

Global
Education Cluster
South Sudan

South Sudan Education Cluster
Annual Review 2011

December 2011

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Introduction

This report summarizes the achievements and challenges related to coordination and functioning of the Education Cluster in South Sudan in 2011. It also suggests some recommendations for action in 2012. In order to document successes, challenges and lessons learned, the Education Cluster has facilitated an exercise to learn from the experiences of the Cluster Coordinators, co-lead agencies and partners. This document covers the period from January to December 2011. It will be shared with the Ministry of Education, heads of co-lead agencies, the Humanitarian Coordinator, OCHA, Education Cluster partners and the Global Education Cluster. This document will also be used to inform the South Sudan Education Cluster Work Plan 2012.

The following consultative processes have fed into this evaluation exercise:

- Annual Review Workshop with National Cluster partners.
- Online survey sent to all National and State level Education Cluster Partners.
- Review of existing materials used and developed by the Cluster.
- Ongoing feedback and inputs from Education Cluster Focal Points and key Cluster partners.

Thank you to all Education Cluster partners who participated in this Review and work done collectively throughout 2011 to ensure that children and youth affected by emergencies in South Sudan can access lifesaving education.

Priority Recommended Actions for 2012

Summarized here is a selection of the recommended actions to be addressed by the Education Cluster, co-lead agencies and Cluster partners in 2012:

- **Continued strengthening of partner capacity** Work should continue in 2012 to support education partners to mainstream emergency programming into their development work to ensure that progress gained is not lost due to conflict or disaster. The Cluster will also seek to identify more emergency-focused partners who can support education programming, either through full packages of support or targeted work to build on comparative advantages such as TLS (shelter) construction or latrine and water point provision.
- **Additional Capacity at the Ministry of Education** The Ministry of Education should appoint a position to work within the Development Partners Coordination Office focused solely on emergency response and risk reduction work, who can liaise with State Ministry of Education Emergency Focal Points and National Cluster partners.
- **Focus on County-Level preparedness and prepositioning** In order to deal with the continued access challenges throughout the country it is recommended that further work be undertaken to rollout emergency education support to county level. This would include the further training of county-level partners including the government on emergency preparedness and response as well as the continued prepositioning of emergency supplies down to county level.
- **Demonstrating Education Cluster progress and need** In 2012 we need to continue to make the case for education in emergencies to other humanitarian sectors, to OCHA and the HC and to

donors. We need to better demonstrate the impact of emergencies on the education system and the children and teachers in South Sudan as well as the impact of our interventions on their lives.

- **Training for State and County Cluster Partners in Information Management** Work will need to be done in 2012 to roll out the new Information Management System to all States, and to train State and Country Partners in the Cluster's tools as well as good IM practices.
- **Contextualizing the INEE Minimum Standards and Developing a Monitoring Framework** The Education Cluster should work to contextualize the INEE Minimum Standards to the local context in South Sudan and provide guidance to partners on how to apply them in their programming. Using the Minimum Standards as a framework, monitoring tools also need to be developed to track the Cluster's progress and ensure quality responses.
- **Advocate for the development of an Education in Emergencies Policy** Work with the Ministry and other Cluster partners to develop a policy to complement the Education Act that outlines the Ministry's stance on emergency response in the education sector.
- **Further prioritization of cross-cutting issues** Emergency Education can be an opportunity for innovation and change. Gender and inclusion of children with disabilities have been identified as focus areas within the CAP 2012 strategy. The Cluster will need to dedicate resources and technical capacity to support partners to undertake community mobilization and teacher training initiatives to ensure the needs of the hardest to reach children affected by emergencies in South Sudan.
- **Continued collaboration with other Clusters.** The Education Cluster should continue to coordinate wherever possible with other Clusters to strengthen the education response and demonstrate the role education can play in supporting the achievement of other sector's objectives. The development of Emergency Teacher Training modules on Child Protection, Psychosocial Support, Health and Nutrition, and WASH are planned.
- **Continued focus on improving programmatic leadership of co-lead agencies** Both agencies should continue to develop and strengthen their programmatic responses to acute emergencies in South Sudan. As lead-agencies, provision of education services should be the first priority in any emergency response. Ensuring both organizations have the capacity and systems to lead in this area will be vital.

South Sudan Context

The education sector in South Sudan includes many specific characteristics that are not necessarily found in other contexts. The following combination of characteristics is unique to South Sudan:

- Magnitude of need and required scale of the humanitarian response.
- Large number of children and youth affected by emergencies.
- The logistical challenges associated with access (weather and security constraints).
- Limited number of partners working on emergency education response.
- Effect of lack of education provision to generations of people in South Sudan.
- Amount of children and youth out of school.
- Governmental budget allocation to education.
- Ethno-geographic diversity and expansive geographical coverage.

The emergency education context in South Sudan is complicated by extremely high pre-emergency educational needs; a by-product of decades of civil war. In 2010 net enrolment in primary school was 44% (37% girls and 51% boys) and secondary school was just 1.6% (1.3% girls and 1.8% boys).¹ There is a significant shortage of learning spaces across the country; the National pupil to permanent and semi-permanent classroom ratio is 134:2,² and the States with highest prevalence of emergencies have extreme shortages of dedicated learning spaces: 75.9% of children in Jonglei and 80.4% in Unity do not have access to permanent or semi-permanent learning spaces.³ Children in several counties most affected by instability and returnees also have the highest rates of school children without access to water and latrines.⁴



Emergency teaching and learning materials are needed in schools affected by destruction and looting, and for emergency-affected children in temporary learning spaces. Occupied schools typically had facilities and furniture damaged and teaching and learning materials destroyed or looted. Additionally in Unity State, rebel militia looted pre-positioned learning materials of three payams (Riah, Ruadhyiboul and Mankien) in Mayom County, intended for use by 10,500 learners.⁵

Children affected by emergencies need psychosocial support and emergency relevant life skills such as landmine awareness that teachers in South Sudan presently lack capacity to provide. Over 60% of teachers have completed only primary school themselves, and only 45% have had teacher training of any kind.⁶ There is a critical need for emergency-specific training of hired and volunteer teachers and, given the common incidence of gender based violence within and around school, need for training in critical protection principles and psychosocial support practices.⁷ There is also a need to respond to significant gender disparity in access to emergency education, as girls are less likely to attend protective temporary learning spaces and there are fewer female teachers being trained as part of emergency response programming.⁸ Children with disabilities are rarely accounted for in emergency programming and there is very little data presently available relating to this part of the school-aged population.



¹Education Statistics for Southern Sudan, 2010.

² Ibid.

³ Education Cluster Vulnerability Index, Indicator 15, derived from EMIS 2010 data.

⁴ Education Cluster Vulnerability Index, Indicators 10 and 11, derived from EMIS 2010 data.

⁵ UNICEF Core Pipeline Incident Report, 25 May 2011.

⁶Education Statistics for Southern Sudan, 2010.

⁷ Protection Cluster Needs Assessments 2011– Analysis carried out by Gender Based Violence Sub Cluster, June 2011.

⁸ See <http://tinyurl.com/67cpg7u> for summary of online consultation results and notes from State and National level consultative meetings.

South Sudan Education Cluster Background

The provision of education is the responsibility of the Government of South Sudan, as laid out in the draft Education Bill, as well as numerous International commitments and legal instruments such as the Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child, and Universal Declaration of Human Rights. In order to support the Government of South Sudan in the provision of education for children and youth affected by crisis, UNICEF and Save the Children co-lead the National Education Cluster. The Education Cluster is a coordination mechanism to ensure that all the actors - Ministry of Education, UN agencies and NGOs - work together to provide education in emergencies. The MoE Office for Development Partner Coordination provides GoSS oversight of the Education Cluster, and two Education Cluster staff – a Coordinator and Deputy Coordinator – are employed by UNICEF and Save the Children respectively.

The Education Cluster works to ensure that all children and youth affected by crisis in South Sudan have access to protective education opportunities. As laid out in the Education Cluster Terms of Reference, in order to provide effective coordination of education in emergencies, the Education Cluster works on the following key areas:

- Coordination of emergency response
- Advocacy and Resource Mobilization
- Planning and strategy development
- Capacity development
- Information Management, Monitoring and Reporting
- Priority cross-sectoral and cross-cutting issues

The Education Cluster operates at Juba Level as well as at State Level in all 10 States. At State Level, the State Ministry of Education is supported by an NGO Focal Points and a UNICEF Focal Point (see Annex 1 for the NGO Focal Points by State). The Education Cluster for South Sudan has a website with key tools and resources, notifications and background reference materials that is publicly available and updated regularly: <https://sites.google.com/site/southsudaneducationcluster>.

Summarized below are some of the highlighted achievements, challenges and recommended actions for 2012 under our key areas of work.

Achievements, Challenges and Recommendations

Coordination of Emergency Response

Achievements

Coordination at National Level The Education Cluster was formed in late 2010, so establishment of systems and structures at State and National level was a major focus of work in the first half of 2011. At the National level, the Education Cluster developed a Terms of Reference, outlining the key areas of work for the Cluster and the roles and responsibilities of various actors (the Ministry of Education, Lead and Co-lead Agencies, and Cluster Partners). The Lead and Co-Lead agencies – UNICEF and Save the Children – signed a co-leadership Memorandum of Understanding in February, laying out the modalities of the co-lead arrangements and the responsibilities and accountabilities of each agency.

Leadership of the Ministry of Education has been an important factor in the success and achievements of the Cluster in 2011. The engagement of the Office of Partner Coordination has been consistent, and

has facilitated work and advocacy with various other divisions within the National Ministry and with the Undersecretary and Ministers.

Meetings have been held at the National level on an almost bi-weekly basis for the year – a total of 19 to date. The National Cluster has 208 individual members, representing 18 National NGOs, 39 International NGOs, 9 UN agencies, 12 government representatives, 4 Coordinators from other Clusters and 4 donors.

Coordination at State Level The Cluster has rolled-out steadily at State level, with eight Clusters now well-functioning, meeting regularly and coordinating emergency response. All but two States have identified NGO Focal Points; Western Bahr El Gazal and Warrap are both close to nominating NGOs in the New Year.

At State level the tripartite leadership arrangement seems to be working extremely well, with responsibilities shared flexibly between the three actors based on capacities and other commitments. In particular, in almost all States the State Ministry of Education leadership of the Cluster is extremely active and engaged, with significant information coming through the Ministry from the County Education Officers. Most State Level meetings are held in Ministry offices and chaired by the SMOE Partner for Development Coordination.

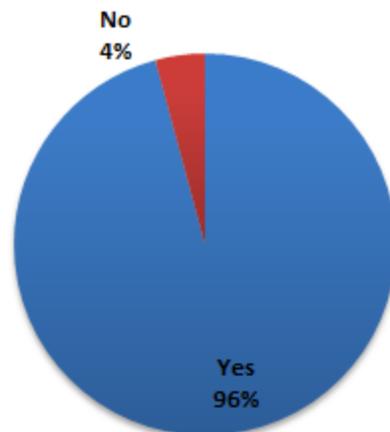
Emergency Response Many of the State Clusters have effectively and efficiently used minimal resources to coordinate emergency responses in extremely challenging circumstances with technical support and guidance from the National Cluster. Coordinated response to acute emergencies has resulted in access to education for 35,958 children (61% boys and 39% girls), 72% of our annual target. 1,899 teachers and PTA training on psychosocial support and emergency lifeskills for 1,899 teachers (61% male and 39% female), 42% of our target.

Further details of the emergency activities achieved by the Cluster over the course of the year are detailed in Annex 1.

Challenges

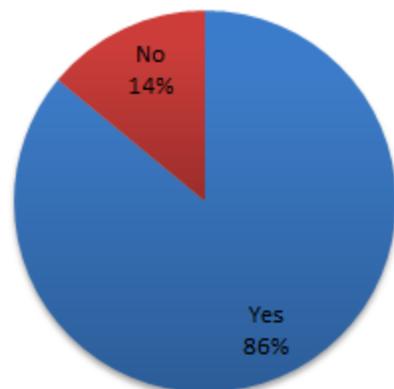
Partner Capacity and Coverage One of the major challenges for effective coordination of emergency response in 2011 was the lack of education partners with the capacity and flexibility to respond to acute

*Has the three part co-leadership arrangement led to effective National Cluster coordination? **



** All figures draw from results of the online survey.*

Has the three part co-leadership arrangement led to effective State Cluster coordination?



emergencies in the areas most badly affected. Hot-spots such as Unity, Warrap and Agok, northern Jonglei were particularly short of Cluster partners, with interventions often relying on the Ministry of Education with support from UNICEF.

Significant advocacy work was undertaken by the Education Cluster Coordinators and State Focal Points throughout the year to identify more Cluster partners to respond to acute emergency needs. The Cluster targeted education NGOs doing development work, supporting them to build emergency work into their development programmes. Similarly, we have targeted emergency-response focused NGOs, encouraging them to build education into the basic package of services provided during a response. One-on-one meetings have been held with multiple partners and the Coordinators also facilitated a CAP 2012 Preparation Workshop for new partners not in CAP 2011 to encourage wider participation, particularly from National NGOs. This has been a relatively successful process, with almost double the number of partners in the Education Portfolio in CAP 2012 – 27 partners compared to 14 in 2011, including 8 National NGOs, up from 2 in 2011. Furthermore, the coverage of the additional partners in 2012 is targeted to the most emergency-prone areas, including Unity, Warrap, Jonglei and Upper Nile. Work on capacity building (see below) also supported these efforts.

Many thanks for the huge amount of work put into this year's HWP12 process for education Cluster. These have made a tremendous impact in terms of clarity of the key issues thus greatly facilitating the application process by our team.

Email from national NGO Cluster partner regarding CAP 2012.

Capacity of the Ministry of Education at National level is also somewhat constrained, with one small office dealing with emergency issues in addition to coordination with all other development partners and donors. While the Ministry's leadership has remained constant, more in depth long-term systems development work planned for 2012 will potentially demand more from an already stretched office.

Access and Security Constraints As experienced by all humanitarian actors in South Sudan, access to some of the most emergency-prone areas of the country is extremely difficult. Rainy season makes transportation of supplies and the movement of partners to do assessments and carry out interventions very challenging. Furthermore, some of the most badly affected areas are not reachable due to ongoing insecurity, landmines and other threats which limit the movement of UN, NGO and government actors.

Funding The lack of funds has curtailed education in emergencies operations in South Sudan, particularly in the second half of the year after the Cluster failed to receive Round 2 CHF funding. This is discussed further below in the Advocacy and Resource Mobilisation section, with recommendations also proposed found there.

Coordination beyond Clusters The large number of people prompted to return to South Sudan upon the Independence has placed an additional strain on already stretched education resources. There was an Emergency Returns Group established by OCHA, with early coordination with the Cluster system on the immediate transit needs of returnees. However, ongoing coordination on reintegration of returnees at their final destination in the medium to long term has not been well coordinated. The Education Cluster has been focused on acute emergency response as our primary priority in 2011, but further thought needs to be given to how the Cluster can support reintegration in 2012 without losing credibility as a Cluster focused on acute emergency needs.

The education needs of refugees in South Sudan come under the globally mandated responsibility of UNHCR. However, mixed populations of IDPs, stranded returnees, returnees in their final destinations, host communities affected by conflict and refugees mean that coordination and strategic response is required in order to allocate limited resources according to priority need ascertained from the larger population group. There has been some confusion over the respective roles and responsibilities of UNHCR and UNICEF in particular, though this seems to be becoming clearer as the response to the growing refugee numbers progresses.

The Education Cluster has also faced the challenge of the lack of broader sectoral coordination in the education sector in South Sudan. The Ministry of Education has been preoccupied with post-Independence restructuring as well as very much focused on the development of the sector plan. Multiple Education Cluster partners attend the Cluster meetings partly because there is no other coordination group meeting regularly on education issues. It has been often expressed that this is a gap that should be filled in 2012 once the Strategic Sector Plan is launched. The Education Cluster will then form a working group within a broader coordination mechanism for the sector and can more systematically engage with longer-term development processes.

Teacher Training Package Our collective achievements on numbers of teachers trained on psychosocial support and emergency lifeskills are not as strong as we had hoped. This is in part due to the fact that many Cluster partners were awaiting materials that the Education Cluster aimed to develop in 2011. However, unfortunately the Education Cluster partner leading the development and adaptation process, UNESCO, was unable to complete this work in a timely way. This project will be restarted in the first quarter of 2012.

Gender and Inclusion As identified in the CAP 2012 Strategy the Cluster still has much work to do to ensure that those most vulnerable during emergencies are able to access protective education opportunities. While better than the National primary school gender disparity, the fact that only 39% of the children accessing the Cluster's Temporary Learning Spaces are girls demonstrates that there is still a long way to go to address gender equity issues and ensure girls' needs are met in emergency situations. The Cluster has not systematically collected data relating to children with disabilities and other vulnerable groups in its reporting in 2011, and this will also need to be addressed in 2012 (see below for more information under Cross-Cutting issues).

Recommended Actions for 2012

Continued strengthening of partner capacity Work should continue in 2012 to support education partners to mainstream emergency programming into their development work to ensure that progress gained is not lost due to conflict or disaster. The Cluster will also seek to identify more emergency-focused partners who can support education programming, either through full packages of support or targeted work to build on comparative advantages such as TLS (shelter) construction or latrine provision and water point provision.

Additional Capacity at the Ministry of Education The Ministry of Education should create a position focused solely on emergency response and risk reduction within the Development Partners Coordination Office work who can liaise with State Ministry of Education Emergency Focal Points and National Cluster partners.

Focus on County-Level preparedness and prepositioning In order to deal with the continued access challenges throughout the country it is recommended that further work be undertaken to rollout emergency education support to county level. This should include the further training of county-level partners including the government on emergency preparedness and response as well as the continued prepositioning of emergency supplies down to county level.



Supporting Complimentary Coordination Mechanisms The Education Cluster should continue to find ways to support coordination groups and agencies focused on refugees, returnees and broader educational development wherever possible, without losing the primary focus on acute emergency response.

Further prioritization of cross-cutting issues Gender and inclusion of children with disabilities have been identified as focus areas within the CAP 2012 strategy, and the Cluster will need to dedicate resources and technical capacity to support partners address the needs of the hardest to reach children affected by emergencies in South Sudan.

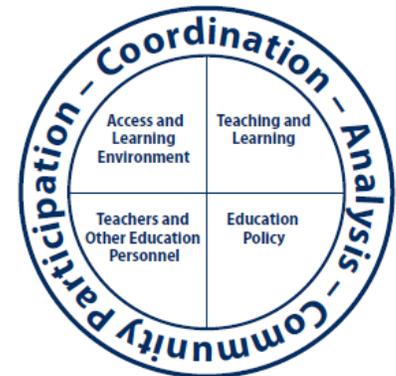
Capacity Development

Achievements

State Level Education in Emergencies Trainings Building on globally available Cluster and INEE Training Materials the Cluster Coordinators developed a tailor-made package of training materials for South Sudan State Level Education Clusters, including a Facilitators Guide, Power Points and Activities for a 3-day training package. The objectives of the State Level Trainings are to ensure participants have:

- A thorough understanding of humanitarian planning and funding mechanisms in South Sudan
- Strengthened technical project design and proposal writing skills to ensure quality, inclusive and accountable emergency interventions
- Knowledge of the process for full participation in the development of CAP 2012 for South Sudan, in line with the Education Cluster strategy and key tools and standards

Modules included: Introduction to Emergencies; Rationale for Education in Emergencies; Frameworks and Phases of Education in Emergencies including the INEE Minimum Standards; Coordination and the Cluster Approach; Temporary Learning Spaces, Psychosocial Support, Gender and Inclusion, Education in Emergencies Needs Assessments; Response Planning; Preparedness Action Planning.



INEE Minimum Standards

6 State Level Trainings were carried out in 2011: Central Equatoria, Upper Nile, Lakes, Western Equatoria, Eastern Equatoria and Unity reaching approximately 230 education actors, including County Education Officers, SMoE, NGO and UN partners.

National Level Trainings In order to support the roll-out of the Education Cluster at State level the National Cluster organized a training for the State Focal Points from all 10 States, bringing together the NGO, UN and SMoE Focal Points. This training covered material related to the technical components of education in emergencies, as well as skills around coordination, leadership, problem solving and meeting planning.

Lastly, to support the inclusion of more partners in the CAP 2012 process the Cluster Coordinators devised a workshop opportunity aimed at National NGOs and new International partners: *Preparing for CAP 2012 - Designing Education in Emergencies Programming and Writing Quality Proposals*. This three day workshop aimed to ensure participants had:

- A thorough understanding of humanitarian planning and funding mechanisms in South Sudan
- Strengthened technical project design and proposal writing skills to ensure quality, inclusive and accountable emergency interventions
- Knowledge of the process for full participation in the development of CAP 2012 for South Sudan, in line with the Education Cluster strategy and key tools and standards

Modules included: Introduction to CAP; The Humanitarian Context in South Sudan - Emergencies and their Impact on Education; Education Cluster - Providing Education in Emergencies; Designing EiE Programmes, Activities and Outcomes; INEE Minimum Standards; Gender; Disability and Inclusion; Monitoring and Evaluation; A Donor Panel attended by the Joint Donor Team, OCHA and UNICEF; Successful Proposal Writing Tips.

Challenges

Stretched Capacity for Capacity Development In order to ensure quality trainings, the Cluster Coordinators have been facilitating the State Level Trainings, but this constrains the number of trainings possible in the space of a year given other work priorities, meaning some States have not received training in 2012.



Level of Capacity in States Significant work was needed to adapt materials to the South Sudan context to ensure that the level of materials was appropriate to the capacity found at State level. There will be need to continue to build on the basic skills and knowledge provided in the first phase of capacity building, particularly support to the county level to carry out actions planned as part of the training process.

Recommended Actions for 2012

Continued State Level Trainings The National Cluster will continue to carry out trainings at State level, with a focus on those States that did not receive training in 2011 (Jonglei, Northern Bahr el Gazal, Western Bahr el Gazal, Warrap).

Focus on County- Level Capacity As mentioned in the section relating to coordination above, work should continue in 2012 to support State Clusters to do trainings at County Level. A specific package of training materials should be developed to facilitate this, building on the work done by the Jonglei Education Cluster.

Advocacy and Resource Mobilisation

Achievements

Advocacy for Education in Emergencies Due to the recent establishment of the Education Cluster and the relative lack of education in emergencies programming at the start of the year the Education Cluster has had to do significant advocacy to raise the profile of education as an essential component of

humanitarian response in South Sudan. Some advocacy was undertaken with the Ministry of Education at the beginning of the year to clarify the work of the Cluster and get approval for emergencies work such as the establishment of Temporary Learning Spaces (as opposed to permanent school construction).

The Education Cluster fully participates in all inter-Cluster meetings and events and has led cross-sectoral work in order to raise the profile of education as an intervention that can be leveraged by other sectors such as protection, health, nutrition and WASH (see more below on Cross-Sectoral Issues).

We have received excellent feedback from members of the HCT, including the Humanitarian Coordinator and key humanitarian donors, indicating that the Education Cluster has developed significantly in the last year and has successfully made the case for the importance of education in acute emergencies. Feedback from the global level also indicates that some of the coordination work done by the South Sudan Education Cluster has been recognized for its quality.

Advocacy for the Protection of Education during Conflict

A key advocacy issue in 2011 has been the issue of schools being attacked or targeted as part of violent conflict. In particular, there have been 18 incidents of schools being occupied by armed forces in 5 States in South Sudan this year, affecting over 10,000 learners. The Education Clusters at State and National levels have worked to address this violation of international law and has undertaken advocacy in partnership with OCHA and Child Protection partners with government representatives at the highest levels. This advocacy has been somewhat successful, with the majority of schools now vacated, but several remain occupied and there will be more work to be done in 2012 to systematically address the issue jointly with the Ministry of Education and Ministry of Defense.



Resource Mobilisation The Education sector appealed for \$39.6 million in the 2011 CAP. Of this, \$17.4 million was received from donors. Over \$9 million of this funding was received by one agency; WFP for their general School Feeding Programme, that targets food insecure areas. \$3.6 million was disbursed to education partners in the first round of the CHF, including \$1 million to fund the Emergency Education Supplies Core Pipeline managed by UNICEF. The Cluster Coordinators managed the CHF Round 1 and 2 application and peer review processes, including representatives from the Cluster and giving guidance to appealing agencies where needed.

Unfortunately, in Round 2 of CHF in mid-year the Education Cluster received no funding. Despite being assured that our portfolio of projects and our defense to the panel was strong, we were told that Education was not a priority in the same way that WASH, Nutrition, Health, Logistics and Protection were. However, despite this set-back, advocacy and work with bilateral donors, has meant that the Education Portfolio will be funded by SIDA through a grant of \$3.5 million, managed by UNICEF.

Challenges

Prioritization of Education as Vital Component of Emergency Response Despite the progress made, there is still significant work to be done to ensure that education is recognized as a priority in emergency response by government, OCHA, the HCT, donors and other key stakeholders in South Sudan. The lack of

funding in CHF Round 2 demonstrated clearly that there is much work to be done to make the case for the lifesaving and life sustaining role education can play in acute emergencies in South Sudan.

Lack of funds The deprioritization of education in the humanitarian funding allocations in 2011 has meant that several key areas of emergency response have not been able to progress as quickly as needed – particularly in the areas of Unity and Warrap and Agok. In Agok alone, there are 16,000 displaced school children accessing overcrowded schools and without access to learning materials. Cluster partners are responding as quickly as possible but the scale and timeliness of response has been hampered due to lack of funds.

Congratulations on researching and justifying your approach so well. Hats off to you both and your cluster members...a job excellently done in very difficult circumstances and against a very tight timeline.

Email from a donor representative following the CAP 2012 portfolio presentation.

Recommended Actions for 2012

Demonstrating Education Cluster progress and need

In 2012 we need to continue to make the case for education in emergencies to other humanitarian sectors, to OCHA and the HC and to donors. We need to better demonstrate the impact of emergencies on the education system and the children and teachers in South Sudan as well as the impact of our interventions on their lives. See below under Information Management, Monitoring and Reporting for some concrete ideas relating to recommendation.

Advocacy for further funding The Education Cluster should play an active role in support the lead and partner agencies in making the case for education in emergencies to donors within Sudan. Paired with our strong CAP Strategy and portfolio of projects, a collective voice from cluster partners and the government will send a strong message to potential funders on the significant and neglected needs of the education sector within humanitarian response in South Sudan. Advocacy should also be undertaken with donors to encourage them to mainstream emergencies into the longer term development programmes that they fund.

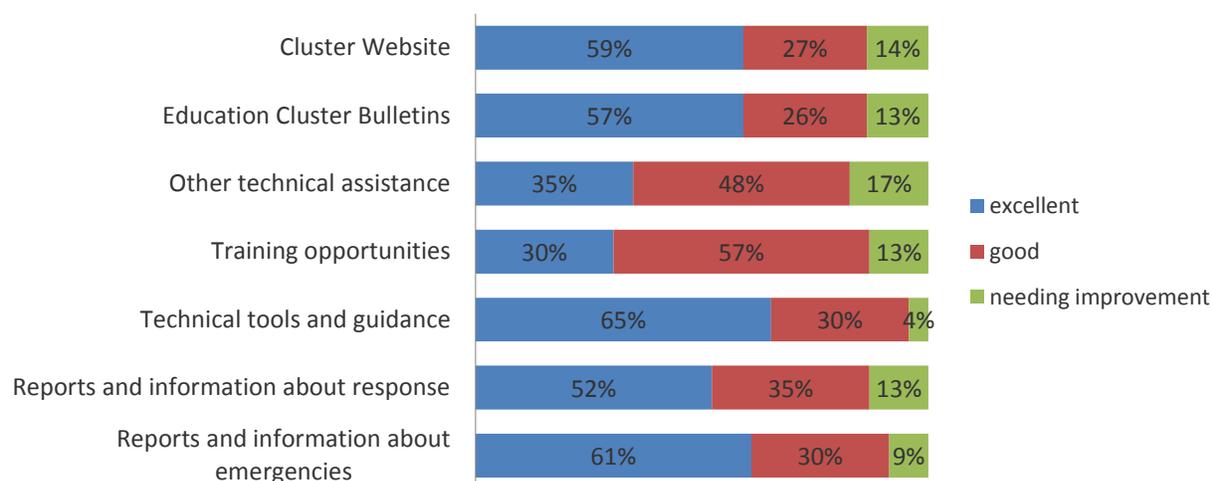
Information Management, Monitoring and Reporting

Achievements

Reporting Education Cluster Action At the beginning of 2011 there was no information management in the Education Cluster and no systematic collection of information relating to emergencies and the Cluster response. A simple reporting format was developed and the State Cluster Focal Points have put significant efforts into reporting in a timely manner to the national Cluster on a monthly basis. The national Cluster then consolidates the reports and submits narrative and quantitative data to the Ministry of Education, OCHA and the lead agencies UNICEF and Save the Children.

Needs Assessments and Needs Analysis Using the Global Education Cluster Rapid Needs Assessment Toolkit and the INEE Minimum Standards, the South Sudan Education Cluster finalized a contextualised Rapid Education Needs Assessment Tool. State Level Cluster Trainings and the National Focal Points Training trained Cluster partners on how to apply the tool, and it has been used across the country in over 40 Needs Assessments coordinated by the Education Cluster in 2011.

Rating of the Education Cluster Services



For 2012 planning purposes the Education Cluster has developed a vulnerability index to determine needs and priorities, based on a composite indicator made up of weighted emergency data, and education specific data. To complement the quantitative analysis of available data, the Education Cluster also analyzed significant qualitative data, which provides nuance and explanation for some of the trends seen.

Information Management Systems Development Not enough information is available to the Cluster about the scale of need in South Sudan. While we were reporting on the interventions coordinated by the Education Cluster, it has been harder to systematically track the impact of conflict, displacement, stranded returnees and disaster on the education of children and on education infrastructure. The Education Cluster has therefore developed a new Information Management System that includes both incident and response reporting so we can better track the effect of emergencies, the impact of our interventions, the gaps remaining and the result for children if education is not a prioritized emergency response. The system has been piloted at state level, and will need to be rolled out across the country in 2012. The IM System includes built-in reporting functions allowing quick retrieval of data for use in planning, monitoring and advocacy. Furthermore, it builds on the national Education Management Information System (EMIS), using data regarding schools and enrolment as a baseline. Work has also been done to integrate 2 key emergency indicators into the national EMIS questionnaire. The system also provides analysis functions for needs assessment data.

Knowledge Managements: Education Cluster Bulletins and Website The Education Cluster produced 5 Bulletins this year, summarizing the work of the Cluster on a bi-monthly basis and highlighting the work of Cluster partners and key tools and resources from within and outside South Sudan. The Bulletins are produced as a service to Cluster Partners, and are circulated by email and in hardcopy to partners, the Government and other key stakeholders. The Cluster also launched a website at mid-year, which serves as a virtual

I really appreciate this step forward in the coordination effort right from the national level, and this means that we at the state level will of course be very serious to maintain and improvement the system ourselves with all the tools available in the link.

UNHCR Representative, Jonglei, writing regarding the Jonglei State Education Cluster webpage.

hub of information relating to education in emergencies. There are webpages dedicated to tools and resources, the CAP Process, Gender and Disability, meeting minutes and other key documents as well as dedicated webpages for four State Level Clusters.

Challenges

Strengthening information flows between country and state levels The Information Management system is still being developed and has not yet reached many parts of the country at county level. More work is needed to train county level actors on good IM practices to ensure that the information received is timely and accurate.

I really enjoyed reading the Education Cluster Bulletin. I think it's a brilliant idea, loads of useful and interesting information in there, and I'm sure it's highly motivating for all the cluster partners – it really makes us feel part of something.

International NGO Cluster Partner.

Monitoring Quality While progress has been made in reporting responses undertaken by the Education Cluster Partners more work is needed to establish benchmarks and a system for monitoring the efficacy and quality of the Cluster's interventions.

Slow recruitment of technical specialist Due to the capacity and availability of suitable candidates it took over six months to recruit our Information Manager.

Recommended Actions for 2012

Training for State and County Cluster Partners in Information Management Work will need to be done in 2012 to roll out the new Information Management System to all States, and to train State and Country Partners in the Cluster's tools as well as good IM practices.

Contextualizing the INEE Minimum Standards and Developing a Monitoring Framework The Education Cluster should work to contextualize the INEE Minimum Standards to the local context in South Sudan and provide guidance to partners on how to apply them in their programming. Monitoring tools also need to be developed using the Minimum Standards as a framework to track the Cluster's progress and ensure quality responses.

Inclusion of Emergency Indicators into EMIS. Further follow-up with the Ministry's EMIS team is needed to ensure two key emergency indicators are included in the 2011 school questionnaires.

Planning and Strategy Development

Achievements

CAP 2012 Strategy Development The Education Cluster put a lot of emphasis on the participatory development of the CAP 2012 Strategy, engaging partners in all levels to define the needs and priority objectives for the Cluster. 8 State Level Consultative Meetings were held in Lakes, Jonglei, Western Equatoria, Eastern Equatoria, Northern Bahr El Ghazal, Western Bahr El Ghazal, Warrap and Upper Nile. A national meeting was also organized to gather further inputs, as well as an online survey for those partners not able to attend the face-to-face events. The Cluster got excellent feedback from Cluster partners and the CAP Advisory Panel on both the process and content of the strategy.

Education Sector Strategic Plan The Ministry of Education has been undertaking a strategic sector planning exercise this year that the Education Cluster has been fully engaged in. Several weeks of workshops have been hosted at various points in the year. The Education Cluster Coordinators served as rapporteurs for the chapter on Specialized Programmes. The section relating to Risk Reduction and Emergency Response as drafted by the Cluster Coordinators and other parts of the plan were reviewed to ensure that education in emergencies was mainstreamed throughout. Targets were set, including the

development of contingency plans and emergency education policies as well as a goal of 2% of the sector budget to be dedicated to emergency preparedness and response.

Returns Policy Statement While not acute emergency related, the Education Cluster at national and state level has been involved somewhat in responding to the influx of returnees to South Sudan, and addressing the strain this puts on an already stretched education system. In particular, at the national level, the Cluster worked with the Ministry to draft a Policy Statement relating to returnees that gave clear Ministerial direction on issues such as temporary learning spaces, language of instruction and inclusion of returnee teachers into the South Sudanese system.

Challenges

Development and Implementation of policy There is still no Education Act for South Sudan. This leaves a policy vacuum at the Ministry and makes it difficult to move forward on the development of complementary policies, such as one focused on emergency education provision. Furthermore, those policies that are in place, such as the Returns Policy Statement are difficult to implement at the State level, mainly due to lack of resources. For example, many states have not been able to hire the required number of additional teachers needed to respond to the growing demand for education caused by the returnee influx due to lack of funds.

Recommended Actions for 2012

Continued engagement in sector-wide policy development The Education Cluster should continue to engage in broader sector-wide policy development to ensure the mainstreaming of risk reduction and emergency response issues.

Advocate for the development of an Education in Emergencies Policy Work with the Ministry and other Cluster partners to develop a policy to complement the Education Act that outlines the Ministry's stance on emergency response in the education sector.

Cross-Cutting and Cross-Sectoral Issues

Achievements

Collaboration with the WASH Cluster The Education Cluster has worked consistently with the WASH Cluster throughout the year. Work was done to jointly identify schools in emergency-affected areas most in need of WASH support, which was then shared with WASH partners. The Clusters also jointly developed a *Guidance Note on WASH in Emergency Affected Schools*, which outlines the basic issues to consider relating to water provision, latrines and hygiene messaging. The Guidance Note has been shared with both WASH and Education Cluster partners. Towards the end of the year, work was done within UNICEF to ensure that Education Partners are provided with a minimum package of WASH for Schools supplies as part of the Emergency Education Supplies Core Pipeline, including buckets and soap for hand washing and drinking water provision.

Collaboration with the Child Protection Sub-Cluster The Education Cluster has coordinated with the Child Protection Cluster at both national and state level throughout the year. The Clusters jointly developed Key Messages on Psychosocial Support for Teachers and Caregivers, which are now available in English and Arabic. There was also joint work to clarify the monitoring and reporting of attacks on education, as part of the Security Council Resolution 1612 Monitoring and

Many thanks. You are a good example to all other WES Clusters. Keep it up.

OCHA Representative, Western Equatoria, writing to the Western Equatoria State Education Cluster Focal Points.

Reporting Mechanism process. Together with OCHA, Child Protection and Education Cluster colleagues developed a *Guidance Note on the Occupation of Schools by Armed Forces*. Initial work has been done to develop a Standard Operating Procedure outlining the programmatic complementarity of Child Friendly Spaces and Temporary Learning Spaces. Finally, the Child Protection Sub-Cluster reviewed the newly developed Emergency Teacher Code of Conduct developed by the Education Cluster towards the end of the year.

Collaboration with Other Clusters The Education Cluster participates regularly in the Inter-Sector Working Group, and was involved in the design of a 1 day workshop on inter-Cluster collaboration organized by the Nutrition Cluster. The Education Cluster worked with the Shelter Cluster to develop a *Guidance Note on Schools as Shelter*, which is close to finalization. Discussions have also been held with the Health Cluster regarding the inclusion of key health messages in the Cluster's Emergency Teacher Training Package.

Gender and Inclusion The Education Cluster has included gender and inclusion issues in all capacity building initiatives this year. Gender and inclusion issues have also been mainstreamed into all Cluster tools developed this year, including the Needs Assessment Questionnaire and Guidance Notes. Gender disaggregated data has been collected as part of regular reporting. Emphasis was placed on cross-cutting issues in the CAP 2012 development process, and partners were supported with technical guidance to ensure gender analysis in their project sheets. The Cluster facilitated the participation of a Handicap International representative in the development of the Education Sector Plan, which resulted in a significant focus on education facilities and access for children with disabilities in several key parts of the plan.

Challenges

Lack of systematic programmatic coordination between Clusters While there have been ad hoc initiatives to collaborate between the Clusters, there is little systematic coordination on planning and programmatic response. The ISWG rarely addresses more practical links between Clusters, and information management between Clusters is lacking.

Gender and Inclusion Much more work needs to be done in 2012 to build capacity of Cluster partners to ensure that the implementation of emergency education programmes address the education and protection needs of the harder to reach children in South Sudan – particularly girls and children with disabilities. The gender disparities evident in emergency education access in 2011 needs to be addressed through innovative work with communities and teachers. Furthermore, more information around the needs of children with disabilities and how they can be included in emergency response needs to be explored and partners identified to address their particular requirements when necessary.

Recommended Actions for 2012

Continued focus on gender and inclusion Emergency Education can be an opportunity for innovation and change. The Education Cluster should seek to find innovative programmatic approaches particularly focused on community mobilization and teacher training to reach boys and girls of all abilities affected by emergencies in South Sudan, sharing successes with the broader sector when appropriate.

Continued collaboration with other Clusters The Education Cluster should continue to coordinate wherever possible with other Clusters to strengthen the education response and demonstrate the role education can play in supporting the achievement of other sector's objectives. The development of Emergency Teacher Training modules on Child Protection, Psychosocial Support, Health and Nutrition, and WASH are planned.

Co-Leadership and Participation

Achievements

Co-Leadership The co-leadership arrangement between UNICEF and Save the Children has worked very well in South Sudan. The staffing of the Cluster with a Coordinator hired by UNICEF and a Deputy Coordinator hired by Save the Children has worked well, particularly after the hiring of a long-term Deputy Coordinator. UNICEF and Save the Children are generally considered to be strong leads by Cluster partners. Partners also seem satisfied with the tripartite leadership at state level, with the State Ministry of Education, an NGO Focal Point and a UNICEF Focal Point taking the lead.

As the focal point person for education in this state I cannot be more grateful than this. Please keep up the good work for our people.

*H.E. Ambassador Stephen Par Kuol
Minister of Education- Jonglei State
writing to the Jonglei State Education
Cluster Focal Points.*

Participation The Education Cluster has almost doubled in size over the course of the year, with more individual members joining at both national and state levels. The Coordinators have put a particular emphasis on working to include national NGOs in the various Cluster processes, and this seems to have been successful, with 4 times as many national NGOs included in CAP 2012 compared to CAP 2011. The Cluster has also undertaken outreach to partners working on particular technical issues to engage them in the work of the Cluster; for example Handicap International. At the state level, Education Clusters across the country have gradually grown in size and activity, with meetings in several states well attended and effective. In other states, there is more limited capacity and fewer partners available.

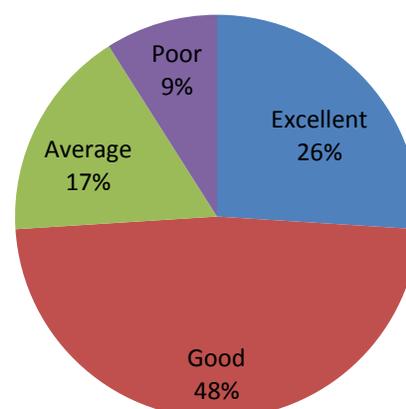
Challenges

Programmatic Engagement of Lead Agencies For UNICEF and Save the Children to be seen as a credible Education Cluster co-leads, and to inspire commitment and action from partners, both agencies need to lead by example. Both organizations need to contribute as a strong Cluster member as well as a Cluster lead. It has taken significant work on the part of both the Coordinators to advocate internally and encourage colleagues to ensure that these investments are made and emergencies are systematically considered in programme development, with more work needing to be done to make this a reality particularly for Save the Children. UNICEF Leadership in States where there is no full-time Education Officer present is problematic and should be addressed, particularly in emergency-prone areas.

National Level Participation Due to the very small number and limited capacity of education in emergencies partners, the National Education Cluster meetings are not always able to effectively discuss emergency response issues. Some of the partners in attendance are not directly engaged in emergency response work, and those that are do not always have the most updated information to share. Meetings are often more focused on information provision rather than information sharing.

State Level Participation Again, due to limited numbers of partners working on emergency education response, some state level Clusters struggle to hold

Self Evaluation of Cluster Participation



regular meetings and effectively coordinate emergency response. It is hoped that the growing number of partners engaged in CAP 2012 will improve this situation significantly particularly in Unity and Warrap.

Recommended Actions for 2012

Shift in National Cluster focus towards policy and guidance Given that the majority of state level Clusters are now well functioning, it is recommended that the national Cluster meetings focus more regularly on policy and general technical support in 2012. In particular, the national Cluster should prioritize the process to contextualize the INEE Minimum Standards to the South Sudan Context. Working Groups to move forward particular issues should continue to be formed, as a more efficient way to get full participation of Cluster partners.

Continued focus on improving programmatic leadership of co-lead agencies Both agencies should continue to develop and strengthen their programmatic responses to acute emergencies in South Sudan. As lead-agencies, provision of education services should be the first priority in any emergency response. Ensuring both organizations have the capacity and systems to lead in this area will be vital.

Global Education Cluster

The Global Education Cluster initiated the concept of watchlist countries in order to provide more focused, predictable and systematic support from the global and relevant regional levels to a limited number of countries, for a period of 6 months to 1 year. South Sudan was identified as a watchlist country in early 2011, and has remained on the list for the entire year.

The Education Cluster in South Sudan has been grateful for the support provided by the Education Cluster Unit throughout the year. In particular, crucial support was given during the development of the vulnerability index supporting the CAP 2012 Needs Analysis. Support was also provided in the form of recommendations during the recruitment of the Information Manager. The ECU has been responsive to requests from South Sudan when examples from other countries and documents were sought. The Deputy Cluster Coordinator was prioritized for inclusion in the Cluster Coordinator Training organised by the Global Cluster mid-year. Regional support from Save the Children was provided to support a state level Cluster workshop in Eastern Equatoria. Unfortunately a request for support to facilitate the Education Cluster CAP 2012 Preparation Workshop was not met at the last minute due to visa issues.

South Sudan has also contributed to global processes and work. The Coordinators have reviewed the Global Cluster Advocacy Briefs, were interviewed, provided documentation and reviewed drafts of Save the Children's report on their Co-Leadership experiences. We completed the ECU's Country Profile format and staffing survey questionnaire. South Sudan also participated in an IASC Meeting where the Global Cluster was presenting its work, as well as an academic conference on education in emergencies.

Recommendations for the watchlist process

We recommend that the watchlist process be continued in future years. It could be strengthened through more systematic, regular communication from the global level so that issues raised in initial discussion can be followed up on. While support was received, it is also felt that there were quite regular requests from the global level for inputs into their processes, which is welcome and recognized as important, but care should be taken to ensure that the requests do not outweigh the support provided.

Finally, some of the most needed information and support was related to experiences from other Clusters on how processes and challenges have been tackled in other contexts. The ECU could

encourage this kind of inter-Cluster, inter-country exchange far more. Establishing a Facebook page for example, would allow for Cluster Coordinators all over the world to virtually connect, support and share experiences. Bringing dedicated Cluster Coordinators together for a face-to-face meeting would also be invaluable.

Annexes

1. South Sudan Education Cluster Achievements 2011.
2. Education Cluster Annual Review 2011, Survey Analysis.
3. Education Cluster Annual Review 2011, Workshop feedback from participants.
4. Staffing timeline 2011.
5. Organogram of the Education Cluster in South Sudan.

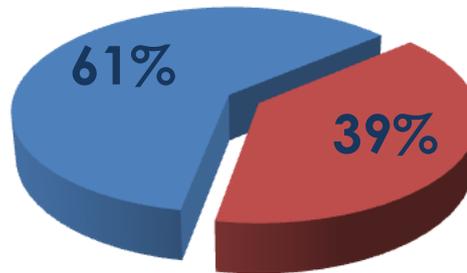
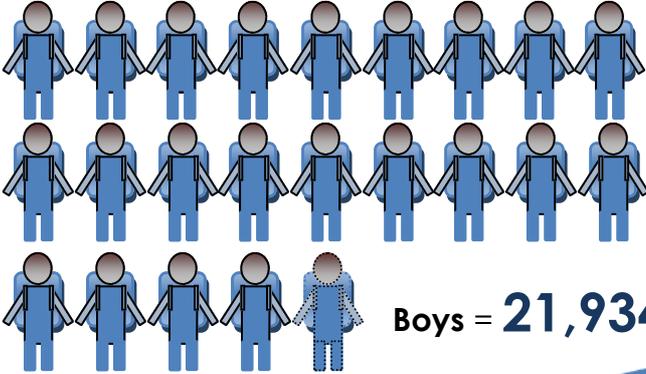
Global Education Cluster South Sudan Education Cluster Achievements 2011

Based on reports from May to October 2011

Access to Temporary Learning Spaces during emergencies in South Sudan

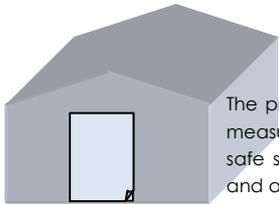
 = 1,000

 = 1,000



 **TOTAL = 35,958**

Establishment of temporary learning spaces in Emergency Affected areas



A total of : **267** Established

The provision of safe learning spaces is an essential protection measure in emergency situations, giving children and youth a safe space in the midst of heightened risks of injury, exploitation and abuse seen during conflict and displacement.

In South Sudan, the Education Cluster has established both tents and local structures to respond to emergency needs.

Provision of separate latrines for Boys & Girls

A total of **174** Schools provided with Latrines



Boys = **8,320**



Girls = **7,876**

Provision of emergency teaching and learning materials



= **132** kits distributed
Serving **35,244** Children



= **125** Teacher kits distributed
Serving **5,000** Teachers
= **259** Student kits distributed
Serving **20,720** Children

School in a Box: The kit contains supplies and materials for a teacher and up to 80 students. The purpose of the kit is to ensure the continuation of children's education in the first weeks after an emergency.

Teacher & Student kits: These kits contain slates, crayons, chalk, and other school stationary, supplementing the School in a Box items. One Student kit serves 80 learners and one Teacher kit serves 40 teachers.



= **696** Blackboards distributed
Serving **34,800** Children

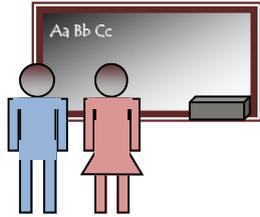


= **186** kits distributed
Serving **14,880** Children

Blackboards: Blackboards are an essential tool for any teacher in South Sudan, and can help turn a tree into a Temporary Learning Space if needed during an acute emergency.

Recreation kit: is designed to encourage children affected by the stresses of conflict, displacement or disaster, to play and exercise. The kit contains gender sensitive games such as skipping ropes, balls and nets.

Teacher Training on Emergency Lifeskills and Psychosocial Support

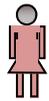


A total of **1,899** Teachers and PTA members trained in psychosocial support, and emergency lifeskills



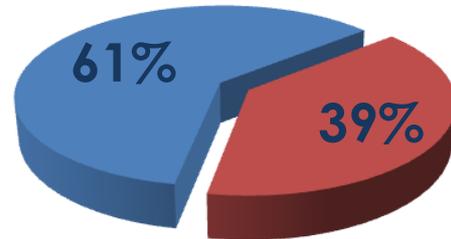
Male Teachers/PTA members

trained= **1,158**

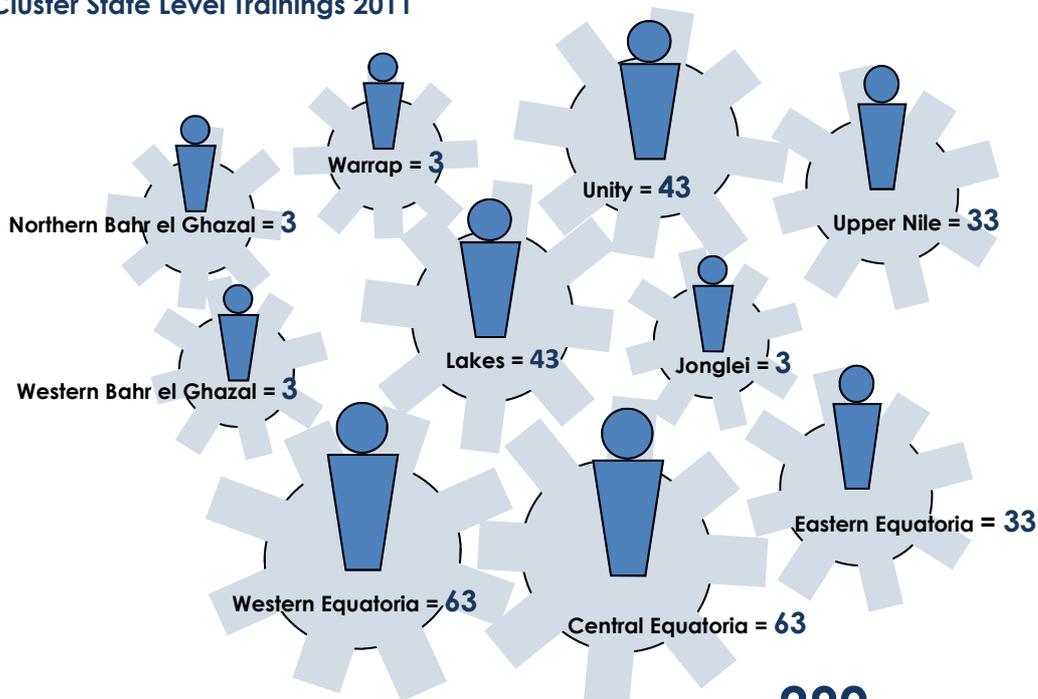


Female Teachers/PTA members

trained= **741**



Education Cluster State Level Trainings 2011



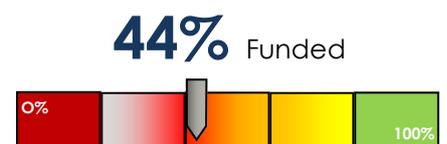
A Total of **290** State Level Education Actors trained

State Level Education Cluster Focal Points:

Central Equatoria State: IBIS	Warrap: TBD
Western Equatoria State: ADRA	Lakes: Save the Children
Eastern Equatoria State: SNV, Caritas	Unity: Save the Children
Northern Bahr El Ghazal: NRC	Upper Nile: SSUDA
Western Bahr El Ghazal: TBD	Jonglei: INTERSOS

The Education Cluster is led at National Level by the GoSS Ministry of Education with support from UNICEF and Save the Children. At the State Level, the State Ministry of Education leads the Cluster with support from a UNICEF Education Cluster Focal Point and an NGO Education Cluster Focal Point. The work carried out by the Education Cluster in 2011 would not have been possible without the leadership of the Ministry of Education and UN and NGO leads at national and state level. Many more cluster partners have also played an essential role in supporting needs assessment, response planning and implementation.

Funding Status



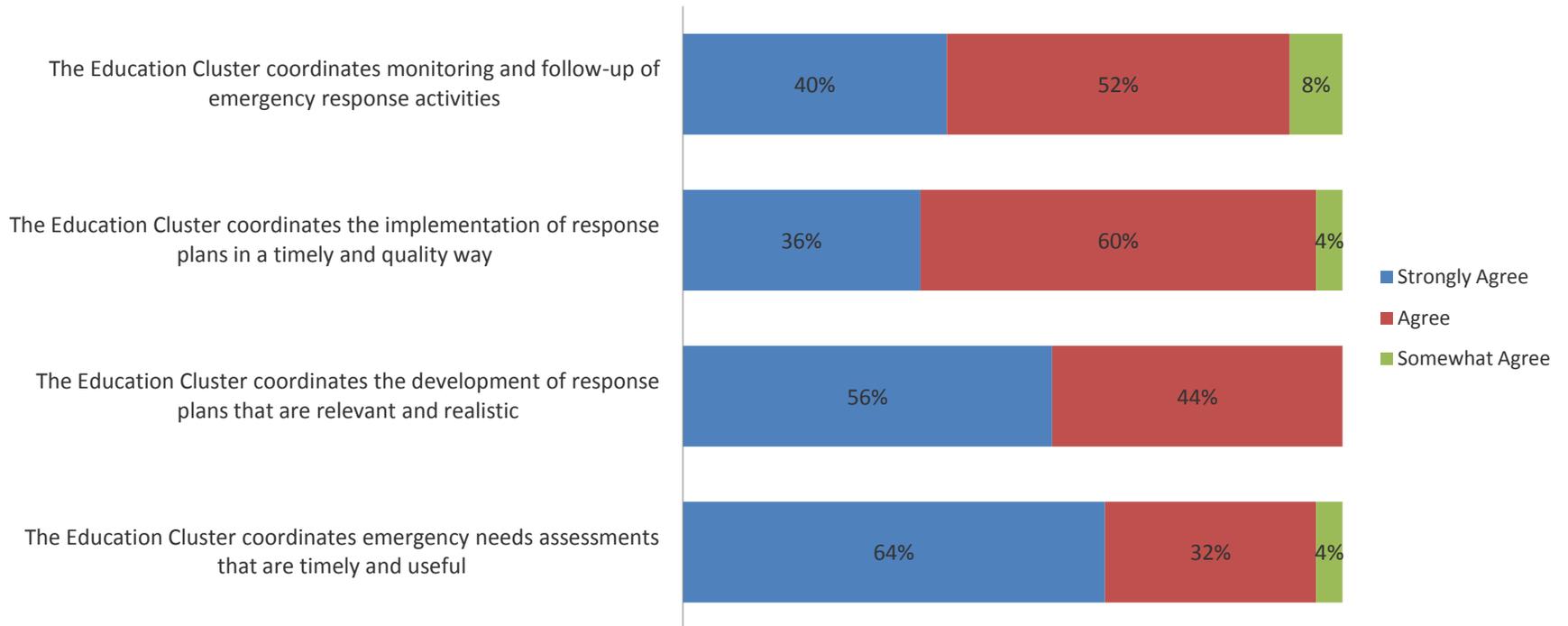
Funded US\$ 17.4 million*

Required US\$ 39.6 million

*One agency received US\$ 10 million; WFP for general School Feeding

Annex 2: Survey Analysis

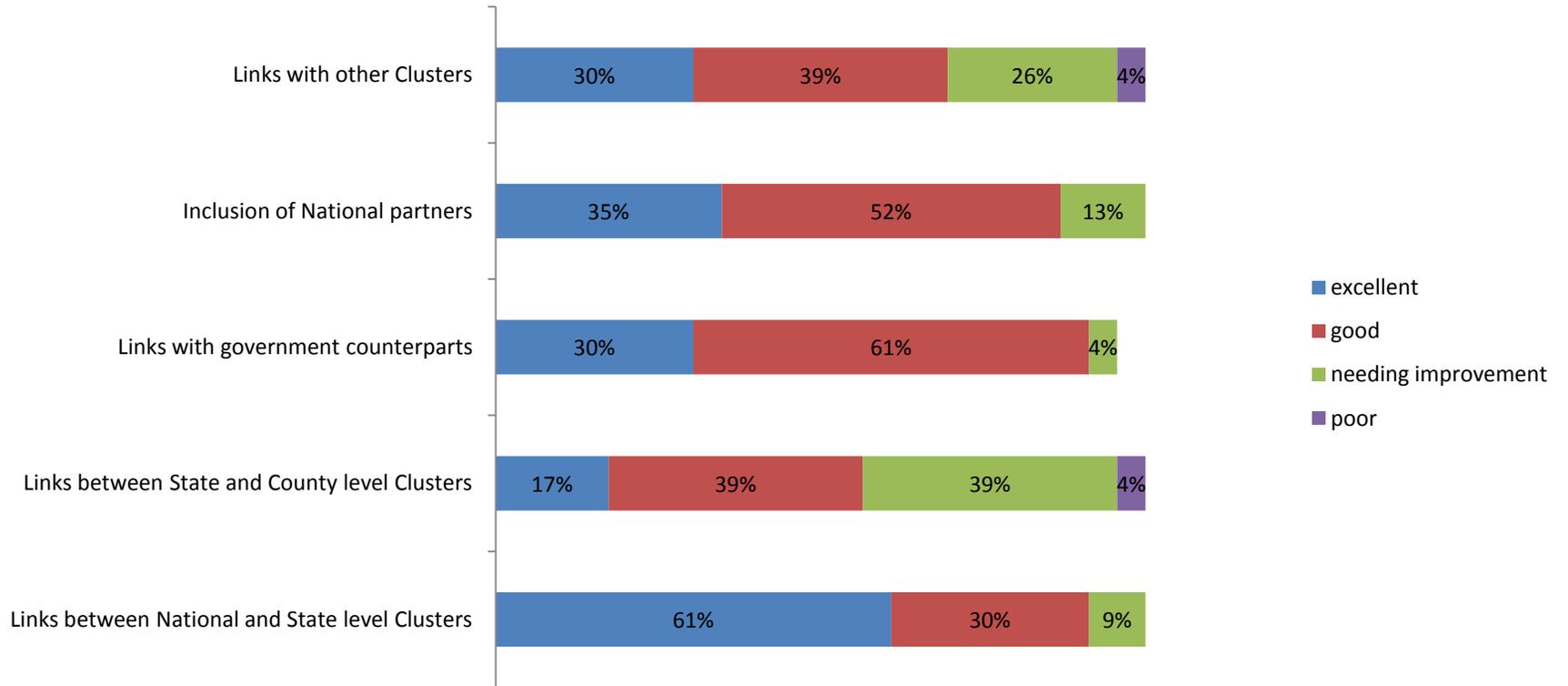
The Education Cluster's role coordinating humanitarian response to acute emergencies



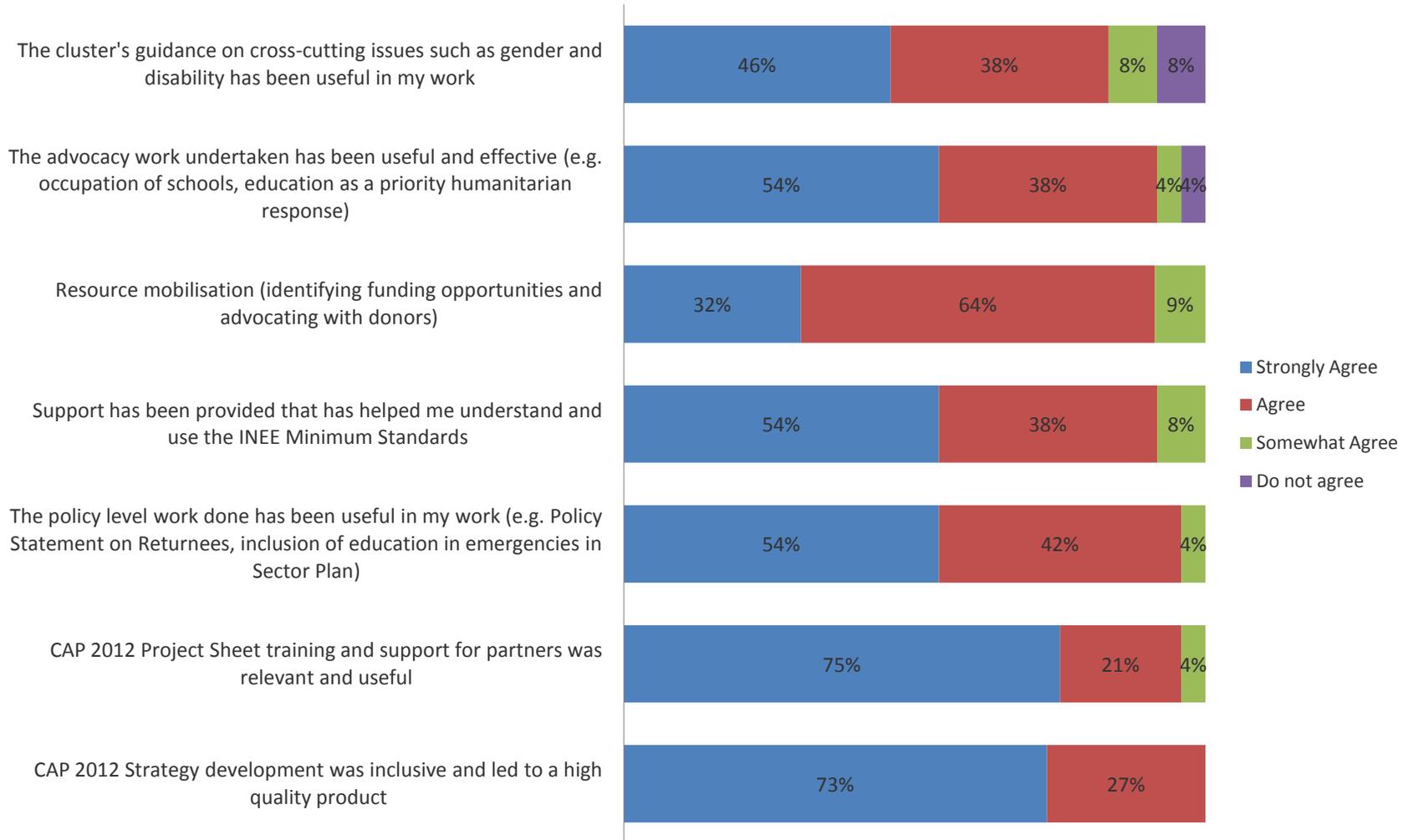
Comments on Cluster coordination of partners for efficient, timely emergency response:

Jonglei Education Cluster has been constrained by the limited and delayed delivery of resources; especially on the social mobilisation for school re-opening and PTA training.

Coordination of Partner Organisations for Efficient, Timely Emergency Response



Education Cluster coordination of strategy development, policy and undertake advocacy on education in emergency issues.



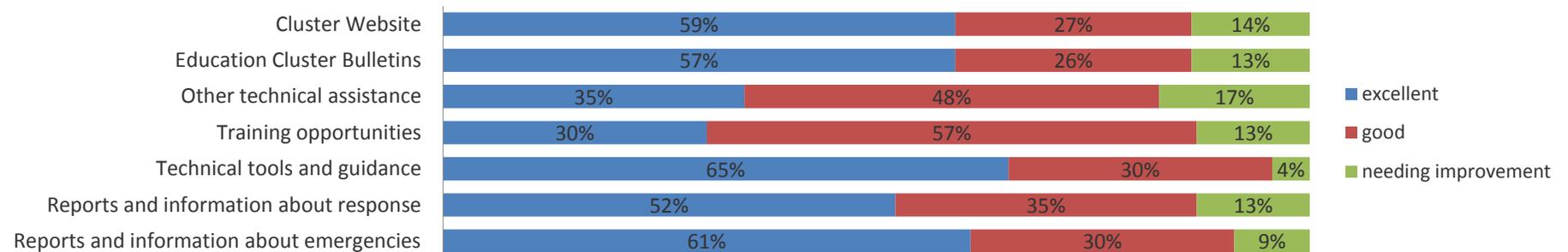
Comments on the Education Cluster's work on coordinating strategy development, policy and advocacy

The CAP Process was fine but time was short for some of the NGOs to apply. Next time the arrangement to should be given an allowance so that the time for developing other CAP Projects can be spaced well. The cross cutting issues like gender marker, Environment and HIV/Aids were well streamed in the projects. Efforts should be doubled up or scaled up in mobilising and sourcing funds for the projects to be provided to National NGOs.

Knowledge investments were very excellent. Cross-cutting issues are still a challenge. This area needs more work and support to be provided to State Cluster partners.

Armed groups and/or SPLA occupying schools is still an issue.

Education Cluster service quality



Comments on the quality of services provided by the Education Cluster.

Excellent work has been done by National and State Clusters. External training opportunities for National focal points need to be prioritized in 2012 so that they can learn from external experiences and exchange knowledge with other countries.

The area of work is good to me as well as our CBOs' policy. Coverage to Payams and bomas needs to be increased in future.

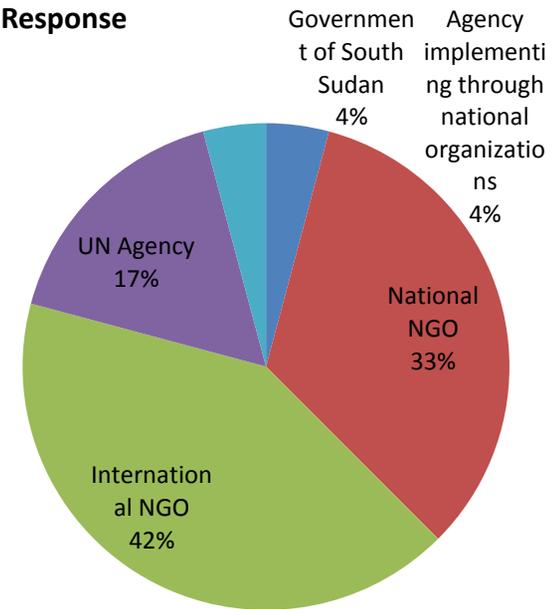
There is need to improve the quality of education services for better information management and coordination (training opportunities rated needing improvement: Info services rated good).

Information coordination with the Cluster has been good but we can improve on inter-Cluster coordination next year.

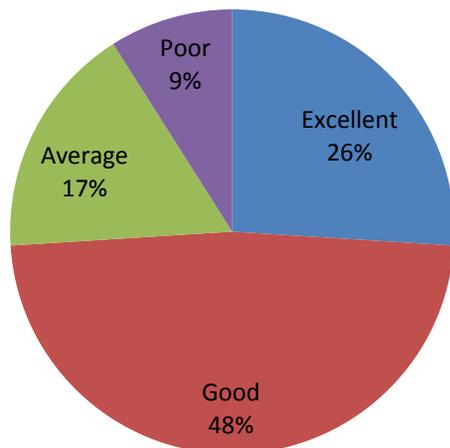
Comments on why the leadership arrangement has/ not lead to effective National Cluster coordination?

- Because coordination and communication is conducted effectively and as required.
- The tripartite model of leadership means that communication and advocacy target all corners of the country as well as all administrative levels of government, NGOs and the UN.
- Numerous and various actors have been able to access the Cluster because of the varied representation in the coordination body.
- At national level a lot of capacity building has been done for both government & partners also there are full time staff to support the Cluster.

Survey Response

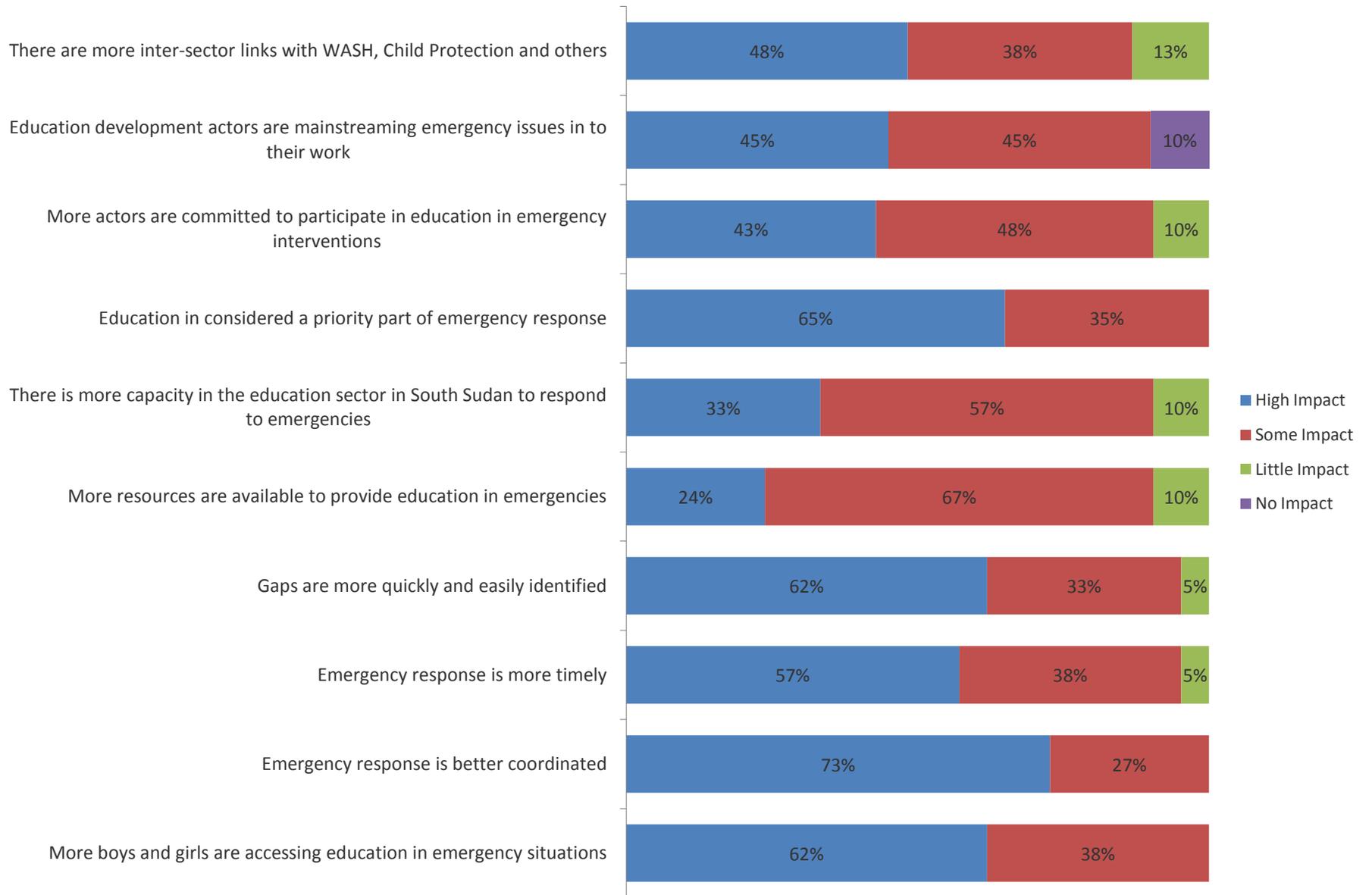


Self Evaluation of Cluster Participation



- Time and resources have been appropriately allocated.
- There is over reliance on UNICEF and Save the Children (Cluster Focal Points) rather than on all partners.
- The Cluster has actively involved all interested partners and kept them abreast with the Cluster progress.
- Strong commitment shown by the Coordinator and Co-coordinator.
- MoE, UNICEF and Save the Children are the key education lead agencies among stakeholders in country. It is acceptable to be led by three bodies. Many things are shared well in this sector when the three components of the Cluster are included. The Cluster has coordinated with other Clusters in the States, especially Jonglei, where the Education Cluster leads among other Clusters.
- Using resources, authority and technical competence from each means that no one agency is over-burdened and conceptual coordination can be operationalized.

Impact of the Education Cluster in 2011



Comments on why the leadership arrangement has/ not lead to effective State Cluster coordination.

- Three Focal points are not sufficient for timely response to education in emergencies.
- Three representatives are accepted because they can keep working strongly; even if one or two are absent, the third person can continue to do the work effectively.
- UNICEF is not very engaged at State level (NBEG).
- NGOs at State level are particularly strong.
- At State level there is issue of capacity. Limited Human Resources is a related issue experienced by NGOs.
- State Focal Points take the coordination role as an additional responsibility to what they are primarily responsible for. Lack of devoted staff is a critical issue at the State level.
- UNICEF is the model agency that champions all other agencies; this is highly welcome.
- The arrangement facilitates coordination, communication and exchange of information.
- Because the arrangement is able to be responsive to the needs on the ground.
- County representation as a Focal Point would assist in the challenges connected to lack of road access.
- The arrangement ensures representation of all education actors at the field level.
- Well, UNICEF and Save the children in South Sudan are like an engine within a moving car: if they are excluded from the programme, then we cannot get the right results for national achievement. Information sharing seems to be well shared among the UNICEF and Save the Children, then it flows to rest of the stakeholders, such as the Ministry of education and NGOs well.
- There is at least one person able to be engaged on Cluster issues. People are busy, so the three can share the workload. Each accesses children in different ways which can be helpful at different times and in different scenarios.
- This leadership arrangement is very effective because it involves all the State actors in education, bringing about effectiveness within the State Education Cluster work.
- The geographical locations of NGOs at State level helps make sector work more relevant and specific. State Ministry of Education (SMoE) benefits a lot from the collaboration at the State level with UNICEF, reinforced by policy direction and oversight from the National Ministry of Education.
- The arrangement provides a link between NGOs and the Government

Thank you to the participants of the survey and the Review workshop!

Education Cluster
South Sudan

Annex 3: Annual Review Workshop Feedback from participants

	Training, Advocacy & Resource Mobilisation	Operational Issues: Supplies & Coordinated Response	Cross cutting & Cross Sectoral Issues	Information Management & Needs Assessment	Participation & Leadership
Achievements	Professional skills developed within the Cluster Protection of and by teachers during emergencies. Informed teachers how to prevent child abuse during emergencies. Developed the morale of the Cluster. Vacation of militia from occupied schools. 44% funds secured.	Adequate supplies have been provided At least three have been trained in each state. National Coordination; regular meetings, regular communication Work Plans developed and implemented Strong communication from National to State.	400,000 children fed with 4,700mt Guidance Notes produced Trainings and rehabilitation of school buildings Rapid Responses to Emergencies in terms of materials	Joint assessments with other sectors. Cluster partners flexible to specific needs. Useful & comprehensive Needs assessment. Findings of assessment responded to. Community participation.	Participation increased, more partners in CAP2012 as an indicator. National and International NGOs represented Good coordination from payam- county-state. Focal Point leadership has strengthened relationships and engagement. Info sharing has increased. South Sudan is one of the best functioning Clusters in the world. "Effective" Dedicated staff at National level has increased (0-3). Training has supported participation and leadership.
Challenges	Lack of trained teachers and professional EiE personnel. Lack of funding. Lack of scholastic materials. Logistical challenges	Some States need to improve coordination Feedback from State to National is weak. Delayed response at State level due to bureaucracy and many different stakeholders to be consulted. Lack of devoted full time staff at State level, both Ministry and partners Funding.	Coordination Guidance Notes in practice Coordination of emergency & regular food for education Matching objectives (between Cluster and partner agencies) State capacity to support is limited Logistical issues Regularity of coordination at State level Insecurity	Better advertising of the web-page. Lack of awareness of the information available. Limited IM systems at payam level Staff turn-over. Logistics; time and assets available; difficult to find schools. Needs assessment form needs to be simplified & have space for 'other.' Info flow that relies on INGOs is not sustainable.	2 States don't have Focal Points. Relationship between development & emergency focus is challenging. Lack of development coordination body Further capacity development is needed. Lack of dedicated staff at state level. Staff turnover. Logistics at state and county level is challenging.
Lessons Learned/ Recommendations	Assessments needed. Offer training to EiE personnel on topic concerning emergencies.	Identification of full time staff at State Ministries and partners. Partners to allocate budget for EiE in every education programme. More training in State and few staff trained. Increase supplies to meet affected learners Special attention for people with disabilities.	Focus on PSS and Child Protection issues Advocacy and sensitization to donors on PSS and CP issues to be increased State level Cluster training on running the Cluster needed Coordination	EMIS inclusive of EiE indicators. More training for counterparts for data collection and IM. Better advertising of the Cluster website and resources. Processes & systems for managing the flow of information (creative).	More creative information flow capacity required. Collaboration between Clusters needed. Mapping 'black spots' for comms. Broadening the emergency response framework to include reintegration of returnees. Including EiE into development proposals and programmes More training at county levels. Looking for small contribution from many partners.
PRIORITY ISSUES for 2012 Work Plan	Training of teachers and ministry officials (on Emergency Teacher Code of Conduct, etc). Advocacy for funding for and by NGOs, UN and donors. Collaboration and coordination between all partners to increase resource mobilization.	More training required (those missing the 2011 EiE Cluster training at State level). Additional training in all states. Prepositioning of supplies in dry season. Advocate for budget for allocation during emergency response.	Capacity Building at State and County level (coordination) More inclusion of Protection and PSS issues; trainings, sensitization of donors, guidance notes on PSS support in emergencies.	Simplify the Needs Assessment tool, include 'other' section. Explore data collection methods that are sustainable and accessible to reduce logistical challenges. Include EiE indicators in EMIS. Provide training to Cluster Focal points on IM and data collection. Ensure effective dissemination of info to all stakeholders.	

Annex 4: Timeline 2011

2011											
JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC

Education Cluster Coordinator, Marian Hodgkin

Deputy Education Cluster Coordinator; Catherine Gladwell

Deputy Education Cluster Coordinator; Caroline Keenan
 Deputy Education Cluster Coordinator; Jess Shaver

Information Manager; Phyo Kyaw

Key

 UNICEF Staff

 Save the Children Staff

Annex 5: Organigram of the Education Cluster in South Sudan

