Education in Emergency Upper Nile South Sudan

Results Report 2020 - 2022

31 May 2023: QZA-18/353 – Project B

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Acronyms

ALP	Accelerated Learning Program
CBO	Community Based Organization
CHS	Core Humanitarian Standards
CP	Child Protection
CPD	Continuous Professional Development
CSO	Civil Society Organizations
CWD	Children with Disabilities
DPO	Disabled Peoples Organizations
DRR	Disaster Risk Reduction
EiE	Education in Emergency
EMIS	Education Management Information Systems
ETLE	Effective Teaching and Learning Environment
ETLL	Education Technical Learning Lab
FGM	Female Genital Mutilation
GBV	Gender Based Violence
ICT	Information, Communications and Technology
IDP	Internally Displaced Persons
IGA	Income Generation Activities
MEAL	Monitoring, evaluation, accountability, and learning
MHPSS	Mental Health and Psychosocial Support
MOGEI	Ministry of General Education and Instruction
MTR	Mid-Term Review
N/A	Not Applicable
NIRA	Network for Integration and Rural Advancement
NFE	Non-Formal Education
OCAT	Organizational Capacity Assessment Tool
OPD	Organization of Persons with Disabilities
PSEA	Prevention of Sexual Exploitation and Abuse
PSS	Psychosocial Support
PTA	Parent Teacher Associations
PWD	Person with Disability
R-ARCSS	Revitalised Agreement on the Resolution of Conflict in South Sudan
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques
SDG	Sustainable Development Goals
SMC	School Management Committees
SPLM	Sudan People's Liberation Movement
SPLM-IO	Sudan People's Liberation Movement in Opposition
TOFI	Together for Inclusion Project
TOR	Terms of Reference
TOT	Training of Trainers
TPD	Teacher Professional Development
VSLA	Village Savings and Loans Association
WASH	Water, Sanitation and Hygiene

1   General

1.1	Name of grant recipient:	ADRA Norge
1.2	Norad's Agreement number:	QZA-18/0353 (Project B)
1.3	Norad's Agreement title:	Education in Emergency Upper Nile, South Sudan (EiE Upper Nile)
1.4	Total grant amount:	50 880 000
1.5	Support period:	01.04.2020 – 29.02.2024
1.6	Report period:	01.04.2020 – 31.12.2022 (Results Report)
1.7	Countries of implementation:	South Sudan

The objective of the Education in Emergency Upper Nile project is that all learners, regardless of background, ability, and gender, equitably access, engage in and learn in inclusive educational institutions. The program targets areas of Upper Nile are stabilizing politically after years of disruption of education due to conflict. Upper Nile is one of the most remote and conflict affected areas of South Sudan. It has recently seen the gradual implementation of the revitalised agreement on the resolution of conflict (R-ARCSS) and the re-organization of state governments that are more inclusive. The area is seeing significant refugee and IDP returns despite continuing insecurity. The project is learner-focused and develops education pathways for the conflict affected children, girls, out of school children and youth, and children with disabilities. To operate in this volatile context, the project integrates conflict-sensitive approaches. The project focuses on improving quality, equity, inclusion, protection, psychosocial wellbeing and participation of parents, communities, and civil society to strengthen learning environments at the schools and re-establish education systems. The project plays an important role in normalizing education provision in opposition-controlled areas while promoting dialogue, mutual understanding, and cooperation.

2   Results and learning

2.1   Summary

This results report provides a broad overview of project achievements for the period between 2020 to 2022, summarized at the objective and outcome levels. The key outcomes of the program are:

1. More marginalised children and youth access and participate in inclusive education.
2. More children and youth learn in safe, protective, and healthy education institutions.
3. Learners benefit from improved quality teaching and relevant learning.
4. Learners, parents, communities, and other stakeholders are more positively engaged with educational systems.
5. Strengthened civil society influences education policies and practices.

The project supported and sustained access to education for an estimated 18 515 (8 714 f) students over the reporting period and has brought 700 out-of-school children (532 f) into school through accelerated learning.

ADRA's effective teaching and learning environment (ETLE) assessments were conducted in 16 of the 22 schools in 2022 which provided education to 9 717 (4 408 f) learners. The assessment found that 2 911 (1 361 f), or 30% of the assessed learners, are accessing education in institutions that currently meet expected standards regarding quality, inclusion, and effective learner-friendly education environments (target 25%, objective Indicator 1). This is up from 12.3% in 2021. There were 19 schools that were fully operational in both 2021 and 2022. In these schools, the enrolment for grade 1 to 7 was 10 262 in 2021. The enrolment the following year in grade 2 to 8 in the same schools was 8 052 (3,819 f). This means that 78%[1] of learners remained the following year (target 70%, objective indicator 2).

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[1] Due to the disruptions in the supported schools, the measurement of this indicator is only in schools functioning both in 2021 and 2022.

It is noteworthy that the results presented in this report were achieved despite the challenging operating environment with numerous disruptions. Maiwut and Nasir counties have been classified IPC-4[2] for the past few years. In 2020, 59% of people in Upper Nile were experiencing acute or emergency level food insecurity. This increased to 81% by 2022. Every year of implementation has seen flooding in the third or fourth quarters. Schools were closed due to Covid-19 between March 2020 and May 2021. While 2020 was a relatively calm year, conflicts have flared up in 2021 and 2022 associated with political re-alignments within the SPLM-IO. Revenge killings, and cattle raiding impeded implementation. ADRA has been able mitigate some of the effects of these disruptions. Humanitarian funding was secured for flood responses and food assistance. During COVID-19, the project supported "Education on Air" lessons and learning in small groups to enable learning continuity during this period. The illustration below shows the school disruptions due to COVID-19, flooding, and insecurity.
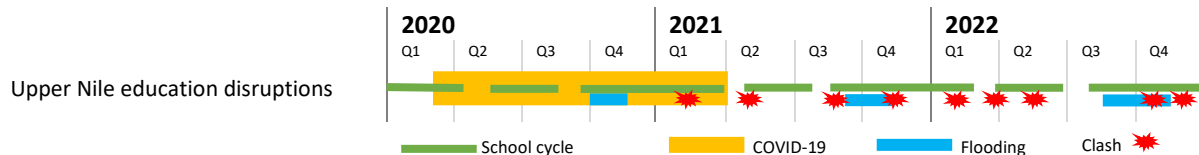
ADRA is committed to working towards the SDG goals. This project contributes towards SDG 4 promoting inclusive and equitable quality education and lifelong learning opportunities for all, which is set out in the Incheon Declaration and Framework for Action 2030. The project contributed towards (a) SDG 4.A to build and upgrade education facilities in 22 schools that are child, disability, and gender sensitive to provide safe, non-violent, inclusive, and effective learning environments, (b) SDG 4.C to increase the supply of qualified teachers in developing countries with the training of 220 teachers in the last 12 months and (c) SDG 4.5 to eliminate all discrimination in education through output indicators 1.1, 1.2 and 1.3, where there is emphasis on reaching out-of-school children, making sure schools meet standards regarding inclusive education.

Objective Indicator summary	Target	Achieved
OI 1: # and % of learners in Quality, inclusive, effective, learner friendly education environments	25%	30%
	2 052	2 911
OI 2: % and # of learners (f) enrolled that remain the following year	70%	78%
	6 036 (2 757 f)	8 052 (3 819 f)

Outcome 1: Inclusion, equity, and access

Education access for out-of-school children and youth. Post COVID-19, enrolment of out-of-school children (OOSC) and retention of learners was a high priority for the project, particularly in the context of the disruptions to education mentioned above. Throughout 2021 and 2022, the project enrolled 700 (532 f, 19 with disability) out-of-school children and youth into accelerated learning (target 540, indicator 1.1.1). Success in getting children back into school after COVID-19 is attributed to back-to-school campaigns, PTA/SMC mobilization efforts and efforts by the project team to address education access barriers. An out-of-school assessment conducted in 2020 provided a basis for targeted interventions. The study found that of those who had dropped out, 68% were due to early or forced marriage amongst female youth, 25% were due to civil conflict and displacement, and 7% due to financial difficulties in the home. Youth were particularly vulnerable to recruitment into armed groups and exposed to traumatic experiences. Parent committees conducted awareness sessions on the importance of education and played an important role in changing perceptions on issues like early marriage in their communities.

> *'I left school because I got pregnant and became responsible for my family chores. I lost hope in school. It's my prayer that one time there will be a school for youth like me. I'll be the first to enrol in the school.' She further added; 'Education is important in life. When I see people who are educated, they lead a better life once they get a job and I want to struggle to get good education so that I can help myself and my children in the future.' Nichol Thoat (local youth respondent).*

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[2] South Sudan | FEWS NET - Integrated Food Security Phase Classification (IPC)

The project established accelerated learning centres in seven schools in Nasir and Maiwut counties enrolling 700 (532 f) in accelerated learning. Two of the centres in Jekow (an opposition-controlled area) were temporarily closed following conflict in March 2022. In the remaining five ALP centres, 532 (314 f) or 87% of the 611 who had enrolled in 2021 remained in 2022 (target 70%, indicator 1.1). The learners who dropped out faced pressure from domestic work at home or family responsibilities. In a survey conducted with ALP participants, 12% complained about absenteeism of facilitators, something that the project team has subsequently worked to address. Some ALP learners also expressed interest in vocational skills training in carpentry, tailoring, bead making, fishing and business skills, which will be considered for future programs.

The accelerated learning program (ALP) is part of the Alternative Education System adopted by the National Ministry of General Education and Instruction to provide accelerated learning to students who dropped out of school. The program is condensed to four years and prepares children and youth to sit for the primary grade eight examinations.

Training of education personnel for inclusive education. Training was provided to local education authorities, head teachers and teachers on child protection, disaster risk reduction, WASH, and referral mechanisms. 275 (27 f) education personnel in 22 schools were trained (target 228, indicator 1.2.1). This included 16 (1 f) local education officials, 39 (1 f) head teachers and their deputies, and 220 (25 f) teachers.

The educational personnel trained by the project demonstrated better school management and administration through improved record keeping and filing and better maintenance of school enrolment statistics. Key information is now displayed in an accessible manner, for example, head teachers now ensure the master timetable is displayed in the school staff office, where teachers and learners have access to it. Education officials and Payam officials (26 m, 1 f) were orientated on school supervision methods. As a result, education officials regularly organised school supervision and monitoring visits to the schools and provided technical support to the head teachers, teachers, and the school management committees.

Teacher competency was improved through in-service teacher training, continuous professional development (CPD) and through school-based mentoring to teachers, head teachers, and PTAs further discussed under outcome 3.

Outcome 1 Indicator Summary	Target	Achieved
1.1: % and # of Out-of-school children (f) enrolled who remain the following year	70%	87%
	315 (142 f)	532 (323 f)
1.1.1: # out-of-school children (f) enrolled	540 (254 f)	700 (532 f)
1.2.1: # of education personnel (f) trained	228 (25 f)	273 (25 f)

Outcome 2: Protective, safe, and healthy learning environments

Enrolment. The project team adapted to the COVID-19 disruptions and enabled learning continuity for 5 394 learners during the school closures between February 2020 and May 2021. This was achieved through a radio learning initiative called *Education on Air* and through learning facilitated in small groups of in the homes of learners. This contributed significantly to high enrolment in the post-covid period. Enrolment in the 16 schools when schools reopened in May 2021 was 8 603 (4 011 f) compared to 8 214 before COVID-19.

With the formation of the new government for Upper Nile and a trend of stabilization, many of the IDPs and refugees began returning to original areas. This was particularly in and around former opposition strongholds in Nasir town. While the situation remained fragile, NGOs were encouraged to support this normalization by extending project support to schools in these return areas. The project supported the re-establishment of education in conflict affected areas by increasing the coverage from 16 schools to 22 schools.[3]

The total enrolment for 2022 in the 22 supported schools was 12 249 (5 829 f) (target 9 055, indicator 2.1). This consists of 11 717 learners (5 412 f) in formal education (primary, middle, secondary) and 532 learners (314 f)

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[3] The inclusion of additional schools in Nasir was approved by Norad in the Annual plan for 2022.

in accelerated learning programs. This is regarded as very strong enrolment, considering the disruptions and continuing insecurity.

The ratio of girls enrolled in school has also increased during the support period from 46% to 48%. School based mentoring encouraged regular teaching and class attendance, encouraging enrollment. The distribution of scholastic materials and dignity kits for girls has contributed to increased attendance. Young mother's kits have been provided to encourage girls to continue attending school even when they have had a baby. In addition, work with women's civil society organizations and local authorities, awareness sessions in the communities and the development of by-laws focused on addressing barriers to girls' education and has created more momentum in the communities around girls' education.

Education infrastructure. Improvements made to the facilities in the target schools benefited 2 850 (1 750 f) learners, reducing overcrowding in classrooms, improving access for children with disability and improving teaching and learning environments. A total of 57 classrooms were constructed or rehabilitated (target 40, indicator 2.1.1). This brought the pupil to classroom ratio down from about 1:100 learners to 1:70 learners (Education cluster target is 1:50). The community contributed significantly to the construction activities. Sanitation conditions were improved through the construction or rehabilitation of 64 gender sensitive latrine stances, against a target of 74 (indicator 2.1.3) with 34 of the latrine stances constructed being for girls.

Water systems, including wells, boreholes, water filtration systems and rainwater harvesting systems, were provided to 12 project supported schools (target 16, indicator 2.1.2) during the reporting period. The project directly installed systems in 3 schools and coordinated Relief International (RI), Samaritan Purse, International Committee of the Red Cross (ICRC) and UNHCR to install water systems in a further 9 project supported schools. During the Covid-19 pandemic, the project provided 16 schools with hand washing stands and jerry cans and distributed 2 500 packets of water purification tablets.

| Timothy girls primary classrooms | Toilet block in Nasir | Nasir County Education office rehabilitation |

Referral links between schools and health and protection services. The project operates in areas that are highly affected by conflict, insecure and with limited services. Learners are faced with exploitative child labour, early and forced marriage, domestic violence, criminal elements and insecurity, exposure to sexual and gender-based violence, neglect, and trauma from conflict and violence. The school community-based counsellors were effective in identifying cases, making referrals, and linking children and youth to service providers. The teachers acted as protection focal persons in the schools. In the reporting period, 2 328 learners (1 076 f) were referred for health, safety and/or protection services (target 300, indicator 2.2.1), with 814 (338 f) being referred in 2022. Referrals were largely associated with the issues listed above and included some serious cases of forced marriage, rape, domestic violence, abortion, and female genital mutilation (FGM). Health related referrals for wounds, snake bites, stomach disorders or malaria, have likely reduced the spread of disease or consequences of infections, improving the overall wellbeing of learners in a context where treatment is seldom sought for children and youth for injuries and illness.

The project trained 278 (127 f) child protection actors on basic concepts of child protection, psychosocial support, sexual gender-based violence (SGBV), child rights, inclusive education, and Disaster Risk Reduction (DRR). These child protection actors included education officials, head teachers, teachers, parents, community leaders, religious leaders, and CSO representatives. Action plans on child protection, child safeguarding, and methods of mitigating child abuse or sexual and gender-based violence (SGBV) in the community were developed. Child protection desks were established in local police stations, leading to a notable increase in reporting of child abuse incidences, providing some recourse and creating a deterrent for abuse and gender-based violence in communities.

The project worked with education authorities, traditional leaders, school management and communities to address harmful traditional practices that have a direct impact on the wellbeing of the learners and access to

education. Preventative measures such as community dialogue sessions and advocacy campaigns in Nasir and Maiwut with traditional leaders or local authorities on the establishment of by-laws and the signing of commitments to end early and forced marriage have been taken, which has reduced the incidences of forced marriage and enabled remedial action to be taken against perpetrators.

The project team continues to be active on education coordination platforms, in protection working groups, and in networking with local CSOs and service providers to establish links between actors and a functional referral system. For example, the EiE project was able to refer cases to other projects such as the UNHCR funded protection project also implemented by ADRA. All project staff signed child protection and safeguarding policies and codes of conduct. ADRA organised training on child protection and safeguarding principles and has PSEA focal points in field locations. The project manager is responsible for monitoring and reporting staff behaviour. A confidential whistleblowing system is also established through ADRA or the protection cluster in South Sudan.

PTA/SMCs role in child protection, inclusion, and peace. During the reporting period, 20 schools implemented activities on child protection, peacebuilding, and inclusive education (target 13, indicator 2.2.2). Activities included protecting schools from flooding, rehabilitating learning spaces, improving facilities used for school feeding programs, supporting transportation of school desks to the schools, constructing rooms for counselling and psychosocial support (PSS), and community dialogue sessions.

Outcome 2 Indicator Summary	Target	Achieved
2.1: # of learners enrolled in supported educational institutions	9 055	12 249
	4 136 f	5 829 f / 163 cwd
2.1.1: # of classrooms constructed or rehabilitated	40	57
2.1.2: # of supported education institutions provided with basic drinking water	16	12
2.1.3: # of toilets constructed or rehabilitated	74	64
2.2.1: # of referrals to health, safety and/or protection services (sex)	300 (159 f)	2 328 (1 076 f)
2.2.2: # of schools PTA/SMCs implemented activities on CP, inclusion, and peace	13	20

Outcome 3: Quality teaching and relevant learning

The results of the 2020 primary eight national examinations that were conducted in March 2021 were very poor across South Sudan. This was due to the COVID-19 school closures, absenteeism, low qualification level of teachers for the P8 classes and limited resources. The new P8 textbooks were not made available ahead of the exam, even though the exam was based on the new textbooks. In the project targeted schools, only 16.4% (16.6% f, 15.6% m) of the 134 candidates who sat for the examination passed. More girls (76%) sat the exam than boys. By contrast, 54% of students (61% f, 54% m) in the supported schools who sat the exam in 2022 passed.

The average score for the girls who passed in 2021 was 49.24% and for boys 51.41%. In 2022, the average score for girls was lower, at 45.6%, and higher for boys at 60%. This means that the gender disparities increased by 12 percentage points, with boys scoring 14.4% points on average higher than girls in 2022, compared with 2.2% percentage points higher than girls in 2021 (target 2% reduction, indicator 3.1).

This increase in disparity is attributed to a range of factors. Domestic chores at home deprived the girls of time to revise for exams compared to boys who are not given the same responsibilities at home. Some of the girls who took the exam had returned to school after becoming pregnant and having babies during the COVID-19 school closures. This meant that they had to balance their time between caring for their babies and studying, sometimes attending class with their babies.

Effective management. The ETLE assessment found that 72% of head teachers were meeting expected standards in their management role in the supported schools (target 25%, indicator 3.1.1), an increase from 44% in 2021. These improvements are linked to the work that was done by mentors through school-based work with the head teachers and teachers, and reflected in commitments to eliminate corporal punishment, mobilize school improvement initiatives, support teacher training and work effectively with SMC/PTAs.

*SMC/PTA members in Nasir explaining their work to keep the school functioning despite the instability.*

A total of 256 (147 f) PTA/SMC members were trained on safe protective and supportive school environments, implementation of school development plans, inclusive education, child protection, psychosocial support, and disaster risk reduction. Of the 256 PTA/SMC members trained, 126 were IDP returnees and 124 were from pastoralist communities. The training of the PTA/SMCs led to increased engagement of parents in school activities, contribution of parents in the development of school infrastructure, such as classrooms, construction of temporary toilets in the schools, attendance of parents in meetings and ownership of supported schools. These changes contribute to sustainability of the project results. The training was also responsive to the dynamic situation in the school communities and incorporated more peace education and training on child protection in a context of escalations in conflict and revenge killings. The ETLE assessment found that 78% of supported schools now have PTA/SMCs who meet expected standards of effectiveness (target 25%, indicator 3.1.3).

Teaching Quality. The ETLE assessment, which included classroom observations and assessments of 99 teachers, found that 48% of teachers in the supported education institutions were able to meet the minimum standards of effective teaching practice in the schools (target 30%, indicator 3.2.1). This was up from 43% in 2021. It is notable that some of the teachers assessed were in schools that have not been supported by the program for very long. The project supported teacher professional development for 220 (25 f). This included school-based mentoring, in-service training for teachers qualifying for continued education and continuous professional development (CPD) for teachers who had not completed secondary education. This was implemented in partnership with local education officials, the National Teacher Training Institution (NTTI) and the University of Juba. Teachers were trained on inclusive teaching methods and the use of adaptive technologies and learner-centred pedagogy. The project team and mentors noted improvements in lesson planning and classroom management skills because of the training. ADRA Norway conducted a 3-day workshop on corporal punishment and positive discipline which was cascaded to teachers and parents.

While there is still a lot of work to be done, this achievement is attributed to the training offered by the project and the work of school-based mentors, who continued to support teachers even during the COVID-19 period, to supported continued education for approximately 65% of learners in target schools through home-based learning or learning in small groups, despite school closures.

Learning materials. There were 10 383 (4 715 f) learners who received learning materials through the project during the reporting period (target 7 000, indicator 3.3.1). The learning materials provided included 6 exercise books, 2 pens, 2 pencils, a ruler, an eraser, and a sharpener for each learner. Due to budget limitations, learning materials were not provided to all learners in project supported schools.

A total of 16,275 textbooks were provided to schools (target 1 060, indicator 3.3.2). This included textbooks for subjects such as mathematics, social studies, religious education, science, English language, Kiswahili, French and ICT. The textbooks were procured by UNICEF and distributed to the schools by the project.
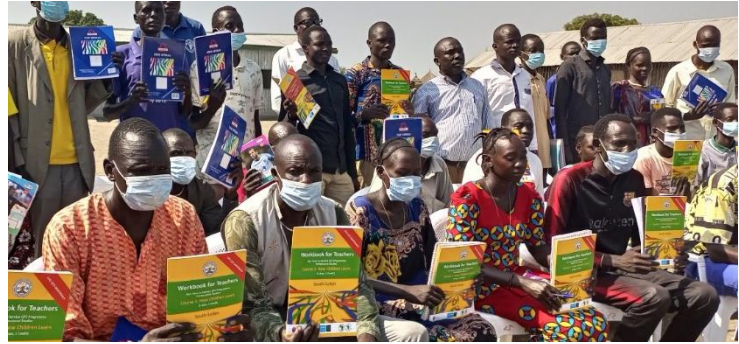
Learners in Maiwut with their learning materials

Outcome 3 Indicator Summary	Target	Achieved
3.1 % reduction in gender disparities in learning achievements in exams	2%	-12%
3.1.1: % of head teachers meeting standards for school management	25%	72%
3.1.2: # supported PTA/SMC members (f) training	143 (57 f)	256 (147 f)
3.1.3: % of schools where SMC/PTAs meeting standards for school management	25%	78%
3.2.1: % of teachers (f) who meet standards for effective teaching	30% (30% f)	48% (20% f)
3.3.1: # learners (f) provided with learning materials	7 000 (3 290 f)	10 383 (4 714 f)
3.3.2: # textbooks provided to schools (cumulative)	1 060	18 515

Outcome 4: Community and stakeholder engagement in education

Community engagement in schools. A total of 256 (147 f) community members, or 89% of 288 community members interviewed, reported positive engagement with the supported schools (target 10%, indicator 4.1). This is up from 83% in 2021. This is evidenced by the participation of parents in the construction of temporary learning spaces, protection of schools from flooding, construction of cooking space, digging of toilets for the schools, improvement of security measures, provision of land, and supplying labour or materials for school infrastructure activities. The project conducted community sensitization events with participation from 723 community members (312 f, 7 pwd). Of the participants, 441 were IDP returnees, 159 were refugee returnees and 116 were pastoralist community members. Communities demonstrated increased support in 82% of the schools through in-cash, or in-kind contributions (target 56%, indicator 4.2.2). An example of this was in Maiwut county, where the parent's constructed shelters and dug pit latrines to provide toilet facilities for 568 children (231 f) in Phil primary school.

Learner voice and influence in decision making. Parents and learners have been empowered in decision making in the supported schools. Student awareness campaigns were conducted in all project countries, and students were active in student clubs. Overall, 61% of schools met standards for learner participation (target 25%, indicator 4.1.1). This was up from 44% in 2021. This was realised through the active participation of the learners during PTA meetings, school meal oversight committees, co-curricular activities, an increased role in maintaining a positive school environment and school clubs on hygiene, environment, peace, and gender.

Student leaders were trained on their roles and responsibilities by the head teachers and the mentors, and student's leaders were engaged in PTA/SMC meetings to give the students a voice on student issues, for example on corporal punishment, child neglect and school activities. Student leaders supported the enforcement of school rules and regulations while providing suggestions for alternative methods of discipline in school.

Parental support. A total of 723 (312 f) parents and caregivers participated in family strengthening activities supported by the project (target 450, indicator 4.2.1). The project training focused on family life and the rights of children within the family. It enabled them to provide more psychosocial support to their children in the form of listening, guidance, and counselling, and to provide more support to their children's education. It also increased their involvement in project advocacy work for the rights of their children in the school communities on matters related to child abuse, child neglect and forced/early marriage. The training was provided orally due

to the limited literacy of the parents, and they were orally assessed to ensure that they understood the importance of family strengthening initiatives.

Village Savings and Loans Associations (VSLA) and REFLECT groups were formed and trained in project supported communities, providing support to 225 parents and community members (117 f) to develop social safety nets, empower women to engage in business opportunities, improve literacy and strengthen knowledge regarding health and well-being, safety and security, transparency, impartiality, accountability, school hygiene, and causes of school dropouts.

Dyke construction to prevent water from flooding the school

Outcome 4 Indicator Summary	Target	Achieved
4.1: % community members (f) reporting positive engagement with the school	10%	89% (147 f)
4.1.1: % education institutions meet standards for participation of learners	25%	61%
4.2.1: # parents (f) participating in family strengthening	450 (180 f)	723 (312 f)
4.2.2: supported education institutions receive support from the community	56%	82%

Outcome 5: Strengthened Civil Society Influence

Policies, plans and budgets. Work has also been moving forward in the policy space with 2 '*policies, plans or budgets'* having been developed to support inclusive education (*target 2, indicator 5.1*). Towards the end of 2022, community leaders in Maiwut endorsed and signed two sets of by-laws that provide a framework of action for local authorities, traditional leaders, and communities for inclusive and protective education. The first was a set of *education by-laws* and the second was a set of *community by-laws.* These sets of by-laws were developed to mitigate the exploitation of girls, create protective environment for learning, increase parental support for education, and promote peaceful coexistence in the communities. They requested ADRA to print the copies of the two sets of by-laws that will be disseminated in the first quarter of 2023. A similar process was initiated for Nasir County and will proceed in 2023.

Advocacy initiatives. A total of 3 advocacy initiatives were undertaken by civil society during the reporting period (*target 2, indicator 5.1.1*).

1. In 2021, the project established a partnership with the Nasir Women Association (NWA). The Women's association focuses on gender equality, gender justice, women's rights, GBV, education, peace education and sustainable development through the participation of women. They have a strong focus on the empowerment of women to engage in advocacy work. In 2021, the project supported the Nasir Women's Association to conduct mass awareness campaigns on peaceful co-existence and conflict mitigation in the community in Mandeng Boma of Nasir County on 22 December 2021. A total of 291 (150 f; 141 m) adults and 64 (41 f; 23 m) youth and children participated in the advocacy campaigns. The key messages included protection of women and children in the community, girl child education and child rights, conflict mitigation to ensure peaceful co-existence and the need for rule of law to handle perpetrators.
2. The project worked with the Umbrella Union of People with Disability to conduct awareness on the rights of people living with disabilities. As a result, three local associations for persons with disability to engage persons with disability in advocacy work around inclusion, access, and rights of persons with disabilities were established in Nasir and Maiwut. The initial focus of the Umbrella Union was to gain access to information and services from all the stakeholders in the respective counties, including humanitarian organizations, government, CBOs, and local community structures. In December 2022, the Organizations of Persons with Disability (OPDs) in Nasir County celebrated the International Day for people living with

Disabilities. Key messages for the event were to ensure inclusivity in access to services to all members of the community without discrimination. The OPDs organized a workshop with all the partners and government institutions to showcase their activities and provide information about databases that have been set up of persons with disability in all the Payams.

3. The project supported 2 education conferences during 2022, one in Nasir and one in Maiwut County, with facilitation by National Ministry of Education officials to deliberate on key issues affecting the education system in Upper Nile. The conference discussed issues like early and forced marriage, disability inclusive education, teacher welfare and retention, and by-laws to govern the support of girl child education.

4. A further advocacy initiative was started in 2022 with research that was conducted in Upper Nile in collaboration with the Ministry of General Education and Instruction (MoGEI) and the Education Cluster with the purpose of running evidence-based advocacy in 2023 on the issues of teacher registration, payroll, and retention.

Civil society fora and networks. The project strengthened the role of civil society in education, setting up coordination mechanisms between civil society and local authorities and strengthening cooperation between CSOs themselves in Maiwut and Nasir. In total, 2 CSO fora and networks have been created to increase cooperation and coordination between civil society actors and influence education for marginalized groups (target 2, indicator 5.2.1). Advocacy training was conducted in Maiwut in 2021 with 11 (4 f; 7 m) representatives from Wadu Women Association, the Coalition for Humanity, Nile Initiatives Development Organization (NIDO), Rural Community Action for Peace and Development (RUCAPD), South Sudan Red Cross, Youth Culture and Sports and the Church of God. In Nasir, the advocacy training was conducted with 21 (1 f; 20 m) representatives from Nile Hope, Community Health, and Development Organization (CHADO), Community Action Organization (CAO) and Across Africa Development Organization (AADO). The training was about advocacy for inclusive education and how to identify challenges facing the education sector in the counties and the state. They were also trained on the possible measures to mitigate the identified challenges. This cooperation leveraged the local CSO capacities and knowledge in addressing education barriers such as early and forced marriage, disability, food insecurity, negative cultural norms, sexual and gender-based violence and insecurity. The project team are also active in several humanitarian groups which coordinate education issues, flood response and NGO activities in both Nasir and Maiwut.

Outcome 5 Indicator Summary	Target	Achieved
5.1: # policies, plans and budgets for quality, equity, inclusion, safe, protective education	2	2
5.1.2: # of advocacy initiatives undertaken by CSOs	2	3
5.2.1: # of CSO for a and networks created or strengthened for education for marginalized groups	2	2

Outcome example: Teacher retention, motivation, and wellbeing

Learning achievements in South Sudan are below standard, with many students not mastering the basics of literacy and numeracy and the performance of girls being weaker than boys. Factors that affect the quality of education include lack of funding, low salaries, teacher attrition, conflict and insecurity, and inadequate supervision by education officials. Many teachers cannot teach literacy and numeracy in either mother tongue or English, nor manage classes. There is a tendency to assign the least qualified teachers to lower grades, further harming learning. The lack of support and payments for teachers is contributing to teacher and student dropout and leading to school closures and disruption of services, especially in remote conflict affected areas such as Upper Nile. Two of the major challenges the project has been trying to address are teaching quality and teacher retention.

ADRA South Sudan developed the Teacher Mentorship Support (TEAMS) approach to address teacher competency gaps. The mentors strengthen school management and community engagement and offer direct, in-school support to teachers. In the mid-term review, it was found that over 90% of teachers valued mentoring and coaching. This complemented other TPD initiatives such as in-service training and continuous professional development (CPD), all of which were carried out in cooperation with the National Teacher Training Institute (NTTI) and the University of Juba. Involvement of local education officials the National Teacher Training Institute and the University of Juba in the implementation improved credibility of the teachers and confidence by parents and learners in their teaching. It gave the project the opportunity to influence

national teacher training policy and systems, promoting the concept of school-based training and mentoring. While this work contributed towards improving teaching quality, it also created pathways for teacher recognition registration on the government payroll.

Teachers in Nasir are preparing for their in-service teacher training year 2 examinations.

To identify and address system level barriers to **teacher remuneration and retention issues**, the project collaborated on a study together with the SEAQE2 project and the Education Cluster on *Teacher Retention, Motivation and Wellbeing*.

The main findings from the survey with 348 teacher participants were as follows:

- Most teachers (86%) are young men aged between 26 – 35 years. Younger teachers aged 18 – 25 years are mostly volunteer teachers.
- One third of teachers had a diploma or higher degree and almost one in 10 teachers have a certificate in teacher education. Almost one in five teachers do not have the necessary qualification to register as a teacher in South Sudan, with 15% having completed only a primary education and 4% without even a primary education.
- Over 15% of teachers qualify for registration but are currently not registered. Over one third of teachers, 34%, who are registered and on payroll receive payment on a regular basis and as per the grade level incentive standards. The remaining teachers, 66% either receive a payment below standards or do not receive payment at all. 24% of teachers who do not receive payment are not registered.
- Almost one in five teachers reported that they sometimes share their salary with other teachers. Only two in five teachers receive a regular monthly salary/incentive and most teachers experience long delays. Half of the teachers surveyed receive incentives from NGOs or UNICEF, whereas just 16% receive a salary from the government. 15% of teachers have a second job and these teachers either work seasonally in agriculture or 1-6 hours per week in a variety of roles, including as an NGO worker, transport driver, coach or in small business.

The study improved the understanding of how support can be best directed to reduce the system blockages for teacher remuneration. A validation process is taking place in the first quarter of 2023 as part of the first step of an evidence-based advocacy process. The following recommendations have emerged so far in the process as to what the project can focus on:

- Support teachers to fulfil registration criteria and be listed on payroll, particularly in remote conflict affected areas, and document the process. This might mean adopting a case management approach for teachers that are supported by humanitarian and development partners.
- Support the in-service training accreditation processes to gain recognition and registration for teachers.
- Support in shifting attitudes toward the teaching profession through community campaigns and activities that promote the value of the teacher profession on the country's development.
- Promote local level transparency and accountability by improving the flow of information to and from the school level.
- Invest in improving the way policy and reform efforts are communicated through the system so that the system at the County and State level can better support and supervise teachers. This may also mean

targeted capacity development to ensure local administration have the capacity and resources to fulfil requirements in relation to licensing, registration, payroll, performance assessments and salary payments.

The EiE Upper Nile project is therefore contributing towards teacher motivation, retention, and wellbeing through (a) teacher professional development programs, and (b) through the evidence-based advocacy initiative to address registration blockages that prevent teachers from earning government salaries.

2.2   Significant deviations from the last approved application and/or plan

The project targets have not been revised since 2020. The main drivers for deviations within the reporting period include (1) disruptions to education due to the Covid-19 pandemic, (2) a weaker NOK that reduced the purchasing power of the project, and (3) high inflation and increased input costs due to the global energy and food crisis and (4) stabilization of Nasir with the roll out of the peace process, creating more demand for project support.

Changes in supported schools. The project target areas of Upper Nile saw progress towards political stabilization and significant refugee and IDP returns attributed to the formation of the Government of National Unity in Juba in February 2020 and the state government for Upper Nile in March 2021. This brought some stability to areas formerly contested between the SPLM government forces and the SPLM-IO forces. This increased demand for support to the re-establishment of education in these areas. For this reason, the project added 11 schools in Nasir towards the end of 2021. While Nasir stabilised, areas of Maiwut saw escalating tension and conflict between factions within SPLM-IO. A total of 5 schools have been dropped by the project between 2020 and 2022. Turu primary, Biyen primary and Nasir centre primary closed due to escalating conflict in Maiwut. Malek primary and Wunkir primary closed down due to seasonal migration of the target communities.

Summary of changes in project Supported Schools	Reached
Enrolment in 2020 pre-covid at baseline (16 schools)	8,214
Enrolment in 2020 in supported schools during COVID-19	5,394
Enrolment in 2022 in supported schools (22 schools)	12,249
# of education institutions 20194	16
(-) # closed post-Covid, conflict	5
(+) # of new schools/ schools added	11
# of education institutions 2022	22

Notable deviations in relation to the 2022 milestones are as follows:

- All enrolment figures are higher than target, for example, 12 249 learners enrolled compared to the target of 9 055. This was due to the expansion of schools in Nasir.
- The higher achievement for SMC/PTAs of 256 (147 f) members trained compared to a target of 143 also related to the increase in the number of schools from 16 to 22.
- The total number of classrooms constructed or rehabilitated is 57, against a target of 40. This was in response to needs as the project contributed towards re-establishing education services in Nasir.
- The number of water sources supported was lower than targeted, 12 compared to a target of 16. This was partly due to budget constraints and reprioritization to supporting teacher professional development. The project team coordinated with other actors working in Upper Nile to address some of the gaps relating to water supply at schools.
- 64 latrines were provided compared to a target of 74. This was due to budget constraints, and difficulties in securing materials from Ethiopia.
- Achievements relating to the performance of teachers, head-teachers, SMC/PTAs, and schools on ETLE assessments were higher than the target set for 2021 of 25% to 30%. Milestones are set for baseline, 2021 and 2023. Strong progress is already made towards the 2023 targets of between 40% and 60% for those indicators. This is attributed to the investment in school-based mentoring.
- The project has provided more learning materials than planned due to the expansion of schools in Nasir. 7 000 were planned, whereas 10 383 learners received learning materials.

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[4] These include primary, middle, and high schools and accelerated programs.

- 18 515 textbooks were provided (target 1 060) to schools through partnerships with UNICEF. The project supported the distribution of textbooks to project supported schools.
- Community engagement was very strong with 89% (target 10%) reporting positive engagement, and 82% of schools (target 56%) receiving support. This was due to the strong community mobilization efforts of the project team to ensure active support for education by communities.

2.3   Risks

ADRA identifies and manages risks associated with the project implementation using a risk matrix that assesses likelihood and impact and elaborates risk mitigation and response strategies with each partner. Risk response plans are developed where there is a high chance that a risk will materialise. These response plans include contingency plans, alternative approaches, or risk transfer strategies. This includes a review of theory of change assumptions and risk tolerance of stakeholders. ADRA Norway provides quarterly updates to the ADRA Norway board.

ADRA implements a range of risk mitigation strategies tailored to the local context. To limit community resistance, the project involves local community leaders and stakeholders in project planning and implementation. To maintain conflict sensitivity, partners coordinate closely with local stakeholders and conflict actors. For severe situations partners secure additional funding for anticipatory action and response to reduce the impact of the materialization of the risk on the project e.g., conflict or flooding.

The most significant risks that materialised during the reporting period included.

- The COVID-19 pandemic and school closures during 2020 and early 2021. The project supported learning continuity and ran extensive back-to-school campaigns to increase enrolment in the post-covid period (risk 3.2). COVID-19 risks were downgraded to medium towards the end of 2022.
- Escalation of conflict, particularly in Maiwut. After relative stability in 2020, we have seen an increase in the frequency and intensity of clashes and violence in Upper Nile. Most of the incidents are isolated, and therefore the project team has been able to continue implementation, temporarily withdrawing from some schools during periods when security deteriorates (risk 1.1-1.3).
- The risk relating to Ethnic threats, such as cattle raiding (risk 1.3), was further elaborated in 2022 with more prevention measures, such as establishing and training community disaster management and peace committees for better preparedness and response.
- The lack of coordination between different levels of government and lack of capacity. The project increased engagement with the ministry and key actors for better coordination and implementation of the project (risk 1.5).
- Food insecurity has increased during 2021 and 2022 in the wake of COVID-19 and further driven by instability in Ethiopia, the war in Ukraine, along with flooding for consecutive years in Upper Nile, conflict, and insecurity. Flooding in 2022 displaced 46,586 persons in Nasir and Maiwut. The project collaborates closely with food security and other humanitarian programs to limit the impact on education access (risk 2.1, 2.4). Additional mitigation measures were added towards the end of 2022 for mitigation of food insecurity.
- Due to inflation, particularly with the cost of fuel and building materials coming across from Ethiopia, the project reduced some planned construction and procurement activities (risk 4.1, 4.2). A mitigation measure was also added to use more bulk procurement in USD to limit the effect of local inflation on project activities.
- To strengthen work on human rights (risk 8.1), the project increased its collaboration with organizations of persons with disability (OPDs).

Human Rights including the rights of people with disabilities. The COVID-19 pandemic disproportionately affected marginalized and vulnerable communities, including IDPs, refugees, and minorities, who faced discrimination, stigmatization, and limited access to services. Conflict, flooding, and the food crisis in Sout Sudan have resulted in significant displacement in Upper Nile. This has meant increased enrolment in project supported schools as ADRA also works to ensure access to education for IDPs. The program is working to ensure access to education for displaced groups. The food crisis has affected school attendance in South Sudan with cuts to school feeding programs supported by WFP. The project has had to do more work in communities, with parents and with local authorities to address food security issues within communities to limit the number of children dropping out due to child labour and livelihood needs.

Program stakeholders including teachers, administration, government officials, and project staff have received support and training to increase their capacity to identify, manage and monitor issues relating to disability and impairment, exclusion based on ethnicity or membership of minority groups or languages, and other kinds of exclusion or marginalization. Persons with disabilities often face intersecting vulnerabilities that increase their exclusion. Within the EiE Upper Nile MTR, teachers reported that pertinent safety concerns for children with disabilities at school included shaming, discrimination, violence, bullying, and harassment. As a result of this review, the program has put more emphasis on advocacy and awareness-raising and strengthening community-based mechanisms such as school inclusion teams and protection and safeguarding committees.

A considerable number of project activities target minority groups in Upper Nile. Some of the groups have low socioeconomic status and are currently marginalized within the country and education system. The EiE Upper Nile program continues to promote and improve access to education as a human right, irrespective of ethnicity, religion, gender, ability, or sexual orientation. Children, teachers, parents' committees, and community members were trained on child protection principles and basic human rights such as right to education, right to health, right to life, rights to freedom of expressions, right to feeding, and right to protection. Children can now demonstrate their rights to education, food, and health care, which are to be provided by the parents or Care givers, through awareness sessions.

Teachers are trained on the code of conduct that prohibits corporal punishment in schools. The child protection desk has been established in the police stations, to monitor and handle child abuses related to children and child protection actors are fully trained on child rights, child protection and child rights and safeguarding.

Women's Rights and Gender Equality. The closure of schools had a significant impact on women's rights, particularly in terms of access to education and economic opportunities. To limit the risk of child abuse and exploitation ADRA has integrated child protection and safeguarding activities into the project and provides direct support to the project team to strengthen their protection and safeguarding systems and capacities. This includes training, policy and systems development and case management support. Training covered topics including PSHEA, child marriage, case management, FGM, why children join armed groups, child rights and gender-based violence. Both boys and girls face significant protection risk including child labour, domestic violence and conscription into armed groups for boys, while for girls forced marriage, domestic and gender-based violence, early pregnancies are the most pressing. The project conducted a protection mapping exercise in preparation for referrals and now make referrals regularly.

Project representatives and local communities are made aware of their rights, including acceptable and unacceptable behaviour from ADRA representatives; their right to complain and provide feedback; what they can provide feedback and complaints on; how to make a complaint; and what happens once complaints are made. The EiE Upper Nile project has helped promote gender sensitivity and responsiveness by building girls' toilets, providing menstrual hygiene packs, providing gender-inclusive teacher training, and monitoring gender inclusion within the classroom.

ADRA incorporates key elements of the resolution on "Women, Peace and Security" to actively promote and support the engagement of girls and women in local and national processes, particularly in the community peace building activities that are incorporated into our work with local communities, PTA/SMC groups and with local stakeholders and authorities in our program areas. Our partners advocate for the rights of girls to education and broader wellbeing. Additionally, we have begun to partner with more women grassroot organizations and schools-based students associations that promote equality for women and girls' rights.

Anti-Corruption. ADRA Norway has a risk analysis process for fraud and corruption to ensure that controls are in place to manage risks. All partners have updated fraud, whistleblowing and complaints policies and practices in place. ADRA maintains a clear zero tolerance position against fraud and bribes. ADRA employees are required to report corruption or extortion that they face. Routine joint monitoring has helped to reduce the risk of possible corrupt practices. During country visits, ADRA Norway staff perform regular on-site verification and spot checks, as well as awareness raising about anti-corruption and zero tolerance against fraud and mismanagement.

ADRA Norway also conducts capacity building sessions and provides partners with training material and tools for further organizational development on anti-corruption. The Covid-19 pandemic increased several risks relating to fraud and corruption due to the remote nature of many of the activities conducted during that

period. In 2021 ADRA Norway conducted 4–5-day intensive virtual financial management workshops with all partners. ADRA Norway has reported four cases to the Norad's "varslingsteam", that were processed and closed (none that directly related to this project). The project is working to increase accountability of government officials in the implementation. In South Sudan, the project has supported research into teacher remuneration systems to identify barriers and bottlenecks to teacher registration and payments. Increased transparency around these processes and engagement from civil society will reduce the risk of fraud and corruption.

The environment and vulnerability to climate change. In accordance with our organizational strategy and our climate policy, ADRA is placing an increased emphasis on climate change mitigation and response. In project target areas of Upper Nile, we note increased frequency of flooding, and increasing food insecurity, something we are factoring into our planning with communities. The project has cooperated with other actors on food assistance programs to address the increased vulnerability of communities in our support areas. ADRA Norway has also contributed towards an ADRA network project for school feeding to address some of the gaps. The project undertakes education advocacy among partner CSOs that promote ecologically sustainable development. The community is also sensitised through awareness creation activities on climate change adaptations and mitigation. Consequently, environmental school clubs have been established and engaged in water conservation, tree planting activities, and effective waste management. During both construction and rehabilitation of schools, tender documents and contracts have clauses on environmental issues and management.

2.4 Cost-efficiency

Schools are better linked with health and protection services (Output 2.2). The project originally planned to provide protection and referral services to 200 children and youth by 2021 but has reached 1494 (940 f; 890 m) children and youth cumulatively to date. Referred cases range from neglect, early/forced marriage and child labor cases, to provision of psychosocial counselling support, and referrals for health-related services. This higher achievement is attributed to greater ownership from education personnel, teachers, parents, community leaders, religious leaders, CBO representatives, and involvement of other international and local organizations in the referral process. We see better cost efficiency ratios being achieved under this output both in terms of (a) the number of children and youth being assisted (7 times as many) as a result of the investments in training of staff, counsellors, teachers, PTA/SMCs and communities, (b) the contribution that this makes towards improving children's participation in education activities and their learning and (c) the engagement of parents and communities in the education and protection of the children as they see the relevance of the project's support and services.

Increasing community engagement in schools (Output 4.2). Work with the PTAs and SMCs has resulted in greater engagement of communities in the schools. The support provided by the communities to the schools included, but was not limited to, cleaning of the school compound, clearing of bushes to reduce risk of snakebites, cleaning and repairing latrines, making repair to boreholes, collecting water for schools, protecting schools against flooding through construction of dykes and placement of sandbags, building fire breaks, making repairs to walls and floors of temporary learning spaces after flooding, building school offices, and supporting the transportation of children and youth for referrals.

Advocacy (Output 5.1). The project is using advocacy to ensure that project schools in the opposition-controlled target areas are accessing benefits and resources from national education initiatives. This includes access to textbooks and access to examinations for P8. This does not require a lot of financial input but improves overall outcomes for the program and contributes towards our sustainability and exit strategies. The teacher retention, motivation and wellbeing study and advocacy initiative aim to get more teachers onto the government payroll, reducing the need to provide incentives to teachers.

2.5 Sustainability

The EiE Upper Nile project operates within the fragile context of South Sudan, where limited public resources for inclusive education, low or unpaid teachers, limited teacher training opportunities, poor school infrastructure, and weak PTA and SMC structures prevail. Moreover, the education of girls and children living with disabilities is generally not prioritized. It is within this context that EiE Upper Nile has made significant gains in strengthening access to quality education in the following ways:

Protection and safeguarding networks. The project trained community-based counsellors recruited from the local communities, teachers, and child protection actors. Linkages were established between schools and health clinics and service providers. Child protection desks were established at the police stations. Community dialogue processes promoted sustainability of referrals beyond the project life span by creating a community and school-based network.

Locally driven inclusive education. The project strengthening community structures to support and advocate for education through the civil society's organisations, women's organizations, and organizations of persons with disability form an integral part of the project.

Teacher professional development. The project introduced school-based mentoring, professional development and established partnerships with the National Teacher Training Institute and the University of Juba for technical support and certification. This has strengthened the ability of institutions to provide quality training in the future and ensures the institutionalization and continuation of teachers' professional development beyond the project period. The project supported a study on *teachers' retention, motivation, and wellbeing*, and is initiating advocacy in 2023 to get more teachers registered, recognized by the government and on the government payroll, while addressing bottle necks within the system for teacher payments.

Systems-level strengthening. The project has worked with state and local level education authorities to strengthen their capacity to fulfil their role in supporting, supervising, and monitoring inclusive education within the project supported schools and other schools within their counties.

PTA/SMCs leadership in education at community level. EiE Upper Nile has built the capacity of PTAs and SMCs to support the enrolment and learning of children. PTA/SMCs have taken on increased responsibility in terms of monitoring school performance and identifying resources for teachers (including housing) and infrastructure rehabilitation and mobilizing resources to support education in the absence of the external support.

2.6   Learning

Teacher Training. The engagement of the national teacher training institutions and the University of Juba in the teacher training programs, implementation of continuous professional development and in-service teacher training program has given hope to the communities and earned their trust towards the training programs initiated by the project. The cooperation has also given the project the opportunity to influence national teacher training policy and systems, so that approaches developed by the project can be scaled up.

Vocational skills training. The project has been focused on formal education and has offered accelerated learning programs to help learners who had dropped out for various reasons to complete their education or re-enter schools. Surveys conducted with the adolescents and mature aged out-of-school youth found that there is demand for skill training linked to local economic opportunities. This is being strongly considered for future programs.

Promoting dialogue. Getting key community leaders together from the counties, state and the national level of governance enhances collaboration and synergy to address issues affecting the wellbeing of the communities. Given the context in Upper Nile, which is predominantly governed by people affiliated to the opposition, the region is left out in allocation of money from the national government to take care of essential services. Good dialogue is necessary to address marginalization of communities in these opposition areas.

Support wellbeing of partner staff. Our projects are implemented in volatile environment with high levels of insecurity and unrest. The project staff face difficult working conditions. It has been brought to our attention that we are often focused on project implementation, with less focus on staff wellbeing. We must consider ways of being more supportive of partner staff and build this into the project planning and budgeting.

3   Evaluation/Review

N/A - the mid-term review was submitted in 2021, the end evaluation will be attached to the final report.

4   Financial report and audit

4.1   Significant deviations from the last approved budget

An overview of the financial reports with comments and explanations on deviations for 2022 is attached as **Annex 1**: EiE Upper Nile Consolidated Expense Report Including Deviations Comments. A copy of the audit report is also attached as **Annex 3.**

5   Other reporting requirements

5.1   Achievement of civil society support

The overarching criteria for achieving the objectives of civil society support. ADRA Norway's strategy for strengthening CSOs uses a threefold approach, (1) strengthen the capacity of the ADRA office in South Sudan, (2) partner with local CSOs, supporting locally led initiatives and (3) strengthen dialogue and joint efforts with local networks for advocacy and to address education barriers. This is achieved through organizational strengthening, technical collaboration, and local initiatives.

How many and which local civil society actors in how many countries are reached? Most of the program activities have been delivered by ADRA South Sudan. The project has intentionally strengthened the capacity of 2 local CSOs (TADO and UNKEA), although has reached and worked with 16 CSOs in Maiwut and Nasir. Indirectly, the project has also strengthened the capacity of local women's associations and associations of persons with disability and has strengthened the capacity of ADRA South Sudan as a CSO. If these are counted, it would bring the total CSOs who's capacity was strengthened to 7.

How many of the local civil society actors have now strengthened their capacity and ability to exercise their role as civil society actors?

Civil Society Organization	No. Reached	No. Strengthened
• Universal Knowledge Empowerment Agency (UNKEA) • Touch Africa Development Organization (TADO) • Nasir local associations for persons with disability • Maiwut local association for persons with disability • South Sudan Union for Persons with Disabilities (SSUPD) • Nasir Women Association (NWA) • Wadu Women Association • Nile Hope • Community Health, and Development Organization (CHADO) • Community Action Organization (CAO) • Across Africa Development Organization (AADO). • the Coalition for Humanity • Nile initiatives Development Organization (NIDO) • Rural Community Action for Peace and Development (RUCAPD) • South Sudan Red Cross • Youth Culture and Sports	16	2

Capacity support for ADRA Partner organizations. ADRA Norway has continued our own direct capacity building efforts with ADRA partners in the following areas: administrative (ensuring country and program strategies were in place), governance (provided governance, risk and accountability education to board members during country visits), MEAL (partners have strong MEAL processes and dedicated staff), technical support in inclusive education, protection and safeguarding (through dedicated staff), advocacy and influencing (advocacy initiatives and capacity support for partners), financial management and anti-corruption (stronger financial procedures and policies), access to various international networks (ETLL, Protection and safeguarding task force, Gender and Inclusion Technical Learning Lab, etc.). In a recent survey about capacity support provided by ADRA Norway, partners have rated the following areas in a scale of 1 (not useful) to 7 (extremely

useful): strengthening technical abilities (6.2), MEAL (6), conflict sensitivity (6), risk analysis (6), protection and safeguarding (6.5).

Capacity support for other CSOs. The ADRA partners have built capacity of 2 CSOs. An organizational capacity assessment tool (OCAT) was used to conducted organizational assessment for two organizations, the Universal Knowledge Empowerment Agency (UNKEA) and Touch Africa Development Organization (TADO) in Upper Nile. After each assessment, a capacity building plan has been drafted and shared with CSOs. During 2023, a new OCAT assessment will be conducted, and progress made will be shared in the final report.

5.2 ADRA Norway value addition

ADRA Norway's main role has been to support and build capacity of CSO partners to deliver quality inclusive education services in the Upper Nile conflict setting in South Sudan. From a survey conducted with partners to **evaluate the partnership between partners and ADRA Norway**, partners rated the partnership with ADRA Norway as very participatory and stated that ADRA Norway has added value to the partnership through capacity building, support in planning and implementation, inclusion, protection and safeguarding, MEAL, and financial management. Additionally, they stated that ADRA Norway has helped them access other funding, develop new partnerships with CSOs and leverage other resources and support.

Thematic support. ADRA Norway has developed a *Positive Discipline for Teachers* training package for teachers in all programs in cooperation with partner child protection and education specialists, MoGEI leaders and representatives, and national teacher training institutes. ADRA Norway developed the training package and then went through a comprehensive process to contextualize the training and deliver trainers (ToT) training through a three-day online seminar.

Safeguarding and protection. Monthly meetings are held to discuss and resolve issues that arise has strengthened the capacity of EiE Upper Nile partners to respond to child protection and safeguarding issues. Additionally, ADRA Norway has facilitated strengthening of local child protection systems, such as Village Protection Committees and partner safeguarding focal points. Other ADRA supporting offices have directly partnered with ADRA South Sudan and are building on the progress of EiE Upper Nile.

6 Signature

Date: 31.05.2023

Signature:

Title: Programs Director, ADRA Norway

6.1 List of annexes

Annex 1: EiE Upper Nile Consolidated Expense Report Including Deviation Comments
Annex 2: EiE Upper Nile Prosjektregnskap 2022
Annex 3: EiE Upper Nile Audit Report
Annex 4: EiE Upper Nile Management Letter
Annex 5: EiE Upper Nile Results Framework with 2022 Data
Annex 6: EiE Upper Nile Updated Risk Analysis
Annex 7: EiE Upper Nile Exit Strategy