Impact Evaluation Report of the South Sudan Education Cluster

May 2013

Abbreviations

CAP	Consolidated Appeals Process
CPA	Comprehensive Peace Agreement
CBO	Community Based Organisation
CERF	Central Emergency Relief Fund
CHF	Common Humanitarian Fund
DAC	Development Assistance Criteria
DRR	Disaster risk reduction
EiE	Education in Emergencies
FO	Faith Organisation[1]
FBO	Faith Based NGO
GoSS	Government of South Sudan
GPE	Global Partnership for Education
IASC	Inter-Agency Standing Committee
NGO	Non-Governmental Organization
OCHA	Office for the Coordination of Humanitarian Affairs
OECD	Organisation for Economic Co-operation and Development
P-FiM	People First Impact Method
SPLA	Sudan People's Liberation Army
SPLM	Sudan People's Liberation Movement
TLS	Temporary Learning Space
UN	United Nations
UNICEF	United Nations Children's Fund
UNS	Upper Nile State
US	Unity State
WASH	Water, sanitation and hygiene

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[1] Faith Based Organisations (FBOs) may not share the same level of community rootedness, immersion, local structures and context specific linkages that faith organisations have e.g. parishes, dioceses, mosques etc. FBOs are included under the NGO categorisation and Faith Organisations as a distinct category.

Contents

Authorship

The impact findings, attribution results and responses to focus questions in the report are the statements, views and perspectives of representative community groups, as openly shared by them with inter-agency teams of South Sudanese personnel which were structured and trained in ways to limit agency and project bias. These statements faithfully present the voice of the community without analysis or interpretation by the author. Paul O'Hagan People First Impact Method (P-FIM[©] 2010) contact@p-fim.org presents these findings in the report, which are not necessarily the views of the South Sudan Education Cluster.
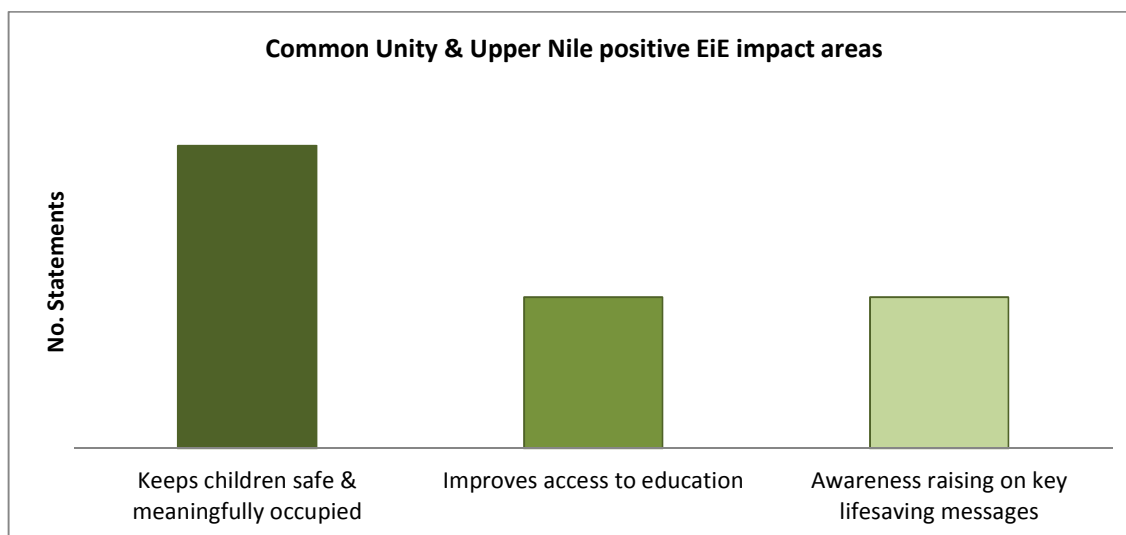
Acknowledgments

1. Executive Summary

1.1.0.　　　Education as an overall top community priority

The research found that education is a major priority for returnee, internally displaced and host populations, second only in importance to improved national security and freedom. Overall increased access to and quality of education over the past two years was a key improvement cited by many South Sudanese community members. Demand exceeds the supply of educational services however, and therefore lack of access to education was also found to be the greatest challenge cited by some communties, especially for returnees faced with lower educational standards than those they had become accustomed to elsewhere. Education in emergencies received 2% of the total funding for the South Sudan CAP in 2012. **Prioritisation of education in sectoral budget allocations should more closely match what communities are self-selecting as the areas where they want to see change in their lives, families and communities**.

1.2.0.　　　Positive impacts of education in emergencies (EiE)

Common Unity & Upper Nile positive EiE impact areas

No. Statements

Keeps children safe & meaningfully occupied　　Improves access to education　　Awareness raising on key lifesaving messages

For groups who had received EiE support there was solid appreciation expressed for support of child safety and development. Groups who had not received any EiE support at times of emergency wanted it. Communities primarily appreciated EiE as a way of keeping children safe from hazards and meaningfully occupied, out of harm's way. EiE was valued for increasing education access in places which would not normally receive support. Women for example said that the temporary learning space (TLS) reduced the distance that their children had to travel in order to access education in an unfamiliar environment and that this reduced protection risks and aided their transition from school in Khartoum. This

assisted returnees' decisions to return to particular places and simultaneously benefitted host communities, who received education facilities they had not had before the arrival of returnees or IDPs. Both children and adults felt that maintaining education continuity fundamentally restored normalcy and hope in children's futures. Raising awareness of risks to health and well-being, e.g., mines at time of flooding, was also considered important by the groups met. The above positive impacts were considered substantial and appreciated by communities, and outweighed the EiE improvement areas. These are further explored in Section 4 of the report.

1.3.0.   EiE areas for improvement

Key education in emergencies improvement areas

| Lack of integrated response | Improve community participation | Poor quality of teaching / lack of materials | Agency accountability to affected populations |
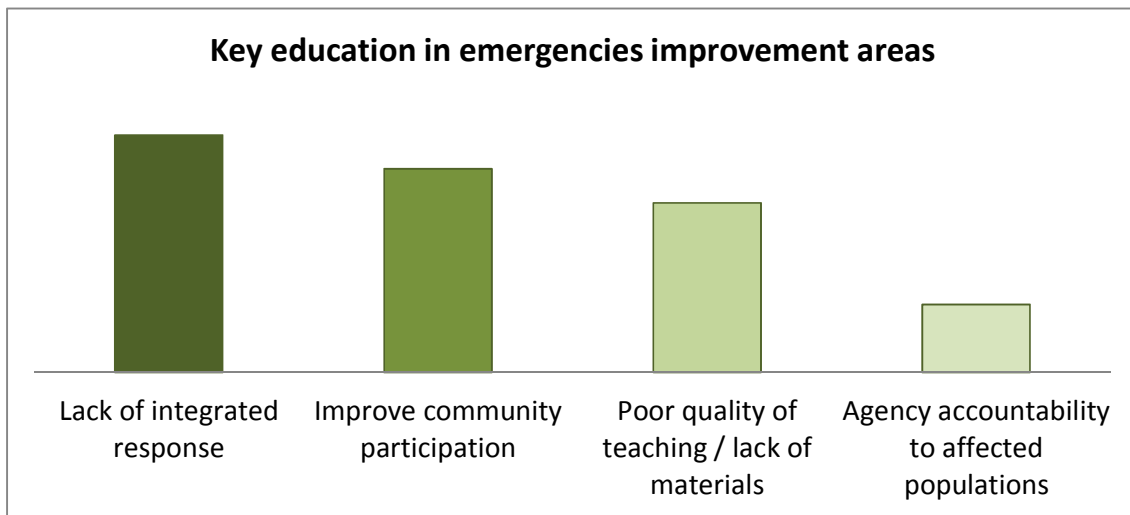
The key area for improvement is the need for a more integrated multi-sector response that better links emergency educational support to long term education development. In the most extreme case, children said they abandoned TLS attendance because of lack of water and sanitation facilities, materials and over crowding. EiE raises expectations, especially where there have been no previous educational services. Education in emergencies cannot be separated from the long term vision of peoples' lives, which are not made up of individual project responses. A linear distinction between emergency and development reflected in some donor grant making criteria/cycles does not fit with the realities of people's lives and partners need to develop ways around the restricted funding they receive to ensure long term integration of their programme activities. The project based donor funding architecture that inserts an artificial separation between what are considered "life saving emergency" responses and "development" (and that judges a response by individual agency projects rather than collective performance) risks keeping people in emergency situations when their natural inclination in time of crisis is on how to get back to "normal" and "better". This is a much wider accountability issue that occurs repeatedly in the evaluations of major disaster responses.

Understanding context is essential if programmes are going to produce positive results. Agencies cannot understand context unless they engage fully with communities. There was strong feeling that agencies do not properly engage people in programme assessment, design, planning, implementation, monitoring, selection criteria setting and impact measurement. People want and could do more, and present solutions that agencies can better utilise. Many communities face their emergencies with little support in South Sudan due to lack of access, particularly during the rainy season. Rooting EiE awareness at community level would enable communities to play a leading role in keeping children safe, occupied and learning at times of crisis. Many schools in South Sudan are already community initated structures without outside intervention – this dynamic could be further supported. Given the volatile and often short term nature of humanitarian funding, mainstreaming EiE within a community based DRR approach as reflected in the Education Cluster's 2013 strategy makes sense. People have a right to know what they can do to protect themselves from disasters and this should include how to meet children's safety, psychosocial and learning needs at times of emergency.

Poor quality of teaching and lack of materials was the third major area community groups felt was impacting negatively on them. Within the wider education context teaching quality is extremely variable and the majority of teachers are untrained, often volunteers – many are barely literate themselves. More could be done to utilise community members, including students in upper primary, to develop skills that could be applied in EiE. Provision of TLS, activity and basic learning kits are the minor part of the challenge of good EiE. The **primary resources are the teachers and community members who offer their services in times of crisis and there is obvious need to increase their capacities. This should be an integral part of EiE preparedness.**

1.4.0. Taking accountability seriously

Accountability should operate at many levels but primarily agencies should be accountable to communities, as outlined in the 2012 IASC Transformative Agenda. Communities talked about agencies making assessments for their proposals and reports – never to be seen again. Feedback mechanisms for communities to be heard, participate and have a voice appear very limited. A great deal could be done to ensure that proper follow up and points for community liaison are an integral part of how agencies relate with communities. Frontline staff from state Education Cluster agencies who carried out the evaluation gave strong positive feedback about the experience of giving communities a voice, listening to people without looking for "success stories" or data, exchanging and sharing ideas – identifying impacts rather than outputs. Careful consideration should be given to ensuring that the cluster system at state level supports the establishment and functioning of the government's long term multi-sectoral coordination role.

1.5.0. Recommended Education Cluster action commitments

Evidence based actions to improve programme performance in <u>qualitative Education Cluster reporting</u>; Inform <u>future priorities</u> and the <u>2014 CAP strategy</u> and; enable greater <u>accountability to affected populations</u>.

No	Finding	Recommended Action	Responsible Agent	Time-frame
1.	Accountability to affected populations	• Share the findings of this evaluation with other clusters / Humanitarian Coordinator / Humanitarian Country Team especially those related to food security and protection	Education Cluster / Humanitarian Coordinator / Humanitarian Country Team	Immediately
		• Cluster Coordinator should return to Unity and Upper Nile States and conduct 1 day workshops with both evaluation teams to present and work on the findings	Amson Simbolon – Education Cluster Coordinator; Anna Barrett – Monitoring and Reporting Specialist	Within next 2 months
		• Each evaluation team should present and discuss findings with the community groups met in order to fine tune overall EiE strategy and policy based on community voices	Evaluation participants supported by Amson Simbolon – Education Cluster Coordinator; Anna Barrett – Monitoring and Reporting Specialist	Within next 2 months
2.	Qualitative reporting	• Strengthen county level participatory assessment, monitoring and reporting structures by connecting with participants trained in this and previous P-FiM exercises. This could link to wider overall OCHA CAP monitoring and evaluation through interagency mechanisms such as the	Education Cluster / partners	Every year in each state

		Monitoring and Reporting Working Group. Extend the exercises into more remote and harder to reach intervention areas through advanced and well-coordinated planning		
3.	**Future priorities / 2014 CAP**	• Look for responses / proposals based on real participatory engagement and established relationships / connections into communities • Look for better linkages to long term educational development strategies, policies and plans • Look for greater coordination and complementarity of state cluster actions	Education Cluster / partners	Annually
		• Look for integration of community based communication approaches (C4D) to raise community awareness of EiE value and to ground it in community led action • Continue to prioritise DRR as per 2013 Cluster strategy	UNICEF / Education Cluster / partners	On-going
		• Look for capacity building of teachers and community members in EiE	Education Cluster partners / Education Cluster	On-going

2. Impact study on education in emergencies

> "Communities prioritise education in times of crisis. Schools and other learning spaces are often at the heart of the community and symbolise opportunity for future generations and hope for a better life. Learners and their families have aspirations, and education is the key to increasing each person's ability to participate fully in the life of their society – economically, socially and politically.
>
> Until recently, humanitarian relief entailed the provision of food, shelter, water and sanitation and health care. Education was seen as part of longer-term development work rather than as a necessary response to emergencies. However, education's life-sustaining and life-saving role has been recognised and the inclusion of education within humanitarian response is now considered critical."
>
> *INEE Minimum Standards for Education: Preparedness, Response, Recovery 2010*

2.1.0.   Background

Figure 1 Participant ranking on the alignment between evaluation process, objectives and on-going need for better community participation in EiE

The objective of the evaluation was to give communities a voice, identify and attribute education in emergencies (EiE) impact. The evaluation process did this firstly through a goal free dicussion with groups representative of a cross section of people in communities. The aim of this was to find out what were the most important things that had happened in their lives over the past 2 years. The purpose of this was to determine whether education or education at times of emergency were prioritised by communities. A second, goal focussed discussion took place with the same people to discuss their experiences and opinions on education in emergencies specifically.

Through this process information and knowledge[2] was gathered on:

- ☑ Results of UNICEF/Education Cluster partners' interventions
- ☑ Benefits of EiE
- ☑ Evidence to support advocacy on EiE in South Sudan

The evaluation purpose was to improve programme performance in:

- ☑ Qualitative Education Cluster reporting
- ☑ Informing future priorities
- ☑ Informing 2014 CAP strategy
- ☑ Enabling greater accountability to affected populations

Between 19 February and 02 March 2013, 42 frontline staff from 23 organisations in Rubkona and Bentiu in Unity State and Malakal, Upper Nile State, South Sudan, conducted participatory field work to give communities a voice, identify and attribute impact. Impacts were defined as the most meaningful, most important differences people identified in their lives over the past 2 years. The overall impacts, as well as community members' attributions of what caused these impacts, are the findings of the goal free discussion. The overall impact context refers to the major events or factors impacting any part of community members' lives and the improvement areas reflect people's level of satisfaction with their situations. The overall change findings enable the Education Cluster to better understand the relevance and appropriateness of EiE in relation to people's wider priorities and the areas that communities want to see change in. These findings do not necessarily relate directly to EiE.

The goal focussed discussion that followed this enabled an appreciation of what is working in EiE and areas for improvement from the community perspective – findings specific to EiE are explored in Section 4.

Agencies involved were from Administrative Government Departments, UNICEF, Community Based Organisations, National and International Non Governmental organisations (NGOs). The findings recorded in this report reflect the voices of 286 people in 16 representative community groups who participated in the exercise. **The findings in this report are a sample based on the field work conducted** (refer to section 2.4.0: Limitations).

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2   2005 IFRC World Disaters Report. Borrowing from the thought of Michael Polanyi this edition focussed on the place of information in emergencies. It distinugishes between data, information, knowledge and wisdom. Data collection where many agencies spend much of their focus in M&E is at the lower end of the communication scale and does not provide knowledge of context, impact or necessarily produce wisdom for informed decision making.

2.2.0.   Context

MAP OF SOUTH SUDAN
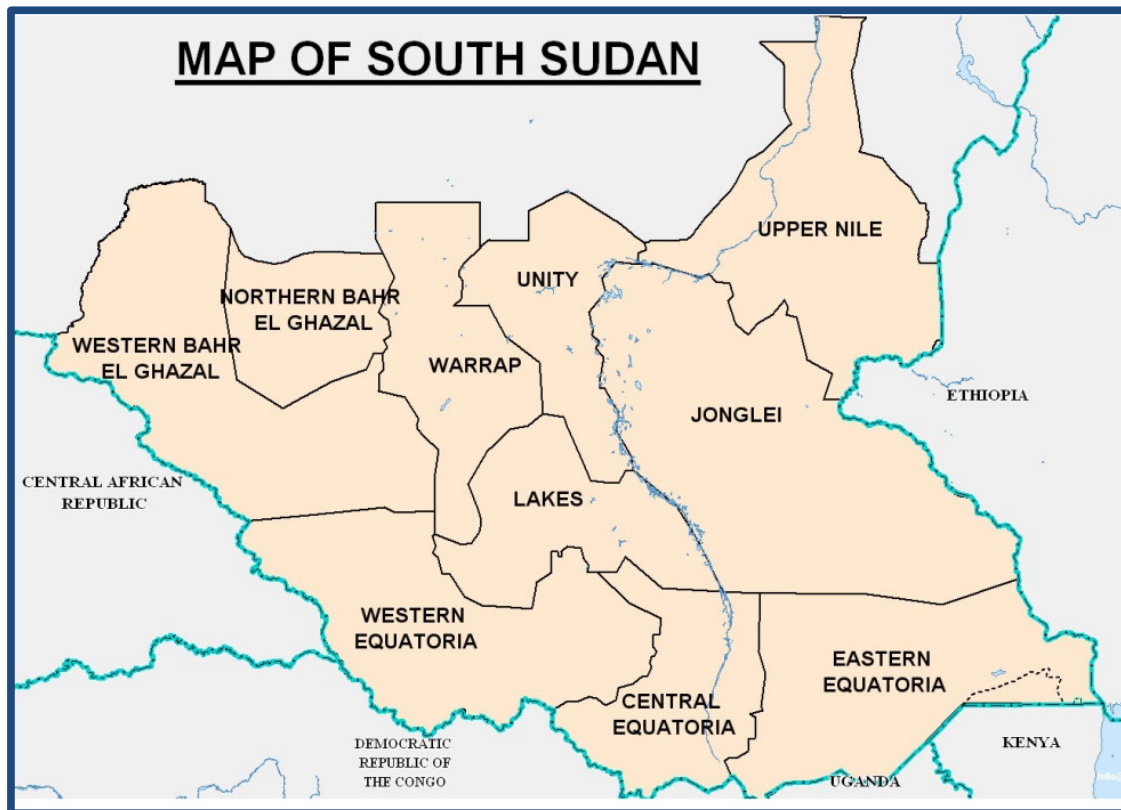
South Sudan experienced the longest civil war in Africa's history. The last 22 year conflict resulted in the death of an estimated 2 million, made millions refugees and internally displaced 4 million. The situation did not allow the development and extension of education services. The signing of the Comprehensive Peace Agreement (CPA) in 2005 marked a monumental achievement and provided the opportunity for the displaced to return home. Improvements in overall security have enabled greater government and humanitarian engagement and the gradual construction of schools. Progress has been made building infrastructure, training teachers, and community attitudes are changing on the value of education. However the coverage and quality of education remains extremely limited. What has been achieved is like 'a drop of rain in the desert'. Education accounted for 7.7% of national budget expenditure in 2011/12 with the highest amount allocated to security and defence[3]. The 5 year period of relative peace and stability from the CPA signing culminated in the 2011 Referendum. Over 99% voted for separation from the north, creating the world's newest country with a land area of 644,329 sq. km.

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3   Okwaroh, K. (2012). South Sudan Resources for poverty eradication: A background paper. Development Initiatives: Africa Hub

Extremely limited coverage and quality of education[4]

- Many children receive no formal education
- Complex historical, social and cultural attitudes ('false beliefs') surround western education among some tribes and particularly girls' education
- Predominantly pastoral livelihoods in some communities means mobility in search of water and pasture for livestock, creating challenging conditions to supply timely, relevant and appropriate educational services compared to communities in settlements
- Whilst primary education is meant to be free and compulsory, associated 'hidden' school costs, such as uniforms and school building fees, increase barriers for poor families
- For a total of 1,365,757 enrolled primary school children there are only 3,639 primary schools, the classrooms for which are mainly open air or semi-permanent structures

Primary classroom types by focus state
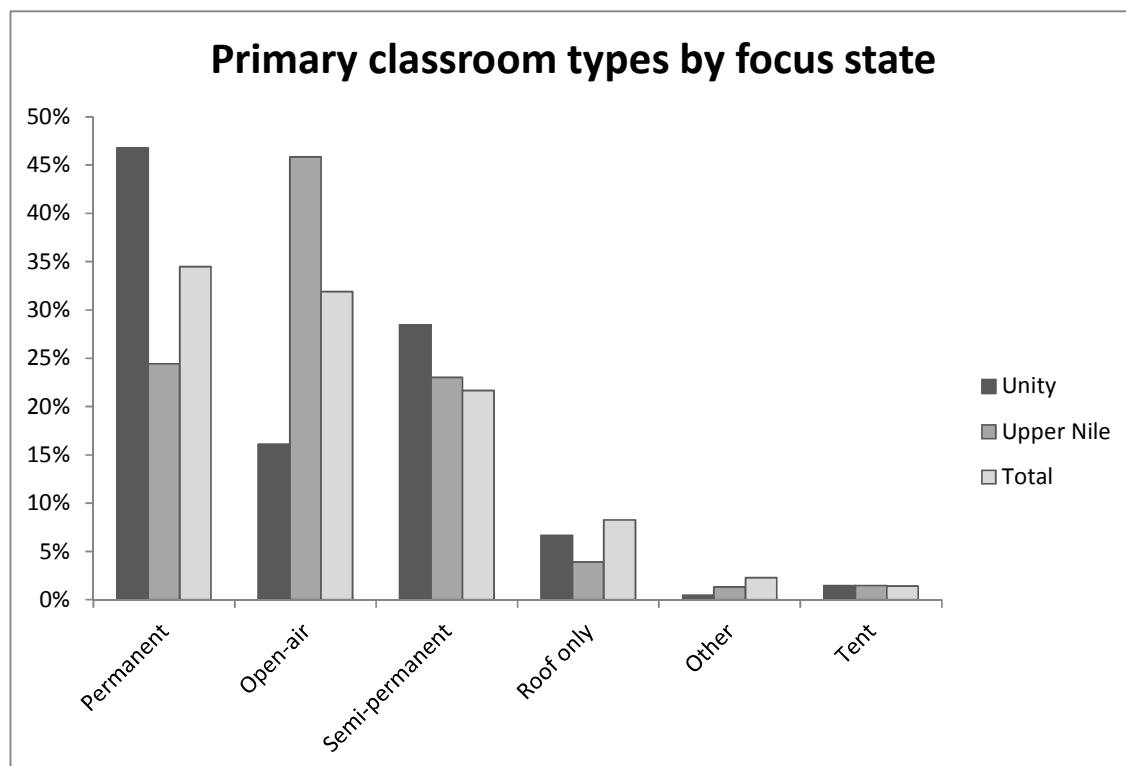
- Pupil classroom ratio is 1:132 (Unity: 199, Upper Nile: 132)
- Pupil textbook ratio is 1:7 for English (Unity: 1:24, Upper Nile: 1:10)
- Only 42% of primary schools have access to drinking water (Unity: 26%, Upper Nile: 32%)
- Only 44% of primary schools have access to latrines (Unity: 23%, Upper Nile: 42%)
- In 2012, a total of 1,365,757 children were enrolled in primary school – just 39% of these were girls (Unity: 38%, Upper Nile: 42%)
- There are 28,029 teachers in primary schools – only 13% of whom are female (Unity: 4%, Upper Nile: 19%)

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4   Data taken from the Government of Republic of South Sudan National Statistical Booklet, 2012 unless otherwise stated

- Only 47% of classroom teachers have some teaching-related training or qualifications (Unity: 40%, Upper Nile: 43%) and only 9% hold a full diploma
- 26% of teachers work on a voluntary basis (Unity: 33% Upper Nile: 14%) and many paid teachers have not received their regular salaries during austerity measures
- Primary school students in South Sudan include many with particular learning needs, such as:
  - Demobilised soldiers (Total: 1%, Unity: 1%, Upper Nile: 2%)
  - Orphans (Total: 10%, Unity: 10%, Upper Nile: 10%)
  - Children with special needs: (Total: 1%, Unity: 1%, Upper Nile: 1%)
- Key demand-side barriers to education for girls are forced and early marriage for dowries, which are also a means of survival in some cases for their families
- Supply-side barriers are access to and quality of schools and teachers; household workload; family food (famine 2012 in some areas) and income security and insecurity
- Social and cultural attitudes towards education are changing and consequently demand has increased[5]

High vulnerability to conflict and natural disasters

- EiE support takes place in an overall context where education is already in a state of emergency
- The country remains in the long term vulnerable to emergencies related to conflict over natural resources, borders, natural disasters and climate change
- The reality of people's lives in many places is that they are in, coming out of or going into an emergency situation
- Social dynamics are complex at community, national and regional levels
- Focus states for EiE interventions have been particularly affected during the 22 year war and still experience insecurity
- States especially vulnerable to conflict such as Jonglei already have particularly low girl child enrolment rates (with many counties recording no girls in secondary school and minimal numbers compared to boys in upper primary)[6]

2.3.0.   Methodology

The People First Impact Method (P-FiM)[7] allows communities to speak for themselves in identifying the important changes in their lives and to whom/what these are attributable. The starting point is people and communities, not organisations and projects. The approach highlights key contextual dynamics within the social, political and economic life of a community – about which implementing agencies may not be fully aware. It thus enables

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5   November 2012 People First Impact Method Exercise, Eastern Equatoria State (unpublished consultant findings); 2011 Independent Impact Evaluation of UNHCR's Community Based Reintegration Programme in South Sudan www.unhcr.org/4e41237a9.html The priority of 1,081 South Sudanese who participated in this Impact Evaluation in 4 states was increased access to services including education

6   2012 Education Statistics Jonglei and Eastern Equatoria States

7   156 frontline South Sudanese staff from 76 different organisations including GoSS, UN, NGOs and CBOs have been trained in P-FiM since 2010 and carried out 11 exercises in 5 states engaging 1,810 community members (majority women and including vulnerable groups) in exercises funded by UNHCR, War Child Holland and the Education Cluster.

stakeholders to 'take the temperature' in order to align their work more closely with local priorities.

The field work was carried out by South Sudanese people who knew the language, area and culture: trusted and accepted 'sons and daughters' in the community. All community groups spoke local languages. Recommendations are drawn from the impacts identified and responses to the focus questions. A deliberate goal free approach was used in the first field exercise using inter-agency teams of 3 in Unity and 2 in Upper Nile. This was followed by goal focussed discussions during a consecutive field exercise to determine the impact of EiE.

Participants received two days' training in participatory communication, open questioning, listening, understanding bias, integrated human development etc. They were deployed in teams of facilitators, reporters and observers from different organisations (to avoid single agency bias) to meet the representative community groups. Training was essential to identify stages and quality of communication and to accurately record declarations of impact. The participants selected and prioritised in a ranking exercise the following groups whom they felt were important to meet in order to achieve the exercise objective:

Groups selected for field work	Place	EiE intervention received
Unity State		
Children with special needs	Bentiu	Yes
Orphans	Bentiu	No
Women	Pakur	No
Community leaders	IOM Transit Camp Toikom	Yes
Girls	Yidit	Yes
Parents	Tong	Yes
Girls in a cattle camp	Tong	No
Female youth	IOM Transit Camp Toikom	Yes
Upper Nile State		
Orphans	SOS Center Malakal	Yes
Children	Hai El Salaam	Yes
Chiefs / community leaders	Malakal Town	Yes
Teachers	Malakal Town	Yes
Women	Malakal Town	Yes
Children with special needs	Malakal County	Yes
Returnees	Way Station	Yes
Youth	Youth & Sports Department	Yes

A total of 32 discussions with community groups including vulnerable people were conducted. Sixteen of these were goal free and 16 goal focussed. 286 people participated in the discussions – 58% female and 42% male. Participants of varying ages included adults, youth and children – 51% were children and youth.

Unity and Upper Nile state disaggregation of representative discussion groups
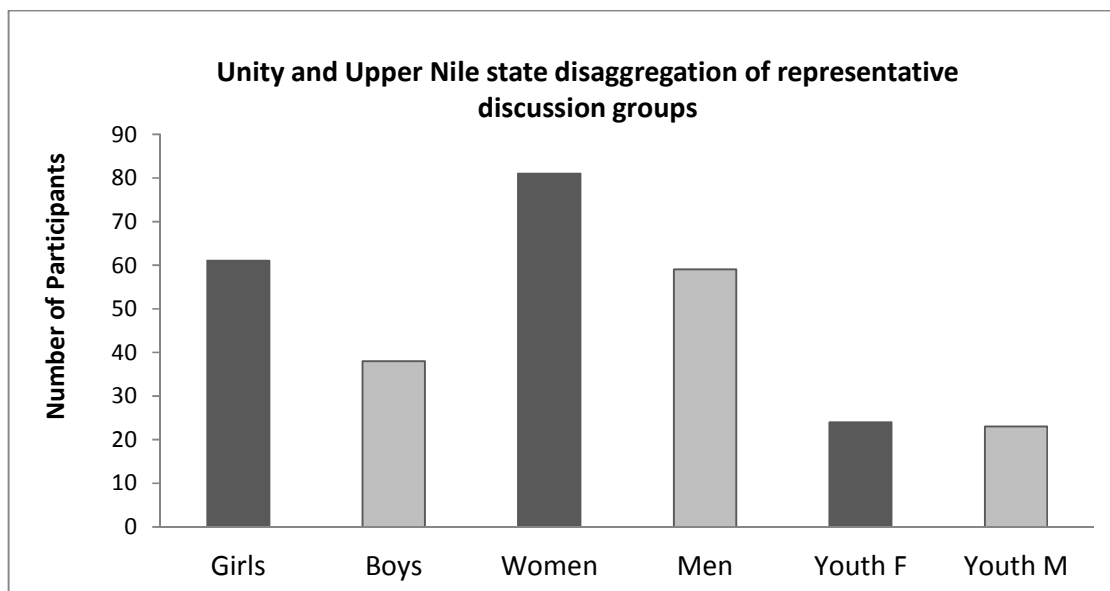
Group impact statements form the report findings and recommendations. These qualitative statements have been presented quantitatively through a systematic grouping and ranking by their frequency of occurrence. To ensure the reliability and objectivity of the findings, scoring and ranking exercises were an integral part throughout the debriefing and feedback in plenary to reduce single agency bias on the results, to accurately record statements, test assumptions and findings. Focus was not on what the teams *thought* but on what the community groups *said*. Participants in the group discussions declared 72 impact statements – 44 negative and 49 positive.

The first exercise established a level of acceptance, respect and trust between the community groups and inter-agency teams that ensured the quality and honesty of the second discussion. People in the groups found the opportunity to freely talk about the most important things that happened to them as therapeutic and liberating. Often people's experience of communication with agencies is focussed on agency- and project-centric data collection for assessments, proposals and reports. People were generally not used to an approach focussed on establishing qualitative two way communication within communities themselves that recognised and valued their lived experience and knowledge. They very much welcomed this opportunity.

> **"I feel proud that the Ministry of Education allowed teachers and communities to express their issues / voices without intimidation."**
>
> **Evaluation Participant**

The second, goal focussed, field exercise was conducted by the same inter-agency teams and with the same representative community groups in the same locations. It focussed on what people had liked about EiE, how they felt it had benefitted them, and how it could be improved.

2.4.0.   Limitations

One of the field exercises had been planned in Akobo, Jonglei State. Due to insecurity the exercise was cancelled and relocated to Malakal. Field work was limited to a radius within Rubkona, Bentiu and Malakal for time and logistical reasons. More time would have allowed a greater geographical scale of field work. While most participants came from an education or teaching involvement, every effort was made to limit bias in the findings and it was felt that this was achieved. The purpose of the evaluation was primarily to improve qualitative engagement of communities in Education Cluster monitoring and evaluation. This is in keeping with the 2012 IASC Transformative Agenda[8] on primary accountability to affected populations and the UN Norms and Standards on evaluation.[9] The evaluator was not required to consider standard OEDC DAC criteria and cross cutting themes[10]. Some of the findings however do directly relate to these criteria and cross cutting themes and are given consideration in the conclusion.

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8   The Inter-Agency Standing Committee (IASC) is a global humanitarian forum established in 1991 by a resolution of the United Nations General Assembly to bring together the main operational relief agencies from the United Nations, international components of the Red Cross/Red Crescent Movement, the International Organization for Migration and international non-governmental organizations. The IASC Transformative Agenda is an agreed set of recommendations aimed at making the humanitarian response system more efficient and effective.

9   Norms for Evaluation in the UN System, United Nations Evaluation Group (UNEG), April 2005; Standards for Evaluation in the UN System, United Nations Evaluation Group (UNEG), April 2005.

10   For a summary of the the Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) criteria: T. Beck, Evaluating humanitarian action using the OECD-DAC criteria (An ALNAP guide for humanitarian agencies) (2006 ODI) Pgs. 20-21 and for cross-cutting themes Pgs. 78-80.

3. Overall goal free impact findings

This section explores the impacts identified in the goal free community discussions. The impact areas refer to the major events or factors impacting any part of community members' lives. These overall change findings enable the Education Cluster to better understand the relevance and appropriateness of EiE in relation to people's wider priorities and the areas that communities want to see change in. These findings do not necessarily relate directly to EiE – findings specific to EiE are explored in Section 4.

3.1.0.   Overall impact context

What is working overall?		Overall areas for improvement	
Improved security and freedom	51%	Education access and quality	39%
Improved education access	33%	Food insecurity / shortages	25%
Improved health care access	16%	Insecurity	18%
		Land access and allocation	11%
		Potable water access	7%

The table above shows the most important overall positive and negative changes cited by community groups met in field work. In some impact areas, including education, people reported both positive and negative impacts. This usually suggests uneven or unequal coverage of services.

3.2.0.   Overall impact attribution and contribution

Combined Unity and Upper Nile states overall impact attribution
Community perspective
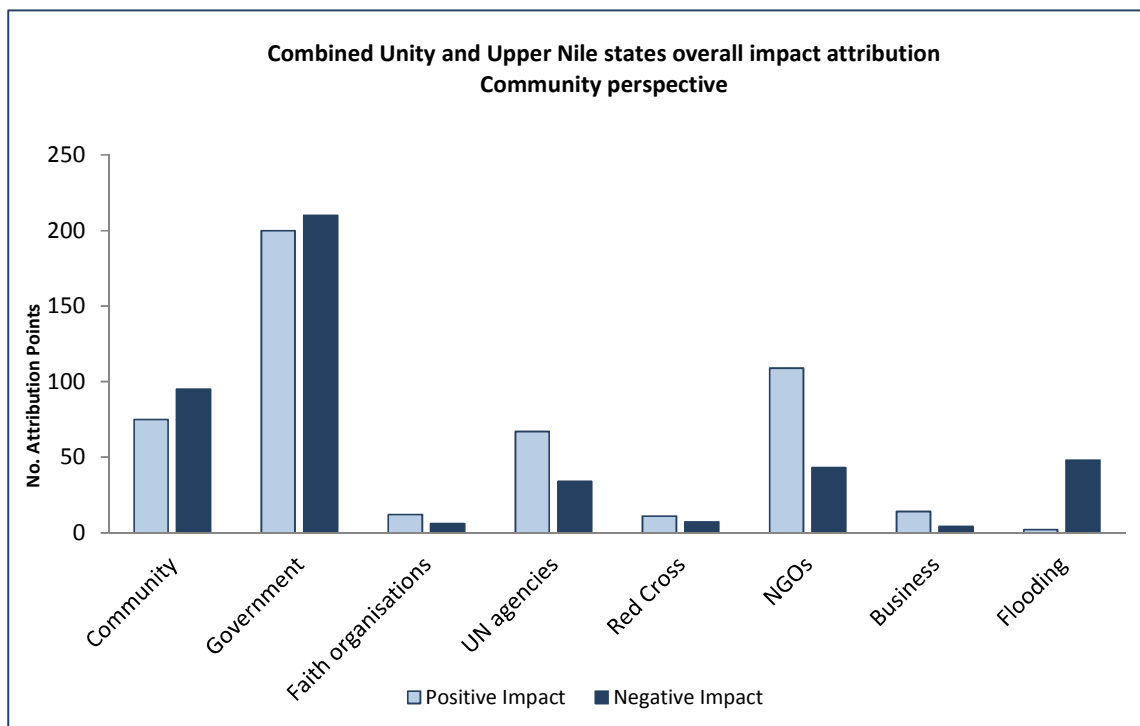
Fundamentally linked to impact evaluation is impact attribution: who and what is contributing to positive, negative or neutral impact. The actors or factors in the diagram above are what community members felt had contributed to changes in their lives over the past 2 years. The community and Government themselves were perceived as being primary drivers of important positive and negative changes in South Sudan. NGOs collectively were also seen as playing an overall positive role. Some Education Cluster members and others including an oil company in Bentiu were mentioned favourably by communities for their contribution to positive impact.

Community members usually do not know the difference between UN agencies and NGOs or the degree to which they may support GoSS service provision. Further analysis and examination of funding allocations would facilitate greater precision on the value of these interventions. Attribution of negative impacts to communities was related to factors within communities themselves, e.g., conflict over cattle raiding. Negative impact attributed to government, NGOs, UN, Faith Organisations and Red Cross Member agencies was related to lack of coverage of services, poor community participation in interventions or non delivery on expectations they had raised.

3.3.0. Positive impact areas

Common Unity & Upper Nile positive impact areas
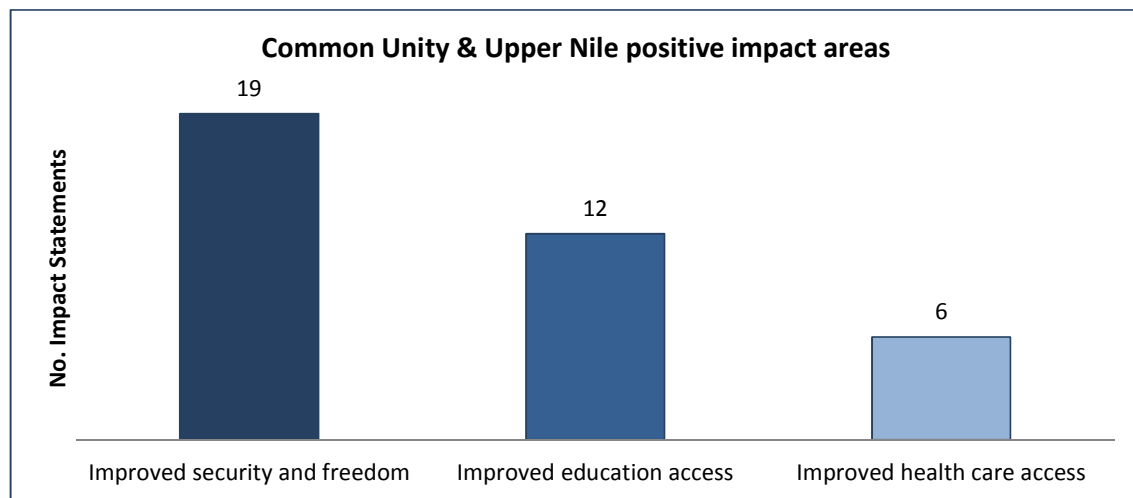
Impact statements common to Unity and Upper Nile were consolidated into categories – positive, negative and neutral. The 31 positive impact differences are reflected above and show the areas or sectors where people felt most positive change had taken place[11]. These are reported in detail below.

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11   Particular to the findings in the greater Bentiu area were improved WASH and agricultural livelihoods (particularly the 2010/11 production cycle).

3.3.1.   Improved security and freedom

> **Key Findings**
>
> - **Significant improvement in security in Malakal town over past 2 years**
> - **Enduring enjoyment of a sense of freedom among the population never experienced before the 2005 CPA, referendum and independence vote in 2011**

In Upper Nile and Unity State across several groups **people identified independence as the most important thing that happened to them over the past 2 years**. They linked this to the Comprehensive Peace Agreement (2005) and referendum (2011) and the peace resulting from the end of the war. They felt a marked improvement in security in Malakal town since the departure of the Sudan Armed Forces in 2011. The feeling of improvement in security and freedom was very strong. In spite of severe hardship and frustration among returnees they enjoyed what they described as freedom in the home land: freedom of movement, freedom of worship, and freedom of cultivation. They felt that an impact of independence was greater stability. The SPLA / SPLM and Sudan Government were primarily rated as the drivers of this positive impact alongside the community and to a lesser extent international support for the CPA and referendum processes.

> **"After everything we are glad because of our flag."**
>
> **Community Leaders Malakal**

3.3.2.   Improved education access

> **Key Findings**
>
> - **Improved education access is the second most important impact area for many people**
> - **There is high community demand for education services**
>
> **Recommendations**
>
> - **Government and CAP budget allocations should reflect the community demand for education services**

By a large majority, **groups spoke very positively about increased access to education.** This meant primary school construction, provision of boreholes at schools, the chance for women to learn, ability to read and write, access to qualified teachers, and for children with special needs, an opportunity to gain experience and interact with others. Children with special needs in Bentiu said establishment of a TLS accelerated their access to education that had not

> **"For the last three years, I felt isolated. Now that I have become a student, I feel a sense of love in the community."**
>
> **Child with special needs Malakal**

existed before. Orphan, returnee and children's groups in Malakal said that improvement in access to education was a change for them over the past 2 years. An Education Cluster partner and the MoE were positively mentioned in increasing education access in Toikom Boma, Unity State. This was also made possible through the transit site *de facto* turning into a permanent settlement and several Education Cluster partners were attributed positively with this development along with community and government initiatives.

3.3.3. Improved health care access

> **Key Finding**
>
> • **Improved health care access in Bentiu and Malakal over the past 2 years**

Three groups in Malakal and 3 groups in Bentiu and at the Transit Camp at Toikom felt that **health care access had improved over the past 2 years**. In Malakal children cited the ability to have treatment for injuries that would not have been possible previously, and that this had caused them great concern in the past. The Ministry of Health and an INGO appeared positively in the health impact attribution in and around Bentiu.

3.4.0. Overall areas for improvement

Common Unity & Upper Nile negative impact areas

No. Impact Statements

Category	Value
Lack of access to and quality of education	11
Food insecurity/ shortages	7
Insecurity	5
No access to land / poor land allocation	3
Lack of access to clean water	2
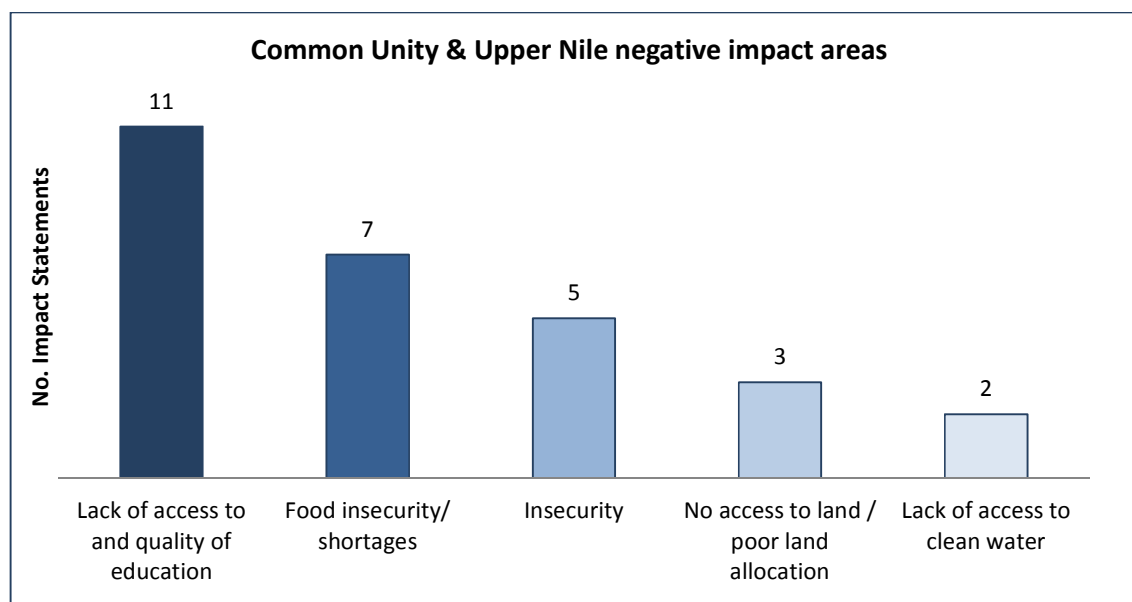
From the 73 statements made by community groups, 39 were negative. These are reflected in the graph above and show the areas or sectors where people felt most negative change had taken place. This is followed by a detailed report on negative findings.[12]

3.4.1.   Access to and quality of education

> ### Key Findings
>
> - **Coverage of education services is uneven and tends to be concentrated near towns and major roads**
> - **Education quality is experienced and perceived very differently by returnees and host populations**
> - **Pastoralist children, especially girls in cattle camps, face particular barriers to education access**
>
> ### Recommendations
>
> - **Improve linkages between EiE interventions and long term education provision**
> - **Explore education service options around the particular needs of mobile pastoralist communities**
> - **Apply Communication for Development (C4D) principles to educational barrier issues through trusted, meaningful, accepted and accessible communication channels**

Uneven coverage of services emerged as a key issue in a 2011 evaluation using the same methodology[13]. This was found to continue in 2013. Given the enormous logistical and access issues in the country, **extending services to rural communities is very difficult and as a result services tend to be concentrated in easy to access areas.**

For example, girls in a cattle camp said that they would like improved access to education during the rainy season when they are not mobile with their cattle. If there was a school available, they said they would talk to their parents about being allowed to attend. However they felt based on experience that their parents would not listen and that therefore they needed the support of others in the community to talk with their parents.

The experience of education for returnees and host populations differs markedly. Host communities are often experiencing education for the first time, whereas **returnees frequently feel a marked deterioration in the availability and quality of education compared to what they became used to in surrounding countries.** They cited decreased access to education and lack of learning spaces for most children. Where groups had

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12   Particular to Malakal, a severe deterioration in living conditions for returnees from the north was remarked upon.
13   2011 Independent Impact Evaluation of UNHCR's Community Based Reintegration Programme in South Sudan www.unhcr.org/4e41237a9.html The priority of 1,081 South Sudanese who participated in this Impact Evaluation in 4 states was increased access to services including education

experienced an EiE intervention, they complained that they had only received a TLS and no on-going school materials, which caused drop out in the longer term.

Others said that the transition from the Arabic to English curriculum was proving problematic with little improvement in English over past the 2 years.

Low salaries and teacher motivation are affecting child performance. One group felt that the Ministry of Education is a 'waiting station' where jobs are picked up while waiting for something better to come along.

Figure 2 School textbooks for street sale in Malakal - half in English, half in Arabic

Actors positively receiving mention by groups in this finding were an oil company, an Education Cluster partner, children's parents, MoE and to a lesser extent UN agencies and Red Cross in the greater Bentiu area.

3.4.2.   Food insecurity / shortages

Key Findings

- **2012 flooding severely affected food security in Unity**
- **Insecurity in and displacement from Jonglei affected food security in Malakal**

Recommendations

- **Raise importance of food security monitoring in Unity and Malakal**

2012 floods in Unity State severely affected food security and several groups described food shortages. This was a clear finding of the research and almost entirely attributed to flooding in Unity. In Malakal people experienced the insecurity in and displacement from Jonglei State as impacting the circulation and availability of food in town. While an important matter in Malakal, it was less pronounced than the strength of feeling around the issue in Unity. It is important that this finding is monitored and acted upon.

> **"We sleep with empty stomachs and patiently wait till we get something to eat."**
>
> **Children with special needs Malakal**

3.4.3. Insecurity

> **Key Findings**
> - **Insecurity is localised to movements of clan youths, cattle raiding for dowries and gangs in Malakal**
>
> **Recommendations**
> - **Further investigation of the gang issue in Malakal**
> - **Proactive Communication for Development (C4D) on peace and conflict issues**

In Unity State one group had experienced insecurity in 2012 due to youth clan and sub-clan movements. The community said that when the SPLA intervened, they beat the women in the community. In Malakal insecurity emerged as a much more frequent issue – 4 groups cited high dowry levels as causing cattle raiding, insecurity and idleness and an increased number of gangs around town. Reports of gangs of youth in Malakal appears to be a new development and did not appear as an issue during 2010 field work conducted there. **C4D approaches within EiE could be used to promote inter-ethnic understanding and peaceful co-existence using the trusted, accepted and accessible channels of communication locally.[14]**

3.4.4. No access to land / poor land allocation[15]

> **Key Findings**
> - **Enduring problematic allocation of land to returnees**

Returnees in 2010 spoke of land tenure and lack of access to land challenges. Over 2 years later the same issues persist. Two groups in Unity also spoke about poor land allocation and this was also affecting food security as people could not cultivate.

3.4.5. Lack of access to clean water

> **Key Findings**
> - **Uneven coverage of water infrastructure development**
> - **Slow pace of change to address water supply issues in Malakal**

Community leaders in Malakal spoke of lack of access to clean water and dependency on river water which was expensive. This issue was also raised in 2010. Women at Pakur in Unity State also mentioned their struggle with lack of access to potable water.

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14   Oscar Bloh, Strategic Communication for Peacebuilding: a training guide (How to use strategic communication on Development objectives as a tool for peacebuilding) 2010 First edition: Search for Common Ground. Communication for Social Change: An Integrated Model for Measuring the Process and Its Outcomes. Maria Elena Figueroa, D. Lawrence Kincaid, Manju Rani, Gary Lewis. Copyright © 2002 The Rockefeller Foundation and Johns Hopkins University Center for Communication Programs.

15   2011 Independent Impact Evaluation of UNHCR's Community Based Reintegration Programme in South Sudan www.unhcr.org/4e41237a9.html for a fuller presentation of land right dynamics from the community perspective pg. 23

3.5.0.   Analysis of the drivers of impact

Combined Unity and Upper Nile States overall impact attribution Community perspective
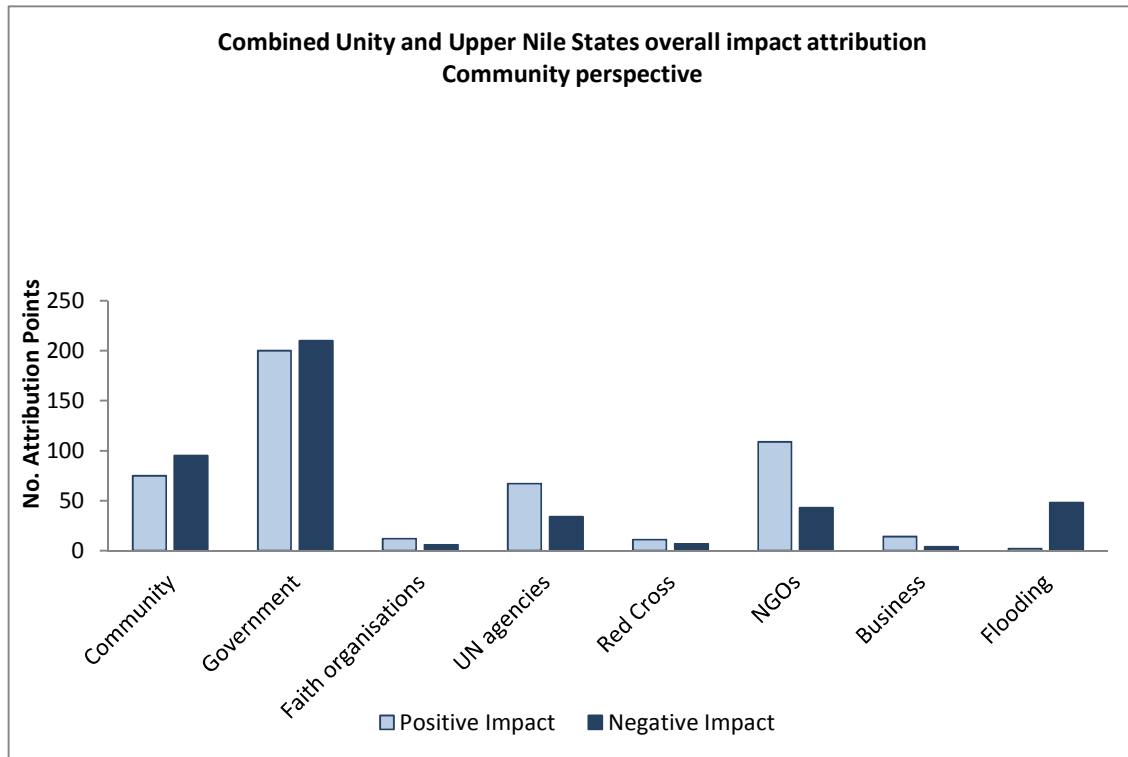
This section examines attribution of the overall impact statements (it does not attribute EiE specific impact – refer to Section 4 for EiE specific findings) from the perspective of representative community groups. This weighs accountability from the perspective of the affected populations to reflect the performance of all actors (including the community itself) which may be helpful to government and donor decision makers and agencies seeking to improve their programmes and accountability to communities. Stakeholders are rated positively, negatively and neutrally. No neutral impacts emerged in this exercise. Each impact statement receives a 0-10 score attributed to different actors / factors that people see as creating change in their lives. These totals are combined giving the results in the charts above and shown against the numbered left axis.

The size of the attribution column (positive vs. negative) is important. If the height of the positive attribution column is greater than the corresponding negative attribution column then an actor or group of actors may feel they are on the right track. However the size of negative attribution should be seriously considered, as should the overall size of the attribution to external humanitarian actors (even when positive). If negative impact outweighs the positive impact an actor or actors are making, or if the attribution column of positive impact by *external* actors is too high, then this provides an opportunity for reflection, further community discussion and a possible change of strategy, to ensure that positive *local* community, government, business and civil society results are increased. In a

healthy context, community, government, local business and local civil society action should be strong and provide the foundation for a robust and locally sustained response.

A review of the positive attribution results clearly demonstrates **the substantial positive perceived space occupied by the community, Administrative Government and NGOs in relation to positive impact and to a lesser extent the role of UN agencies over the past 2 years.**

In some instances groups named agencies both positively and negatively in their statements. Sometimes, people may not know how to differentiate between agencies, for example UN, NGOs and Red Cross, and the community appreciation of organisations does not reflect whether an agency is large or small. Where UN agencies are funding NGO and government activities, this is sometimes unknown by communities. What matters to them is what and who are having results from their perspective. This underlines the fact that sector performance is collective from the perspective of those on the receiving end, and that organisations are not insulated by the narrow delineation of their projects and mandates from judgement on their collective performance by affected populations. The results above show (albeit from a relatively small representative group) who and what people feel are responsible for these impacts.

Forces within the community are clearly driving negative impact, whether through cattle raiding, insecurity, cultural attitudes, high dowry prices or poor livestock and farming practices. This is followed by action, inaction or lack of coverage by administrative government departments, e.g. **not enough coverage or effective action on education, water, agricultural and veterinary extension support, land allocation and insecurity**. The attribution results raise important questions about the need to build positive links between communities, local actors and local government.

4. Education in Emergencies goal focussed findings

This section examines the results of goal focussed discussions with community groups, which yielded specific information from their perspective on education in emergencies: what is working in EiE, and areas for improvement.

4.1.0.   Education in Emergencies positive impacts

Common Unity & Upper Nile positive EiE impact areas

No. Statements

6	3	3
Keeps children safe & meaningfully occupied	Improves access to education	Awareness raising on key lifesaving messages
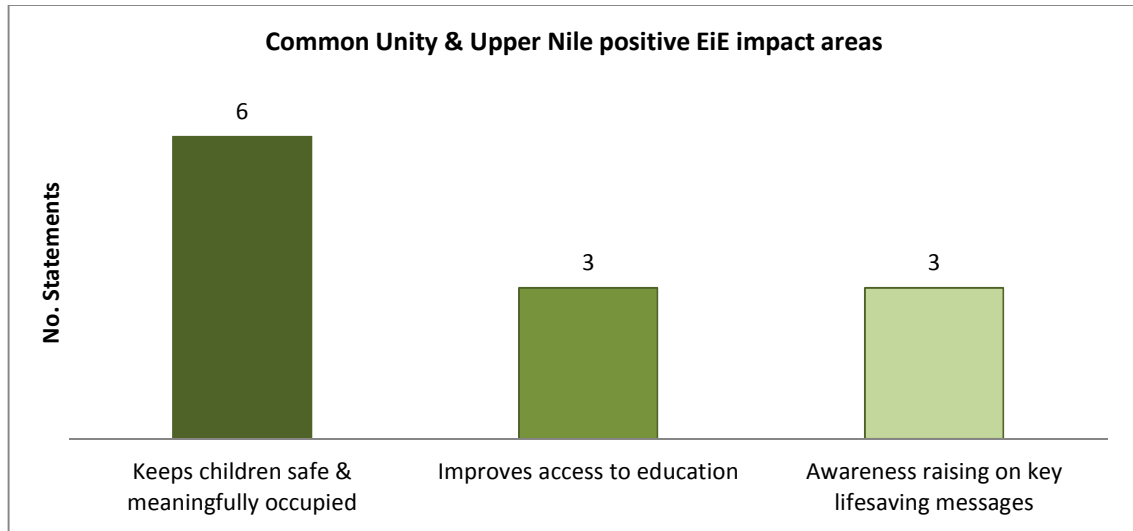
4.1.1.   Child safety and engagement

Key Findings

- **EiE fundamentally keeps children safe and meaningfully occupied**
- **EiE reduces conflict among youth**
- **EiE maintains normalcy and children's hope in their future**

Recommendations

- **Root EiE in a community based DRR approach**
- **EiE should be properly reflected in emergency response mechanisms and funding**

Female youth, girls and community leaders in Unity state expressed satisfaction that **EiE had kept them or their children safe at times of increased vulnerability to hazards.** They said that during the 2012 flooding, if children had not received EiE support there was high risk of

minors drowning in the large holes left by road construction. Women's groups in both locations felt that if education was neglected during an emergency, this would lead their children to spend more time on the streets in search of food and work and be exposed to negative influences and protection risks.

Community leaders also said that EiE and **increased education access through EiE had reduced inter-communal, clan and sub-clan fighting among youth**. By being engaged in school at times of crisis there was less movement of male youth who otherwise may have fought with other groups if they had come into contact with them. People viewed illiteracy as a bad thing and worried that discontinuity of education would affect literacy. A view genuinely expressed was that crime rates increase when children become adults without education and then find it difficult to earn a living.

A recurring theme strongly expressed among children's and adult groups in Malakal was that **EiE at times of crisis helped alleviate fear and create a sense of hope and continuity for a child's future.** This kept confidence alive in children reaching their full potential through education and therefore future employment opportunities. This psychosocial benefit was clearly expressed by children themselves who felt they would otherwise lose their future if their education was disrupted during an emergency. This absolutely key finding confirms that **education should be a priority in emergency response along with psychosocial support and life skills education and that this should be properly reflected in emergency response mechanisms and funding.**

4.1.2. Education access improved

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Key Findings

- **EiE was pivotal in the smooth transition of returnees**
- **EiE targetting returnees benefitted education access for host populations**
- **EiE reduced travel distances to learning sites by returnee children in unfamiliar environments**
- **EiE increased awareness of the value of learning**

Recommendation

- **Carefully consider that a TLS will most likely become a permanent school site – respond and plan accordingly**

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Figure 3 Temporary classroom at Toikom Transit Camp

During a P-FiM exercise done in late 2010 in Malakal, improved education access emerged as a key finding, though not to the same high level of ranking in this exercise. This would indicate that there have been some improvements. During the transit of returnees and refugees from surrounding countries, **EiE support brought education access to places which would not otherwise have received a school.** This was appreciated among groups met in in Unity State especially. People talked about the protection value of EiE – from risk of injury, mines, illness (malaria especially), encountering strangers and children getting lost. Having a TLS close to communities allowed easy access, whereas previously children were walking a long way to get to schools. Provision of services like EiE acted as a magnet for returnees knowing that services would be available for their families. Host populations appreciated that the TLS intended for returnees then brought long term benefits to them. Community leaders at Toikom transit camp said that **once a TLS is established, it creates an awareness of the importance of learning for host populations and then creates a demand for ongoing education provision and permanent structures.** The TLS in their community was a good example where community ownership of the initative was high and where the community had taken care to plaster the buildings and protect the walls with fencing of thorned shrubs against cattle damage.

> **"Education in emergencies is bringing the town to the village."**
>
> **Community Group**
> **Unity State**

4.1.3. Awareness raising on key life saving messages
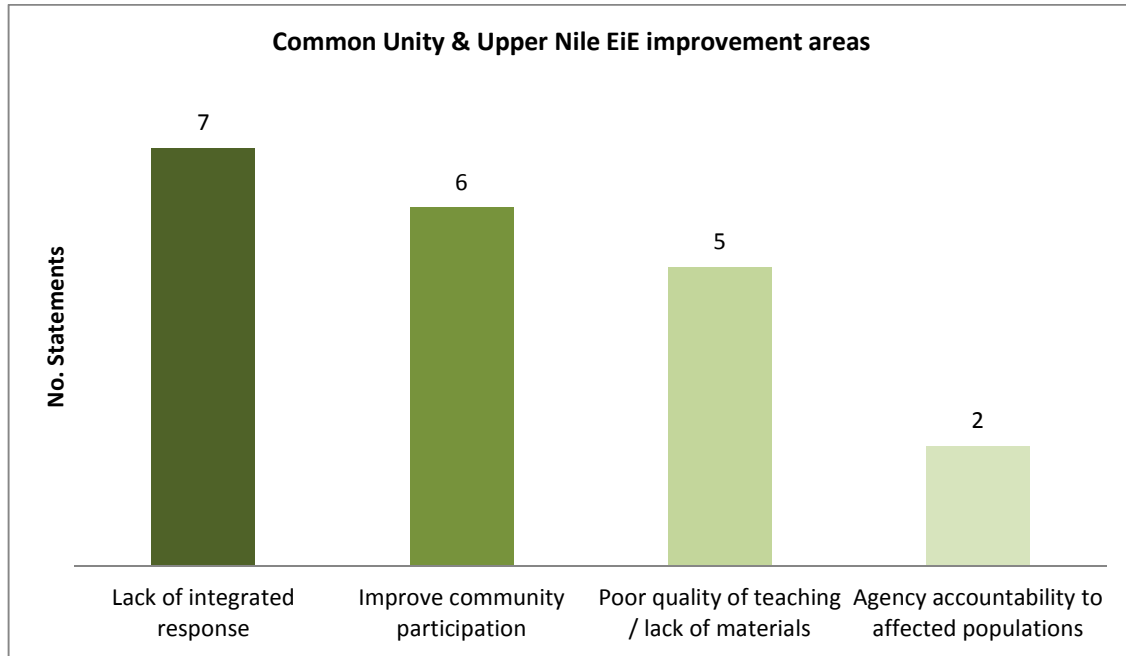
> ## Key Findings
>
> - **Children face additional risks to their safety and well-being at times of disaster**
> - **Parents and carers carry extra anxiety for those in their care**
> - **EiE is considered life saving by community members in raising awareness of risks during emergencies and providing a protective environment for children**
>
> ## Recommendations
>
> - **Children have a right to know what additional risks they may face, how they can reduce them and where they can get assistance if they need help**
> - **Information on additional risks should be provided to children when there is an EiE response**
> - **The wider community has the same rights to information and children can act as valuable communicators to increase wider awareness among their peers and families**
> - **EiE could achieve much more by integration of social and behaviour change communication approaches (C4D)**

Following the 2012 flooding in Unity there was increased risk of movement within the soil of unexploded ordinance. The girls group at Yidit said that during this period they received land mine awareness raising conducted by NGOs. Groups in Malakal, based on their experience and the type of emergency, felt that EiE should cover mine and unexploded ordinance safety awareness, health, sanitation, hygiene, environmental safety and psychosocial support. In this way **EiE is considered life saving by community members**. As indicated in previous sections, **EiE could achieve much more by integration of C4D approaches** for example on peace building and other areas of social behaviour change including girl child education, with multiplier effects within families. The wider community has the same rights to information and children can act as valuable communicators to increase wider awareness among their peers and families. A disaster is a prime opportunity for social behaviour change communication because there is greater likelihood of the communication being timely, meaningful and relevant to people – critical factors if communication is going to be successful for social and behaviour change.

4.2.0. Education in emergencies areas for improvement

Common Unity & Upper Nile EiE improvement areas

No. Statements

- Lack of integrated response: 7
- Improve community participation: 6
- Poor quality of teaching / lack of materials: 5
- Agency accountability to affected populations: 2

4.2.1.   Integrated multi-sectoral and long term response

Key Findings

- **Linkages between EiE and long term education demand need to be substantially strengthened**
- **Coverage of EiE response is ad hoc**

Recommendations

- **Think integrated and long term from the outset**
- **Inter-link program and project funding types and streams as seamlessly as possible to ensure a people- not project-centred organizational response**
- **Include EiE as part of the Education Sector Plan of South Sudan under the Global Partnership of Education (GPE) and integrate EiE as part of the agenda of the existing Education Sector Working Group**

The issue of an integrated response with consideration of the long term was particularly pronounced around Bentiu. Once an EiE intervention is made, especially in areas that have limited previous access to and quality of education services, expectations are raised. For large groups attending a TLS people said that additional spaces should be provided as the transition from one class to another is disruptive. A significant finding was that people feel

that **complementary services should be provided to the TLS and not just classroom space e.g. water provision etc.**

Lack of adequate water and sanitation facilities are a particularly potent cause of dissatisfaction with learning spaces; children said that the lack of space and latrines compounded the suffering they had already experienced because of the emergency in the area and caused children to drop out of the TLS service. Others said that lack of water at the TLS increases protection risks to children who need to leave the safe environment in search of water. Provision of basic WASH facilities is part of core EiE services, as is provision of some supplies (e.g. school in a box, recreation kits). However, being an emergency intervention, these are of limited duration and permanency.

> **"Do people think that we are not human to sit in the heat generated by this temporary learning space?"**
>
> **Children with special needs**

Long term thinking is required at the outset of the response. People naturally want stability and permanency in all aspects of their lives. They do not want to be left in the temporary. Serious consideration therefore needs to be given to what comes after the EiE support and whether the intervention areas should *de facto* within defined time periods become permanent education establishments. This is especially the case with transit populations. The most vulnerable children often have a chance to attend a TLS when they might not normally attend school. EiE in South Sudan is often children's first experience with formal learning and this kind of opportunity should not be lost. Flexible and adaptable combination local construction may be more suitable than use of imported spaces, which are only suitable for short-term use due to issues of durability and heat. In the first round of emergency funding for 2013 (the Common Humanitarian Fund), 74% of the planned TLS constructions use local materials: the Education Cluster and partners should be encouraged to continue to think creatively and entrepreneurially with communities.

4.2.2.   Community participation

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Key Findings

- **Low community buy in and ownership of EiE responses in some communities**
- **Humanitarian agencies were perceived to operate unilaterally**

Recommendations

- **Strengthen community participation in all stages of the project cycle**
- **Decide on the content of the EiE response with the community itself, by working with a cross section of community groups (as done in the evaluation process) and not only the gatekeepers – determine what they want changed about their EiE situation (focus on change not need)**
- **Increase focus on community based EiE and ownership**
- **Community based DRR and EiE training**
- **Inter-agency assessments and M&E**

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A number of groups in both states said that there had been low or no community ownership of EiE projects. The projects were seen as owned by the agencies and not the communities. Children with special needs in Bentiu felt that there was high discrimination against children with special needs during emergencies. They said they are not considered in all areas and that the EiE response they had received had been the only time any schooling had been provided for them. Given that the EiE support provided was only suitable for short-term use, they were left without adequate materials or suitable learning spaces to meet their ongoing needs.

Figure 4 TLS constructed with low community ownership of the process

A women's group in Malakal had substantial emergency experience having lived through multiple crises themselves and this was just waiting to be tapped. They said they could do more to organise themselves and help each other at times of crisis. They felt women's groups could divide themselves into smaller groups during the emergency in order to support continuity of child education. People felt that **community based disaster risk awareness raising should be conducted regularly so that communities own the response process** and feel part of it.

Some groups felt that NGOs can exclude Government and local actors in assessment (they rush ahead) and that this can reinforce low community participation. They felt that response

to EiE should always be done in teams of government, NGOs and CBOs sharing transport means – Government and local actors need to be involved in the initial assessment process.

4.2.3. Teaching quality and availability of materials

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Key Findings

- **EiE response quickly becomes a community's permanent solution to education provision**
- **Quality of teaching during EiE can be very poor due to an overall lack of teachers and understanding of the purpose of EiE**

Recommendations

- **On-going training of teachers in EiE**
- **Strengthen linkages between the EiE response and long term educational provision**

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Several groups spoke about the need for more teachers to help during emergencies (numbers are limited). Some school teachers do not know what EiE is about – **EiE workshops or seminars should be conducted at county and payam levels.** Many spoke of the lack of materials and supplies. An EiE response can quickly become a community's permanent solution to education provision. Groups said that there is need to supply learning materials beyond the initial emergency supplies (textbooks, pens, pencils, benches, fencing), school uniforms as many children are half naked in rags, sanitary materials to enable girls to attend all the time, school feeding especially during the emergency, clean water at the EiE centres, etc. They spoke of the need to supply additional learning spaces as transition from one class age group to another is disruptive.

Communities do not clearly distinguish the difference between EiE and regular long term development of education infrastructure and services. That distinction is created by organisations. For example, during emergency one group said that learning materials were kept at PTA members houses and that once the TLS became more permanent this was no longer a solution.

4.2.4. Agency accountability to affected populations

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Key Findings

- **Low agency accountability to populations**
- **Assessment and proposal development processes create major expectations which do not seem to be followed up**

Recommendations

- **Inter-agency assessments with inclusion of government and CBOs**
- **Inter-agency participatory M&E**

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Some groups felt that there was a low level of EiE response by partners during emergencies. They wanted clear accountability from agencies working in EiE in addressing their needs at times of crisis. One emergency affected community in Unity had received no service provision in any sector, apart from a feeder road. They had seen water, health and education services extended to other communities and this was causing resentment. With a group of orphans in Bentiu they had received various supports from different agencies including an oil company. Their well-being had improved due to improved feeding, potable water and better sleeping conditions, however they had received no support on access to education. Another group that had received a TLS complained that the school was congested and sanitation poor. The TLS was being used for multiple purposes e.g. as a church and school. It had become a permanent school for children with special needs and was lacking the classes, latrines, fence, benches, water, office and store necessary for a permanent education facility.

Various agencies were attributed negatively by some groups in the greater Bentiu area for this finding (raising expectations and not following up). Often agencies approach communities for assessments and proposal writing – expectations are raised and they are never seen again. They need to be accountable to the community and take seriously the responsibility to communicate properly with communities. **More inclusive approaches that apply proper community participation at all stages of the project cycle** would help to embed accountability in the Education Cluster[16]. The type of approach used in the evaluation process could be strengthened as a step to creating good two way communication with affected communities. **Participatory assessment, monitoring and reporting structures could link to wider overall OCHA CAP monitoring and evaluation through interagency mechanisms such as the Monitoring and Reporting Working Group.**

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16   Cf. 2012 European Commission Humanitarian Aid and Civil Protection,   Review Of Existing Practices To Ensure Participation Of Disaster-Affected Communities In Humanitarian Aid Operations

4.3.0.   Conclusion

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Key Findings

- **EiE in South Sudan is keeping children safe, increasing access to education and awareness of critical life saving behaviours**
- **Long term educational development is a major demand and part of the vision communities have for themselves**
- **There is a lack of integration between EiE and communities' long term educational needs and expectations**
- **Poor participation of communities in all aspects of the EiE project cycle and lack of agency accountability to disaster affected people**

Recommendations

- **Government of South Sudan to provide the policy and coordination leadership to better ensure integration of emergency EiE interventions with long term county and state education development plans**
- **Education Cluster Lead Agencies (UNICEF and Save the Children) to ensure that government structures and capacity support needs are not by-passed leaving local administrative government structures weak in the long term**
- **South Sudan Education Cluster to determine ways to advance participatory people-centred and accountable EiE programming**
- **Other key education stakeholders (cluster members etc.) to address the integrated nature of people's needs and the fundamental continuum between emergency and development**

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Recipients of EiE in South Sudan reported that education in emergencies keeps children safe, increases access to education and awareness of critical life saving behaviours. As a next step, it is recommended that all EiE programmes should be an integrated multi-sectoral response, and should clearly link with the establishment of long term educational development plans. This finding provides evidence to support advocacy on EiE in South Sudan and its link with long term educational development. Action on this finding means being accountable to populations.

These findings on areas for improvement provide evidence to support advocacy on the need for better multi-sectoral integration, coordination and integration of EiE into long term education planning in South Sudan. A strategic programme rather than project-based vision, where projects are a means to an end and not an end in themselves could provide

Education Cluster partners opportunities to better link EiE interventions with longer term programme strategies.

If agencies are taking accountabilty to affected populations seriously these improvement areas should provide key ingredients to inform future priorities and the 2014 CAP strategy. Partner EiE proposals should demonstrate an integration of these improvement areas as well as strong buy in and track records in inter-agency participatory monitoring and evaluation that builds the capacity of relevent government ministries. Earmarking funding and strategy by donors within the cluster system is essential to realise the above recommendations in order to create sustainable and accountable programmes. If there is no follow up after the immediate emergency response, communities feel that the initial service can be very inadequate, leaving them struggling with lack of basic equipment with which to educate their children.

Figure 5 Malakal participants **Figure 6 Unity State participants**

The evaluation exercise in Unity and Upper Nile States combined goal free discussion with a cross section of representative community groups and produced a significant overview on how people view their lives, their relationship to education at times of crisis and education in the long term. The process provided rich insights into how communities view those who engage with and support them. The inter-agency approach with front line staff engaged personnel and demonstrated the importance of agencies working together to try to understand their working context in a deeper and more insightful way. The processes in both states provided a capacity building opportunity for the convening Ministry of Education staff. In Unity the process was especially beneficial on how to work inclusively with participants, share and hear their views as the basis for informed decision making.

Individual agency capacity is limited – working together as a cluster at the frontline was much more important and significant. 42 South Sudanese staff from 23 organisations have been trained in the P-FiM approach – this represents real capacity for community engagement and an opportunity for everyone involved to build ongoing participatory assessment, monitoring

Figure 7 Interactive participatory process

and evaluation into the Education Cluster strategy. Conducted on an inter-agency basis, joint exercises provided an important opportunity for transparent learning both from failures and successes. The impact of the process and outcomes on the community is extremely important. This approach is something new to them in spite of years of agency engagement. That they were given the opportunity to discuss their views, ideas, fears, challenges, hopes and anxieties openly within a respectful and trusting process allowed them to engage and share significant issues for them and those serving them. The respect, openness and trust achieved during the P-FiM discussion allowed for further indepth discussion by the community on EiE that would not otherwise have been acheived.

While the evaluation was not required to consider OEDC DAC criteria and cross cutting themes, some of the findings do themselves raise further questions about adequacy of the coverage of EiE response relative to need: timeliness of response especially to flood emergencies when access is often impossible, improvement findings on integrated multi-sectoral and long term response, community participation, teaching quality and availability of materials and agency accountability to affected populations do directly relate to the DAC criteria of connectedness, relevance, appropriateness, effectiveness, efficiency, impact and indirectly coordination. These issues are likely relevant to all sectoral clusters in South Sudan and not only EiE. The findings also relate to the DAC cross cutting themes of understanding of local context, participation, gender equality, coping strategies and resilience. More could be done to raise community level awareness and root EiE into community action and practice at times of crisis to keep children safe and meaningfully occupied, maintain access to education, and promote key life saving messages when there is no timely agency support e.g. during floods.

People do not want to remain with the temporary. They want stability and permanancy in order to move forward. Most communites in South Sudan are either in an emergency, coming out of, or going into an emergency – this is clear for example in the nature of food security patterns from good cycles followed by poor due to flooding, erratic rainfall, drought and pest infestations. Similarly drivers of conflict related to cattle raiding: dowries, pasture, water and land access are long term issues that will affect communities for the forseeable future – they will not go away overnight. These findings provide evidence to support advocacy of the value of EiE in South Sudan. It also means that advocacy action is linked to community voices and being accountable to them. The 3 key positive impact areas should inform future priorities and the 2014 CAP strategy and partner EiE proposals should demonstrate an integration of these 3 impact areas.

Annex 1   Terms of Reference

Impact Study Consultant

Organization: UNICEF

Details: L4 Juba, South Sudan (with travel to other parts of South Sudan), some work may be done at home.

Background: The United Nations Children's Fund (UNICEF), South Sudan Country Office, is seeking to hire a qualified consultant to develop a methodology and carry out a study to document the impact of education in emergencies on the populations the Education Cluster seeks to serve. The Education Cluster is a coordination mechanism to ensure that all the actors - Ministry of Education, UN agencies and NGOs - work together to provide education in emergencies. In support of the Government of South Sudan, UNICEF and Save the Children co-lead the National Education Cluster. The Education Cluster in South Sudan has been operating since late 2010. The Cluster operates at Juba Level as well as at State Level in all 10 States. The Education Cluster in South Sudan aims to ensure that all children and youth affected by crisis have access to protective education opportunities. In order to provide effective coordination of education in emergencies, the Education Cluster in South Sudan focuses on the following key areas: coordination of emergency response; capacity development; advocacy and resource mobilization; information management; monitoring and reporting; planning and strategy development; and integration of priority cross-sectoral and cross-cutting issues.

Responsibilities: The Education Cluster in South Sudan now has well-established systems and processes in place to gather quantitative data for CAP reporting. However, there are parts of the picture that are not covered by existing systems. There is additional data and information that the Education Cluster would like to gather on the results of its interventions and the benefits of providing education in emergencies in South Sudan. The envisioned study would provide an evidence base to support advocacy for education in emergencies in South Sudan, enhance the Cluster's qualitative reporting, to inform future priorities and the 2013 CAP Strategy, and to enable greater accountability to affected populations. This consultancy will work to develop a methodology and carry out a quantitative and qualitative study to develop the evidence base for education in emergencies in South Sudan. The consultant will perform the following tasks:

• Consult with Education Cluster leads, government and cluster partners to agree on the exact scope of the work in terms of the key questions to be answered, the main target audiences and the end products to come out of the process. • Determine the best participatory methodology or methodologies to be used during the process. • Design the tools that will be used during the process e.g. Focus Group Discussion templates, key informant interview questionnaires, classroom observation, etc. Consult with Education Cluster partners, other sectors/clusters, cross-cutting issue focal points, and others to ensure that methodologies and tools appropriately cover all of the main areas of enquiry. • Design a simple and user-friendly system for capturing data/information.

• Pilot the data/information gathering methodology and tools on a small-scale and revise them as necessary. • Advise on the scale of the exercise: sampling methodologies, selection and number of locations to visit, number of interviewees, Focus Group Discussions, etc. • Set out the process to be

followed, the main responsibilities to be assigned and the exact timeframe. • Train staff involved in the rationale and methodologies used, including cluster partner staff who may be facilitating project visits. This is with a view to improving the quality of the exercise and to build capacity for future participatory data gathering processes conducted by the Education Cluster. • Conduct the data/information gathering process in project sites with the support of UNICEF, other Cluster partners, and state government representatives. • Consolidate and analyze the results of the data/information gathering process in the form of a narrative report (or reports for different audiences), also using graphics, photos, etc, summarizing the main findings. Deliver other products summarizing the findings as determined at the beginning of the exercise. • Advise on approaches and methods for sharing the results of the exercise directly with members of the affected communities that fed into the process. • Recommend next steps for improving the process with a view to replicating it and/or scaling up at some time in the future. • Recommend other measures to improve Education Cluster monitoring and reporting to make the Cluster's overall monitoring system more comprehensive and balanced in terms of its reliance on quantitative vs. qualitative data.

Deliverables • Inception Report, outlining the scope of work, key questions to be answered and audiences to be targeted, agreed products of the research; • Methodological Note, outlining the methodologies to be used, locations to be visited and key contacts for each site; • Final research tools (questionnaire, focus group script etc) and data collection system; • Final Report, including summary of research findings, recommendations for next steps for future studies and/or for improving the Cluster's monitoring and information management systems; • Any other research products agreed at the outset and laid out in the Inception Report.

Requirements:
• In-depth experience of designing and implementing humanitarian reviews, surveys, monitoring and evaluation processes. • Experience of education in emergency programmes, particularly at the field-level. • Experience of working in South Sudan or similar conflict-affected situations. • An understanding of priority cross-cutting issues, such as gender, inclusive education and disability; as well as the links between education in emergencies and other sectors, such as child protection, WASH, health, nutrition, etc. • Knowledge of the humanitarian and development communities, including the IASC cluster approach, NGOs, the UN system, governments, and donors. • Experience in facilitating participatory dialogues with communities, and with children in particular. • Strong analytical skills and the ability to identify key priorities and gaps from large quantities of data and information. • Highly developed communication skills, written and verbal, and the ability to present information and data clearly and effectively to a wide range of internal and external audience • Excellent relationship building & interpersonal skills, with the ability to liaise with a diverse range of people – from children and their wider communities, to senior government and agency personnel. • Strong time management and organisational skills. • Ability to work under pressure and to tight deadlines. • Ability to work in challenging, and sometimes insecure environments. • High levels of attention to detail and quality. Qualifications At least a Master's Degree in social sciences, education, international development or related technical field. Minimum eight years of progressively responsible professional work experience at national or international levels in a related field. In addition: • Technical knowledge: latest developments and approaches to education in emergencies; research project management; experience in humanitarian needs assessments, surveys, monitoring and evaluation and applying the INEE Minimum Standards, strong Excel skills; •

Core values: commitment; diversity; integrity; • Core competencies: Communication; working with people; drive for results, • Functional competencies: persuading and influencing; leading and supervising; relating and networking; creating and innovating. • Knowledge of computer management and applications.

Timeline & Start Date:
End of August 2012. 40 days between August and September 2012.

Application Procedure:

Submit an updated CV, completed United Nations Personal History (P-11) form and a cover letter to: UNICEF South Sudan Country Office, Human Resources Unit via email: jubavacancies@unicef.org Deadline: 5pm (UTC/ GMT+3), 15th August 2012

All applications are treated with strict confidentiality.

Annex 2   People First Impact Method (P-FiM) Summary

P-FIM is a simple low cost methodology that fully allows communities to speak for themselves, in identifying impact changes in their lives and what the drivers of impact difference are attributable to. In this way the starting point is people and communities and not organisations and projects. It is a powerful tool that highlights issues humanitarian and development agencies may often be poorly aware of. P-FiM as a mainstream approach and tool directly complements aspects of Sphere, the Good Enough Guide, Participatory Impact Assessment (Tufts) and HAP etc. P-FiM enables humanitarian actors to accurately 'take the temperature' in order to properly align interventions with local priority issues, ensure they are engaging properly and where they can have the greatest possible impact. P-FiM simply recognises the primary driving force of people and communities at all stages of an intervention as essential. It adds value to existing collaborative and inter-agency initiatives. The method has been used in multiple inter-agency exercises e.g. in 2010/12 in South Sudan, Haiti, Sudan (West Darfur), Liberia and South Sudan with excellent results and high spontaneous buy-in by participants and agencies.

Potential P-FIM Benefits to Agencies:
(i)   Impact measured ***in the context*** where a programme or programmes are delivered
(ii)   A series of P-FIM actions will provide a basis for advocacy/mainstreaming of ***people first*** approaches.

P-FIM takes a representative geographical area (e.g. 1-5 year programme) of people and communities who are getting on with their lives. Local people are trained on P-FiM who have basic development skills, understand language and culture and are trusted locally. The method (i) enables a qualitative process where primary changes are openly discussed with representative groups making up a community - whether positive, negative or indifferent - and recorded (ii) the method then works backwards to determine in a quantitative way where change is attributable to e.g. leadership in the community, government actions, local business, NGO, UN etc. The method makes no assumptions about impact and what drives it - with often surprising impact results revealed. It is community owned and driven. P-FiM fundamentally asks "So what?" questions . . . "So what difference has that made to people's lives?" and "who or what is responsible for the change or impact?"

There are two biases that often colour project and organisational impact evaluation approaches:

• ***What impact are we actually having?*** Typically organisations and their programmes are the focus of impact/ evaluation measurement to meet standard quality, accountability and donor requirements.
• ***How can we know the actual impact of a project/programme if we only consider projects and organisations?*** What about the depth and breadth of what is around the project or organisation in terms of change impacts? P-FIM measures impact in the context of the project and as such, the impact of the project can be tested.

While participatory approaches and accountability at community level are given increased importance, the standard organisation/project focus is still emphasised by donors and agencies. A typical end of project impact evaluation involves external (sometimes local) evaluators who carry out desk and field exercises to determine the positive or negative qualitative and (mostly) quantitative impact achieved by a project (which in itself is important). However, by over focusing on the organisation and project and the role of external evaluations - the full honest views of local people and communities on what is working or not working (or whether correct or needed in the first place) and what other factors (often not actions of the project) have caused impact - are typically unheard or not considered.

Why People First Impact Method (P-FIM)? Our fundamental question is "***Are we doing things right and are we doing the right things?***" To put this into a programme/project context, the assumption column of a logframe requires that donors and agencies fully consider the wider context to ensure that proposed programmes are relevant. In this way it can be said that '***impact lives in the assumptions***' - weak assumptions lead to inappropriate responses. P-FIM references 'project cycle approaches' and effectively links with other evaluative / impact tools in humanitarian and development contexts. It is a simple methodology that can bridge an essential gap within existing approaches.

The knowledge base and pedigree underpinning P-FiM draws on key concepts from Existentialist and Personalist Philosophy, Psychosocial Methods and beyond. It is an integrated and holistic view of human

nature, freedom and potential - people's needs and rights. Key concepts are: people come first; local relationships of trust are fundamental; people have a right to life with dignity; a non agency centric and non project approach facilitates objectivity and honesty; an integrated holistic appreciation of human development is vital; quality and depth of respectful communication with people is essential.

Experience 2010-2012: 528 national staff from 203 agencies have been trained and engaged 4,772 disaster affected people in multiple inter-agency exercises as part of major evaluation exercises with FAO, UNHCR, UNICEF, CARE and Save the Children, War Child Canada, ACT Alliance, Trocaire and Norwegian Church Aid in South Sudan, South Sudan, Haiti, Sudan (Darfur), Liberia and Burundi.

For more information: contact@p-fim.org or http://www.linkedin.com/pub/people-first-impact-method-p-fim/53/339/841