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**UNITED NATIONS MULTI-PARTNER TRUST FUND FOR**

**RECONCILIATION, STABILIZATION, AND RESILIENCE IN SOUTH SUDAN**

**Final NARRATIVE report**

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| --- | --- | --- | --- | --- |
| Project Title & Project Number | |  | Geographic coverage  RSRTF Outcomes | |
| * Project Title: Providing access to quality learning through secondary school education and functional adult literacy in Jonglei State and Greater Pibor Administrative Area (Jonglei/GPAA) * MPTF Office Project Reference Number:[[1]](#footnote-2)00125496 | | *Country/State/County/Payams (if applicable)*  South Sudan/Jonglei & Greater Pibor Administrative Area (GPAA)/ Akobo, Bor South,Pibor, Bilkey, Baidit, Bor Town, KoyYnyang, , Makuach, Anyidi, Verteth, Lekuangole, Gumuruk, and Pibor Town | |
| *RSRTF Outcomes* | |
| Participating Organization(s) | |  | Implementing Partners | |
| United Nations Children’s Fund (**UNICEF**)  International Organization for Migration (**IOM**) | | Christian Mission for Development (CMD) for UNICEF  Direct implementation for IOM | |
| Project Cost (US$) | |  | Project Duration | |
| Total approved budget as per project document: $1,700,000  MPTF /JP Contribution[[2]](#footnote-3): $1,700,000   * *UNICEF: $898,000* |  |  | Overall Duration : 23 months |  |
| Agency Contribution   * *IOM: $802,000* |  |  | Start Date[[3]](#footnote-4): 1 January 2021 |  |
| Government Contribution  *(If applicable)* |  |  | Original End Date*[[4]](#footnote-5)* 30 June 2022 |  |
| Other Contributions (donors)  *(if applicable)* |  |  | Current End date[[5]](#footnote-6): 30 Nov 2022 |  |
| TOTAL: $1,700,000 |  |  |  |  |
| Project Assessment/Review/Mid-Term Eval. | |  | Report Submitted By | |
| Assessment/Review - if applicable *please attach*  √ **Yes,** No Date: *01.06.2021*   1. *Baseline Assessment* 2. *Endline Assessment*   Mid-Term Evaluation Report *– if applicable please attach*  √ Yes, No Date: *08.11.2022* | | * Name: Wongani Grace Taulo * Title: Chief of Education * Participating Organization (Lead): UNICEF * Email address: [wgtaulo@unicef.org](mailto:wgtaulo@unicef.org) | |

# List of Acronyms

|  |  |
| --- | --- |
| ABP | Area Based Programming |
| ARG | Area Reference Group |
| BoG | Board of Governors |
| CBPP | Community Based Participatory Planning |
| CMD | Christian Mission for Development |
| DRR | Disaster Risk Reduction |
| DTM | Data Tracking Matrix |
| FAL | Functional Adult Literacy |
| GBV | Gender Based Violence |
| GPAA | Greater Pibor Administrative Area |
| HDP | Humanitarian, Development and Peace |
| IGA | Income Generating Activities |
| IPC | Integrated Phase Classification |
| MOGEI | Ministry of General Education, and Instruction |
| NCE | No Cost Extension |
| PCRC | Police Community Relation Committee |
| PTA | Parents Teachers Association |
| RSRTF | Reconciliation, Stabilization, and Resilience Trust Fund |
| R-TGoNU | Revitalized Transitional Government of National Unity |
| SALT | Serving and Learning Together |
| SPLA-IO | Sudan People's Liberation Army-in-Opposition |
| TLS | Temporary Learning Space |
| TVET | Technical and Vocational Education and Training |
| UNMPTF | United Nations Multi-Partners Trust Fund |
| VSF | Vétérinaires Sans Frontières |
| VSLA | Village Savings and Loans Associations |

# EXECUTIVE SUMMARY

After the establishment of the Revitalized Transitional Government of National Unity (R-TGoNU) in February 2020, South Sudan is beginning to rebuild and return to peace and stability. Although armed conflict has decreased, the country faces deepened community insecurity, weakened rule of law, slow economic growth, poor service delivery and a dire humanitarian situation. The outbreak of Coronavirus disease (COVID-19) in South Sudan resulted in greater needs, particularly for vulnerable populations, while creating a more challenging and restrictive operating environment, including disruption of government, commerce, ongoing programming, and the lives of South Sudanese people (e.g., closure of schools and movement restrictions).

In Jonglei/GPAA, education services were severely affected by the conflict, floods, and the protracted intercommunal violence. Many primary and secondary schools were destroyed, and some schools remain closed or operate in the open air or under trees.

Thanks to the contribution from United Nations Multi-Partners Trust Fund (UNMPTF), UNICEF and IOM were able to provide access to quality learning through secondary school education and functional adult literacy (FAL) in Jonglei and Greater Pibor Administrative Area (Jonglei / GPAA). In addition, IOM, and UNICEF through the Functional Adult Literacy (FAL) and secondary school education projects have increased civic space by boosting the tangible participation of youth and women in leadership and decision-making processes and structures, mostly Murle age sets youth, which enhanced community conflict youth mobilization.

Following key results were achieved during this project:

* Improved access to secondary education for 1,539 (330F) learners out of 1,500 planned in six secondary schools in Jonglei and GPAA, representing, 102.6% of the targeted. The schools were supported with 194 school-in-a box/student’s kits and 94 teachers’ kits to enhance learning and teaching. More than 420 dignity kits were distributed to 330 girls in the supported schools and 47 (including 1 Female) volunteer secondary school teachers supported with incentives and capacity building courses to improve teaching and learning.
* Improved learning environment in six (6) schools through rehabilitation of dilapidated classrooms and construction of temporary learning spaces (TLS) in schools with lack of or inadequate classrooms. A total of 12 classrooms were rehabilitated in two schools, and 8 TLS (2 classrooms each) were established and furnished with 110 desks in the remaining four schools. Four (4) changing rooms for girls were established to provide conducive environment for adolescent girls and 12 stances of sex segregated latrines were constructed/rehabilitated to improve WASH in schools.
* Quality of education was enhanced in the benefiting schools through various initiatives. Schools were provided with science laboratory equipment to improve teaching and learning of science subjects. Working in coordination with the National Ministry of Education, a list of science laboratory equipment was agreed. In addition, 107 (including 2 Female) teachers and 88 (18 Females) Board of Governors (BoG) were trained on general teaching methodology, safe reopening of schools, Gender Based Violence (GBV) prevention, Protection from Sexual Exploitation and Abuse (PSEA), peacebuilding & youth support and coaching skills to support young mothers in schools. 22 (1 Female) schools’ inspectors/Supervisors were trained on supportive school supervision and monitoring of quality education.
* Social cohesion and peace building were introduced by establishing six functional peace clubs in all the target schools to ensure that the project contributed to violence reduction in the target areas and schools and promoted social cohesion in the classrooms. A total of 14 (3 girls) children with disabilities special needs, enrolled in the secondary schools, were supported by the project. These learners were linked with other organization providing support to children with specials need. For instance, leaners in Bor County were linked with ZOA Relief International for specialized support.
* 594 (455 females, 139 males) FAL participants were enrolled, in 16 months of learning throughout two phases (phase one seven months from May-November 2021 and phase two nine months from February - October 2022 including the No Cost Extension ( NCE) the beginner’s course was successfully completed. 594 sat the terminal assessment test, 538 participants (390 females, 148 males) passed the test, whereas 56 (50 females, 6 males) failed (please refer to annexes 9 and 10). The FAL was concluded with awarding passed learners with certificates and five graduations were conducted.
* IOM complemented the FAL learning with Village Savings and Loans Associations (VSLAs) to build resilience and lower dependency levels among FAL participants. Six VSLAs were formed (four in Bor South, two in the Greater Pibor Administrative Area (GPAA) and by the end of the project, learners saved 410,000 South Sudanese Pounds (SSP).

# PURPOSE

The programme contributed directly to outcome 6 of the RSRTF result framework on access to basic services. The project ensured that reconciled communities have increased access to equitable and reliable basic services and reduced humanitarian aid dependency. By providing access to secondary education, the project contributes to South Sudan’s education vision of attaining an informed and educated nation by 2040. It also linked to UNICEF South Sudan education outcome of ensuring 1.1 million children and adolescents/ youth, 3-18 years, affected by conflict and other emergencies have increased and equitable access to lifesaving quality education with improved learning outcomes by 2021.” The programme is in line with SDGs 4 of provision of inclusive and equitable quality education and promotion of lifelong learning opportunities for all.

1. Outcome 6 of RSRTF: In Pibor and Akobo secondary schools were nonfunctional, while in Bor government secondary schools were facing numerous challenges. The project, by reopening Riyo Jakor and Akobo secondary schools in Pibor and Akobo respectively, ensured equitable allocation of services in locations with high needs. In Bor, the selection of Pariak secondary school, which is located at approximately 30kms between Bor town and Baidit and was affected by flood in 2020, ensured equity between rural and urban areas. Overall, the assistance provided to all secondary schools in the area, enabled them to function throughout the project period contributing to reliability of service provision. Outcome 6 of RSRTF has two main indicators:
   1. ***% Of children, youth and adults (16-18 years) enrolled in formal and non-formal education (sex and age-disaggregated).*** The project reached 102% of the targeted number of learners in secondary education.
   2. ***Level of public confidence in the delivery of equitable and reliable basic services in the target area:*** The project conducted baseline and end line studies on public perception in the delivery of equitable and reliable services from different audiences. 245 respondents, both stakeholders (government officials, BoG members, teachers, Functional Adult Litracy (FAL) facilitators) and beneficiaries (students and FAL learners) from 3 secondary schools and 5 FAL centres, asserted that government should be responsible for the provision of essential services such as health and education; 25% of respondents mentioned that the provision of basic services is equitable. The low level of public confidence in Pibor and Akobo is not surprising, as the secondary schools and the FAL centres were non-functional prior to RSRTF funded project.
2. South Sudan Education Vision 2040: Secondary education is the least funded sub-sector in South Sudan. Only 12 public secondary schools are functional in Jonglei and GPAA, with an estimated enrolment of 3,700 (24%F) and more than 80% of the secondary schools are situated in Bor county. To achieve South Sudan’ longer term vision, additional investment is required in the secondary education sub-sector to sustain transition from primary to secondary education. RSRTF contributed to the education of 1,539 students, some of whom may not have had the opportunity to transit to secondary education.
3. UNICEF’s education outcome: 2.8 million children are out-of-school (OOSC) in South Sudan and sizable number are in rural areas. More than 50% of the children supported by RSRTF were OOSC in Pibor, Akobo and Pariak. It can be argued that RSRTF contributed to reduction of OOSC in South Sudan albeit with a small proportion.
4. Sustainable Development Goal 4:

**Goal 4: Quality education**

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development

South Sudan will only achieve SDGs 4 if children have equal opportunities to learn without barriers and if learning facilities at all levels are functional and accessible to all children and adolescents. RSRTF provided equal opportunities for boys, girls, youth, and children with disabilities in the supported schools. Vulnerable and disadvantaged beneficiaries such as child mothers and older youths were encouraged to enroll. Affirmative measures, such as provision of remedial classes for students, enhanced and promoted lifelong learning.

# IMPACT AND RESULTS

1. **Narrative reporting on results:**
2. **What was the overall objective of the programme and was this achieved?**

The overall objective of the project is to improve access to quality learning through secondary school education, and provision of FAL training particularly to vulnerable women and youth, on literacy, numeracy, and life skills for immediate application in managing their businesses, conflict management, active participation in decision making and self-confidence in Jonglei State and Greater Pibor Administrative Area (GPAA).

The objective was achieved as 6 secondary schools were established and reopened, and 1,539 (330 girls) students were enrolled. The project improved the learning environment in the schools by constructing 16 temporary learning classrooms and rehabilitating 12 classrooms. Quality of learning was also enhanced by the provision of learning and teaching materials and capacity building to 107 (2 Females) teachers and 88 (18 Females) Board of Governors on basic general teaching methodology for teachers, school administration, management, and governance on their roles and responsibilities. Enabling schools to reopen and improving their environment and quality of learning has attracted youth back to school by refocusing their future positively.

In addition, provision of FAL training, particularly to vulnerable women and youth, on literacy, numeracy, and life skills for immediate application in managing their businesses, conflict management, active participation in decision making and self-confidence. 50% was achieved as described partly in the IOM internal project midterm evaluation annex 7 and evaluation report of RSRTF Jonglei/GPAA page 16.

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50 % of FAL training was achieved as described partly in the IOM internal project midterm evaluation in annex 7 and RSRTF Jonglei/GPAA evaluation report page 16).

1. **What proportion of the set targets were achieved? Did the project under- or overachieve in any areas and why?**

UNICEF project has recorded an overachievement with 102.6% of the targeted children and youth benefiting from secondary education opportunities; 100% of target secondary schools were supported; the capacity of 107% members of parent teachers’ associations, teachers and education officials in target schools has been strengthened and 90% of students who sat the national examinations have passed. However, only 63% of the girls targeted were supported with project activities. The low participation of girls is a clear manifestation of the low rates of girls’ transition from primary to secondary schools due to various economic and socio-cultural barriers such as early forced marriage which restricts girls’ education and progression beyond primary level.

IOM project targets were overachieved by 149% in Bor South County of Jonglei State and GPAA. In the signed project document, IOM targeted 300 FAL participants (150 Bor South, 150 GPAA) in 12 FAL classes. This target was modified, and the results framework revised after the project inception Community Based Participatory Planning (CBPP) and FAL listening survey findings to 400 FAL participants (200 Bor South, 200 GPAA) in 17 FAL classes (9 in Bor South, 8 GPAA). Subsequently, due to FAL’s high demand, enrolment increased to 594 (455 female, male 139) with 33% extra enrolment. IOM effectively used the same budget teaching 594 learners including a five-month no-cost extension from July 2022 – November 2022.

1. **What influence (if any) has the project had on the peace and conflict dynamics or political space in South Sudan. Can any evidence-based changes be identified?**

Unequal provision of services, whether real or perceived, is one of the drivers of conflict. In addition, youths have become increasingly frustrated of limited educational and employment opportunities across South Sudan and this frustration has been manifested by several demands by youth groups across the country including in Bor and Pibor. The project contributed to peace and conflict dynamics in Jonglei and GPAA in different ways and at different levels.

**Individual level:** Secondary school classrooms brought youth together not only to learn but also shape their future. In Pibor, the main beneficiaries of secondary education are Lango and Kurenen age-set groups, which are often involved in age-set conflicts and violence. Members of these groups have learnt together, and social fabrics, relationships and friendships have been established. Beneficiaries of secondary education belonging to the Lango and Kurenen groups are less likely to be involved in violence against each other. The disassociation of secondary school beneficiaries from violent practices was also noted in Akobo where the students in the only secondary school supported by the project didn’t get involved in traditional ethnic youth mobilization in 2021.

**Women and Youth** increased of civic space for women and youth FAL participants equipped with literacy, problem-solving, financial management, and other interpersonal skills (e.g., public speaking, assertiveness, argumentation), all of which are essential tools for leaders representing communities in decision-making and peacebuilding processes. This also enhanced their self-confidence to exercise their fundamental civil rights which contributed to violence reduction in Jonglei/GPAA. For example, formed VSLA groups, out-of-school community peace clubs with Nonviolent Peace Force, FAL participants in UNICEF PTAs in secondary and primary schools and PCRC committees formed by UNDP worked as catalysts to RSRTF-formed community structures. Learners were trained on conflict mitigation and management fostered positive peace, facilitated reconciliation, non-violent conflict resolution and economic resilience leading to increased social cohesion and trust. FAL capacitated learners to become agents of change and transform their communities; thus, reinforcing tangible peacebuilding dividends.

**Community level:** Schools deliberately introduced social cohesion activities through peace clubs to inculcate the spirit of peaceful means of resolving conflict and reinforced peaceful engagements between schools and communities. The peace clubs, through joint sessions with learners of the FAL classes mainly composed by elderly women, have provided opportunities for women to speak to the youth as mothers. Debates in the schools on subject matters related to peace building have also deepened the understanding among youth. In Bor, peace club members successfully mediated conflicts between two schools which nearly resulted to violence between the students from the two institutions.

**Government level:** The project had huge engagements with state ministry of education; county education departments and wider local authorities in the state and counties on service delivery. RSRTF as a catalytic fund leveraged advocacy with government decision makers on resource allocations and prioritizations. For example, the state government in Pibor has raised a motion in parliament for allocation of budget to support secondary education. In Akobo, local leaders worked together with chiefs, religious leaders, and youth to identify new site for relocating the school after the old site was assessed to be unsafe. While in Bor, the ministry of education has recognized Pariak secondary school, after numerous engagements supported by RSRTF, enabling Kolnyang payam to have a recognized secondary school for the first time.

In addition, FAL contributed to enhancing participant’ conflict management skills as they utilized the problem-solving and interpersonal skills acquired to address misunderstandings, thus reducing violence, and promoting stabilization within their communities. For example, in responding to age-set-related conflicts among GPAA youth, IOM observed that FAL participants managed some age-set-related conflicts among GPAA youth differently from other community members, as they utilized skills acquired from NPA. Over 10 cases were reported solved among Lango and Kurenen age-sets youth learners, which demonstrated that a process of prolonged collective learning, bringing different age-sets together, contributed to promoting social cohesion and peaceful coexistence. The influence of FAL in relation to age sets was also highlighted during the graduation of FAL participants in GPAA “You are age set representatives of Lango and Kurenen. If I find you having age set fighting after having completed the FAL programme, I will take you directly to prison!” - County Commissioner Pibor town during the graduation ceremony of 241 FAL learners in Pibor Town 23 November 2022.

1. **If applicable, explain how the programme contributed to implementation of locally led peace initiatives (e.g. Marial Bai, Peiri Agreement)**

UNICEF and IOM engaged in the Area Reference Group (ARG) to ensure coherent and collaborative implementation and participated in peacebuilding initiatives. The ARG established three thematic working groups covering resilience, reconciliation, and stabilization to coordinate the implementation of activities among partners. UNICEF/IOM project largely falls under the resilience working group led by WFP, while the Piece agreement mainly falls under the reconciliation working group led by UNHCR.

In addition, the ABP contributed to violence reduction in different ways; IOM and UNICEF aligned project interventions targeting conflict hotspot communities that participated in Pieri Peace Agreement of March 2021. The project increased civic space for the absence of large-scale violence and an influential role in widening the participation of youth and women in peace processes and political decision-making. For example, two women leaders and FAL participants of the Lekuangole Town FAL class represented Lekuangole County to the Pieri Peace. FAL empowered them with confidence in articulating their fellow community peace concerns and how to disseminate critical peace agreement action points. This also enhanced local ownership of the Pieri and other local peace processes. Murle youth age sets, which are key conflict drivers, were actively in IOM and UNICEF activities which yielded concrete and tangible results; this was evidenced with no massive youth mobilization and violations since we started the project. Other RSRTF partners directly participated in the organization and implementation of the Pieri Peace Agreement, a historic achievement that yielded very concrete and visible peace dividends to the parties of the Pieri Peace Agreement

1. **Have there been any (positive or negative) changes or outcomes delivered by this project that were unexpected or unintended and what are they?**

As reported in earlier sections, the project largely delivered the expected positive outcomes as prescribed in the result framework and theory of change. The project achieved no negative outcomes or unintended results. However, it was noted that there is an increased demand for additional services beyond the resource envelope of the project. It can be argued that aid dependency has increased the vulnerability of the community to the extent that communities expect aid agencies to provide all the services. The RSRTF project employed community-based-participatory planning approaches (CBPP) where priorities were identified by the communities. The engagement of communities during the CBPP mitigated unintended expectations and clarified roles between RSRTF and stakeholders. Despite the engagements, in Pariak, stakeholders demanded additional services. The stakeholders initially refused TLS to be constructed in the school in preference for permanent classrooms even though they had opted for the TLS. Further engagements had to be conducted to resolve the issue.

The inception of the FAL listening survey and internal midterm evaluation, as described in annexes 7 and 8, as well as CBPP, highlighted destitute communities’ shopping list of need and dependency syndrome linked to low incomes of women and youth in Jonglei/GPAA. To increase FAL learners’ incomes, FAL was complemented with VSLAs to build resilience, introduce to small IGAs and lower dependency levels among FAL participants. Establish community-based financial service providers, enhance social cohesion, reduce extreme over-dependency on humanitarian aid and provide short-term financial needs for IGAs, social obligations, and emergencies. IOM utilized five months of NCE, and 594 (455 female, male 139) learners were trained on six sessions of VSLA methodology, and six FAL classes VSLA groups were formed (4 in Jonglei, 2 in GPAA) ), supported with saving start-up kits resulting to imparting a saving culture to the targeted FAL participants and by the end of the project they have saved 410,000 South Sudanese Pounds (SSP) (USD 631). Despite this achievement, the VSLA groups still need technical support and guidance; CARE International has similar programming in Bor South and has been consulted informally to consider supporting these groups

1. **Were there any major deviations from the initial project design? If yes, why?**

The project duration was extended for further 5 months due to the inaccessibility of targeted sites.

In addition, based on the findings from the project inception FAL listening survey, CBPP, and internal FAL midterm evaluation reports, the project results framework was modified to meet some of the critical highlighted findings like the increase in FAL participants from 300 to 400, due to high demand additional 194 participants were enrolled leading to increase of FAL classes from 12 to 17 enrolment increased to 594, FAL classes increased from 12 to 17.

Following a request from the learners on increasing their incomes, VSLA was suggested to provide access to finance.

1. **Describe any changes in the operating context that affected the project delivery and implementation process. What were the changes, in what way did they impact implementation and how did the project adapt?**

The operating context was characterized by both human and natural hazards that affected implementation although the key drivers were not new.

* **Food insecurity situation:** According to an Integrated Phase Classification (IPC)[[6]](#footnote-7) report released in early 2022, GPAA was classified as catastrophic acute food insecure (IPC Phase 5) and Bor South was classified as crisis acute food insecure (IPC Phase 3). Food insecurity in Jonglei is driven by the effects of significant underlying vulnerabilities built up over time due to the protracted conflict and recurrent shocks such as floods. Whereas food insecurity did not have direct negative impact on the project implementation, it does affect access to education and learning. Schools in Bor and Pibor were demanding to be supported with food for education (FFE).
* **Security situation:** In 2022, armed conflict in northern Jonglei, between Agwelek and Sudan People's Liberation Army-in-Opposition (SPLA-IO) forces caused displacement and humanitarian crisis for more than 30,000 IDPs, mostly children, women, and elderly. The conflict has not negatively impacted the project implementation, but it can potentially escalate widely in Jonglei, particularly in Akobo, and could interrupt service delivery. In Akobo, further escalation might result in the mobilization of youth into armed services including students of the only secondary school. In Pibor, the security situation significantly deteriorated, exacerbated by road ambushes, cattle raiding, and revenge killings. The fear of revenge attacks perpetrated by tribal youth resulted in a massive movement of communities from Lekuangole and Gumuruk to Pibor town. For example, IDPs from Gumuruk occupied Pibor girls’ primary school in early January for fear of revenge attacks. Displacements of communities and youth mobilization have affected school attendance.

In September 2021, humanitarian actor activities were suspended by UNOCHA in GPAA, and over 70 national and international workers were evacuated to Juba. This was caused by the letter written by GPAA Youth demanding 80 per cent employment of people of Pibor and immediate evacuation of some of the staff working with different humanitarian agencies. The letter summarized points related to sexual exploitation, lack of fairness in recruitment, relocation of staff to Juba due to flooding and conflicts, and youth unemployment in GPAA. Based on these demands, UNOCHA evacuated humanitarian workers to Juba to pave way for dialogue with stakeholders. This contextual challenge was collectively solved in early November 2021 with key stakeholders (GPAA RRC, UNOCHA, NGO Forum, civil society organizations, UN agencies and GPAA line ministries. Teaching in all FAL classes continued but lacked in-depth guidance and delivery of learning materials was impossible.

* **Natural Hazards:** Jonglei state experienced compounded shocks across most counties such as a third consecutive year of unprecedented and typical floods which displaced people, restricted mobility and disrupted markets and delivery of humanitarian assistance to the flood-affected population**.**
* **Access constraints:** Access for humanitarian assistance to northern Jonglei and GPAA was affected by various incidents: i) disgruntled youth blocked Bor-Pibor road delaying prepositioning of humanitarian supplies to Pibor; ii) a WFP led force-protected convoy to northern Jonglei was ambushed in February 2022, supplies were looted and one UN peacekeeper was injured; iii) due to funding constraints, logistics cluster air assets were reduced and it affected delivery of humanitarian supplies to areas of need. Access constraints particularly delayed delivery of construction materials to Pibor and Akobo affecting the timeline to rehabilitate Riyo Jakor Primary school and to construct TLS in Akobo Secondary school.

Accessibility of project locations outside Pibor Town (e.g., Lekuangole, Gumuruk and Verteth) was a critical challenge due to insecurity-related incidents and flooding. IOM attempted accessing distant project locations using boats, but some locations like Gumuruk and Lekuangole were not accessible for a long period either boat or road. GPAA’s Ministry of Health provided a boat for humanitarian partners to hire and prices were very high ranging from USD 500 to USD 700 for only one boat. In an attempt to circumvent these challenges, IOM provides fuel to partners with boats to access far project locations during joint missions in GPAA.

Closure of Bor-Pibor highway for over 6 months in 2021 linked to internal and external conflicts by the youths of Jonglei/GPAA delayed delivering of FAL learning materials and transportation of Riyo Jakor secondary school construction materials in GPAA. Initially, IOM and UNICEF coordinated with the logistics cluster to use road to minimize costs that didn’t materialize. To mitigate, IOM used the UNHASS cargo flight from Bor to Pibor and UNICEF used Akobo Road which was expensive and time consuming.

* **Inter and intra ethnic conflict:** The inter and intra ethnic conflicts in greater Jonglei and rumors of youth mobilizations detrimentally affected project activities. For example, internal conflicts in GPAA between the age sets groups or among different generations of the predominant tribe continuously hindered IOM and UNICEF-CMD activities. The increased threat from the age set fighting slowed down travels to project field sites. Students and teachers in the secondary schools also feel unsafe and do not attend classes during periods of mobilizations for fear of being targeted.
* **Hostility against humanitarian agencies:** In Pibor, United Nations Department of Safety and Security (UNDSS) reported increased level of threats to humanitarian workers in 2022 compared to previous years. Several humanitarian agencies reported intrusions and robberies in their compounds or during programmatic missions, in both cases personal valuables and humanitarian assets/supplies were lost. Robbery targeting humanitarian agencies has caused increased fear among humanitarian workers. The criminal incidents did not directly affect the UNICEF partner supporting activities funded by RSRTF.

1. **Assess the effectiveness of coordination within the following:**
2. **Consortium members,**

Regular coordination meetings were held to provide progress updates. The regular meetings were initiated during the inception period where prioritization of project locations was jointly conducted using uniform matrix, including Data Tracking Matrix (DTM) information on boma accessibility. UNICEF utilized IOM’s DTM to collect baseline data to inform project components, and contributed technical expertise to develop data collection tools, while logistics and data collection were managed by IOM. Joint field missions were conducted. In Pibor, UNICEF provided logistical support for field missions, taking advantage of its local presence and established relationships with local authorities. IOM, UNICEF and CMD organized different field-based coordination meetings and missions in Jonglei/GPAA. UNICEF and IOM have continued coordinated joint field missions throughout the project to effectively share resources and expertise. Monthly coordination meetings have been established between the two agencies to clearly define and follow up on responsibilities, progress, and action points. This coordination enhanced complementarity with other education partners working in Bor South. Coordination meetings with Bor South County education director allowed for a discussion, and a successful agreement, on the questions to be included in the Terminal Assessment Test, which was drafted by the facilitators for program quality assurance. The active involvement and participation of key stakeholders such as the MOGEI in the project implementation was significant achievement for overall project sustainability. During the RSRTF project endline survey and project evaluation eight internal coordination meetings were conducted in which project results framework was modified and end of project evaluation successful conducted. In addition, IOM and UNICEF have mapped synergies and beneficiaries of RSRTF funded projects for greater impact.

1. **ARG members. How have they impacted the achievements of the ABP results or failure thereof**?

The coordination mechanism of ARG enhanced coordinated approaches and implementation among RSRTF partners through regular coordination meetings attended by grant recipients and strategic partners. It also enhanced triple nexus, humanitarian, development, and peace (HDP), reinforced locally led analysis, planning, and decision-making, promoting stronger local focus in the way resources are programmed while drawing on existing capacities, experience, and lessons learned, which guided formulation evidence-based and sustainable action. Increased sharing of information through monthly ARG coordination meetings and involvement of the strategic partners with specialized comparative advantage on peacebuilding and conflict analysis was key added values of the ARG. Bridged silos and promoted partnerships that strengthened coherence, complementarity, cooperation, and coordination across international and national, capitalizing on capabilities, knowledge, and expertise through collective action to deliver shared outcomes.

At the inception phase of the Area Based Programming (ABP) in Jonglei, ARG created 3 thematic working groups on resilience, reconciliation, and stabilization. The working groups technically guided planning and mapped activities which increased synergies and collaboration. In Pibor, RSRTF grant recipients and strategic partners met regularly to coordinate peacebuilding activities and reinforce the efforts of the government. Coordination significantly mitigated the duplication of resources and activities among RSRTF partners. Engaging the government as one ARG, rather than individual partners, in pertinent strategic overarching issues amplified the project voice and reduced fatigue. However, the structure of the ARG secretariate was thin, and its mandate was limited to coordination.

1. **Has the programme implementation involved any partnerships with any non-RSRSTF Consortium actors to deliver results? Which external UN agencies, NGOs, community-based organizations, or government entities were involved in the programme delivery and how did these key partnerships impact on the achievement of results?**

UNICEF subcontracted Christian Mission for Development (CMD), a National Non-Governmental Organization, to implement and deliver results as per the partnership agreement and in accordance with RSRTF Project indicators and theory of change. The project leveraged CMD's local presence and knowledge of community structures and contexts throughout its implementation. UNICEF's partnership with local organizations enhances local capacity and is in line with the longer-term goals of RSRTF.

In August 2022, the ARG coordinated humanitarian assistance to Akobo West through the auspices of RSRTF support. WFP and UNICEF collaborated to facilitate the transportation of primary school textbooks from Akobo East to Walgak, an activity that could have been done by education in emergency partners. In addition, ARG facilitated collaboration between UNICEF, WFP, and other education implementing partners in Akobo West and Uror to build synergies among different projects.

IOM collaborated informally with CARE International in Bor South and included some FAL participants in their VSLAs (e.g., Lualdit and Langaar B FAL classes of Makuach Payam; Agorbaar and Pariak FAL classes of Kolnyang Payam). By the end of the project, over 60 FAL participants were trained in financial literacy, and they were saving through CARE international formed VSLA groups. Through other IOM projects in Bor South, IOM shall consistently streamline working relationships with CARE International for the possibility of adding more FAL learners to their resilience programming activities.

IOM, through WFP connections to ACTED, integrated FAL participants in their livelihood activities in Kolnyang and Anyidi payams of Bor South Jonglei State. ACTED supported over 10 percent of FAL participants in those Payams through planning meetings with WFP, IOM, and ACTED consolidated activities trying to cover the same locations and beneficiaries for sustainable and tangible project interventions.

In addition, Bor South County technical team supported the development of the FAL curriculum, scholastic material for learners, and supervision of the FAL program. Through the Bor South County education director, the Jonglei State Ministry of General Education and Instruction (MOGEI) provided FAL participants with some scholastic materials to learners. MOGEI in Bor South and GPAA education technical team were instrumental in the curriculum's drafting, modification, and localization, including adding Murle and Bor Dinka local dialects. Draft copies were shared with a technical team from MOGEI for final perusal before printing, and final inputs were consolidated.

1. **Explain how the approach of combining complementary reconciliation, stabilization, and resilience activities has made a difference to what the programme has been able to achieve with regard to peace and stabilisation. What specific difference has linking the three pillars of activities made in the target areas?**

Reaching the same beneficiaries with stabilization, resilience and reconciliation activities is a key strength of RSRTF area-based programming. In this project, IOM and UNICEF ensured maximum impact by linking beneficiaries of FAL and secondary education. For example, a considerable number of FAL learners are members of parents’ teacher associations (PTA) in primary and secondary schools. The FAL learners use the acquired skills from the FAL classes to improve school governance. Similarly, animal health workers, and members under VSF-Germany of the police community relation committee (PCRC) under UNDP, a joint security watch group supported by UNDP, benefited from FAL classes thereby improving their literacy skills. The approach of combining resilience, reconciliation and stabilization has resulted to the following.

**Reconciliation**

Secondary education contributed concretely, through the peace clubs’ interventions, foundation for trust restoration, promotion of peaceful coexistence and strengthened social cohesion among students. Trainings of BoG, education inspectors and teachers on peace building increased negotiation skills and appreciation of reconciliation, mitigation, and prevention of conflict. It is important to note that sub-national and localized violence have not only displaced thousands of people, caused hundreds of casualties but also broken social fabrics among the Murle, Dinka and Nuer communities. Retaliatory attacks driven by hatred of ethnic groups against each other, opportunistic profiteering raids for theft of cattle, abduction of children and women and ambushes and robberies are still prevalent in the area. The peace cubs in the schools in addition to citizenship being taught as part of the curriculum prepare students to become global citizens.

**Stabilization**

The project contributed to build sustainable peace through fair distribution of access to education and opportunities. There is a strong correlation between positive human development and youth engagement in education. Evidence shows that education plays a crucial role in supporting peace- and state-building processes. In Jonglei/GPAA, the education services have been disrupted due to the intercommunal violence and the devastating floods. Most of the adolescent and youth have missed their education opportunities, especially at the secondary level. More than 1,500 youth from different ethnic groups, who have participated in the secondary education programme, have increased social capital, stronger relationships and more socially attached. Students have learnt peaceful means of conflict resolutions and realized that violence is a barrier to social and economic development.

Secondary education enabled youth to gain skills for employment opportunities and to reduce social inequalities. Poverty and high levels of youth unemployment are both associated with increased risk of conflict and violence which is being manifested in Pibor and Bor. Graduate of secondary education are being employed as volunteers by the NGOs. Supporting secondary schools in Akobo, Bor and Pibor created a sense of equal opportunity for the ethnically diverse communities. Fair provision of education services, especially in marginalized locations, are one of the foundations of equal opportunity.

**Resilience**

It has been noted that many adolescents remained at home after completion of primary education, due to lack of secondary schools, representing potential victims of manipulation and militarization by violent and/or armed groups. Out-of-school girls are exposed to violence and abuse such as teenage pregnancy and child marriage. Secondary education provided youth with meaningful education and increased their productive livelihoods opportunities which reduces the risk of youth being isolated, manipulated, and militarized. Secondary education not only contributes to resilient individuals but also resilient communities. The project also engaged families and communities to increase awareness of the prevention of SGBV, early pregnancy and child marriage and increased youth engagement in peacebuilding and promoting social cohesion in the respective schools.

1. **Have the ABP stabilization activities (Outcomes 3 and 4) contributed to reduction of violence and sustaining peace in the target areas in the short and long term**?

outcomes 3 and 4 activities enhanced social ownership of intra- and inter-communal peace processes. Early Warning and Early Response. Enhanced information sharing and verification/rumour control; Enhanced communication – mobile phones and sat phones for community leaders. Information management protocols; rumour management. Also, peace dividends specifically recovery and returns of abducted women and children. There was no massive mobilization materialized up to the end of the project.

1. **Have the ABP resilience activities (Outcomes 5 and 6) contributed to reduction of violence and sustaining peace in the target areas in the short and long term?**

ABP outcomes 5 and 6 contributed to violation reductions in Jonglei/GPAA for instance there was no large-scale mobilization materialized up to the end of the project due to resilience activities actively engaging conflict hotspots youth enhancing their resilience, promoting social cohesion and peaceful social co-existence among conflicting communities like Murle age sets communities. FAL and secondary education increased civic space for tangible participation of youth and women in leadership and decision-making. Also, FAL worked as a catalyst for peacebuilding RSRTF partners in their formed community structures which enhanced local ownership of intra- and inter-communal peace processes and peace dividends were realized.

In addition, in the short-term, re-opening and establishment of secondary schools in Akobo County (Akobo Secondary School), Bor County (Baidit, Malek, Bor and Pariak Secondary Schools) and Pibor (Riyo Jakor Secondary School) re-engaged youth that would otherwise be idle and susceptible to violent activities. In Pibor, secondary school brought together age-set groups under one roof to learn by promoting peaceful coexistence between the two groups. Beneficiaries of secondary schools’ project were less likely to be engaged in age-set fights in Pibor.

Furthermore, education is the most important tool for realization of durable peace in the Dinka-Nuer-Murle conflict. Evidence has shown that educated youth are less likely to engage in cattle raids, child abduction and age-set fight. Investing in education and attaining a critical mass of educated community will have positive impact in violent reduction. RSRTF has laid the foundation in Akobo, Bor and Pibor by facilitating transition from primary to secondary.

1. **Describe how the programme either mainstreamed or addressed gender equality as a stand-alone objective and what actions were most effective in delivering expected results?**

Even though the unequal gendered power relation aggravated by deeply entrenched patriarchy, poverty, conflicts and cultural practices that regard women largely as caregivers, through increased civic space opportunities for women to engage in Peacebuilding decision-making processes and structures within their communities were realized. FAL progressively overcame the challenge of leaving women and female youth out of decision-making/structures in peacebuilding processes.

Out of 594 enrolled FAL participants, 455 equivalent to 74% are women and female youth as analyzed in chart 1 and 2 of the report. Women and youth are increasingly empowered to be change agents in their communities, through the continuous awareness-raising and self-efficacy-building activities that are a by-product of FAL. In FAL classes, women and youth are trained in the communication methods needed to effectively defend their rights, identify their needs and progressively take on responsibilities in the face of social, economic, and cultural challenges. This support was demonstrated during women and youth’s interactions with other learners in their classes as they highlighted key personal, family, and communal challenges and attempted to devise solutions to these challenges.

Out of 594 enrolled FAL participants 139are males equivalent to 23per cent, the low men enrolment was linked to fear of embarrassment and stigmatization as many felt participating in FAL courses ‘exposes’ their illiterate status thus lowering their rank in the community. This gendered attendance challenge was highlighted during the IOM’s monitoring of activities and interactions between FAL facilitators and Bor South County FAL participants in Karak, which has only one male. TVET and VSLAs programming are proposed to enhance male participation in project two.

In school, only 42% and 35% of students in primary and secondary schools in South Sudan, respectively are female. The proportion reduces to 37% and 23% respectively in Jonglei. In Pibor, only 5% of the enrolled students in the project were girls. The project addressed gender mainstreaming in the following ways:

* Recruited a female education officer to reinforce, motivate and act as role model for girls and young mother in Pibor. In the absence of a female teacher, the education officer bridged the gap and assumed the role of senior woman teacher and mentor of the female students.
* The project made provisions for special remedial teaching support to young mothers and female students, who may have additional domestic responsibilities that affect regular attendance. The remedial support enabled female student to receive extra lessons for days missed in recognition of the extra domestic responsibilities.
* Provision of gender friendly facilities in schools. Lack of sex disaggregated latrines has detrimental effect on school participation for girls. The project constructed sex disaggregated latrines and clearly mark for male and female. In addition, girls changing rooms were constructed for girls to have secure and private space during menstrual period.
* Proportional representation of women was encouraged in the formation of Board of Governors (BoG) and Parents Teachers Associations (PTA), and their active participation was supported. About 20% of the BoG and PTA members in RSRTF supported schools are female compared to 5-7% in non-supported school due to the huge drive for female participation.

1. **What has the programme done to promote the effective participation of youth in the implementation of peace processes?**

Achieving sustainable peace in Jonglei and GPAA is a collective responsibility of a broad range of stakeholders and requires a combined effort of government and non-state actors. A holistic and sustained approach to youth engagement was critical for sustainable peace. The secondary school and FAL project engaged youths of different educational backgrounds with life skills that value peaceful coexistence. All 6 supported secondary schools established peace clubs to engage students in peer-to-peer peace activities within the schools.

Out of 594enrolled FAL learners, 408 (328 female, 80 male) are youth, a category accounting for 68 per cent of key conflict drivers in Greater Jonglei State. This age group (18-35) acquired literacy skills that are being utilized in their leadership positions as they are motivated and able to eloquently articulate and assertively communicate their critical community concerns with higher levels of confidence in FAL classes. As such, these youth FAL learners are now prepared to utilise their acquired literacy and communication skills to take on more leadership roles and actively participate in decision-making processes/structures within their community, all of which will contribute to community stabilization and ongoing peacebuilding efforts. This impact was illustrated when youth FAL learners productively contributed to community structures of other Jonglei/GPAA RSRTF Area-Based Programming consortiums. For instance, FAL participants were elected to PTAs, PCRCs, and peace clubs.

The primary beneficiaries of secondary education in Pibor belong to the Lango and Kurenen age-set groups, often involved in age-set conflicts and violence between them. Bringing these groups to sit and learn together is a huge success. Social cohesion activities conducted by the peace clubs have reinforced peaceful engagements between two of the most antagonistic social groups in Pibor. The peace clubs, through joint sessions with learners of the FAL classes mainly composed of elderly women, have provided opportunities for women to speak to the youth as mothers.

1. **As relevant, describe any additional cross-cutting issues addressed by the programme such as environmental sustainability, climate change, inclusivity, and disability. Highlight the activities and results achieved either through standalone or crosscutting interventions**.

**Climate literacy** was mainstreamed in the training of teachers and BoG to increase awareness and dynamics around the impacts of climate change. Experts were sourced externally to deliver the sessions to the 88 trainees.

**Inclusive Education**: The project identified 14 (4 females) learning with special needs and linked with agencies providing support to learners with disabilities (ZOA International, Alight Agencies) who provided learners with adaptive devices for learning.

**Disaster Risk Reduction (DRR**): The negative impact of climate change has been highlighted in all schools. The BoG was supported to mobilize communities to implement mitigation measures to prevent the negative impact of climate change. 50% of the schools have constructed primary dyes around the classroom to prevent floods.

1. **Were there any similar activities/interventions undertaken in the target areas by other actors? What made this programme different from them**?

In both Jonglei State and Greater Pibor Administrative Area, there were no other activities or interventions for secondary school education, other agencies’ intervention in the same project targeted locations focused on

primary education. This programme was unique and has contributed to social cohesion and restored hope for the communities as their children/youth can transition to a much higher level of education.

For the FAL, Serving and Learning Together (SALT), a national NGO in GPAA, through funding from Oxfam in 2022, rolled out Technical and Vocational Education and Training (TVET) integrated basic literacy and numeracy within Pibor Town. Over 50 women were supported with vocational skills training and given start-up capital at the end of the 6 months course. The FAL learners in RSRTF are empowered to do their savings for starting up Income Generating Activities (IGAs), which is more sustainable than the provision of ready cash.

1. **Beneficiaries:**

**UNICEF**

* Adolescents, including girls and boys, host and returnees’ cohorts who completed primary education and those who dropped out of secondary during the crisis
* Youth (including returnees and host communities)
* Teachers, with special focus on female teachers supported with training and incentives
* Parent Teacher Association (PTA)
* Board of Governors

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Number of direct beneficiaries/participants |  | Number and % women | Number and % youth | Number of indirect beneficiaries/participants |
| Planned | 1,662 |  | 546 (32.9%) | 1,600 (96.3%) | 12 |
| Achieved | 1737 |  | 362 (20.8%) | 1,646 (94.8%) | 22 |

**IOM**

From the signed project document IOM targeted 300 women and youth FAL participants in Bor South of Jonglei State and GPAA (150 in Bor South, 150 in GPAA counties) in 12 FAL classes. After Functional Adult Literacy Listening Survey (FLS) and Community Based Participatory Planning (CBPP) findings the target was revised to 400 and subsequently to 594 (455 female, 139 male).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of direct beneficiaries/participants** | **Number and % women** | **Number and % youth** | **Number of indirect beneficiaries/participants** |
| **Planned** | 300 | 100 | 200 | 0 |
| **Achieved** | 594 | 112, 20% | 408 (F328, M80) 68% | 74(men), 12% |

1. **Indicator Based Performance Assessment:**

Annex 1

1. **Success Story:**

**Success Story 1**

**RSRTF Improves learning environment in Riyo Jakor Secondary school**

The inception of RSRTF was welcome with open mind by the communities particularly for four secondary schools of Baidit and Pariak in Bor county, Akobo Secondary School in Akobo County of Jonglei State and Riyo Jakor in Pibor of GPAA. The four secondary schools where not functional by the time the project started. Akobo and Pariak are newly established and continue to operate through support from RSRTF Funding.

Riyo Jakor was relocated due to delipidated nature of the schools coupled with insecurity around the area due to age-set fighting in Pibor town. This school was operating afternoon shift at Pibor Girl Primary School. With funding from RSRTF, the schools were rehabilitated, and a new facility-girl change room was established and water point installed. The rehabilitated facilities were officially handed over to local authorities and the students relocated back. Learning has greatly improved in the school and the hon minister of education appreciated the support from RSRTF noting that “without it, the school would have not reopened”

Figure 1@CMD/2022/Aduong Chol

@CMD/2022/Aduong Chol.  
Boys and Girl listening to handover speeches in Riyo Jakor Secondary School, Pibor, South Sudan, on Friday, November 18, 2022.

**Success Story 2**

IOM FAL programme enhanced civic space for enrolled 594 FAL participants in Jonglei/GPAA. FAL created specific entry points for peacemaking and violence reduction programming that were utilized by other RSRTF partners and recommended to be explored in project phase II. For example, participants in several FAL learning centers in Pibor represented the Lango and Kurenen age-sets who are engaged in ongoing active age-set violence.  The county commissioner recognized *the potential impact that this engagement would have on age-set youth by implying that the learners are expected to stop fighting and support peace as a result of participating in the FAL programme*:

*“You are age set representatives of Lango and Kurenen. If I find you having age set fighting after having completed the FAL programme, I will take you directly to prison!”* - County Commissioner Pibor town during the graduation ceremony of 241 FAL learners in Pibor Town 23 November 2022.



**IOM FAL media communications, successful stories, publications and visibility are annexed to this report (Annex 6)**

**DELAYS & CHALLENGES:**

The project delivery and implementation were constrained by the following challenges

1. Insecurity mainly due to age-set fighting in Pibor, revenge killings in Akobo, and ethnic conflicts in the overall region. Age-set conflicts, mainly between Lango and Kurenen in GPAA, disrupted attendance in Riyo Jakor secondary school and FAL classes. Most of the learners in secondary schools belong to the Lango and Kurenen age groups. During age-set conflicts, members of the groups, irrespective of their involvement, are targeted; therefore, learners belonging to these groups tend to escape classes for safety reasons. In some cases, schools and FAL classes close entirely during the period of the conflict. It also affected FAL facilitators attending weekly lesson planning meetings for facilitators working outside Pibor Town (Lekuangole, Gumuruk, and Verteth). These constraints affected the program implementation as project staff and beneficiaries felt insecure and unsafe. Regular engagement with local authorities was undertaken to ensure the safe implementation of the activities and the protection of beneficiaries. RSRTF partners, through ARG, also engaged and supported youth-led dialogues for peaceful resolutions of conflicts.
2. Road ambushes and blocks by unknown criminals and rival youth groups affected the transportation of construction materials to project sites in Akobo and Pibor. Negotiations for access were, in most cases, unfruitful and significantly delayed timelines for the implementation of activities.

Alternative delivery routes were used, such as river transport to Akobo, air transport to Pibor, and alternative routes via Eastern Equatoria. The unstable situation described above affected the timely achievement of the project milestones and led to a no-cost extension (NCE) Request.

1. In Pibor, humanitarian organizations were evicted by local youth who demanded to be employed by the same organizations. 80 per cent of youth requested to be given humanitarian jobs in Pibor, this affected IOM, UNICEF, and secondary operations as civil society and UN agencies. They had to evacuate their staff, causing the suspension of all non-life-saving humanitarian work for over two months. However, this was resolved after consulting and involving all key stakeholders, and learning resumed in FAL classes and Riyo Jakor secondary school.
2. The impact of climate change, particularly floods, affected the implementation of activities, especially the construction and renovation of schools. Accessibility to GPAA project locations was increasingly difficult due to increased flooding and tall grass damage, which impeded cars and riverboats from journeying. Engaging FAL participants during the rainy season remained one of the most critical challenges of the FAL program in Jonglei/GPAA. This is also linked to other factors preventing people from coming to classes, such as displacement due to flooding.

The challenges caused by climate change were mitigated through planning construction activities during the dry season. Innovative ways of conducting remote project monitoring and using boats for the same purpose were successfully employed.

1. Inadequate budgetary support from the government affected the quality of teaching and learning. In Bor, secondary schools’ teachers demanded improved salaries, while in Pibor, all the teachers are volunteers and rely on non-state contributions. Advocacy is ongoing, led by the respective state ministers of education to lobby for budgetary allocations from the state parliamentary assembly.
2. Low attendance rates for males remain a challenge; out of 597 enrolled FAL participants, 78 are males, equivalent to 13 per cent. This was due to fear of embarrassment and stigmatization as many feel that participating in FAL courses ‘exposes’ their illiterate status, thus lowering their rank in the community. This gendered attendance challenge was highlighted during the IOM’s monitoring of activities and interactions between FAL facilitators and Bor South County FAL participants in Karak, which has only one.

**LESSONS LEARNED & ‘GOOD PRACTICES’**

The operating environment in South Sudan remains unpredictable and prevailing circumstances can affect project implementation positively and negatively. The "Providing access to quality learning through secondary school education and Functional Adult Literacy in Jonglei State and Greater Pibor Administrative Area (Jonglei/GPAA)," like other projects in the Area Based Programme (ABP), was implemented amidst the changing context. While adequate measures were put in place to mitigate the impact of contextual barriers to implementation, few activities were delayed. The flexibility of the project structure and the fund secretariat to adjust timely to challenging situations has shown its effectiveness in a context like GPAA.

A bottom-up approach of the ABP, through **a community-based participatory planning process**, provided communities with an opportunity to identify critical needs within the framework of secondary education. The flexibility within the grant to support communities' initiatives enabled members to take decisions and actions on developmental issues that affect their communities. These initiatives are community-owned/driven and have the added advantage of bringing communities together for a purpose.

**Youth engagement and peacebuilding activities** meant to address 'internal' Murle age-set dynamics are still under-implemented in GPAA. However, they are essential for the success of RSRTF interventions, including early recovery and the management of 'external' conflicts with other communities from Jonglei State. For example, there are several at-risk youths living in Pibor Town, mainly in the market, Lekuangole, Gumuruk, and Verteth trading centres, which are not in schools and not engaged in RSRTF activities remaining exposed to negative coping mechanisms.

**The CBPP** conducted during the inception phase of the project and continuous consultation with stakeholders, particularly teachers, students, and local authorities, improved local engagement and shared understanding of the project's purpose.

On-the-Job **capacity strengthening** for government officials, teachers, and the ministry of education through embedding technical staff in the ministries/counties works. Through the implementing partners, UNICEF deployed education officers in the county education offices or state ministries to provide mentorship and job shadowing, enabling government officials to strengthen their capacity.

A key lesson learned is that the **community could contribute to project implementation by utilizing locally available materials to construct the TLSs** and participating in the coordination of education activities and interventions. Project designs need to be realistic regarding expectations and the level of engagement of communities and national and state governments to provide services to supplement donor projects.

IOM and UNICEF encouraged **FAL participants to practice literacy, numeracy, and life skills outside** FAL classes to ensure the sustainability of knowledge and skills acquired in FAL classes and to encourage learners to meet in groups to practice; thus, promoting communal engagement and trust-building between the different communities participating in FAL activities.

Increasing **conflict hotspots' armed youth incomes should be strengthened** to enhance conflict hotspot-affected communities' economic resilience and facilitates reconciliation and non-violent conflict resolution in these communities. During IOM internal end-of-FAL consultation meetings with women and youth FAL learners in GPAA: Many key informants explained that the mindsets of the youth are gradually changing, but hard economic times may force them to embrace violence and raiding again. Therefore, RSRTF Jonglei/GPAA project II should embed interventions that provide economic empowerment through vocational skills training. In this regard, the plans to incorporate financial literacy and village savings and loans programs through the functional adult literacy classes present opportunities.

Recommendations, **Peacebuilding messages, and traditional community stories** should also be integrated with FAL activities to improve writing and reading skills while promoting peacebuilding narratives. This was partly implemented by Nonviolent Peace Force in GPAA through their community peace clubs but needed to be amplified and scaled up. For instance, participants read newspapers, government announcements, simple stories in curricula, and community books available within the community.

Recommendation, **VSLAs, and TVET programming should be supplemented to RSRTF ABP project II**. Destitute FAL learners' financial limitations and lack of technical skills affected their full participation in the peace processes, mainly regarding discussion and negotiation. This undermined women and youth's potential to contribute substantively to the peace processes, which has relatively forced FAL participants to adopt reactive rather than proactive approaches. *(Studies, successful stories, reports and assessments are annexed to this report)*

**RISKS, EXIT STRATEGY & SUSTAINABILITY:**

1. **Risks**

The project envisaged 4 risks during the design phase: i) increased communal violence; ii) increased cases of COVID-19 infections; iii) logistical constraints; iv) impact of climate change. During project implementation, reduced trends were noticed in COVID-19 infections cases which led to relaxed travel restrictions. The remaining risks were experienced by the project and managed appropriately although with varying degrees of impact.

* Logistical constraints- inaccessible during rainy season due to bad roads and flooding leading to delays in delivery of materials. This was mitigated by delivering materials and undertaking logistically intensive activities during dry season. UNICEF’s dry season prepositioning strategy was key in delivering education materials.
* Increased community violence in Jonglei and GPAA perpetuated by huge presence of illegal arms in the hands of civilians, revenge killings, ethnic profiling and youth threats. The project coordinated with ARG and UNDSS for security updates/briefing to minimize risk.
* COVID-19 - Despite reduction in the cases, appropriate mitigation measures were taken, including physical distancing, hand washing, and use of cloth masks as necessary. The distribution of COVID-19 items improves WASH services, thus reducing further risk of spread of the disease in schools and communities.

1. **Exit Strategy & Sustainability**

Sustaining all project components without external donations is unrealistic and varies from one administrative unit to another. Communities and stakeholders were updated on the project lifespan, and exit strategies were discussed. Stakeholders committed to ensure that schools will remain operational after project closure, but these commitments need to be verified in the long term.

The following initiatives will ensure sustainability in the management of secondary schools.

* Establishment and capacity development of school structures, the Board of Governors (BoG)/Parent Teacher Association (PTAs) ensured the availability of local capacity to mobilize resources towards school development and local ownership of the schools.
* Advocacy for state ministries of education in Jonglei and GPAA to include all volunteer teachers in secondary schools in the government payroll. In Pibor, a motion has been raised on the parliament floor to actualize the state ministry's plan to pay the teachers.
* Staff from county education offices have been trained on how to carry out school supervision and inspections, management, and administration. This action is meant to create ownership and sustain the functionality of schools when humanitarian support phases out.
* Engagement and empowerment of local authorities, the Bor South County director of education during the RSRTF project evaluation eloquently articulated IOM and UNICEF projects and highlighted achievements and recommendations of the project. During the consultations and localization, all project key stakeholders were actively involved from project inception to the final stage; there is hope for the continuity of activities, which was spotted as a milestone for the sustainability of the project activities.
* Development of FAL curriculums (annexes 4 and 5) and copies shared to MOGEI in Jonglei/GPAA. This was recommended at the project inception phase when working with MOGEI in Jonglei/GPAA that the drafted FAL curriculum to be utilized as a research project to modify, localize, and develop a FAL curriculum to guide MOGEI FAL-related activities and humanitarian actors. This was done through different rounds of modifications, localizations, and consultations, including adding local dialects Murle for GPAA and Dinka Bor.
* Using the triple nexus approach and RSRTF ABP that emphasizes joint context analysis, joint programming, and longer-term funding for conflict-affected states could potentially contribute to a shift in donor priorities for Jonglei/GPAA.

**MONITORING & EVALUATION**

UNICEF, Monitoring and evaluation of the project implementation was undertaken at all levels in all the schools and locations. Christian Mission for Development (CMD) Education Project Manager and project officers were responsible for daily, monthly, quarterly and end of project reports. These reports cover the activities undertaken, results achieved, challenges faced during data collection, reporting period, and any other relevant information.

The project indicators were used to measure the performance of the project. Situational reports, data tracker information and data based on indicators were updated monthly and shared with the Education cluster fora.

A baseline and an endline survey were conducted to gauge the effects of secondary education on community peace and security and enhancing livelihood opportunities for youth in Bor, Pibor and Akobo counties of Jonglei State and Greater Pibor Administrative Area (GPAA).

IOM conducted field data collection in two targeted counties – Akobo Jonglei State and GPAA. The team used a set of tools previously updated based on comments and suggestions from RSRTF partners to ensure granularity of information and data needed for evidence-based planning of interventions to increase resilience, with particular emphasis on addressing gaps in services, infrastructure, and facilities Akobo and GPAA. Key data collection tools include the facility, Infrastructure and Service Mapping tool, Boma Multi-sectoral Needs Assessment, Education Technical Questionnaire, and Health Technical Questionnaire, which guided RSRTF implementing partners. Below are the links to the reports and data.

[South Sudan – Village Assessment Survey: Akobo & Pibor Settlements](https://displacement.iom.int/datasets/south-sudan-village-assessment-survey-akobo-and-pibor-settlements-march-april-2021)

[South Sudan – Village Assessment Survey: Akobo & Pibor Boma Mapping Questionnaire](https://displacement.iom.int/datasets/south-sudan-village-assessment-survey-akobo-and-pibor-boma-mapping-questionnaire-march)

[South Sudan – Village Assessment Survey: Akobo & Pibor Education Technical Questionnaire](https://displacement.iom.int/datasets/south-sudan-village-assessment-survey-akobo-and-pibor-education-technical-questionnaire)

[South Sudan – Village Assessment Survey: Akobo & Pibor Facility, Infrastructure and Service Mapping](https://displacement.iom.int/datasets/south-sudan-village-assessment-survey-akobo-and-pibor-fis-march-april-2021)

* IOM at project inception conducted a FAL Listening Survey (FLS) to identify learning community needs linked to reading, writing, speaking, numeracy and life skills. Generated topics which guided the development of localized FAL curriculum. Conduct a feasibility study on available learning centres and accessibility by the learners. During this process, 12 enumerators were trained on FLS; data was validated to measure frequency appearance, keywords identified and categorized common themes including mapping of FAL classes. The findings guided the development of the FAL curriculum annexed 4 and 5, revised project locations, targets modified in the project results framework and FAL classes mapped in Bor South County (Anyidi, Makuach, Kolynyang and Bor Town Payams) and GPAA (Verteth, Lekuangole, Gumuruk and Pibor Town County). **The findings are described in FLS annex 8.**
* IOM and UNICEF developed data collection tools which were modified with facilitators and the MOGEI technical team during FAL methodology training. 25 participants (17 facilitators, 2 supervisors, and 6 MoGEI experts) were trained on FAL tools. Essential tools modified included reporting template, lesson-plan, learner's attendance registers, comprehensive work plan and workplace/home visit template. This supported tracking project performance and checking whether the project is on track or not and some adjustments were made; for example, inactive facilitators were replaced. Also guided FAL activities, for example key challenges were identified, lessons learnt captured, and gaps identified which were adjusted for the successful execution of activities. Also, the FAL curriculum was reviewed based on findings and recommendations from the facilitator’s reports.
* IOM conducted internal FAL mid-term evaluation in December 2021 in Bor South County and GPAA. The evaluation aimed at checking ongoing activities, achievements, lessons learnt, and recommendations to inform FAL phase two learning. At mid-term learners’ performance, out of 575 (447 female, 98 male) enrolled FAL participants only 295 were able to write their names, simple English words, and construct simple sentences. Some learners were able to write their names with no or minimal support from the facilitators; some could read independently, introduce themselves in English, greet, and spell words independently. It is from this midterm evaluation findings that VSLA was complemented, FAL curriculum reviewed and localized adding local dialects. Added Murle dialect to GPAA FAL curriculum annexed 5 and Bor Dinka dialect to Bor South County Jonglei State annexed 6. The findings are described in annex 8.
* To assess learners’ performance at the end of the program, Terminal Assessment Test questions were consolidated, and a score sheet tool was developed to guide the final evaluation of FAL participants in Jonglei/GPAA. This process was a joint coordination effort among FAL facilitators, County Directors of Education, and the MOGEI technical team of both project locations who appropriately layered key action points before conducting the Terminal Test exercise. Details were described in the quarter three report 2022.
* Lastly IOM and UNICEF coordinated and participated in RSRTF project endline survey and collectively streamlined and modified the project results framework with the consultant. The project indicators were not clear which affected reporting; this will enhance quality reporting in project II. IOM and UNICEF also actively participated in RSRTF Jonglei/GPAA project evaluation; the findings were instrumental during joint proposal development for project two. Also, the evaluation report will be used as a reference by other humanitarian actors and donors with similar RSRTF ABP-related activities in the project one targeted locations.
* **Challenge**, there was no consolidated Monitoring Evaluation and Learning (MEL) to streamline data collection and analysis each partner used different M&E tools which affected the information flow between partners and sharing of research findings. Independent baseline surveys at the project inception stage also led to surveying fatigue’ among local survey respondents.

**PROGRAMMATIC REVISIONS (if applicable)**

* + For the secondary schools' project, there was no programme revision.
  + For the FAL, the project results framework was modified, and targets increased from 300 to 400 FAL participants. VSLA component was added to FAL though it was not captured in the project results framework. IOM used the same budget, including five months of No Cost Extension (NCE), to train 297 extra FAL participants.

**VALUE FOR MONEY**

Measures to maximize Value for Money

* + UNICEF’s use of existing long-term agreements and established systems to procure learning materials in bulk for RSRTF and other donors supported initiatives are cost-effective and efficient. UNICEF has procured materials that IOM has utilized to implement the FAL activities, saving some funds for IOM to procure other earning materials.
  + IOM and UNICEF joint missions, monitoring, and supervision saved resources. Also, MOGEI of Jonglei State supported some FAL participants with scholastic learning materials.
  + Through the RSRTF ABP ARG programming, utilization of coordination meetings, joint missions, and support supervisions of IOM and UNICEF saved funds used to roll out VSLAs during the five months of NCE. The project staff recruited by UNICEF’s implementing partners are providing oversight supervisory roles to the FAL programme implemented by IOM without additional financial requirements.
  + UNICEF monitored FAL classes, shared the findings, and collectively planned for the challenges reported in coordination meetings, thus bridging silos with UN agencies. Synergies were also realized in GPAA, where the IOM team used Plan International and Oxfam boats and vehicles for joint missions in Gumuruk, Lekuangole, and Verteth.
  + The project staff for the secondary education component is based in the county education offices. This was a deliberate decision to ensure the project provides a meaningful capacity enhancement to the government line departments through on-the-job training. The arrangements are cost-effective as the project does not have to contribute to the running costs of the premises.
  + During RSRTF’s independent evaluation in Bor South, IOM and UNDP represented the RSRTF consortium partners during data collection. IOM, UNDP, and VSF-Germany teams used the same car for field site visits and meetings with key government stakeholders, which saved resources that would have been used for deploying extra vehicles. IOM also represented UNICEF and Christian Mission for Development (CMD) during data collection in Bor South while UNICEF coordinated and supported IOM’s project evaluation in GPAA. IOM and UNICEF held field-based coordination meetings and both agencies continued collaboration through joint field missions, which also saved transportation and other field-related resources.

1. The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to as “Project ID” on the project’s factsheet page the [MPTF Office GATEWAY](http://mdtf.undp.org) [↑](#footnote-ref-2)
2. The MPTF or JP Contribution, refers to the amount transferred to the Participating UN Organizations, which is available on the [MPTF Office GATEWAY](http://mdtf.undp.org) [↑](#footnote-ref-3)
3. The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the [MPTF Office GATEWAY](http://mdtf.undp.org/) [↑](#footnote-ref-4)
4. As per approval of the original project document by the relevant decision-making body/Steering Committee. [↑](#footnote-ref-5)
5. If there has been an extension, then the revised, approved end date should be reflected here. If there has been no extension approved, then the current end date is the same as the original end date. The end date is the same as the operational closure date which is when all activities for which a Participating Organization is responsible under an approved MPTF / JP have been completed. As per the MOU, agencies are to notify the MPTF Office when a programme completes its operational activities. [↑](#footnote-ref-6)
6. [South Sudan: IPC Results October 2020 - July 2021 | IPC Global Platform (ipcinfo.org)](https://www.ipcinfo.org/ipcinfo-website/alerts-archive/issue-31/en/) [↑](#footnote-ref-7)