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**Module Four assignments**

**Questions**

1. Monitoring and evaluation (M&E) are critical for ensuring programmatic success in emergency education. Do you agree with this statement? Why?
2. In your own words, what is conflict sensitive education
3. explain five barriers to the provision of effective education in emergencies.
4. What are some organizations involved in providing education and humanitarian assistance during emergencies in your country?
5. Education in emergencies is a critical, life-saving response that works to protect children in conflict and natural disasters, and preserve their right to education. What are some of the policies/laws put in place by your government to ensure access to education for all.
6. Discuss the statement “risk reduction is everyone’s business, citing suitable practical example. Using relevant examples from countries that have experienced conflict, discuss why women play an invaluable role in peace-building.

**1. Monitoring and evaluation (M&E) are critical for ensuring programmatic success in emergency education. Do you agree with this statement? Why?**

Monitoring can be defined as the ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals and objectives. According to UNDP handbook on planning, monitoring and evaluation for development results 2009, the Handbook defines monitoring as reviewing progress against achieving goals. In other words, monitoring in this Handbook is not only concerned with asking “Are we taking the actions we said we would take?” but also “Are we making progress on achieving the results that we said we wanted to achieve?” The difference between these two approaches is extremely important.[[1]](#footnote-1)

Evaluation is a rigorous and independent assessment of either completed or ongoing activities to determine the extent to which they are achieving stated objectives and contributing to decision making. Evaluations, like monitoring, can apply to many things, including an activity, project, programme, strategy, policy, topic, theme, sector or organization. The key distinction between the two is that evaluations are done independently to provide managers and staff with an objective assessment of whether or not they are on track.[[2]](#footnote-2)

Monitoring is important with the transformation of project inputs into outputs and also physical financial follow. For instance, measuring progress of project or programme activities against established schedules and indicators of success. Identifying factors accounting for progress of activities or success of output production, measuring the initial responses and reactions to project activities and their immediate short-term effects. Therefore, projects are monitored so as to: assess the stakeholders’ understanding of the project; minimise the risk of project failure; promote systematic and professional management; and assess progress in implementation.

Evaluation has several purposes, which include the following: It assists to determine the degree of achievement of the objectives. It determines and identifies the problems associated with programme planning and implementation. It generates data that allows for cumulative learning which, in turn, contributes to better designed programmes, improved management and a better assessment of their impact. The key words in this scenario are “lessons learned” and it assists in the reformulation of objectives, policies, and strategies in projects or programmes.

Given the above definitions of monitoring and evaluation and also base on my own experience in project implementation with international humanitarian organization I agree with the statement that monitoring and evaluation are critical for ensuring programmatic success in emergency education.

One of the main purposes of M&E in education is to ensure that equitable and quality education is being provided to all of the population and at all levels. Quality education is a multi‐dimensional concept that takes into account the quality aspects on input (human, material, and financial), process (teaching‐learning and effective management practices), and outputs and outcomes (the learning outcomes and quality of results).[[3]](#footnote-3)

From the aspect of monitoring, the following typology can be used to review the assessment of the quality of education in terms of inputs, processes and outputs[[4]](#footnote-4)

* Compliance monitoring focusing on inputs. This is a bureaucratic type of monitoring to ensure that the educational institutions comply with predetermined standards and norms set by rules and regulations. It is mainly focused on educational input of teachers, textbooks, classrooms, teaching equipment etc.
* Diagnostic Monitoring focusing on processes. This type of monitoring focuses on the instructional processes relating to what happens in the classroom and whether the students are actually learning what they are supposed to learn. Since the teaching‐learning process is equally as important as input variables in education, having such monitoring would give insightful information on explaining the quality of education provided by the educational institutions.
* Performance monitoring focusing on outputs. The emphasis of this kind of monitoring is on the academic achievement of the students through testing to see what results have been yielded by the investments made in education.
* School record keeping system. This aims to keep information at the school level. This typically includes data on students (school entrance, attendance, academic achievements etc.), teachers (individual profile of teachers), finance (school budget and expenses), and physical facilities.
* Statistical data system. Often called Education Management Information System or EMIS, this is designed to collect, compile, collate and analyse school level data (students, teachers, facilities, finance etc.) for policy and programme formulation, implementation and monitoring at different administrative levels.
* Performance evaluation system. This includes; a School Inspection and Evaluation System which is carried out by the Ministry of Education to observe and inspect whether schools comply with the rules, regulations and standards set by the relevant authorities, and a Teacher Evaluation System whose function is carried out by relevant education institutions to evaluate the performance of teachers.
* Student evaluation system. This can include; an examination system designed for the purpose of certifying or selecting students, usually covering the main subject areas in the school curriculum, and a Student Assessment System designed to provide an estimate of the achievement level in the education system as a whole at a particular age or grade level.

**2. In your own words, what is conflict sensitive education?**

Conflict sensitivity can be defined as different efforts, methods and tools for working in a context with the objective of at least avoiding destructive, negative, harmful, unintended effects and if possible contributing to peacebuilding through positive effects.

Conflict sensitivity is about understanding the context of the conflict: This means being able to identify conflict causes, stage/level of conflict, drivers and structural factors of conflict, power dynamics, and historical injustices. Also understanding the interaction between the intervention and that context, for instance being your work impacts on both the context and the conflict-being conscious of unintended negative impacts of your work. And acting upon that understanding of the contextual realities, in order to avoid negative impacts and maximize positive impacts of your intervention.

Therefore, conflict sensitive education is to analyse the two-way interaction between the conflict context and the education programmes and policies. Act to minimize negative impacts and maximize positive impacts of education policies and programmes on conflict.

For instance, education can sometimes contribute to conflict, when it increases social tensions or division. For example, if children from one ethnic group have less access to education than others, or if a history textbook favours the dominant group, then this can increase tensions that may contribute to conflict. Conflict sensitivity requires diagnosing these problems and taking in to actions to mitigate them.

This can be done through conflict sensitivity such as “Do No Harm” by making all decisions with an awareness of how they will affect social tensions that may contribute to conflict. For example, making sure that new programmes do not favour one side of a conflict. Conflict sensitivity as helping to build peace. Within conflict sensitivity many also include programmes where education actively transforms such tensions and supports peace, such as learning respect for diversity, and local and national.

These approaches are being used in most schools in South Sudan where there a lot tribal conflicts among the communities.

**3. Explain five barriers to the provision of effective education in emergencies**

Education is increasingly viewed as the “fourth pillar”, or a “central pillar”, of humanitarian response, alongside the pillars of nourishment, shelter and health services (Norwegian Refugee Council et. al., 1999: 26; Midttun, 2000a: 3–4; ICWAC, 2000: 9). Children are vulnerable and dependent, and they are developing, not only physically but mentally and emotionally. “The sudden and violent onset of emergencies, the disruption of families and community structures deeply affect the physical and psychological wellbeing of refugee children” (UNHCR, 1994: 5–6). Education provides opportunities for students, their families and communities to begin the trauma healing process, and to learn the skills and values needed for a more peaceful future and better governance at local and national levels.[[5]](#footnote-5)

The following are some of the barriers to effective education in emergencies among many as discussed below;

**Barriers of Poverty.** Across the literature and case studies, poverty emerges as the single most important barrier to accessing primary education. It operates, however, in different ways depending on the context. The barrier of cost, not surprisingly, has a disproportionate effect on children living in poverty; globally, 38 percent of children from the poorest quintile are out-of-school compared to 12 percent from the richest quintile (UNESCO, 2005a, p. 35).[[6]](#footnote-6) The cost of education in emergency situation are high for the parents to meet the requirement in terms of school fees. the Economic and Family resource barriers in conflicts affect many people in that most families fail to meet school requirements for their children such as School Uniforms, tuitions, text books for their children.

**Barriers of gender**. The progress in expanding access to education since 1990 has been most apparent among girls. Indeed, girls are beginning to catch up to boys in both primary and secondary enrolment (Lewis & Lockheed, 2006, Chapter 1). Yet the access barrier of gender continues to persist in conflicts affect areas countries more so than in other countries. While 53 percent of the out-of-school population globally are girls (UNESCO, 2005a), 56 percent of the out-of-school children in conflicts affect countries are girls (Save the Children, 2009a). Three particular gender dynamics of society and education systems help to explain the persistent gender barrier in accessing education in conflict affects states, including opportunity costs associated with girls’ school attendance; girl-unfriendly structures, cultures, and environments; and sexual and gender-based violence.[[7]](#footnote-7) For instance culture issues of prioritizing boys over girls when making a decision about which child to send to school, especially due to early marriages, girls are less valuable to the household as they will leave once they are married. Boys equally face challenges of being recruited into armed group during conflicts. This is most due to the local believe of the communities who only believe that girls are not to go to school but rather remain at home to be doing house work, look after their siblings and get married to bring wealth to their parents than wasting time in school. Equally boys face the same instead of going to school they get recruited into the Army with the aim of becoming heroes, engaged in activities that earn them money for leaving and forgetting the fact that education is more important in their lives than the earthly materials they look for.

**Barriers of Disability**. The World Health Organization estimates that 10 percent of the world’s population experiences some form of disability or impairment (2006). And yet one third of out-of-school children are disabled (UNESCO, 2006). The first multi-country analysis of disability and education finds that youth with disabilities are substantially less likely to enrol in school, with the degree to which disability affects school enrolment often greater than other barriers such as gender, rural residence, or poverty.[[8]](#footnote-8) Children with mental disabilities often face even greater barriers for instance children with mental disabilities who come to school are often sent home because the teachers have trouble making them understand the material. Given the distance that children must walk to school, physically disabled children “have trouble moving to school. Some local communities as well believe that when a child is disabled, he or she cannot go to school because they cannot work, write, or even understand anything in the learning curriculum. Their disability is taken as an excuse of denying them their rights to education.

**Quality and curriculum barriers.** The critical challenge of poor quality education acts as a barrier to educational access in emergency. Globally, too, the main obstacles to achieving universal access to primary education are both related to initial admission and to reducing dropouts and improving the acquisition of literacy and numeracy skills, the latter which depends critically on the quality of the learning in schools (Fredriksen, 2009, p. 13; Lewin, 2007, p. 10)[[9]](#footnote-9). The issue of corporal punishment that is practiced across most schools in conflicts areas and African is barrier in education in emergency that leads to dropout cases among children. The quality of teachers in emergencies situation sometimes does not meet the requirement of the school. For example, in South Sudan, most people forge documents in order to teach but in reality they even do not know what they are to teach how to use the school curriculum because they have little or no knowledge of what they are to produce in the teaching materials. Some of these school based barriers like buying of expensive school materials like text books, threatening learning Environment, language of instruction by teachers, School calendar/schedule in conflict with girls’ or rural children’s domestic or livelihood responsibilities, Lack of confidence in girls / other disadvantaged children as learners, Poor management of the school by the school management, Unfair, corrupt or discriminatory scholarship practices at local or community level.

**Conflicts barrier.** In settings of conflict and fragility, there has been under-investment in infrastructure, teacher training and compensation and a focus on restoring “normality” rather than fostering learning. Conflict and Violence as has been outlined in previous sections, the effects of conflict and violence on access to education in CAFS are indisputable: (Davies & Talbot, 2008, p. 513). Quality education in this context is an enormous challenge. First, conflict often destroys the education infrastructure in a country, including both physical structures and human resource capacity. In conflicts areas, the fighting forces children not to move to long distanced areas where they can access schools, due to continues conflicts many areas fail to construct schools hence making people children to move long distance this makes children have less or no interest in education, Absence of roads/transport to access far distance school, Inadequate basic services in communities (e.g. water, electricity, fuel), Inadequate basic services in schools (e.g. separate, clean latrines), Absence of/poor facilities, Poor design, not meeting pedagogical and cultural requirements all these affect education services in Emergencies.

*Recommendations for Government*

* Develop mechanisms of state financing for education that will allow for forward movement on the abolition of school fees;
* Follow through on commitment to fair and timely payment of teachers’ salaries;
* Focus on the development and financing of teacher training institutes and programs, with a specific focus on pedagogy.

*Recommendations for Donors*

* Work together with government to develop mechanisms for financing of education to move toward the abolition of school fees;
* Develop ways to support concurrent efforts at long-term systemic reform and short term educational provision, specifically in situations of on-going conflict such as South Sudan

*Recommendations for NGOs*

* Develop programs, building on past successes, that both increase parents’ ability to pay school fees and increase resources available to schools through other sources;
* Continue to build ALP programs for over-age children as well as expand them to target girls, ethnic minorities, and disabled children who have been marginalized from the education system.

**4. What are some organizations involved in providing education and humanitarian assistance during emergencies in your country?**

South Sudan as being in a crisis for decades now, there are many international institutional bodies that has come to rescue the Country from the emergency situations. Below are some of the Organizations mentioned that provide Humanitarian assistance and Educational services in South Sudan.

**World Vision South Sudan**

World Vision is a Christian Relief, Development and Advocacy Organization dedicated to working with Children, Families and Community to over poverty and injustice. WVSS is working with the World Food Programme (WFP) to support the vulnerable Communities affected by the crisis in South Sudan. WV has been working in South Sudan since 1989, WVSS worked in different places in South Sudan supporting Internally Displaced Persons and Refugees from the Democratic Republic of Congo and Central African Republic affected by the Rebels Lead by Lord Resistance Army in Western Part of the Country. After the December 2013 Crisis that broke in South Sudan, WVSS increased her assistance to in many parts that are affected by the continuing crisis, and has supported over 300,000 beneficiaries with Food Assistance General Food Distribution (GFD), recovery and development services, Health, Water and Sanitation, Agricultural activities and many others to Internally Displaced Persons, Refugees, Vulnerable Host Communities and Returnees.

**World Food Programme**

The World Food Programme is the food-assistance branch of the United Nations and the world's largest humanitarian organization addressing hunger and promoting food security. WFP as a Donor working with its partners to provide food assistance (both Conditional and Unconditional), Nutrition, relief and recovery activities for sustainable development in South Sudan.

**Food and Agriculture Organization**

The Food and Agriculture Organization of the United Nations is a specialized agency of the United Nations that leads international efforts to defeat hunger and improve nutrition and food security. In South Sudan they support the Agricultural departments, supporting National Organization in the Country implementing Agriculture within the Host Communities.

**Care International**

CARE has been operating in Southern Sudan since 1993, initially providing humanitarian relief to internally displaced people in Western Equatorial. The signing of the Comprehensive Peace Agreement in 2005 allowed CARE to expand into Jonglei State and Upper Nile to target the returnees from the refugee camps. The Upper Nile is one of the areas most affected by the civil war with many displaced people and disrupted livelihoods.

**UNITED STATE AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)**

**USAID** has worked in **South Sudan** for decades, providing lifesaving humanitarian assistance, and conflict mitigation assistance, essential services such as health care and education, and support for key milestones of the 2005 Comprehensive Peace Agreement, which culminated in **South Sudan's** independence

**Concern World wide**

Concern World Wide has been in operating in Sudan for over 50 years before the separation of the two Countries of Sudan and South Sudan. Currently in South Sudan CWW is providing food assistance, Education, Nutritional providing Nonfood Items activities to the Internally Displaced Persons, Host Communities, Refugees and Returnees. Concern reached over 400,000 of some of the poorest and most vulnerable people in South Sudan through health and nutrition, water, sanitation, food security, and shelter programmes. For example, in the IDPs settlement sites in Juba and other Regions and states in South Sudan.

**UNWHO**

United Nations World Health Organization is the Largest Health Organization providing health services in South Sudan. Its dealing with many partners in different parts of the Country to make sure health of the affected population by the crisis is catered for and health Services are provided. For example, IDPs in Juba and Malakal in the United Nations Mission in South Sudan Protection of the Civilian sites

**International Rescue Committee**

The IRC provides lifesaving assistance and humanitarian aid to vulnerable South Sudanese who are trying to rebuild their lives and restore peace. Especially women and girls, the disable people, the most Vulnerable Communities who are unable to support themselves with other needs, they also provide Protection mainstreaming services to people affected with gender based violence.

**Save the Children**

Save the Children has been working with and for children, their families and communities in South Sudan since 1991. We provide children with access to education, healthcare and nutrition support, and families with food security and livelihoods assistance. Save the Children provide child protection programmes support to vulnerable children including former child soldiers and those affected by violence and displacement, as well as advocating for children’s rights at national, state and community levels.

**International Committee of the Red Cross**

The ICRC helps conflict-affected communities in South Sudan they save those who are victims of crisis, reunites families, visit places of detention, support health care facilities and promote respect for the international Law. They mostly deal in the listed below areas of support to the affected population.

**United Nation High Commissioner for Refugees**

UNHCR is the largest UN body that deal with refugees in the world. In South Sudan, UNHCR Supports both Refugees and Internally Displaced Persons providing Child Protection to affected communities in the faces of the crisis, provide Education services in settlements, shelter and non-food Items. They are working mainly in the IDPs sites in Juba, Malakal Protection of Civilian Sites and Refugees in Western Equatoria state in Makpandu refugees’ settlement.

**UNICEF**

This is the United Nation body that deal with Children issues in South Sudan. UNICEF Provide Protecting to children who are abused, exploited and making separated families whole again, creating solid foundations for the future through quality education,helping children surviving and thriving from the beginning of life through their health programmes, in their Nutrition programmes, UNICEFPrevent and treat malnourished Children in South Sudan, and also provide Water, Sanitation and Hygiene services to families with clean water, improved sanitation and good hygiene practices. They conduct their services mainly in Internally Displaced Persons (IDPs) settlements like for example in Juba in the Protection of Civilian Sites where IDPs are settled.

**United Nations Mission in South Sudan**

More than 14,000 peacekeepers, police, security and civilian personnel from at least 60 different countries work to deter violence against civilians by providing a safe and secure environment for South Sudanese people who have fled violence and sought sanctuary at Protection of Civilian sites across the country. Peacekeeping patrols are also carried out, where possible, to provide a protective presence in communities across the country.

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**United Nations Development Programme**

For over 30 years, **UNDP** has been supporting South **Sudan** in fighting against poverty. With the formation of the independent Republic of **South Sudan** in July 2011, **UNDP** established a Country Office and has been working all over the country to help build resilient and sustainable government institutions in the Country.

In conclusion, though there are many International and National Organization in South Sudan that provide Education and Humanitarian Assistance, these mentioned ones acts as main humanitarian Organizations that mostly act in responding to the needs of the affected populations in the continues conflicts that is unknown when to stop though with the believe that, in the recent negotiations that is ongoing since 2017, it will soon come to an end and peace will prevail where the same NGOs will still provide sustainable Development activities that the victims of the conflict recover when they return to their origins of residence in the nearest Future.

**5. Education in emergencies is a critical, life-saving response that works to protect children in conflict and natural disasters, and preserve their right to education. What are some of the policies/laws put in place by your government to ensure access to education for all.**

After South Sudan gained independence on the 9th July 2011, the Republic of South Sudan entered a process of transformation into a constitutional democracy that involves building of the education institution from the scratch and including establishment of a new constitution and introducing reforms that aim to reduce economic poverty, overcome historical legacies, and current tensions within society. The current challenges facing South Sudan’s emergence as the world’s newest nation are so many. The country has suffered from decades of neglect and the effects of two long-lasting civil wars (the first from d1955-1972 and the second from 1983-2005). This many years of war fought have led to the loss of 2.5 million lives and destroyed all the education infrastructures including educational opportunities. For example, school buildings were burned down; teachers and students became either freedom fighters or refugees; and teacher training institutes and universities were forced to close. Generations have been deprived of their basic human right to education. The following are some of the policies and laws put in place by South Sudan to ensure access to education for all.

The South Sudan government affirmed the importance of education in national building with much emphasis of free and compulsory primary education since South Sudan gained statehood in 2011. In 2012, the government of the republic of South Sudan passed education act that states clearly that, “Primary education shall be free and accessible to all citizens of South Sudan without discrimination on basis of sex, ethnicity, race, religion, and health states, or disabilities”. Though by law, primary education is free and compulsory, the reality on the ground is different. South Sudan has made great strides towards achieving education for all Goal 2, “Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free, and compulsory primary education of good quality”.

The Government of the Republic of South Sudan (GRSS) set a national enrolment rate (NER) target in the primary system of 63% by 2017. This will be achieved through the improvement of educational infrastructure, aiming for all primary schools to offer the full primary cycle, and channelling overage learners into alternative education programs. This is an optimistic target given the current context in South Sudan.

In 2012 the Government of South Sudan made commitment in its General Education Strategic Plan to introducing a capitation grant system to offset the operating costs of schools to improve access to education for those children who cannot attend school for financial reasons has begun. In 2013, 3,000 capitation grants were applied for within primary education and 2,718 were approved.[[10]](#footnote-10)

**Gender parity and equality in education**

There are many disparities and inequalities in the education sector in South Sudan, in particular the gender disparity among students and teachers and especially children with special needs. These are some of the most serious issues in South Sudan that prompted the government to developed Education Act 2012 immediately after its independence from the Sudan. In the Education Act 2012, Chapter 2, Section 7 (Goals of Education) (a) and (b) stipulated that equitable access to education for all citizens and gender equality in education and also that “the gender equality on the teaching force through equal opportunity during teachers’ recruitment.

However, limited numbers of girls have access to education and great number of girls that endeavoured to start schooling dropping out of schools before they complete either stages of learning, such as primary or secondary. This is due to many factors ranging from:

* Economic barriers particularly at the household level leading to dropouts as children become contributors to household economies, or families can no longer afford to send children to school due to high school fees;
* Cultural barriers driven mainly by attitudes and traditions about the girl-child, including early marriages;
* School-based barriers, such as sexual harassment, early pregnancy, and child-to-child violence;
* Psycho-social barriers, such as age-lapse among the pupils and the challenges of maturation for teenage girls;
* Inadequate numbers of qualified teachers—especially female role models—and other human resource limitations;
* Inadequate physical facilities and infrastructure, particularly latrines, of schools

The General Education Strategic Plan of 2012 states that although Ministry of Education, Science and Technology (MoEST) is committed to inclusive education by using a child-friendly school approach, as such accessibility standards are not part of the work of most education managers. Few teachers are trained to address special needs, and very few schools are able to provide a safe and accessible learning environment for children with special needs. The requirement to deliver education services to those children and youth who have physical and mental challenges is seen as important to attain an inclusive education system.

South Sudan adapted the principle of universal primary education (UPE), and therefore, the Education Act 2012, Chapter 2, Section (a) stipulated that, “Primary education shall be free and accessible to all citizens in South Sudan without discrimination on the basis of sex, race, and ethnicity, health status including HIV/AIDS, gender, or disability”. Now, the government of South Sudan is spending about 60 million South Sudan pounds (SSP) on capitation grants to not for-profit primary schools.

Capitation grants remove registration fees, encouraging parents to send their children to school. The Department for International Development (DFID)-funded Girls’ Education South Sudan (GESS) programme includes a cash transfer component. All girls in P5-P8 and S1-S4 who are regularly attending school are eligible to receive one cash transfer of 125 SSP per year. The money helps girls to buy items they need for their education, such as uniforms, pens, notebooks, or shoes. The cash also contributes to poverty reduction in the family and the community. The GESS programme aims to improve girls’ enrolment, retention, and learning in primary and secondary schools.[[11]](#footnote-11)

Awareness campaigns have been run on the importance of the education of girls. Community

Awareness has been increased through community forums, a radio programme “Our School” that broadcasts weekly on 12 radio stations nationwide, television, and newspaper. The establishment of the Community Girl Schools (CGS) target only the girls but boys are benefiting from the programme. They are able to learn in the same classrooms. The Alternative Education System (AES) Directorate of the Ministry of Education targets youth and adults who did not have access to formal education due to wartime displacement, early marriage or having no schools in their areas. As a result, all vulnerable populations including girls, demobilized soldiers, and children with special needs are addressed by education programming of the MoEST.[[12]](#footnote-12)

South Sudan General Education Act of 2012 article 25, stipulates of training and development of teachers. (a) The Ministry of Education shall develop a policy of teachers’ training and development to cover both pre- and in-service teachers’ training to be implemented by all the State Ministries of Education and other institutions throughout the country.

South Sudan General Strategic Plan 2017-2022 for Ministry General of Education and Instruction has the following summary of key priorities towards education system in South Sudan[[13]](#footnote-13)

* Ensure payment of salaries to all active ministry staff
* Provide capitation grants to schools and cash transfers to girls who are enrolled in upper primary and secondary education
* Advocate with communities to improve enrolment and retention for girls and children with disabilities
* Orient state ministries on the requirements of the General Education Act (2012) and their responsibilities to enforce compulsory primary education
* Advocate with state ministries for the redeployment of teachers to under-served areas within their states and for them to mobilize communities to construct classrooms, teacher housing and low-cost boarding schools for girls
* Implement the WFP MoU related to food-for-work to assist with community-constructed classrooms and for school feeding and school garden programmes for primary and secondary schools
* Work to secure funding and scale up AES and TVET programmes
* Increase number of qualified teachers by making sure that any new teachers hired (due to attrition) meet the minimum qualifications
* Recruit volunteer teachers through the National Education Service to provide additional staffing, especially in overcrowded classrooms or classrooms with unqualified teachers

**6. Discuss the statement “risk reduction is everyone’s business, citing suitable practical example. Using relevant examples from countries that have experienced conflict, discuss why women play an invaluable role in peace-building.**

Risk is likelihood of a specific hazard occurring and its probable consequences for people and property. Disaster risk is the potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period.[[14]](#footnote-14) Disaster is a severe alterations in the normal functioning of a community or a society due to hazardous physical events interacting with vulnerable social conditions, leading to widespread adverse human, material, economic, or environmental effects that require immediate emergency response to satisfy critical human needs and that may require external support for recovery (Twigg 2015).

The effects of disaster can affect people lives make them vulnerable. Vulnerability is complex and it has many dimensions such as economic, social, demographic, political/institutional and psychological that affect people’s susceptibility to environmental hazards, in addition to their physical exposure to the hazards themselves. It is influenced by a number of factors, at different levels from the local to the global. It is also dynamic, changing under the pressure of these many different forces. When are hit with disaster, people develop copying capacity. The ability of people, organizations and systems, using available skills and resources, to face and manage adverse conditions, emergencies or disasters.[[15]](#footnote-15)

There are four key pillars of peace-building; security, governance, justice and reconciliation, and socio economic development. This includes examining the role women play in the decision-making processes and the inclusion of women’s perspectives in prevention, management and resolution of conflicts. The use of “women” here refers to organizations representing women, women in leadership positions, and women in conflict-affected areas.[[16]](#footnote-16) Women around the global play an invaluable role in peacebuilding activities in the following examples cited from various countries with experience of conflicts.

Myanmar is in the midst of transition. The rise to power of the National League for Democracy (NLD) opposition group and its leader Aung San Suu Kyi – followed by a cease-fire between the government and several ethnic armed groups – marked the easing of tensions in a nation that had been closed off from the world for half a century. Amidst these changes, women in Myanmar seek to play a role in building peace. Women in Myanmar have participated directly in various peace mechanisms, albeit in small numbers; they have collected and disseminated information on the peace process and the conflict’s effects on women; they are engaged in efforts to build the capacity of women leaders; and advocated for women’s participation in the peace process and for the protection of women in conflict. Women find the National Strategic Plan for the Advancement of Women (NSPAW) helpful to mobilize for women’s participation in the peace process and to advocate for women’s rights.[[17]](#footnote-17)

Women in Myanmar have been active in building peace and in ad­vancing women’s rights for some time. This report focuses on four avenues of engagement via official peace processes, addressing data gaps, building capacity, and advocacy these are addressed in turn below.

A number of women have been playing direct, albeit limited, roles in the nation’s official peace process. Several women helped negotiate the NCA. Women in civil society, including members of the Women’s League of Burma, were formal observers to the Nationwide Ceasefire Agreement (NCA) signing. Conditions in Myanmar are rapidly changing, and prospects for peace are far from guaranteed. Despite this, women in civil society maintain a continuous presence in public life, seeking to build peace, secure women’s rights, and define the policies to govern a future nation.[[18]](#footnote-18)

In Ukraine, conflict with Russia that erupted in 2014 has had widespread effects on Ukraine. The conflict also absorbs significant public re­sources. In this context, we find that women have worked on the front lines to facilitate dialogue between antagonistic communities and advocate for policies that address women’s needs, especially for women who are displaced or who have experienced interpersonal violence – and promoting women’s participation in decision-mak­ing processes related to the conflict. Women have been powerful advocates for creating legislation that protects women’s rights and for opening opportunities for women to serve in peace and security processes.[[19]](#footnote-19)

Ukraine has a vibrant civil society sector, including many women’s organizations. Many of the latter have shifted their focus to address women’s conflict-related needs and to ensure that women have opportunities to participate in official security mechanisms. According to an official in the National Police, women also make up about 21 percent of Ukraine’s police force and 15 percent of patrol units. Recruitment of women officers is part of a broader effort to build trust in the police force in keeping with Ukraine’s slate of political and security reforms. [[20]](#footnote-20)

Iraq has a history of women’s participation and early in the 1900s women were pushing for independence and equal rights. By 1952 the Iraqi Women’s League (IWL) was founded with the aim of defending the rights of women and children (Brennan, 2003).[[21]](#footnote-21) According to Kaya (2016) a significant step towards enabling women’s participation and protection in the processes of conflict resolution and peace-building was taken with the launch of the Iraqi National Action Plan (INAP) to implement the United Nations Security Council Resolution 1325 on Women, Peace and Security in 2014. Iraq is the first country in the Middle East to launch a programme to implement Resolution 1325 and it is a step in the right direction towards furthering women’s interests in the country.[[22]](#footnote-22)

In August 2017 in Mosul, the Iraqi Women Network held a conference with Iraqi civil society from throughout the country on women as peacemakers in Iraq. The conference gave women from Mosul the opportunity to share their experiences and discuss their role in confronting extremism in the city during the Islamic State’s control of Mosul. The conference stressed the determination of Iraqi women to play a role in the process of political reform, resolving conflict, as well as building peace and justice (Iraqi Women Network, 2017).[[23]](#footnote-23)

South Sudan presents a fascinating case for studying the role of women in peace-building in patriarchal and militarized societies. The nascent state has suffered sequences of violent conflicts since Sudan’s independence in 1956. These conflicts include the Anya Nya war (1955-1972), the second civil war (1983-2005) and the recent civil war (2013-2015) following South Sudan’s attainment of independence in 2011. Despite challenges, South Sudanese women have consistently played an instrumental role in propagating peace during the Sudan’s civil wars. They have also played crucial roles in bridging conflict divides and served as advocates for peace. This is because they saw themselves as key stakeholders with unique information, experiences and skills to contribute towards ending these conflicts.

For instance, ranging from Sudan’s civil war to internal clashes due to SPLA/SPLM split, women have been active in economic empowerment, good governance, and reconciliation activities. During Sudan’s second civil war, women’s organizations such as WATOP, the only women organization in Wau, Bahr El Ghazal, was engaged in providing education for displaced children, skill training for women in tailoring and tie-dying, and adult education. In post-CPA, women’s organizations such as South Sudan Chamber of Women Entrepreneurs (SSCWE) and Sudan Women Entrepreneurs Association (SWEA) emerged to provide information to women in business sector and to strengthen women’s capacity in business. On the governance side, women in leadership such as women parliamentarian caucus and SPLM Women League have been working to promote the inclusion of women to cultivate equality in South Sudan.[[24]](#footnote-24)

The new peace-building programming in South Sudan offers an opportunity for promoting gender equity, advancing the position of women in society, and increasing their participation in leadership and in all processes of attaining peace. The Agreement on the Resolution of Conflict in the Republic of South Sudan (ARCRSS), unlike the 2005 Comprehensive Peace Agreement (CPA), provides provisions for including women in governance. For instance, in the governance pillar, ARCRSS mandates the Government of Republic of South Sudan (GRSS) to nominate not fewer than 4 women and not fewer than 3 women from the SPLM-IO as ministers, and 2 women as deputy ministers. However, the ARCRSS limits the 25% provision to the executive branch of the government, and fails to extend the constitutional requirement to legislative and judicial branches

How there many barriers hindering women’s participation in peace-building process for instance using South Sudan case. The following are some factors affecting women participation in peacebuilding.

South Sudan’s society is constructed on patriarchal norms, customary law contains some customs and practices that are biased against women. Practices such as bride prices retard social progress of women in South Sudan. Bride price contributes to unusually long workload for women. Among several communities in South Sudan, phrases such as “a woman we married with our cows” give the extended family members a right to put that woman to work for them. Also, women have no say in key decisions such as the number of children the family may have and the allocation of household finances.

Lack of political will, South Sudan has in place the necessary legal, institutions, and policy framework to substantially increase the participation of women in public affairs, but lacks political will to implement them. The 25% affirmative action has not been fully implemented and the UNSCR 1325 continues to have no significant impact on women’s participation in public life in South Sudan.

In conclusion, women play key role in peacebuilding around the global and however patriarchal norms, lack of political will, ethnicity, lack of funding and capacity among women are some of the stumbling blocks that could hinder women from participating in peace-building processes. Therefore, maximizing the roles of women in peace building requires political will, capacity building, and funding to empower women and harness their unique perspectives in all the pillars of peace-building efforts.

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