

EVALUATION DEPARTMENT



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Realising Potential Evaluation of Norway's Support to Education in Conflict and Crisis through Civil Society Organisations

SOUTH SUDAN: Desk Study Report

Realising Potential

Evaluation of Norway's Support to Education in Conflict
and Crisis through Civil Society Organisations:

South Sudan: Desk Study Report

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Acronyms

AES	Alternative Education System
ALP	Alternative Learning Programme
ARCSS	Agreement on the Resolution of the Conflict in the Republic of South Sudan
CPA	Comprehensive Peace Agreement
CSO	Civil Society Organisation
EiCC	Education in Conflict and Crisis
EMIS	Education Management Information System
GDP	Gross Domestic Product
GESP	General Education Strategic Plan
IGAD	Intergovernmental Authority on Development
INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non-Government Organisation
MFA	Ministry of Foreign Affairs, Norway
MoEST	Ministry of Education and Science and Technology, South Sudan
NLC	National Liberation Council
NNGO	Norwegian Non-Government Organisation
NOK	Norwegian Kroner
Norad	Norwegian Agency for Development Co-operation
NRC	Norwegian Refugee Council
ODA	Official Development Assistance
OECD DAC	Organisation for Economic Co-operation and Development in Europe Development Assistance Committee
PTA	Parent Teacher Association
SCN	Save the Children Norway
SPLA	Sudan People's Liberation Army
SPLM	Sudan People's Liberation Army
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Programme
UNOCHA	United Nations Office of Co-ordination for Humanitarian Affairs

Summary - South Sudan Case Study

The South Sudan desk study forms one of six evidence streams of Norad's Evaluation of Norwegian Support to Education in Crisis and Conflict (EiCC) through Civil Society Organisations (CSOs); as such it is not in itself an evaluation. The study was limited to some extent by access to documentation, monitoring data and key informants – and challenges in distinguishing relevant work within the sub-theme of basic EiCC, an aid category not distinguished within the Norwegian aid system

Despite some gains in education since the signing of the Comprehensive Peace Agreement in 2005 with Sudan, on achieving independence, South Sudan inherited vast unmet needs in the education sector. With the advent of the civil war in 2013, at least 866,000 school-aged children have been displaced, often to areas without access to protective learning spaces, or to host communities where education resources are non-existent or overstretched. An estimated 400,000 children dropped out of school. Most of the 1,200 schools in the conflict-affected states of Jonglei, Unity and Upper Nile closed. Some schools reopened in most areas during the fragile peace that followed in 2015 but displacement and destruction had a severe impact on the provision of education. The security and economic situation deteriorated further in 2016. Currently, South Sudan has some of the world's lowest indicators for education.

The delivery of education in South Sudan is significantly dependent on Civil Society Organisations (CSOs). This reality was recognised in the national General Education Strategic Plan (GESP), 2012-2017 which acknowledged that much of the management of education in South Sudan has been in the hands of development agencies (bilateral and multilateral agencies, NGOs, and religious organisations).

Between 2011 and 2016 Norway will have channelled 212.8 million NOK to basic education (as a main objective) in South Sudan through six Norwegian civil society organisations (ADRA, BRAC, KFUK-KFUM Global, NRC, SCN, and the Strømme Foundation). Norway's portfolio is highly varied, approximately 70 percent of the budget has been redirected to short-term measures in response to the crisis. These variances are mirrored in Norway's education portfolio in the country, which cross the whole humanitarian-development spectrum. South Sudan is a focus country for Norwegian aid to education.

Relevance: In South Sudan, Norway's partner organisations are long-time actors in the context. The projects assessed respond to the both the Education Cluster Response Plan 2015 and Goals of the General Education Strategic Plan, 2012-2017, specifically related to increased access to education, improving the quality of education provided, building institutional and human capacity and working in partnership. The depth and detail of important design documents such as conflict and context analyses, education assessments and local needs assessment vary considerably.

Effectiveness: Despite considerable contextual challenges and substantial barriers to education in South Sudan, organisations funded with Norwegian support have increased access to safe, child-friendly learning environments, through support for the construction and rehabilitation of schools, classrooms and facilities, although INEE standards are not systematically applied. Innovations such as improved teaching and learning methodologies and provision of incentives and psycho-social support for vulnerable children have also been introduced.

Efficiency: South Sudan is a very expensive country to operate in and additionally, some projects are engaging in cost-heavy activities, such as the construction of schools, latrines etc. Furthermore, travel within the country can be very costly, especially during rainy season where some roads are impassable and supplies must be airlifted. There was substantial evidence of high staff turnover, which has absorbed more resources comparably. Informants noted the difficulty of long-term planning in this context combined with the funding streams from Norway.

Coherence: All organisations attended the Education Cluster meetings but these were characterised as 'information-sharing' rather than opportunities for sector-specific lesson learning and wider system strengthening. While at an individual level, each partner organisation delivers according to its operational

focus and its added value, there is a lack of an overall strategic vision in Norway's education portfolio in South Sudan.

Connectedness: There is strong alignment between Norwegian-supported initiatives and national/state level education policy frameworks. However, the context in South Sudan has meant that organisations must respond to both sudden onset crisis and long-term issues. With the responsive model taking precedence, in aggregate, the response represents a patchwork of initiatives, woven together by common needs, which have not sought (or been required to seek) synergies.

1. Introduction

The purpose of Norad's Evaluation of Norwegian Support to Education in Crisis and Conflict (EiCC) through Civil Society Organisations is *'to provide decision-makers with information about the results of Norwegian aid to education in crisis and conflict through civil society organisations, and information about factors contributing to attainment or non-attainment of results, that can be used to improve future Norwegian civil society support to education in situations of crisis and conflict.'*¹ It aims to achieve this through three specific objectives, each with a strong learning focus:

- to map Norway's financial support for education in crisis and conflict through civil society in the evaluation period;
 - to assess and document the results of Norwegian support to education in situations of crisis and conflict through civil society organisations, including any positive or negative unintended effects of the interventions; and
 - to make recommendations to the MFA, Norad and civil society organisations regarding the design and implementation of Norwegian support to education in crisis and conflict through civil society.
- Further detail regarding the context and contextual approach for the evaluation is provided within the main evaluation report, as well as details of the broader evaluation methodology.
- Six evidence streams form the basis for responding to the evaluation questions. These are (i) systems analysis, (ii) content analysis of a sample of projects, (iii) telephone survey of civil society partners, (iv) desk study of interventions in Somalia and South Sudan, (v) field studies of interventions in Jordan and Lebanon, and finally (vi) mapping of Norway's EiCC portfolio. This report relates to evidence stream (iv), desk study.

1.1 Role of the South Sudan case study within the Evaluation

This case study explicitly **does not present an evaluation** of Norwegian assistance to Education in Crisis and Conflict, through partner Civil Society Organisations (CSOs) in South Sudan. This text is a case study which gathers together evidence from one context to contribute to the broader evaluation commissioned by Norad, above. As such, it collates evidence, and analyses it against the broader indicators of the evaluation, but it does not seek to make evaluative judgements. It also does not provide Recommendations (though the Lessons provided at Section 6 may offer some utility for stakeholders).

1.2 Methodology

The Desk Study of interventions in South Sudan were analysed using structured tools, whose indicators are geared to those of the Evaluation Matrix. This Desk Study was also complemented by telephone interviews of key stakeholders. Evidence was recorded against each indicator of the Evaluation Matrix, which has been analytically used as the main spine for the evaluation. Additional documentation was also sourced, when needed.

Project sampling applied parameters of scale (size of investment) and diversity of partners, in order to maximise coverage, as well as geographical diversity within the country. Documents analysed included grant agreements and strategies, annual reports and evaluation reports, and other relevant documentation relating to project design, implementation and/or results.

The Terms of Reference requested a detailed conflict/context analysis for these desk studies, but given that no field mission to South Sudan took place, along with the resource constraints of the study, the Evaluation Team proposed that International Crisis Group reports, which form some of the most reputable and comprehensive conflict analyses globally, form the basis of this work, alongside documentation sourced from MFA and from partner civil society organisations working in EiCC. Necessarily, the conflict/context analyses will reflect the national picture, since it is infeasible to produce more granular context analyses within the parameters of the assessment.

¹ Terms of Reference.

1.3 Data Limitations

EiCC is a subtheme within the larger thematic area of education, rather than support to a particular region or country. This presented a challenge regarding accessing all relevant information, as currently the MFA and Norad systems do not lend themselves to generating data on subthemes. Whilst projects were reviewed based on information available, disaggregating information from grant schemes on intended expenditure on EiCC – particularly where this is not clearly defined at the time of agreement, such as through framework agreements with civil society organisations – was not always feasible.

While every effort was made to ensure a comprehensive evidence base, documentation reviewed was of highly varied depth and quality. Annual reports and proposals were generally provided, whereas evaluations and reviews (particularly recent reports) were less available. The quality and independence of results data must be considered within this context. All organisations were able to provide *both* documentation and a contact person for interview. However, given the period covered by the evaluation, interviewees were not always able to provide institutional memory dating to before their presence in post. Furthermore, there was a noticeable high turnover of staff in Civil Society Organisations working in South Sudan, many of the staff interviewed had only been in their positions for a relatively short period of time.

Overall, the Desk Study has struggled with **access to information**. MFA and Norad's archive system suffers from a complicated architecture and limited recording of information. It was difficult, in many cases, to gain a clear picture of the interventions and their subsequent results.

2. South Sudan Context and conflict analysis

2.1 Political and socio-economic dimensions

2.1.1 2011- 2012 *Emergent State, long-standing issues*

South Sudan became the world's newest nation on 9th July 2011. The people of South Sudan voted in favour of full independence from Sudan in a referendum, making it the only state on the continent that was voted into existence rather than colonised. This independence referendum was provided for in the 2005 Comprehensive Peace Agreement (CPA) between the Government of Sudan and the Sudan People's Liberation Movement/Army (SPLM/A).

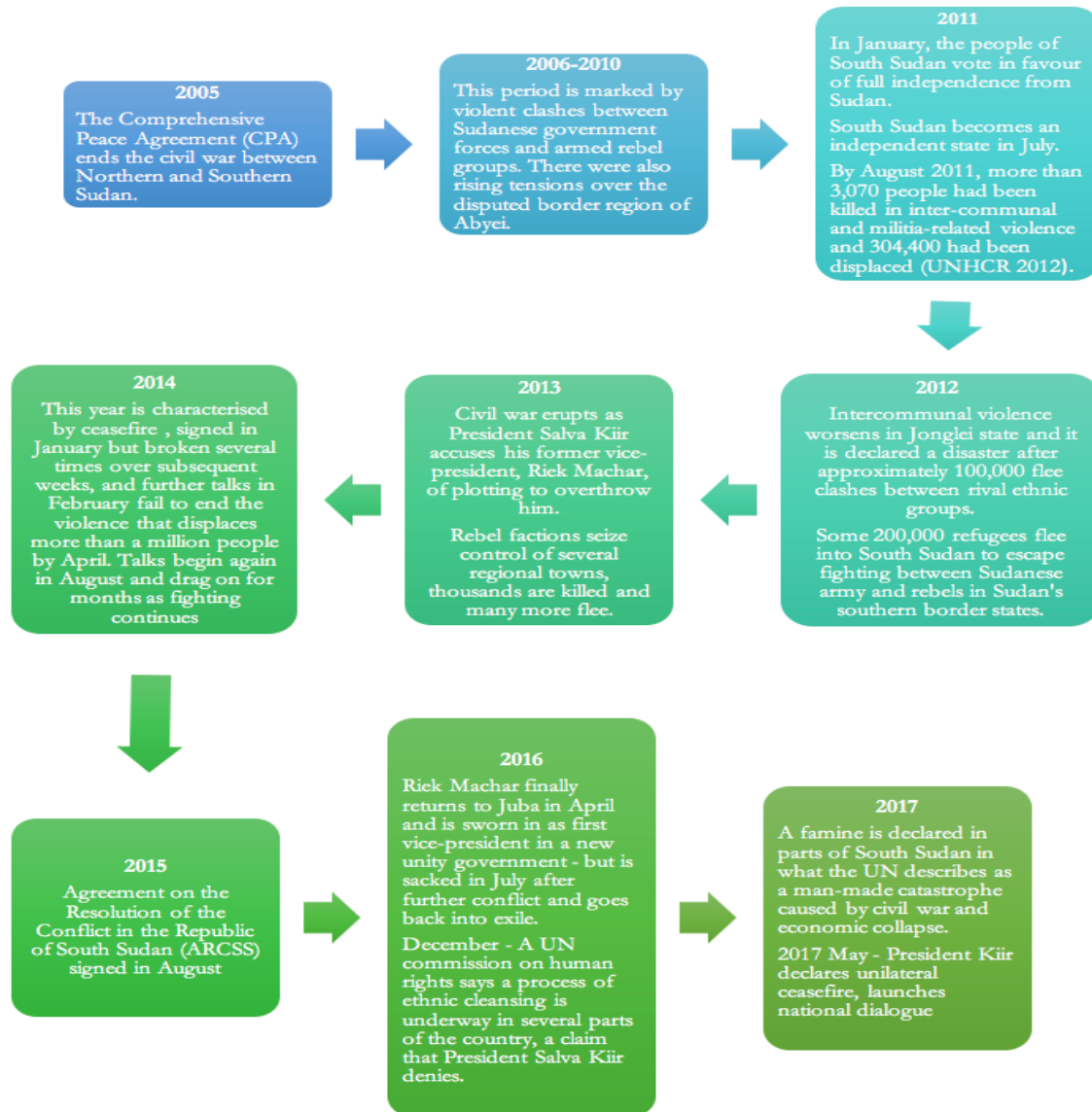
The referendum in 2011, served as a unifying force in South Sudan, with the majority of the population uniting behind the objective of independence and in collective opposition to the National Congress Party (NCP), the long-time ruling party in Khartoum. Following the referendum, the long-simmering tensions between political factions within South Sudan began to re-surface as the transitional agenda began to take shape.² These political fissures between the ruling party SPLM and the opposition parties, each with links to military groups, became the fault lines in the emerging Nation-state.

South Sudan's secession from Sudan held the potential for economic development, reconciliation between the many tribes in South Sudan and political state building, however, issues still unresolved since the CPA, such as boundary disputes, cross-border tensions, the contested region of Abyei, the disputes over oil and the accusations of harbouring and supporting each other's rebel groups - have undermined efforts towards socio-economic progress. A series of armed rebellions in South Sudan from 2010 onwards, were linked to more endemic grievances over security policy, economic isolation, development deficits, governance issues and a still tenuous North-South relationship that culminate in territorial disputes, cross-border tensions, also fuelled instability.³

² International Crisis Group, 2011., Politics and Transition in the New South Sudan Africa Report N°172 – 4 April 2011, International Crisis Group, Brussels.

³ International Crisis Group, 2011. South Sudan: Compounding Instability in Unity State. Africa Report N°179 – 17 October 2011. International Crisis Group, Brussels.

Figure 1: Key moments in South Sudan



From a governance perspective, the institutions were weak and oft-cited complaints included corruption, pervasive tribalism and nepotism at all levels of government, the civil service, and the army, delays in payment of public sector salaries, ill-treatment by under-resourced and sometimes predatory security forces and lack of popular consultation by government representatives.⁴

Despite being a resource-rich nation, decades of violent conflicts and tensions with (Northern) Sudan, compounded by chronic underdevelopment⁵ and economic volatility impacted South Sudan's ability to provide basic services to its people.⁶ Foreign assistance flooded into the country after independence to support the state's core functions in service delivery and infrastructure,⁷ but despite a promising start in education and health, this assistance was unable to make a commensurable impact.

⁴ International Crisis Group, 2011., Politics and Transition in the New South Sudan Africa Report N°172 – 4 April 2011, International Crisis Group, Brussels.

⁵ UNDP, 2015 South Sudan Human Development Report, UNDP, New York.

⁶ United Nations OCHA, South Sudan Consolidated appeal 2013.

⁷ World Bank, 2013. 'Interim Strategy Note for the Republic of South Sudan'.

<http://documents.worldbank.org/curated/en/214241468103735161/South-Sudan-Interim-strategy-note-for-FY2013-2014>

The government of South Sudan did not diversify the economy and reduce South Sudan's extremely dependency on oil revenues (98 percent of the national budget). This overreliance on oil, along with the low productivity of work in agriculture and pastoralism, which accounted for less than 15 percent of GDP but engage about 78 percent of the population,⁸ and the low level of infrastructure (hardly any paved roads outside Juba) compounded a low GDP and unstable GDP growth.⁹ This limited investment in infrastructure was in stark contrast to very high military expenditures (55 percent of GDP). In January 2012, The Government of South Sudan stopped oil production from January amid a dispute with Khartoum over transit fees (the oil fields are in South Sudan, the facilities and port for exporting are in Sudan). This oil shutdown, which caused a huge economic disruption was accompanied by austerity measures – which pushed millions more South Sudanese into destitution and exacerbated food insecurity.¹⁰ The South Sudanese Pound depreciated steadily and fed into consumer price inflation which reached around 80 percent (year on year) at end 2011; it surged again in April-May 2012 when the lack of oil revenues worsened the currency depreciation.¹¹ With the facilitation of the African Union, this conflict between Sudan and South Sudan was resolved in September 2012.

2.1.2 2013 – 2017 Civil War - present

The civil war¹² which began in late 2013, had major implications for economic development and political reform. The civil war started on 15 December 2013, following a weekend meeting of the SPLM's National Liberation Council (NLC), when fierce fighting erupted between rival units of the Sudan People's Liberation Army (SPLA) in Juba, South Sudan's capital.¹³ Conflicting views from the government led by President Salva Kiir, and SPLM in Opposition, led by former Vice President Riek Machar, obscured the cause of this violence, with the former claiming it was an attempted coup and the latter claiming that it was an excuse for a purge of political rivals.

As South Sudan's conflicts have fragmented and expanded, corruption has become rife. In 2013, South Sudan ranked 173rd out of 177 countries in Transparency International's Corruption Perceptions Index, three years later in 2016, South Sudan ranks 175th out of 176 countries. Currency depreciation, hyperinflation and insecurity have led to declining trade and soaring food prices.¹⁴ In 2015, the FAO estimated that 4.6 million people, or nearly 40 percent of the population, were severely food insecure; 2.2 million were displaced by conflict; and farming and animal husbandry were severely disrupted across large parts of Upper Nile and Unity states, where conflict has been most acute. Cases of starvation were reported among displaced persons.¹⁵ By June 2017, the UNOCHA declared that an unprecedented 6 million people are now severely food insecure, including 45,000 facing catastrophic food insecurity in Leer, Koch and Mayendit in Unity.

Conflict among various factions has prompted massive displacement that in turn has prevented farming, while looting and cattle rustling have destroyed many people's assets. Some 1.9 million civilians are internally displaced persons (IDPs), 224,000 of whom have fled to UN peacekeeping bases. Another 1.6 million have found refuge in neighbouring countries.¹⁶

⁸ Ibid.

⁹ Ibid.

¹⁰ UNOCHA, 2012. South Sudan Humanitarian Update January - April 2012 RETURNEES 375,000 since October 2010. UNOCHA, Geneva.

¹¹ World Bank, 2013. 'Interim Strategy Note for the Republic of South Sudan'.

<http://documents.worldbank.org/curated/en/214241468103735161/South-Sudan-Interim-strategy-note-for-FY2013-2014>

¹² This is discussed further in section entitled 'Conflict Dimensions'.

¹³ International Crisis Group, 2014., South Sudan: A Civil War by Any Other Name Crisis Group Africa Report N°217, 10 April 2014. International Crisis Group, Brussels.

¹⁴ International Crisis Group, 2017., Instruments of Pain (II): Conflict and Famine in South Sudan. Crisis Group Africa Briefing N°124, 26 April 2017. International Crisis Group, Brussels.

¹⁵ UNDP, 2015 South Sudan Human Development Report, UNDP, New York.

¹⁶ International Crisis Group, 2017., Instruments of Pain (II): Conflict and Famine in South Sudan. Crisis Group Africa Briefing N°124, 26 April 2017. International Crisis Group, Brussels.

2.2 Conflict Dimensions

The then-region of South Sudan, through borders arbitrarily drawn by colonial powers, was home to over 60 ethnic groups (See Box 1). Before independence from Sudan in 2011, South Sudan had already faced latent and violent conflicts, undergoing two civil wars (1955–1972 and 1983–2005) and multiple, concurrent inter- and intra-communal conflicts. During this period, more than two million people died, four million were displaced, and half a million refugees fled the country.¹⁷

Box 1: Ethnic groups in South Sudan

1. **Nilotic**, including the Dinka, Nuer, Shilluk (Collo), Murle, Kachiopo, Jie, Anyuak, Acholi, Maban, Kuma, Lou (Jur), Bango, Bai, Gollo, Endri, Forgee, Chod (Jur), Khara, Ngorgule, Forugi, Siri, Benga, Agar, Pakam, Gok, Ciec, Aliap, Hopi, Guere, Atuot, Appak, Lango, Pari, Otuho and Ajaa.
2. **Nilo-Hamitic groups** include the Bari, Mundari, Kakwa, Pojula, Nyangwara, Kuku, Latuko, Lokoya, Toposa, Buya, Lopit, Tennet and Dinginga.
3. **The South-Western Sudanic groups** include the Kresh, Balanda, Banda, Ndogo, Zande, Madi, Olubo, Murus, Mundu, Baka, Avukaya, and Makaraka.

Source: UNDP, 2015. Human Development Report South Sudan. UNDP, New York

The 2005 Comprehensive Peace Agreement (CPA) that ended Sudan's second civil war was negotiated between the Sudan People's Liberation Movement (SPLM) and SPLA, the leading southern movement and armed group, and Sudan's ruling National Congress Party (NCP). It excluded other political and military opposition groups in both North and South.¹⁸ Following the CPA, social fragmentation was not addressed and communities were further isolated as the transition government was too weak to provide security and economic advancement.

Conflicts among tribes claimed several thousand lives in South Sudan in 2009, with the worst violence in and around the vast, often impassable state of Jonglei.¹⁹ Jonglei is the largest of South Sudan's ten states, home to 1.3 million inhabitants, and one of the most underdeveloped regions in the world. Jonglei state's combustible mix of armed political opposition, violent ethnic militias and dysfunctional political system were part of the tinder that led to the eruption of the civil war in South Sudan in late December 2013.²⁰ The ongoing tensions between Sudan and South Sudan, the influx of small arms, the return of many refugees which increased the demands for already scarce resources, and the distrust of those in power also exacerbated the fragile situation.

The civil war started on 15 December 2013, following a weekend meeting of the SPLM's National Liberation Council (NLC), when fighting erupted between rival units of the SPLA in Juba, South Sudan's capital.²¹ Conflicting views from the government led by President Salva Kiir, and SPLM in Opposition, led by former Vice President Riek Machar, obscured the cause of this violence, with the former claiming it was an attempted coup and the latter claiming that it was an excuse for a purge of political rivals.

The government signed the August 2015 Agreement on the Resolution of the Conflict in the Republic of South Sudan (ARCSS), which sought to end the civil war. This agreement was intended to resolve the conflict of December 2013, improve governance within South Sudan and begin to address longstanding

¹⁷ UNICEF, 2015. Conflict Analysis Summary. Peacebuilding, Education and Advocacy (PBEA) Programme. UNICEF, New York.

¹⁸ International Crisis Group, 2014., South Sudan: A Civil War by Any Other Name Crisis Group Africa Report N°217, 10 April 2014. International Crisis Group, Brussels.

¹⁹ International Crisis Group, 2009. Jonglei's Tribal Conflicts: Countering Insecurity in South Sudan Crisis Group Africa Program Report N°154, 23 December 2009. International Crisis Group, Brussels.

²⁰ International Crisis Group, 2014., South Sudan: Jonglei – "We Have Always Been at War" Crisis Group Africa Report N°221, 22 December 2014. International Crisis Group, Brussels.

²¹ International Crisis Group, 2014., South Sudan: A Civil War by Any Other Name Crisis Group Africa Report N°217, 10 April 2014. International Crisis Group, Brussels.

sources of tension between Juba, Kampala and Khartoum that have driven proxy conflict and undermined peace-making.²² However, both the government and the Sudan People's Liberation Movement/Army-In Opposition (SPLM/A-IO) subsequently undermined the agreement. With members of the regional body, the Intergovernmental Authority on Development (IGAD), unwilling to force implementation, ARCSS in effect collapsed amid fighting in Juba in July 2016, and former First Vice President Riek Machar later fled the country.²³

Since ARCSS, the conflict has become fragmented and more localised, with splinter groups being created by the government's policy of offering amnesty to some armed groups and not to others. The government's strategy is to militarily pressure the disparate groups into political accommodation.²⁴

The gender dynamics of this conflict have exposed both women and men to considerable risk from armed groups if they travel to seek food, men are often shot on sight and women are often subject to horrific sexual violence, but their chances of survival are higher.²⁵

2.3 Education context

There were some gains in education since the signing of the CPA in 2005, specifically a fourfold increase in the number of children in primary school (1.3 million children in 2009).²⁶ However, South Sudan still ranked second lowest out of 123 countries on net enrolment rates for primary education, and bottom of the global league for gender parity in primary education.

The 2010 Education Management Information System (EMIS) revealed the following:

1. **Access: Fewer than half of primary school age children are in school – and fewer than half of those who enter school get four years of education.** The estimated net enrolment ratio (NER) for primary school is 46 percent, though this figure should be treated with caution.²⁷ Most children entering school do not complete a full primary cycle. In 2010, there were just over 426,000 children in Grade 1 but only 117,000 in Grade 5 and 22,000 in Grade 8.²⁸
2. **Gender inequality is an issue.** Young girls face particularly extreme disadvantages. Girls are less likely to enter school and more likely to drop out early. For every 20 girls entering Grade 1 of primary school, just eleven make it to Grade 3 and one reaches Grade 8.²⁹
3. **Almost 90 percent of children in primary school are over-age.** Most enter school late. Gaps between the gross enrolment ratio and the NER point to a large over-age population in primary school. Children attending classes at the appropriate age for their grade are a small minority.³⁰

On achieving independence, the world's newest nation inherited vast unmet needs in the education sector. South Sudan has some of the world's lowest indicators for education. (see Box 2 below).

²² International Crisis Group, 2014., South Sudan: Rearranging the Chessboard, Africa Report N°243 20 December 2016. International Crisis Group, Brussels.

²³ International Crisis Group, 2014., South Sudan: Rearranging the Chessboard, Africa Report N°243 20 December 2016. International Crisis Group, Brussels.

²⁴ International Crisis Group, 2017., Instruments of Pain (II): Conflict and Famine in South Sudan. Crisis Group Africa Briefing N°124, 26 April 2017. International Crisis Group, Brussels.

²⁵ International Crisis Group, 2017., Instruments of Pain (II): Conflict and Famine in South Sudan. Crisis Group Africa Briefing N°124, 26 April 2017. International Crisis Group, Brussels.

²⁶ UNESCO, 2011, Education for All Global Monitoring Report 2011, Building a better future: Education for an independent South Sudan. UNESCO, Paris.

²⁷ Data on the age of children attending school is very limited and the size of the primary school age population has increased with the return of refugees and displaced people.

²⁸ UNESCO, 2011, Education for All Global Monitoring Report 2011, Building a better future: Education for an independent South Sudan. UNESCO, Paris.

²⁹ UNESCO, 2011, Education for All Global Monitoring Report 2011, Building a better future: Education for an independent South Sudan. UNESCO, Paris.

³⁰ UNESCO, 2011, Education for All Global Monitoring Report 2011, Building a better future: Education for an independent South Sudan. UNESCO, Paris.

Box 2: Education in South Sudan in 2011 – Snapshot

- There were more than 1.3 million primary school age children out of school.
- Girls were less likely to enter school, more likely to drop out, and there were just 400 in the last grade of secondary education.
- There were acute shortages of trained teachers.
- The ratio of pupils to qualified teachers averaged 100:1, but was double that level in some states.
- Just 12% of teachers were females, which reinforces gender inequalities.
- Textbooks were in short-supply.
- The school infrastructure was in a weak state. Despite a major drive to build new classrooms most children were still learning under tents, in the open air, or in semi-permanent structures.
- Around one-third of South Sudan’s schools did not have safe drinking water, half were without access to latrines, and there was limited access to health centres.

Source: UNESCO, 2011, Education for All Global Monitoring Report 2011, Building a better future: Education for an independent South Sudan. UNESCO, Paris.

Furthermore, even though assessments had not been conducted in South Sudan, in 2011, there were concerns about the quality of education being delivered. The Education for All report by UNESCO predicted “with some confidence that many of the children reaching fourth grade or higher of basic education will not have mastered even the most basic reading and numeracy skills, limiting the potential for later learning.”³¹ School instruction is typically in English, but many children speak Juba Arabic or one of 50 other languages spoken in South Sudan.³²

With the advent of the civil war in 2013 and subsequent fighting negated any gains made since independence. Since the crisis began, at least 866,000 school-aged children have been displaced, often to areas without access to protective learning spaces, or to host communities where education resources are non-existent or overstretched. An estimated 400,000 children dropped out of school. Most of the 1,200 schools in the conflict-affected states of Jonglei, Unity and Upper Nile closed. Schools were damaged, destroyed, used as shelters, or occupied by armed groups.³³

Some schools reopened in most areas during the fragile peace that followed in 2015 but displacement and destruction had a severe impact on the provision of education. The security and economic situation deteriorated further in 2016.

Box 3: November 2016 assessment of the education sector

An assessment of the education sector in November 2016, by the South Sudan Education Cluster found the following:

1. Access to education

- At the time of the assessment, 25% schools which were open at any point since 2013 were found to be non-functional. The large majority of schools closed due to insecurity, followed by the delayed or non-payment of teacher salaries.
- At least 31% of schools open during the time of the assessment had suffered one or more attack by armed groups or forces since December 2013.
- On average, functional schools had lost more than 6 weeks of education in 2016 by the time of the assessment – 4 weeks because of a late start and 2.3 weeks due to interruptions during the school year.

2. Learning Environments

³¹ UNESCO, 2011, Education for All Global Monitoring Report 2011, Building a better future: Education for an independent South Sudan. UNESCO, Paris.

³² UNICEF, 2015. Conflict Analysis Summary. Peacebuilding, Education and Advocacy (PBEA) Programme. UNICEF, New York.

³³ UNICEF, 2015. Conflict Analysis Summary. Peacebuilding, Education and Advocacy (PBEA) Programme. UNICEF, New York.

- Around 25% of schools were open air, a tent or only a roof.
- 81% of schools had received support from external actors in 2016. The most commonly mentioned received form of support were teaching and learning supplies.

3. Enrolment, attendance and drop-out

- The assessment found a decrease of 10% in the number of students enrolled at the start of 2016 compared to the start of 2013.
- The drop-out rate in 2016 was 11% for boys and 10% for girls.
- The number of students attending on the day of the assessment, as a proportion of the number of students enrolled at the start of the year, was 66% for girls and 70% for boys. Reasons for dropout differ slightly to reasons for non-attendance however it is clear that the lack of food is consistently a main factor.

4. Teachers

- Compared to the average number of teachers registered at the start of 2016, teacher presence on the day of the assessment had decreased by 31%.
- Delayed or non- payment of salaries accounted for the majority of reasons for teacher absence.

Source: South Sudan Education Cluster, 2016. Education Cluster Assessment, South Sudan, November 2016. South Sudan Education Cluster, Juba.

2.4 International co-operation in the country

South Sudan is a challenging and complex context within which to work. The country has alternated from conflicts to fragile peace, all the while enduring economic volatility and is now facing a famine. International cooperation has also lurched from humanitarian style service delivery and development actions which rely on changeable government budgets and mechanisms.

Humanitarian projects reaching the most in need, lack sustainability and can lead to donor dependency, whereas development projects provide a more long-term solution but depend on the precarious government's systems and finances, and so they too encompass a high degree of risk. For example, the failure of the government to pay teacher salaries in 2016, and the low rate of those salaries is widely thought to be the biggest barrier to access to education in South Sudan.

In the 2008 Oslo Donor Conference, a total of US\$400 million was pledged. In 2010, this total increased to US\$739 million.

In 2013, Overseas Development Assistance (ODA) represented 13.4 percent of South Sudan's Gross National Income.³⁴ The largest multi-lateral donors were the EU, UN Agencies and the Global fund³⁵ and the largest bilateral donors were the US, the United Kingdom and Norway. The disbursement from Norway was NOK 472.4 million in 2015, which makes South Sudan the sixth largest recipient of Norwegian development aid.³⁶

The landmark report "Aiding the Peace" in 2010 offers the first comprehensive overview of international cooperation in South Sudan. Previous attempts generated glimpses but were deemed by donors and development actors to be too project-focussed. Aiding the Peace found that "Donors worked with a poor understanding of local power relations, drivers of conflict and causes of vulnerability; this created unsustainable programme designs which barely involved existing structures or communities."³⁷

Currently, several weaknesses in the international donor engagement in South Sudan can be identified: under-financing, fragmentation, weak coordination and a failure to put in place long-term financing commitment.

³⁴ UNDP. 2015. 'South Sudan National Human Development Report: People, Peace, Prosperity' UNDP, New York.

³⁵ Ibid.

³⁶ Ibid.

³⁷ Norad, 2016. Country Evaluation Brief: South Sudan. Norad, Oslo.

2.5 Education architecture in the country

The General Education Strategic Plan, 2012-2017 (GESP) is founded on the universal human right to education, and, as such, the GESP embraces the goals and objectives of the Education for All (EFA) declaration. The Transitional Constitution of South Sudan, which guaranteed, inter alia, free and compulsory education at the primary level. The Strategic Goals are as follows:

1. To increase access to general education and promote equity;
2. To improve the quality of general education;
3. To promote adult literacy to significantly reduce adult illiteracy in the country;
4. To build institutional and human capacity at the three levels of the government to facilitate implementation of education reforms;
5. To increase funding for general education to support implementation of the Action Plan;
6. To promote partnership working among stakeholders throughout the country
7. To monitor and evaluate the implementation of the GESP

Furthermore, the General Education Bill, 2012, also includes the right to free and compulsory basic primary education that is equitable, free from discrimination or indoctrination of all kinds. The Bill covers the formal general education system in South Sudan, which comprises of two years' pre-primary, eight years of formal primary (including a primary leaving examination) and four years of formal secondary education including a secondary leaving examination. It also includes provision of an alternative education system (AES) and vocational education. The Bill further seeks to promote gender equity throughout the primary, secondary, alternative systems and all other institutions of learning.³⁸

On September 8, 2015, the first post-independence national curriculum was launched. This curriculum, designed by 200 education professionals (including 31 women) comprising curriculum designers, subject experts, university lecturers and teachers, alternative education specialists and facilitators, as well as curriculum experts from the Inter-Governmental Authority on Development (IGAD), outlines the content for all learning required for the general education, from grades 1 to 12, in the formal stream and grades 1 to 8 in the non-formal stream.³⁹

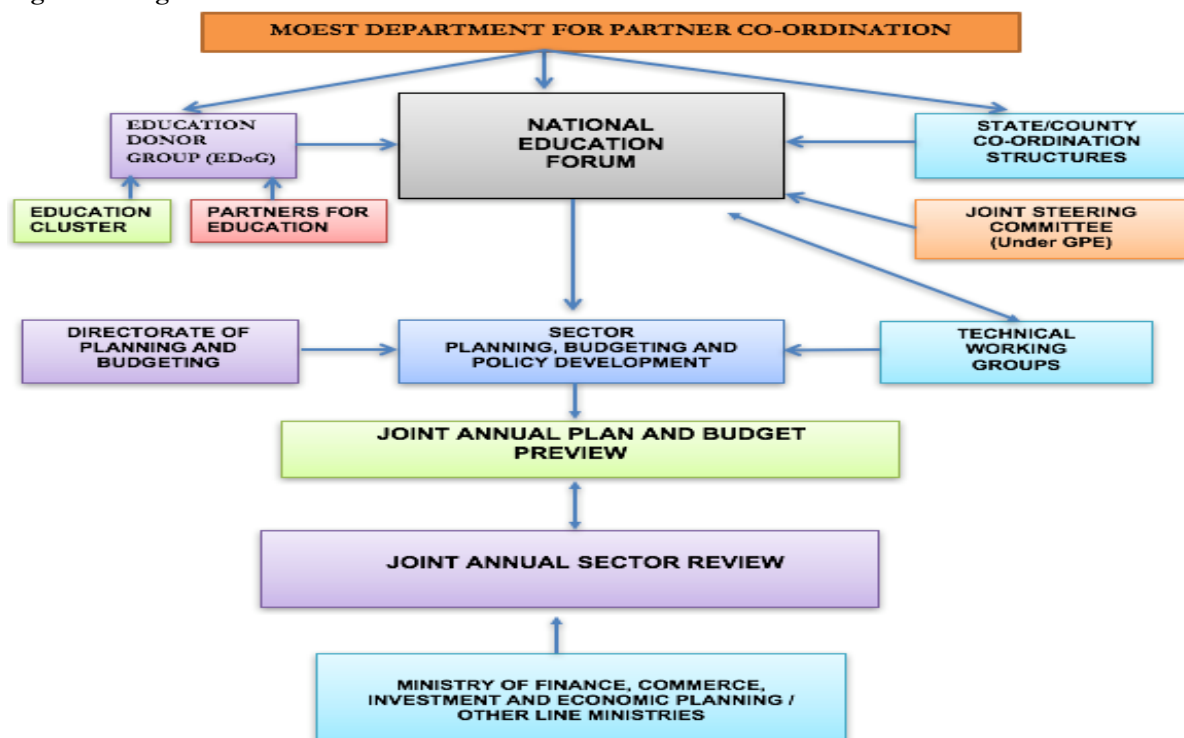
At horizontal level, the Ministry of Education and Science and Technology (MoEST) coordinates Ministry of Finance and Economic Planning; Ministry of Culture, Youth and Sports; Ministry of Labour, Public Service and Human Resource Development; Ministry of Defence and Veteran Affairs (for AES programmes for demobilized soldiers), Ministry of Agriculture and Forestry (Agro-Forestry programmes as part of Technical and vocational education and training), Ministry of Environment, Ministry of Gender and Social Welfare; and Ministry of Humanitarian Affairs and Disaster Management.⁴⁰ Donor groups and clusters also feed into this system. Below is a diagram of the Education Sector Coordination in South Sudan.

³⁸ The General Education Strategic Plan, 2012-2017.

³⁹ <http://www.globalpartnership.org/blog/south-sudan-celebrates-its-first-comprehensive-curriculum>

⁴⁰ UNICEF, 2015. The Crisis in South Sudan, 2015. New York.

Figure 2: Diagram of Education Sector Coordination in South Sudan



2.6 The role of CSOs in education in South Sudan

The delivery of education in South Sudan is significantly dependent on CSOs and as such CSOs are key stakeholders in education. The ‘Education in South Sudan: investing in a better future’ report in 2012 by Gordon Brown noted that the government lacks the financial resources, technical capacity and institutional systems to overcome the vast backlog in education provision and recognised the important role of international donors, UN agencies and non-governmental organisations. According to the report, these actors have put in place both formal and non-formal education programmes that are making a difference – but not on the required scale.

This reality was recognised in the national General Education Strategic Plan (GESP), 2012-2017 which acknowledged that much of the management of education in South Sudan has been in the hands of development agencies (Bilateral and Multilateral agencies, NGOs, and religious organisations) although in many cases these agencies have complemented both government and community initiatives. Through the GESP the government aims for development partners to increasingly support government systems through the application of several core principles:

- **Sector Alignment:** placing greater emphasis on the direct funding of sectors through the Budget Sector Working Group planning process. Increasing the alignment of the pooled funding mechanisms towards specific sectors will also serve to promote a greater focus on sectoral outcomes and help to align funding to sector priorities;
- **Systems Alignment:** increasingly aligning development assistance to government public financial management systems.) Increasing the proportion of funding that utilises common systems for accounting, procurement and audit will serve to strengthen the capacities of those institutional systems;
- **Programmatic Support:** encouraging partners to move away from short-term projects towards large, targeted programmes of support that enhance the Government’s ability to plan effectively.

The GESP also states that the Ministry of Education will work with all other stakeholders to ensure that national programmes are implemented and managed through a network of organisations including those

organized by civil society. There are also particular issues relating to a post-conflict environment that require the specific engagement of civil society – for example ensuring the effective reintegration of young demobilized soldiers. The young people who have been empowered as leaders while in the armed groups, need support from within communities as well as specialised agencies to enable them to make positive contributions to their communities.

3. Norwegian assistance to the country

Norwegian support for basic education in South Sudan is framed by the 2008 Humanitarian Policy, 2013 White Paper 25⁴¹ [see Box 4]. The General Education Strategic Plan (GESP) for the period 2012 to 2017 frames actions in South Sudan.

Box 4: Commitments of White Paper 25 to EiCC

The Government will:

- help to ensure that one million more children have access to good-quality education in crisis and conflict situations
- encourage and support the development of innovative and flexible solutions that give as many children as possible access to education
- increase the percentage of Norway’s humanitarian assistance that is allocated to education, and increase the percentage of Norway’s development assistance that is allocated to education in the early reconstruction phase;
- increase the use of development funds to help countries that receive large numbers of refugees as a result of humanitarian crises;
- play a leading role in the efforts to reach the UN target of 4% of humanitarian aid being allocated to education; and
- help to increase knowledge about education in emergencies in national educational systems, in humanitarian organisations and among development actors.

Source: Meld. St. 25 (2013–2014) Report to the Storting (White Paper) Education for Development.

3.1 Overall assistance to the country 2011-2016

Overall development aid to South Sudan for the period 2011- 2016 is presented in the table below, which was extracted from the Norad website. All figures are in thousand (1000) NOK.

Table 1: Norwegian Assistance to South Sudan 2011-2016

Norwegian Assistance	2011	2012	2013	2014	2015	2016	Total
South Sudan	349,884	436,334	535,606	598,474	472,371	560,857	2,953,525

Source: extracted from <https://www.norad.no/en/front/toolspublications/norwegian-aid-statistics/?tab=geo>

According to the mapping conducted as part of this evaluation, 346.5 million NOK were disbursed by Norway in South Sudan (or Southern Sudan prior to 2011) on EiCC through Civil Society Organizations (CSOs) between 2008 and 2016.

Table 2: Norwegian support for basic EiCC (main policy objective) through civil society (NOK 1000)

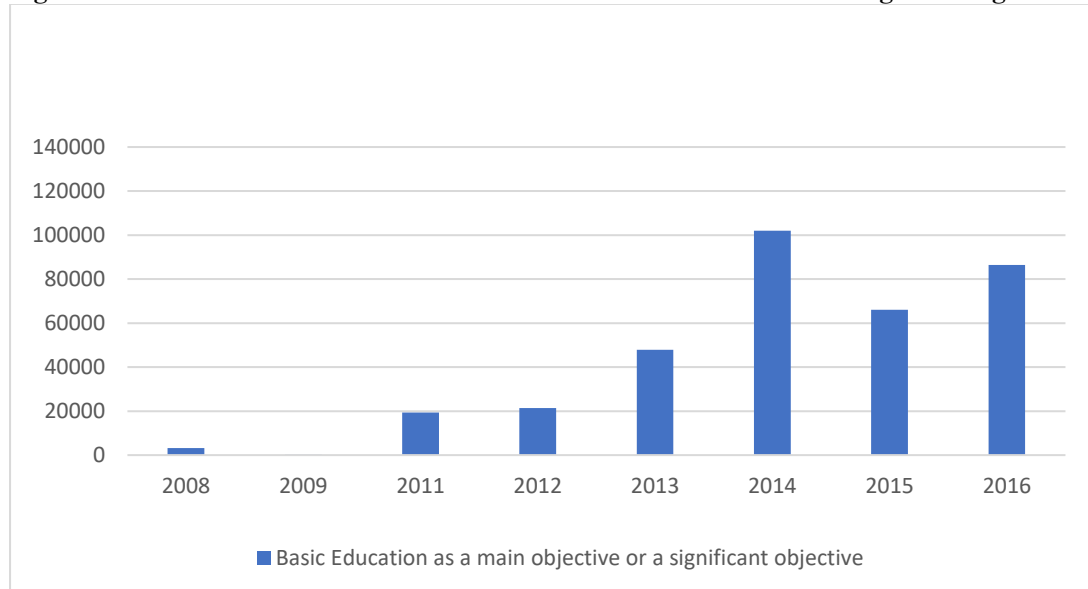
2008	2009	2011	2012	2013	2014	2015	2016	Total
3,200	220	19,320	21,413	24,883	53,019	34,042	56,752	212,850

⁴¹ Government of Norway (2013) Meld. St. 25 (2013–2014) Report to the Storting (White Paper) Education for Development.

In addition, further support has been channelled through 133.6 million NOK worth of grant support between 2008 and 2016, wherein basic EiCC comprised a *significant* rather than a *main* policy objective.

Figure 3 tracks the increase in Norwegian funding over time. This rose sharply in 2014, no doubt related to the eruption of the civil war in December 2013. It reduced somewhat in 2015, but then rose again 2016.

Figure 3: Assistance to Education in South Sudan 2008-2016 channelled through Norwegian NGOs



Source: extracted from mapping

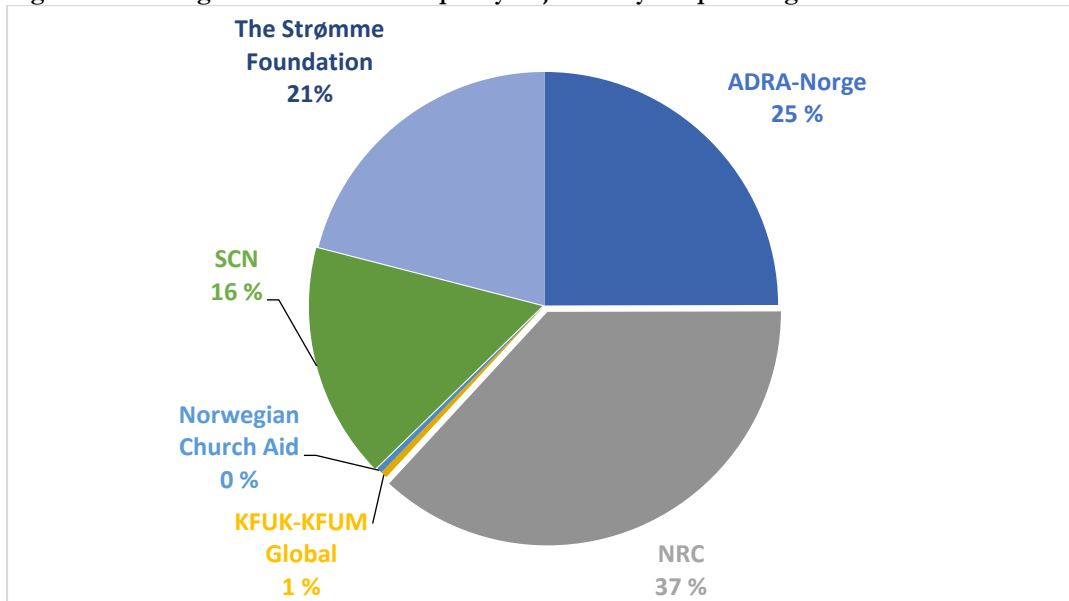
The majority of funding in South Sudan was from Norad (see Figure 4). Over 199 million NOK was disbursed by Norad and almost 147 million NOK was disbursed by MFA/Humanitarian section. [Please see Annex 4: Overview of Norwegian-supported Basic Education (EiCC) initiatives between 2008-2016 for further information]

3.2 Recipient Organisation

Some civil society actors delivering basic education [on behalf of the Norwegian Government] in South Sudan have been actively working in the then-Southern Sudan since 2008 (the start of the evaluation period). Both NRC and Strømme Foundation have been supported by the Norwegian government to deliver projects in Southern Sudan since 2008-2009. ADRA South Sudan has been funded by Norway to deliver education projects in South Sudan since 2007. As such, many of the Norwegian-supported programmes represent long-term support, with new initiatives building on earlier projects to enable ongoing provision of education as well as extending education opportunities into new areas, through a combination of annual applications and multi-year agreements.

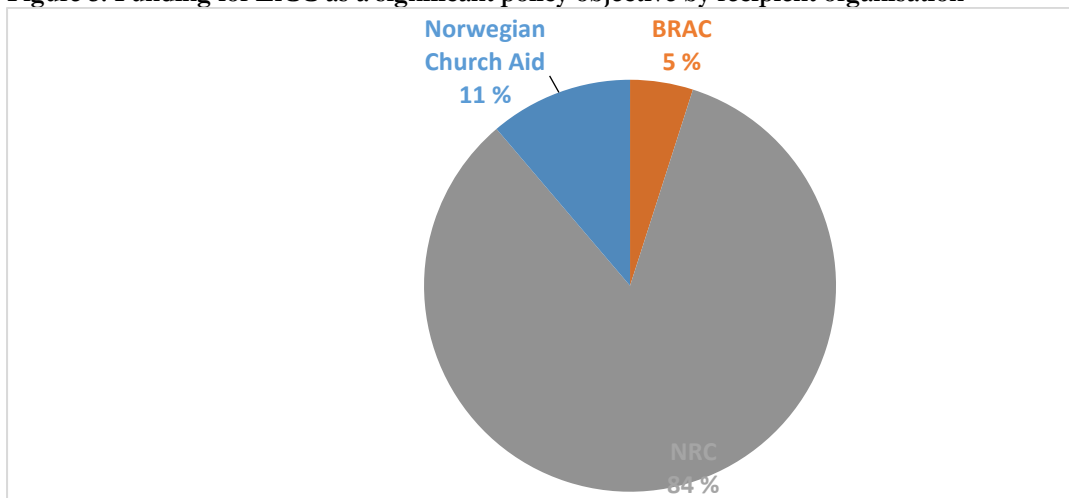
NRC has by far received the largest share over the period (79 million NOK, which represented 37 percent of Norwegian funding from all streams to EiCC as a main policy objective), followed by ADRA-Norge (54 million NOK which was 25 percent of Norwegian funding from all streams as a main policy objective), followed by the Strømme Foundation (45 million NOK, 21 percent of the total funding for the period as a main policy objective). SCN received 35 million NOK or 10 percent of the funding. Norwegian Church Aid received 0.8 million NOK, and KFUK-KFUM Global 1 million NOK

Figure 4: Funding for EiCC as a main policy objective by recipient organisation



As a significant objective, NRC again has the largest share over the period (112 million NOK, which represented 84 percent of Norwegian funding from all streams to EiCC as a significant policy objective), followed by Norwegian Church Aid received 15 million NOK, and BRAC which received 6.6 million NOK for EiCC as a significant policy objective.

Figure 5: Funding for EiCC as a significant policy objective by recipient organisation



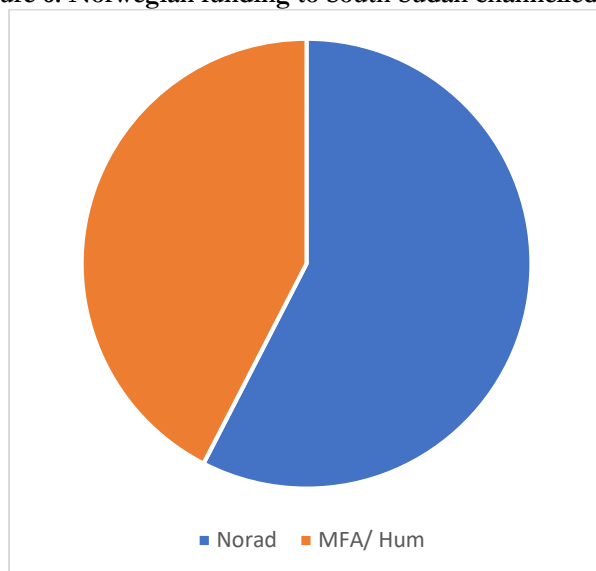
Box 5: Location of Norwegian-funded Projects delivered by CSOs (based on 2015 state boundaries)

Northern Bahr et Ghazal: NRC and Strømme Foundation
 Warrap: NRC
 Unity: NRC and SCN
 Upper Nile: NRC and ADRA
 Jonglei: NRC and SCN
 Lakes: Strømme Foundation and SCN
 Central Equatoria: ADRA, NRC; Strømme Foundation and BRAC
 Eastern Equatoria: ADRA and Strømme Foundation
 Western Equatoria: KFUK-KFUM- Global

3.3 Source within the Norwegian Aid Administration

The majority of support between 2008 and 2016 was channelled through the Norad Civil Society Section (199.4 million NOK) and the Section for Humanitarian Affairs (146.9 million NOK) (see Figure 6). Of the 2008-2016 support through agreements where basic EiCC is a significant policy objective, most funds (127 million NOK) are channelled through the Section for Humanitarian Affairs, whilst 6.6 million is channelled through Norad.

Figure 6: Norwegian funding to South Sudan channelled through the various streams, 2008- 2016



Whilst NRC and SCN have framework agreements with Norad and/or MFA, their work within South Sudan does not necessarily fall under these, and may require additional applications. For example, both the Alternative Education Systems in Southern Sudan (NCA) and Enhancing Quality Education and Building peace in South Sudan (SCN) support currently fall out-with the multi-year framework agreements, whilst education [in South Sudan] is earmarked within the NRC-MFA Global Partnership Agreement. (GPA)⁴² In 2014, 8.8 million NOK (of the 49 million NOK) distributed via NRC GPA in South Sudan was intended for Education in Emergencies.⁴³ The Education component not specified in the most recent GPA with NRC.

3.4 Funding according to OECD-DAC codes

Between 2008 and 2016, the majority of EiCC support with education as a main objective identified Basic education as its main priority (132 million NOK). 49 million NOK was categorised as Education generally. The remaining support was classified through OECD DAC codes 720 Emergency Response (31 million NOK).

3.5 Role of UNICEF in education in South Sudan

The South Sudan chapter from the recent Norad publication *Rising to the challenge: Results of Norwegian education aid 2013-2016*⁴⁴ indicates that, UNICEF allocated US\$5 million to South Sudan through the global education funds; more than 95 per cent of this fund is Norwegian aid. In addition, Norway provided direct support to UNICEF's B2L (48 million NOK from 2015 to 2016). For 2014 to 2016, Norway's share of the global education funds' allocation is estimated to represent around one per cent of UNICEF's total

⁴² NRC, 2016. Revised Application for Addendum to MFA-NRC Global Partnership Agreement.

⁴³ According to 2014 Annual Plan and Addendum this comprises: 3.5m of 16m budgeted for Education in Emergencies (EiCC) in South Sudan in 2014 in GPA; 5.3m of 13m Additional Emergency Response, budgeted for EiCC in 2014; 0 of 20m for other additional grant in 2014.

⁴⁴ Note that whilst these figures primarily reflect children enrolled in primary education it also includes children at lower and upper secondary. Norad, 2017. *Rising to the challenge: Results of Norwegian education aid 2013-2016*. Oslo, 2017.

spending on education in the country, and funding to Back to Learning was equivalent to around eight per cent.

ADRA, NRC and Save the Children are implementing partners for UNICEF's Back to Learning project. This involved establishing temporary learning spaces, distributing "school in a box" and other education kits, paying teacher incentives and providing teacher and PTA training. Although outside the parameters of this evaluation, multiple partner organisations mentioned in interviews significant challenges with working with UNICEF, specifically delays in deliveries due to the lengthy contracting processes and the short-term nature of support. It is unclear how these funding streams are coordinated or strategically connected.

4. Findings

4.1 Relevance

Summary:

- Documentation include context and education analyses however, there were varying levels of analytical detail. Generally, these context and education analyses are not visible in documentation. All partners are committed to Do No Harm and/ or conflict-sensitive approaches.
- There is evidence that affected populations participated in design of all 10 projects. Community involvement tended to be weighted heavily at the initial design stages there is less evidence of their engagement as the projects were being implemented.
- Organisations tended to rely on their own assessments rather than national or local needs analyses. It is unclear how in-depth these assessments are and there is a spectrum of effort –for example, NRC tended to rely on "what we see" and "engaged conversations at state and local government level whereas BRAC goes door-to-door in communities to assess their needs.
- There is limited information available of decisions made during implementation. Although key staff members were interviewed, there has been a noticeably high turnover of staff at project level. Furthermore, grant recipients do not systematically reflect on changes in need or in the wider socio-political context within project documentation. Nonetheless, there are some examples of shifts in programming as a result of the wider context and changing needs. On a wider level, all organisations, are responding to the fundamental national priority of delivering increased levels of basic education for school-aged children and youth.

4.1.1 Use of context and conflict analysis

Presence and use of conflict analysis: Grant applications to MFA do not explicitly require a conflict analysis. Conflict analyses were found in seven out of the ten projects analysed representing four out of the six organisations included. However, the conflict analyses were of variable quality and not necessarily made explicit in documentation. There seemed to be a lot of assumptions, it was unclear how rigorous these assessments were. Some 'analyses' were based on the organisation's own experience in country and seemed more intuitive. The majority of these analyses contained very little citations of wider analysis and unclear links to programming.

Save the Children and NRC included some aspects of conflict sensitivity into their programming. However, this had not yet become part of these organisations' standard operating procedures to systematically assess education projects through a conflict sensitive lens. ADRA, BRAC, KFUK-KFUM Global and the

Strømme Foundation demonstrated good practice in term of putting lots of emphasis on drawing on the knowledge of local partners/staff of the situation on the ground, and working closely with communities and local government.

Use of ‘Do No Harm’ principles in design: Out of the ten programme documents reviewed, only two documents from one organisation (ADRA) explicitly reference ‘Do no harm’ principles. Multiple informants suggested that these principles are implicit in their programming.

Presence of education assessments as described in the INEE Contextualised Minimum Standards for South Sudan (Education Cluster Rapid Needs Assessment Tool and the OCHA multi-sectoral assessment tool) of the emergency to inform planning and design (INEE analysis standard 1) which are holistic and coordinated with assessments from other sectors (WASH, child protection, health, nutrition etc.): Two assessments were undertaken by the Education Cluster in 2016. The Review of Secondary Data on the first quarter of the 2016 school year undertaken by the Education cluster comprised a survey of nearly 2,000 schools was carried out between February and April 2016 in the six states most affected by violence and displacement, (Jonglei, Northern Bahr el-Ghazal, Unity, Upper Nile, Western Bahr el-Ghazal and Western Equatoria).⁴⁵ Although, projects assessed were implemented in these states, no organisation was directly involved with this study.⁴⁶ An Education Cluster Assessment⁴⁷ was conducted in South Sudan in November 2016, in which ADRA, BRAC and NRC were involved in the data collection process and representatives from NRC also served on the Assessment Working Group.

Box 6: Education cluster assessment

In 2016, donors requested the Education Cluster to assess the situation of the education sector in order to inform strategic level decision making on the most effective response. This assessment is a consolidated effort of the Ministry of General Education and Instruction, Cluster members and the Assessment Capacities Project (ACAPS) towards determining the impact of the most recent conflict, displacement and economic crisis on children’s education in South Sudan. The assessment employed a two-pronged approach: a comprehensive questionnaire which was administered in 393 primary schools (the findings of which are representative at the national level) and a light questionnaire administered to 76 County Education Officials (to enable geographic prioritization). Data collection took place in November 2016.

Use of context analysis: Analysis of the education situation and barriers to the right to education are provided within the grant applications (e.g. ADRA,⁴⁸ BRAC and Strømme Foundation), country Strategies (SCN and NRC) and programme documents. Although there are varying levels of analysis. documentation tends to reference, rather than detail, grantees’ understanding of the context; referencing specific experiences, long-term presence in the sector and ongoing engagement with education networks and national policy processes.

Barriers identified broadly align with national priorities as per the General Education Strategic Plan (2012-2017). Across organisations, key barriers described include access to marginalised groups such as girls, adolescents, IDPs and the poor (SCN, NRC, BRAC), ‘infrastructure’ within the system, such as classrooms or latrines (SCN, NRC), and quality related to availability and support for qualified teachers, curriculum, availability of learning materials and quality assurance (ADRA, SCN, NRC, Strømme Foundation).

⁴⁵ South Sudan Education Cluster. (2016). Review of Secondary Data on the First Quarter of the 2016 School Year. Retrieved from <https://www.humanitarianresponse.info/system/les/documents/les/ssec-review-of-secondary-data-2016-05-report-1.pdf>

⁴⁶ Ibid.

⁴⁷ South Sudan Education Cluster. 2016. *Education Cluster Assessment South Sudan November 2016*. Retrieved from <http://reliefweb.int/report/south-sudan/education-cluster-assessment-south-sudan-november-2016>

⁴⁸ ADRA Norway’s proposal for additional funding to strengthen education in vulnerable states, namely South Sudan and Somalia, 2016.

Example of good practice: BRAC conducted a situational assessment prior to project design with stakeholder meetings with government at national and village level, door to door survey, community discussions and PTA involvement.

4.1.2 Engagement of affected populations in planning interventions

Engagement of communities in design: All projects engaged some stakeholders in design, community involvement tended towards consultations at the design stage but generally, their participation declined as the project progressed. This diminishing role varies from project to project but overall this participation seemed to be opportunity-based rather than systematic. Education officials and PTA members tended to be involved in the monitoring stage (SCN, BRAC, ADRA, NRC). Projects that leaned towards humanitarian service delivery did not have any community involvement beyond the initial consultation.

Example of good practice: KFUK-KFUM Global organised a community meeting to identify the needs of the children and the needs of the community. Now, the School is open after children are gone home for the day and community members come to take adult education classes or hold community meetings. They see the school as being educational to the community and are very supportive. Furthermore, during weekends, the field in the school is used by youth for various sports.

ADRA facilitates community dialogues so that community members can identify their issues in education and recommend actions to address these issues.

4.1.3 Interventions designed and implemented to meet the needs and interests of the affected population

Communities around the projects implemented by four out of the six organisations have made significant in-kind contributions. Typical contributions were the time of PTA members or Community Education Committees (NRC, BRAC, ADRA, SCN), funding for teachers' salaries (SCN), help with infrastructure (SCN), and donating foodstuffs (KFUK-KFUM Global).

Alignment with national and/ or local education needs analyses: Two assessments were undertaken by the Education Cluster in 2016. No partner organisation was involved in the first assessment. The study found that almost half (48%) of schools were closed and had not functioned since the beginning of the school year. The main reason reported to Education Cluster State Focal Points and partners to explain the closure of schools is the absence, delayed or low payment of salaries leading to absence of teachers.⁴⁹ In November 2016, an assessment by the Education Cluster, on the request of donors, found the following:

- 25 percent schools which were open at any point since 2013 were found to be non-functional.⁵⁰
- At least 31 percent of functioning schools had suffered one or more attack by armed groups or forces since December 2013.⁵¹
- The assessment found a decrease of 10 percent in the number of students enrolled at the start of 2016 compared to the start of 2013.
- The drop-out rate in 2016 was 11 percent for boys and 10 percent for girls.
- It also found that 31 percent of teachers registered with the schools at the start of the year were absent on the day of the school visit in November.

NRC served on the Assessment Working Group of the second assessment and ADRA, BRAC and NRC were involved in the data collection process. Although not relevant for all project timelines, no organisation documented (only one referenced during interview) the Education Cluster Assessments, undertaken in 2016.

⁴⁹ Ibid.

⁵⁰ South Sudan Education Cluster. 2016. *Education Cluster Assessment South Sudan November 2016*. Retrieved from <http://reliefweb.int/report/south-sudan/education-cluster-assessment-south-sudan-november-2016>

⁵¹ South Sudan Education Cluster. 2016. *Education Cluster Assessment South Sudan November 2016*. Retrieved from <http://reliefweb.int/report/south-sudan/education-cluster-assessment-south-sudan-november-2016>

Save the Children International along with UNICEF leads the Education Cluster. The 2015-2017 Cluster Response Plan focussed on ensuring uninterrupted access to critical, multi-sector, and quality learning in protective spaces for conflict-affected children; Protecting learners and learning spaces by supporting teacher trainings in psychosocial support and life skills and supporting the vacancy of occupied schools; and Enabling conflict-affected children to pursue healthy, productive lives through age and gender appropriate alternatives to recruitment, child labour, and other exploitation⁵² The Education Cluster response strategy for 2017-18 is currently being developed.⁵³

Alignment with national and local sector strategies and plans: The Government of South Sudan developed the five-year General Education Strategic Plan, 2012-2017(GESP) to address the challenges identified including, the shrinking national education budget, affecting among other things, facility development and teacher remuneration; inadequate numbers of qualified teachers and other human resource limitations; inadequate physical facilities and infrastructure of schools; and gaps between policy formulation and implementation. The Education Cluster Response Plan focuses on boys and girls of school-going age, including pre-school children, adolescents and young people; as well as parents, teachers, and relevant community members. Priority areas are the three conflict-affected states.

The projects assessed respond to the goals of the GESP, specifically related to increased access to education, improving the quality of education provided, building institutional and human capacity and working in partnership. Furthermore, the project assessed are also aligned with the Cluster Response Plan 2015, working on ensuring uninterrupted access to critical, multi-sector, and quality learning in protective spaces for conflict-affected children; protecting learners and learning spaces by supporting teacher trainings in psycho-social support and life skills and supporting the vacancy of occupied schools, an enabling conflict-affected children to pursue healthy, productive lives through age and gender appropriate alternatives to recruitment, child labour, and other exploitation. (Please see below for overview of organisations' interventions.

Example of good practice: ADRA provides technical and financial support to Eastern Equatoria State Ministry of Education to conduct quarterly Education Forum for partners since the start of 2017. This forum plans and reviews education interventions, challenges and gaps in the state. ADRA has also facilitated the state ministry of education to establish an Inclusive Education Working Group that focuses on promoting inclusive education policy and practice, for instance rolling out the inclusive education policy for South Sudan.

Box 7: Overview of basic EiCC intervention areas supported by the Norwegian government in South Sudan

- Primary education (ADRA, SCN, NRC, KFUK-KFUM Global)
- Alternative basic education (SCN, ADRA, NRC, BRAC, Strømme Foundation, KFUK-KFUM Global)
- Education in Emergencies (SCN, NRC, ADRA)
- Education facilities and infrastructure (ADRA, SCN, NRC)
- Teacher training (ADRA, Strømme Foundation, BRAC, NRC)
- Education policies, government institutions and coordination (SCN, NRC, ADRA, BRAC)

Alignment with national or independent analyses / policies for priority groups: National policy documents such as the GESP and the Education Cluster Response Plan 2015 prioritise equitable access to education, with specific emphasis on boys and girls of school-going age, including pre-school children, adolescents and young people; as well as parents, teachers, and relevant community members. All Norwegian-supported initiatives reviewed specifically targeted access to education for girls and vulnerable

⁵² Education Cluster Response Plan, South Sudan 2015.

<http://reliefweb.int/sites/reliefweb.int/files/resources/Education%20Cluster%20Strategic%20Response%20Plan.pdf>

⁵³ Education Cluster Meeting minutes, 27 July 2017. <https://www.humanitarianresponse.info/en/operations/south-sudan/document/sscc-2017-07-18-meeting-minutes>

households. Organisations tended to select groups based on their assessments and their experience, for example NRC tended to work Internally Displaced People and young people, BRAC focussed on the most vulnerable people in specific communities, KFUK-KFUM Global targets young people with a special emphasis on women and girls, SCN focuses on children as does ADRA.

Strategies for ensuring inclusion of priority groups into education included advocacy within communities, particularly for the education of girls, as well as through engagement with education authorities on the policy enabling environment for inclusive education. Organisations such as BRAC and NRC enlisted assistance from local communities to identify project beneficiaries.

ADRA provides scholarship for girls (from Eastern Equatoria) to study in secondary school in Uganda in order to bridge the gender inequality and promote girl child education.

Use of community resources have helped to implement learning opportunities:

- There are many good examples of this from four of the organisations:
- ADRA: In South Sudan, in-kind contributions were made in 5 schools and included construction, and fencing and cultivation of school gardens.
- SCN: Community members in Bor constructed a school fence and participated in digging, collecting aggregate and sand to complement the construction of toilets in Akobo. School gardens in 5 schools were fenced by PTAs. Members also fenced 9 school gardens.
- BRAC: Every day at least one member of the PTA will visit the school to monitor teaching and learning activities.
- KFUK-KFUM Global: School feeding will no longer supported after the 4-year funding from Norad ends, but parents have discussed this and they are willing to donate foodstuffs in times of harvest.

4.1.4 Extent to which interventions have evolved over time, adapting to changing situations

Responsiveness of decision-making during implementation: Although documented evidence is limited and there are some examples of decision-making responding to the needs of population need profile. For example, KFUK-KFUM Global provided meals to 256 pupils in YWCA Maridi School despite these meals not being a part of the initial design. Serving meals to the students helped the pupils to increase their academic concentration and participation, retain them for longer learning hours and enable them to complete the syllabus.

SCN moved the planned Temporary Learning Structures (TLS) to the host community because by the time the grant was operationalised, other education partners had already established 18 primary schools in the Mingkaman IDP camp. At the same time, there was a flooding/cattle fights emergency in the host community around the camp and children were out in the cold with no schools. It was reasonable to avoid concentrating resources in an IDP camp with a radius of 7 miles and address the needs of the newly displaced children in the host community. An assessment led by the County government and SCI as the Cluster head was conducted and a decision was reached.⁵⁴

Several organisations mentioned issues around teachers' salaries. During implementation, teachers refused incentive payment in local currency or increase SSP rate. This had delayed the opening of school in the first semester (in 2016 academic year) for SCN, specifically. As a result, implementation of activities was interrupted for a period of one month during which SCN was forced to discontinue operation. To mitigate this, the field management in consultation with the country programme, had frequent discussions with respective local government authorities. The issue escalated to national Education Cluster meetings and finally the Cluster agreed to increase the rate without changing the currency. Several organisations have

⁵⁴ SCN, 2015, Final Project Report- Integrated education and child protection for children affected by conflict in South Sudan.

reported adaptation to project activities in response to budgets, because of unfavourable currency exchange rates.

There were major changes to the security and political situation during the evaluation period, including South Sudan becoming a new nation in 2011 and the re-emergence of violence and civil war in 2013. Despite these contextual challenges, there is limited information of decisions made during implementation included in documentation and interviews.

There is some evidence of adaptation to programme design in response to both security challenges and natural disasters – including shifts in programming and security procedures⁵⁵ to increase safety for staff.⁵⁶ Many projects report the suspension on project activities due to violence and/or insecurity. For example, ADRA suspended activities for one month in Budi (Eastern Equatoria) and evacuated staff to Uganda because of insecurity in 2016. Furthermore, fighting among the IDPs in the Juba POCs hindered access as all actors are prevented from entering the POCs. It took a week for activities to resume. Inter-clan fighting in Terekeka in May 2015 and lasted nearly a month also led to suspension of activities as the population around the centre (Lojora, and Nyikabor) were driven out and NRC only resumed after some learners returned. Activities in Lojora were suspended for three weeks while in Nyikabor it took one and half month for activities to resume.

Additionally, the violence in Juba also caused BRAC to revise its programme plan and to scale down operations and decided to continue with the existing project activities in accessible area within Juba {rather than Yei and Juba}, with limited population targeting.

There was some evidence of decisions relating to additional cost of transport during unrest as was the case with BRAC or the wet season as was the case with NRC. After the eruption of violence in Juba in 2016, BRAC relied on air transport rather than overland transport, which was far more expensive. Since second quarter of 2016, ADRA has relied on Air transport and transport through Uganda (by land) to access Eastern Equatoria (from Juba) due to insecurity. NRC experienced delays in the transportation of 'Education in Emergencies' materials from Bor to Akobo to support teachers and learners. These materials were later airlifted to Akobo and distributed to the supported schools as planned. In the future, materials will be procured and transported by road during the dry season to avoid dependence on costly air assets.

In the interviews, the majority informants gave examples of strategic decisions taken at Headquarters level, advised by the country office.

Use of lesson learning in programme / strategy design / decision-making: There is a section on reports on Lesson Learning in the template of the MFA and Norad's report, however, not all organisations report using this format. For example, Save the Children did not have a section on 'Lessons Learned' in either of the project reports assessed. Furthermore, the level of detail and evidencing of lessons provided varies considerably from organisation to organisation. Generally, when articulated, lessons are focussed around whether approaches have been successful, and tended to be where organisations explained delays or changes rather than written to aggregate the lessons learned from implementation which could be shared with other organisations.

In some cases, present wider reflections of strengths and weaknesses of the implementing organisation. For example, NRC presented the following lesson: Alternative Learning Programme (ALP) teachers have been trained in ALP methodologies over a period of one month through in-service training approaches. Initial monitoring results reveal that provision for children by the trained teachers is gaining a positive pace. NRC will continue to provide classroom based mentorship for the teachers over the period of the project implementation. KFUK-KFUM Global undertook an evaluation of its project in January 2017. Lessons Learned related to the importance of working in partnership with other YWCAs which, as per the

⁵⁵ BRAC Annual report 2016. NRC Education for Children and Youth Affected by Displacement in South Sudan. Interim Report 2015.

⁵⁶ BRAC Annual report 2016.

evaluation, has helped to boost the implementation of the project beyond the borders of South Sudan and the importance of strong coordination and liaison between YWCA of South Sudan and the local and national Government to ensure that activities are implemented in compliance with government regulations thus enhancing validity and credibility of its interventions. ADRA conducted a midterm review in 2016 that provided recommendations for adjustments in the project to fit current context and needs.

4.2 Effectiveness (including performance against the INEE standards)

4.2.1 Extent to which interventions achieved, or are likely to achieve, intended outputs and activities

Summary: Norway's support to Basic Education in South Sudan encompasses a wide range of interventions, from emergency service provision in some of the most conflict affected areas, to long term investment in the education system through capacity strengthening of teachers, CEC and PTA members. Despite considerable contextual challenges and substantial barriers to education in South Sudan, organisations funded with Norwegian support has resulted in increased access to safe, child-friendly learning environments, through support for the construction and rehabilitation of schools and classrooms, and facilities, although INEE standards are not systematically applied. Innovations have been introduced that have positively impacted on enrolment, including improved teaching and learning methodologies and provision of incentives and psycho-social support for vulnerable children. However, innovation has also been limited by a lack of resources, and strategies for prioritising innovations are not always evident.

The capacity building of Parent Teacher Associations and local education authorities have resulted in increased inclusive enrolment in schools, as well as greater levels of responsibility for school management and supervision.

4.2.1 Extent to which interventions achieved, or are likely to achieve, intended outputs and activities

Monitoring of education response activities: All organisations reported regular activity monitoring at field level. Reporting by partners appears inconsistent. There was a wide range of reporting formats used. Some of the reports were in Norad templates (NRC), some in MFA template (SCN) but other partners had use their own formats (e.g. BRAC, ADRA, KFUK-KFUM Global). There were also gaps in the documentation collected, with some sections not being completed. A review of results reports shows that progress against target outputs and outcomes are reported against a results framework, and justification, *for the most part*, is provided when targets are not met. Indicators and methodologies vary both across and within organisations however, and it is therefore not possible to confidently provide a set of aggregate results, or data that is comparable over time, or across organisations for the evaluation period.

Box 8: MFA and Norad Reporting Requirements

Annual narrative report should include report of activities, results and outcomes at global level, assessment of efficiency, problems and risks, adjustments, assessment of achievements, preliminary financial statement, brief assessment in relation to humanitarian principles and Government of Norway's goals stated in *St.meld nr.40 (2008-2009)*, and record of procurement and sales. Final report to include same as above, plus assessment of programme effectiveness, assessment of impact and sustainability, and a summary of main lessons learned.

ADRA Norway emphasised the importance of continually enhancing a culture of learning and performance. However, at times, the weakness and paucity of data on access to quality education for the most deprived children across target areas in South Sudan proved to be a barrier to stronger programmatic interventions, to advocating for these children's needs and rights and to providing evidence of what works at scale. For example, during the MTR and the process of data verification, ADRA found that at times, data discrepancies arose between local officials and schools, field and partner offices, between partner offices and ADRA Norway. ADRA conducted additional spot checks across the whole programme to validate this

data, and did further training on data collection and disaggregation. In some cases, opportunities for more effective work and greater impact are missed, because of the lack of focus on voice and feedback mechanisms from children, and limited capacity for resources for monitoring, evaluation and learning.⁵⁷

Many informants (BRAC, ADRA, NRC, SCN, KFUK-KFUM Global) reported being accompanied by Ministry officials at local level, in this way, monitoring visits were also used to strengthen the capacity of these actors.

Achievement towards targets: This section presents quantitative results. Please note that these results are indicative only and presented at a base level. Furthermore, given that some of the projects reviewed are ongoing, it is not possible to give a full overview of all the results achieved.

Where organisations are committed to the principles of the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards, there is no explicit reference to monitoring results against these within country programme documentation. There were varying levels of familiarity of INEE standards among informants, and overall, these standards are not systematically applied. Please see Annex 2 for results mapped against INEE standards.

4.2.1a Access

Access to education: There is ample evidence in the documentation of Norwegian funded NGOs facilitated access to good quality education. The majority of projects reviewed reached their targets relating to access to education. Many NGOs targeted areas with statistically low enrolment rates (ADRA and NRC in Eastern Equatoria State, NRC, Strømme Foundation and SCN in Jonglei state) or children in the most disadvantaged areas (BRAC and NRC in Juba). The South Sudan chapter from the recent Norad publication *Rising to the challenge: Results of Norwegian education aid 2013-2016* indicates that, 80,000 children were enrolled in supported learning institutions from 2013- 2016, though this data cannot be independently verified. More than 40 percent children supported are girls. A further example comes from NRC, where enrolment among the target populations in Warrap, Northern Bahr el Ghazal and Central Equatoria State increased by 74 percent (F: 68%) with 6,488 (F: 50%) enrolled in alternative learning programmes. Almost all (27 of 30) learning spaces supported met the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards.⁵⁸

Gender equity and inclusion: A review of initiatives identified that the following approaches, specifically aimed at enabling access for girls, were attributed to increased enrolment:

- Awareness raising, training and advocacy in communities – awareness meetings and workshops with parents, teachers, school management committees and community leaders about the importance of girls’ education. (BRAC; NRC; SCN; Strømme Foundation)
- Creation of girl-friendly spaces (BRAC; SCN, NRC)
- Construction of gender segregated latrines (SCN)
- School feeding programme and take-home rations (ADRA, KFUK-KFUM Global)
- Provision of sanitary/ hygiene kits (SCN, NRC, KFUK-KFUM Global).

The proportion of girls accessing education through Norwegian-supported initiatives assessed, is between 30 percent and 100 percent (see table below). The number of children with disabilities accessing education through the SEAQE project was 6,942 students of which 2,701 were girls.

Table 3: Enrolment in basic education: Selected results between 2008 and 2016

Agreement Partner	Projects/ Programmes	# conflict-affected children with increased access to	% female	State (prior to reclassification in 2015)	Target Achieved?
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⁵⁷ ADRA, 2017 Mid Term Review, Summary of main findings Strengthening Equity and Access to Education (SEAQE) QZA-13/0585.

⁵⁸ Norad, 2017. *Rising to the challenge: Results of Norwegian education aid 2013-2016*. Oslo, 2017.

		inclusive quality education enrolled			
ADRA	Strengthening Equity, Access and Quality in Education in Ethiopia, Somalia, South Sudan, Sudan and Myanmar	From 2014-2016: 6,942 (47 children with disabilities) 2,701 girls	43%	Eastern Equatoria State (Gross Primary Enrolment rate in 2015 – 46%)	Yes
BRAC	Accelerated Learning Process targeting girls in South Sudan and Tanzania	From 2015- 2016: 750 (all girls)	100%	Juba, Central Equatoria (Gross Primary Enrolment rate in 2015 – 70%)	Yes
KFUK-KFUM Global	Together building global justice and peace through primary education	From 2015- 2016: 256 students of which 145 are girls	57%	Western Equatoria State (Gross Primary Enrolment rate in 2015 – 81%)	Yes
NRC	Alternative Education Systems in Southern Sudan	From 2013-2013 (year 1): 2,145 students of which 957 were girls	45%	Central Equatoria (Gross Primary Enrolment rate in 2013 – 57%) Northern Bahr el-Ghazal (Gross Primary Enrolment rate in 2015 – 76%)	Yes
NRC	South-Sudan. GPA/MFA. Addendum	In 2016, 1,543 students of which 718 are girls	47%	Jonglei (Gross Primary Enrolment rate in 2015 – 33%)	Yes
NRC	Education for Children/Youth Affected by Displacement/Resettlement SSD	From 2014- 2016: 4,521 students of which 1,345 are girls <i>No results for Northern Bahr el-Ghazal</i> 3,737 (2,692M, 1,045F) learners are now enrolled and benefiting from effective teaching and learning (alternative education pathways) in 59 ALP	30%	Central Equatoria (Gross Primary Enrolment rate in 2015 – 70%) Warrap (Gross Primary Enrolment rate in 2015 – 78%) Northern Bahr el-Ghazal (Gross Primary Enrolment rate in 2015 – 84%)	Partially – 75% achieved
SCN	Integrated education and child protection support for children affected by conflict in South Sudan 2015-2016	In 2016: 7,912 students 3,491 girls	44%	Jonglei (Gross Primary Enrolment rate in 2015 – 33%)	Yes
Strømme Foundation	Community based education and Peace Building Program	1066 students of which 950 are girls - 2009	90%	Upper Nile (Gross Primary Enrolment rate in 2009 – 76%) Jonglei (Gross Primary Enrolment rate in 2009 – 89%)	Yes, but Target did not relate to number of children – target was increase in enrolment.

Selected results include:

- An evaluation of the KFUK-KFUM Global found that the project has contributed to the increase in number of girls in the school including mobilising girls who were selling bananas

on the streets to go back to school. In total 145 girls and 111 boys from IDPs families have been re-integrated into formal schooling system.⁵⁹

- BRAC: 750 girls completed Primary 1(P1) from 25 centres and all centres were fully functional, three hours a day for five days a week up to August 2016. 15 ALP centres in Yei were open with few pupils up to August. Due to internal conflict, insecurity, food crisis, lack of income and increase in living cost, 450 pupils were displaced from Yei, out of 750. Up to July 2016 an average pupil's attendance rate was 90 percent. At present, total 300 girls are continuing in 10 centres in Juba only.
- SCN: Total of 8,007 children had safe access to educational facilities. Attendance during the first months of the project was much higher (over 1,000 children per day). Attendance reduced due to the movement of IDPs to Bor. Generally, schools also experienced a limited decrease in the number of children regularly attending classes because of the movement of families back and forth. Overall, the grant supported 11 schools, in five schools the support was limited to payment of teachers and distribution of school supplies.
- In total, 4,521 (3,167M, 1,354F) learners have been enrolled and are benefiting from alternative pathways to education. 3,737 (2,692 boys; 1,045 girls) learners are now enrolled in ALP and benefiting from effective teaching and learning in 59 ALP centres. In Warrap, 58 percent of learners who sat for level 4 examination in 2014 passed the examination (scored average of 53% - passing of exam is measured against the 50% average score).⁶⁰

Humanitarian access and protection: Norwegian support has resulted in increased access to safe, child-friendly learning environments, through support for the construction and rehabilitation of schools, classrooms and facilities (notably through ADRA, NRC and SCN). The South Sudan chapter from the recent Norad publication *Rising to the challenge: Results of Norwegian education aid 2013-2016*⁶¹ indicates that 280 classrooms were constructed – though again, this data cannot be independently verified. Selected results include:

- In 2014-2015, SCN constructed 20 Temporary Learning Structures (5 in Bor and 15 in Awerial centre) and available for use.⁶²
- NRC supported Temporary Learning Structures in three of four intended communities (Meer 2, Wechiokoni, Wechminykuany and Wechgoak)

Use of innovative and flexible solutions: Innovations such as providing safe spaces and better-quality education include introduction of child friendly approaches (SCN, NRC) and child-to-child clubs and peace initiatives (such as peace clubs, training on peacebuilding; girls' study clubs) (ADRA, KFUK-KFUM Global, Strømme Foundation, BRAC), establishment of safe learning environments (NRC), recreation spaces (SCN), and gender-disaggregated toilet facilities, including for teachers (ADRA, NRC, SCN). Wider community engagement was also enabled through regular consultation and engagement with communities around community needs (KFUK-KFUM Global), and supporting parent meetings (BRAC). Other examples include:

- NRC: ALP interventions target includes school children and youth (ALP learners), ALP teachers, PTA members, Ministry of Education officials and community members in two counties of Warrap and six counties in NBeG. 5,000 ALP learners (2,960M, 2,040F) are targeted as the direct beneficiaries in 59 ALP centres (NBeG and Warrap). 3,737 (2,692M, 1,045F) were enrolled, representing 75 percent of the project target

⁵⁹ Maneno, C. 2017. END OF PROJECT EVALUATION REPORT FOR PEACE AND NATION BUILDING PROGRAMME IN SOUTH SUDAN.

⁶⁰ NRC, 2016, Final Report: Education for Children and Youth Affected by Displacement in South Sudan.

⁶¹ Note that whilst these figures primarily reflect children enrolled in primary education it also includes children at lower and upper secondary. Norad, 2017. Rising to the challenge: Results of Norwegian education aid 2013-2016. Oslo, 2017.

⁶² SCN, 2015, Final Project Report- Integrated education and child protection for children affected by conflict in South Sudan.

- KFUK-KFUM Global: The provision of formal education in Maridi has given a second chance to children who could not relocate to the diaspora during the conflict situation to seek for alternative opportunities for education. One example is that young girls who were selling bananas on the street have been integrated into the school system. Overall, the number of girls in school has increased.
- SCN: Access to EICC has been created for a total of 7,912 (4,421M, 3,491F) children. The trend of enrolment has shown improvement throughout the project life time. At the end of 2015 academic year (December 2015) the number of children who sat for final exam was 5,941(3,724M, 2,217F). End of the second term, in 2016 (August 2016) the total number of children enrolled reached 7,912 (4,421M, 3,491F). From this figure, the number of children sat for final exam in targeted schools was 6,691(3,819M, 2,881F) the remaining 1,221 are from other schools recently included in the program area.
- ADRA Norway: The whole school approach employed by SEAQE and a focus on system strengthening and coordinating with other stakeholders has contributed to maintaining high levels of school attendance despite periods of drought and insecurity. Furthermore, coordinating with other stakeholders has supported retention rates within the program as other partners have contributed to the program. For example, co-funding and school feeding programs from other organisations have supported SEAQE.

4.1.b Quality.

Developing robust national systems: Norwegian-funded initiatives have provided significant levels of support to capacity building of community and local education authorities, who are considered fundamental to the provision of education services where government systems remain weak. However, as national government systems become established there is also increasing levels of support to education authorities at this level. Selected results are detailed below:

Table 4: Snapshot of results – Training

Partner	Project	Number of other education personnel trained (Number of Women) [subject of training]	State (Prior to reclassification of 2015)	Targets achieved?
ADRA	Strengthening Equity, Access and Quality in Education in Ethiopia, Somalia, South Sudan, Sudan and Myanmar	In 2016: 48 Education officials [education management systems and administration]	Eastern Equatoria State	Yes
NRC	Education for Children/Youth Affected by Displacement/ Resettlement SSD	From 2014- 2016: 24 Education Actors (6F) [EiCC planning, psycho socio support and disaster preparedness	Central Equatoria	Partially Achieved. Target is 31 Education stakeholders training sessions provided. Achieved: 5
SCN	Integrated education and child protection support for children affected by conflict in South Sudan 2015-2016	In 2016: In total 47 planned joint monitoring visits conducted in 11 schools and 108 teachers were observed in collaboration with county education department. Field monitoring visits carried out by Monitoring, Evaluation and Learning Officers in collaboration with education team to monitor the implementation of	Jonglei	Target is 120 coaching and mentoring [actions]

		activities in the target schools and provide feedback on the way forward. 7 review forums organized in collaboration with county education department and Payam supervisors to reflect on a joint monitoring visit and put the wayward.		Achieved: <i>Unclear from report</i>
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Developing teaching skills: All Norwegian supported organisations provided some form of teacher training. Many informants raised the issues around the capacity of teachers and the difficulties recruiting teachers. Promoting gender equality – by enabling access of female teachers to training and teaching positions – is also a widely supported approach. Whilst positive results have been observed, both in terms of gender equality and recruitment of teachers, there have been challenges in achieving the levels of results anticipated, particularly in relation to gender equality and uptake of child-friendly methodologies and other professional tools.

Table 5: Snapshot of results – Recruitment

Partner	Project	Number of other Teachers trained/Recruited (Number of Women) [subject of training]	State (prior to 2015 reclassification)	Target achieved?
BRAC	Accelerated Learning Process targeting girls in South Sudan and Tanzania	From 2015-2016: Successful recruitment of teachers- 25 teachers from Government primary schools were recruited for the 25 ALP centres in both Yei and Juba to run the schools smoothly. Among the recruited teachers 16 (64%) are female. All teachers received 10 days basic training as well as one-day orientation training on ALP centre management, curriculum and teaching learning method	Juba, Central Equatoria	Yes
KFUK-KFUM Global	Together building global justice and peace through primary education	From 2015-2016: 100% of teachers trained (44) are using child-centred teaching pedagogy in school	Western Equatoria State	Target achieved
NRC	Alternative Education Systems in Southern Sudan	In 2012: 274 (60%female) teachers were enrolled in intensive English course 184 (56% female) teachers took the final exam. In 2013, 204 (50% female) teachers enrolled in English course.	Central Equatoria, Northern Bahr el-Ghazal	Partially achieved. Target 600 Achieved: 478
NRC	South-Sudan. GPA/MFA. Addendum	In 2016: 40 teachers trained (39M/1F) The project was not able to reach the full target of 50 teachers due to challenges in identifying and recruiting competent teachers	Jonglei	Partially Achieved. The project was not able to reach the full target of 50 teachers due to challenges in identifying and recruiting competent teachers
NRC	Education for Children/ Youth Affected by Displacement/	From 2014- 2016: 136 teachers (133M & 3F) in NBeG and Warrap have been capacity build through training on child centred approaches, teacher's code of conduct, community mobilization techniques and safe practices (sanitation and hygiene) with	Warrap, Northern Bahr el-Ghazal	Target is 40% of teachers who can correctly replicate and apply child

	Resettlement SSD	additional 64 already in schedule for training in August 2015 for a duration of 25 days		centred techniques in the classroom covered in training/outr each.
SCN	Integrated education and child protection support for children affected by conflict in South Sudan 2015-2016	From 2015-2016: 381 (371 male 10 female) trained on different topics (child centred methodology, teachers' code of conduct, child safe guarding, psychological first aid, disaster risk reduction and conflict sensitive education and lesson planning) from which 130 teachers (119 male & 11 female) are from the target schools and the remaining teachers trained based on the local need and request from CED. During the reporting period 108 teachers were coached in collaboration with county education department. Finding of classroom teaching and learning process showed that more than 40 % teachers have shown improvement in their preparation, managing classroom and learning process and involving children in their learning.	Jonglei	Yes
Strømme Foundation	Community based education and Peace Building Program	In 2009: In Boma -1F and 2 male Teachers In Yei and greater Yei area- 112 Teachers (19F; 58 completed one year at Teacher training college Tali and Terekeka- 33 teachers attended training 100 serving teachers attended the in-service course; 94 Teachers attended English course In Juba and Lainya Counties: 50 teachers were trained (12F) In Juba: 50 female teachers recruited and trained.	Upper Nile, Jonglei, Central Equatoria	N/A

4.2.2 Factors explaining achievement and non-achievement of results

Key factors explaining achievement of results are summarised below:

Emphasis on building key relationships: All organisations viewed strong relationships with communities and local education authorities as being key to achieving results. Communities are both partners and beneficiaries; they provide key local knowledge, facilitate access to education and are instrumental in ensuring the long-term sustainability of the systems. Advocacy and sensitisation campaigns that have targeted communities have been successful and have increased enrolment, particularly for girls (Strømme Foundation, BRAC, KFUK-KFUM Global). Engagement of parents, and wider community, in school governance (*or lack thereof*), was also strongly associated with success in children's attendance in school and school resourcing. (NRC, ADRA, SCN, BRAC, KFUK-KFUM Global)

Variances within the security situation: The security situation was volatile over the period of this assessment. Whilst causing significant delay and disruption to many projects (SCN, BRAC, KFUK-KFUM, NRC Strømme Foundation), improved security situations were conducive to more activities. This example of BRAC's experience highlights how volatile the situation can be. "From January to June 2016, the security situation of South Sudan was significantly better to implement the project interventions. However, a conflict broke out in South Sudan during July for which BRAC's project implementation activities was hindered compared to the first six months of this year. Moreover, increased violence, road insecurity, robbery, arms fight, devaluation of South Sudanese currency, price hike has also disrupted this project. As a result, staffs were not being able to move and communities have had to flee from their places. Increased inter-tribal communal conflicts, shootings, revenge killing, and a volatile economic situation made the country more unstable. Though BRAC has been continued to provide educational support to the ALP centres during this period, due to July 2016 conflict in the third quarter of this year 15 ALP centres in Yei

were temporarily been closed until 31st of August 2016. Furthermore, during this crisis period many teaching learning and scholastic materials of BRAC ALP centres got missing.”⁶³

Several factors were also identified that made achievement of results difficult:

Resourcing challenges: The devaluation of the South Sudanese currency disrupted implementation on many projects. Since April 2014, activities and results have been adjusted to meet a 30 percent reduction in SEAQE South Sudan USD budget for the remaining project period, reflecting forecasted losses due to a higher Norwegian exchange rate and the increased prices in South Sudan due to a weaker South Sudanese Pound (SSP). The official SSP exchange rate does not match the market prices and the project therefore suffers twofold when transferring funds from Norway to South Sudan. Because of these issues, ADRA South Sudan has been forced to reduce planned implementation, with a reduction in number of targeted schools and amount of capacity building with local authorities originally planned.

Teachers’ strike delayed implementation: The low rate of Teachers’ salaries and the inability of government to consistently pay teachers were identified in the interviews and some documentation as the biggest barrier to access to education in South Sudan. It was the main reason given for school closure, outweighing the number of school closures directly due to fighting and displacement. Negotiations took long time though the payment rate was agreed after intensive discussions with the local authorities and at the national education cluster level. Furthermore, teacher turnover was also identified as a problem, in both a general sense but also when teachers do not return after being displaced by conflict. This is particularly troubling for many reasons, disrupting both the learner’s experience but also affecting project results.

Contextual challenges: Political instability, weak government institutions and protracted conflict affect the ability of organisations to deliver results. Furthermore, the former ten states of South Sudan have now been divided into 28 states which has amplified the needs of education officials.

The security situation continues to deteriorate in certain areas of Unity, Upper Nile, Jonglei and Greater Equatoria, causing affected populations to move to neighbouring areas within and outside the country.⁶⁴ Eastern Equatoria State, (EES) has been affected by conflict, drought and famine. These issues are affecting school enrolment already, and, gains made in capacity of PTAs and education officials.

Furthermore, new policies in South Sudan regarding the work of non-governmental organisations such as acquisition of approval from security offices before conducting any event or meeting slows down the programme activities as the procedures sometimes take long.

Many targets relating to female teachers were not met due to gender imbalances in teaching staff.

4.2.3 Unanticipated results

None reported in documentation/interview.

4.2.4 Evidence of effort to design / implement against the International Humanitarian Principles of neutrality, humanity, impartiality and independence.

Whilst reports did not explicitly report against this indicator, evidence presented indicates that IHP principles were partially applied. The situation in South Sudan is complex and multiple organisations spoke of the sensitivities with which organisations needed to be aware. The importance of getting a good understanding of local situations was referenced throughout the interviews and did this either through hiring local staff or by working closely with local communities, for example, BRAC worked directly with communities to identify beneficiaries.

⁶³ BRAC, Report 2016.

⁶⁴ UNICEF Humanitarian Situation Report 2017.

https://www.unicef.org/appeals/files/UNICEF_South_Sudan_Humanitarian_SitRep_28_Feb_2017.pdf

Initiatives were variously committed to either conflict sensitive or do no harm approaches, and/ or to supporting peace building initiatives.

A 2013 evaluation of NRC Emergency response in South Sudan, found that the standard and its benchmarks were not used systematically and possibly were not known to some staff.⁶⁵

There are a wide variety of organisations supported by Norway in South Sudan that all occupy different points on the humanitarian- development spectrum. For example, the Strømme Foundation and BRAC are primarily development actors, whereas NRC, as a primarily humanitarian actor and a HAP member. For NRC and SCN, two actors that have long since worked in humanitarian contexts, a better documentation of usage of the IHP would have been expected.

4.3 Efficiency

Summary: Organisations appear to share information at Education Clusters at national and local level (where relevant), however, beyond this, it appears Norway's EiCC activities are being implemented in a piecemeal fashion.

However, informants indicated that the Education Cluster system in South Sudan at national level, was weak, especially compared to Somalia, but that local level structures tended to be stronger. All organisations attended the Education Cluster meetings but these were characterised as 'information-sharing' rather than opportunities for sector-specific lesson learning and wider system strengthening.

South Sudan is a very expensive country to operate in and additionally, some projects are engaging in cost-heavy activities, such as the construction of schools, latrines etc. Furthermore, travel within the country can be very costly, especially during rainy season where some roads are impassable and supplies must be airlifted. In 2016, BRAC responded to this exact scenario by scaling down operations and concentrating on Juba instead.

There was substantial evidence of high staff turnover, which has absorbed more resources comparably.

Informants indicated how difficult long-term planning was in this context combined with the funding streams from Norway. "At the onset of project, we have never known if funding would continue beyond 2 years, this affects staff, longer term perspective and how we relate to communities and ministries, it increases the likelihood of us losing all the traction we have gained."

4.3.1 To what extent are Norway's EiCC activities through civil society partners being implemented as part of a coherent portfolio, rather than as piecemeal individual activities?

Links into a country-level strategic framework: While all organisations referenced the Education Cluster in both documentation and in the interviews, there were also concerns raised as to whether this was functioning as well as it could be. Education Clusters at local level seem to be more effective. The Education Cluster is co-led by UNICEF and Save the Children and is based upon a broad partnership of agencies working in education in emergencies including the Inter-Agency Network for Education in Emergencies, UN agencies, international non-governmental organisations, donors, academic institutions and not-for-profit organisations.

The goal of the South Sudan Education Cluster is:

To ensure that children and young people affected by man-made and natural humanitarian crises in South Sudan can access a quality education in a protective environment.

⁶⁵ Mansilla, Carlos and Turnbull, Marilise, 2016. NRC Final Evaluation Report: SOUTH SUDAN EMERGENCY RESPONSE, DECEMBER 2013 – DECEMBER 2015. Oslo, 2016.

This will be achieved through the following objectives:

- Provide a national coordination forum in which all relevant organisations work together to support the Government of South Sudan to address education related issues in current and potential future emergencies;
- Ensure the development of a comprehensive program of activities related to education in emergencies - preparedness, capacity building, emergency response through to rehabilitation and recovery; supported by information management, monitoring and evaluation, policy and advocacy;
- Strengthen the education sector's contribution to integrated humanitarian responses, giving due attention to priority cross-cutting issues such as psycho-social support, gender, diversity/inclusiveness, HIV/AIDS and human rights.⁶⁶

The implementation of the NRC project '**Education for Children and Youth Affected by Displacement in South Sudan**' is in partnership with the Ministry of Education, Science and Technology (MoEST). NRC is responsible for the provision of training, capacity building and implementing construction of facilities. The MoEST is supporting in identification of priority areas, teachers and MoEST staff who are to be trained and engaging with the PTAs. The local community is supporting implementation of the project in all the stages including identification of sites and supporting implementation. The overall implementation of this project is carried out in partnership with all the relevant stakeholders (i.e. MoGEI and education development partners) through the UNICEF lead cluster approach. NRC is adopting an inclusive, consultative and consensus building approach through discussions, negotiations, one-on-one meeting with MoEST officials and target communities and beneficiaries in drawing consensus.⁶⁷

In 2015, ADRA South Sudan facilitated the establishment of a Joint County Examination Board between the three target counties. The examination board successfully conducted 8th grade examinations in 2015 and 2016 with technical and logistical support from ADRA.⁶⁸ ADRA is a member on the national level Inclusive Education TWG

Norwegian-supported initiatives are for the most part linked to country and/ or organisation-wide education strategies, as well as to education cluster priorities and the Norwegian Government Humanitarian Policy (2008) and White Paper 25 (2013) *Education for Development*. Current country and programme strategies providing over-arching frameworks for intervention are:

- NRC's strategic objective in South Sudan is to "reach more conflict affected populations' including in hard to reach areas. As NRC South Sudan plans to reach more conflict affected populations including in hard to reach areas in South Sudan with relevant assistance for the ongoing strategic period (up to end of 2017), the Strategy is to take a two-pronged approach by both focusing on humanitarian/emergency response alongside recovery programming. NRC focusses on access to protection and assistance for vulnerable people affected by displacement and groups that are underserved or not reached by other organisations including increased integrated programming, light footed response in hard to reach areas, mobile teams and continuing to expand the capacity especially for education in emergencies.⁶⁹ NRC's Education South Sudan Strategy 2017 targets displaced, returnee and host community school-age girls and boys (6-17 years) and young men and women (15-25 years), including those with disabilities. Additionally, all education programs target adult male and female teaching and non-teaching personnel as well as parents and caregivers through Parent-Teacher Associations

⁶⁶ Ministry of Education, Science And Technology, South Sudan. 2015. Education Sector Co-Ordination Manual. Ministry of Education, Science And Technology And Development Partners. Juba 2015.

⁶⁷ NRC, 2016. FINAL REPORT TO THE NORWEGIAN MINISTRY OF FOREIGN AFFAIRS (MFA). Education for Children and Youth Affected by Displacement in South Sudan.

⁶⁸ ADRA, 2017, Strengthening Equity, Access and Quality in Education In Ethiopia, Somalia, South Sudan, Sudan and Myanmar.

⁶⁹ NRC South Sudan Fact Sheet May 2016.

(PTAs). The state, county and payam level education authorities are key beneficiaries and partners in implementation.

- Save the Children International Country Office: South Sudan 2016-2018 Strategic Plan provides for (Result 4.2) “SCI will scale up education service delivery for basic education delivered through ALP mode and formal primary schools.” The over-arching needs include quality enhancement aimed at increasing completion rates and learning outcomes while the other is provision of quality learning environment. In a country where literacy rates are below 30 percent, primary education completion less than 40 percent and girls’ transition to secondary school under 10 percent, the impact on the country’s economy, social development and capacity to be productive is threatened. SCI’s 2030 vision for children of South Sudan to learn calls for innovative project design approaches that create lasting positive social impact including peace. To achieve this ambitious result, SCI will embark on bold but cautiously designed comprehensive (learner needs based) education programmes.
 - Build collaborative ventures within SCI sectors, with local and international partners to deliver WASH, Nutrition and Health in schools
 - Training of Teachers with adequate skills to deliver quality learning
 - Support primary school as well as ALP learners
 - Explore innovative ways to provide pastoralist education
 - Consider medium term education interventions”
- ADRA Norway Education Strategy 2014-2018 and ADRA Norway Organisational Strategy 2014-2018. ADRA’s strategic objective 4, “all children and youth at risk of, or affected by, crisis or emergencies have access to safe, quality and relevant education” through “providing safe and relevant learning opportunities for children and youth, enhancing the quality of educational preparedness and response, strengthening institutional capacity to provide services, and coordination.”

Geared to a single overarching set of intended results: Results are project-specific and although contributions are made to an overarching set of results, these are not referenced explicitly in the documentation. Save the Children’s recent country strategy for South Sudan from 2016 does outline core results areas and approaches, including in relation to education, but this strategy was developed after the projects assessed. NRC’s Education Strategy of 2017 does not have a results framework.

Box 9: SCN Targets in South Sudan

<p>Targets for SCN in South Sudan, 2016-2018</p> <ul style="list-style-type: none"> • SCI will respond to at least 25% of deprived children in its targeted states that will be offered with inclusive, protective quality early childhood and care education and transit to basic education • Multi-faceted approaches will be adopted towards enhancement of quality education with focus on teacher development and systemic support to the local education authorities. • Public and private investment in education planning and management at the school level will be raised and supported to enable communities to actively participate in school management and development • CO will preposition itself as a first responder in education in emergencies by creating the required capacities and soliciting the necessary resources

4.3.2 To what extent has the portfolio been implemented with a view to cost efficiency?

Efficiency in business processes: There is some evidence of organisations taking steps to achieve efficiencies in business process, particularly in monitoring and evaluation. However, the high staff turnover in South Sudan was particularly notable and would have put additional strains on budgets. ADRA, NRC and BRAC directly employed all their field level staff.

There are many efforts to coordinate monitoring and evaluation with other actors which also doubles as a capacity building exercise for local education officials or PTA members. For example, SCN conducted two joint monitoring visits in Bor County, and three joint visits in Awerial with the Education Director and other education cluster members.⁷⁰

Strategic use of resources: Multiple informants spoke about the cost of delivery in South Sudan, particularly in places that were hard to access. BRAC reported scaling back on activities due to costs. This was exacerbated by the economic crisis and high inflation. Furthermore, high prices due to inflation and the devaluation of the local currency (SSP) affected prices of inputs and services of suppliers. NRC reports that there was a demand from local suppliers for payment to be remitted in USD. However, the policy could not allow procurement to be done in USD at local field level, thus this greatly affected implementation of activities and caused delays. Suppliers who have the capacity to open bank accounts in Juba and in Gambella, Ethiopia, were therefore often prioritized in order to adhere to the NRC financial requirements. This has proved the most efficient option, though few competent suppliers exist at the project locations.⁷¹

ADRA coordinates with local partners, specifically, a local disability NGO. ADRA is a member of the national coordination platform Partners to Education Group/PEG, whereas the education cluster is focused on education in emergency, PEG is focused on education in development. Save the Children programmed through a mixture of direct implementation and sub-contracting to local partners. Strømme Foundation subcontracted most of its work to partners. As well as cost efficiencies, informants noted that working with local partners facilitates access and in-depth local knowledge.

KFUK-KFUM Global uses KPIs to monitor the share of cost allocated to each cost category to ensure most efficient use of funds. The activities have been primarily based on training of groups. Such training is labour intensive and therefore often requires resources for personnel rather than investment, equipment and other costs categorized as operational cost. However, KFUK-KFUM Global have made efforts to reach and train several people at the same time, at a low marginal cost. The organisation also trains local trainers to avoid spending too much on external and often expensive consultants.

4.4 Coherence

Summary: The Education Cluster as a coordination mechanism exists at both national and state level.

Informants cited the strong relationships with key stakeholders, including government, as crucial for success. Capacity building of key stakeholders within education sector as well as local partners feature in all the projects assessed.

4.4.1 How closely are Norway-funded interventions linked to EiCC interventions supported by other relevant humanitarian and development actors?

Implementation in connection with co-ordination mechanisms: The Cluster is a key mechanism for co-ordination, and has been effective in enabling actors to understand the geographical areas in which partners work, as well as the technical scope – enabling priorities to be agreed and avoiding duplication. However, informants reported that whilst the national education cluster was useful for information-sharing, it was not as effective as it could be for sector-specific lesson learning and wider system strengthening.

All larger NGOs are engaged in the Education Cluster and participate in the monthly meetings and chaired by the Ministry of Education, Science and Technology (MoEST). Additional meetings may be called when necessary. All actors confirm that the Cluster enables actors to share information about projects but multiple informants have raised issues relating to effectiveness of the National Education Cluster. Every state and county is directed to develop its own co-ordination structures, chaired by DG at State Level, and

⁷⁰ SCN, 2015, Final Report: Integrated education and child protection support for children affected by conflict in South Sudan.

⁷¹ NRC, 2016, ANNUAL REPORT 2016 GLOBAL PARTNERSHIP AGREEMENT (GPA) MFA AND NORAD.

Director at County Level. State/County participation in the National Education Forum will take place at least twice a year during budget previews and annual reviews.⁷² Informants reported more effective functioning of the Education Cluster at state level.

Selection of good practices: According to the Education Cluster, NRC is one of the most accountable organisations due to its community participatory approach; prior to beginning EiCC activities, beneficiaries were consulted in the PoCs in Juba.⁷³

NRC co-led the cluster in Northern Bahr El Ghazal. In 2012, there were a series of displacements along the border with Sudan's South Darfur state and NRC took the lead with funds from Sida to coordinate with the Ministry of General Education and Instruction and education partners to respond. There were temporary learning spaces established and 2,245 Children (738 girls) benefited. The response was a joint plan in which partners had to contribute supplies needed and NRC, for its part, supplied stationery, teachers' kits and blackboards.⁷⁴

SCI co-leads the Education Cluster and the Child Protection Sub cluster at national and local level. SC works closely with representatives of MoEST in the areas and in close coordination with the South Sudan Relief and Rehabilitation Commission and within the framework of the UN coordinated response. When a delay caused SCN to have to reconsider Temporary Learning Structure (TLS) sites because by the time the grant was operationalised, other education partners had already established 18 primary schools in the IDP camp. An assessment led by the County government and SCI as the Cluster head was conducted and a decision was reached to move the TLSs to the host community.⁷⁵

ADRA was the cluster co-lead in Western Equatoria and Warrap between 2011 and 2015. Additionally, ADRA is a member of Strategic Advisory Group (which is the governing structure of the national education cluster).

Implementation with horizontal linkages at country level: All the organisations work with government partners either at national or state level. For example, SCN notes that while the *'Integrated education and child protection support for children affected by conflict in South Sudan'* project is implemented directly by Save the Children, the overall project leadership lies with both the Ministry of Education, Science and Technology and the Ministry of Gender, Social Development and Child Welfare. At field level, Save the Children works with other agencies implementing education projects and regards local authorities in the County Education Offices as primary leaders in the project.

Example of good practice: ADRA SEAQE - In 2015, ADRA South Sudan facilitated the establishment of a Joint County Examination Board between the three target counties. The examination board successfully conducted 8th grade examinations in 2015 and 2016 with technical and logistical support from ADRA. In 2016, ADRA South Sudan trained seven education staff (all men) from targeted counties in HR management, and worked with the authorities to clean the payroll and develop data management systems for HR from payam to county to state. This has decreased the level of inaccuracies in the payroll system, and has reduced the times teachers are not provided salary.

Links/relationships with others in the context: All project documentation referenced links to local partners/ church groups in the context. Half of the projects are implemented directly by the organisations and half were implemented with local partners. Whilst the principal mechanisms for coordination are the Education Clusters, some partners have served in the past as implementing partners for each other (BRAC and ADRA South Sudan for the Strømme Foundation). Furthermore, ADRA, NRC and Save the Children

⁷² Ministry of Education, Science And Technology, South Sudan. 2015. Education Sector Co-Ordination Manual. Ministry of Education, Science And Technology And Development Partners. Juba 2015.

⁷³ Mansilla, Carlos and Turnbull, Marilise, 2016. NRC Final Evaluation Report: SOUTH SUDAN EMERGENCY RESPONSE, DECEMBER 2013 – DECEMBER 2015. Oslo, 2016.

⁷⁴ NRC, 2013, Interim report Alternative Education System.

⁷⁵ SCN, 2015. Final report for grants from the Norwegian Ministry of Foreign Affairs (MFA). Integrated education and child protection support for children affected by conflict in South Sudan.

are implementing partners for UNICEF's Back to Learning project. The Norwegian Embassy in Juba engages with partner organisations at country level.

ADRA, NRC and BRAC directly implement projects. ADRA coordinated with local partners, for example, a local disability NGO. Regarding disaggregation of data, ADRA has collaborated with the state and county level MoE to develop reporting formats that capture disability to better understand and meet the needs of these children. This work will move forward during 2017.

Example of good practice: ADRA South Sudan continued to work with partnerships established in 2014 and 2015 in the Education cluster, Gender Thematic Working Group and Partners to Education Group Forum (PEG). In 2016, the team met with 1 PTA network to develop the terms of its establishment and functioning. ADRA South Sudan continues to liaise closely with Caritas Switzerland and War Child, who are managing the DFID funded Girls' Education in South Sudan (GESS) program and the USAID Room to Learn program managed by Windle Trust. Both projects are working in the same target area and ADRA is working with them to increase complementarity in responses, reduce duplication, and bring about better development for children in target areas. ADRA South Sudan also continues to work with WFP in SEAQE target schools.

NRC noted that working with local partners involves using a lot of time and resources for mentoring, significantly increasing administration costs. Furthermore, local partners can be very vulnerable to ethnic and political pressure, and pressure from relatives.

Partnerships in programme delivery: There was substantial evidence of organisations working closely with local education officials, particularly on monitoring and oversight issues, with a view to capacity development. For example, SCN's *'Integrated education and child protection support for children affected by conflict in South Sudan'* project focussed on the county education office. The grant supported the construction of the county education office and provided three motorbikes for use by the office. Training of PTA and government officials has seen efforts by communities to take up the repair and maintenance of the TLS whose expected lifespan is nine years if well maintained. The training of PTA and teachers on disaster prevention and preparedness resulted in creation of school-specific contingency plans. Furthermore, as the government of South Sudan has not been able to pay teachers' salaries in the recent past, SCN additionally trained PTA members on how to locally mobilise resources to be used to cover such gaps.⁷⁶

As part of its Global Partnership Agreement, NRC enhanced the capacities of school governing bodies to perform their roles and responsibilities with 142 (78M, 64F) Parent Teacher Association (PTA) executive members trained on psycho-social and life skill support in four sessions with four PTAs. The purpose of this training was to enhance the capacity of the school governing bodies to own the school and to come up with school development plans.⁷⁷

In 2015, KFUK-KFUM Global started working closely with legal authorities, including police and judiciary, for referral cases through counselling centres.

ADRA's midterm review of SEAQE found that while building capacity of partners was part of the design, it has not been given enough emphasis in the programme. Capacity assessments and capacity building of partners have only been done as part of ADRA Norway's work with ADRA Somalia and ADRA South Sudan. This capacity building aspect of the programme has not been allocated adequate budget. This means there has been little follow up and few long-term strategic initiatives to build capacity with the four offices; instead several ad hoc task-focused initiatives have been done, mainly focused on monitoring and evaluation.⁷⁸

⁷⁶ SCN, 2015. Final report for grants from the Norwegian Ministry of Foreign Affairs (MFA). *Integrated education and child protection support for children affected by conflict in South Sudan*.

⁷⁷ NRC, 2016. Annual Report on GPA.

⁷⁸ ADRA, 2017. Mid Term Review, Summary of main findings Strengthening Equity and Access to Education (SEAQE) QZA-13/0585.

4.5 Connectedness

Summary: There is strong alignment between Norwegian-supported initiatives and national/state level education policy frameworks. However, the context in South Sudan has meant that organisations must respond to both sudden onset crisis and long-term issues. With the responsive model taking precedence, in aggregate, the response represents a patchwork of initiatives, woven together by common needs, which have not sought (or been required to seek) synergies.

Capacity building of education officials and other stakeholders (PTA members, teachers, community members), partnership, and to a lesser extent, advocacy were the main strategies for transition and sustainability outlined in programme documentation and interviews. However, there are serious challenges raised by informants in achieving sustainability in the education sector. Furthermore, conflict and security continue to be an ongoing challenge and threaten sustainability of all Norwegian-supported education initiatives.

All organisations deliver their education work in South Sudan in collaboration with community groups as well as with Ministry of Education, at national and/or state level. Capacity development is a feature of all projects analysed but there are challenges with measuring and reporting any capacity gains. Results tended to be at output level, so the number of stakeholders is tracked, particularly amongst teachers, PTA members and Ministry officials but the actual capacity gains are not well documented and it is unclear whether this are being monitored.

4.5.1 Interventions designed and implemented in a manner that supports longer term needs in the education sector

Integration into national programming/ strategies/budgets as far as feasible: While the projects respond to programming and strategies, there were no instances where the interventions analysed had been integrated into national programming/strategies/budgets. All organisations work with government officials at state level and national level (where relevant). Capacity building of education officials features in all projects. There is limited evidence of how the organisations contribute to the Cluster plan. The Education Cluster at national level has been described by informants as primarily a system for information-sharing.

Prioritisation of continuity and recovery of quality education: The overall aim of the education cluster is to ensure the continuation of learning for children and young people, and facilitate the return to school for those who have had to leave school due to the conflict or have been unable to access any learning services due to displacement, insecurity and violence.

All Norwegian-funded organisations work with education authorities, however there is limited evidence that the continuity and recovery of quality education, including free and inclusive access to schooling has been delivered through close collaboration with education authorities, possibly reflecting ongoing weaknesses within the system. The payment of teacher salaries, which continues to be a challenge for the government, undermines the sustainability of education provision. Ongoing support from organisations is required to ensure access and continuity of education services.

4.5.2 Were transition strategies explicitly built in?

Integration of transition strategies in design: Capacity building of education officials and other stakeholders (PTA members, teachers, community members), partnership and to a lesser extent, advocacy were the main strategies for transition and sustainability outlined in programme documentation and interviews.

Box 10: Sample of transition strategies:

- Support the establishment and functioning of PTAs/CECs/SMCs as the main vehicle for enabling communities to support schools and demand better quality, inclusive education⁷⁹
- Working in collaboration with key stakeholders/ existing structures at local, regional and federal level⁸⁰
- Capacity building, including resource mobilisation, for community structures, education authorities and teachers⁸¹
- ABE and youth education and skills training⁸²

However, there are serious challenges raised by informants in achieving sustainability in the education sector. Multiple informants referenced “dependency syndrome” in relation to this, and the government is heavily reliant on civil society and other actors in this sector.

The main challenges faced by organisations are the weak systems and capacities of government and the capacity of the government to financially support the sector, specifically teachers’ salaries. SCN noted that the least sustainable aspect of the project is payment of teacher incentives. With competing priorities, the government is not prepared to absorb the teachers on their payroll. In response, SCN trained the PTAs on how to locally mobilise resources to be used to cover such gaps. It is unclear how successful this endeavour has been.

The recent midterm review of ADRA’s SEAQE programme recommended that a local government approach to strengthening systems and school management should be embedded systematically across future work. More resources should be committed to ensure sustainability, focussing on improved inspection, monitoring and support as well as leadership and management for effective teaching and learning, and further strengthen the civil society component to strengthen the use of data, local level accountability and teacher motivation.⁸³

Implementation of transition strategies in practice: Project reports and results indicate that capacity building and training for community and government education authorities took place but it is unclear if training was sufficient to affect sustainability. For example; SCN found that training of PTA and government officials has seen efforts by communities to repair and maintain the TLSs whose expected lifespan is nine years if well maintained.⁸⁴

However, several evaluations indicate that more efforts are needed.⁸⁵ For example, the evaluation of the KFUK-KFUM Global project ‘For Peace and Nation Building Programme in South Sudan’ established that the role played by volunteers was very significant during the project implementation and therefore promoting and building a strong volunteer base/network in South Sudan can act as a vehicle to sustain various interventions. The skills gained by volunteers in the project are positioned as an asset that can be used to continue training others on a voluntary basis. However, elsewhere in the report, it is noted that respondents interviewed further suggested that more volunteers need to be trained so that the programme can be self-sustainable.

4.5.3 Do partners work in partnership with national authorities and local CSOs or other actors in ways that support the development of their capacity?

Programmes designed and implemented to build maximum local capacity: All the projects analysed emphasised the importance of building local capacity. The majority focussed on education officials and

⁷⁹ (ADRA, SCN, Strømme Foundation, NRC, BRAC and KFUK-KFUM- Global).

⁸⁰ (ADRA, SCN, Strømme Foundation, NRC, BRAC and KFUK-KFUM- Global).

⁸¹ SCN, ADRA, NRC.

⁸² NRC, ADRA, KFUK, KFUM Global and BRAC.

⁸³ ADRA, 2017. Mid Term Review, Summary of main findings Strengthening Equity and Access to Education (SEAQE) QZA-13/0585.

⁸⁴ SCN, 2015. Final report for grants from the Norwegian Ministry of Foreign Affairs (MFA). Integrated education and child protection support for children affected by conflict in South Sudan.

⁸⁵ ADRA, 2017. Mid Term Review, Summary of main findings Strengthening Equity and Access to Education (SEAQE) QZA-13/0585 and Maneno, C. 2017. END OF PROJECT EVALUATION REPORT FOR PEACE AND NATION BUILDING PROGRAMME IN SOUTH SUDAN.

PTA members,⁸⁶ but some broadened this scope to young people, community members and implementing partners. In 2013-2014, ADRA conducted capacity assessments across the programme in the Horn of Africa, including South Sudan, having become aware of “the low level of capacity of some of the stakeholders including local authorities and parent teacher associations (PTA) [which] contributed to some delay in implementation of the SEAQE project.”⁸⁷ This assessment found capacity weaknesses relating to understanding of roles and responsibilities, inclusion, partnership, communication, managing meetings, support for school development planning and accountability. Capacity building by ADRA resulted in improved understanding and skills related to roles, increased capacity, commitment and continuity to manage schools.⁸⁸

The focus for capacity building delivered across the other Norwegian-supported NGOs addressed several of the needs identified in the ADRA study, such as school management (including monitoring, and understanding of roles and responsibilities aimed at PTAs, teachers and head teachers) as well as conflict resolution, leadership and resource mobilisation.

Capacity development gains monitored and reported upon throughout: While capacity development was a feature of all the projects analysed, the indicators chosen to measure these gains were generally inadequate. Many reports referenced the number of participants *being* trained, but provide no details on the quality of the training or the extent of any capacity gains. One evaluation did note that the capacity of young people had been enhanced for them “to actively participate in the South Sudan peace process at local, national and international level and to speak against actions that violate human rights.”

Table 5: Sample of Results from capacity building of PTA members

Partner	Project	Number of other education stakeholders trained (Number of Women) [subject of training]
ADRA	Strengthening Equity, Access and Quality in Education in Ethiopia, Somalia, South Sudan, Sudan and Myanmar	15 PTAs have been established and trained on basic roles and responsibilities. In 2016, training on Environmental issues was conducted for 48 PTA members (37 males and 11 females) on water and sanitation, hygiene and disposal waste.
BRAC	Accelerated Learning Process targeting girls in South Sudan and Tanzania	25 PTAs formed
KFUK-KFUM Global	Together building global justice and peace through primary education	Training for local partner on trauma healing and financial management
NRC	Alternative Education Systems in Southern Sudan	40 PTA members (16F) [ALP and PTA roles]
NRC	South-Sudan. GPA/MFA. Addendum	142 PTA members (64F) [psycho-social and life skills] 5 YEP instructors [YEP curriculum, classroom control and management.]
NRC	Education for Children/Youth Affected by Displacement/Resettlement SSD	220 PTA members (39F) [school administration, roles and responsibilities of PTAs, national goals of education, resources mobilization and management, conflict management, water, sanitation and hygiene, gender in education, advocacy, child rights and protection and HIV and AIDS.]

⁸⁶ ADRA, BRAC, KFUK-KFUM global, NRC, SCN and Strømme Foundation.

⁸⁷ ADRA, 2014, Annual Report SEAQE.

⁸⁸ ADRA, 2016, Annual Report SEAQE and the MTR of SEAQE.

		24 Education Actors (6F) [EiCC planning, psycho socio support and disaster preparedness]
SCN	Integrated education and child protection support for children affected by conflict in South Sudan 2015-2016	85 PTA members (35F) [skill based health education]
SCN	Enhancing Quality Education and Building peace in South Sudan 2016	240 Teachers Associations members (89F) [roles and responsibilities as well as on School Improvement Plans.]
Strømme Foundation	Community based education and Peace Building Program	115 PTA members (17F) [subject not stated] 357 community elders and stakeholders (155F) sensitized on girls' education 27 members of the girl-child education workforce

5. Conclusions

The challenges in South Sudan are enormous, the country has lurched from latent conflicts to civil war and then to protracted localised conflicts in the context of a nascent state, characterised by limited and overtaxed governance structures, poor infrastructure, extreme food insecurity and economic volatility.

Between 2011 and 2016 Norway will have channelled 212.8 million NOK to basic education (as a main objective) in South Sudan through six Norwegian civil society organisations. The level of support has increased from 3.2 million in 2008 to 56.7 million in 2016. Norway's portfolio is highly varied, approximately 70 percent of the budget has been redirected to short-term measures in response to the crisis.⁸⁹ These variances are mirrored in Norway's education portfolio in the country, which cross the humanitarian-development spectrum. South Sudan is a focus country for Norwegian aid to education. Support via Norwegian organisations has increased in response to the crises that have enveloped the country since its inception.

In South Sudan, Norway's partner organisations are long-time actors in the context and although their programmes have commonalities, their delivery styles vary. NRC implements programmes through humanitarian-style service delivery, directly implementing programmes and working predominantly with IDPs and out-of-school young people. Save the Children has operated across the humanitarian-development divide, although the two projects selected for this desk study are more development-focussed. ADRA's SEAQE approach employs a development approach, although it has more humanitarian education projects in its portfolio like the 'Education in Emergency' projects in Juba and Maiwut country. BRAC and KFUK-KFUM Global are development actors, and seem to be well integrated into the communities in which they operate. The Strømme foundation is a rights-based development organisation and invests more heavily in generating long-term change as evidenced by its long-term focus on teacher-training.

The projects assessed respond to the both the Education Cluster Response Plan 2015 and Goals of the General Education Strategic Plan, 2012-2017, specifically related to increased access to education, improving the quality of education provided, building institutional and human capacity and working in partnership. The depth and detail of critical design documents such as conflict and context analyses, education assessments and local needs assessment vary considerably.

Despite considerable contextual challenges and substantial barriers to education in South Sudan, organisations funded with Norwegian support have increased access to safe, child-friendly learning environments, through support for the construction and rehabilitation of schools, classrooms and facilities, although INEE standards are not systematically applied. Innovations have been introduced that have positively influenced enrolment, including improved teaching and learning methodologies and provision of incentives and psycho-social support for vulnerable children. However, innovation has also been limited by a lack of resources, and strategies for prioritising innovations are not always evident. The capacity building of Parent Teacher Associations and local education authorities has resulted in increased inclusive enrolment in schools, as well as greater levels of responsibility for school management and supervision. Key strategies for transition/ sustainability were identified within project proposals, country strategies and/or observed within project reports; for the most part these related to project level activities such as capacity building and working in partnership with stakeholders.

While at an individual level, each partner organisation delivers according to its operational focus and its added value, Norway's education portfolio in South Sudan lacks an overall strategic vision. There is strong alignment between Norwegian-supported initiatives and national/state level education policy frameworks. However, the context in South Sudan has meant that organisations must respond to both sudden onset crises and long-term issues. With the responsive model taking precedence, in aggregate, the response represents a **patchwork of initiatives**, woven together by common needs, which have not sought (or been required to seek) synergies. While partners have achieved degrees of success in challenging contexts, there

⁸⁹ <https://www.norad.no/en/front/countries/africa/south-sudan/>

is a distinct lack of vision of how these fragmented investments are intended to contribute to strategic results. This response can be categorised as a responsive or passive model of assistance, based on trust in partners to 'know' the context and devise the best possible solution within their purview. This raises concerns as to whether the response is as effective or efficient as it could be. UNICEF plays a vital role in coordinating and managing Education in Emergencies work in South Sudan. Three Norwegian-supported NGOs receive funding through UNICEF's Back to Learning project, however, there is a lack of clarity around how these funding streams are coordinated and strategically connected.

6. Lessons learned/ implications for the evaluation

Improve documentation: Overall, documentation is very weak and results data was limited. High staff turnover in many organisations also exacerbated the weak evidence base. It was difficult, in many cases, to gain a clear picture of the decision processes surrounding interventions and partnerships, and their subsequent unfolding. There is limited in-depth historical/context analysis documented and this undermines the results chain. Generally, the smaller partners include more details in proposal applications and reports. Furthermore, reporting tends towards output level. This lack of substantive evidence in applications and reports suggests that some partners are chosen based on reputation and longstanding relationships. Criteria for partner selection and financial allocation are unclear. Learning and understanding what works and what does not in this context, is not well documented. This makes it challenging for the Norwegian Government to get a sense of the organisation's effectiveness and efficiency in delivering results. The differing archiving routines across the MFA and Norad pose a great hurdle to formalised learning and strategic overview for project officers. The Embassy in Amman has noted that if all project officers were required to upload all decision documents and reports to the grant management system PTA in order to make disbursements and close agreements, it would make important decisions available to everyone working with the aid management system, in turn facilitating learning, increasing transparency and efficiency.

Prioritise Learning: Conflicts and large displacement in South Sudan have exacerbated the chances of children accessing a good education. Norwegian-funded organisations are working on a range of projects addressing the poor school infrastructure, the capacity of some teachers and education officials, the low rates of enrolment, the limited participation by girls in schooling and the weak coordination within the education sector. Many of these organisations are also long-time actors within education and other sectors in South Sudan; however, despite this wealth of experience, there is very little evidence of lesson-sharing. These lessons would help Norwegian-supported organisations along with other civil society organisations and other actors to effectively plan for and respond to critical education needs of South Sudanese children.

Continue to invest in cluster structures and coordination: Although key informants interviewed noted the challenges with the Education Cluster at national level, it remains the key coordination structure. Recognising the long-term needs of South Sudan in the education sector, Norwegian-funded organisations should continue to devote time and resources to actively participate in and support the functioning of the Education Clusters at the different levels, to improve the coherence and coordination of the response.

Continue to invest in capacity building of teachers, education officials and PTA members/Community: The emphasis on capacity building of teachers, education officials and PTA members/Community reflected in programme documentation and echoed in interviews aligns with sector needs. Capacity building efforts may have been undermined by other factors: contextual (displacements, issues around teachers' salaries, gender imbalance within teaching staff) and programmatic (monitoring at output level i.e. number of teachers trained rather than the change in knowledge/skills). Improving the quality of teaching and ensuring that officials have the skills to monitor delivery will ensure that the goals of the GESP and the Education Cluster plan are met.

Annex 1: Key Informants

Contact/ Role	Agreement Organisation	Date Interviewed
Simon Namana, education coordinator	ADRA Norway	07-06-2017
Nazneen Jahan Mithun Deputy Manager, Education Parven Akhter, Education project officer	BRAC	18-05-2017
Hollyn Romeyn, Former Education Specialist in South Sudan	Norwegian Refugee Council (Flyktninghjelpen)	10-05-2017
Annet Wanjira, Education Project Manager	Norwegian Refugee Council (Flyktninghjelpen)	08-05-2017
Craig Dean, Youth Project Manager	Norwegian Refugee Council (Flyktninghjelpen)	15-05-2017
David Lemeriga, Central Equatorial Education Project Coordinator	Norwegian Refugee Council (Flyktninghjelpen)	09-05-2017
Carina Vedvik Hansen, Former Education staff in South Sudan	Norwegian Refugee Council (Flyktninghjelpen)	26-05-2017
Jonathan Penson, Regional Education Advisor	Norwegian Refugee Council (Flyktninghjelpen)	13-04-2017
Ketil Vaas, Senior Education in Emergencies Advisor Henrik Stabell, Area Director for East Africa	Save the Children Norway (Redd Barna)	12-05-2017
Richard Omondi, Project Advisor	KFUK-KFUM Global	25-05-2017
Lars Saaghus, Advisor	Strømme Foundation (Strømmestiftelsen)	30-05-2017
Gunvor W. Skancke Head of Cooperation	Royal Norwegian Embassy Juba	15-03-2017

Annex 2: Semi-Structured Interview Guide

1. Please provide an overview of your organisation's EiCC portfolio/ education work (supported by Norway) from 2008 to present?
2. How was the need for the project/ education work identified? (e.g. education needs, thematic priorities, target groups, approaches, geography). Is there an overarching strategy for the EiCC portfolio? What is its nature (time period, priorities, delivery etc)?
3. How has your education work/ portfolio evolved/ What are the main changes that you have seen?
4. What would you consider your organisation's main achievements through their EiCC effort in South Sudan?
5. What worked well so far, and what has not? What would you do differently going forward?
6. Were the INEE standards (Inter-Agency Network for Education Standards in Emergencies) applied (and IHPs of neutrality, humanity, impartiality and independence)? If so, to what extent were these met? Please provide examples.
7. Did the portfolio/ particular projects have any unintended effects?
8. Please could you describe how you engage with Norad/ MFA on EiCC investment (core funding, annual applications, ad-hoc applications)? Could you describe the relationship with Norad/ MFA? What are the positive/ negative aspects? What would you like to change?
9. How did the project coordinate/ engage with other actors/projects (including Norwegian CSOs) working in EiCC in the country?
10. Did you engage in the education cluster? How did this work?
11. How did you build in links to transition/sustainability?
12. What systems do you have in place for monitoring and evaluating your education work – and what requirements are there from Norad/ MFA for reporting? Have any evaluations/ reviews been done of your organisation's EiCC initiatives?

Annex 3: South Sudan Case Study - Documents Reviewed

Context and Conflict Analysis

1. Education Cluster Meeting minutes, 27 July 2017.
<https://www.humanitarianresponse.info/en/operations/south-sudan/document/ssec-2017-07-18-meeting-minutes>
2. Education Cluster Response Plan, South Sudan 2015.
<http://reliefweb.int/sites/reliefweb.int/files/resources/Education%20Cluster%20Strategic%20Response%20Plan.pdf>
3. Government of Norway (2013) Meld. St. 25 (2013–2014) Report to the Storting (White Paper) Education for Development
4. International Crisis Group, 2009. Jonglei's Tribal Conflicts: Countering Insecurity in South Sudan Crisis Group Africa Program Report N°154, 23 December 2009. International Crisis Group, Brussels.
5. International Crisis Group, 2011. South Sudan: Compounding Instability in Unity State. Africa Report N°179 – 17 October 2011. International Crisis Group, Brussels.
6. International Crisis Group, 2011., Politics and Transition in the New South Sudan Africa Report N°172 – 4 April 2011, International Crisis Group, Brussels.
7. International Crisis Group, 2014., South Sudan: A Civil War by Any Other Name. Crisis Group Africa Report N°217, 10 April 2014. International Crisis Group, Brussels.
8. International Crisis Group, 2014., South Sudan: Jonglei – “We Have Always Been at War” Crisis Group Africa Report N°221, 22 December 2014. International Crisis Group, Brussels.
9. International Crisis Group, 2014., South Sudan: Rearranging the Chessboard, Africa Report N°243 20 December 2016. International Crisis Group, Brussels.
10. International Crisis Group, 2017., Instruments of Pain (II): Conflict and Famine in South Sudan. Crisis Group Africa Briefing N°124, 26 April 2017. International Crisis Group, Brussels.
11. Ministry of Education, Science And Technology, South Sudan. 2015. Education Sector Co-Ordination Manual. Ministry of Education, Science And Technology And Development Partners. Juba 2015.
12. Norad, 2016. Country Evaluation Brief: South Sudan. Norad, Oslo
13. Norad, 2017. Rising to the challenge: Results of Norwegian education aid 2013-2016. Oslo, 2017.
14. South Sudan Education Cluster. (2016). Review of Secondary Data on the First Quarter of the 2016 School Year. Retrieved from https://www.humanitarianresponse.info/system/les/documents/les/ssec_-_review_of_secondary_data_-_2016-05_-_report_1.pdf
15. South Sudan: The General Education Strategic Plan, 2012-2017
16. UNDP, 2015 South Sudan Human Development Report, UNDP, New York.
17. UNDP. 2015. ‘South Sudan National Human Development Report: People, Peace, Prosperity’ UNDP, New York
18. UNESCO, 2011. Education for All Global Monitoring Report 2011, Building a better future: Education for an independent South Sudan. UNESCO, Paris.
19. UNICEF, 2017. Humanitarian Situation Report 2017.
https://www.unicef.org/appeals/files/UNICEF_South_Sudan_Humanitarian_SitRep_28_Feb_2017.pdf
20. UNICEF, 2015. A Human Rights-Based Approach to EDUCATION FOR ALL. A framework for the realization of children’s right to education and rights within education. New York 2015.
21. UNICEF, 2015. Conflict Analysis Summary. Peacebuilding, Education and Advocacy (PBEA) Programme. UNICEF, New York.
22. UNOCHA, 2013. South Sudan Consolidated appeal 2013
23. UNOCHA, 2012. South Sudan Humanitarian Update January - April 2012 RETURNEES 375,000 since October 2010. UNOCHA, Geneva.

24. UNOCHA, 2017. South Sudan: Humanitarian Response Eases Famine, But Food Insecurity Reaches Unprecedented Levels. <http://reliefweb.int/report/south-sudan/south-sudan-humanitarian-response-eases-famine-food-insecurity-reaches>
25. World Bank, 2013. 'Interim Strategy Note for the Republic of South Sudan'. <http://documents.worldbank.org/curated/en/214241468103735161/South-Sudan-Interim-strategy-note-for-FY2013-2014>
 - Provision of sanitary/ hygiene kits (SCN, NRC, KFUK-KFUM Global).

Documents by Organisation

ADRA: Strengthening Equity, Access and Quality in Education in Ethiopia, Somalia, South Sudan, Sudan and Myanmar – QZA-13/0585-17

- ADRA, 2017 Mid Term Review, Summary of main findings Strengthening Equity and Access to Education (SEAQE) QZA-13/0585
- Annual Progress Report 2014 (including Annexes 1-3)
- Agreement, Annual Plan 2015; Annual Plan 2016 (Appendices 3,5,7)
- Addendum- Additional Grant for Somalia and South Sudan, with revised Annual Plan 2017 (including Annex 1-5, Appendices 1-4)
- Proposal 2013
- SEAQE Annual Consolidated Progress Report 2016

ADRA: Education in Emergencies Juba 2016-2017-QZA-13/0585-26

- Revised Proposal 2016
- Revised Budget 2016
- Letters and Contract 2016

BRAC: Accelerated Learning Process targeting girls in South Sudan and Tanzania

- Application 2015
- Annual Progress Report August 2015-December 2015
- Annual Progress Report: January 2016 – December 2016

KFUK-KFUM- Global: Together building global justice and peace through PRIMARY EDUCATION

- Funding Application (part 1 and 2) 2016
- Progress Report 2016 (including Annex 1)
- Maneno, C. 2017. End of Project Evaluation Report For Peace and Nation Building Programme In South Sudan

NRC: Alternative Education Systems in Southern Sudan

- Project Proposal 2012-2014
- Interim Report Year 1 April 2013 – March 2013

NRC: South Sudan: GPA/MFA. Addendum

- Revised Application for Addendum to MFA-NRC Global Partnership Agreement 2016-2017
- Annual Report 2016

NRC: Education for Children/Youth Affected by Displacement/Resettlement SSD

- Project Proposal 2014
- Final Report 2016
- Mansilla, Carlos And Turnbull, Marilise, 2016. Nrc Final Evaluation Report: South Sudan Emergency Response, December 2013 – December 2015. Oslo, 2016.

SCN: Integrated education and child protection support for children affected by conflict in South Sudan 2015-2016

- Application for grants from the Norwegian Ministry of Foreign Affairs, 2014
- Application for grants from the Norwegian Ministry of Foreign Affairs, 2015-2016
- Final Report, 2014- 2015
- Final Report 2015 - 2016

SCN: Enhancing Quality Education and Building peace in South Sudan 2016-2017

- Application for grants from the Norwegian Ministry of Foreign Affairs 2016
- Progress Report covering August 2016 – February 2017 (bi-annual report)
- Hear it from the Children Report 2015

Strømme Foundation: Community-based education & Peace building Program 2008

- Letters 2008
- Revised proposal, 2008
- Progress Report: January to September 2008
- Final Report 2009

Annex 4: Overview of Norwegian-supported Basic Education (EiCC) initiatives between 2008-2016

Table 1: Basic EiCC as a Main Policy Objective

Agreement Partner	Agreement #	Responsible Unit	Title of Agreement	Project Duration	Investment (1000 NOK)
ADRA-Norge	QZA-10/0939-11	Section for Civil Society Strengthening	Education for Women and Children - South Sudan	2011-2013	14,720.50
ADRA-Norge	QZA-13/0585-17	Section for Civil Society Strengthening	Strengthening Equity, Access, Quality in Education South Sudan (SEAQE)	2014-2018	23,006.78
ADRA-Norge	QZA-13/0585-27	Section for Civil Society Strengthening	Education in Emergency - Juba County	2016	7988.84
ADRA-Norge	SSD-14/0022	Section for Civil Society Strengthening	Education in Emergencies, Maiwut County, Upper Nile State	2014 - 2016	7844.29
Flyktninghjelpen	QZA-16/0151-1	Section for Civil Society Strengthening	Provision of Education Opportunities for Children and Youth	2016 - 2017	10000.00
Flyktninghjelpen	SDN-09/015	Section for Civil Society Strengthening	School construction 2010-2011 - Southern Sudan	2010 - 2011	1700.00
Flyktninghjelpen	SDN-09/025	Section for Civil Society Strengthening	Alternative Education Systems in Southern Sudan	2009 - 2013	23,945.77
Flyktninghjelpen	SDN-12/0007	Section for Civil Society Strengthening	School Construction and Skills Training in Southern Sudan	2012 - 2013	13,000.00
Flyktninghjelpen	SSD-13/0035	Section for Civil Society Strengthening	Education for Children/Youth Affected by Displacement/Resettlement SSD	2014 - 2016	22,919.39
Flyktninghjelpen	SSD-14/0020	Section for Civil Society Strengthening	Education in Emergency response for children affected by acute conflict	2014 - 2015	7,571.45
KFUK-KFUM Global	QZA-15/0448-3	Section for Civil Society Strengthening	Together building global justice and peace through PRIMARY EDUCATION	2016 - 2019	1,000.00
Kirkens Nødhjelp	SDN-09/075	Africa section 2	School Construction Southern Kordofan	2009 - 2011	-836106
Redd Barna Norge	QZA-14/0254-7	Section for Humanitarian Affairs	Education and protection in South Sudan	2014 - 2015	19,977.48
Redd Barna Norge	QZA-14/0477-58	Section for Civil Society Strengthening	Enhancing Quality Education and Building peace in South Sudan	2016	15,000.00
Strømmestiftelsen	GLO-08/446-14	Section for Civil Society Strengthening	Strengthening Basic Education, formal and non-formal	2011 - 2014	11,775.37
Strømmestiftelsen	QZA-13/0587-10	Section for Civil Society Strengthening	Ensure quality education for disadvantaged groups	2014 - 2018	25,823.36

Strømmestiftelsen	QZA-13/0587-45	Section for Civil Society Strengthening	Inclusive education in South Sudan	2014 - 2015	3,600.00
Strømmestiftelsen	QZA-13/0587-47	Section for Civil Society Strengthening	Strengthen social protection for children and adolescents.	2014 - 2018	392.62
Strømmestiftelsen	SDN-08/011	Africa section 2	Strømmestiftelsen Comm. based education & Peace building Program 2008	2008 - 2009	3,419.81

Table 2: Basic EiCC as a Significant Policy Objective

Agreement Partner	Agreement #	Responsible unit	Title of Agreement	Project Duration	Investment (1000 NOK)
Flyktninghjelpen	QZA-13/0122-17	Section for Humanitarian Affairs	NRC-MFA GPA	2013-2015	86,699.99
Flyktninghjelpen	QZA-16/0141-25	Section for Humanitarian Affairs	South-Sudan. GPA/MFA.	2016-2018	25,000.00
Kirkens Nødhjelp	SSD-15/0015	Section for Humanitarian Affairs	Emergency Response to Internally Displaced People in South Sudan	2015-2015	15,000.00
BRAC - Building Resources Across Communities	RAF-15/0004	Section for Development Initiatives	BRAC - Marginalised girls complete secondary schools in SSA	2015-2017	4,600.00
BRAC - Building Resources Across Communities	RAF-15/0004	Section for Civil Society Strengthening	BRAC Accelerated Learning Process targeting girls in SSD and TAN	2015-2017	2,000.00