in the school compound. It was noted there had been a change of attitude among the school administrators to have more trees planted in schools. Notably, during the construction of classrooms and emergency latrines, the vendors procured timbers from Ethiopia and the walls of the classroom were designed with iron sheets according to UNICEF and Ministry of Education Standard for temporary learning space and emergency latrines. Hence, no trees were cut for poles and timber.

Financial management

ADRA South Sudan is guided by the finance policy that guides management of financial resources. Additionally,

the Finance Director offers oversight in collaboration with the finance team. Cash request go through a rigorous approval process. The organisation relied on money agents to deliver money to field locations and only a limited amount of money is approved to be kept in the field locations to reduce the risk of loss. Each field location has a safe to keep the petty cash. The procurement must follow the rules and procedure of the procurement manual. When the project team needs cash for activities, the requests has to be supported with all the relevant documentations such as work plans, material request etc. There is a cap on how much money each cadre of staff can sign for. There is also a Project Accountant who works closely with the project team to ensure that request for cash is completed and processed. Reports were submitted to the Project Accountant who in turns submitted the final reports to the Finance Director.

7. Risk Analysis Report

Increase in Insecurity in the target area (Risk 1)

Because of the location of the project, the biggest risk to implementation was the security situation. To mitigate these risks and impacts of deterioration of the security situation, ADRA planned activities such as training and mentoring of teachers, education officials, Parent Teacher Associations (PTAs) and school clubs on peace building, preparations for evacuation of staff to safe areas if needed, maintaining of close coordination with other NGOs operating in the region, ensuring appropriate evacuation plans in place, provision of training for staff on security routines and procedures, regular briefings for staff on the security situation and the option to relocate the project if need be in consultation with the Norwegian embassy and Norad. This materialized in August and September when there was insecurity in Maiwut. ADRA staffs were evacuated to Juba for safety and received counselling and support on arrival. ADRA came up with scenarios to extend the EIE NORAD Project to Nasir until Maiwut was secure to allow project staff to return to Maiwut. In Nasir there were revenge killings and ADRA staff took appropriate measures to limit movement and avoid areas that would be at risk. Whenever, there were revenge killing incidences, the project activities were halted and staff hibernated until the security in the project locations had improved.

Seasonal flooding in the targeted area that cause seasonal migration to other locations/communities (Risk 2)

There was flooding across South Sudan between October and December 2019. ADRA had identified this as a risk factor and worked in the project to establish/strengthen mobile schools during rainy season to avoid interruptions of classes for students from these communities especially during December-July. Community shelters and school infrastructure were all submerged which resulted to collapse of some school infrastructures especially latrines. In that period the community migrated to locations which were not affected by the flood. Though it was difficult to conduct school activities, the project staff encouraged the teachers to follow the community so that they could ensure learning continued in those areas until the communities returned to their original homes.

Limited resources for implementation of activities to achieve project goals (Risk 14)

The design and implementation based on a clear theory of change that included cost-sharing with other education projects (like BRES) in the same target area; lobby with WFP, UNICEF and other agencies to invest in the target region. ADRA actively participated in the national education cluster and child protection sub-cluster. Due to budget cuts and exchange losses, there were limited resources for construction of temporary learning spaces in Nasir as planned in the revision in November in the DIP. The stakeholders were informed that ADRA would prioritize construction of TLS's in those schools in the next phase of the project. ADRA also actively coordinated with other organizations to address gaps such as water sources in the schools and additional latrines.

COVID-19 (New Risk)

At the end of the project when COVID-19 measures came into effect, ADRA Identified this as a new risk and lobbied for funding in order to create awareness in the community on risk communication right messaging on prevention and spread of COVID-19 and mainstreaming WASH activities by installing hand washing facilities and distributing soap and hand sanitisers to staff and community. To enhance safety of staff conducting community

awareness had to wear masks. ADRA developed a business continuity plan and shared with donors and ADRA Network. To enable evacuation of staff the operations department identified an airline company and included them in the list of prequalified suppliers to enable timely delivery of items in field locations and evacuation of staff if need be.

8. Monitoring, Accountability, Evaluation and Learning

Project review meetings

Regular meetings were conducted with the project team on the DIP, procurement planning, budget review/revision and work plans and in particular during the contingency planning phase when conflict broke out in August 2019 in the project area. Procom meetings were held on monthly basis in Juba to monitor the progress of project implementation. The technical team sector lead, advisor and the PD engaged the project manager periodically to follow progress and address any challenges through skype meetings. ADRA Norway contact person engaged ADRA south Sudan project team through skype and emails to monitor project implementation and also visited South Sudan and project sites during the implementation and held meetings with the project team to understand any challenges and offered support. Regular field monitoring visits conducted in the field location, by the project teams.

Research and learning documentation conducted

There was a needs assessment conducted after the crisis in Maiwut to determine the needs of children in the schools in terms of learning materials, furniture, and the infrastructure. Monitoring visits were conducted by technical staff and M&E and the findings from the monitoring visits were used to adjust men and women decision making at field and management level. During the project start up, the team had discussed a number of action research topics to pursue during the implementation but these had to be put on hold due to the conflict and disruptions that the project faced. This can be taken up again in the next phase.

Feedback and complaints mechanisms

Feedback and Complaints Registered	ADRA actions	Information shared back to community/ complainant
Request to include Malek primary school to the list of supported schools	Malek primary was included in the list of the schools supported	The education authorities were informed that Malek primary school had been included into the list of the supported schools
Teacher recruitment process	Encouraged the County Education Authorities to recruit competent teachers	ADRA supported limited number of teachers according to available funds in the budget
Bridge for access to Gainan	The stake holders were informed to mobilize community to contribute local resources such as poles and ADRA would help to pay the labour and nails for the construction of the bridge	The stakeholders update the community about the plan. The stakeholders mobilise the local resources and draw implementation plan. ADRA will follow this in the next phase of the project and evaluate what the community had done at their capacity and resource mobilisation.
Request to roof Gainen school	ADRA advertised for the construction of the school block and vendors competed for the construction work	Gainen Primary school was renovated and children started using the completed classrooms.
Classrooms construction in Nasir County	The project budget was not adequate to support the construction work in Nasir	Construction of classrooms will be prioritized in Nasir with future funding

End of Project Evaluation

An Internal end line study was conducted from February to March 2020, focusing on three outcome areas of (1) safe and inclusive learning spaces, (2) quality of teaching and learning and (2) community support to strengthen education in the school community. The findings revealed no school met the criteria for inclusion and safe learning space. However there was 40% progress recorded compared to the baseline which recorded progress of 15%. There was increased enrolment of children in the targeted schools from 9,603 (4043 f; 5560 m) to 11,806

(5162 f; 6644 m) which is a 23% increase in enrolment. Unexpected results (positive and/or negative) that were not part of the original plans of the project:

- Conflict that happened in Maiwut in August to September, 2019 affected project implementation, disrupting learning, displacing population groups and affecting schools facilities.
- The flood that affected the whole of Upper Nile especially Nasir and Maiwut counties resulted to collapse of some school infrastructures, increasing the need for renovations and construction of classrooms.
- Seasonal migration of communities affected the opening of schools. Teachers had to follow the communities to their new areas of settlement from February, 2020 when schools started.
- Two project sites (Nasir and Maiwut counties) that developed after the conflict in Maiwut were unexpected scenarios expanding the scope of the project and stretching already limited resources. Although positive results were seen in both locations.
- The education conferences in Maiwut united the communities of Pagak and Maiwut, diffusing tensions.

Major lessons that were identified include:

- Teachers were trained in child centred methods, child protection, inclusive education, code of conduct, but there was limited application of knowledge in practice. School based mentoring could be incorporated to the training in the next phase of the project so that teachers are trained on the Job, through mentoring
- 4 emergency latrines in Maiwut were designed with rails to enable easy access for persons with disability.
- Coordination with beneficiaries regarding the sizes of kit items can be improved to reduce the procurement of oversized items.
- Most local vendors do not have adequate funds. This had to be managed, particularly with construction work to ensure that work was completed. The project team mitigated this by giving work to more than one company to ensure completion within the project timeframes.
- The insecurity in Maiwut affected the implementation of activities such as the construction of temporary learning spaces (TLS) and rehabilitation of classrooms. The work has to be completed near the end of February and some even by the end of the March 2020. Then COVID-19 measures came into effect, so it is difficult to measure the full results of the project now. This will need to be picked up in the next phase.
- Both locations of Nasir and Maiwut are hard to access, implement activities and monitor, but achievements in both locations were positive, particularly with getting children back into school who would have otherwise stayed out of school.
- The community engagement and involvement approach used by the project field team was effective. The community understood the project and were able to gain sense of ownership of the project and the project outcomes.
- The complaint response mechanism worked well and the stakeholders and beneficiaries were able to register their complaints and feedback. ADRA was able to respond in a timely manner to the complaints received. This enabled the beneficiaries to gain trust in the organisation and the project staff.
- The Child protection and Psychosocial support component of the project was underestimated, the number of cases that emerged during the project implementation was much higher than expected. There were major referral cases that required cross border movement and yet the mandate of ADRA SS was limited to its operation. There is need to scale up the component of child protection in the next phase of the project.
- Coordination with other agencies was effective in addressing gaps to support, particularly for the water sources where ADRA liaised with Danish Refugees Council to rehabilitate two boreholes near the supported schools in Maiwut and with Relief International constructed 6 emergency latrine stances in Nasir.

Sustainability and exit strategy

- The training offered to the County Education Authorities, PTAs/SMCs is meant to build their capacity so that when ADRA exits in the future they would be able to continue with provision of education services in their community.
- During the implementation of the EiE Upper Nile project, ADRA provided reports and updated the State and National Ministry of Education on the number of schools, enrolment status, gaps and status of education in Maiwut and Nasir counties. This therefore kept the government and education stakeholders adequately

informed on delivery of education service, gave ownerships, which would enable them to maintain responsibility for the support to education in Maiwut and Nasir counties in case ADRA exits.

- Through sharing of reports with education Cluster in Juba ADRA gave an opportunity for other education actors to be informed and can therefore intervene in a complementary manner to address gaps.

9. Date, Signature And Title:

Date:	31.08.2020
Signature:	<i>Gibson Boudhi</i>
Title:	Programs Director, ADRA Norway

10. List Of Annexes:

Annex 1: Consolidated Expense Report Including Deviation Comments

Annex 2: Financial Statements

Annex 3: Audit Report

Annex 4: Management Letter

Annex 5: Results Framework with March 2020 Data

Annex 6: Risk Analysis