



Back to Learning in South Sudan:

Ensuring all children have access to learning opportunities

November 2014 – December 2015

BACK-TO-LEARNING OVERVIEW

400,000 children and adolescents targeted with:

Children in conflict-affected areas:

- Learning opportunities for children 3-18 yrs, including ECD and alternative education
- Integrated Education, Child Protection, Nutrition and WASG programming
- Teaching and learning supplies
- Social mobilization & Advocacy
- Teacher training on pedagogy, life skills psychosocial support and peacebuilding
- Parent-Teacher Association training
- Teacher incentives (only where MoEST unable to pay salary)

Children in other areas:

- Support the enrollment and retention of children in schools and other education facilities, especially girls
- Teacher training on pedagogy, life skills, psychosocial support and peacebuilding
- WASH in schools
- Teaching and learning supplies
- Social mobilization and Advocacy
- Parent-Teacher Association training

TOTAL COST: USD 42 MILLION

Education Situation in South Sudan

Heavy fighting broke out in Juba from 15-17 December 2013 between different elements of the South Sudanese armed forces following a political power struggle. Four states (Central Equatoria, Jonglei, Unity and Upper Nile) experienced heavy fighting with other states, including Lakes, Eastern Equatoria and Warrap, indirectly affected by inflows of displaced people. To date, over 1.4 million people are internally displaced either in Protection of Civilian (PoC) sites within UN bases or displaced outside PoCs; and a further 463,000 people have newly fled to neighbouring countries. Over the past eleven months, the situation of IDPs and host communities has continued to deteriorate. Many of the displaced are sheltering in makeshift and overcrowded camps with limited access to food, water or sanitation.

The on-going crisis has aggravated an already difficult education situation. With an estimated 400,000 children having left school in the conflict-affected states. Fragile gains made to provide education services to children are at risk of being halted. Even pre-crisis, South Sudan had especially with low rates of enrolment (47 per cent) and completion (10 per cent); limited girls' participation in schooling (35 per cent); poor school infrastructure (50 per cent of schools without permanent and semi-permanent structures) and weak monitoring of learning outcomes. South Sudan's education system has been plagued by critical gaps including a lack of trained teachers (60 per cent); irregular salary payment; lack of classrooms and poor access to basic quality education. With the crisis came the occupation of 98 schools, 88 of which remain occupied by armed groups or IDPs.

Unicef's Education Response Framework

To address the key education needs of conflict-affected children and adolescents, both for immediate and medium term impact, and as a continuation of previous UNICEF Education in Emergencies (EiE) preparedness and response activities, UNICEF will focus on providing an integrated package in order to ensure access to education opportunities for young children (aged 3-5), school-aged children and adolescents (aged 6-18) affected by the current crisis, including both children who have been displaced and children from host communities. UNICEF

will focus on building resilience of affected communities to cope and thrive from multiple shocks and difficulties associated with the conflict.

The provision of Conflict-Sensitive Education (CSE) and child-friendly, safe and protective learning spaces are essential protection measures in emergency situations, giving girls, boys and adolescents a safe space in the midst of increased risks of trauma, injury, exploitation and abuse. The provision of adequate teaching and learning materials and education delivery through trained teachers will improve the quality of education for conflict-affected children. Quality education in emergencies also provides awareness, knowledge and skills and empowers children and adolescents to safeguard their wellbeing through disseminating information about self-awareness, basic hygiene education, health care, safety, and prevention of separation of children from their families, prevention of violence against children including gender-based violence, disabilities, sexual and reproductive health and HIV prevention.

This support cannot be underestimated at a time when these children and adolescents are at increased risk of being recruited by armed groups, as well as of child and early marriage, child labour and other violations of their rights. This will help mitigate the longer-term impact of the on-going conflict on children – one that threatens not only the wellbeing of individual children, but the future of an entire generation of South Sudanese children.

As a complementary measure, and due to the nature of the conflict, schools and learning spaces can be promoted as Zones of Peace where active learning takes place and where children are protected from harm. The aim is to promote a community-based security mechanism to protect children and teachers in education facilities through: 1) capacity strengthening; 2) provision of teaching and learning materials; and 3) social and behaviour change initiative focusing on child participation and creating dialogue on peace and ownership for “social cohesion” at community level, e.g., children’s and adolescents’ peace clubs and engaging with community and religious leaders and other key stakeholders.

UNICEF seeks to expand its education response to adolescents and youth to ensure that they do not leave PoCs to join combatant groups. The creation or maintenance of safe and protective learning spaces for adolescents will support the delivery of humanitarian and psychosocial support, basic education, life skills and livelihood training, and conflict resolution skills geared toward mitigating conflict and supporting community recovery and healthy community relations.

UNICEF will reach out to IDP catchment areas away from PoCs where conflict-affected children flee with their families for safety, both in the four direct conflict-affected areas as well as in other affected areas of Lakes and Warrap states. Where possible, displaced children will be integrated into host community schools.

Where no education partners are available, UNICEF undertakes direct implementation. UNICEF reaches out of difficult-to-access locations in support of IDPs and affected host communities through the Rapid Response Mechanism (RRM) whereby UNICEF works in collaboration with partners including I/NGOs, community-based organizations and faith-based organizations to provide humanitarian support. On RRM missions, UNICEF deploys experienced Education in Emergencies personnel, accompanied by education supplies such as school tents and stationery supplies in order to rapidly establish learning spaces enabling learning to take place. The rapid mobilization and training of teachers and other education personnel accompany this emergency education response enabling the start-up and/or resumption of education service delivery for conflict-affected children.

To the greatest extent possible, the Ministry of Education, Science and Technology (MoEST) as the Education duty bearer will continue to be responsible for the payment of teachers' salaries. However, in opposition-controlled areas, where MoEST is unable to assess, monitor and supervise education activities, and unable to provide salaries, UNICEF will provide teacher incentives to enable the continuity of teaching and learning. Since the start of the conflict, the lack of teacher incentives has been the most significant constraint to keeping children in classrooms and learning. Accompanying this support is the identification, mobilization and training of teachers and Parent Teacher Association members, community based volunteers, besides school registration to enable and strengthen the startup and/or resumption of education activities.

Back-to-Learning Strategy

With conflict and displacement layered on top of extremely low education indicators, UNICEF will take a dual track approach to ensuring that all children across South Sudan are able to access education opportunities, whether through the formal school or non-formal system at the start of the typical school year which is officially on 9 February. In this way, UNICEF will bridge the traditional humanitarian – development divide, providing education services based on the varying needs of children in different areas of the country. In an effort to provide education opportunities to 400,000 children and adolescents throughout the country, whether in conflict or non-conflict affected states the **Back to Learning** campaign will be carried out throughout all ten states in South Sudan.

For children sheltering in PoCs as IDPs and children in host communities devastated by the conflict, where no education services are available, UNICEF and its implementing partners will provide tailored learning opportunities to children aged 3-18. This will be provided through the delivery of a comprehensive package of education support including ECD, basic education, catch up programmes for adolescents and psychosocial support (PSS) in the classrooms, in the absence of government-led social services. This integrated package of support will be provided to children and adolescents in the conflict-affected states of Jonglei, Upper Nile, Unity, Lakes, Central Equatoria and Warrap.

- Early Childhood Development (ECD) support to ECD facilitators, mothers and caregivers to develop awareness on good hygiene; proper nutrition, infant and young child feeding practices; and provision of stimulation, psychosocial support
- Basic education, including child-centred learning and inclusive education using core curriculum
- Alternative education for children and adolescents
- Psychosocial support, including recreational play, drama and arts activities, and sports for development in and outside the classroom
- School nutrition and feeding, including de-worming
- School WASH including promotion of good hygiene practices; gender-sensitive sanitary latrines and use of safe water sources where possible
- Peacebuilding and life skills-based education, including health and hygiene promotion; landmine awareness; and HIV prevention and control
- Community-based social mobilisation and awareness training
- Teacher training on pedagogy, life skills, peace education and psychosocial support
- Teaching and learning supplies

In the remaining states of Eastern Equatoria, Northern Bahr el Ghazal, Western Bahr el Ghazal and Western Equatoria, out-of-school children will be targeted with communitybased

mobilization interventions and improvements to the quality of education which can align and be complemented by on-going capacity building and advocacy work currently undertaken through the Global Partnership for Education (GPE) programme which UNICEF manages, application of Child-friendly School principles and innovations supported through the UNICEF Peacebuilding, Education and Advocacy project. The **Back-to-Learning** campaign aims to provide:

- Learning opportunities for children and adolescents aged 3-18 years by supporting the registration and (re)enrolment and retention of students, especially girls in targeted schools
- Community based social mobilisation and awareness on key messages to promote child rights and well being
- Teacher training on pedagogy, life skills and psychosocial support
- Teaching and learning supplies
- School WASH including the promotion of good hygiene practices; gender-sensitive sanitary latrines, menstrual hygiene management and use of safe water sources where possible
- School de-worming

Key Activities

Integrated EIE Package: IDP and Conflict-affected children and adolescents

- **ACCESS AND QUALITY EDUCATION:** In order to increase the quality of education services and improve learning outcomes, teachers will be trained on pedagogy, life skills, peace education and psychosocial support. Psychosocial support is essential to allow traumatized children to re-enter education. In areas where schools are cut off from the support of MoEST, alternative local education authorities, Parent Teacher Associations will be established and members trained to ensure the management and maintenance of schools. Finally, in locations where MoEST is unable to access, supervise and provide teachers' salaries, and as provider of last resort, UNICEF will provide incentives to teachers who work without any salary for a limited/specified duration and as funding resources are available.
- **SOCIAL MOBILISATION:** UNICEF and its partners will engage in mapping of cultural and social practices that are bottlenecks to accessing education, and pursue mass media campaigns, community outreach and dialogue to identify school-age children and young people, raise awareness, and disseminate integrated key education, WASH, nutrition and peacebuilding messages to reach a greater number of vulnerable children and adolescents, particularly in hard-to-reach and remote areas. UNICEF will continue to promote inclusive and Girls' Education. UNICEF will also work with partners to conduct advocacy for occupied schools to be vacated by armed actors and IDPs and for Schools as Zones of Peace.
- **LEARNING SPACES:** In the conflict-affected states where most children and adolescents cannot access an established school or learning facility transitional learning spaces, including those constructed of local materials, will be supported. In the case of locations reached through the Rapid Response Mechanism, rehabilitation or provision of temporary learning spaces, e.g., classroom tents, will provide an immediate space to begin learning as longer term transitional schools are constructed. For all learning spaces, sex-segregated sanitation facilities and potable water will be ensured. Learning and teaching supplies will also be provided.

- **EDUCATION SUPPLIES:** A *Back-to-Learning* supply package, including school bags, stationery and textbooks, will also benefit out-of-school children in need of additional support to be enrolled in schools.

Basic Education Package: Other out-of-school children and adolescents

- **QUALITY EDUCATION:** In order to increase the quality of education services, teachers will be trained on pedagogy, Child-Friendly School approach, life skills and peace education and alternative education. Parent Teacher Associations will also be trained to ensure the management and maintenance of schools.
- **SOCIAL MOBILISATION:** In vulnerable communities throughout the “green states” (non-conflict affected areas), UNICEF and its partners will identify and target vulnerable areas with high numbers of out-of-school children with a social mobilization campaign including community outreach and dialogue with key actors; awareness raising of communities, especially parents, on the right to education; inclusive and Girls’ Education, and a mass media campaign, where applicable, to widely disseminate key messages.
- **SCHOOL WASH FACILITIES:** Learning environments will be improved focusing on minimum requirements for WASH in schools, especially ensuring sex-segregated sanitation facilities, access to potable water and hygiene promotion in schools, and key health, nutrition, protection and peacebuilding messages.
- **EDUCATION SUPPLIES:** A *Back-to-Learning* supply package, including, school bags, stationery supplies, and textbooks will benefit out-of-school children in need of additional support to be enrolled in schools.

Results

1. 300 learning spaces are established and provide a safe and protective learning environment ensuring the growth and well-being of children
2. Age-appropriate learning opportunities are provided in the six conflict-affected states (Central Equatoria, Upper Nile, Jonglei, Unity, Lakes and Warrap) to 125,000 out-of-school children (3-18 years)
3. 75,000 out-of-school adolescents (14-19 years) in the six conflict-affected states (Central Equatoria, Upper Nile, Jonglei, Unity, Lakes and Warrap) are provided learning opportunities and relevant life-skills in accelerated learning programmes.
4. 200,000 school-aged children (3-18 years) have access to quality basic education in the four other states (Eastern Equatoria, Western Equatoria, Western Bahr el Ghazal and Northern Bahr el Ghazal), though the provision of teaching and learning material; training of teachers/educators on pedagogy, psychosocial support in the classrooms and school based management
5. A *Back-to-Learning* media campaign is launched in targeted communities, providing all the information and key messages on the right to education and UNICEF/MoEST support to all out-of-school children affected by the current crisis

Beneficiaries

- 25,000 young children (3-8 years)
- 300,000 primary school-aged children (6-14 years)
- 75,000 adolescents (14-19 years)
- 4,000 teachers and ECD facilitators
- 1,500 PTA members

Challenges

- **The capacity of the Ministry of Education, Science and Technology** remains limited to respond to this on-going emergency, thus calling for a concerted effort from humanitarian actors to support emergency education service delivery.
- **The capacity of national NGOs providing frontline services needs** to be strengthened if they are to continue to be actively engaged in quality education service delivery and upscaling the Education response.
- **Insecurity and heavy rains have slowed supply delivery** and scaling up basic services in many affected areas, with heavy rains also destroying Temporary Learning Spaces.
- **Unpaid teachers and education facilitators are increasingly seeking alternative paid employment** bringing education activities to a halt in many schools.

Opportunities

- **UNICEF's Education response provides safe and protective** child-friendly learning spaces, mitigating children's vulnerability to being recruited into armed groups or being trafficked.
- It is also found **to reduce the effects of trauma** by offering children, teachers and other affected education personnel a sense of normality, structure and hope for the future.
- **In the longer term**, education provides more life opportunities, promotes conflict resolution and peace, tolerance, and respect diversity and for human rights and reduces girls' exposure to violence and abuse and allowing them to fulfil their potential in life.

Geographic location

The **Back-to-Learning** campaign will cover all ten states of South Sudan, in targeted areas within these states identified as most vulnerable. Two packages of intervention support will be provided: 1) An Integrated EiE package for IDP and other conflict-affected children and adolescents in six states and 2) Basic Education package for vulnerable children and adolescents in the remaining four states. In all ten states education opportunities and services will target vulnerable children living in PoCs, other IDP settlements, host communities and rural and remote areas. A total of 400,000 children and adolescents in ten states will be supported to enrol/re-enrol in school-and other education facilities to ensure their right to education is fulfilled.

Timeframe

The **Back-to-Learning** campaign will have a duration of 14 months starting from 1 November 2014 – 31 December 2015.

Budget

USD 42 million is needed to fund the **Back-to-Learning** campaign in South Sudan. This campaign will insure access to learning opportunities and life skills for 400,000 vulnerable

children and adolescents aged 3 to 19 years old, especially girls in schools and learning facilities in affected or targeted areas.

The budget required represents an approximate unit cost of USD 100 per child.

Activity	Cost (USD)
Access to Learning opportunities (including setting up learning spaces and WASH facilities)	16,370,000
Quality of Basic Education (including training and textbooks)	7,500,000
Education supplies (including freight and transport)	16,800,000
Social Mobilization and Advocacy	1,330,000
Total funding required (USD)	42,000,000

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