

EVALUATION

Community-based Reintegration Programme for Children Released from Armed Forces and Armed Groups in Boma State (former Greater Pibor Administrative Area) 2015–2018

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Disclaimer

Full responsibility for this evaluation report remains with the author, and the views it contains should not be attributed to UNICEF.

Acronyms

ACROSS	Africa Committee for Rehabilitation of Southern Sudan
ALP	Accelerated learning programme
CAAFAG	Children associated with armed forces and armed groups
CBO	Community-based organization
CCCs	Core Commitments for Children (in humanitarian action)
CFS	Child-friendly space
CRC	Convention on the Rights of the Child
DAC	Development Assistance Committee
Danida	Danish International Development Agency
DDR	Disarmament, Demobilization and Reintegration
ECD	Early childhood development
ESARO	Eastern and Southern Africa Regional Office
FACE	Funding Authorization and Certificate of Expenditure
FGD	Focus group discussion
FHH	Female headed household
FTR	Family tracing and reunification
GPAA	Greater Pibor Administrative Area
GREDO	Grassroot Empowerment and Development Organization
HQ	Headquarters
IAS	International Aid Services
IASC	Inter-Agency Standing Committee
ICC	Interim care centre
IOM	International Organization for Migration
IP	Implementing partner
KII	Key informant interview
mhGAP	Mental Health Gap Action Programme
MHPSS	Mental health and psychosocial support
MRM	Monitoring and Reporting Mechanism on Grave Violations against Children in Situations of Armed Conflict
NDDRC	National Disarmament, Demobilization and Reintegration Commission
NFIs	Non-food items
NGO	Non-governmental organization
OECD	Organisation for Economic Co-operation and Development
ORQ	Overall Research Question
OVC	Orphans and other vulnerable children
PTA	Parent teacher association
PTSD	Post-traumatic stress disorder
SEQ	Specific evaluation question
SGBV	Sexual and gender-based violence
SOPs	Standard operating procedures
SPLA	Sudan People's Liberation Army
SPOCI	Stop Poverty Communal Initiative
SPPME	Social Policy, Planning, Monitoring and Evaluation
SSDA	South Sudan Defense Army
SSDM	South Sudan Democratic Movement
ToR	Terms of reference
UASC	Unaccompanied and separated children
UN	United Nations
UNICEF	United Nations Children's Fund
UNMISS	United Nations Mission in South Sudan
VSF	Vétérinaires Sans Frontières
WASH	Water, sanitation and hygiene
WELSD	Water, education, livelihood, social development
WHO	World Health Organization

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Executive Summary

1. The **purpose of the evaluation** was to conduct an in-depth independent evaluation of the three-year multisectoral Community-based Reintegration Programme for Children Released from Armed Forces and Armed Groups in Boma State (formerly the Greater Pibor Administrative Area [GPAA]), where UNICEF provided holistic services to released children and their families¹ in order to facilitate their safe and effective reintegration and prevent (re-)recruitment. The programme strategy sought to provide an intervention for children associated with armed forces and armed groups (CAAFAG) and both boys and girls categorized as orphans and other vulnerable children (OVC); in so doing, it adopted the “one plus one” principle, linking the number of CAAFAG participating with an equal number of OVC.
2. The conflict has affected both boys and girls, and the recruitment and use of adolescent boys and girls by all parties to the conflict in South Sudan is well documented, including sexual and gender-based violence (SGBV) against girls. At the global level, the United Nations (UN) estimates that girls constitute an estimated 40 per cent of children in armed groups². In South Sudan, data is unavailable on the exact number of girl CAAFAG. However, girls constituted 28 per cent of all CAAFAG that were released in South Sudan in 2018. Of the CAAFAG released in Pibor, all were boys. Future reintegration programmes are recommended to also include girl CAAFAG to promote inclusive programming that seeks to address gender barriers to access to support services.
3. A mixed method **approach** was applied for conducting the evaluation. Primary and secondary data, including both qualitative and quantitative data, were collected through different methods: literature review, interviews with key informants (13), site visits to schools / communities / training centres (14), FGDs (10), interviews with key staff (9), interviews with partner staff (8), case studies (5) and reviews of statistical data. In an attempt to provide equitable gender representation within the selection of participants for the FGDs and KIs, special attention was paid to providing a strong representation of girls and women. The data collected were triangulated for analysis.
4. The programme was evaluated against the criteria of relevance, effectiveness, efficiency, impact and sustainability.
5. Several of the **risks** that were described in the programme strategy were evidenced during the evaluation – namely the limited inclusion of OVC in remote areas, limited educational access to prevent re-recruitment (particularly a lack of educational access for girls) – which had a medium or high impact on the programme outcome. These impacts were also identified as the main shortcomings in the programme, due in part to mitigation measures being only partly implemented, or not implemented at all (e.g. some children still lack access to education, and many children in remote areas were not able to access the services provided). Due to the emphasis on male CAAFAG in this programme, insufficient information is available on risks that specifically impacted female CAAFAG.
6. Overall, the programme qualifies as **highly relevant**. At the programme's inception, it was estimated that 3,000 children in GPAA had been conscripted into armed groups. The individual suffering of these children and of their families is enormous. To be able to generalize findings to the whole CAAFAG population in South Sudan, it is essential to undertake a gender

¹ For some CAAFAG this may mean caregivers or guardians other than their parents or immediate family members.

² Office of the Secretary General's Envoy on Youth, 4 out of 10 child soldiers are girls <www.un.org/youthenvoy/2015/02/4-10-child-soldiers-girls/> accessed 15 August 2019.

analysis and make a concerted effort to integrate girl CAAFAG and gender sensitivity into the programme strategy, design, implementation and evaluation processes.

7. The programme faced the enormous challenge of reintegrating CAAFAG into low-income communities, in which minimal basic services existed and violence was part of daily life. Reintegration consequently required a holistic and integrated approach: Interim care centres (ICCs) were needed for family tracing and reunification (FTR); access to quality education was needed to provide a protective environment, essential skills and pathways to livelihoods; and poverty reduction strategies were required to reduce the possibility that participants would return to armed groups for food. Consequently, livelihoods had to be established as well as access to basic services. Additionally, mental health and psychosocial support (MHPSS) and peacebuilding activities would have to be carried out and case management mechanisms had to be instituted. All of this would need to be coordinated by various local and national authorities, and informal opinion leaders – e.g. age sets³ – would need to be brought on board for the successful reintegration of the former CAAFAG. This highly complicated programme structure was therefore necessary to meet the needs of CAAFAG.
8. In terms of **effectiveness**, the programme met the needs of CAAFAG, albeit with some limitations. Unmet needs are related to food insecurity, and greater access to mental health and psychosocial services, livelihoods and secondary education. In particular, CAAFAG living in remote settlements and those with mental health problems have not been sufficiently reached.
9. Future programming and evaluations will need to address the issue of a lack of girl CAAFAG being identified⁴ and provided with accessible support services, as CAAFAG in this particular programme were boys. This entails using community stakeholders to identify girl CAAFAG (in balance with respecting their privacy), increasing the available data on them, as well as considering the barriers girls face such as difficulty in accessing formal reintegration services, the burden of domestic responsibilities, the need for childcare facilities to be made available where applicable, as well as addressing the issue of the distinct social stigma for girls (and their children who may be fathered by members of armed groups), as they attempt to reintegrate into their families and communities.
10. The logic of the **theory of change** is suggested for revision to include additional components of gender sensitivity and the provision of MHPSS. This will allow programme implementers to provide a more holistic, sustainable approach to addressing the needs of CAAFAG and OVC, as well as contributing to the reduction in gender inequity through gender sensitive programming.
11. The expected **result** for the programme was: *Children associated with Cobra Faction⁵ have been released and returned to their families where they received appropriate social and economic services leading to their sustainable reintegration, and causes of recruitment and youth involvement in violence are reduced in GPAA.* Given the original goal of the programme – to support the release and reintegration of CAAFAG in the area (all of whom were boys) – this result has been realized to a medium to high level, as a result of the high level of achievements in three outcomes and medium level of achievement in the other two outcomes. As the CAAFAG included in this particular programme were all boys, future programming will need to be gender sensitive and consider strategies for the greater inclusion of girls.

³ Age sets refer to age stratification systems in some ethnic groups in South Sudan, which privileges those who are older. The age sets distinguish between different generations in the clan, and indicate when an individual is ready to take on certain responsibilities such as warfare in the community. Source: Evans-Pritchard, E.E. (1940). *The Nuer of the Southern Sudan*.

⁴ While one implementing partner identified two girl CAAFAG in their report, the evaluator was unable to confirm this figure.

⁵ The South Sudan Democratic Movement/South Sudan Defense Army (SSDM/SSDA)-Cobra Faction is a militant group from Pibor County in Jonglei, headed by David Yau Yau.

12. In terms of **implementation** it was concluded that, despite the very challenging security obstacles, implementing partners (IPs) managed to implement nearly all components agreed upon with UNICEF. Some actions were delayed, while other actions were surpassed.
13. The programme can be rated as having a medium to high level of **efficiency**. There is evidence of careful selection of activities with appropriately managed budgets by IPs, and which are in line with both UNICEF's and their own organizational policies. Notwithstanding, some aspects could improve. Resources could be saved or enhanced by using participatory community development planning and school development planning. For example, investments in buildings for schools, including gender appropriate water, sanitation and hygiene (WASH) facilities and the recruitment of female and male teachers, would have increased the chances of sustainability of the project. Also, there have been several issues with the purchasing and quality of agricultural tools and other equipment for the former CAAFAG. Another challenge is that large budgets are spent on sending a limited number of youths to high quality vocational training in Juba. However, due to budget constraints the trainees can only complete three months instead of the full six months that are needed for acquiring all of the necessary skills. Finally, there was insufficient preparation and coaching of young people to start their own businesses.
14. The **impact** of the project is high, with several components going beyond the project goal. On the positive side, CAAFAG boys wish to delay marriage and marry educated women in future. Consequently, this could in the long run create a social environment that helps to recognize the educational rights of girls, and contribute to reducing the gender gap in education. Also, CAAFAG boys communicated that they do not want to participate in age sets, which will help in reducing violence. Moreover, the peace building activities and MHPSS have a very strong impact on community building. In terms of limitations, it was observed that the advantages that former CAAFAG and OVC obtain compared to the general population, can be a source of conflict and tension for other community members. Also, the service provision of UNICEF and IPs has diffused responsibility away from communities and made such programmes aid dependent, to a large extent. Finally, the strong visibility strategy of UNICEF and the IPs leaves the NDDRC as an invisible actor. Good practice would be that NDDRC and communities would be at the forefront of project implementation, while UNICEF and IPs would be less visible as supporting partners. To address this in future programming, a more formalized and inclusive strategy on visibility should be established.
15. Gauging the **sustainability** of the programme is not a straightforward undertaking. Currently, South Sudan struggles with limited infrastructure and basic services, and much of the country is facing critical levels of food insecurity. Poverty and displacement impede the ability of children and youth to access interventions and complete schooling. Additionally, the recent conflict means that many children were forced to leave school, and others still do not have adequate access to a quality education. As a result, the end of the programme strategy phase is a very critical period. In the coming years, large cohorts of former CAAFAG will graduate from primary school. The sustainability of the impact of the programme largely depends on access to secondary schools, which are currently minimally available. This is particularly true for girls residing in the community, who face the additional challenges of family pressure to marry at a young age⁶ and may have childcare or other domestic responsibilities which impede their access to education. If actions are taken to provide access to quality secondary education, including addressing harmful social norms as well as barriers to educational access, there will be a high level of sustainability for the project.
16. Despite some limitations, the programme has a unique character that is certainly **scalable and replicable**, namely its comprehensive and integrated structure. Its unique approach in which released children are supported with education, WASH, livelihoods and certain MHPSS services, provides a powerful formula for successful integrations, noting the additional

⁶ In South Sudan, 52 per cent of women aged 20 to 24 years are first married or in a union before the age of 18 (UNICEF data <<https://data.unicef.org/topic/child-protection/child-marriage/>> updated March 2018).

elements of gender sensitivity to accommodate female CAAFAG noted above. If the lessons learned and recommendations included in this evaluation can be integrated while upscaling this initiative, then these programmes will be considered an example of good practice.

17. In terms of **human rights**, the programme was for the most part aligned with the Convention on the Rights of the Child (CRC) (ratified by South Sudan in 2015); the Optional Protocol to the CRC on the Involvement of Children in Armed Conflict⁷ (South Sudan became the 168th State party to the Optional Protocol in September 2018); as well as with UNICEF's Core Commitments for Children (CCCs) in humanitarian action 2010 – although this would be further strengthened by providing access to a greater number of CAAFAG and OVC in South Sudan. Future programming and interventions will need to consider the inclusiveness of girls (CAAFAG and OVC), including those residing in more remote areas, due to their differentiated needs to male participants in the programme.
18. The child's right to life, survival and development have been thoroughly considered in this programme. However, an underlying principle of the CRC that has been less served in this programme concerns **child participation**: Children should be allowed to express their opinions freely, as well as have recognition of their agency, and those opinions should be given due weight in accordance with the age and maturity of the child. Children should be consulted at all stages of the demobilization and reintegration process, and actions that affect them should be in their best interests and take into account their needs and concerns. Particular consideration should be given to the gender variations in life experiences, community norms, and access to the programming provided by UNICEF and its partners, which at times may require different interventions or facilitators. IPs should therefore be trained in gender sensitive child participation and the reporting to UNICEF should include how voices of girls and boys were included.
19. Pibor is rightly classified as one of most problematic regions of South Sudan in terms of **gender equality**. There is a significant difference between the situation of girls in Pibor and those residing in Pochalla. During FGDs with teachers, participants estimated that a minimum of 65 per cent of girls in Pibor do not go to school, while in Pochalla estimates are 20 per cent. In both areas, fewer girls attend school in higher grades of primary school. More strategies could have been used to improve the situation for girls. If girl CAAFAG are to be included in future reintegration programmes, then consideration will need to be given to factors including the social stigma that tends to be more severe for girls as a result of SGBV they may have experienced, particularly if they had children with combatants. This may inhibit girl CAAFAG from actively participating in reintegration programming. Additionally, many girls, both CAAFAG and OVC, are dealing with the added burdens of childcare and domestic chores which can impede access to support services and activities. In participatory community-based development planning and school development planning, UNICEF and its partners could have supported social norms change in the communities by addressing, for example, low expectations around girls' schooling and the need for a shared burden of domestic work and childcare, alongside conditioning the contributions made, with promises from the community to send more girls to school.
20. There were **external facilitating and inhibiting factors** for the achievement of results. Facilitating factors include religious institutions, which positively influence CAAFAG and the communities through messages about inclusion and peacebuilding, such as maintaining good relationships within the community and pursuing livelihoods rather than conflict, which are similar messages to those of UNICEF; CAAFAG who shaped their own livelihoods independent of IP support; and the determination not to re-join Cobra Faction due to the inhumane treatment – including torture – that children had to endure. Finally, relative peace plays an important role in promoting reintegration. As the United Nations Mission in South Sudan (UNMISS) expands its activities and funding into transitional programming, further collaboration with the mission can be included to support reintegration.

⁷ The Optional Protocol raises the age for direct participation in hostilities from 15 to 18 years.

21. Inhibiting factors include food insecurity, limited access to education, remoteness of settlements, mental health problems of CAAFAG, the existence of violence between age sets, the fact that communities have become aid dependent, as well as the significant changes in the accessibility of communities between the dry and the wet seasons.

Lessons learned

22. The key lessons learned are:

- Attending school is central to reintegration efforts in GPAA;
- A lack of life structure and guidance is a great risk factor for re-recruitment or engaging in disruptive or criminal activities;
- Increased investment in livelihoods support and training leads to higher returns after the establishment of those livelihoods;
- The remoteness of settlements needs to be addressed from the start of the project in terms of identification of all CAAFAG and access to services;
- “A lot of benefits for the few” in which selected CAAFAG and OVC receive proportionally many benefits compared to other children, can potentially be a conflictive issue in the community. The gender disparity in the participation of CAAFAG also means that the families of boy CAAFAG have benefited more as a result of the support services made available. Increasing support to community-wide projects including schools may be a mitigating solution to addressing such tensions;
- Targeting children directly in activities has an unintended negative consequence that parents are freed from responsibility;
- Gender sensitivity needs to be considered from the very beginning of the programme design process – this entails ensuring that there is a concerted effort to collect data on identifying girl CAAFAG and their children, respecting their privacy in the process, as well as making gender considerations mandatory in programme design. Without this, any intervention risks ignoring an important segment of the CAAFAG population in South Sudan, as well as perpetuating gender inequity.

Key recommendations

23. Based on the evaluation findings, the following are key recommendations:

Programme activities

- Focus more on community engagement to promote local ownership and the design of more responsive programming. The one plus one principle adopted in this initiative provides a foundation for this;
- Increase ongoing gender sensitive capacity building of IPs, rather than one-off trainings;
- Utilize a participatory approach to development planning, including with the Government of Pibor, and through community-based development planning, including school development planning, with equal participation of women, men, girls and boys;
- Enact meaningful dialogues with children and increase the participation of girls and boys, recognizing and overcoming barriers to girls’ participation;
- Advocate with Government to prevent the re-recruitment of CAAFAG who have reached the age of 18.

Programme modality

- Implement longer agreements with IPs to ensure sustainability of programmes;
- Consider moving away from a programme focus in Pochalla due to the low numbers of released CAAFAG there;
- Strengthen the role and visibility of NDDRC to promote national ownership of the process;
- Future programme planning should involve gender analysis and active identification and outreach to girl CAAFAG, as well as gender sensitive programming and data generation to address their varying needs;
- Collaborate with WASH, MHPSS and child protection sectors to design a multisectoral response.

Data and evidence

- Consider third-party monitoring of the programme to reduce internal bias, particularly in remote areas;
- Monitor how the changing context is impacting communities: for example, changing population dynamics and threats of recruitment due to petroleum drills and resulting population movements to a new GPAA capital (relocated away from Pibor);
- Begin gender sensitive longitudinal research on reintegration of CAAFAG, focusing on the distinct experiences and pathways of girls versus boys.

MHPSS

- Create an MHPSS support system in line with the IASC guidelines for Mental Health and Psychosocial Support in Emergencies, which is more inclusive of girls and those residing in rural areas;
- Take a leadership role in addressing child and adolescent development issues, to address the interruptions for CAAFAG to their child/adolescent development, particularly emotional development;
- Expand access to and the functionality of child-friendly spaces (CFSs);
- Consider certain livelihoods projects as primarily serving an MHPSS function due to their social and supportive nature, rather than exclusively being attributed to the livelihoods sector.

Case management

- Extend the timescale for closing cases to three consecutive visits over a period of eight months, in order to accommodate CAAFAG movements during the dry season;
- Enhance privacy and access to data on children;
- Link WASH MHPSS-like training activities with the case management system to offer holistic referral pathways.

Education

- Increase access to quality secondary education and improve gender equity (e.g. adequate WASH facilities for girls, gender sensitive learning materials, addressing the burden of domestic chores which prevents completion of schooling, increase recruitment of female teachers, etc.);
- Construct school buildings with gender sensitive WASH facilities and access for children with disabilities;
- Establish gender sensitive teacher certification training programmes;
- Explore solutions for paying teachers' salaries that allow them to at least meet their basic needs;
- Strengthen local education coordination structures in Pochalla.

Livelihoods

- Create youth centres in remote areas where accessibility is currently a challenge, with due consideration to increasing access for girls;
- Transform the vocational training in Juba to a complete and certified training, with gender considerations for training of girls;
- Strive for youth ownership over their livelihoods as opposed to dependency on IPs;
- Enhance guidance for young people to establish small businesses;
- Support caregivers to work to generate income to pay for their children's education until schools are able to align their institutions with national legislation which states that basic education should be free.

1. Background

24. The conflict in South Sudan is currently six years old. Millions of people have been displaced and the little social services that were in existence have largely been wiped away. Violence is widespread and human rights violations and abuses are commonplace, including against women, girls and boys. South Sudan is one of at least 46 countries where there is substantial evidence that armed forces and armed groups have recruited children under 18 years of age⁸. Humanitarian organizations estimate that CAAFAG in South Sudan number up to 19,000 children⁹. At present, 2,678 children have been formally released, of whom 270 were girls (10 per cent). This number excludes children who have fled or informally left armed forces or armed group. It is expected that in the remainder of 2019 about 1,500 children will be released, primarily from Central and Eastern Equatoria and Yambio.
25. During reintegration, girls often face unique challenges in being accepted back into their families and communities, with young mothers and their children experiencing the highest levels of rejection and abuse upon return. Therefore, families and communities should be sensitized about the vulnerabilities of girls, girl mothers and their children and should be encouraged and assisted to protect and support them. To achieve this, mediation may be required. Additionally, gender sensitive programming and facilities should also be provided in the design of CAAFAG interventions. Community-based reintegration approaches are also of particular importance when considering the needs of girls, as they significantly reduce the rates of stigmatization or reprisals.
26. In 2016, the Republic of South Sudan proclaimed a new division of 32 states in its territory, abolishing the 10-state division that had been established at independence in 2011 (see maps below). However, the UN does not to-date follow the new administrative structure. This evaluation concerns the newly referred to Boma state, which in the geographical division used by the UN comprises a part of Jonglei State, specifically GPAA.

⁸ Child Soldiers World Index <<https://childsoldiersworldindex.org>> accessed 15 March 2019.

⁹ Source: UNICEF Press Release <<https://www.unicef.org/press-releases/more-3,000-children-released-armed-groups-south-sudan-conflict-began-thousands-more>> accessed 15 March 2019.

Former 10 State division, still recognized by the UN



Source: Wikimedia Commons

Map of GPPA / Boma State



Source: UNICEF

27. According to the new structure of 32 states, Boma State (the GPAA) borders Akobo State, Imatong State, Jonglei State, Kapoeta State, as well as the country of Ethiopia to the east, and is divided into two counties - Pibor County (which houses the State Capital Pibor) and Pochalla County. The population of Pibor town is estimated at about 1,500 people. Other towns in the state of Boma are Pochalla, situated near the border with Ethiopia, and Boma town, located in the South. The total area of Boma State is 41,654 sq. km (16,083 sq. miles). At the time of writing, there is still a substantial lack of clarity about the administrative divisions within Boma State. Many geographical areas are referred to by name, but their status is unclear: county, town, payam, etc.
28. In 2015, following the release of 1,723 children (1,718 boys and 5 girls) from armed groups in GPAA, UNICEF began implementation of a three-year community-based reintegration strategy to promote sustainable reintegration of formally and informally released children. The implementation of the programme had a core budget of USD \$12,801,250 at the time the three-year strategy was written, including a major contribution from the Government of Denmark¹⁰.
29. In December 2018, the programme came to an end. An evaluation of the programme is one of the two main components of the evaluation terms of reference (ToR) (Annex A); the other being a baseline assessment of community-based reintegration programming in Yambio, Western Equatoria.

2. Programme Description

30. The GPAA programme strategy states that its expected result is: *Children associated with Cobra Faction have been released and returned to their families where they received appropriate social and economic services leading to their sustainable reintegration, and causes of recruitment and youth involvement in violence are reduced in GPAA.*
31. The strategy has five main programme outcomes:

¹⁰ Funding based on an agreement signed 1 December 2016 between UNICEF and the Government of Denmark.

- **Outcome 1:** Up to 3,000 children¹¹ permanently transferred from military life to civilian life, from living in barracks to living and being part of their extended families.
 - **Outcome 2:** Released CAAFAG and community girls are studying in functioning schools and accelerated learning programmes (ALPs) in proximity of their family homes.
 - **Outcome 3:** Up to 6,000 adolescents and their families are economically strengthened and produce food and income in age-appropriate work.
 - **Outcome 4:** Youth are socially engaged and contribute to peace and development.
 - **Outcome 5:** Living conditions in the communities of return improved and likelihood for youth involvement in violence and association of children with armed groups and forces reduced.
32. The holistic strategy involved a multi-disciplinary approach, to ensure children and affected communities have improved access to protective and social services, water, sanitation, education, and livelihoods. The integrated programme components respond to the needs and realistic possibilities in the area, as well as the ambitions of the released children and their peers in their communities.
33. After a short period in the ICCs and after completion of FTR, the first priority is to ensure that children receive an education. If children are to attend school they need to remain in the area when (part of) their family migrate with their cattle to graze. As cattle are the main source of food, alternative livelihoods need to become available to the adolescents and their caregivers. Due to the fact that lack of food has been one of the reasons listed to join or stay with armed forces and groups, economic strengthening of the children also serves as a preventive measure. Furthermore, boosting settled livelihoods depends to a large extent on the availability of water, thus investment in access to water is crucial, both for human consumption and for livestock and agriculture. In addition, an element of youth social development is essential in ensuring their psycho-social wellbeing, their development of non-violent conflict resolution skills and the creation of social capital needed to foster peace between the age set and tribes.
34. The project therefore focussed on psycho-educational support through life skills education (including gender and SGBV), peace building through mediation, conflict mitigation, conflict resolution, and psychosocial support for social cohesion and resilience building. The scaling up of education services included rehabilitation of learning spaces, teacher training and provision of supplies as well as ensuring safe WASH facilities and distribution of materials for menstrual hygiene management in schools. Teachers, parent teacher associations (PTAs) and school management committees were trained on psychological first aid and on how to provide appropriate referrals to other community-based services. UNICEF also closely monitored the payment of teacher salaries by Government at state and county level throughout the academic year, to ensure teachers are allocated their funding and are actively working. For volunteer teachers, this is done by implementing partners in cooperation with UNICEF and local authorities. Those who missed out on basic education were encouraged to participate in ALPs which are already widely implemented by UNICEF and implementing partners, guided by the Ministry of Education, Science and Technology.
35. For older children, the project included livelihood and economic empowerment initiatives. By working with partners who are experienced in the delivery of livelihoods and safe work programmes for adolescents, and building on market surveys done in 2015, vocational training

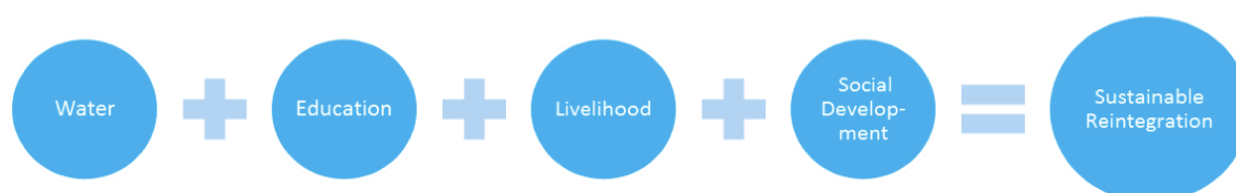
¹¹ As discussed above, due to the lack of girl CAAFAG in this specific programme, future programmes and interventions will have to make a concerted effort to disaggregate "children" into girls and boys to ensure the inclusion of girls.

and economic empowerment initiatives aim to provide children and their families with new and safe opportunities to meet their economic needs.

36. The multisectoral approach to assistance for children formerly associated with armed forces and groups and vulnerable children at risk of recruitment, violence and exploitation requires the complementary scaling up of basic social services, including education, water and sanitation and adolescent empowerment programmes, which remove the push and pull factors that contribute to the community acceptance of children associated with armed forces and groups. WASH services were improved to ensure sustainable livelihoods by constructing or rehabilitating WASH facilities in schools, health centres and communities; and provide water for livestock.
37. Intensive capacity building was conducted with local service providers, including social workers to ensure they are equipped to address the complex issues the released children, their families and the wider community may face (including GBV and other forms of violence). This includes ongoing mentoring of service providers to monitor and support their work.

2.1 Theory of Change

38. A theory of change was formulated for the programme. The desired change was that boy CAAFAG, and both boy and girl OVC, are protected from recruitment and use in hostilities by armed forces and armed groups, and CAAFAG are released and provided with effective reintegration services.
39. The initial components were described in a WELSD model which states that water + education + livelihood + social development will result in sustainable reintegration.



Following the completion of the evaluation, this has been updated to the theory of change presented below, in order to better inform future programme design:

Basic services	+ Primary, secondary education and ALPs	+ Livelihoods for youth and caregivers	+ Social development and participatory approaches	+ Gender sensitivity	+ MHPSS	= Sustainable reintegration
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40. The logic change chain is:

- Access to basic services reduces the need for migration and thus promotes school attendance, as well as the need for girls to travel long distances to fetch water for their households
- High value of education leads to less migration
- Reduced migration reduces inter-ethnic violence and increases productivity
- Increased settlement requires livelihoods associated with a fixed location
- Sustainable livelihood support will stabilize youth and their families and reduces the need for seeking association with other entities such as armed groups
- Vocational training and business development will empower youth and provide opportunities for future livelihoods
- Youth centres will lead to social development of youth and a related reduction in violence

- Youth who are in school, economically active and part of youth groups with access to information and engaged in social development are less likely to (re)join
- Community sensitivity towards the experiences and needs of CAAFAG will assist in reducing the stigma of those attempting reintegration, and will also reduce the likelihood of re-recruitment. This is particularly true for girls who may have been exposed to SGBV and have children with combatants.

3. Evaluation Objective and Purpose

41. The purpose of the evaluation is to conduct an in-depth independent evaluation of the three-year multisectoral Community-based Reintegration Programme for Children Released from Armed Forces and Armed Groups in Boma State (former GPAA). Through the programme, UNICEF provides holistic services to released CAAFAG and their families in order to facilitate their safe and effective reintegration and prevent their (re-)recruitment.
42. The evaluation reviewed and assessed the relevance, effectiveness, efficiency, impact and sustainability of the programme. Human rights – including children’s rights – and gender equality were included in these criteria¹². The evaluation covered all programme components for the period 2015 to 2018.
43. The evaluation focussed on GPAA, although the recommendations for new strategic directions and scale up plans contain considerations for the whole country.
44. In order to assess the integrity of the theory of change model, the author assessed the relative impact of both the individual elements of the WELSD model and the outcome of the sum of the elements.
45. The main audiences of the evaluation and its intended uses are reflected in the table below.

Table 1: Audience and intended uses of the evaluation

Audience	Intended uses
UNICEF South Sudan	<ul style="list-style-type: none"> • Design future programmes based on best and available evidence, including increasing gender sensitivity in programme design to include girl CAAFAG. • Accountability to donors and stakeholders.
UNICEF Eastern and Southern Africa Regional Office (ESARO) and UNICEF Headquarters (HQ)	<ul style="list-style-type: none"> • Improve knowledge on what works/doesn’t work for sustainable community reintegration of CAAFAG in protracted conflict.
NDDRC	<ul style="list-style-type: none"> • Provide information to Government on lessons and good practices regarding the reintegration of specifically boy CAAFAG, with future consideration of girl CAAFAG.

46. This evaluation has the following limitations:
 - The outcomes of the evaluation in GPAA cannot be extrapolated in its entirety to the whole of South Sudan as different regions have different cultures and socio-economic situations.

¹² As per UNEG Guidance Integrating Human Rights and Gender Equality in Evaluations 2014.

- Some of the CAAFAG whose reintegration process has failed are in very remote areas or involved in criminal activities. Interviewing these children was unfortunately not possible in the given time frame and with the given resources.
- The last Pibor census dates back to 2008 and is of no value due to its age. Consequently, estimates and information from KIs were used when establishing which OVC in the population are in receipt of effective social services.
- The programme strategy specifically targeted the release of boy CAAFAG, thus under-representing the experiences and needs of girl CAAFAG.
- Due to the lack of concrete targets and population data, this analysis is largely qualitative.
- Self-reporting by IPs was sometimes inadequate.

47. This final report incorporates all feedback received from the evaluation reference group¹³ following the presentation of preliminary conclusions 17 April 2019. In particular, the need for greater consideration of gender sensitivity in increasing the number of girl CAAFAG enrolled in the programme, as well as the need for gender sensitive programme design, was highlighted in the amended version.

3.1 Key evaluation stakeholders

48. In addition to UNICEF at the HQ, regional and country office level, the key stakeholders for this evaluation are non-governmental organization (NGO) IPs (Table 2), Governmental agencies and the programme donor.

Table 2: Implementing partners and their operational sectors

NGO	Main contribution
Africa Committee for Rehabilitation of Southern Sudan (ACROSS)	Education - secondary
Finish Church Aid	Education - primary
Grassroot Empowerment and Development Organization (GREDO)	Case management
Hold the Child	Case management
International Aid Services (IAS)	WASH
Nile Hope	Education - ALPs
Plan International	Education - early childhood development (ECD)
Save the Children	FTR
Stop Poverty Communal Initiative (SPOCI)	Education and WASH
Vétérinaires Sans Frontières Germany	Vocational training
Vétérinaires Sans Frontières Suisse	Vocational training
Voices of Peace	SGBV
War Child Holland	Training – child protection and MHPSS

49. Other key stakeholders in the strategy include:

¹³ The evaluation reference group is composed of representatives of key stakeholders of the evaluation, specifically UNICEF staff members representing the following sections/offices: Child Protection, Education, SPPME and WASH, UNICEF South Sudan; UNICEF ESARO; as well as the NNDDR.

- **NDDRC:** The South Sudan Disarmament, Demobilization and Reintegration (DDR) policy drafted in 2011 clarifies how support to CAAFAG is foreseen through a sub-programme established by the NDDRC. The programme is guided by the Paris Commitments to Protect Children Unlawfully Recruited or Used by Armed Forces or Armed Groups (“The Paris Commitments”) 2007 and The Principles and Guidelines on Children Associated with Armed Forces or Armed Groups (“the Paris Principles”) 2007, which provide detailed guidance for those who are implementing DDR programmes; the South Sudan Child Act of 2008; and the relevant section of the South Sudan People’s Liberation Army (SPLA) Action Plan.
- **Government of Boma State:** The government of Boma has an ambitious five-year development plan 2018–2023. However, during the period under evaluation there was no publicly shared development plan. However, the Government’s inputs and approvals are vital for the success of the community-based reintegration strategy for CAAFAG.
- **Danish International Development Agency (Danida):** Danida is the main donor of the CAAFAG programme. On 1 December 2016 Danida signed an IP agreement of USD \$5,890,775 (DKK 39,000,000) with UNICEF South Sudan.

3.2 Evaluation timeline

Phase	Tasks	Deliverables
Weeks 1–2: Inception phase	<ul style="list-style-type: none"> • Draft a workplan for the consultancy to meet proposed key deliverables and results • Conduct desk review of existing documents and literature • Develop evaluation methodology and data collection tools 	<ul style="list-style-type: none"> • Inception report with detailed methodology, workplan and data collection tools
Weeks 3–7: Data collection phase	<ul style="list-style-type: none"> • Meetings with key stakeholders, • Interviews, surveys (if any), document reviews, field visits • Facilitating stakeholder meetings 	<ul style="list-style-type: none"> • Progress report
Weeks 8–9: Report writing phase	<ul style="list-style-type: none"> • Draft evaluation report • Draft baseline report 	<ul style="list-style-type: none"> • Draft evaluation report • Draft baseline report
Weeks 9–11: Finalization phase	<ul style="list-style-type: none"> • Incorporate comments from reference group and stakeholders • Finalize report • Facilitate stakeholder meeting to validate recommendations 	<ul style="list-style-type: none"> • Final report meeting UNICEF standards for evaluation reports • Final baseline report for UNICEF’s community-based reintegration programming in Western Equatoria (Yambio)
Consolidated Feedback	Received: 26 June 2019	
Final Report	Submitted: 29 August 2019	

4. Methodology

50. The evaluation employed a theory-based design, where the main starting point was the programme logic, and to a lesser degree also the theory of change. A mixed-methods approach was applied for data collection and analysis. Primary and secondary data, as well

as qualitative and quantitative data, were collected through different methods, including a literature review, FGDs with children from the programme and stakeholders based in the community, KIIs with CAAFAG, UNICEF staff and partners (Annex F), site visits to schools/communities/training centres (Annex E), as well as case studies and a review of statistical data. Within the selection of participants in the FGDs and KIIs, special attention was paid to the equal representation of girls and women, other than of CAAFAG as explained above. The data collected was triangulated for analysis.

Table 3 Evaluations methods

Method	Targeted quantity at inception	Realized quantity
Key informant interviews (1 female; 12 male)	9	13
Site visits to schools/communities/training centres	10	14
Focus group discussions with key stakeholders including parents (70 per cent female), female trainees in youth centre, girls in school, girls out of school (all female), religious leaders (1 female and 5 male)	9	10
Interviews with key UNICEF staff	7	9
Interviews with partner staff	5	8
Case studies	5	5
Literature review and secondary data review	-	See Annex G

51. For the selection of sites, the following criteria were taken into account:

- A mix of central and more remote locations;
- A significant number of CAAFAG were released in the area;
- Locations were not all served by the same IP in child protection.

52. As a result, the following communities¹⁴ were selected:

Table 4: Communities and released children

Community	Central / remote	# of releases of CAAFAG since 2015	Implementing partners
Gumuruk	Remote	2015 – 249 children	GREDO, VSF Germany
Lekuangole	Remote	2015 – 634 children	GREDO, VSF Germany
Pibor	Central	2015 – 324 children 2016 – 145 children 2018 – 210 children	GREDO, VSF Germany
Pochalla North	Central	2015 – 161 children	Hold the Child
Pochalla South	Remote		Hold the Child

¹⁴ For the sake of clarity, different sites are referred to as communities. There are different understandings about the status of different communities. Some refer to a community as a payam, other use the term districts, township or even county.

		Total 2015–2018 – 1,723 children	
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53. A visit was also planned to Boma town. However, security clearance was not granted due to an increase in intercommunal violence at the time of data collection. The following mitigation steps were taken:

- In-depth interviews were conducted with project staff who implement the programmes for VSF Suisse in Boma, when these staff were evacuated to Juba;
- An FGD was conducted with the children of Boma who were taking part in the vocational training programme in Juba;
- A case study was completed of one of the children from Boma participating in the vocational training in Juba.

3.1 Evaluation ethics and quality assurance

54. The implementation of the evaluation adhered to UNICEF procedures on ethical standards in research in the design, conduct and dissemination of the assignment.¹⁵ The evaluation approach, as well as the data collection and analysis methods, were responsive to human rights, including child rights. The evaluation is aligned with the obligations of evaluators relating to their independence, impartiality, credibility, declaration of conflicts of interest and accountability.

55. Specifically, the following three principles¹⁶ informed ethical evidence generation:

- **Respect**
All evidence generating activities should ensure respect for all persons. Respect demands that individuals be treated as autonomous agents. An autonomous agent is an individual capable of deliberation about personal goals and of acting under the direction of such deliberation. To respect autonomy is to give weight to autonomous persons' values, preferences, and beliefs and to recognize their capability for self-legislation, their ability to make judgments, to state their opinions and to make choices. In respecting an individual's autonomy, recognition is required that personal agency may be limited due to age, circumstance or personal capacities. In this context, respect for autonomy requires recognition of capabilities, power differentials and the degree of agency that an individual may have. In the context of children and other vulnerable groups respectful evidence generation needs to be situated in their lived experience with recognizing the reality of unequal relationships of power that frequently exist, creating environments that support these individual's personal agency and dignity.
- **Beneficence and Non-maleficence**
Beneficence: The principle of beneficence refers to the requirement that actions within evidence generating activities promote the well-being of individuals, communities or society as a whole. The principle of beneficence requires the identification of clear benefits likely to arise from evidence and to reconsider proceeding if these cannot be articulated. Beneficence includes the concept of reciprocity, whereby the evidence generated is conveyed back to the participants so that they may triangulate findings, contextualize their participation and potentially gain from the knowledge disseminated.
Non-maleficence: The principle of non-maleficence, doing no harm, requires avoiding harm or injury to participants, both through acts of commission or omission. While the primary purpose of research, evaluation and data collection and analysis is to generate new evidence, this goal should never take precedence over the rights of individual participants. Non-maleficence requires an examination of the profile, competencies and

¹⁵ UNICEF, UNICEF-Adapted UNEG Evaluation Reports Standards, 2017.

¹⁶ UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis 2015

skills of researchers and enumerators to ensure no harm comes to participants by virtue of inappropriate, unskilled or incompetent researchers or enumerators. It also requires explicit consideration of means to ensure the privacy of participants, their safety and any possible negative impacts arising from participation.

- **Justice**

The principle of justice requires that consideration is given to who benefits and who bears the burden of the evidence generation. This requires that due reflection is given to determining the appropriateness of proposed methods of selecting participants. Selection should not result in unjust distributions of the burdens and benefits of evidence generation. Such considerations are required to avoid the injustice that arises from social, racial, sexual, and cultural biases institutionalized in society.

56. With the assistance of the SPPME section of UNICEF South Sudan, ethical clearance for this evaluation was obtained from the Ministry of Gender, Child and Social Welfare (Annex H).
57. All those interviewed and participating in KIIs and FGDs were informed of the objectives of the evaluation, were invited to participate in the interview or discussion voluntarily and were informed of their right to opt out of answering questions. Interviews with children were conducted in line with UNICEF's Ethical Research Involving Children guidelines 2013. Verbal informed consent was requested from all participants in KIIs, FGDs and case studies. All respondents were assured that the information they provided would be kept confidential and their names would not be identified in reporting.
58. Aspects of the information that needed to be obtained were emotionally sensitive and talking about certain topics was likely to be stressful for children. The evaluation consultant is a Doctor in the fields of clinical child and adolescent psychology, who is trained and experienced in interviewing children.
59. The evaluation process included key quality assurance mechanisms. The evaluation reference group provided feedback at key points in the evaluation. Notably at inception, and after the data collection phase, upon presentation of preliminary findings. Furthermore, the SPPME section of UNICEF South Sudan continuously monitored and supported the evaluation process. This support was greatly appreciated.

5. Evaluation Findings

5.1 Introduction

60. Overall, the outcome of the community-based reintegration programme for children released from armed forces and armed groups for the period 2015–2018 was quite positive, in particular for male CAAFAG who constitute the majority of participants in this programme. The relevance, effectiveness, efficiency and impact have all have been rated high in this evaluation. This is observed despite the fact that many of the risks that were included in the programme description played out (Table 5). In order to be inclusive and gender sensitive, future programmes should make a concerted effort to conduct gendered analysis at programme inception, collect relevant data that identifies the number of girl CAAFAG still in armed forces, armed groups and in communities, and create a programme design that is responsive to the specific needs of girl CAAFAG. Consequently, relevant gender sensitive criteria should also be included in future reintegration programmes.

Table 5: Risks and impact levels

Risk mentioned in the programme description	Level of risk	Impact on outcome
The Cobra Faction will recruit additional adult soldiers to ensure, for political reasons, integration of <i>Murle</i> ¹⁷ from all counties/clans. Similarly, they might increase the number of children recruited as a reaction to the reintegration assistance that will become available. This risk is highest in Pochalla. It is unclear what risks adult females and girls face in this regard.	Low	Low
The programme is unlikely to be able to support all children living in isolated areas. They will remain without assistance or will move to towns where lodging and care will be an issue. While female OVC were targeted in this programme, not enough is known about the accessibility issues that female CAAFAG in remote areas face.	High	High
Released and unified children, both boys and girls, may not stay at home. Many used to live in towns and some places of reintegration are very isolated and therefore hard to reach by service providers (see above). The long-standing trend that children go to the barracks in search of food, in combination with the strong bonds between children and their commanders, risks that loyalties and association will remain. Social stigma for those attempting to reintegrate, particularly for girls, can also encourage movement to other places.	Low	Low
If education fails, reintegration will consequently fail. Education is the first thing all children mention as their desire after leaving Cobra. Failing to deliver this will frustrate them to such an extent that there are serious risks they will rejoin armed groups, SPLA and/or cattle raiding.	Low	Low, however this is about to become high due to lack of availability of secondary education
The released children have no experience in running a business. If left unattended, many initiatives are likely to collapse.	High	Medium
Released children risk being recruited to inter-age set violence, based on their fighting skills. This will put them at further risk, particularly boys.	Low (only some children are engaged in inter-age set violence)	Low
Given existing gender disparities in South Sudan's education system, these inequities are likely to be perpetuated if programming is not gender sensitive.	High	High
UNICEF selecting locations and beneficiaries without Government endorsement and ownership can pose direct security risks to UNICEF and IP staff.	Medium	Medium

61. Several of the risks that became reality and had a high or medium impact on the programme outcome – highlighted in red in the table above – are also identified as leading to the main shortcomings in the outcome of the programme. This is likely partly due to the fact that the mitigation measures were either not implemented or only partly implemented (Table 6).

¹⁷ Murle is an ethnic group inhabiting the Pibor County and Boma area in Jonglei State.

62. In addition to the risks identified in the programme description, it is also important to consider the contextual risks that inhibit the inclusion of girl CAAFAG in the activities implemented. This includes stigma surrounding girl CAAFAG when attempting reintegration into their families and communities, access barriers to educational services provided, as well as the lack of data identifying girl CAAFAG which would enable informed outreach to increase their participation.

Table 6: Not or partly implemented mitigations

Risk	Not or partly implemented mitigations
The programme is unlikely to support all children living in isolated areas. They will remain without assistance or will move to towns where lodging and care will be an issue.	Make maximum effort to reach isolated children, at least with livelihood support. Support Ministry of Education with schools in these areas. Develop capacity of community-based organizations (CBO) in these areas and attract international NGOs to implement programmes in these locations.
The released children have no experience in running a business. If left unattended, many initiatives are likely to collapse.	Longer term follow-up by social workers as well as business mentoring up to two years. Possible clustering of businesses in dedicated business centres.
Failing to create separate institutions and programming for girls' education that provide protection as well as gender sensitive facilities and learning environment will further the gender gap.	Invest in responsive and appropriate girls' education that addresses their specific needs to increase accessibility and completion rates

63. Notwithstanding, the community integration programme deserves to be labeled a success. It greatly impacted in a very positive way the lives of over 1,700 CAAFAG (all boys), their families and the communities they live in. By way of summary, this evaluation rates the programme according to the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) Criteria for Evaluating Development Assistance as follows:

Table 7: Overall achievement levels of the programme

Aspect	Level of achievement
Relevance	High
Effectiveness <ul style="list-style-type: none"> • Outcome 1: High • Outcome 2: Medium • Outcome 3: Medium • Outcome 4: High • Outcome 5: High 	Medium-High
Efficiency	Medium-High
Impact	High
Sustainability	Medium-High

64. The evaluation scored the different aspects of the programme according to the following criteria:

Level of achievement	Definition
High	Perception of the evaluator that the implementation of the three-year strategy has been carried out successfully overall. Minor deficiencies may be present.

Medium	Perception of the evaluator that the success of the implementation of the three-year strategy has been mixed: some aspects went well, while others failed or partly failed with significant consequences. Yet, these consequences were not severe enough to judge it as a failure.
Low	Perception of the evaluator that the implementation of the three-year strategy has been carried out unsuccessfully overall, with a significant negative impact on the project as whole.

The scoring of the different aspects is not quantitative, but qualitative: the subjective perception of the evaluator plays an important role and is based on all qualitative information gathering methods (FGDs, case studies, direct observation, etc.), in combination with quantitative aspects (performance indicators, etc.). Despite the subjectivity of the scoring, it provides an easily accessible overview.

65. The level of achievement provided in Table 7 is based on an evaluation of reintegration of boy CAAFAG. Future programme design and evaluation will have to give consideration to the identification of girl CAAFAG and their accessibility to interventions, in order to more broadly evaluate the effectiveness of programming in the targeted communities.

5.2 Relevance

To determine relevance, the following specific evaluation questions (SEQs) were investigated:

SEQ 1: To what extent did the programme meet the needs of the CAAFAG that participated in the programme (all boys in Pibor)?

SEQ 2: To what extent is the programme consistent with UNICEF and partner programmes in South Sudan?

SEQ 3: To what extent did the programme theory of change and its assumptions remain valid during implementation?

66. Overall the programme is highly relevant to those that participated in it. At the programme's inception, an estimated 3,000 children were conscripted into armed groups. The suffering of this large group of children and their missed psychological development opportunities were significant. The programme faced an enormous challenge in reintegrating them in the low-income communities in which minimal basic services existed and violence was part of daily life. Reintegration consequently required a holistic and integrated approach combining: ICCs for FTR; access to water and other basic services; education; and poverty reduction strategies such as the establishment of livelihoods to avoid the released CAAFAG returning to armed groups for food. Additionally, MHPSS and peacebuilding activities would have to be carried out and a case management mechanism had to be enhanced. Greater consideration needs to be given to identifying girl CAAFAG and effectively providing access to the services listed above. All of this would need to be coordinated by various local and national authorities, and none of it would work unless the informal opinion leaders – e.g. the age sets – were brought on board. This highly complicated programme structure was needed for the reintegration of the former CAAFAG.

SEQ 1: To what extent did the programme meet the needs of CAAFAG?

67. Albeit with the need for some improvement, the programme broadly met the needs of participating CAAFAG. During the various FGDs with CAAFAG and in case studies it became clear that they were nearly all living with their families and are accepted by the community. They go to school, and a large group has also completed some vocational training that in some cases resulted in income generation – the degree to which the programme directly resulted in income generation is difficult to gauge but it has without doubt contributed. The communities in which CAAFAG live also benefited: the communities have easier access to water and more schools are operational and accessible; and OVC in the communities have obtained opportunities during the programme implementation period that would have been

inaccessible without the project. Finally, a child protection case management system is operational and provides continuous protection for the CAAFAG and OVC.

68. Yet, not all needs of the CAAFAG were met:

- There is still substantial food insecurity in the communities. CAAFAG are not exempt from hunger and this is still therefore a push factor back to armed groups;
- There is a need for greater access to MHPSS services as well as more specialized care: social workers observed that some of the participants suffer from mental health disorders;
- The creation of livelihoods only worked for a small group of CAAFAG and OVC due to the limited applicability of the trainings to the context and economic constraints under which CAAFAG live.
- Access to education greatly improved. However, while a high percentage of former CAAFAG attend school (almost 60 per cent) due to follow up of caseworkers, only a very small percentage of children in the community (under 10 per cent) attend school. In addition, much more secondary education provision is needed as there is only very limited availability.
- In the FGDs it became apparent that most children know other former CAAFAG whose reintegration process failed. The excluded children are those living in remote settlements and those who have mental health problems.

The unmet needs and the unreached CAAFAG are discussed in the concluding section of this report.

SEQ 2: To what extent is the programme consistent with UNICEF and partner programmes in South Sudan?

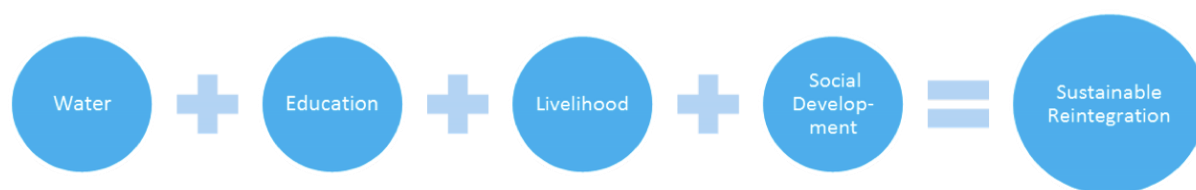
69. The programme is wholly consistent with UNICEF programmes in South Sudan and is in line with UNICEF's mandate to uphold the rights of all children and leave no child behind. Similar programmes are being rolled out in Bentiu and in Yambio. It also strives to make all rights – as formulated in the CRC – available to all children, and builds on international tools and guidelines, with the Paris Principles being a key document in this regard. Furthermore, the programme was a part of the Country Programme for South Sudan as well as the key goal areas of UNICEF worldwide.

70. The consistency of the programme with IP programmes is of a rather variable nature. The programme is in line with the mission statements (or equivalent document) of the IPs. However, there were not many NGOs available with significant and relevant experience in the region. This resulted in VSF – an organization that focusses on livelihoods – having to run the ICC. Also, the child protection partners had little experience in structured case management at the start of the programme. The lessons learned through this evaluation, particularly from KIs and FGDs, provide insights from the community regarding how future programmes can be more responsive and effective in addressing the challenges experienced.

71. While in case management and child protection the partners received substantial training and support, in other areas they did not, e.g. little or no capacity was built for the partners in how to assist youth in setting up their own small businesses. Overall, because of the pragmatic nature by which partner selection had to take place, much capacity building was needed. In reality, some trainings were organized without consistent follow-up, coaching and agreed upon professional development plans. This lack of, and need for, continuous, systemized and goal-oriented capacity building for partners translates into a recommendation in the evaluation report.

SEQ 3: To what extent did the programme's theory of change and its assumptions remain valid during implementation?

72. The theory of change (below) has proven to still be valid to a large extent and to give very positive results as outlined in this evaluation report.



73. However, there are some issues that prevent the theory of change from providing sustainability in reintegration. These issues create substantial risks, and if not addressed re-recruitment may occur:

- Not all basic needs were met. There continues to be substantial food insecurity and any decline in food provision – regardless if it is caused by human or environmental factors – will increase hunger to critical levels. There is a sufficient evidence base that this is a major risk factor for re-recruitment. Therefore, the provision of “water” should be expanded to the broader category of “meeting basic needs”.
- MHPSS services have been delivered and rendered successful results in terms of social integration, but have shown to be insufficient for more severe and long-term mental health problems. Mental health care needs to be strengthened and expanded if all children are to be reintegrated. Note that the outcomes of the FGDs and KIs demonstrated that the general health system also needs strengthening, although this is not a factor that would determine the success or failure of reintegration. However, it is a channel through which specialized MHPSS services could be provided through the World Health Organization (WHO) Mental Health Gap Action Programme (mhGAP).¹⁸
- Education provision should also encompass access to quality secondary education for girls and boys;
- In terms of livelihoods, coaching in starting up new businesses should be offered and targeted towards caregivers as well as youth;
- In social development, participatory community development planning and school development planning should be included. This could enhance community ownership, reduce aid dependency and reduce the gender gap in education through gender sensitive approaches to school building construction and education provision. Also, the use of microcredit schemes for young people and their caregivers could be considered.

74. In short, a more applicable theory of change would be:

Basic services	+ Primary, secondary education and ALPs	+ Livelihoods for youth and caregivers	+ Social development and participatory approaches	+ Gender sensitivity	+ MHPSS	= Sustainable reintegration
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The above interventions would run concurrently to provide a multisectoral response. Ultimately, sustainable reintegration in the context of this intervention would primarily be measured by reduced likelihood of re-recruitment of CAAFAG due to basic needs being met

¹⁸ See for more information <www.who.int/mental_health/mhgap/en/> accessed 02 September 2019. The availability of mhGAP services in regions in South Sudan can be verified with the MHPSS Technical Working Group in South Sudan.

and the support provided to reintegrate. If future programming expands to be more responsive and inclusive of the communities in which CAAFAG reside, it is likely that community systems more broadly will be strengthened. This could include working with stakeholders, particularly at the community level, to ensure the theory of change guiding the intervention aligns with their needs and goals.

Conclusion

75. In order to provide a holistic approach to implementing the theory of change, interventions should be provided concurrently. The intersectionality of meeting needs of CAAFAG, OVC and their communities is critical; for example, if basic needs are not met, participants may be forced to migrate to other areas which interrupts their access to education. Given that the primary goal of the programme was to facilitate the safe and effective reintegration of CAAFAG and prevent (re-)recruitment, sustainable reintegration would be measured by factors such as: the number of participants that are not re-recruited, and the number of participants that are safely reintegrated (through access to each of the components listed in the theory of change). In order to ensure sustainability of the programme's positive impacts on the communities targeted, local capacity of IPs and responsive programme design are essential.

5.3 Effectiveness

To determine effectiveness, the following specific evaluation questions were investigated:

SEQ 4: To what extent have the programme objectives been achieved?

SEQ 5: What were the inhibiting and promoting factors for the achievement of the programme objectives?

SEQ 6: How well was the programme implemented and adapted as needed?

SEQ 7: What were the barriers and enablers that made the difference between successful and less successful implementation and results?

SEQ 4: To what extent have the programme objectives been achieved?

76. In order to answer this question an analysis of the outcomes has been carried out.
77. The key document that describes the strategy that is evaluated does not include a logical framework with verifiable indicators. However, it does include an overview of the expected result, the five outcomes that feed this result, the outputs that would have to be realized to make each of the five outcomes happen and finally the key activities that have to be implemented for each of the outputs to occur.
78. The expected result for the programme is: *Children associated with Cobra Faction have been released and returned to their families where they received appropriate social and economic services leading to their sustainable reintegration, and the causes of recruitment and youth involvement in violence are reduced in GPAA.* This result has been realized up to a very high level.
79. In the tables below each of the five outcomes is discussed, according to the level of realization of the outputs per outcome. In order to do this, it is determined whether – among other things – the key activities are implemented. Where information obtained in secondary data analysis contradicts information obtained in FGDs/KIIs and case studies, then the latter have been prioritized.

80. Note that due to the lack of concrete targets in the absence of a logical framework on one hand, and the lack of population data on the other hand, this analysis is largely qualitative. Numbers of what has been realized become meaningless unless projected against numbers of the original needs of the targeted population. The latter unfortunately does not exist, e.g. there is no meaningful and recent population census, no data (disaggregated by gender) about how many children are still enlisted in armed groups, minimal numbers regarding the school aged population and no data about total numbers of OVC.
81. Also note that the outcomes, outputs and activities have been obtained from the key document in which the three-year strategy was formulated. As such, it may not reflect the most recent local context and limitations in current programming. It is noted in the table below, where there is room for improvement in the design of the programme.

Table 8: Outcome 1, level of achievement

OUTCOME 1	Level of achievement	Result, comments and sources of evidence
Outcome 1: Up to 3,000 children permanently transferred from military life to civilian life, from living in barracks to living and being part of their extended families	High	
<i>Output 1: Up to 3,000 children permanently released from Cobra</i>	Medium	<p>Instead of 3,000 children, merely 1,700 children were released. The initially projected 3,000 was an estimate and there is no method to determine the number of CAAFAG. There is also no knowledge of how many are still in militias, but very few children have been detected. Additionally, the presence of girls in releases and reintegration continues to be minimal and requires greater efforts to identify these girls.</p> <p>A genuine community-based approach would have ensured that the needs of CAAFAG and OVC were met by the community and did not need to be identified by humanitarian actors exclusively.</p> <p>Sources of evidence: KIIs / interviews with UNICEF staff/ interviews IP staff / analysis secondary data / indicator analysis</p>
Key activities:		
Negotiation of release and modalities of release of children to the NDDRC	High	<p>Negotiations of release took place with success.</p> <p>Sources of evidence: KIIs / interviews with UNICEF staff</p>
Technical and logistical support to NDDRC for release, screening and verification	Medium	<p>Support was provided, but merely on an ad hoc basis without longer term planning.</p> <p>Sources of evidence: KIIs / interviews with UNICEF staff</p>
<i>Output 2: Up to 3,000 children provided with interim care, psychosocial support and health screening</i>	High	<p>1,700 instead of 3,000 children. Interim care was provided in the ICC. Psychosocial support was provided. Health screening took place. Very limited number of children received mental health screening. Moreover, this mental health screening had a limited scope. MSF conducted health screening for 210 children. However, the screening was conducted immediately after release. To have a comprehensive understanding of the scope of mental health problems, an assessment should be carried out at least a few months following the release.</p>

OUTCOME 1	Level of achievement	Result, comments and sources of evidence
		Sources of evidence: direct observation of ICC (although most of the buildings have eroded or been destroyed), KIIs / interviews with UNICEF staff / interviews IP staff / analysis secondary data / indicator analysis
Key activities:		
Interim care including lodging and feeding (maximum three months)	High	MHPSS activities were successfully implemented and screenings were completed. Additionally, preparation for schooling was provided through basic literacy and numeracy capacity building through the ICCs. Sources of evidence: FGDs with former CAAFAG / KIIs / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data / indicator analysis / case studies
Selection and training of social workers from the communities with priority for youth	High	
Screening on health and MHPSS	High	
Recreational activities with MHPSS mainstreamed and involvement of community children	High	
MHPSS within ICC with focus on self-esteem and social communication skills building activities – hygiene and self-care, educational focus groups, age specific group discussions and sports/leisure activities	High	
Basic literacy and numeracy and preparing for school provided in ICCs	High	
Output 3: <i>All released children reunified with their families, supported and monitored</i>	Medium-High	This was one of the key success factors in the programme. Most released children were reunified, with very few needing alternative placements. Excellent dialogues were held between UNICEF staff and IP staff with families, communities and age sets to promote re-acceptance of children in the community. The aspects that have the most weight in giving this a high level of impact were the successful FTR activities. Sources of evidence: KIIs / interviews with UNICEF staff / interviews IP staff / analysis secondary data/indicator analysis / case studies
Key activities:		
FTR	High	The FTR database does not identify which individuals are CAAFAG. Therefore, no specific numbers regarding CAAFAG can be provided, although from direct observation and FGDs it became clear that nearly all CAAFAG are reunited with family after their ICC period. Sources of evidence: KIIs / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data / indicator analysis / case studies
Release packages provided to families	Medium-High	Not all families received the same package, with some families not being pleased with the inequality. Some

OUTCOME 1	Level of achievement	Result, comments and sources of evidence
		families state that they did not receive anything, but this cannot be verified. Sources of evidence: FGDs with former CAAFAG / FGDs with families of former CAAFAG / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data/indicator analysis / case studies
Child protection monitors established and functioning at boma level (a lowest-level administrative division, below payams)	Medium	The IPs implementing case management monitor child protection, although only for the children in their database. There is no comprehensive view on all children and there is no partner that covers all thematic areas of monitoring. The monitors are fragmented into Pibor area, Boma, and Pochalla as opposed to GPAA. Sources of evidence: Direct observation / interviews with UNICEF staff / interviews with IP staff / indicator analysis
Rigorous Monitoring and Reporting Mechanism on Grave Violations against Children in Situations of Armed Conflict (MRM) in place	High	MRM took place and was functioning. Sources of evidence: interviews with UNICEF staff / interviews with IP staff / indicator analysis / analysis of secondary data

Table 9: Outcome 2, level of achievement

OUTCOME 2	Level of achievement	Result, comments and sources of evidence
Outcome 2: Released boys and community girls are studying in functioning schools and ALPs in proximity of their family homes	Medium	
Output 1: <i>Back to school packages delivered to all schools that contain released children</i>	Medium	Note that the key activities that are listed in the strategy do not lead to the realization of the output. This was a design flaw. Notwithstanding, both the activities and the output are relevant. School packages have been delivered to children and schools ¹⁹ . Although several issues appeared, including very late arrival of the materials, and materials delivered to local authorities without being dispatched to schools. The latter has been noticed several times in Pochalla. Sources of evidence: KIIs / FGDs with teachers / FGDs with children / interviews UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP)
Key activities:		
Community mobilization	Medium	Children were indeed sent to school, however maintenance of school buildings by community members did not take place.

¹⁹ E.g. In 2017 in GPAA UNICEF and IPs delivered 13,000 school bags, 40 ECD kits, 78 recreational kits, 35 tarpaulins, seven hygiene kits. Source: Education section UNICEF, South Sudan.

OUTCOME 2	Level of achievement	Result, comments and sources of evidence
		Sources of evidence: interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP)
Re-open schools and create more learning spaces	Medium	<p>Schools have been re-opened. In 2018, UNICEF and IPs worked in 48 schools in Pibor and Pochalla which were hosting 13,521 children. According to UNICEF, enrolment increased in GPAA in 2018 with an additional 11,073 children (7,640 in kindergarten and 3,433 in primary schools). Yet, still an estimated 65 per cent of children are out of school.</p> <p>Sources of evidence: interviews with IP staff / analysis of secondary data (report from IP)</p>
Provision of supply materials to teachers and students	Medium	<p>Most schools were covered, but for some schools materials arrived late or were not dispatched to schools by local authorities. Most schools outside Pibor did not receive education and school materials before the spring of 2019.</p> <p>Sources of evidence: KIIs / FGDs with teachers / FGDs with children / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP)</p>
Teacher training	Medium	<p>Some training has been delivered (annually two weeks of training), but this is by far not enough in light of the very high turnover of teaching staff in schools. The salaries the teachers should have received from the school authorities were not regular and too low. So, when an opportunity to get a position in the humanitarian community arose, the teachers would leave the school. There is a high demand for training that leads to certification. The programme has not been able to live up to this demand.</p> <p>Sources of evidence: FGDs with teachers / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP)</p>
Inputs into improving sanitation in schools	Zero	<p>This has not been carried out.</p> <p>Sources of evidence: direct observation / KIIs</p>
ALPs initiated and available in all payams where released children live, and in cattle camps	Low	<p>In some payams ALPs have been initiated, but not in cattle camps.</p> <p>Sources of evidence: FGDs with children / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP)</p>
Output 2: <i>Girls' access to education increased by initiating girls' classes</i>	Low	<p>Note that the lack of existence of girls' classes is by far not the only obstacle for getting girls into class, e.g. there are no female teachers, adequate WASH facilities are not available, and girls are often expected to stay at home and support their families with domestic chores. As a result, this output has some limitations.</p> <p>Girls' classes were created and did lead to an increase in girls' enrolment. Enrolment sharply decreases at higher grades, with female graduates from primary school being close to zero.</p>

OUTCOME 2	Level of achievement	Result, comments and sources of evidence
		<p>School feeding programmes have had the largest positive impact on school enrolments. Child marriage and the cattle culture – where young girls are bought for marriage with cows – has had the largest negative impact. This explains the discrepancy between Pibor and Pochalla: in Pibor girls' enrolment is much lower because of the cattle culture.</p> <p>Sources of evidence: direct observation / FGDs with girls in school / FGDs with girls not going to school / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (reports from IP)</p>
Key activities:		
Create more learning spaces for girls in separate schools and/or girls' classes	Medium	<p>Some schools and separate classes have been created, but they do not deliver large increases in enrolment of girls because of other factors such as a lack of schools in proximity to their homes and the burden of domestic responsibilities.</p> <p>The consultant has not been able to obtain desegregated number from the education section of UNICEF South Sudan.</p> <p>Sources of evidence: direct observation / FGDs with girls in school / FGDs with girls not going to school / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP)</p>
Initiate segregated ALP with childcare facilities for teen mothers	Not done	Sources of evidence: information obtained from education section UNICEF South Sudan
Output 3: <i>Food security and education on livelihoods provided</i>	Low	<p>Note that the key activities listed for this output do not include livelihoods. However, livelihoods is addressed in outcome 5.</p> <p>Food security was not provided, but among UNICEF and international organization staff there is consensus that this was overambitious and never the real intention. Rather, the intention was to provide some minor contributions to food security. Education has greatly been improved, although several gaps still exist (girls in school, schooling in remote locations, access to secondary school, special needs support).</p> <p>Sources of evidence: analysis of secondary data (report from IP) / interviews with UNICEF staff / interviews with IP staff / KIIs / direct observation / FGDs with teachers</p>
Key activities:		
School farms (crops and animals) initiated and operational in 20 schools	Low	<p>Some schools have school farms, but this is independent from UNICEF action.</p> <p>Sources of evidence: Direct observation / KIIs / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP)</p>
School feeding provided until families are stable	Low	There are few school feeding programmes. Most families are not financially or materially stable and have no prospect of becoming stable in the near future.

OUTCOME 2	Level of achievement	Result, comments and sources of evidence
		Sources of evidence: Direct observation / KIIs / interviews with UNICEF staff / interviews with IP staff
Advocacy on adopting the national education calendar in GPAA	Low	<p>It is questionable if adopting the national education calendar in GPAA is the right thing to do. Rather, educational interventions that accommodate seasonal migratory patterns of some members of the community may be more effective. None of the teachers, principals or key informants – including local authorities – are aware of advocacy efforts. Hence, there is also no result.</p> <p>Sources of evidence: analysis of secondary data (reports from IP)/KIIs/FGDs with teachers</p>

Table 10: Outcome 3, level of achievement

OUTCOME 3	Level of achievement	Result, comments and sources of evidence
Outcome 3: Up to 6,000 adolescents and their families are economically strengthened and produce food and income in age-appropriate work	Medium	<p>One remarkable achievement of the young people is that a number of former CAAFAG established livelihoods independent from UNICEF activities. These activities include market trading and going with cattle to Juba and returning with other trade goods. However, the programme did not capitalize on these practices.</p> <p>Sources of evidence: FGDs with children</p>
<i>Output 1: Multisectoral opportunity mapping and profiling of children completed and demand established</i>	Medium	<p>Opportunity mapping was conducted. Demand for any type of education is high in GPAA. However, profiling of children was limited in reach.</p> <p>Sources of evidence: market research report / interviews with IP staff / strategy document / FGDs with children / FGDs with families / KIIs</p>
Key activities:		
Opportunity and market research in identifying viable livelihoods	Medium	<p>Market research has been conducted, but this was more systematic in Pibor and Boma, and less so in Pochalla.</p> <p>Sources of evidence: market research report / interviews with IP staff</p>
Reintegration survey on all children establishing ambition and realities	High	<p>Outcomes were included in the strategy document that concerns this evaluation.</p> <p>Sources of evidence: Strategy document / interviews with UNICEF staff</p>
<i>Output 2: Initial livelihood support and orientation provided</i>	Medium	<p>Initial orientation has been provided, although it was not sufficient. Nearly all children still prefer entering secondary school, although the opportunities that this will provide for earning a living is low.</p> <p>Sources of evidence: FGDs/KIIs/analyses of secondary data.</p>
Key activities:		
Fishing gear provided to all release children as part of FTR package	Low	<p>Only a portion of the children received fishing gear. Also, there have been quality issues with the equipment as many are broken.</p>

OUTCOME 3	Level of achievement	Result, comments and sources of evidence
		Sources of evidence: FGDs with children / interviews with IP staff / KIIs
Vocational training orientation in ICC/FTR period (combined with life skills)	High	Vocational training took place in the ICC/FTR period. Sources of evidence: secondary data analysis (reports from IP) / FGDs with children/case studies
Output 3: <i>Immediate livelihood inputs provided to up to 6,000 adolescents and their families</i>	Low-Medium	Livelihood inputs were provided to at least 6,000 adolescents and their families. Sources of evidence: FGDs with children / FGDs with families / KIIs / reports from IPs
Key activities:		
Provision of small livestock package (2 goats, 10 chickens and training) to approximately 4,000 beneficiaries comprising 2,000 released children and 2,000 other vulnerable youth.	Medium	Almost all targeted beneficiaries received small livestock packages. However, not all packages were the same, leading to some inter-family tensions. Sources of evidence: FGDs with children / FGDs with families / KIIs / reports from IP
Provision of agriculture support package (including inputs, labour, training and follow-up support) to approximately 2,000 beneficiaries (one plus one as above)	Low	There were issues with the quality of the tools that were provided. Also, Pibor is not an agricultural society. Pochalla is an agricultural society, but agriculture is hardly practiced due to the danger of killings and child abductions. Sources of evidence: FGDs with children / FGDs with families / KIIs / reports from IPs
Output 4: <i>Enhanced employability and sustainable business development of 1,500 released adolescents and 1,500 other youth at risk</i>	Medium	Only part of the vocational training provided leads to employability: welding, clothes production, wood work, car mechanics and veterinary work. Greater improvements in access and quality of secondary education could also reduce dependency on vocational training programmes. Other activities around MHPSS could possibly lead to some income generation, but not a livelihood: soap production, leather work, stitching. Future programmes that seek to raise the number of girl CAAFAG in programming will need to consider access to gender transformative vocational training. Sources of evidence: FGDs with children / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP) / direct observation
Key activities:		
Provision of wide variety of vocational training (combined with life skills) in market responsive sectors	High	Vocational training was provided, however some of these activities were actually implemented as MHPSS activities. Sources of evidence: FGDs with children / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP) / direct observation
Business training and business plans development	Low	Minimal training and coaching have taken place.

OUTCOME 3	Level of achievement	Result, comments and sources of evidence
		Sources of evidence: FGDs with children / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP)
Start-up support in small groups including tools, material and group mentoring	Low	All children, who completed vocational training in Juba, received adequate tools for their trade. However, due to very limited plan for follow up, many of the tools were later sold by the youth. Sources of evidence: FGDs with children / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP)
Long-term business mentoring by locally trained mentors	Low	No long-term support has been seen, except for veterinary work and welding. Sources of evidence: FGDs with children / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP)
Output 5: <i>Livelihood groups established and supported of mothers of released children under 14 and female headed households (FHHs)</i>	Medium	Various livelihood groups were supported.
Key activities:		
Selection of 500 mothers of released children and 500 mothers of other vulnerable households, especially FHHs (one plus one)	Medium	Various livelihood groups were supported with crops, vegetables and fishing kits and tools; chicken, goats, sheep. Sources of evidence: interview with partners staff and FGDs
Mobile livelihood training in short courses	N/A	No information obtained. Sources of evidence: interview with partners staff and FGDs
Women's groups start-up support (toolkits and materials) in groups of five or six	Medium	Caregivers of targeted beneficiaries who included women were also provided with above inputs (crops, vegetables and fishing kits and tools; chicken, goats, sheep). Sources of evidence: interview with partners staff and FGDs

Table 11: Outcome 4, level of achievement

OUTCOME 4	Level of achievement	Result, comments and sources of evidence
Outcome 4: Youth are socially engaged and contribute to peace and development	Medium	Several CAAFAG are socially engaged in programming activities including in the youth centre. This prevents them from engaging in re-recruitment or disruptive activities within the community. However, youth centres are not very responsive to what children want (e.g. mobile cinema). Sources of evidence: FGDs with children / interviews with UNICEF staff / interviews with IP staff
Output 1: <i>5 Youth-led centres established and supported</i>	High	Centres are established, and these are vibrant places for youth to meet and for training. There are

OUTCOME 4	Level of achievement	Result, comments and sources of evidence
		<p>six youth centres in total in Bebuzen, Boma, Gumuruk, Pibor, Pochalla and Vertheth.</p> <p>Youth living in more remote areas do not have access to the youth centres, unless they can stay overnight with families.</p> <p>Sources of evidence: FGDs with children / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP) / direct observation</p>
Key activities:		
Set-up support and mentoring	Medium	<p>Staff provide support and mentoring, but this is very unstructured. However, case managers are able to provide more structured support outside of the youth centres.</p> <p>Sources of evidence: FGDs with children / interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IP) / direct observation</p>
Sports and cultural activities	High	<p>Many activities, especially relating to sports, were established and took place.</p> <p>Sources of evidence: Direct observation / FGDs with children / interviews with IP staff / analysis of secondary data (report from IP)</p>
ALPs in youth centres	High	<p>ALPs are up and running, although not necessarily in youth centres.</p> <p>Sources of evidence: FGDs with children/interviews with UNICEF staff / analysis of secondary data (report from IP) / direct observation / FGDs with teachers</p>
Providing Internet and solar energy for charging and video	Low	<p>There is occasional re-charging of phones, but there is no internet access.</p> <p>Sources of evidence: direct observation / FGDs with children</p>
Dialogue and peace building activities (inter-tribal, age sets etc.)	Medium	<p>Some peacebuilding activities are taking place. However, little inter-tribal and inter-age sets work has been done.</p> <p>Sources of evidence: interviews with UNICEF staff / interviews with IP staff / analysis of secondary data (report from IPs)</p>
Possibly apprenticeship and business centres in youth centres established	Medium	<p>There is training in the youth centres such as tailoring. There is no formal business centre.</p> <p>Sources of evidence: FGDs with children / interviews with UNICEF staff / analysis of secondary data (report from IP) / direct observation</p>
Youth radio channel development	N/A	<p>Not carried out.</p> <p>Sources of evidence: FGDs with children</p>
Output 2: <i>Peace building capacities and bridging social capital of youth developed</i>	Medium	

OUTCOME 4	Level of achievement	Result, comments and sources of evidence
Key activities:		
Inter-tribal exchange programmes organized	High	VSF Suisse conducted peace building messaging especially targeting various age sets and different communities to diffuse tensions. VSF Germany supported peace building meetings in inter-tribal exchange programmes in Pibor and Lekuangolo; in Pibor to resolve/reduce inter-age set conflict between Kurenen (the age set of the target beneficiary children) and older age sets. Sources of evidence: interviews with IP staff / FGDs
Sports competitions organized between the youth centres	High	VSF Germany organized sports competitions for peace. These included football and traditional games and dances. VSF Suisse conducted various recreational activities and competitions such as football matches, volley ball matches and competitions including provision of sporting gear and equipment. Sources of evidence: interviews with IP staff / FGDs
Dialogues on age set and cattle raiding related violence	High	Dialogues were fostered through peaceful messaging and recreational events which brought together different communities and age sets. VSF Germany supported dialogues on age set peaceful coexistence on internal and external raiding of animals. Sources of evidence: interviews with IP staff, FGDs
Civic education activities	N/A	Not carried out. Sources of evidence: interviews with IP staff / FGDs
Facilitation of access to existing scholarship programmes	N/A	Not carried out. Excluding the vocational training in Juba. Sources of evidence: interviews with IP staff, FGDs

Table 12: Outcome 5, level of achievement

OUTCOME 5	Level of achievement	Result, comments and sources of evidence
Outcome 5: Living conditions in the communities of return improved and likelihood for youth involvement in violence and association of children with armed forces and groups reduced	Medium	Living conditions improved. The likelihood of youth involvement and re-recruitment was strongly reduced, however violence between age sets and between different communities continued to be observed.
<i>Output 1: Improved accesses to water for human consumption and livelihood</i>	Medium	Access to water improved within the programme period insufficiently in Pochalla, while in Pibor great progress has been observed. Sources of evidence: interviews with IP staff / FGDs
Key activities:		
Borehole repair with a minimum of one functioning water point per boma	Medium	This target failed in Pochalla, however it was completely met in Pibor. Sources of evidence: interviews with IP staff

OUTCOME 5	Level of achievement	Result, comments and sources of evidence
Digging of pools to maintain water for animals with a minimum of one per county	N/A	Not carried out. Sources of evidence: interviews with IP staff
Investment in irrigation for agriculture including provision of peddle-pumps	Medium	VSF Germany has supported agriculture training and inputs (seeds, farm tools, irrigation tools - watering cans and peddle-pumps) since 2015 in Gumuruk, Lekuangle, Pibor and Vertheth. Sources of evidence: interviews with IP staff, FGDs
<i>Output 2: Capacities of local actors in child protection and service delivery strengthened</i>	Medium	Case management strengthened, however not so much for other areas needed for project implementation.
Key activities:		
Support to GPAA administration in priority planning and coordination	High	There is frequent dialogue with the authorities. UNICEF and the IPs have an excellent relationship with the authorities. Coordination structures – led by the government – have been set up (although to a lesser degree in Pochalla). Sources of evidence: KIIs / direct observation / interviews with UNICEF staff / interviews with IP staff
Social Workers appointed from the local community (to establish a Community-based Child Protection Network) will continue to receive training and support to develop sustainable MHPSS expertise that is accessible to all	Medium	Child Protection Committees were appointed from the community to spearhead follow ups and advocate against recruitment and use of children in armed forces and groups, among other protection concerns. Sources of evidence: interviews with UNICEF staff/ interviews with IP staff)
Handover of best qualified social workers to the Department of Social Development for possible recruitment into Government service	Not done	Government is not able to pay salary at levels comparable to what social workers get from the humanitarian community. Sources of evidence: interviews with UNICEF staff/ interviews with IP staff)
Gradual transformation of ICC into a youth centre, support and commercialization of these centres to become self-reliant	Not done	The ICC in Pibor was initially in a church compound and closed after a short time. No ICC was used for the 2018 release. Sources of evidence: interviews with UNICEF staff / interviews with IP staff
Support to establishing, registration of and strengthening CBOs and youth groups	Not done	Not done. Sources of evidence: interviews with UNICEF staff/ interviews with IP staff)

SEQ 5: What were the inhibiting and promoting factors for the achievement of the programme objectives?

82. SEQ 5 and SEQ 7 (What were the barriers and enablers that made the difference between successful and less successful implementation and results?) are answered together in ORQ 2 (What have been facilitating and inhibiting factors for achievement of results?).

SEQ 6: How well was the programme implemented and adapted as needed?

83. In terms of implementation, it can be concluded that despite the very challenging security obstacles, partners did manage to implement nearly everything that was agreed upon with UNICEF. Some actions were delayed, while other actions were overachieved.

84. The tables below provide a summary of the analysis at the outcome level of the main IPs.

Notes:

- Second column in the tables below: States the self-reporting of implementing partners on the achievement level. Where the information provided was not of sufficient quality, the evaluator insisted on more and better-quality information. Not all the information that was finally provided is of equal quality. However, in line with ethical principles the evaluator cannot change what has been self-reported.
- Third column in the tables below: The consultant did not audit the programme. *Verified* in this context means that the results were confirmed in KIIs, FGDs, direct observation or case studies. *Non-verified* does not mean the self-reported level of achievement is incorrect.
- Project agreements for which the time span reaches beyond the three year programme period are not included.
- Analysis of indicators was carried out, but not included in this report. It can be shared upon request.

Table 13: GREDO, achievement analysis

Name of NGO: GREDO		
Outcome	Level of achievement (self-reported)	Verified
Project agreement: September 2015–March 2016		
410 released children reunified with their families	Reached 378 children with home visits and provided active case management to them.	Verified
Support reduced involvement of youth in violence and promote positive inter-communal relations	Reached over 704 hundred youths through anti-recruitment campaign which used sports and inter-age set dialogue forums to reach them.	Verified
Monitor and report all grave child rights violations	Established and supported two Child Protection Committees to monitor cases of grave violations as well as other emerging child protection issues.	Non-verified
Project agreement: April–August 2016		
762 released children in Lekuangle and Vertheth reunified with their families or provided with alternative care, supported and monitored	634 CAAFAG boys reached with home visits and other case management services. Cases that needed referral were referred to relevant agencies. Established four child welfare monitors in each payam to monitor and provide awareness on the anti-recruitment drive and use of children in violent activities.	Verified
Socially engaged adolescents contribute to peace and development	Engaged a total of 739 youths and elders through sports to avoid them engaging in negative cultural practices.	Verified
Monitor and report all grave child rights violations	Establishment of child welfare monitors.	Non-verified
Project agreement: August 2016–January 2017		
721 children released in Lekuangle and Vertheth are followed up with their families or provided with alternative care, supported and monitored	568 children reached with home visits and other case management services. Cases that needed referral were referred to relevant agencies.	Verified

Name of NGO: GREDO		
Outcome	Level of achievement (self-reported)	Verified
	Established four child welfare monitors in each payam to monitor and provide awareness on the anti-recruitment drive and use of children in violent activities.	
85 child welfare monitors and social workers are identified, selected, trained in child rights and child protection and equipped to monitor and report on issues affecting children in their community	Identified, registered and supported four child welfare monitors through capacity building trainings. Each welfare committee included 20 members. Gender sensitivity was factored into recruitment of participants and members were drawn from different age sets.	Verified
Six Child Protection Committees formed, trained and strengthened to carry out child protection awareness raising, dissemination of messages on prevention of recruitment and re-recruitment	Two Child Protection Committees were established, with 30 members each, to support in raising awareness, monitoring and reporting. Gender sensitivity was also factored into the recruitment of participants and the location of each member to make sure each payam per county was represented.	Verified
Community members reached with prevention of recruitment and child protection messages	6,410 members reached through prevention and recruitment campaigns organized through sports, mobile cinemas as well as dialogues forums.	Verified
Project agreement: March–August 2017		
Increased coverage of quality integrated community-based MHPSS services and life skills activities for vulnerable children and families	2,135 children reached across the four counties in both community-based and centre-based MHPSS. The children were mostly aged 11–15 years. The number of girls increased compared to previous times, which was attributed to having different MHPSS sites for each gender (for example, in Boma 2,400 children were reached through MHPSS services, 50 per cent of whom were female).	Verified
Unaccompanied and separated children (UASC) receive timely FTR services	29 rescued abducted children were provided with active case management as well as food and non-food items (NFIs) before reunification. Provided capacity building for the case workers in areas of case management and UASC standard operating procedures (SOPs).	Verified
Former CAAFAG receive necessary and ongoing support enabling them to successfully reintegrate into their communities	Identified and registered 80 former CAAFAG boys and OVC per county for vocational skills training. Established four youth-led centres, where skills trainings were conducted and youth dialogue forums held. MHPSS activities established and maintained throughout the four counties in community-based sites as well as in schools and at the youth centres.	Verified
Project agreement: October 2017–October 2018		
CAAFAG, OVC and caregivers are successfully reintegrated into their communities and are at reduced risk of future (re-)recruitment through access to life	967 former CAAFAG were followed up at home and in school, and provided with case management services.	Verified

Name of NGO: GREDO		
Outcome	Level of achievement (self-reported)	Verified
skills, recreational and peace building activities and diversified livelihood and employment opportunities	Child Protection Committees were identified and established in the four counties of Gumuruk, Lekuangole, Pibor and Vertheth. Each committee contained 15 members. Supported 11 case workers to conduct home visits and case management.	
CAAFAG, UASCs and OVC in Gumuruk, Lekuangole, Pibor and Vertheth receive case management to address their individual needs to include FTR, interim care, ongoing monitoring, and referrals to specialist services	14 rescued abducted children were provided with active case management as well as food and NFIs before reunification. Provided capacity building for the case workers in areas of case management and UASC SOPs.	Non-verified
Recruitment of children into armed forces and armed groups is prevented and children and communities are better able to protect themselves from violence, abuse, neglect, and exploitation, through the promotion of child rights, sensitization on key protection issues, and strengthening of community protection mechanisms.	Recruited and registered 80 children in different vocational skills training that included leather work, woodwork, small business training, bead making and English classes. Conducted monthly youth dialogue forums to provide a forum for the different age sets to exchange views and reduce the tensions between them.	Verified

Table 14: Nile Hope, achievement analysis

Name of NGO: Nile Hope		
Outcome	Level of achievement (self-reported)	Verified
Project agreement: August 2016–August 2017		
CAAFAG involved in joint sports activities had improved interaction/ sociability as result of MHPSS support activities	Two sports activities conducted for conflict-affected young people (football, volleyball, netball etc.) as a trauma healing process.	Verified
CAAFAG children improved knowledge on sexual exploitation and child rights for education and protection	One awareness raising session conducted on the prevention of sexual exploitation, child rights, and discussion of gender roles in the community.	Verified
CAAFAG children in school clubs have improved ability to speak out and share child rights messages during school hours and in public places such as youth traditional dance, drama festivals and places such as social forums	Six peer group clubs formed and supported in sending protection and child rights messages through drama festivals, and debates in community social forums.	Verified
CAAFAG learners enrolled in ALP centres and used the ALP centres as a re-socialization platform into the community	Establishment and provision of ALP education services to five learning centres.	Verified
Enrolment of CAAFAG in school increased besides improved literacy and numeracy, as a result 12 sat for primary school certificate	Schools supplies transported and distributed to four schools and ALP centres.	Verified

Name of NGO: Nile Hope		
Outcome	Level of achievement (self-reported)	Verified
The successful back to learning campaign increased CAAFAG enrolment in various schools	One back to learning awareness campaign conducted.	Verified
Project agreement: May 2017–January 2018		
Back to learning awareness campaign has increased access and enrolment of CAAFAG in various school levels	Conducted two back to learning awareness campaigns for each county of Boma state.	Verified
Formation and support of peer groups / clubs in primary schools and ALP centres results in easy identification of children in distress which also include CAAFAG	Nine peer groups / clubs formed and supported in sending protection /child rights messages through drama festivals, and debates in community social forums.	Non-verified
Teachers had improved ability to deliver teaching contents to CAAFAG learners	Transportation and distribution of scholastic materials to teachers in nine learning centres.	Verified

Table 15: Hold the Child, achievement analysis

Name of NGO: Hold the Child			
Outcome	Level of achievement (self-reported)		Verified
	Baseline	Target	
Project agreement: March 2016–February 2017			
% of coverage of follow-up visits of integrated children (ex-CAAFAG)	80%	80%	Verified
% of integrated children (ex-CAAFAG) reached accessing basic education	80%	60%	Verified
% of integrated children (ex-CAAFAG) reached with psychosocial interventions	80%	60%	Verified
% of integrated children (ex-CAAFAG) reached with socio-economic reintegration packages/vocational training support	50%	None	Non-verified

Table 16: IAS, achievement analysis

Name of NGO: IAS		
Outcome	Level of achievement (self-reported)	Verified
Project agreement: September 2016–August 2017		
22,000 people (women, girls, boys and men) served with clean drinking water and functional water management committees	Complete achievement.	Verified
6,300 people benefited from increased access to emergency sanitation facilities in Gumuruk	Complete.	Verified
352 people directly benefited from water management committee trainings on operation and management of water sources	Complete.	Verified
Project agreement: May 2016–April 2017		
16,000 people have access to sustainable clean water	Complete.	Verified

Name of NGO: IAS		
Outcome	Level of achievement (self-reported)	Verified
2,000 school children gained access to proper sanitation facilities and reached with hygiene messages	Complete.	Verified
10,000 people acquired knowledge on the causes of WASH related diseases and sound hygiene and sanitation practices	Complete.	Verified

Table 17: SPOCI, achievement analysis

Name of NGO: SPOCI		
Outcome	Level of achievement (self-reported)	Verified
Project agreement: November 2016–January 2017		
Increased access to safe water supply to about 6,000 people through the application of water pumps and distribution of household level water treatment technologies	Increased access to safe water supply for about 6,000 people through the implementation of water pumps and distribution of house hold level water treatment technologies.	Verified
Communities have improved hygienic environment and improved knowledge, attitude and practices on hygiene/cholera through house-to-house hygiene promotion and delivery of WASH/NFI products	Communities have improved hygienic environment and improved knowledge, attitude and practices on hygiene/cholera through house-to-house hygiene promotion and delivery of WASH /NFI products.	Non-verified
Displaced and vulnerable populations have improved access to appropriate sanitation facilities and services that meet Sphere standards	Displaced and vulnerable population have improved access to appropriate sanitation facilities and services that meet SPHERE standards	Non-verified
Improve access to safe and protective learning spaces and essentials school supplies, recreation and girls' hygiene materials distributed to emergency affected boys and girls, male and female teachers	Improved access to safe and protective learning spaces, and essential school supplies, recreation and girls' hygiene materials distributed to emergency affected boys and girls as well as male and female teachers. Particular emphasis placed on recruiting female teachers to provide role models and safe learning spaces for girls, ideally increasing enrolment and completion rates.	Verified
Improved knowledge by teachers and PTAs, girls and boys on conflict awareness messages and improved school management, children's enrolment and retention	Improved knowledge by teachers and PTA, girls and boys on conflict awareness messages and improved school management, children's enrolment and retention	Non-verified
Project agreement: May–November 2017		
Increased access to safe and protective learning spaces for 3,000 children and youth	Complete.	Verified
Increased knowledge and attitudes on conflict sensitive life skills, psychosocial support and	Complete.	Verified

Name of NGO: SPOCI		
Outcome	Level of achievement (self-reported)	Verified
peace building among conflict affected children and teacher/PTA training		
Improved access to WASH services and facilities among children and youth in established temporary learning spaces in Vertheth	Complete.	Verified
Project agreement: May–November 2018		
Out-of-school children, and host community children and adolescents, aged 3–18 years, have equitable access to safe and protective learning opportunities	Complete.	Non-verified
Improved quality of education through enhanced literacy and numeracy skills and life skills and building resilience of conflict affected children and adolescents, aged 3–18 years	Complete.	Non-verified
Improved recovery and resilience capacity among children by linking education with child protection services and psychosocial support to children and adolescents, aged 3–18 years, including survivors of SGBV	Complete.	Verified
Out-of-school children, adolescents and youth provided with life skills and livelihood support for lasting peace and inter-community harmony	Complete.	Non-verified

Table 18: VSF Germany, achievement analysis

Name of NGO: VSF Germany		
Outcome	Level of achievement (self-reported)	Verified
Project agreement: February–September 2015		
750 demobilized CAAFAG are supported at the ICC and reintegrated into their families and communities	Complete	Verified
800 families hosting former CAAFAG and OVC are provided with food security livelihood kits by June 2015	Complete	Verified
800 children – 400 former CAAFAG and 400 vulnerable children – and their caregivers are supported with economic reintegration activities by June 2015	Complete	Verified
Project agreement: October 2015–March 2016		

Name of NGO: VSF Germany		
Outcome	Level of achievement (self-reported)	Verified
2,624 former CAAFAG and OVC are reintegrated into their communities through livestock, fisheries and crop interventions	Complete	Verified
2,624 former CAAFAG and OVC and their caregivers have improved access to alternative income through diversified livelihood opportunities	Mostly complete	Verified
634 children have increased knowledge in business management skills	Partially complete	Verified
Project agreement 3: Sept 2016–February 2017		
150 former CAAFAG and OVC are economically reintegrated into their communities through improved poultry breeding	Complete	Verified
602 former CAAFAG and OVC are registered in biometric data system (child protection system)	Complete	Verified
50 former CAAFAG and 50 OVC have Improved access to alternative income through vocational skills (bread and mandazi – a form of fried bread – making), basic business management training, food hygiene and small business startup kits	Complete	Verified
Reintegration with take-home food rations and small ruminant restocking to create alternative livelihood	Complete	Verified
Project agreement: March 2017–April 2018		
Recruitment of children into armed forces/groups is prevented and children and communities are better able to protect themselves from violence, abuse, neglect, and exploitation through the promotion of child rights, sensitization on key protection issues, and strengthening of community child protection mechanisms.	Mostly complete	Verified
Former CAAFAG and OVC and their caregivers are successfully reintegrated into their communities and are at reduced risk of future (re-)recruitment through access to life skills, recreational and peace building activities and diversified livelihood and employment opportunities.	Complete	Verified
Former CAAFAG who are released formally or informally receive immediate support and	Complete	Verified

Name of NGO: VSF Germany		
Outcome	Level of achievement (self-reported)	Verified
assistance to facilitate demobilization and reintegration and reduce the risk of (re-)recruitment.		

Table 19: VSF Suisse, achievement analysis

Name of NGO: VSF Suisse		
Outcome	Level of achievement (self-reported)	Verified
Project agreement: March 2015–January 2016		
300 former CAAFAG are demobilized and supported to reintegrate into their families and communities	Achieved	Verified
Project agreement: February–July 2016		
Increased coverage of quality of integrated community-based psychosocial support services and life skills activities for vulnerable children and families	Complete	Verified
Former CAAFAG receive necessary and ongoing support enabling them to successfully reintegrate into their communities	Complete	Verified
Performance indicators		
Project agreement: April 2017–May 2018		
Increased coverage of quality of integrated community-based psychosocial support services and life skills activities for vulnerable children and families	Complete	Verified
Former CAAFAG receive necessary and ongoing support enabling them to successfully reintegrate into their communities	Complete	Verified

Conclusion

85. From the 65 outcomes, the consultant was able to verify 54 outcomes, and 11 have not been verified. Two outcomes that IPs reported are contradictory according to information obtained through other evaluation methods. Specifically, the evaluator found that the following two outcomes were not met based on the activities that were self-reported by IPs under these outcomes:

- 1) Out-of-school children, host community children and adolescents/youth, have equitable access to safe and protective learning, and
- 2) Out-of-school children, adolescents and youth provided with life skills and livelihood support for lasting peace and inter-community harmony.

Overall, the IPs had very high achievement levels, despite the very challenging context. Moreover, where the outcomes were not achieved, verifiable explanations were provided. Most of the explanations were related to security.

86. SEQ 6 also enquires if the programme was adapted as needed. All the joint partner reviews that were carried out state that:

- The joint monitoring and assurance plan was implemented as per the programme document;
- UNICEF provided timely feedback on Funding Authorization and Certificate of Expenditure (FACE) forms and progress reports;
- The IP and UNICEF took satisfactory actions to address any shortcomings identified;
- Action plans were included in the joint partner reviews.

87. Where a partner did not deliver as expected, the cooperation with UNICEF was halted. This was the case for the NGO Voices of Peace.

88. In principle the findings listed above should have been enough to conclude that the programme was adapted as needed. Yet, the shortcomings of the programme as described in this report did not arise in the joint partner reviews and have thus not been addressed. This implies that they have not been identified in a timely manner by either the partner or by UNICEF. Also, by monitoring the risk, several of the risks to programme implementation could have been mitigated.

SEQ 7: What were the barriers and enablers that made the difference between successful and less successful implementation and results?

89. SEQ 5: (What were the inhibiting and promoting factors for the achievement of the programme objectives?) and SEQ 7 are answered together in ORQ 2.

5.4 Efficiency

To determine efficiency, the following specific evaluation question was investigated:

SEQ 8: To what extent did the interventions represent the best possible use of available resources to achieve results of the greatest possible value to CAAFAG and the GPAA community?

90. Overall, the programme can be rated as having a medium-high level of efficiency. There has been evidence of careful selection of activities, and budgets of IPs are correct and in line with their policies. All purchases have been properly procured and due diligence procedures have been respected. Further analysis was not carried out as the evaluator was not provided with data on real expenditures in the project.

91. Notwithstanding, in hindsight some aspects could have been done, and should be done differently, to optimize the use of available resources:

- Resources could be saved or added to by using participatory community development planning and school development planning. The communities could have committed with manpower and materials available in the local environment (e.g. building materials).
- Schools have been activated or re-activated. Several schools have increased vulnerability due to the fact that they are not housed in buildings. An investment in building structures would have increased the chances of the sustainability of the programme.

- In Pochalla, humanitarian and development assistance are, without doubt, very much needed. However, there has been only one release, conducted four years ago, with merely 174 children. So, it can be questioned if CAAFAG-centered programming should still take place.
- There have been several issues with the purchase of agricultural tools and other equipment for former CAAFAG. Quality was lacking and they broke soon after they were initially used.
- The administrative and logistic chain within UNICEF also caused several delays in the delivery of goods. This led to timing of deliveries of goods that were not in line with the school year and the cycle of wet and dry seasons.
- To complete the training, a trainee would need six months. However, due to budget limitations, the trainees sent by the programme could only stay for three months and so were not acquiring all of the skills needed to exercise the vocation. Solutions could have been found without great budget implications, e.g. one child from each training group could do the whole six months and coach the other children upon return. Alternatively, part of the training could be given in GPAA by a vocational trainer. A combination of these strategies is recommended.
- Insufficient preparation and coaching of young people to start up their own business led to situations in which production means were sold or rented out (e.g. generator, knitting tools).

Conclusion

In terms of efficiency, programme implementation is rated as medium-high. While some areas of implementation were completed successfully, such as the selection of activities and the budgeting of implementing partners, other aspects could be improved in future implementation of similar programmes. This includes using participatory community development planning and school development planning, investing in permanent structures for schools, as well as strengthening vocational training and livelihood activities.

5.5 Impact

To determine impact, the following specific evaluation questions were investigated:

SEQ 9: Were there any positive or negative impacts beyond the overall project goal?
 SEQ 10: Were there any community level impacts resulting from implementation of the project?

SEQ 9: Were there any positive or negative impacts beyond the overall project goal?

92. During the FGDs, KIs, case studies and direct observations, it emerged that most of the former CAAFAG that participated in vocational training are enrolled in school. They mentioned two positive factors that go beyond the project goal:

- Former CAAFAG want to marry educated women, which could potentially lead to a change in gender and social norms that currently encourage early marriage. For example, norms which determine that young girls are bought for marriage by men for cows, where girls are

consequently not allowed to go to school. Instead, the former CAAFAG's way of thinking will support positive gender consequences, helping to ensure that girls have their right to education met and avoid the harmful consequences of early marriage and childbearing.

- Former CAAFAG do not want to participate in age sets. The reintegration strategy also had a positive impact on the reduction of age set-related violence. Some of the boys however did mention that they may not have a choice to not participate in the violence and may be obliged by force.

93. Good practices are copied elsewhere without the intervention of IPs. Examples of this include the existence of a welding booth in the market. At the time of visiting the area, a similar structure was being set up in Lekuangolo. The practice of constructing houses with bricks is also copied by many families. This was clearly introduced through the project's activities.

94. The peace building activities and MHPSS have had a very strong impact on community building. The football tournaments attracted very large crowds and the enthusiasm was overwhelming. Notice that this concerns tournaments within the community, and not between tribes or age sets.

95. Another remarkable issue that strongly arose from the FGDs with families is that where before higher studies were not much appreciated – because it did not bring jobs, cows or income – now education is very much valued. It was mentioned that this switch in mind set took place on seeing the national NGO workers who are seen to earn a good income.

96. During the FGDs, KIs, case studies and in direct observation, the following negative factors were identified within the project:

- The advantages and preferences that former CAAFAG and OVC have compared to the general population are in several cases a source of conflict and tension for the other community members.
- Commanders who cooperate or facilitate releases are highly valued, since this brings substantial humanitarian aid and improvements for the communities. Some Commanders therefore staged more releases, including of children who were already released (i.e. who were re-released) and of children who were never CAAFAG. This has been confirmed in KIs and in interviews with UNICEF staff and former staff, but contradicted by others.
- The service provision of UNICEF and IPs has diffused responsibility away from the communities and made them to a large extent aid dependent. Minimal effort is made to produce food while receiving World Food Programme aid packages, despite the land in Pochalla being fertile. This arises from the fear of attacks from *Murle*, including the killing and abduction of children if they move to places outside – but still close to – the centre. However, there is no incentive to mitigate this risk by for example, being in groups. Similar mechanisms play out in school construction and school maintenance. Even for simple tasks like cutting the grass around the school, to protect the children from snake bites, the community simply asks the NGOs to provide this service.
- The same people who say that they cannot afford school education for their children (both boys and girls), have a wealth of cows. They turn to NGOs for aid in financing the education of their children or simply keep their children home. This is especially the case in Pibor region, where for the price of one cow one can easily send several children to

school. In an FGD with teachers an attempt was made to quantify the issue and to identify financial strata in the population (see box).

Financial strata in the GPAA population (FGD with teachers)

Price of cows: a small cow 40,000 SSD; a big cow 70,000 SSD

Price of education* per school year: between 2,000 and 4,000 SSD

Price of marriage: Cows are never used to pay for education and are reserved exclusively for marriage purposes. The minimum bride price is 60 cows.

Cow wealth in the population:

- An estimated 30 per cent of the population has more than 100 cows.
- An estimated 45 per cent has between 40 and 90 cows.
- A family having less than 40 cows is considered to be poor.
- The remaining 25 per cent does not have cows.

*Education is legally free but the cost relates to uniform, registration, school materials etc.

What was also remarkable was that the church is said to be the only actor that can convince people to sell a cow to send their children to school (FGD with religious leaders).

- The strong visibility strategy of UNICEF and the IPs leaves the NDDRC as an invisible actor. As a result, community members do not know of the existence of the NDDRC. In their eyes, UNICEF negotiated and facilitated all releases. However, good practice would be that NDDRC would be at the forefront of the campaign and UNICEF would be less visible.
- The populations have great expectations for future aid in general, and in particular for future schooling possibilities and advanced vocational training. The temporary character of the mandate of UNICEF and the IPs has not been clearly communicated. UNICEF and the IPs are in way regarded as a parallel government that bring welfare services. In light of the overall decreased funding for South Sudan, community expectations will be greatly frustrated. The communities did not use the time of the intervention of IPs to build up structures to function independently.

SEQ 10: Were there any community level impacts resulting from implementation of the project?

97. The programme overall had great impact partly at the community level. The communities changed in the following ways due to the implementation of the programme:

- Communities are more coherent and better integrated. In FGDs with parents, it became clear that this can be largely attributed to the MHPSS activities of the IPs.
- Access to water greatly improved, including water management (KIIs, FGDs).
- Access to schools improved for all children in the community (KIIs, FGDs).

- Home construction improved, and increasingly bricks are being used (direct observation, interviews with UNICEF staff and staff of IPs).
- Animal health is improving due to – among other factors – vaccinations that are administered by former CAAFAG. The importance of this cannot be underestimated. One factor that causes inter-communal violence is that cows that die need to be replaced, and therefore cattle raiding results. Although improving the health of the cattle will not eradicate cattle raiding, it certainly contributes to a decrease.
- The implementation of the programme also generated more peace at the community level. Most – though not all – of the former CAAFAG have been able to forgive (their own words) and to move on without accumulated internal anger. The youth attribute this largely to the messages of the church and the MHPSS activities. At the same time, the release also replaced bitterness with peace within families. After an initial period in which the newly released CAAFAG behaved in an aggressive and angry way, they become more peaceful and regained trust in their surroundings.

Conclusion

Positive impacts noted in data collection include increasing emphasis and engagement in education, for both boys and girls, as well as reluctance on the part of CAAFAG to engage in age set violence. It was also observed that there was high engagement on the part of the community in peacebuilding activities, such as the football tournament. Negative impacts were also noted, such as the perception of inequity within the community due to the programme targeting CAAFAG and OVC, as well as cultural norms that continue to impede access to education. Lastly, national and local actors were not adequately visible during the implementation of the programme, and communities remain largely dependent on international aid actors to support services.

Additionally, impacts were noted at the community level, particularly in the following areas: communities are better integrated and more peaceful; access to schooling and water is improved; animal health (linked to livelihoods in the area) has improved due to vaccinations; and communities are constructing more permanent homes.

5.6 Sustainability

To determine sustainability, the following specific evaluation questions were investigated:

SEQ 11: Are positive results likely to be sustained? In what circumstances?

SEQ 12: Are the project activities scalable and replicable in-country and beyond?

98. To gauge the sustainability of the programme is not a straightforward undertaking and the end of the programme strategy period is critical. Large cohorts of the former CAAFAG will graduate from primary school in the coming years. Without access to secondary school or vocational training youth may become idle, leaving them prone to poverty and engaging in harmful behaviors, which is one of the most important risk factors for re-recruitment. The actions that the government, UNICEF and the IPs will undertake for scaling up education opportunities beyond primary school will therefore be the largest factor in determining the sustainability of the project. At the moment of writing this report, there is only a plan to make the secondary school in Pibor accessible for youth that live far away, through the installation of boarding facilities. Radio schools or mobile schools are also viable options to address the protection risks that girls may face when attending boarding schools. However, one secondary school will not be enough for the Pibor region, and will leave Boma and Pochalla without a secondary school facility.

SEQ 11: Are positive results likely to be sustained? In what circumstances?

99. The great results that the programme generated are only likely to be sustained if:

- Decisive action is taken to fill in the post-primary education gap;
- A reasonable level of peace holds;
- The basic needs of the young people can be met;
- Community ownership is increased while simultaneously decreasing dependency on aid.

100. On the contrary, if youth are idle, unemployed and hungry, armed groups will offer engagement where food needs will be fulfilled, and it is very likely that recruitment and re-recruitment will take place. In all FGDs with former CAAFAG and in case studies it was explicitly stated that they do not want to go back to armed groups, but they also made clear that their situation might force them to do this.

101. Some parts of the project will render sustainable results:

- The boreholes provide water in a sustainable way, if properly maintained.
- Several of the vocational trainings provided livelihoods that address the basic needs of youth while at the same time stopping them becoming idle: welding, woodwork, car mechanics, electrician training etc.

SEQ 12: Are the project activities scalable and replicable in-country and beyond?

102. Albeit with some imperfections, the programme has a unique character that is scalable and replicable, namely its *comprehensive and integrated structure*. Its unique approach in which releases are combined with multisectoral interventions such as education, WASH, livelihoods and MHPSS, provides a powerful formula for successful integrations. If the lessons learned and recommendations included in this evaluation can be integrated, while also scaling up this initiative, then it will be considered as an example of good practice. If future programmes integrate the new theory of change proposed, the lives of many youth, families and communities will greatly improve.

103. SEQ 12 makes reference to individual activities. However, scaling and replicating individual activities are not considered to be a sensible action. It is exactly the interconnectivity of the activities and the holistic approach that gives this programme its effectiveness.

Conclusion

The sustainability of the programme will depend on the changing context and access to services in coming years; other interventions are required to continue to make progress in educational access, such as the introduction of radio schools. Additionally, basic needs will have to be comprehensively met to address the underlying contributing factors to poverty which also impede access to education. The ability to do this is largely dependent on stability in the local and national security situation.

5.7 Human Rights and Gender

There was no specific evaluation question under this heading.

Human Rights

104. The whole programme was geared towards alignment with the CRC and its underlying principles. Unlike adults, children cannot legally be recruited; therefore, measures that aim to prevent their recruitment, or that attempt to reintegrate them into their communities, should not be viewed as a routine component of peacemaking, but rather as an attempt to prevent or redress a violation of children's rights.
105. In particular the child's right to life, survival and development (Article 6, CRC) has been paid significant attention to in this programme. This is not limited to ensuring a child's physical wellbeing but includes the need to ensure full and harmonious development, including at the spiritual, moral and social levels, where education plays a key role.
106. A CRC underlying principle that has been less served in this programme concerns child participation: children should be allowed to express their opinions freely, and those opinions should be given due weight in accordance with the age and maturity of the child (Article 12, CRC). Children should be consulted at all stages of the demobilization and reintegration process, and actions that affect them should be in their best interests and take into account their needs and concerns. One area where this has occurred is during the FTR process. There is evidence from FGDs, interviews from IPs and from case studies that children have been properly listened to. Also, in FTR, the child's best interests (Article 3, CRC) have been carefully considered. However, in other sectors such as education planning – including school development planning – much can be done to increase participatory approaches and consultation of children. This is one of the key recommendations of this evaluation.
107. There are sufficient indications (KIIs, interviews with UNICEF staff) that the cooperation between the NDDRC of South Sudan and UNICEF is aimed at ensuring that children who have not attained the age of fifteen years do not take a direct part in hostilities (Article 38, CRC); that it promotes physical and psychological recovery and social reintegration of child victim of armed conflict (Article 39, CRC) and is in line with the Optional Protocol to the CRC on the Involvement of Children in Armed Conflict.
108. In Pibor, former child soldiers who were associated with the Cobra Faction and who are now adults, having turned 18, are now forcefully recruited by the Government's armed forces. This was strongly observed during FGDs in Gumuruk. There are several reasons to oppose this:
- According to the current peace agreement, no new recruitment should take place – much less forced recruitment.
 - Many children have had traumatizing experiences in the Cobra Faction and they still get anxious when military vehicles pass by. Recruiting them into the army does not facilitate healing.
 - It can be questioned how the youths will be treated in the army when it is known that they may have previously been fighting against that same army.
 - UNICEF, its donors and its IPs have invested substantially in the reintegration process. Many of the children in Gumuruk participated in training for cattle health and are now productive in aiding their communities by providing veterinary vaccinations. The progress in livelihoods, reintegration and veterinary health will be nullified if army recruitment takes place.
109. It has been argued that the primary mandate of UNICEF and its interventions are for children aged up to 18 years old. If so, then advocating for youth should be done in collaboration with other agencies, while UNICEF can still have a signaling function in identifying areas of need. This is included in the recommendations of this evaluation.

Gender

110. In terms of gender, Pibor is rightly classified as one of most problematic and complex regions of South Sudan. In a very recent education-focused gender analysis, Oxfam concluded that “negative gendered social norms in Pibor make it one of the worst places in the country for child, early and forced marriage and the barriers that this creates to girls accessing education.”²⁰
111. No gender analysis was included in the key document of the reintegration programme, so the current situation cannot be assessed against an analysis at that time.
112. The following points reflect the gender context at the moment of carrying out the evaluation:
- One of the factors that explains the difference in results between Pochalla and Pibor is that Pibor is a cattle-based society, where the *Murle* are the dominant population. In contrast, Pochalla is an agricultural society where the *Anyuak*²¹ are the dominant population. In Pibor, girls have had their rights denied from a very young age. Men purchase girls for marriage mostly before 8 years of age, but in some cases even before birth. Payments are made in cows. Even though the girl child continues to live with her mother, *the owner* decides if the girl can go to school. Girls typically get pregnant around the age of 14, and the implications of early pregnancy are compounded by domestic servitude, social isolation and health risks to both them and their children.
 - SGBV is still deeply rooted in the GPAA. Commonplace SGBV and the limited aspirations of girls are well illustrated by comments made in an FGD with out-of-school girls in Pochalla: “I still have dreams. My biggest dream now is that a husband finds me who does not cane me too much”.
 - Gender inequity in education in the area is evident from the enrolment rates available for 2017 (5,787 for girls and 9,444 for boys) and 2018 (5,865 for girls and 13,315 for boys, showing even greater disparity). Similar gaps are observed in ALPs: In 2017, the enrolment rate was 309 for girls, and 1,534 for boys. In 2018, enrolment rates more than doubled for girls to 703, and reduced for boys to 1,504. However, despite the improvement boys still enrol at more than twice the rate of girls.
113. No girls were part of the released group of children included in this programme. However, during implementation great efforts were made to include girls within the category of OVC. For example, many of the OVC who were recipients of vocational training were girls. Also, what is particularly a source of hope for future change is that several former CAAFAG expressed they would like to marry an educated woman, potentially helping to alleviate the pressure for early marriage on girls, and thereby allowing them to access their right to education.
114. It was acknowledged that only a limited number of girls’ schools had been established to address their access challenges to education, which was due to the fact that no female teachers could be found. This is an important factor in girls’ education in terms of serving as role models as well as creating safe learning spaces.
115. Girl CAAFAG were not included in this programme. Data identifying girl CAAFAG, as well as gender sensitive programming are essential to any future programmes that follow a similar

²⁰ Education-focused gender analysis case studies: Pibor and Juba, South Sudan (April 2019)
<<https://reliefweb.int/sites/reliefweb.int/files/resources/rr-south-sudan-education-gender-analysis-260319-en.pdf>>
accessed 15 May 2019

²¹ *Anyuak* are predominantly subsistence agriculturalists. While they raise cattle, goats and fowl, they do not keep large herds of cattle due to cattle raising by *Murle*.

model, or any interventions will run the risk of perpetuating gender inequity in South Sudan by ignoring a significant portion of the CAAFAG population that need to be supported in reintegration.

116. FGDs with girls revealed that they feel men believe they possess females, SGBV is normalized, there are few educational opportunities available for girls, and that child marriage continues to be a concerning issue that they have little influence over. These observations are deeply ingrained in the communities' cultures, and at times girls in the FGDs expressed acceptance of practices that were harmful to them.
117. Programmes and support services provided, need to be gender sensitive and responsive to the varying needs that girls (both CAAFAG and OVC) have in South Sudan. This includes alleviating childcare burdens by providing appropriate facilities, addressing parents' reluctance to use their assets (such as cows) to support their girls' educational endeavours, ensuring that school facilities are accommodating (for example gender sensitive WASH facilities), promoting the hiring of female teachers, and working to alleviate the social stigma that girls – especially those who have had children with combatants – may experience within their families and communities.
118. More strategies could have been used to improve the situation for girls. Using participatory community-based development planning and school development planning, UNICEF and its partners could have added a condition to the contributions made for communities to promise to send the girls to school.
119. Several activities were planned for, but were not incorporated in the partner agreements for the IPs. This include special activities for female headed households (FHHs) and for mothers of children released under 14 years of age. The non-implemented activities are acknowledged in the achievement analysis table outcome 3 output 5.

Conclusion

The programme emphasized the child's right to life, survival and development as stated in the CRC. Areas of improvement remain however, particularly in relation to children's participation. Additionally, former CAAFAG that turn 18 remain at risk of being re-recruited, however individuals that become adults fall outside of the purview of UNICEF's interventions. Gender inequity in education remains a persistent challenge and is compounded by the lack of specialized interventions designed for the needs of girls, including girl CAAFAG. In order to address this, disaggregated data that identifies girl CAAFAG and OVC, as well as the scope of their needs, would be essential.

6. Conclusions and Lessons Learned

6.1 Conclusions on overall research questions

To determine overall conclusions, the following overall research questions (ORQs) were investigated:

ORQ 1: Have interventions under this initiative led to anticipated outcomes and for whom?

ORQ 2: What have been facilitating and inhibiting factors for achievement of results?

ORQ 1: Have interventions under this initiative led to anticipated outcomes and for whom?

120. In terms of effectiveness, albeit with some limitations, the programme met the needs of CAAFAG. Unmet needs were identified in the areas of food insecurity, needs for greater

access to MHPSS (such as structured MHPSS, focussed non-specialized assistance, and specialized care), livelihoods and access to secondary education. In particular, girl CAAFAG, youth living in remote settlements and those with mental health problems have not been sufficiently reached. Therefore, further interrogation of those left out is required.

121. As mentioned in the discussion on outcome one, approximately 1,700 children were released. The exact number is not known since some of the children may have been released twice. The intention of the programme was to have a primary focus on the released CAAFAG, while at the same time linking it with an equal number of OVC. This is referred to in the strategy document as the “one plus one” principle. At the same time, the communities in which they serve could also benefit from certain activities: school improvements, peace building activities and access to water.

122. An analysis of the reports and indicators from the IPs showed that indeed all children in the primary target group have been reached. However, this conflicted with information from the FGDs, KIs, as well as interviews with UNICEF and with staff from IPs, which bring to light that some groups of children of the primary target group not reached, as follows:

- Released children who live in remote settlements that are not serviced by the IPs.
- Participants of informal releases and escapees. Several children who were formally released mentioned in FGDs that they know children who also left or escaped independent of the negotiated release facilitated by NDDRC and UNICEF. In discussion with various stakeholders, this seemed to be a sensitive issue with concerns that if these children are included in the programme then other children may pretend to have informally escaped to obtain the benefits. Other stakeholders say that they simply integrate them in the database as OVC. The underlying issue here is that there should not be such a significant difference in benefits for the one plus one CAAFAG/OVC, compared to the remaining children. The programme should focus much more on the community as a whole and abandon the one plus one principle.
- Former CAAFAG with severe mental health issues. Their existence is known by other former CAAFAG who successfully went through the reintegration process, but are unknown to social workers (FGDs with former CAAFAG) and excluded from community-based child protection networks. As a result, the prevalence of severe mental health issues in the community is not known, but should be evaluated to determine the catchment population for MHPSS interventions.
- Stating that the primary target – 1,723 CAAFAG and their corresponding equal number of OVC – have been reached cannot be equated with saying that all OVC in the community have been reached, which is a group independent from the number of released CAAFAG. The level of completeness of the databases of the case managers is an unknown factor, since nobody has documentation on all children in the community. Accurate recent data regarding the total population and number of children are non-existent. It can therefore be expected that groups of OVC were excluded. These include:
 - a. OVC girls.
 - b. Young girls who are arranged for marriage and are not allowed to go to school.

- c. Children in protective custody with local authorities. These are children from families who are searched for by the age sets for revenge. They live in miserable conditions and receive minimal NGO services.
- d. Girl CAAFAG and their children, who need to be identified and outreach conducted to increase their participation in support services and programming.

ORQ 2: What have been facilitating and inhibiting factors for achievement of results?

123. The facilitating factors that have identified are:

- The activities and messages of religious institutions align with the purpose of the programme. They condemn the age sets, promote education (including for girls), promote ownership of the community and warn against over-reliance on external aid. Moreover, they mediate with families in cases where children cannot go to school for financial reasons, as well as provide and coordinate community-based care for orphaned children. In their own way, they engage in MHPSS through preaching peace and forgiveness. The strategy for the latter is not in line with the Inter-Agency Standing Committee (IASC) MHPSS guidelines 2007, increasing the risk of potentially violating the do-no-harm principle.
- Several former CAAFAG have established their own livelihoods independent from the actions of UNICEF and its IPs, hence stimulating reintegration. The livelihoods include trading in local markets, bringing cattle to Juba and returning with other trade goods, etc.
- Many commanders within the Cobra Faction engaged in abuse, violating the children's rights: several children testified in FGDs and in case studies that they were tortured, forced to fight on the front lines, put in prisons if they refused and ransom (a cow) was then requested from the family to avoid the child being killed. The children obviously do not want to go back, which is a factor promoting reintegration.
- The willingness of nearly all family and community members to welcome the children home despite the atrocities in which they were involved greatly assisted in reintegration.
- The relative peace – although moments of insecurity and conflict still occur – supports reintegration and fewer known new (re-)recruitments of CAAFAG are taking place.

124. The inhibiting factors that have been identified are:

- The lack of food that is still prevalent in GPAA promotes re-recruitment as children rejoin armed groups to obtain food security through the distribution of supplies or looting.
- The programme greatly improved access to education. However, most children in FGDs know other children whose reintegration failed, and in some of these cases a lack of access to education was a cause.
- A major inhibiting factor for achievement of results is the remoteness of some settlements. The programme focused mainly on first-level centres (Boma, Pibor,

Pochalla), and to a lesser extent their peripheral settlements (E.g. Lekuangole). However, the more remote payams were not serviced. Former CAAFAG expressed that they know “children similar to them, but whose situation is not good.”

- Another strong negative factor is the mental health problems that several former CAAFAG have to cope with in combination with a lack of services to assist them. Several have symptoms of anxiety up to a level of a disorder, post-traumatic stress disorder (PTSD) or moderate to severe depression. Again, several former well-integrated CAAFAG know others whose reintegration failed due to mental health problems.
- The existence of violent age sets and the cattle raiding culture creates a climate in which violence prevails in the lives of former CAAFAG. Moreover, the age sets can oblige them at any given time to restart fighting. It has been argued in reports that the youth groups that take care of cattle are structured and operate in a way similar to militia.
- Communities have become aid dependent and take little ownership over their development. However, this is only partly an external factor. It also occurs because no participatory community development planning was initiated. The lack of ownership considerably limits the pace of development and as such of reintegration.
- The radical changes in the accessibility of communities between the dry and the wet season complicates all planning and implementation.
- A failure to identify and conduct outreach to girl CAAFAG, who are under-represented in this programme.

125. These factors could be addressed by amending future programme design to accommodate needs such as of former CAAFAG residing in remote areas that face accessibility issues, addressing gender sensitivity limitations in data, outreach and accessibility, and greater community participation in the design and implementation of the project.

6.2 Lessons learned

To determine lessons learned, the following ORQs were investigated:

ORQ 3: What key lessons can be learned and replicated from the project?

126. The outcomes of the evaluation contains important lessons, confirming that:

- Being able to go to school is at the very centre of reintegration. It has been demonstrated in other programmes that the higher a child's level of education, the more their reintegration is likely to succeed.²² During the three-year reintegration strategy it has become clear that no access to school (due to remoteness of the settlement in which the children live), or because special mental health needs are

²² Socio-Economic Reintegration Strategies for Youth, available at https://www.unndr.org/key-topics/youth/socio-economic-reintegration-strategies_20.aspx

unmet implies failed reintegration. This does not automatically mean that children will go back to armed groups.

- Vocational training in most cases does not substitute school education. Often youth value vocational training as a complementary activity or as a safety net.
- A lack of daily structure and guidance, leading to idleness, is a significant risk factor for re-recruitment or engaging in disruptive or criminal activities.
- Increased investment in livelihoods support and training leads to higher returns. On the contrary, simple and short livelihood training gives results on psychosocial well-being, but bears little fruit in terms of income generation.
- Remoteness of settlements needs to be addressed from the start of the project. Outreach activities need to accommodate this in their budgets. While the community has proposed boarding facilities for schools, protection risks need to be considered, particularly for girls, and thus other forms of ALPs can be proposed to stakeholders.
- “A lot of benefits for the few” in which selected CAAFAG and OVC receive proportionally many benefits is conflictive in the community. The CAAFAG and OVC themselves and their families are affected by the resulting tensions. The gender disparity in the participation of CAAFAG also means that the families of boy CAAFAG have benefited more as a result of the support services made available.
- Not all livelihoods creation is dependent on UNICEF support. Several CAAFAG have been able to create livelihoods regardless of the reintegration programme. No in-depth analysis has been done into success factors for this. However, it was clear that access to microcredit/cash transfers to start up a business facilitated these initiatives. Therefore, using microcredit schemes could be explored. Future programming that incorporates a greater number of girl CAAFAG needs to consider some of the challenges that girl CAAFAG might face that interfere with their ability to fully engage with livelihood opportunities due to the burdens of childcare and domestic chores, as well as restrictions family members may place on their mobility.
- The main approach in the programme consisted of service delivery directly targeting youth. A non-intended consequence of service delivery provision, was the alleviation of responsibilities of families and communities.
- The CAAFAG included in this programme were all boys, essentially making this a gender blind programme. As a result, future interventions should consider how to include girls, including both girl CAAFAG and OVC, to ensure that they are able to access programmes and support services where necessary. This in turn necessitates a need to amend the programme design to take into account the unique needs and challenges that girls possess in accessing programmes and services.

7. Recommendations

Recommendations are categorized under overall/MHPSS/Case Management/Education/WASH/Livelihoods.

The priority level is included at the end of each recommendation: **1** being the highest and **5** being the lowest. The priority level of the individual recommendation is based on the size of the impact that implementing the recommendation will have, with “1” having potentially the biggest impact and “5” the lowest – but still a strong enough priority to be listed.

The recommendations have been developed based on the programme management experience of the evaluator, and listening to the suggestions of relevant stakeholders. The feasibility and relevance of the suggestions have been taken into account, although the evaluator is aware that opinions about what is feasible might vary. The leading question in proposing the recommendations was “what is the right thing to do?”

Table 20: Recommendations

#	Recommendation	Key actions	Responsible institution
	Overall:		
1.	<p><u>Let go of one CAAFAG + one OVC principle to focus more on community</u></p> <p>The Paris Principles states that <i>Planning for programmes should emphasize community engagement, involve children and the communities to which they return, build on existing resources and take account of the rights and aspirations of children, balanced with community priorities and values.</i>²³ The principle that is used in the programme in which one OVC is prioritized in assistance schemes for every CAAFAG is an interpretation of the Paris Principles that can be questioned. Moreover, the number of OVC in a community is in no way related to the number of CAAFAG in that community, which renders the numbers of OVC receiving assistance rather random and unjustifiable. Also, there is a clear need for a more equitable assistance mechanism that discriminates much less between CAAFAG, OVC and children of the community. The “happy few” that are currently receiving attention have expressed that this leads in some cases to conflict with other community members. This was expressed in FGDs, KIs and case studies.</p> <p>Priority level: 1</p>	<ul style="list-style-type: none"> • Conduct community mapping with communities as starting point. This includes physical maps with services, demographics, seasonal fluctuations, migrations, opportunities, etc. • Engage with communities for joint community needs analysis and development planning to develop more responsive and inclusive programming. 	<ul style="list-style-type: none"> • UNICEF • NNDR • Child protection partners

²³ Paris Principles Paragraph 7.4.

#	Recommendation	Key actions	Responsible institution
2.	<p><u>Engage in gender sensitive capacity building of partners, as opposed to merely providing occasional training:</u></p> <p>The IPs in general and particularly those involved in child protection and education did receive occasional training. However, taking into account their low baseline capacity at the start of the programme, and the high demands that assisting CAAFAG in their communities require, much more capacity building is required – particularly that which is gender aware. A guided non-threatening self-assessment of their capacities can lead to the creation of professional development plans for implementing NGOs in which UNICEF can strategically choose which role it will play. The capacity building topics will result from the self-assessment. The strategies can be a mix of coaching, training, study trips, online learning, etc. Clear targets need to be set for what technical levels NGOs are to reach. This goes hand-in-hand with recommendation 3.</p> <p>Priority level: 1</p>	<ul style="list-style-type: none"> • Guided self-analyses of strengths/weaknesses of implementing partners. • Setting targets for professional development of IPs to provide a structured approach to capacity building. • Define strategies and responsibilities through a capacity building plan for both UNICEF and IPs. 	<ul style="list-style-type: none"> • UNICEF • NNDRC • IPs
3.	<p><u>Implement longer agreements with IPs to ensure sustainability of programmes:</u></p> <p>Reintegration of CAAFAG is a long-term process. The multiple short-term partnership agreements have many unintended consequences that have a negative impact on the quality of the services that the IPs provide: Affected NGOs cannot make longer term commitments to staff and therefore hardly engage in professional development of staff; NGOs are unlikely to make investments in structures that are needed for sustainability in such a short time; the short-term character of the employment contracts is reflected in the short-term engagement that staff have with the children, and which therefore fails to offer supportive mentoring relationships over time; short-term contracts cause staff turnover and higher administrative work loads; Finally, the overall insecurity for future engagements is a demotivating factor. These issues came up strongly in the in-depth interviews with partner staff.</p> <p>Priority level: 3</p>	<ul style="list-style-type: none"> • Carry out risk analysis of shorter term versus longer term engagement with IPs and design mitigations. • Use results of analysis to guide the development and maintenance of longer partnership agreements with IPs. 	<ul style="list-style-type: none"> • UNICEF

#	Recommendation	Key actions	Responsible institution
4.	<p><u>Utilize a participatory approach by engaging in community-based development planning, including school development planning:</u></p> <p>The communities have become passive and aid dependent. Little effort is being made by them to produce their own food. Even for simple issues like cutting the grass in front of the school – to ensure the safety of children against snake bites – the community comes to UNICEF and its IPs. Participatory community development planning and participatory school development planning will give the communities more ownership and sense of responsibility. It would also provide the communities with a more clear-cut view of what UNICEF can contribute and what the conditions for these contributions are. As such, this would also lead to a higher level of efficiency.</p> <p>Priority level: 1</p>	<ul style="list-style-type: none"> • Develop formats and SOPs for development plans to ensure uniformity. • Train IPs in participatory community consultation methods to support inclusive planning processes. • Roll out the development plan and use as a base for programme planning. 	<ul style="list-style-type: none"> • UNICEF • Leading IPs
5.	<p><u>Enter into a meaningful dialogue with children and increase child participation:</u></p> <p>A meaningful and continuous dialogue should take place with children, in which their voices are loudly heard, and they can make informed choices. This will substantially increase their motivation for and the success rate of both schooling and vocational training programmes. The FGDs, KIs and case studies clearly demonstrated that attending school is more of a priority for CAAFAG then engaging in vocational training. The main purpose of secondary schooling would be to enter university and the chances this will happen are very low. As such, entering secondary school brings some risks as opposed to vocational training that gives much more certainty about providing an income in the very near future. However, children are currently not heard and express in FGDs that their priority is secondary education and that vocational training is merely a safety net.</p> <p>Priority level: 1</p>	<ul style="list-style-type: none"> • Develop key messages from UNICEF to youth, e.g. vocational training gives you higher chances of immediate income generation. • Train staff in holding continuous dialogue with children to promote sustainability of the programme's impact. • Start child dialogues to ensure that the voices of children are meaningfully heard and to support informed choices on their part. 	<ul style="list-style-type: none"> • UNICEF • NNDRRC • IPs
6.	<p><u>Reconsider moving away from the programme focus in Pochalla Area:</u></p> <p>There is no doubt that providing assistance to the communities in Pochalla is needed due to the high poverty levels and low school access levels.</p>	<ul style="list-style-type: none"> • Geographic prioritization exercise. • Adjust programme based on available budgets to be responsive to changing local contexts. 	<ul style="list-style-type: none"> • UNICEF

#	Recommendation	Key actions	Responsible institution
	<p>Notwithstanding, the number of released CAAFAG has been low (174) compared to other areas. The last and only release dates back to 2016 and no further releases are planned. In light of the shortage of funding for CAAFAG reintegration programmes in South Sudan a geographic prioritization exercise is advised with consideration given to no longer focusing on Pochalla.</p> <p>Priority level: 5</p>	<ul style="list-style-type: none"> • Coordinate with other sectors and partners who are implementing poverty alleviation activities for Pochalla with a strong child focus. 	
7.	<p><u>Strengthen the role and visibility of the South Sudan NDDRC:</u></p> <p>Reintegration of former CAAFAG is a development undertaking (that should be led by Government) rather than an emergency operation (often UN agency led), though it operates within the triple nexus of development, emergency and peacebuilding. However, the key Government actor NDDRC lacks funding and UNICEF is therefore allocating logistical and financial support which undermines NDDRC's prominence in the partnership. The NDDRC is invisible in the field, while UNICEF as support provider is well known. It is recommended to engage with NDDRC in joint annual planning, putting NDDRC in the forefront. A current challenge to this is NDDRC's limited funding from the Government.</p> <p>Priority level: 2</p>	<ul style="list-style-type: none"> • Make joint action plan with NDDRC to support national and local ownership of programme implementation. • Allocate budgets and sign Memorandum of Understanding (preferably with simplified accountability procedures). • Create a more formalized and inclusive strategy on visibility. 	<ul style="list-style-type: none"> • UNICEF • NDDRC
8.	<p><u>Advocate for no re-recruitment into armed forces for former CAAFAG who reach the age of 18:</u></p> <p>The reintegration programmes have required substantial efforts both from UNICEF and its partners as well as from the children involved who emotionally, practically and socially had to rebuild a life. Their normative framework had to be reconstructed. Livelihoods had to be set up. The fear and anger that they expressed in FGDs in Pibor about the compulsory army duty that arises when they turn 18 years of age is therefore understandable and justified. Both their personal reintegration efforts and the ones of the programme will be largely nullified if they join the armed forces. New recruitment is also breaching the current peace agreement. Advocacy for</p>	<ul style="list-style-type: none"> • Document recruitment attempts of former CAAFAG who are 18+. • Provide reports and advocacy to relevant UN agencies and Government authorities to encourage information sharing and a coordinated response. 	<ul style="list-style-type: none"> • UNICEF • NDDRC • UNMISS • Protection cluster

#	Recommendation	Key actions	Responsible institution
	<p>non-recruitment into armed forces for former CAAFAG who reach the age of 18 is necessary.</p> <p>Priority level: 1</p>		
9.	<p><u>Consider third party monitoring in remote areas:</u></p> <p>UNICEF has too few staff to travel frequently to several of the locations where the programme is active. At the same, the IPs need more in-depth verification in order to build the necessary long-term trusting relationship with UNICEF that is vital for the success of programmes. The concerns and views of populations need to be communicated independent of the interests of partners or those of UNICEF. Finally, in the reports to the main donor, several perception indicators were used which were very prone to biases, and which should instead be collected by a third-party.²⁴ A combination of third party monitoring as well as more thorough UNICEF field monitoring, may address this issue.</p> <p>Priority level: 4</p>	<ul style="list-style-type: none"> • Develop ToR for third party monitoring to address biases in self-reporting. • Contract firm or NGO to assist in implementation of monitoring. 	<ul style="list-style-type: none"> • UNICEF
10.	<p><u>Monitor changing population dynamics and threats of (re-)recruitment due to petroleum drills and movements to new GPAA capital:</u></p> <p>Contracts for oil exploration have been signed between the Government and Chinese petroleum companies. The GPAA capital will be relocated away from Pibor, where the same companies will foresee infrastructure. Details have not been disclosed and the timeline is unclear. This will thoroughly change the face of Pibor. While key informants were certain that a considerable part of the population would remain in Pibor, it can be reasonably assumed that any forced migration to the new capital will not be peaceful, nor will the presence of external actors who generate wealth from the petroleum in the lands of the local population. This is fertile ground for revival or enforcement of militia, and as such for recruitment and re-recruitment of CAAFAG. This is compounded</p>	<ul style="list-style-type: none"> • Keep track of incoming information regarding the changing local context. • Dialogue with local authorities to anticipate changes in Pibor so that programming can be adjusted accordingly. • Accelerate increasing access to secondary education to discourage re-recruitment. 	<ul style="list-style-type: none"> • UNICEF • NNDRRC • IPs • UNMISS child protection officer

²⁴ An example of the indicators used is: "x% of released children that feel accepted and part of their community."

#	Recommendation	Key actions	Responsible institution
	<p>by the end of the educational pathways that many youngsters face due to the very limited access to secondary education. Idleness promotes recruitment.</p> <p>Priority level: 1</p>		
11.	<p><u>Include the Government of Pibor in development planning, adding a participatory perspective:</u></p> <p>The Pibor authorities have made a development plan for the period 2018–2023.²⁵ This intended development leaves a lot space for social development issues, especially as the strategy to reach the targets have not been described. This is an opportunity to introduce participatory approaches such as community and school development planning, while at the same time working in line with Government priorities.</p> <p>Priority level: 3</p>	<ul style="list-style-type: none"> Analyse the development plan to identify gaps and areas where participatory perspectives could be included. Dialogue with authorities to ensure that they are involved as a main stakeholder. 	<ul style="list-style-type: none"> UNICEF IPs
12.	<p><u>Begin gender sensitive longitudinal research on reintegration of CAAFAG with control groups:</u></p> <p>There is a dearth of longitudinal research regarding the reintegration of CAAFAG. However, the denial of childhood during the time of enlistment inevitably has consequences that go deep into adulthood. Social and emotional development is disturbed, which in many cases leads to anxiety and depressive states in adulthood combined with substance abuse and relationship problems. In some cases, violent episodes might surface. This in turn will have an impact on livelihoods and community development. The specifics for former CAAFAG in South Sudan are unknown, as are the distinct impacts for girls in this context. Yet, the outcomes of longitudinal research could greatly guide reintegration strategies.</p> <p>A tracking system for children through providing them cards with bar codes has been successfully used in Bangladesh. Lessons can be learned from that experience.²⁶</p>	<ul style="list-style-type: none"> Contract a research institution to conduct gender sensitive longitudinal research regarding the reintegration of CAAFAG (the optimal is to combine an international research department with national capacity). 	<ul style="list-style-type: none"> UNICEF

²⁵ Ministry's work plan for five years 2018–2023, 6 August 2018.

²⁶ UNICEF Bangladesh Country Office. Support for the implementation of Cash Assistance Programme to Foster Care families of Rohingya Refugees in Cox's Bazar, Feb 2019

#	Recommendation	Key actions	Responsible institution
	Priority level: 3		
13.	<p><u>Ensure that future programming and evaluations are gender sensitive.</u></p> <p>Girl CAAFAG were not included in the programme design, and therefore data on girls could not be analysed during the evaluation process. While girl OVC were included in support services, this only addresses a part of the female population that should be targeted. As a result, it is vital to prioritize data collection that identifies girl CAAFAG in communities in order to target them in outreach and programming. This is vital for the reintegration process as a whole, as well as ensuring equitable access to the support services provided. Gender sensitive programming will allow IPs to adjust their services based on the specific needs of girl CAAFAG, who may not be addressed through a standardized programme design.</p> <p>Priority level: 1</p>	<ul style="list-style-type: none"> Establish data collection methods to identify girl CAAFAG in communities, while respecting their right to privacy. Target girl CAAFAG in recruiting participants for UNICEF programming in order to ensure equitable access to reintegration and support services. Design gender sensitive programmes to accommodate the unique needs of girl CAAFAG. Conduct a gender sensitive evaluation to ensure that the key actions implemented adequately provide for girl CAAFAG. 	<ul style="list-style-type: none"> UNICEF IPs
	Regarding MHPSS:		
14.	<p><u>Establish MHPSS as a vital component of reintegration programmes:</u></p> <p>The IPs involved in child protection have MHPSS programmes and to a lesser degree the WASH IPs also engage in MHPSS. The MHPSS programmes that are being delivered are recreational activities: football, games, etc. The FGDs and case studies demonstrate that MHPSS activities effectively reduced aggression and contributed to suitable social behaviour. While these outcomes should be very much appreciated, it also became clear that more MHPSS and mental health work needs to be done.</p> <p>Most children know other released CAAFAG whose reintegration failed because of mental health issues. Moreover, most children expressed that they have flashbacks such that they cannot concentrate in school. Other frequently heard complaints are anxiety, fear, insomnia and intense anger. The disturbing experiences that the children went through and the halted psycho-emotional development during their period in arms will have negative consequences at a later age. These can be largely prevented by</p>	<ul style="list-style-type: none"> Identify actors who can deliver focused non-specialized MHPSS services (they will have to be brought in from outside GPAA). Train child protection IPs in MHPSS. Develop referral pathways on MHPSS. Expand programming reach to remote communities to make programming more inclusive of those residing in rural areas. Involve children in identifying others who need mental health support. 	<ul style="list-style-type: none"> UNICEF South Sudan MHPSS Technical Working Group Child protection partners

#	Recommendation	Key actions	Responsible institution
	<p>involving them in MHPSS activities. Some children went through mental health screening upon their release. However, this merely focused on acute issues (e.g. trauma and PTSD), while long-term issues also need to be addressed.</p> <p>Priority level: 2</p>		
15.	<p><u>Invest in greater access to MHPSS and MHPSS capacity building:</u></p> <p>The mental health and developmental issues that the children face cannot be adequately addressed by recreational MHPSS activities. An MHPSS support system needs to be created in line with the IASC guidelines for Mental Health and Psychosocial Support in Emergencies. Focused non-specialized support, specialized services and referral pathways need to be established, and the capacity of IPs built to increase the quality of the MHPSS activities that they deliver.</p> <p>Priority level: 2</p>	<ul style="list-style-type: none"> Identify actors who can deliver - specialized MHPSS services. A possibility is to involve local doctors and health workers in mhGAP training. Develop referral pathways on MHPSS. Coordinate with health actors to provide essential medicine to support MHPSS treatment. 	<ul style="list-style-type: none"> UNICEF South Sudan MHPSS Technical Working Group Child protection partners
16.	<p><u>Take leadership role in addressing child and adolescent development issues in the context of CAAFAG programming:</u></p> <p>The interruptions for CAAFAG to their child/adolescent development, particularly emotional development, have negative consequences until deep into adulthood. To the knowledge of the consultant, no reintegration programme for CAAFAG in the world addresses child and adolescent developmental issues. This is largely because the programmes are time limited and very little longitudinal research exists that shows the relevance of addressing developmental issues in former CAAFAG. However, there is a large evidence base that shows that distressing, very traumatizing experiences in childhood, and an inability to complete development processes due to external circumstances can have a very negative impact in adulthood.</p> <p>Priority level: 3</p>	<ul style="list-style-type: none"> Train and coach child protection IPs on MHPSS specifically targeting the overall and emotional development of children and adolescents. Appoint a focal person within UNICEF to focus on child and adolescent development in the programme. 	<ul style="list-style-type: none"> UNICEF South Sudan MHPSS Technical Working Group Child protection partners

#	Recommendation	Key actions	Responsible institution
17.	<p><u>Expand the functionality of the CFSs:</u></p> <p>The CFSs visited are jolly and colourful, and children like to go there. However, the curriculum is loosely structured. Activities are geared towards enhancing self-esteem and developing life skills, and social development is strengthened through the games that are played.</p> <p>More can be done in the CFSs. For example, specific activities can focus on completing age specific psycho-emotional developmental tasks and trauma reducing strategies can be used. Access to CFSs can also be improved, as participation in CFSs – at least those who are not embedded in a school – is ad hoc and children with special needs (both in terms of disability and in terms of emotional needs) do not or hardly participate. However, a CFS can be a strong platform to promote inclusion. For this to happen, the CFSs need to be combined with outreach work. Finally, CFSs can be a platform to identify children who need higher levels of MHPSS support; CFS facilitators need to be trained in this.</p> <p>Priority level: 3</p>	<ul style="list-style-type: none"> • Train and coach partners running CFSs. • Enhance outreach work to stimulate inclusiveness. 	<ul style="list-style-type: none"> • UNICEF • Partners running CFSs
18.	<p><u>Consider certain livelihoods projects as primarily MHPSS rather than exclusively in the livelihoods sector:</u></p> <p>In FGDs/interviews with UNICEF and IP staff, it became apparent that several livelihood training activities – e.g. leatherwork – did not serve the creation of livelihoods. Nevertheless, these activities were appreciated since this was the moment that “the children could talk, be together and be busy”. In short, these were in fact MHPSS activities. Therefore, it is advisable to classify these activities as MHPSS and realign objectives, activities and strategies as necessary.</p> <p>Priority level: 5</p>	<ul style="list-style-type: none"> • Clarify objectives of livelihood activities. Make the MHPSS components explicit and fine-tune the activities accordingly. 	<ul style="list-style-type: none"> • UNICEF • Case management partners • Livelihood partners
Regarding Case Management:			
19.	<p><u>Extend timescale for closing cases to three consecutive visits over a period of eight months:</u></p>	<ul style="list-style-type: none"> • Change case management guidelines to fit the GPAA context. 	<ul style="list-style-type: none"> • UNICEF • Case management partners

#	Recommendation	Key actions	Responsible institution
	<p>Currently case management is conducted in line with South Sudan Case Management Task Force guidelines. These stipulate that cases can be closed if the case worker cannot find the child in three consecutive visits over a period of six months. However, in Pibor many children leave their habitual residence during the dry season to go where their cattle can find food. This effectively reduces the time for the case worker to find the child to two months. It is advisable to expand the period to at least eight months if there is an overlap with the dry season.</p> <p>Priority level: 4</p>		<ul style="list-style-type: none"> South Sudan Case Management Task Force
20.	<p><u>Enhance privacy and access to data on children:</u></p> <p>Overall, during the evaluation the author was without request provided with data of individual children, much of a confidential nature. Also, frequently sensitive information about children was discussed while people were present who should not have access to this information. The privacy rules and access to data, as outlined in the case management guidelines, should be enforced. Sensitizing and training of partner staff and stakeholders will be necessary.</p> <p>Priority level: 3</p>	<ul style="list-style-type: none"> Support adherence to and supervise guidelines of the South Sudan Case Management Task Force regarding data protection. 	<ul style="list-style-type: none"> UNICEF Case management partners
Regarding education:			
21.	<p><u>Increase access to quality secondary education and improve gender equity:</u></p> <p>Much of the efforts of the programme can be quickly wiped away as a large cohort of CAAFAG, OVC and young people are about to graduate from primary school without the prospect of going to secondary school or enrolment in vocational training. It has been demonstrated that being idle is one of the main risk factors for re-recruitment. In Pibor there is one secondary school, in Pochalla there is none. Where families can afford it, they send their selected son for education in Ethiopia. However, in order to uphold the positive results of the programme, access to secondary education – particularly for girls – should be multiplied. It is understood that one of the obstacles is identifying and engaging qualified teachers.</p>	<ul style="list-style-type: none"> Analysis of exactly how many children will reach entry level for secondary education. Identification of donors, teachers. Make links with school development planning. 	<ul style="list-style-type: none"> UNICEF Education partners Education authorities NNRDC Educational cluster

#	Recommendation	Key actions	Responsible institution
	<p>One way to solve this is televised classes combined with roving teachers. A successful example of such a project is the online school²⁷ where the teacher conducts classes from a distant location using video conferencing technology with the aid of moderators in the actual class. These moderators, who are from the local community, have no teaching background but can help the teacher with operational issues. Additionally, for areas with challenges in accessing the internet, instructional videos can be pre-uploaded to devices for students and moderators to access.</p> <p>Gender equality should be supported, for example through adequate WASH facilities, gender sensitive learning materials, addressing the burden of domestic chores which prevents completion of schooling, and increased recruitment of female teachers to encourage enrolment of girls, provide role models to girls and encourage the completion of education, as well as provide safer learning environments.</p> <p>Priority level: 1</p>		
22.	<p><u>Strengthen local education coordination structures in Pochalla:</u></p> <p>While in Pibor the coordination of interventions in education is working well, this is not the case in Pochalla. This had led to the absence of among others, text books and materials in schools, although UNICEF had these delivered to the local authorities. The coordination structure should be strengthened.</p> <p>Priority level: 4</p>	<ul style="list-style-type: none"> • Start regular meeting with all education partners in Pochalla. 	<ul style="list-style-type: none"> • UNICEF • Local authorities • Education partners
23.	<p><u>Construct school buildings with gender sensitive WASH facilities and access for children with disabilities:</u></p> <p>Many primary education centres are still made up of a blackboard, chalk and chairs which the children – if possible – bring themselves, and teaching is done under a tree. This is especially the case in the Pochalla region and the more distant communities around Boma and Pibor. This has worked well for ensuring the continuation of school education in emergencies. However, as</p>	<ul style="list-style-type: none"> • Analyse number, gender and cohorts of children in school catchment areas, including those with disabilities. • Prioritize and identify which catchment areas can be merged to increase accessibility. 	<ul style="list-style-type: none"> • UNICEF • Education partners • Education authorities • Educational cluster

²⁷ See Grameenphone online school <www.grameenphone.com/about/corporate-information/corporate-responsibility/education> accessed 2 September 2019

#	Recommendation	Key actions	Responsible institution
	<p>development and peace emerge, it is advised to invest in the one-time cost of school construction. If done in combination with participatory school development planning, then community commitments can be made such as for sending girls to school, adhering to school timetables and maintenance of school buildings.</p> <p>Priority level: 3</p>	<ul style="list-style-type: none"> • Link with community school development planning and put conditions for school buildings to be constructed. • Allocate budgets and build. 	
24.	<p><u>Establish gender sensitive teacher certification training:</u></p> <p>From the various FGDs with teachers it became clear that being a teacher is done with love for teaching and children, but mostly on a near voluntary basis without the intention of doing this beyond the first years after graduation. There are two main factors that demotivate teachers: the lack of or insufficient income (see below) and the lack of training and recognition as a profession. There is a need for gender sensitive teacher certification training. Excellent programmes for training of rural teachers have been rolled out in other countries in which the consultant was involved.²⁸ There is no obstacle to roll out of a similar programme in the GPAA setting.</p> <p>Priority level: 3</p>	<ul style="list-style-type: none"> • Design a gender sensitive teacher certification programme for rural teachers in cooperation with the Ministry of Education. • Take actions to attract female teachers to the programme. • Link with school development planning. 	<ul style="list-style-type: none"> • UNICEF • Education partners • Education authorities • Educational cluster
25.	<p><u>Explore solutions for paying teachers' salaries that allow them to at least meet their basic needs:</u></p> <p>Currently teachers are not or are insufficiently paid. Some teachers receive incentives from an NGO, while others get irregular allocations from the Government. The amount received and the small group of teachers that receives something turns school financing into an impossible mission. This issue needs to be addressed, especially in light of the finding that school education is the number one factor in avoiding re-recruitment of CAAFAG. A possible means could be through UNICEF's work in South Sudan on public finance for children and advocating for the adequate allocation to education budgets and their disbursement.</p>	<ul style="list-style-type: none"> • Continue public finance for children dialogue with relevant ministries. • Make links with school development planning. 	<ul style="list-style-type: none"> • UNICEF • Education partners • Education authorities • Educational cluster • Ministry of Finance

²⁸ See among other the Gansu Basic Education Project that combines School Development Planning with teacher training and has a strong gender component. <www.camb-ed.com/intdev/article/315/gansu-basic-education-project-china> accessed 2 September 2019

#	Recommendation	Key actions	Responsible institution
	Priority level: 1		
	Regarding WASH:		
26.	<p><u>Link WASH MHPSS-like training activities with the case management system:</u></p> <p>The WASH IP provides MHPSS-like activities that focus on life skills. However, the selection of the former CAAFAG, their mobilization and the process of obtaining permissions are disentangled from the overall case management and child protection system, with the trainings placed through military structures. It is recommended the WASH training is integrated with the case management system and actors that implement child protection activities select participants that need training. They can also be involved in fine tuning the objectives and curriculum.</p> <p>Priority level: 4</p>	<ul style="list-style-type: none"> • Link WASH partners with case management partners. • Ensure that case management partners provide inputs in training objective, curriculum and co-decide the selection of trainees. 	<ul style="list-style-type: none"> • UNICEF • WASH partner • Case management partners
	Regarding livelihoods:		
27.	<p><u>Create youth centres in remote areas where accessibility is currently a challenge:</u></p> <p>The creation of youth centres is a success, acting as vibrant venues where youth meet and where training takes place. However, it is only in the central communities where centres are open and active, e.g. Pibor town has a flourishing youth centre, while the youth in Lekuangle cannot access the services unless they can stay with family in Pibor. Hence, a large part of the target group is excluded.</p> <p>It is therefore suggested to create centres in remote areas, and to ensure that all centres increase access for girls to a variety of activities.</p> <p>Priority level: 3</p>	<ul style="list-style-type: none"> • Map youth populations to inform the planning of numbers and size of youth centres to be built. • Start construction, formal opening and foresee a training curriculum. 	<ul style="list-style-type: none"> • UNICEF • Case management partners • Livelihood partners
28.	<p><u>Transform the costly vocational training in Juba to a complete and certified training:</u></p>	<ul style="list-style-type: none"> • Set up meeting with the vocational training centre to discuss the options. 	<ul style="list-style-type: none"> • UNICEF • Case management partners

#	Recommendation	Key actions	Responsible institution
	<p>The training facilities in the National Vocational Training Centre are very good and the training that the participating young people receive is of a very high level. However, the cost of participation is very high, hence, UNICEF and its IPs have only sent a few young people to the training centre. As a cost saving measure, these children were only to attend three out of the six months' training in the disciplines of welding, tailoring, auto mechanics, woodwork or electrical. In interviews with the instructors it became clear that the three month solution has the weighty disadvantage that the young people did not become professionals who are ready to start doing a job. At the same time, in FGDs and in a case study, the participating youth expressed the desire to complete their studies and aired frustration and disbelief that they would not be able to complete their engagement to learn a vocation.</p> <p>There is a consensus that localizing the training entirely to the programme areas is not feasible due to the training facilities that are needed and security concerns. However, part of the training could be moved to the programme areas. There are theoretical and practical sessions that do not need all the facilities. A trainer or coach could supervise the youth when they practice. Another possibility is to have in each discipline of vocational training one young person to follow the whole six month training – possibly whoever engaged the most in the training in the first three months. This individual could then – upon return to GPAA and with supervision – conduct peer to peer coaching of those who only stayed for three months. The little extra costs that these proposed mechanisms carry would be very low compared to the great benefits that a completed training would bring.</p> <p>All training should incorporate gender considerations for training of girls, in terms of both facilitating their access to training and providing training for occupations beyond those traditionally relegated to females.</p> <p>Priority level: 2</p>	<ul style="list-style-type: none"> Facilitate child participation when designing future programmes. Encourage community participation in determining programme design. 	<ul style="list-style-type: none"> Livelihood partners National Vocational Training Centre
29.	<p><u>Strive for youth ownership over livelihoods as opposed to dependency on IPs:</u></p> <p>Young people that complete a vocational training programme often have continuous dependency on the implementing NGO: products that are</p>	<ul style="list-style-type: none"> Set up workshop with partners around the theme <i>youth ownership versus dependency</i> to explore solutions. 	<ul style="list-style-type: none"> UNICEF Case management partners Livelihood partners

#	Recommendation	Key actions	Responsible institution
	<p>produced are in some cases sold by the NGO in Juba; raw materials for production need to be purchased by the NGO in remote locations; sewing gear is not transferred to the young people but stays instead as the property of the NGO (young people can use the sewing gear at youth centers); incentives for administering vaccinations for cattle comes from an NGO, etc. Moreover, there is a perception that UNICEF and the NGOs will continue to provide assistance in the long-term. More efforts should be made to clarify the temporary mandate and role of UNICEF and its IPs and to create the independent functioning of youth that complete vocational training programmes.</p> <p>Priority level: 3</p>	<ul style="list-style-type: none"> • Screen new partnership agreements for mechanisms that could lead to continuation of dependency. • Clarify and communicate clearly the temporary role and mandate of UNICEF in support of youth. 	
30.	<p><u>Enhance guidance that is provided for starting up businesses:</u></p> <p>During the site visits, FGDs and in interviews with staff of IPs it became clear that starting up a small business is full of obstacles that requires various skills that not all young people have. These include financial planning, negotiating skills, logistics and record keeping. The absence of these skills has resulted in – among other things – loss of a generator for welding, sewing gears rented out or sold, or continuous dependency on an NGO for getting raw materials. The guidance that the young people receive in establishing their businesses is minimal and very loosely structured. The NGO still micromanages the business and are in fact doing a vital part of the work themselves. There is a strong need for proper training and coaching so that the vocational training can effectively lead to sustainable livelihoods.</p> <p>Priority level: 2</p>	<ul style="list-style-type: none"> • Learn from youth programmes where successful trajectories for start-up of small business have been developed. • Develop a contextually-adapted business start-up support plan. • Train partners or engage with a specifically dedicated partner or person(s) on skills for entrepreneurship. 	<ul style="list-style-type: none"> • UNICEF • Case management partners • Livelihood partners
31.	<p><u>Capitalize on initiatives and willingness of caregivers to work to generate income for paying for their children's education:</u></p> <p>Currently, means and services are directly transferred to children, and youth are encouraged and supported to create livelihoods. As an unintended consequence, the responsibility to provide for their children is partly taken away from parents and caregivers. In FGDs it became clear that many mothers would like to take responsibility and generate income to provide for</p>	<ul style="list-style-type: none"> • Map which families cannot send children to school because of financial constraints. • Map which caregivers would engage in sending children to school if assisted with starting up a business. • Link with recommendation 29. 	<ul style="list-style-type: none"> • UNICEF • Case management partners • Livelihood partners

#	Recommendation	Key actions	Responsible institution
	<p>the educational fees for their children. They proposed to establish small businesses such as tea and porridge shops in the market, for which they would need a small start-up investment and some guidance. Having families re-take responsibility for their children would strongly decrease aid dependency and boost the sustainability of the programme.</p> <p>Priority level: 2</p>		

Annex A: Terms of Reference

The initial TOR is below. The research questions arrived at the end of the third week in the consultancy. These are added at the end of the initial TOR.

TERMS OF REFERENCE FOR EMERGENCY MISSION TO SOUTH SUDAN

Title:	Evaluation of Community Based Reintegration Programme for children released from armed forces and groups
Reports to:	Chief Social Policy Planning Monitoring and Evaluation
Duration:	11 weeks
Location:	Juba, with frequent travel to field locations

BACKGROUND

Children in South Sudan suffered more than five decades of destructive conflict prior to gaining independence in 2011. These protracted wars have displaced millions of families with basic social services largely inaccessible to most children. This has resulted in some of the worst indicators in the world in terms of child survival, gender, development and protection. The most recent conflict that began in December 2013 in South Sudan continues to affect the lives of millions of people; violence is widespread and human rights violations and abuses are commonplace. The conflict further poses a multitude of physical and psychosocial threats to children's protection and well-being. Whilst some protection risks are almost universal, the conflict has also affected both boys and girls in different ways. The recruitment and use of adolescent boys and girls by all parties to the conflict in South Sudan is well documented, including sexual violence against girls.

There have been a number of commitments made to end the recruitment and use of children, including assurances to the SRSG for Children Affected by Armed Conflict by both sides in 2014 and 2015; the launch of the #ChildrenNOTsoldiers campaign and afterwards, the signed Peace Agreement, dated 16 August 2015. This agreement calls for the immediate release of all children by all parties. Previously in 2014, the Government signed a recommitment and developed a work plan to end grave violations against children. In December 2015, for the first time ever, the Opposition Forces also signed an Action Plan to stop and end grave violations against children, including recruitment and use. Achieving the overall goal of safe release and reintegration of all children associated with armed forces and groups (CAAFAG) represents a significant challenge. Information gathered through the Monitoring and Reporting Mechanism (MRM) suggests that more than 19,000 children have been recruited and/or used by armed forces and armed groups since December 2013. Since 2013, the UN has received over 808 incidents of recruitment affecting approximately 21,394 children

Since 2015, UNICEF, through direct advocacy and dialogue with the SPLA, SPLA-IO, the United Nations Mission of South Sudan (UNMISS) and the National DDR Commission, has supported the release and reintegration of 2,841 children across the country, with large scale releases in Jonglei and Western Equatoria States. UNICEF though international and national NGO implementing partners has been utilizing a multi-sector community-based reintegration approach to provide holistic services to released children and their families in order to facilitate their safe and effective reintegration, and prevent (re) recruitment.

In 2015, following the release 1,723 children from armed groups in the former Greater Pibor Administrative area, UNICEF began implementation of a three-year community-based reintegration strategy to promote sustainable reintegration of formally and informally released

children within their communities. The holistic strategy involved a multi-disciplinary approach to ensure children and affected communities had improved access to protective and social services, water, sanitation, education, and livelihoods. In December 2018, the three-year reintegration program will end, and there is need for an extensive evaluation of the programme to learn, and guide future programming and advocacy.

PURPOSE

The purpose of the proposed consultancy is to conduct an in-depth independent evaluation on the three-year multi-sector community-based reintegration Programme in Boma State where UNICEF provided holistic services to released children and their families in order to facilitate their safe and effective reintegration, and prevent (re) recruitment.

Additionally, there is need for a baseline assessment on Community-based Reintegration programming in Western Equatoria (Yambio). The Consultant will aim to ensure that evaluations and assessments are implemented to UN quality standards, and that feedback from children and beneficiaries are given primary consideration. The consultant will ensure that the results are disseminated in an effective manner to improve future programme performance and contribute to wider learning.

Intended use of evaluation

Audience	Intended uses
UNICEF South Sudan	<ul style="list-style-type: none"> • Design future programmes based on best and available evidence, • Accountability to donors and stakeholders
UNICEF (ESARO, HQ)	<ul style="list-style-type: none"> • Improve knowledge on what works/doesn't work for sustainable community reintegration in protracted conflict.
National DRR commission	<ul style="list-style-type: none"> • Provide information to government on lessons and best practices regarding the reintegration of children released from armed groups.

Evaluation Objectives

- Evaluate UNICEF's 3-year Community-Based Reintegration Programme in Boma State (Former Greater Pibor Administrative Area)
- Conduct a baseline assessment for Community-based Reintegration programming in Western Equatoria (Yambio)
- Measure intended outcomes of the Community-Based Reintegration Programme for donor reporting.
- Assess if the community reintegration programme is meeting its intended objectives in the short and long-term
- Provide evidence-based learning and recommendations to guide UNICEF's ongoing community based -re-integration programme including coordinated interagency response.

Evaluation Scope

The evaluation will cover the programme period from 2015 to 2018 and also cover all programme components. The evaluation will also cover the whole country, although field visits are expected to be conducted in selected geographical locations.

Evaluation Criteria and evaluation questions

Three-year multi-sector community-based reintegration Programme will be evaluated using the OECD DAC criteria. The evaluation will however not evaluate the impact of the programme. Some of the criteria of the evaluation will aim to determine: relevance, effectiveness, efficiency, coordination, appropriateness, coverage and sustainability of the community-based reintegration programme.

Methodology and approach

The methods for data collection and analysis will be proposed and developed by the evaluation team. They are expected to include some or all the following:

Document review and data analysis: This may involve assessing documentation and data available from office document repository and other sources; selecting a sample of key documents and sources for analysis; and conducting a detailed review to inform the analysis.

Key informant interviews and focus group discussions: This may involve developing a purposive snowball sample of key stakeholders; consulting an adequate range of key informants through in-depth interviews or participatory methods, such as FGDs; and analysis that looks for convergence or divergence of views. The key informants include UNICEF staff, HCT, key clusters, development partners, implementing partners, affected populations, re-integrated children etc.

Field visits/Direct observation: This may involve case studies in a selection of 2-3 locations in South Sudan, preparation of a 'community research tool' to guide consultation; carrying out the field-based research using mixed methods; and preparing case study reports to contribute to evidence and share with child protection players. Location of case studies will be dependent on access and security.

Analysis and reporting: This will involve preparation during inception of an analytical framework and/or evaluation matrix, showing how UNICEF will be assessed; iterative analysis during data collection phase; presentation and discussion of preliminary findings during the country visit with SSCO and/or ESARO; and synthesis analysis and report drafting.

Norms and Standards

These guidance documents mentioned below are those that the Evaluation Team is expected to comply with:

- United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation in the UN System 2016; (including impartiality, independence, quality, transparency, consultative process)
- Ethical Guidelines for UN Evaluations will guide the overall process
- UNICEF Ethical Guidelines and standards for research and evaluation (relevant information can be found [here](#))
- The evaluation should incorporate the human rights-based and gender perspective and be based on Results Based Management principles and determine the Theory of Change being applied in the emergency

MAIN RESPONSIBILITIES AND TASKS

Under the supervision of the Evaluation Specialist, and in close collaboration with Child Protection, Education, WASH, and SPPME Specialists the consultant will:

- Conduct a desk review of existing documents and literature on community-based reintegration and UNICEF Child Protection, Education, and WASH programming since 2015.

- Develop qualitative and quantitative methodologies, that are child centered and participatory, to evaluate UNICEF 3-year community-based reintegration programming in Boma State (Former Greater Pibor Administrative Area).
- Conduct comprehensive evaluation with full involvement of UNICEF, its implementing partners and other key stakeholders such as NDDRC.
- Develop qualitative and quantitative methodologies, that are child centered and participatory, to collect baseline data on UNICEF's community-based reintegration programming in Western Equatoria (Yambio).
- Develop qualitative and quantitative methodologies to measure intended outcomes for grants/donor funding for community-based reintegration.
- Travel to targeted field locations (at least 3) to facilitate evaluation and baseline assessment activities.
- Prepare draft evaluation and baseline assessment reports aligned with donor conditions for reporting
- Finalize evaluation and baseline assessment reports following feedback from UNICEF technical specialists (Child Protection, Education, WASH, etc.).
- Prepare accompanying presentation to summarize overview of findings from the evaluation and baseline assessment.

Proposed Outputs and Key deliverables

- Desk review of existing documents and literature on community-based reintegration and UNICEF Child Protection, Education, and WASH programming since 2015
- Evaluation report - 3-year Community Based Reintegration Programme of Children Release from Armed Groups in the Former Greater Pibor Administrative Area, South Sudan
- Baseline assessment for a 3-year Community-Based Reintegration Programme for Children Released from Armed Groups in Western Equatoria, South Sudan
- Provide inputs to measure intended outcomes for donor reporting on community-based reintegration.
- Summary Presentation & Overview of Findings for Evaluation and Baseline Assessments outlining processes, methodologies, feedback from beneficiaries, observations, and recommendations for follow-up.

Timeline:

Phase	Tasks	Deliverable
Week 1 -2: Inception phase	<ul style="list-style-type: none"> • Draft a work plan for the consultancy to meet proposed key deliverables and results. • Conduct Desk Review of existing documents and literature; • Develop evaluation methodology and data collection tools 	<ul style="list-style-type: none"> • Inception report with detailed methodology, workplan and data collection tools
Week 3-7: Data Collection Phase	<ul style="list-style-type: none"> • Meetings with key stakeholders, • Interviews, surveys (if any), document reviews; field visits • Facilitating stakeholder meetings 	<ul style="list-style-type: none"> • Progress report
Week 8-9: Report writing phase	<ul style="list-style-type: none"> • Draft evaluation report • Draft Baseline report 	<ul style="list-style-type: none"> • Draft evaluation report • Draft baseline report
Week 9-11: Finalization Phase	<ul style="list-style-type: none"> • Incorporate comments from reference group and stakeholders • Finalize report • Facilitate stakeholder meeting to validate and recommendations 	<ul style="list-style-type: none"> • Final report meeting UNICEF standards for Evaluation reports. • Final Baseline report for UNICEF's community-based reintegration

		programming in Western Equatoria (Yambio)
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MINIMUM QUALIFICATIONS AND COMPETENCIES

Qualifications

- Advanced Degree in social sciences, Development studies or Humanitarian Aid

Experience, Skills and Knowledge

- 8-10 years of experience in Child Protection, humanitarian or related work on Monitoring & Evaluation programming in emergencies.
- Preferred previous experience monitoring and evaluation of Child release and reintegration programming.
- Fluent in English, knowledge of Arabic is a plus.
- Experience evaluating Child Protection, WASH, and Education programs in humanitarian or development contexts
- Strong and practiced skills in developing and delivering trainings to multisectoral participants

Demonstrated Skills and Competencies:

- Works well under pressure, flexible and ability to adapt;
- Strong ability to organize work, meet deadlines, prioritize work under pressure
- Experience of drafting modules catered to children specific needs;
- Excellent creativity and imagination;
- To be able to work to a brief, solve problems creatively and adapt the modules;
- Demonstrated experience in research and analysis in the domain of child protection and preferably psychosocial support.

Conditions of the Consultancy

The consultant will work under supervision of SPPME or M&E Specialist. A reference group for this evaluation will be constituted to include Child Protection in Emergencies Programme Manager, Child Protection technical specialists (CAAFAG, FTR, PSS), Education Specialists, and WASH specialists at the country office.

The proposed consultancy will be based in Juba with frequent travel to field locations. The consultant is expected to be based 100% in South Sudan.

Obligations of the consultant

- Independence: Ensure that they are not unduly influenced by the views or statements of any party, ensure that independence of judgement is maintained.
- Impartiality: Operate in an impartial and unbiased manner at all stages of the evaluation; Collect diverse perspectives on the subject under evaluation; guard against distortion in their reporting caused by their personal views and feelings.
- Credibility: Endeavour to ensure that the evaluation is accurate, relevant, and timely and provides a clear, concise and balanced presentation of the evidence, findings, issues, conclusions and recommendations.
- Conflict of interest: Conflicts of interest should be disclosed and dealt with openly and honestly.
- Accountability: Complete the evaluation deliverables within the timeframe and budget agreed; Give the evaluation manager early notice of any change to the evaluation plan or any risks to the successful completion of the evaluation and record the reasons for any changes made to the evaluation plan.

Timeframe

The terms and timeframe of the position is 11 weeks. Timeframe for draft deliverables to be agreed with the M&E Specialist. A work plan will be developed.

Prepared by:

Juliet Chiluwe
Monitoring and Evaluation Specialist

Date: ____/____/____

Endorsed by:

Adam Christopher Tibe
OIC-Child Social Policy Planning Monitoring and Evaluation

Date: ____/____/____

Reviewed by:

Patrick Chipeng
Human Resources Specialist

Date: ____/____/____

Approved By:

Andrea Suley
OIC- Representative

Date: ____/____/____

Evaluation criteria and questions

The evaluation will use the five standard evaluation criteria: relevance, efficiency, effectiveness, sustainability and impact. Human rights (including children's rights) and gender equality should be included within these criteria.

Overall the evaluation will seek to evaluation questions include:

1. Have interventions under this initiative led to anticipated outcomes and for whom?
2. What have been facilitating and inhibiting factors for achievement of results (outputs and outcomes)?
3. What key lessons can be learned and replicated from the project?

In addition to these overall evaluation questions, specific evaluation questions:

Relevance

- To what extent did the programme meet needs of CAAFAG?
- To what extent is the programme consistent with UNICEF and partners programmes in South Sudan?
- To what extent did the programme theory of change and its assumptions remain valid during implementation?

Effectiveness

- To what extent has the programme objectives been achieved?
- What were the inhibiting and promoting factors for the achievement of the programme objectives?
- How well was the programme implemented and adapted as needed?
- What were the barriers and enablers that made the difference between successful and less successful implementation and results?

Efficiency

- To what extent did the interventions represent the best possible use of available resources to achieve results of the greatest possible value to CAAFAG and the GPAA community?

Impact

- Were there any positive or negative impacts beyond the overall project goal?
- Were there any community level impacts resulting from implementation of the project?

Sustainability

- Are positive results likely to be sustained? In what circumstances?
- Are the project activities scalable and replicable in-country and beyond?

Annex B: Results Framework

Expected result

Children associated with Cobra Faction have been released and returned to their families where they received appropriate social and economic services leading to their sustainable reintegration and causes of recruitment and youth involvement in violence reduced in GPAA Area.

Outcome 1. Up to 3000 children permanently transferred from military live to civilian live, from living in barracks to living and being part of their extended families

Output 1.1: Up to 3000 children permanently released from Cobra

Key activities:

- Negation of release and modalities of release of children to the RSSDDRC
- Technical and logistical support to RSSDDRC for release, screening and verification
- MRM

Output 1.2: Up to 3000 children provided with interim care, psycho-social support and health screening

Key activities:

- Short term lodging and feeding (maximum 3 months)
- Selection and training of social workers from the communities with priority for youth
- Screening on health and PSS
- Social activities with PSS mainstreamed and involvement community children
- PSS within ICC with focus on self-esteem and social communication skills building activities – hygiene and self-care, educational focus groups, age specific group discussions and sports/leisure activities.
- Basic literacy and numeracy and preparing for school provided in ICCs

Output 1.3: All released children reunified with their families, supported and monitored

Key activities:

- Rapid Family Tracing and Reunification (FTR)
- Release packages provided to families
- Child protection monitors established and functioning at boma level
- Rigorous MRM in place

Outcome 2. Released boys and community girls are studying in functioning schools and accelerated learning programmes in the proximity of their family homes

Output 2.1: Back to school packages delivered to all schools that contain released children

Key activities:

- Community mobilization
- Re-open schools and create more learning spaces
- Provision of supply materials to teachers and students
- Teachers training
- Inputs into improving sanitation
- ALP initiated and available in all Payams where released children live, and in cattle-camps

Output 2.2: Girls access to education increased by initiating girl's classes

Key activities:

- Create more learning spaces for girls in separate schools and/or girls classes
- Initiate segregated ALP with child-care facilities for teen-mothers

Output 2.3: Food security and education on livelihood provided

Key activities:

- School farms (crops and animals) initiated and operational in 20 schools
- School feeding provided until families are stable
- Advocacy on adapting the national education calendar in GPAA

Outcome 3. Up to 6000 adolescents and their families are economically strengthened and produce food and income in age-appropriate work.

Output 3.1: Opportunity mapping and profiling of children completed and demand established

Key activities:

- Opportunity and market research in all areas of return
- Reintegration survey on all children establishing ambition and realities

Output 3.2: Initial livelihood support and orientation provided

Key activities:

- Fishing gear provided to all release children as part of FTR package
- VT orientation in ICC/FTR period (combined with life-skills)

Output 3.3: Immediate livelihood inputs provided to up to 6000 adolescents and their families

Key activities:

- Provision of small livestock package (2 goats and 10 chicken and training) to approximately 4000 beneficiaries comprising of 2000 released children and 2000 other vulnerable youth.
- Provision of agriculture support package (including inputs, labour, training and follow-up support) to approximately 2000 beneficiaries (one plus one as above)

Output 3.4: Enhanced employability and sustainable business development of 1500 released adolescents and 1500 other youth at risk

Key activities:

- Provision of wide variety of Vocational Training (combined with life-skills) in market responsive sectors
- Business training and business plans development
- Start-up support in small groups including tools, material and group mentoring
- Long-term business mentoring by locally trained mentors

Output 3.5 Livelihood groups established and supported of mothers of released children under 14 and FHHs

Key activities:

- Selection of 500 mothers of released children and 500 other vulnerable households, especially FHHs (one plus one)
- Mobile livelihood training in short courses
- Women's groups start-up support (toolkits and materials) in groups of approximately 5 or 6

Outcome 4. Youth are socially engaged and contribute to peace and development

Output 4.1: 5 Youth-led centres established and supported

Key activities:

- Set-up support and mentoring
- Sports, and cultural activities
- Accelerated Learning Programme (ALP) in youth centres
- Providing Internet and solar for charging and video
- Dialogue and peace building activities (inter-tribal, age sets etc.)
- Possibly apprenticeship and business centres in youth centres established

- Youth radio channel development

Output 4.2: Peace building capacities and bridging social capital of youth developed

Key activities:

- Inter-tribal exchange programmes organized
- Sports competitions organized between the youth centres
- Dialogues on age set and cattle raiding related violence
- Civic education activities
- Facilitation of access to existing scholarship programmes

Outcome 5. Living conditions in the communities of return improved and likelihood for youth involvement in violence and association of children to armed groups and forces reduced

Output 5.1: Improved accesses to water for human consumption and livelihood

Key activities:

- Boreholes repair with a minimum of one functioning water point per Boma
- Digging of pools to maintain water for animals with a minimum of one per county
- Investment in Irrigation for agriculture including provision of peddle-pumps

Output 5.2: Capacities of local actors in child protection and service delivery strengthened

Key activities:

- Support to GPAA administration in priority planning and coordination
- Social Workers appointed from the local community will continue to receive training and support to develop sustainable PSS expertise that is accessible to all.
- Handover of best qualified social workers to the Department of Social development for possible recruitment into Government service.
- Gradual transformation of ICC into youth centre, support and commercialization of these centres to become self-reliant.
- Support to establishing, registration and strengthening CBOs and youth groups

Annex C: Evaluation Matrix

Table 21: Evaluation matrix

Evaluation parameters	Evaluation questions	Sources of evidence	Data collection instruments
Relevance	<p>To what extent did the programme meet needs of CAAFAG?</p> <p>To what extent is the programme consistent with UNICEF and partners programmes in South Sudan?</p> <p>To what extent did the programme theory of change and its assumptions remain valid during implementation?</p>	<p>Literature review (e.g. three-year strategy for CAAFAG in GPAA, donor proposals, project agreement and reports of implementing partners)</p> <p>FGDs/ KII/Case studies/direct observations/interviews with implementing partners</p> <p>Review of existing documents (UNICEF strategies, positions papers)</p> <p>Review of project documents (join partner reviews, progress reports, project amendments)</p>	<p>Quantitative and qualitative analysis</p> <p>Outline of protocols for evaluation tools and key questions for FGDs (Annex D)</p>
Effectiveness	<p>To what extent has the programme objectives been achieved?</p> <p>What were the inhibiting and promoting factors for the achievement of the programme objectives?</p> <p>How well was the programme implemented and adapted as needed?</p>	<p>Interviews with UNICEF staff</p> <p>Review of project documents (progress reports of implementing partners, donor reports, evaluations, joint partner reviews, project amendments)</p> <p>KII/FGDs/ interviews with implementing partners</p> <p>Direct observation/KII/FGDs</p>	<p>Quantitative and qualitative analysis</p> <p>Outline of protocols for evaluation tools and key questions for FGDs (Annex D)</p> <p>Attention point checklist for direct observation (included in this report)</p>

Evaluation parameters	Evaluation questions	Sources of evidence	Data collection instruments
	What were the barriers and enablers that made the difference between successful and less successful implementation and results?		
Efficiency	To what extent did the interventions represent the best possible use of available resources to achieve results of the greatest possible value to CAAFAG and the GPAA community?	Review of project documents (budgets allocations, programme documents, amendments) Review of programme strategy	Qualitative analysis Budget analysis
Impact	Were there any positive or negative impacts beyond the overall project goal? Were there any community level impacts resulting from implementation of the project?	KII/FGDs/direct observation/ interviews with implementing partners	Outline of protocols for evaluation tools and key questions for FGDs (Annex D)
Sustainability	Are positive results likely to be sustained? In what circumstances? Are the project activities scalable and replicable in-country and beyond?	Literature review KII/FGDs/ interviews with implementing partners	Outline of protocols for evaluation tools and key questions for FGDs (Annex D)
Human Rights and Gender	To what extent has the UN system's commitment to human rights-based approach and gender issues been incorporated in the design of the Community-based Reintegration Programme for children released from armed forces and armed groups? How effectively did the programme address issues of equity and human rights, including child rights and gender equality?	Literature review (including programme strategy, donor project agreement and reports, project agreements with implementing partners) Interview with gender specialist of UNICEF South Sudan Literature review KII/FGDs Interviews with implementing partners	Outline of protocols for evaluation tools and key questions for FGDs (Annex D) Analysis form of indicator and achievements (in annex)

Evaluation parameters	Evaluation questions	Sources of evidence	Data collection instruments
	To what extent were the stakeholders and beneficiaries of the interventions consulted and participated in decision-making about programming?		
Overall	<p>Have interventions under this initiative led to anticipated outcomes and for whom?</p> <p>What have been facilitating and inhibiting factors for achievement of results (outputs and outcomes)?</p> <p>What key lessons can be learned and replicated from the project?</p>	<p>Review of project documents</p> <p>FGDs / KII/case studies/direct observations/interviews with implementing partners</p> <p>Review of evidence-based (scientific) papers on CAAFAG</p>	<p>Outline of protocols for evaluation tools and key questions for FGDs (Annex D)</p> <p>Analysis form of indicators and achievements (in annex)</p>

Annex D: Outline of Protocols for Evaluation Tools

Outline of Protocol and Key Questions FGDs

The FGDs were structured in the following way:

1. Self-presentation of the evaluator.
2. Expressing gratefulness for making time for joining this conversation
3. Explanation of purpose of the conversation.
4. Providing assurances that all information obtained is anonymous: no names will be mentioned. This also contributes to the creation of a *safe environment*.
5. Explain this conversation is also an opportunity to express concerns and recommendations to UNICEF for improvement of delivery of services.
6. Adapt settings so that a little as possible “outsiders” are present. (This is a very challenging issue in the communities).
7. The style and tone and selection of the questions will be adapted in function of the participants. For children and adolescents, a simple game will be used to break the ice and increase expressiveness. Where younger children are participating, the FGD will be conducted in a playful manner.

The following points were addressed to gather information:

- a. Material support received upon release:
 - i. Goats?
 1. If so, what happened with the goats?
 2. Other?
 3. Was the material support upon release sufficient?
- b. Education:
 - i. Enrolments
 - ii. Relevance
 - iii. Future perspectives
- c. Vocational training:
 - i. Past training/present in which they participated
 - ii. Relevance
 1. Which training?
 - a. Content
 - b. Duration
 - c. Quality
 2. Are the knowledge/skills acquired in the training used now?
 3. Are the materials available for you to use the acquired knowledge and skills?
 4. What do you want/need in this regard?
 5. Did the vocational training lead to income generation?
 6. Do you know former CAAFAG that did not receive vocational training?
- d. Psychosocial integration:
 - i. Was family welcoming?
 1. ICC:
 - a. What happened in the ICC?
 - b. How long was the duration of the stay?
 - c. What did you feel in the ICC?
 2. How did the family reunification process go?
 3. How were the relations with other family/brothers/sisters?
 4. Was the community welcoming?
 5. Who are your friends now (only former CAAFAG or also others)?

6. Did the relations between released CAAFAG and other community members change over time since the release?
 7. Do you know of other released CAAFAG that had difficulties with integration?
 - a. Where are they?
 - b. What happened with them?
 - c. What would be possible causes?
- e. Mental health:
- i. How is your self-image now compared to the time of conscription?
 - ii. What do you feel when military vehicles or military pass by?
 - iii. Do you feel that you are different from children who were never with armed forces or groups?
 - iv. What do you think about your future?
 - v. Do you ever feel empty or sad? How long?
 - vi. Did bad things happen to you?
 1. Do you still often think about these things?
 2. How do you react when these thought or images come up?
 - vii. Do you know other children or adolescents who are released child soldiers and have difficulties with feelings or thoughts?
- f. Risk analysis:
- i. Have you ever thought about returning to armed forces or groups? Why/when?
 - ii. Have you been approached to re-join or join armed forces or groups?
- g. General open questions:
- i. What were the most difficult things since the release?
 - ii. What are the things that now:
 1. you like most?
 2. You like less?
 - iii. Is there anything that you want to communicate to UNICEF?
 1. Recommendations?
 2. Concerns?
 - iv. Is there anything I should know that I did not ask?
 - v. Do you have any questions?

During the FGDs the evaluator also observes children to see if there are any signs of emotional discomfort or trauma reactions. This would lead to halting the discussion and provide required assistance.

Outline of Protocol and Key Questions FOR KII

1. Self-presentation of the evaluator.
2. Expressing gratefulness for making time for joining this conversation.
3. Explanation of purpose of the conversation.
4. Providing assurances that all information obtained is anonymous: no names will be mentioned. This also contributes to the creation of a *safe environment*.
5. Explain this conversation is also an opportunity to express concerns and recommendations to UNICEF for improvement of delivery of services.
6. Adapt settings so that a little as possible “outsiders” are present. (This is a very challenging issue in the communities).
7. The style and tone and selection of the questions will be adapted in function of the participants.

For each of these interviews the main the following topics will be addressed (wording is adapted to the interviewee):

- Which factual data does the interviewee have in his/her mandate regarding reintegration of former CAAFAG?
- What were the dynamics in the past 3 years?
- What were the challenges/achievements in the past 3 years?
- What are the challenges ahead?
- Recommendations for UNICEF?

Direct observation

The following sites or dynamics were planned to be directly observed:

Table 22: Sites to visit and purpose

Site / dynamics	quantity	Purpose(s)
Primary schools	2	<ul style="list-style-type: none"> • Enrolment of former CAAFAG • Enrolment of OVC • Enrolment of girls • Enrolment as part of the school-aged population in the community • Infrastructure conditions • Teaching quality • Catchment area of the school • Curricula offered (Inc. ALP) • Dry/wet season dynamics • Enrolment capacity
Secondary school	1	<ul style="list-style-type: none"> • As above
Child-friendly spaces	3	<ul style="list-style-type: none"> • Relevance • Attendance • Selection of children • Activities • Actions in outreach • M&E (what are objectives) • Overall quality • Referral pathways
Bore holes	2	<ul style="list-style-type: none"> • Functionality • Catchment area
Vocation training activity	2	<ul style="list-style-type: none"> • Enrolment • Duration • Quality • Relevance for income generation • Relation to child labour laws • Sustainability of logistics of necessary materials • Dropout rates
Business that resulted from vocational training	2	<ul style="list-style-type: none"> • Content • Income generation • Hindering factors • Enabling factors • Importance for the business owner/family/community • Risks • Future perspectives

Case studies

Following topics were addressed in each case study:

1. General context of time during armed groups
2. Time in armed groups
3. Tasks in armed groups
4. Positive/negative experiences in armed groups
5. The release: the process of and the perception of what happened (fact and emotions)
6. Evolution of life since release
7. Programme reintegration strategic issues (challenges and significance in the life of the person):
 - a) Material release package (content and significance)
 - b) WASH
 - c) Education
 - d) MHPSS
 - e) Child protection (case management)
 - f) Livelihoods
8. Current situation:
 - a) Facts
 - b) Good things/bad things
 - c) Challenges
9. Social integration
10. Mental health issues
11. Future perspectives

Interviews with implementing partners

Semi-structured Interviews with key staff of implementing partners were held both at Juba level as in the field level. The objectives of the interviews are:

- To have a clear view of all the contracts they had in the framework of the 3 year reintegration strategy of CAAFAG in Pibor, including:
 - Number and duration of project agreements
 - Relevance to the 3 year strategy
 - The performance indicators (baseline, target, final result, and the explanation for not reaching the target.
- The challenges that the context of Pibor brings
- The challenges in the cooperation with UNICEF
- Recommendations for future strategies
- Recommendations for UNICEF

Annex E: Sites Visited

Borehole drilling Bebuzen Pibor Area

Child Friendly Space 1 Pochalla

Child Friendly Space 2 Pochalla

Child Friendly Space Pibor

National Vocational Training Centre Juba

PCEP school Pochalla

Pibor Primary Boys School

Pibor Primary Girls School

Pochalla Primary Boys School

Primary school Gumuruk

Secondary school Pibor

Welding booth of former CAAFAG at the market in Pibor

Youth Centre Pibor

Youth Centre Pochalla

Annex F: People Consulted

Alamu Ochalla Olok, Manager Child Friendly Space, Pochalla
Aleksandra Vidojevic, Gender Programme Manager, UNICEF South Sudan
Alfred Orono Orono, Chief Child Protection, UNMISS
Andrew Bangark, Head Teacher, Pochalla, South Sudan
Andrew Oluku, National Coordinator, Child DDR (CAAFAG), NDDRC, South Sudan
Anna Hadjixiros, Child Protection Officer, Yambio, UNICEF South Sudan
James Severino Morris Bakoyigo, Child Protection Officer, UNICEF South Sudan
Biar Kuai Biar, WASH Officer, UNICEF South Sudan
Eric Gisairo, Technical Officer, Child Protection and Juvenile Justice, Hold the Child, South Sudan
Francesca Ballarin, Child Protection Evaluator, L3 evaluation
Honourable Mdm. Lydia Peeter, Minister of Gender and Social Affairs, Pibor
Honourable Mr. Peter Ogalla, Commissioner of Pochalla
Hyun Hee Ban, Chief, SPPME, UNICEF South Sudan
Isaa John, Programme officer, VSF Suisse, Boma
Ismahan Ferhat, Child Protection Specialist (FTR), UNICEF South Sudan
James Severino Morris Bakoyego, Child Protection Officer, UNICEF South Sudan
Jan Gerrit Brouwer, Child Protection Children Affected by Armed Conflict MRM, UNICEF South Sudan
Jean Lieby, Chief Child Protection, UNICEF South Sudan
John Yuggu Tileyi, Education Specialist, UNICEF South Sudan
Kenneth Kigo Kinyua, Programmes Officer, GREDO, South Sudan
Dr. Kevin Miheso, Country Programme Manager South Sudan, VSF Suisse
Matthew DeCristofano, Former CAAFAG specialist UNICEF South Sudan
Muhmmad Israr, Education Field Monitor, UNICEF South Sudan
Otiet Okweier Okotk, Head teacher Pochalla primary school, South Sudan
Pascal Karemera, Monitoring and Evaluation Specialist, Stretch Assignment, UNICEF South Sudan
Peter Okuwuri Ojulu, Programme Manager, ACROSS, Pochalla
Richard Wani, Officer, VSF Germany Pibor office
Rose Machira, Officer, VSF Germany Juba office
Sammy Wader Lat, Child Protection Officer, VSF Suisse, Boma
Sampathi Perera, Child Protection Specialist, UNICEF South Sudan
Steen Larsen, Former Grant Manager for South Sudan, Danida
Stener Vogt, Child Protection Consultant UNICEF, South Sudan
Steward Francis Kutiyote, Education Specialist, UNICEF South Sudan
Tim Irwin, Chief of Communication, UNICEF South Sudan
Zaitun Rogota, Programme Manager, IAS, South Sudan

Annex G: Documents Consulted

Internal documents

UNICEF:

- Release and reintegration programme: Approach of children released from Cobra Faction and other vulnerable children and adolescents in the Greater Pibor Administrative Area (GPAA) in South Sudan, UNICEF, March 2015.

Danida:

- General agreement between the Government of Denmark and the United Nations Children's Fund, 2016.
- Brief and Logframe Yambio, 2017.
- Work Plan August 2018.
- Inception Report, March 2017.
- Progress Update, August 2017.
- Progress Update, January 2018.
- Progress Update, April 2018.
- Progress Update, October 2018.
- South Sudan, Denmark – Two pager.

UNICEF Project Inception Workshop – Boma, 6th April 2016

GREDO, project documents. Including:

- Project Agreement: Sept 2015 – March 2016.
- Project Agreement: April 2016 – August 2016.
- Project Agreement: August 2016 – Jan 2017.
- Project Agreement: March 2017 – August 2017.
- Project Agreement: October 2017 – October 2018.

For every one of these Project Agreements: progress reports, final reports and joint partner reviews.

Hold the Child, project documents. Including:

- Project Agreement: March 2016 – Feb 2017.
- Project Agreement: May 2017 – May 2018.
- Project Agreement: July 2018 – July 2019.

For every of these Project Agreements: progress reports, final reports and joint partner reviews.

IAS, project documents, including:

- Project Agreement: Sept 2016 – August 2017.
- Project Agreement: May 2016 – April 2017.
- Project Agreement: June 2017 – May 2018.

For every of these Project Agreements: progress reports, final reports and joint partner reviews.

Nile Hope project documents. Including:

- Project Agreement: August 2016 – August 2017.
- Project Agreement: May 2017 – January 2018.
- Project Agreement: May 2018 – January 2019.

For every of these Project Agreements: progress reports, final reports and joint partner reviews

SPOCI project documents. Including:

- Project Agreement: November 2016 – January 2017.
- Project Agreement: May 2017 – November 2017.
- Project Agreement: May 2018 – November 2018.

For every one of these Project Agreements: progress reports, final reports and joint partner reviews.

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- Project Agreement: Feb 2015 – Sept 2015
- Project Agreement: Oct 2015 – March 2016
- Project Agreement: Sept 2016 – Feb 2017
- Project Agreement: March 2017 – April 2018
- Project Agreement: May 2018 – April 2019

For every of these Project Agreements: progress reports, final reports and joint partner reviews.

VSF Suisse project documents. Including:

- Project Agreement: March 2015 – January 2016
- Project Agreement: Feb 2016 – July 2016
- Project Agreement: April 2017 – May 2018
- Project Agreement: May 2018 – May 2019

For every of these Project Agreements: progress reports, final reports and joint partner reviews.

External documents

UNICEF media stories

- A future without guns for former child soldier, Mercy Kolok, Pibor, South Sudan, November 2016.
- For children robbed of a childhood, new skills can provide a means to a better life, Tim Irwin, Pibor, South Sudan, 15 December 2018.
- Using refrigerators to save lives in communities without electricity, Simon Crittle, Akobo, South Sudan, January, 2018.

Jeannie Annan, Christopher Blattman, Dyan Mazurana and Khristopher Carlson, Civil War, Reintegration, and Gender in Northern Uganda. *Journal of Conflict Resolution* 2011 55: 877 originally published online 23 August 2011.

Theresa S. Betancourt, Ivelina Borisova, Timothy P. Williams, Sarah E. Meyers-Ohki, Julia E. Rubin-Smith, Jeannie Annan, and Brandon A. Kohrt, Research Review: Psychosocial Adjustment and Mental Health in Former Child Soldiers - a Systematic Review of the Literature and Recommendations for Future Research, *Journal of Child Psychology and Psychiatry*, 2012.

Theresa Stichick Betancourt, Sc.D., M.A., Ivelina Ivanova Borisova, Ed.M., Timothy Philip Williams, M.S.W., M.Sc., Robert T. Brennan, Ph.D., Ed.M., T. Hatch Whitfield, Sc.D., Marie de la Soudiere, M.S.W., John Williamson, M.S.W., and Stephen E. Gilman, Sc.D., Sierra Leone's Former Child Soldiers: A Follow-up Study of Psychosocial Adjustment and Community Reintegration, *Child Dev.* 2010 ; 81(4): 1077–1095.

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Brandon A. Kohrt; Mark J. D. Jordans; Wietse A. Tol; et al., Comparison of Mental Health Between Former Child Soldiers and Children Never Conscripted by Armed Groups in Nepal, *JAMA*. 2008;300(6):691-702.

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Dr. Tobias O. Ounga, End of Project Evaluation: Social-Economic Reintegration of Children Involved in Armed Conflict and Prevention of the Recruitment of Children to Armed Forces and Groups, South Sudan, VSF Germany, South Sudan Country Office, April 2018.

Dr. Tobias O. Ounga, Vocational Skills Training Opportunities for Conflict Affected Children in the Former Pibor County Republic of South Sudan. An Assessment by VSF Suisse and VSF Germany, June 2017.

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United Nations Paris Principles adopted in 1993 by the United Nations General Assembly.

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VSF Suisse and VSF Germany, Market Driven Livelihood Options and Vocational Skills Training Opportunities for Conflict Affected Children in the Former Pibor County, Republic of South Sudan, June 2017.

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Annex H: Ethical Clearance

MINISTRY OF GENDER, CHILD, and SOCIAL WELFARE FOR THE REPUBLIC OF SOUTH SUDAN

SUBMISSION FORM FOR SOCIAL AND BEHAVIOURAL RESEARCH INVOLVING HUMAN SUBJECTS

PLEASE PRINT OR TYPE

A. BASIC INFORMATION

Applying agency/Institution	UNICEF South Sudan Country Office
Title of Proposal/Project	Evaluation of Reintegration Programme for Children Formerly Associated with Armed Forces and Armed Groups
Proposed Start Date	March 2019
Anticipated Duration	3 months

B. PERSONNEL:

NOTE THAT IT IS A **MUST** TO HAVE A SUDANESE NATIONAL AS ONE OF THE KEY INVESTIGATORS/COLLABORATORS IN THE STUDY

i) PRINCIPAL INVESTIGATOR

Name	Organization	Department/ Division	Full Address	Email /Tel/Fax	Qualification (Attach CV)
Koen Sevenants	Consultant contracted by UNICEF South Sudan	Child Protection	UNICEF South Sudan Country Office, Toto Chan Compound, Juba, South Sudan	sevenants.koen@g mail.com	

ii) COLLABORATOR/S OR OTHER PERSONNEL INVOLVED IN THE STUDY.

Name(s)	Organization	Department/ Division	Full Address	Email /Tel/Fax	Role/Task of each collaborator
Stener Vogt	Consultant with UNICEF South Sudan CO	Child Protection	UNICEF South Sudan Country Office, Toto Chan Compound, Juba, South Sudan	msrvogt@gma il.com	UNICEF Oversight

C. FUNDING

Is this proposal/ project Funded?	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]	Pending [<input type="checkbox"/>]
If Yes	Agency/Sponsor	UNICEF South Sudan Country Office	
	Contact Person	Sampathi Perera, OIC Chief Child Protection	
	Email/Tel/Fax	SPERERA@UNICEF.ORG	
If No/Pending	Potential Sponsor		
	Contact (Email & Tel/Fax)		
	Submission date		
	Expected funding date		

D. OTHER REVIEW BOARD

Is this proposal/protocol subject to review by another Institutional/Human Subject Review Board/Committee		Yes [<input type="checkbox"/>]	No [<input checked="" type="checkbox"/>]
If Yes,	Indicate the Name of Board/Committee below. (Attach a copy of approval)		

E. PROJECT DESCRIPTION

E1. Give a brief outline of the proposed project/study and attach a proposal with sufficient detail to allow the committee to make an informed decision.	Review three-year programme of Reintegration programme for children formerly associated with armed forces and armed groups, led by UNICEF and partners, as part of South Sudan's needs in relation to Child Disarmament, Demobilization and Reintegration agenda.
E2. State the location of the study and justification for its selection.	Pibor, Jonglei, South Sudan. This was the only location in 2015, 2016, and 2017 that had children formally released from armed forces and armed groups. The implementing partner established it's presence to deliver the reintegration programme proximate to where children were being reunified with their families – in Pibor and greater Pibor area of South Sudan.
E3. State the justification and importance of the study (If this study or a similar one has been done before, what is the value of repeating it).	The review is essential to understand effectiveness of the reintegration programme in meeting the specific, and often complex needs for child survivors of Recruitment and Use by parties to the conflict. This will allow for both good practice and lessons learned and areas for improvement in UNICEF's continuing commitment to delivering Reintegration programme

	<p>for children affected by armed conflict in South Sudan. The study will afford a greater understanding on desired change being achieved for each child. For example, as a result of the supports has the child experienced improved protection, resilience, well-being and opportunity? Socially-economically? What elements have strongly contributed in this regard? What elements would benefit with improvement or different approaches? It is important to understand where and how the programme is positively impacting each child's right to development eg developmentally across social, emotional and physical development essential for all human development.</p>
E4. Specify the number, sex, and age range of participants.	<p>The current case load of child survivors receiving reintegration programme in the Pibor area is approximately 900 children. Their ages range between 15-17. 99 per cent are boys. Not all children will be contacted for the purposes of the research – only a much smaller sample size eg < 50.</p>
E5. Briefly specify the source and method of recruiting study participants/subjects.	<p>The participants are already enrolled in a formal reintegration programme being facilitated by a UNICEF implementing partner. For those children that may be contacted for interviews, the researchers, in combination with the partner case workers, will formally explore with any child that may be requested for the study, whether they wish to participate or not in a short study. They will be briefed before they make the choice that there is no compensation and there is no impact if they decline. Consent for any individual participation is mandatory.</p>
E6. Briefly mention the research methodology and data collection tools to be used. Incase the research is divided into phases, specify the method of each phase?	<p>Interviews</p>
E7. Will this study be published? Incase so, state the procedures to be undertaken to publish the study.	<p>Information contained in the end of study report to UNICEF South Sudan may be quoted or paraphrased in UNICEF internal and external information products.</p>

F. PARTICIPANTS RISK

F1. Mention the research procedures or activities that may cause discomfort or distress to the study participants/subjects.	<p>The research is focusing on the positive outcomes of the reintegration programme itself and is not intending to explore in any detail any child's history of their surviving violence, abuse, exploitation and neglect as a result of being associated with armed forces and armed groups. Instead, the research looks to consider each child's experience with the social-ecological supports received under the programme's case management.</p>
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F2. In case of any discomfort or stress caused by the study procedure, what specific steps will be taken to minimize or monitor the risk?	If at any time stress happens to be experienced by an interviewee, the interview will stop. The lead investigator holds a PhD in Child Psychology and is well qualified to clinically support any child with emotional needs that may (unlikely) arise from the interviews.
F3. If the research involves vulnerable group such as children >5, pregnant women, prisoners, the mentally ill etc, explain procedures taken to ensure their safety and care.	Not applicable
F4. If study participants/subjects are physically harmed, will they be compensated? If so, how?	Not applicable
F5. In case of any special or unusual circumstances related to this research that might raise specific concern for the welfare of study participants, describe how these concerns will be addressed.	See F2

G. CONFIDENTIALITY

G1. State the degree of confidentiality to be maintained with respect to the data collected and the method of how this will be achieved.	Full confidentiality. In reporting, any all children's information will be anonymized. No child will be identified by name or any other identifier.
G2. If some of the information will not be kept confidential (indicate in the consent procedure), state why this is required by the research.	Not applicable
G3. Will audio, video or photographs be part of the data collection, presentation and publication?	Yes [] No [] Children will not be photographed or videographed
G4. If Yes, how will participants' consent for the publication of these recordings or images be obtained?	Not applicable

H. DATA HANDLING AND DISSEMINATION

H1. What steps will be taken to prevent irresponsible or unauthorized use of data and findings?	The report is confidential between UNICEF South Sudan Child Protection Section and the implementing partner. Summary of reporting will be provided to the implementing partner for the children who participated.
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H2. Describe the measures to be taken to communicate the results of the study to study participants, their representatives, MoH, institutions, and other relevant bodies who could use the results of the study to improve the health of the study population.	Summary of reporting will be provided to the implementing partner for the children who participated.

I. INFORMED CONSENT

I1. State the manner in which consent will be obtained if applicable and supply copies of the information sheet and consent form (Written consent is required where possible).	a) Written Document [<input checked="" type="checkbox"/>] b) Orally from Script [<input type="checkbox"/>] c) Orally without scrip [<input type="checkbox"/>] d) Not Applicable [<input type="checkbox"/>]
I2. How will the participant informed consent be documented?	a) Signature on written consent document [<input checked="" type="checkbox"/>] b) Signature on document to be read to the participants [<input type="checkbox"/>] c) Signature on written consent document by parents/guardians [<input type="checkbox"/>]
I3. Incase the research requires a wavier of written consent documentation, explain why?	N/A
I4. If children or individuals below 18 years of age are to participate in the study, how will the consent of parents or guidance be obtained (Describe).	The age of the children to be interviewed range from 16-17. Their maturity will be assessed and asked if they would like to participate, as per the UN Convention of the Rights of the Child's right to participate and right to participate in decisions affecting them.
I5. Will participants be informed about the following aspect of research: a) Voluntary participation b) Freedom to withdrawal c) Purpose and procedures of research d) Foreseeable risks or discomfort e) Extent to which confidentiality will be maintained f) Expected direct benefits g) Expected indirect benefits h) Expected duration of participant' participation i) Compensation incase research involve risk of injury.	a) Yes[<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] N/A [<input type="checkbox"/>] b) Yes[<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] N/A [<input type="checkbox"/>] c) Yes[<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] N/A [<input type="checkbox"/>] d) Yes[<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] N/A [<input type="checkbox"/>] e) Yes[<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] N/A [<input type="checkbox"/>] f) Yes[<input type="checkbox"/>] No [<input type="checkbox"/>] N/A [<input checked="" type="checkbox"/>] g) Yes[<input type="checkbox"/>] No [<input type="checkbox"/>] N/A [<input checked="" type="checkbox"/>] h) Yes[<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] N/A [<input type="checkbox"/>] i) Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] N/A [<input checked="" type="checkbox"/>]
I6. Indicate the name of the contact person incase of further enquiry regarding the research.	Jean Lieby, Chief of Child Protection, UNICEF South Sudan
NB. Incase the answer to any of the above in I5 is "No", attach an explanation of why the research requires such an alteration of the standard elements of informed consent	

J. ATTACHMENT

<p>J1. Documents that must be attached to this submission form are:</p> <p>a) Official covering letter</p> <p>b) Detailed project proposal/protocol</p> <p>c) Information Sheet</p> <p>d) Consent form</p> <p>e) Research Tools - Questionnaires/Topic guides</p> <p>f) CV of principle investigator</p> <p>Note: Include CVs of all main collaborators participating in the study as well.</p>	<p>a) Attached [] Not []</p> <p>b) Attached [] Not []</p> <p>c) Attached [] Not []</p> <p>d) Attached [] Not []</p> <p>e) Attached [] Not []</p> <p>f) Attached [x] Not []</p>
<p>NB: Project proposal/protocol should include but not limited to Title of the project, background information, study objectives, study design, research methods, study area, inclusion criteria for participants, sample size, sampling method, data collection tools, ethical considerations, criteria for discontinuation of the study).</p>	

K. CERTIFICATION OF PRINCIPAL INVESTIGATOR

<p>Note: Incomplete forms will not be processed, and concealment or falsification of any information stated above may result in rejection of the proposed project/study. Any change to an approved research study requires the submission of an amendment to the form.</p>	
<p>I certify that I have provided all the information required for this study to be conducted in South Sudan and I agree to comply with the research regulations of the Ministry of Gender, child and Social welfare for the government of South Sudan (MoGCSW of RSS) for the protection of human subjects involved in this research. I will ensure that the report generated from the study will be submitted to the MoGCSW of RSS without any difficulty/delay.</p>	
<p>K1. Signature of Principle Investigator: Koen Sevenants</p>	<p>Date: February 26, 2019</p>
<p>K2. Signature of the Research Director-MoGCSW</p>	<p>Date: 7 March 2019</p>

FOR OFFICE USE ONLY

IRB No	
Status of Application	<p>Approved [] Pending [] Rejected []</p>
Comments if any	
Name of the ethical committee member who reviewed the application	
Signature	Date:

Annex I: CAAFAG Analysis form of indicators and achievements

To be sent to: sevenants.koen@gmail.com

Name of the NGO:	
Focal person for this evaluation in Juba:	
<ul style="list-style-type: none"> - Name - E-mail - Phone number 	

Contract 1			
Start date			
Finishing date			
Geographical area (in detail)			
Relevance to 3 years strategy			
Results /outcomes			
Outcome	Achievement (e.g. small part, largely, complete	Explanation in case of not incomplete achievement.	
1.			
2.			
3.			
4.			
Performance indicators			
baseline	Target	Final result	Explanation for not reaching target

Add more lines as required to fit in all performance indicators

Contract 2			
Start date			
Finishing date			
Geographical area (in detail)			
Relevance to 3 years strategy			
Results /outcomes			
Outcome	Achievement (e.g. small part, largely, complete	Explanation in case of not incomplete achievement.	
1.			
2.			
3.			
4.			
Performance indicators			
baseline	Target	Final result	Explanation for not reaching target

Add more lines as required to fit in all performance indicators

Contract 3			
Start date			
Finishing date			
Geographical area (in detail)			
Relevance to 3 years strategy			
Results /outcomes			
Outcome	Achievement (e.g. small part, largely, complete	Explanation in case of not incomplete achievement.	
1.			
2.			
3.			
4.			
Performance indicators			
baseline	Target	Final result	Explanation for not reaching target

Add more lines as required to fit in all performance indicators

Please add any relevant reports or documents such as project evaluations, strategy documents, context analysis, etc.

Annex J: Consultant Biography

Koen Sevenants, Belgian, has a Ph.D. in Child and Adolescent Psychology. In his 23 years of experience, he has worked in Cambodia, China, Democratic People's Republic of Korea, Ecuador, Ethiopia, Ghana, Greece, Iraq, Jordan, Russia, South Sudan, Ukraine, and the USA. His main fields of expertise are MHPSS, Child Protection, Programme Management and Inter-Agency Coordination. He is deployed by both international NGOs (Action Against Hunger, Humanity and Inclusion, Islamic Relief, etc.) and by UN agencies (International Organization for Migration [IOM], UNICEF). Koen has been internationally recognized for his work with children who have been bereaved as a result of their parents having been executed, through various national and international awards, including the China Charity Award, the Christophe Plantin Prize and the Global Leadership Award.

For further information, please contact:

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Totto Chan Compound
Juba
Republic of South Sudan

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