



# EDUCATION



**1.7 million**

people in need

male: 900,800

female: 831,500



**519,700**

people to be assisted

male: 270,200

female: 249,400



**\$40 million**

funds required



**\$77**

funds per person



**34**

projects



**Cluster lead agency**

United Nations Children's Fund (UNICEF)

Save the Children International



**Government partners**

Ministry of Education, Science & Technology (MoEST)



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## Needs analysis

Since the conflict, at least 1.7 million children and adolescents are in need of emergency education, including some 400,000 who have dropped out of school. Many of them are unable to access learning due to displacement, while others are out of school due to the impact of conflict on their communities or are living in host communities where education resources are non-existent or overstretched.

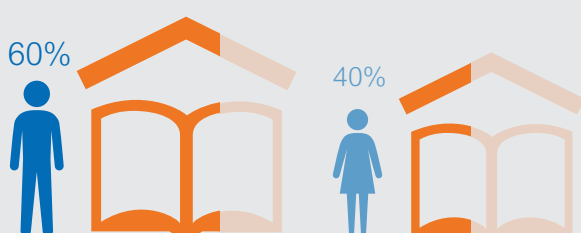
Even before the conflict, the literacy rate in Jonglei state was 15 per cent. Countrywide, secondary school enrollment rate is less than 2 per cent. A South Sudanese girl was more likely to die in child-birth than to complete her primary school education. The meagre resources available go toward primary-school aged children, leaving adolescents and young people particularly vulnerable.

About 70 per cent 1,200 schools in Jonglei, Unity and Upper Nile have been closed since the onset of the crisis. For example, in Duk County, Jonglei, all 20 primary schools are closed, leaving an estimated 10,000 children out of school and 160 teachers without a job. Many schools are no longer safe havens as they have been damaged or destroyed by fighting. In Leer county alone, 15 out of 36 schools were burned and remain unusable. Since the conflict erupted, at least 91 schools have been occupied by armed groups or used as shelters by the displaced. Access has been especially difficult in Guit, Mayom, Koch, Maiwut, Nasir and Duk counties, where up to 330,000 children are without emergency education programmes.

Education needs are also great within displacement sites. Up to 25,000 children reside in Bentiu PoC site, and less than 4,000 have been able to access to emergency education. Those who remain out of school are particularly susceptible to dangerous labor practices, recruitment into armed groups and other negative coping mechanisms such as crime, substance abuse and perpetuating gender based violence."

Teachers are the most important element in ensuring access and quality for emergency education and they too, are in need. Many teachers have been displaced from their homes and forced to seek alternative livelihoods due to school closures and the lack of payment. Previously trained professionals have sought jobs with more reliable or higher payment. The overall effect of this is a lower quantity and caliber of teachers available in the three states. Most teachers in both the government-held and opposition-held areas have been unpaid since November 2013, thus reducing the incentive to come back to the profession when schools re-open. Teachers located in opposition-held areas will not be paid by the government in the foreseeable future and those in the PoC sites may not either. More than 5,200 teachers are necessary to reach the 519,700 students to be assisted by the education cluster in 2015.

## Primary and secondary school enrollment by sex



Source: South Sudan Ministry of Education, Sept 2014

Children and adolescents who remain outside education are susceptible to dangerous labor practices, recruitment into armed groups and other negative coping mechanisms such as joining gangs and militia) crime, substance abuse and gender based violence. Education spaces also offer an opportunity to provide positive psychosocial support to children who have been through traumatic experiences. Attending school creates a sense of normality and routine for children, crucial for coping with the effects of exposure to conflict and displacement.

Communities and the humanitarian community worry about the increasing radicalization of young people, particularly in PoCs where idle and disengaged youth are forming gangs and militia, such as in Bentiu. Joining armed groups is perceived by many children and young people as the only option for becoming a leader in their community, especially where there is no opportunity to pursue livelihoods or advance through education. Schools serve as platforms for other actions such as child protection, health, nutrition and WASH. With schools currently closed, access to these services is limited.

### People affected and to be assisted

The cluster will target boys and girls of school-going age, including pre-school children, adolescents and young people; as well as parents, teachers, and relevant community members. Priority areas are the three conflict-affected states. This includes the PoC sites, with a particular focus on Bentiu PoC.

### Cluster strategy

The cluster will contribute to all three objectives of the strategic response plan, and will work to:

1. Ensure uninterrupted access to critical, multi-sector, and quality learning in protective spaces for conflict-affected children.
2. Protect learners and learning spaces by supporting teacher trainings in psychosocial support and life skills and supporting the vacancy of occupied schools.
3. Enable conflict-affected children to pursue healthy, productive lives through age and gender appropriate alternatives to recruitment, child labor, and other exploitation.

The overall aim of the education cluster is to ensure the continuation of learning for children and young people, and facilitate the return to school for those who have had to leave school as a result of the conflict or have been unable to access any learning services due to displacement, insecurity and violence. Education cluster partners will respond particularly in those areas where the Ministry of Education is unable to ensure education services. In 2015, the education cluster will target 519,672 children in the most conflict-affected communities, including children displaced by the conflict. While the construction and rehabilitation of learning spaces is critical, the teacher is key to the education response. This will require advocacy for the payment of teachers in government-controlled areas, and the development of an alternative strategy for compensating teachers in non-government controlled areas and PoC sites. It will also require ongoing teacher training and incentives.

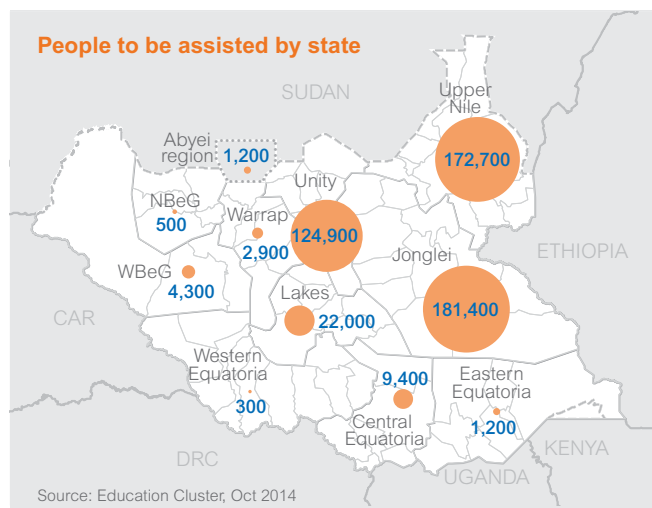
In all priority locations, the education partners will aim to train teachers in Education in Emergencies, the South Sudan Teacher Code of Conduct for Emergency Situations, and Life Skills and Psychosocial Support using a curriculum developed for South Sudan by UNESCO and the Ministry of Education.

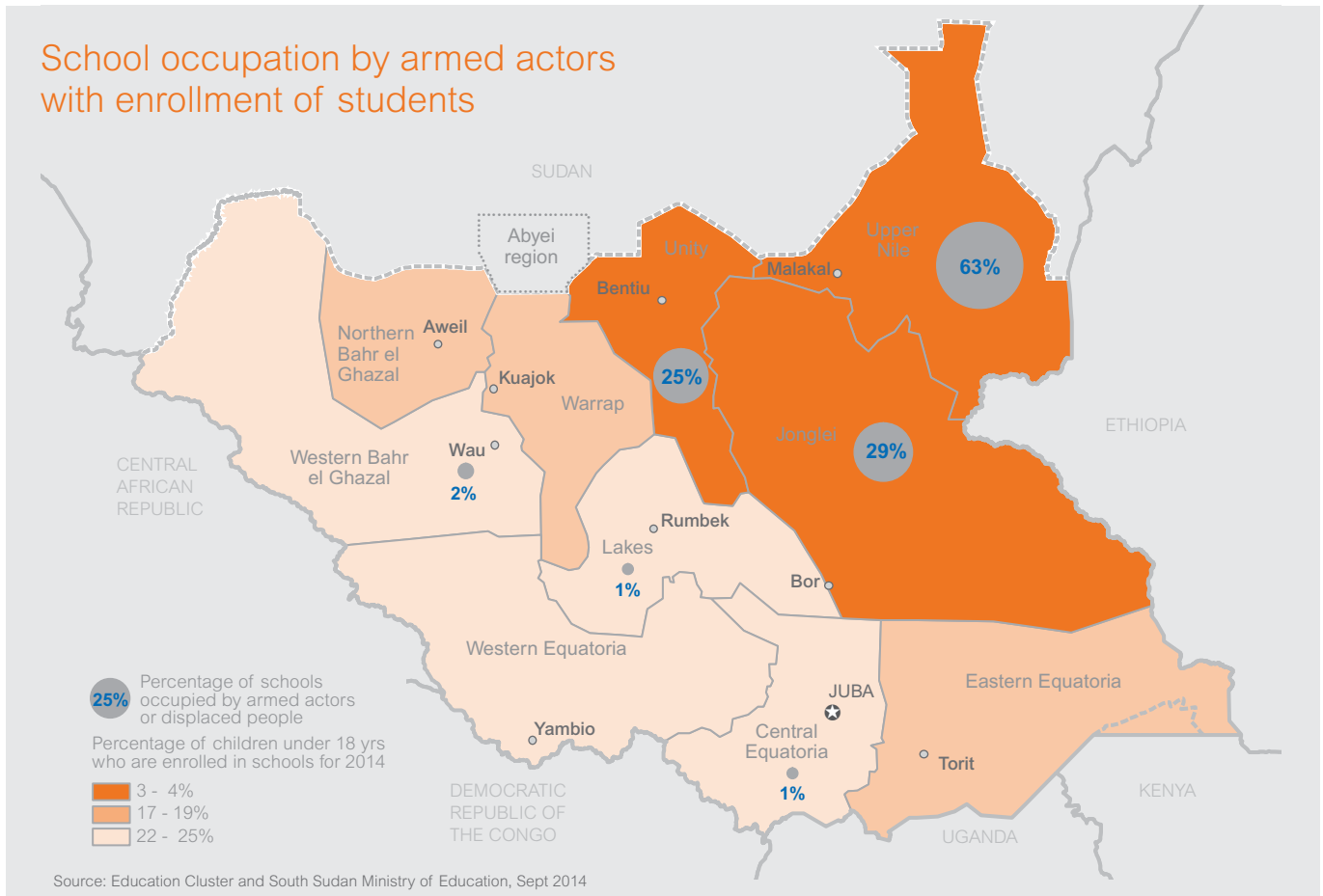
Education partners will renew focus on adolescents and young people, providing opportunities to access accelerated learning programmes and vocational training in order to combat the increasing radicalization of youth, and their recruitment into armed groups and criminal gangs while also mitigating child marriage and sexual exploitation.

In order to strengthen and scale up the current approach, the education cluster will strengthen integration with other sectors, and continue to build government, national, and international partner capacity through trainings. Finally, the cluster will work to make learning opportunities more mobile, by equipping teachers and community members with skills through training and supply provision.

While the underlying strategy of the education cluster is a community based approach to Education in Emergencies, partners also recognize the importance of a flexible and diversified approach, depending on the context:

- ... The need for compensation of teachers will require a different approach in PoC sites, government- and opposition-controlled areas through cooperation with the MoEST, donors and development education partners.
- ... For people facing multiple displacements and the consequent access related challenges, partners will aim at equipping moving populations with the tools and the knowledge to continue learning in their communities. This will be accomplished through mobile and non-formal education approaches and trainings.
- ... Specifically in PoC and settlements sites, peer-to-peer learning models will be used to overcome space and access constraints, to engage adolescents and youth as mentors/volunteer teachers, and to establish teacher-to-teacher support systems, including psychosocial support for the teachers, who are also deeply impacted by the emergency. Education activities will take place in shared spaces such as child-friendly spaces, community gathering locations like churches, under trees, and in shifts at temporary learning structures.





... In conflict-affected areas where schools require rebuilding or where armed elements or displaced people are occupying schools, emergency education will take place in safe locations identified by the community, such as under a tree, in a church or in a common location alongside other humanitarian services.

... For all activities targeting children who are displaced, it is essential to use a do no harm approach by supporting both displaced people and host communities so that assistance mitigates possible tensions between both groups while strengthening solidarity. For this reason, the cluster will target the same number of host community learners as displaced community learners. Teachers will be recruited from both the communities.

... In counties that are particularly difficult to access, new national and international partners have been identified through the education cluster project prioritization for specific locations. Assuming improved humanitarian access, local partners will be best positioned to provide EIE programmes.

... Integration with rapid response mechanisms will further improve access with initial mobilization of learners, provision of temporary learning tents, supplies, and rapid training of teachers. Where possible, the cluster will identify NGOs who can continue the groundwork laid by these missions so that communities remain supported.

... To identify and respond to children's emergency and chronic needs, teachers will be trained in referral mechanisms and assistance pathways for child protection, health and nutrition.

### Links with other clusters and partners

The cluster will work with the child protection sub-cluster to document grave violations, training of teachers in referral pathways, and with the WASH cluster to ensure gender sensitive water and sanitation facilities in schools, hygiene promotion, cholera/ebola prevention messaging. Nutrition partners will be trained in Early Childhood Development to ensure essential stimulation and cognitive development can take place alongside feeding actions, advocacy for sending children to school will be passed through mother support groups and nutrition messaging through PTAs. Teachers will be trained in referral pathways for malnourished children. Learning spaces will provide a platform for health activities such as vaccination, deworming, and other actions. The Education Cluster has signed an agreement with the DFID-funded Girls' Education South Sudan (GESS) long-term development project which is implementing in all counties of all states. Cluster partners will link all schools with the programme so they may qualify for school capitation grants and cash transfers for girls, enhancing the long-term sustainability of EIE actions and the recovery of education in the conflict-affected states.

## Cluster objectives, activities, indicators and targets

<b>Cluster objective 1: Ensure uninterrupted access to critical and quality learning that is inclusive of lifeskills in protective spaces for conflict-affected children and young people</b>		<b>Cluster objective supports SRP Strategic objective: 1</b>	
<b>Indicators</b>		<b>Baseline</b>	<b>Target</b>
1. Number of children accessing education in emergencies (through accessing temporary learning space construction or rehabilitated classrooms)		56,505	163,299
<b>Activities</b>	<b>Output indicators</b>	<b>Baseline</b>	<b>Target</b>
TLS construction	Number of children benefiting from TLS construction	42,651	123,261
Classroom rehabilitation	Number of children benefiting from rehabilitated classrooms	13,854	40,038
Training of teachers in life skills education	Number of teachers trained in life skills education	774	2,237
Distribution of learning supplies	Number of children benefiting from learning supplies	72,848	210,531
Distribution of ECD supplies	Number of children benefiting from ECD supplies	10,549	30,487
<b>Cluster objective 2: Ensure protection of learners and learning spaces so as to generate positive psychosocial impact for children, young people, teachers and families</b>		<b>Cluster objective supports SRP Strategic objective: 2</b>	
<b>Indicators</b>		<b>Baseline</b>	<b>Target</b>
1. Number of teachers trained in the provision of psychosocial support		487	1,407
<b>Activities</b>	<b>Output indicators</b>	<b>Baseline</b>	<b>Target</b>
Training of teachers in provision of psychosocial support	Number of teachers trained in the provision of psychosocial support	487	1,407
Training of teachers in referral mechanisms for protection, nutrition, health	Number of teacher trained in referral mechanisms for protection, nutrition, health	n/a	1,407
Training of PTA	Number of PTA members trained	1,318	3,809
Advocacy for vacation of schools	Percentage of schools vacated by armed groups and IDPs	n/a	100%
<b>Cluster objective 3: Enable conflict-affected children and young people to pursue healthy, productive lives through age and gender appropriate alternatives to recruitment, child labor and exploitation</b>		<b>Cluster objective supports SRP Strategic objective: 2</b>	
<b>Indicators</b>		<b>Baseline</b>	<b>Target</b>
1. Number of children and young people accessing non-formal education, including Alternative Education Systems (AES)		n/a	61,000
<b>Activities</b>	<b>Output indicators</b>	<b>Baseline</b>	<b>Target</b>
Accelerated Learning Programmes (ALP)	Number of children and young people accessing Accelerated Learning Programmes	n/a	9,500
Other Alternative Education System (AES) formal learning programmes	Number of children and young people accessing AES formal learning programmes	n/a	9,500
Vocational training	Number of children and young people accessing Vocational training	n/a	2,000
Non-formal learning (remedial/catch-up/exam preparation, peace building education, life skills and other forms)	Number of children and young people accessing other non-formal learning programmes	n/a	40,000



# EMERGENCY TELECOMMUNICATIONS



**150**  
organizations in need



**150**  
organizations targeted



**\$3.8 million**  
funds required



**1**  
project



**Cluster lead agency**  
World Food Programme (WFP)



**Government partners**  
Ministry of Telecommunication  
and Postal Services



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## Needs analysis

South Sudan has very limited basic information and communication technology infrastructure. Only 1 per cent of the population has access to electricity, and mobile phone coverage is not available in many parts of the country, including much of the crisis-affected states where a large number of humanitarian partners are operating. To ensure safety and security for staff and enable coordination of service delivery, humanitarian partners require independent and secure voice and data connectivity that includes the provision of emergency data connectivity, enhanced security telecommunications services, and provision of help desk services on the ground for the humanitarian community that includes the tools to track and measure the performance of the services. There is also need for coordination services to identify gaps and design services that meet ICT needs of humanitarian partners. In addition, there is a need to transition from emergency connectivity to more permanent, reliable data connectivity services that leverage agencies' existing infrastructure.

## Organizations served and priority geographic areas

The cluster will continue to provide data connectivity and telecommunications to humanitarian organizations on the ground, reinforcing its presence in the most crisis affected areas with focus on the three states with the most acute needs (Jonglei, Unity and Upper Nile). In addition the cluster will work in 2015 to expand its services to cover new areas identified by the ICWG such as the six operating centres. The cluster will maintain and strengthen its services in the PoC sites and IDP settlement sites.

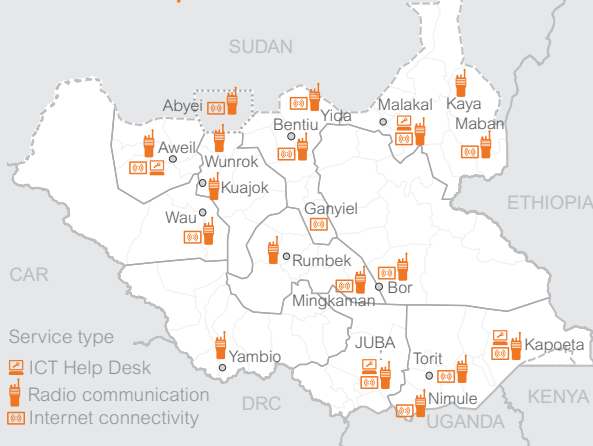
## Cluster strategy

The cluster will contribute primarily to Strategic objectives 1 and 3 of the Strategic Response Plan.

Its specific objectives are to:

1. Deliver common emergency ICT services to enable humanitarian partners to provide life-saving assistance to populations in need;
2. Provide a structured and effective response to the ICT needs of the Humanitarian Community through the implementation of standardized tools and methodologies and capacity-building of humanitarian partners;
3. Leveraging on existing ICT infrastructure to provide self-reliant and sustainable connectivity services at competitive cost to partners in post conflict areas

### ETC Cluster response activities



Source: ETC Cluster, Sept 2014