



REINTEGRATION ASSISTANCE TO RETURNEE COMMUNITIES IN COUNTIES OF HIGH RETURN: AWEIL EAST AND TWIC

Final Evaluation

FINAL REPORT

Prepared by Altai Consulting for IOM and SIDA | Juba – November 2013



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ABBREVIATIONS AND ACRONYMS

FGD	Focus group discussion
GBV	Gender based violence
IGA	Income generating activity
IOM	International Organization for Migration
KII	Key Informant Interview
NGO	Non-governmental organization
PTA	Parent-teacher association
UNDP	United Nations Development Program
UNHCR	United Nations High Commission for Refugees
WMC	Water Management Committee

1. EXECUTIVE SUMMARY

In September 2013, Altai Consulting was contracted by the International Organization for Migration (IOM) to conduct a final evaluation of the Reintegration Assistance to Returnee Communities in Counties Of High Return Program. The program was implemented and evaluated in Twic (Warrap State) and Aweil East (Northern Bahr el Ghazal State) counties of South Sudan. The program involved the construction and rehabilitation of water points and schools in areas of high return. The results of the final evaluation are outlined in this document.

As part of the research, Altai Consulting conducted 8 Focus Group Discussions (FGDs) and 9 Key Informant Interviews (KIIs) in the program areas. Debriefs were also held with IOM teams in both counties and at the country office in Juba, to discuss and verify findings.

The assessment found that IOM successfully met the program outcome of *improved host / community relations*. By bringing host and returnee community members together through committees and schools, barriers were reduced and mutual understanding was built between members the communities. The program could have had a greater impact by better identifying specific causes of host / community tensions in the initial baseline study.

This assessment found that the overall program outcome, *to contribute to human security, transition and recovery in areas of high return in Aweil East and Twic counties through successful re-integration of returnees and peaceful co-existence with host communities* was also met, but there were some small scale activities IOM could have incorporated into the project design to meet the objective to a greater degree.

As part of this study, the program outcome was split into sub outcomes, each of which was evaluated separately. The first sub-outcome evaluated was *successful re-integration of returnees*. The assessment found that the program had a positive impact on the reintegration of returnees through the inclusion of both hosts and returnees in program activities. The program was able to create platforms where hosts and returnees could come together, make shared decisions and have shared experiences. However, opportunities for economic integration could have been better capitalized upon.

In the case of water projects, the program was able to have an immediate impact on meeting the second sub-outcome; *peaceful co-existence with host communities*. Verbal and physical conflicts that had historically taken place at crowded water points were dramatically reduced through this program. Education projects had less of an impact on peaceful community relations, but still had a positive impact on parent-teacher and student-student conflicts. This assessment found that conflicts over education were not exclusively between host and returnee communities, but had the potential to occur between anyone in the wider community trying to access water or education. The IOM program took a blanket approach to addressing water and education issues and therefore, decreased tensions across the community as a whole, including between hosts and returnees.

Through improving access to education and clean drinking water, the program was able to meet the sub-objective of improved *human security*. The program could have better met this sub-objective, by better forecasting the demand for education and water at some program sites as some of the target schools and one of the water points remain overcrowded. The program indirectly kick-started some limited economic activity in communities, which also contributed to the broader sub-objective of human security.

Both the water and education projects contributed to a *transition* away from emergency contexts, towards developmental contexts. Improved access to water also resulted in household members spending less time fetching water, which means they now have more time to dedicate to other activities. One project site however, has not been able to meet the large community demand and water resources remain stressed.

In some cases, the project established and built relationships between the government and target communities, bringing communities further into an environment with the characteristics of *return*. Although the government was not involved in direct implementation, through their presence at community meetings during the design stage, communities had the opportunity to build relationships with government representatives. These communities were more likely to feel that the government played a role in the program. In some cases however, government involvement was not visible to communities and beneficiaries reported that they would look to IOM, not the government, to help them meet other community needs.

Overall, community members reported satisfaction with the design of projects. A few minor technical design recommendations were made that could be considered by IOM for future programming. The program was implemented by external contractors, but community members contributed paid and voluntary labour to the projects in their communities. In some cases, community members would have preferred that more labour was taken directly from the community.

The implementation phase was closely monitored by IOM, community members and in some cases, government representatives. IOM reported that they had improved efficiency by using their own internal procurement / logistics mechanisms during implementation, instead of subcontracting out these services.

Several communities have put in place measures to ensure that the projects they received are maintained in the longer run. They also understand that the government, not IOM should support them to maintain these projects going forward. Government representatives however, had not received any trainings on how to maintain projects. Limited access to spare parts for the water yards also presented a challenge to both communities and government representatives.

Projects were considered to have been value-for-money by IOM staff and government representatives involved in the program. It should be noted that Altai did not have access to budgets for the sub-projects evaluated, so based the value-for-money assessment on the perceptions of interviewees.

Women considered themselves to have been fully involved in the design and implementation phases of projects. As a result of the gender awareness workshop, they felt empowered to contribute to decision making processes. Improved access to water positively impacted women, as they are traditionally responsible for water collection. Similarly, the education projects contributed to decreasing women's workload at home, through reducing the presence of dependents during the school day. Women in committees however, still did not feel equal to their male counterparts because of different levels of respect given to them by community members and because of the lack of women in the position of committee chairperson.

2. INTRODUCTION

2.1 GOAL AND OBJECTIVES

2.1.1 GOAL

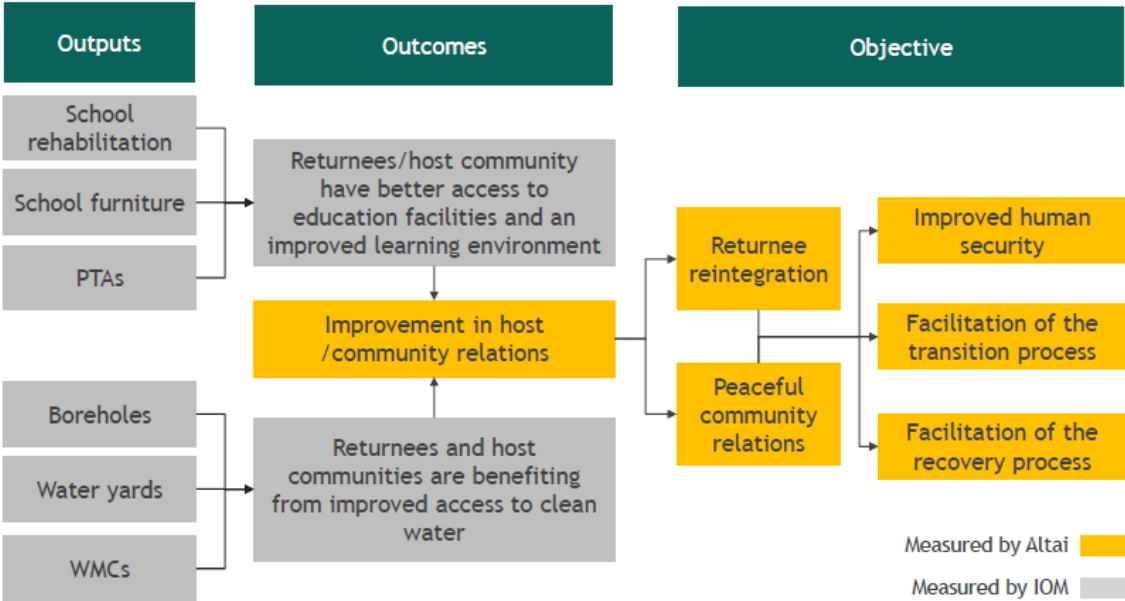
The goal of this evaluation is to provide IOM and Sida with high quality monitoring and evaluation inputs on the given project and programme, by determining what contribution, if any, the project has made towards the project outcomes, and if the project makes a significant contribution to the overall objective of the programme, i.e. long-term stability and peaceful co-existence of returnees and host communities.

2.1.2 OBJECTIVES

The following objectives are linked to the goal:

- **Objective 1:** To assess the impact, outcomes and objectives of the project based on the theory of change approach.
- **Objective 2:** To identify the lessons learned, best practices and to provide recommendations in order to strengthen/refine/further develop the design of the project/programme. The lessons and recommendations will also increase understanding of the project team of the connection between inputs and expected results and how and why a set of activities will bring about the expected changes.

Figure 1: Theory of Change Approach



2.2 CONTEXT

This study began with a literature review that aimed to contextualize the overall findings and identify the broader national level IOM, government and UN objectives that the *Reintegration Assistance to Returnee*

Communities in Counties of High Return program had the potential to contribute to. This section contains a synthesis of information collected during the literature review. Findings gathered in the field will then be analyzed to determine how relevant the program was to the wider context and how well it was able to contribute to national level objectives.

2.2.1 WIDER CONTEXT

During the desk review, the following documents were reviewed to collect information on the wider context:

- Village Assessment Survey; Twic, IOM (2013)
- Village Assessment Survey; Aweil East, IOM (2013)
- Community Consultation Report; Warrap, UNDP (2012)
- Education Statistics for Warrap, Ministry of Education and Instruction (2011)
- Education Statistics for Northern Bahr El Ghazal, Ministry of Education and Instruction (2011)
- IOM / SIDA program documents

The key take away from the desk review, is that the design of the *Reintegration Assistance to Returnee Communities in Counties of High Return* program, targeted genuine community needs in the target areas.

According to the IOM Village Assessment Surveys (VAS) reviewed, in both Twic and Aweil East counties conflicts over water are widespread. At the time of the VAS surveys, conflicts over water were taking place even in areas where communities had access to natural water sources and Water Management Committees (WMCs) had been established. In Twic, drought related shocks had affected households across the county. That these counties also had large numbers of returnees, putting further pressure on water resources. The need for improved access to water is further compounded by the prevalence of livestock as a major livelihood practice across both counties.

The UNDP Community Consultation report for Warrap found that women identified improved access to water as a top priority for reducing local level insecurity. Through increasing the number of local water points then, this program should have had a positive impact on security, livelihoods and basic services needs. How far the program had an impact in these areas, is explored in depth in the Main Results, Conclusion and Lessons Learned sections of this document.

According to Ministry of Education statistics, the need for additional school classrooms was very high in both Twic and Aweil East counties¹. Students in Aweil East faced the poorest primary school student:classroom ratio in the state, with an average of 170 students per classroom. Similarly, Twic had the poorest secondary school student:classroom ratio in Northern Bahr El Ghazal, with an average of 67 students per classroom. The school latrine building component of the project also contributed to meeting a genuine need for both community and private latrines; According to the IOM VASs, the presence of latrines in Twic is almost negligible and in Aweil East, very limited.

The Village Assessment Surveys also found that the occurrence of Gender Based Violence (GBV) was very high in both locations. Whilst the *Reintegration Assistance to Returnee Communities in Counties of High Return* program did not specifically aim to address GBV, the specific gender components of the program may have

¹ NB: Statistics are based on a report published in 2011

contributed to the empowerment of women in target communities. This theory is explored in more depth in Main Results section of this document.

2.2.2 NATIONAL OBJECTIVES

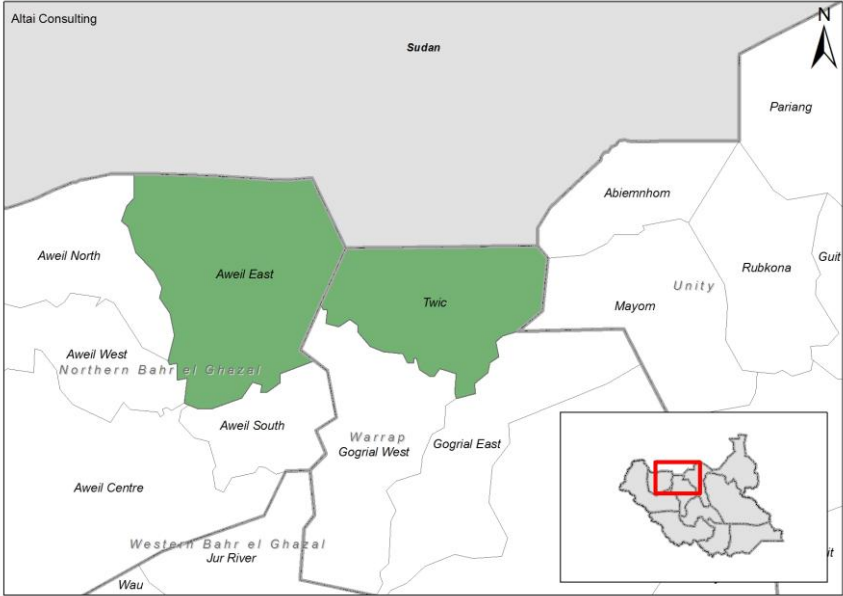
The program will be assessed against the relevant pillars of the South Sudan Development Plan, to determine if it was able to contribute towards national strategies.

3. METHODOLOGY

3.1 APPROACH

The complete assessment was conducted by a team in South Sudan. All data collection was carried out in the counties of and Twic (Warrap State) and Aweil East (Northern Bahr el Ghazal State) and discussed with / verified by IOM representatives at the IOM country office in Juba.

Figure 2: Fieldwork Locations



One in four subprojects under this program were evaluated (4 schools, 3 water yards and 1 borehole site). An additional 9 KIIs were conducted with IOM field representatives (2), government representatives from county education departments (1), county water departments (2), payam administrations (2) and the South Sudan Relief and Rehabilitation Commission (2).

The following three questionnaires used for this survey:

- **Focus Group Discussion (FGD)** guidelines consisting of 20 questions on project perceptions, project design, project integration, stability, the reintegration process and government relations.
- **A Key Informant Interview (KII)** questionnaire consisting of 21 questions on project perceptions, design, relevance and implementation, sustainability and quality, stability, reintegration and recovery and lessons learned.
- **Paired Interview (PI)** guidelines consisting of 13 questions on project perceptions, project identification and women's access to resources.

Interviewees were selected as follows:

- **FGDs:** All FGDs were carried out at project sites. Considering the difficult terrain in some project areas, sub-projects in inaccessible areas were not considered for assessment. At the time that fieldwork took place, projects in accessible areas were identified by IOM field staff, for inclusion in this assessment. On arrival at the sites, WMC and PTA members were brought together. The field teams then randomly selected 6 WMC, or PTA members, ensuring that men / women, hosts / returnees were represented in each FGD.
- **KIIs:** The manager of each IOM field office was interviewed as part of this assessment. The government representatives surveyed were identified by IOM. Those representatives who had been involved in the project and had a good level of awareness of project activities were introduced to the research team by IOM. One of the government representatives (the Payam Administrator from Ajakuach) was approached directly by the Altai / Red Tiger field team in his Payam.
- **Paired Interview:** The respondents were selected by IOM.

As IOM directly approached and selected the paired interview respondents, the communities where FGDs were conducted all government representatives but one, it should be considered that there may be an element of bias in the survey.



Figure 3: WMC members in Pandit gathered for selection for inclusion in FGD

3.2 ACTIVITIES COMPLETED

The tables below give an overview of all the questionnaires completed under this survey. It should be noted that the KII respondents selected differed from those outlined in Altai's original proposal. In the original proposal, a combination of IOM representatives, government representatives, UNHCR and implementing partners were proposed to be interviewed. During subsequent meetings, IOM expressed that their priority was to get feedback from government representatives. This considered, only IOM field staff and government representatives were interviewed for the KIIs.

Figure 4: KII Interviews Conducted

County	Organization name	Interviewee name	Interviewee position
Twic	IOM, Twic	Rabbi Saredine	Operations Officer
Twic	South Sudan Relief and Rehabilitation Commission, Twic County	Yor Abraham Nyuol	Secretary
Twic	Payam Administration, Ajakuach	Mayom Makou Deng	Payam Administrator
Twic	Directorate of Water, Twic County	Angelo Goch	Deputy Assistant Commissioner (WASH)
Aweil East	IOM, Aweil East	Seve Diomande	Program Officer
Aweil East	Payam Administration, Wanjok	Makwei Piol Makuei	Payam Administrator
Aweil East	County Education Department, Aweil East	Dominic Ajath Wieu	Director
Aweil East	Directorate of Water, Aweil East	Paul Anei Kon	Director
Aweil East	South Sudan Relief and Rehabilitation Commission, Aweil East	Mawien Arol Deng	Secretary

In Altai's original proposal 3 schools, 4 water yards and 1 borehole site were to be surveyed. During the field research, a water yard in Aweil East was switched for a school, so the final sample included 4 schools, 3 water yards and 1 borehole.

Figure 5: FGD Interviews Conducted

County	Location	# Total Interviewees	# Female Interviewees	Host:Returnee Ratio ²
Twic	Pandit Water Yard	6	3	1:5
Twic	Ajakuach Water Yard	6	3	3:3
Twic	Mayen Abun Secondary School	6	3	5:1
Aweil East	Maluakon Primary School	6	3	4:2
Aweil East	Wanjok Payam Water Yard	6	3	3:3
Aweil East	Apada Primary School	6	3	2:4
Aweil East	Bosyar Borehole	6	5 ³	4:2
Aweil East	Kanajar Primary School	6	3	4:2

Figure 6: Paired Interviews Conducted

County	# Total Interviewees	Host:Returnee Ratio	Projects Benefitted From
Aweil East	2	1:1	- School construction / rehabilitation - Gender Awareness Event

² According to IOMs definition of returnees; those who returned to South Sudan after the CPA.

³ Not enough males were present to ensure an equal number of men and women for this FGD.

4. MAIN RESULTS

4.1 KEY FINDINGS

The table below gives a summary overview of how far the program was able to meet each of the indicators that were assessed during the course of this evaluation.

Figure 7: Summary of key findings

Indicator	Level of Success ⁴	Comments
Met project outcome	Very High	The project successfully built host – community relations through creating a shared forum for decision making. Through providing services to both groups in the community, the project avoided creating further divisions.
Met project objective	High	The project successfully addressed each of the sub-objectives. It was particularly successful in improving peaceful community relations and facilitating transition, but could have better contributed to the recovery process.
Met community needs	Very High	Both the water and education projects met genuine and pressing community needs. Projects were received well in all communities surveyed.
Appropriately designed	Very High	The physical design of projects were rated very highly by communities, government and IOM. The project could have been better designed around the rainy season and a more detailed baseline may have strengthened the design
Implemented well	Very High	Projects were constructed well, monitored well and communities were engaged throughout the implementation process.
Contributed to wider GoSS strategies	High	The project contributed well to improving access to basic services, which had an indirect impact on reducing conflict in the community. However, it lacked a government capacity building component.

4.2 OUTCOMES

4.2.1 IMPROVEMENT IN HOST /COMMUNITY RELATIONS

SUMMARY

As part of the research, both committee members and key informants were asked direct and indirect questions related to host and returnee community relationships. Their responses show that the project was perceived to have indirectly improved relationships between the host and returnee communities. This was achieved through by bringing both groups together and targeting issues relevant to hosts and returnees.

⁴ Based on the following scale; Very high, high, average, poor, very poor

SUCCESSSES

Inclusion of hosts and returnees in project committees

One of the areas where the program had a positive impact on host - returnee community relationships, was through the establishment of committees. The inclusion of both returnees and host community representatives in the committees was reported to contribute to a sense of unity. WMC members in Ajakuach reported that through the committee, host and returnee community members had been brought together and through making shared decisions about their community, their relationship had improved. Some government representatives also noted the improvement in host - returnee relations that had come about as a result of the committees. For example, the Wanjok Payam Administrator said "the schools built the relationship between the 2 communities because they had equal decisions on the project. They share responsibilities as PTA members and teachers. The WMC also consists of both communities, who will take care of the boreholes / water yards".

Inclusion of children from host and returnee backgrounds in schools

In 2 of the 4 schools sampled, PTA members reported that the inclusion of both host and returnee children together in one school contributed to reduced feelings of segregation and increased feelings of understanding amongst school children. At Maluakon School, one of the interviewees said "the school brings children together. There is no segregation. Therefore, the host and returnee communities feel as though they are one... It has brought unity amongst those who returned and those who stayed". Similarly, in Kanajar School, feelings of increased understanding had also impacted parents of the students. According to one parent "this project has brought unity amongst the hosts and returnees because it has improved our knowledge of each other... both amongst the children who study together at school as well as amongst parents who sit together to discuss our children's issues within the school".

AREAS FOR IMPROVEMENT

Sources of tension specifically between returnee and host communities misidentified

Whilst tension between host and returnee communities over water / education resources was one of the main premises behind the program, in several of the communities surveyed, there were no specific tensions between host and returnee communities over water / education reported one year before the IOM program began. According to IOMs original program proposal, "there are indeed multiple cases of host communities not willing to share existing water points with returnees as sharing this precious resource strains an already limited supply. Consequently returnees must walk long distances to access water to meet their basic needs. The same situation pertains to education. With limited numbers of classrooms available in areas of high return, several schools have stopped enrolling students due to overcrowding of classrooms". However, in only one of the four education projects surveyed (Apada School) did PTA members report that lack of access to education was causing tensions within the wider community. In none of the schools surveyed, were host children exclusively taught indoors and returnee children exclusively taught outdoors. Instead, the location of classes was determined by grade and any one grade could have a mixture of returnee and host students.

A similar situation was reported amongst water users. Although tension between water users was high before this program was implemented, tension was not specifically between host and returnee communities, but between all water users regardless of their host / returnee status. According to a WMC representative in Wanjok, "fighting was not between any one group or the other, but just individuals who wanted to get water

first". One of the reasons for this, could be because host and returnee communities were often from the same families and sometimes could be found living under one roof together. Only in Bosyar did one WMC member report that tensions over water were specifically between host and returnee community members. However, another respondent from the same focus group believed that said tensions were among all water users, not specifically host and returnee community members. This considered, IOM may have better met the outcome of 'improved host returnee relations' by doing more baseline detailed research into the underlying causes of community tensions, to ensure that the communities with the most need were selected for the program.

Poor relations within Apada PTA

In Apada, tension between host and returnee communities was reported amongst PTA members. According to one interviewee, "we do not have a good relationship. We, the returnees, do not agree with the host community. This is an issue among PTA members". Whilst it is was not the mandate of this program to remove all tensions between host and returnee communities, IOM may have better monitored such issues within the committees, through meeting with committee members to establish if there were internal issues and determining what the cause of those issues were. For example, in the case of Apada, if the PTA the issue had stemmed from a perceived unfair distribution of resources within, or by the PTA, IOM may have been able to intervene. If the issues stemmed from differences outside of the PTA, IOM field teams could have encouraged committee members to resolve the conflict, to ensure a well stable and sustainable PTA going forwards.

4.2.2 SYNTHESIS & RECOMMENDATIONS FOR PROGRAM OUTCOMES

Overall, this outcome appears to have been well met by IOM. By bringing host and returnee community members together, through committees and the school, barriers were reduced and mutual understanding was built between members of host and returnee communities.

This can be taken as a lesson learned into future programs. If IOM are able to bring members of both groups together as community representatives, not only can it contribute to a sense of equality amongst those individuals, but this sentiment may also filter out into the wider community. When both hosts and returnees recognize that 'their people' are being given the opportunity to make important decisions about the community, it may have a ripple effect.

The same lesson can be taken from the school programs. By including both host and returnee groups as program beneficiaries, the program had a positive impact on relationships between school children and between student's parents. If IOM had focussed exclusively on returnees, this may have not been the case.

One area where IOM could have had more of an impact was through conducting a more detailed baseline study. Some communities said that lack of access to education facilities had not caused any tensions between host and returnee communities. Better baseline data could have picked up on this and ensured that communities with the greatest need were selected for inclusion within the program.

4.3 OBJECTIVE

4.3.1 RETURNEE REINTEGRATION

SUMMARY

The program had a positive impact on the reintegration of returnees through the inclusion of both hosts and returnees in program activities. The program was able to create platforms where hosts and returnees could come together, make shared decisions and have shared experiences. Opportunities for economic integration could have been better capitalized upon during the program.

SUCCESSSES

Schools contributed to reduced feelings of segregation

Both government representatives and community members commented on the impact the schools had on reducing segregation between host and returnee community members. The Director of Education from Wanjok said "host and returnee community children are all together in one school, with no discrimination amongst community members". A representative from Malualkon School felt that "the additional classrooms have brought unity among students from different *bomas*". By targetting projects at both host and returnee communities, rather than focussing exclusively on returnees, it is likely that this program had a positive impact on building relationships between young members of the host and returnee communities.

Whilst measuring the longer term impact of the program is out of the scope of this study, it can be assumed that improved access to education has the longer term impact of equipping returnee children with the skills and knowledge they need to better support their communities and households in the longer term. A PTA member in Malualkon believed "this project has benefitted the whole of South Sudan, because we are providing future generations with education".

WMCs and PTAs contributed to feelings of reintegration

The WMC and PTA committees established under the program also contributed to feelings of unity amongst the two groups. A WMC member from Bosyar said "in the committee, we work closely together regardless of whether one is a returnee or from the host community". Similarly, an interviewee from Wanjok said "though we have lived outside this country for a long time, we have returned and we are treated as we were before we left. I am a returnee and I am in charge of the water yard as a technician". This suggests that the combination of both hosts and returnees within the committees, making joint decisions about important projects for their community built, or strengthened existing relationships between the two groups.

AREAS FOR IMPROVEMENT

Potential for economic reintegration was not capitalized on

Although this program was successful in contributing towards social reintegration of returnees, opportunities to increase economic reintegration could have been better capitalized on. In the case of the water projects, community members no longer had to travel long distances, spend long hours queuing for water or travel as far to take their animals to water, leaving them with more time during the day to focus on other activities.

Increased access to water could have also been used to stimulate small scale income generating activities (IGAs) such as vegetable gardens. However, an increase in income generating activities, as a result of water projects, was only reported in two of the four communities surveyed; Pandit (where the WMC had planted mango trees around the water yard, which they intended to sell fruit from) and Bosyar (where some traders would take water from the borehole to sell on the local market). Whilst providing communities with tools for IGAs was outside of the scope of this program, IOM could have included a small education component for WMC members to disseminate into the wider community, on low-cost IGAs that could be started up by community members, to take advantage of improved access to water.

4.3.2 PEACEFUL COMMUNITY RELATIONS

SUMMARY

In the case of water projects, this program was able to have an immediate and visible impact on peaceful relationships. Verbal and physical conflicts that had historically taken place at crowded water points were dramatically reduced through this program. Education projects had less of an impact on peaceful community relations, but still had a positive impact on parent - teacher and student - student conflicts in some cases. In order to have had a greater impact on community relations, IOM could have selected communities that had experienced tensions over access to education. In some cases, WMC and PTA committees were used to solve issues in the community, beyond those being targeted by IOM under this program.

SUCCESSSES

Water projects significantly improved community relations

All of the water projects surveyed contributed to an increase in peaceful community relations. In all locations, tension and physical fighting over water was reported before the IOM program was implemented. According to a WMC member in Ajakuach, one year ago "there was fighting over water every day. Fights happened between people at the water point queuing for water". Another WMC member agreed and said "people who did not want to fight over water had no choice but to go to the river". In Pandit, a WMC member said "there was even fighting over empty jerry cans. If you left your jerry can in the line, someone could steal it". Their sentiments were also



Figure 8: Water collection at Ajakuach

reflected by the SSRRC Secretary in Twic, who said "there was fighting every day due to water access. This was because multiple villages were sharing one borehole". In these same communities, interviewees said they had seen a dramatic decrease in tensions over access to water since the IOM project had been implemented. Decreases in tensions were considered to be a direct result of IOM projects. For example, when asked "how has the project impacted community conflicts related to access to water?" all WMC representatives from

Ajakuach agreed that "because of this project, the people in the community do not fight over water any more".

Education projects decreased teacher to parent and student to student tensions

Although less tension was reported over access to education in the target areas before IOM began implementation, some interviewees still noted a decrease in tension within the community as a result of the project. In Mayen Abun, Malualkon and Apada, PTA members said the project had directly contributed to decreases in tensions between parents and teachers. In Mayen Abun, one PTA member reported that "since the school has been constructed, parents are no longer angry and there is no longer any tension". In Malualkon and Apada schools, the projects were reported to also have improved relationships between students. In Malualkon, for example "before, when children used to study under the trees, when there was rain, the children would rush inside and then there would be quarrels with the students studying inside the classrooms. However, this is not a problem anymore, because each class has its own room".

Some committees were used to solve wider issues in the community

Although the WMCs and PTAs were established specifically to manage the water and education projects, in some cases, committees began to be used as a forum to discuss other issues in the community. According to the PTA in Mayen Abun, "we have been trained on how to hold meetings by IOM, so now we hold meetings to discuss other community issues, not just the water yard". An interviewee in Pandit also reported that the establishment of the committee had a wider impact on community relations; "before the project was implemented, there were no community meetings. The introduction of these meetings has built relationships in the community".

AREAS FOR IMPROVEMENT

A more detailed baseline survey may have more accurately identified community needs

In Kanajar, the community reported that there had been no conflicts over access to education before IOM had implemented the project. All PTA members agreed that "the community lives peacefully here and the project has not had any impact on conflicts in the community over education, as there were no conflicts in the community". This considered, IOM could have targeted another community where lack of access to education was causing tension, to receive projects. A stronger baseline survey may have helped IOM better identify those communities most in need of this type of program.

Tensions and over water were still reported in Bosyar, where the demand for water is sometimes larger than the immediate supply and people face queues. According to one PTA member, "those that are nearer to it look at it as theirs and those who are far are not happy about this". At this site, a mechanical borehole, a water yard or multiple boreholes may have been better suited to the needs of the population.

SUMMARY

Through improving access to education and clean drinking water, the program had an immediate impact on human security. The program was also able to indirectly kick-start a some limited economic activity in communities, which also contributed to the broader sub-objective of human security. The program could have better met this sub-objective, by better forecasting the demand for education and water at some project sites. One of two of the target schools and one of the water points remain overcrowded.

SUCCESSSES

Human security improved via better access to education and education facilities

Both community members and government representatives felt that the provision of rehabilitated / new school classrooms has given children better access to learning facilities and an improved learning environment. The presence of newly constructed schools resulted in children travelling shorter distances to get to school. Some children who were unable to travel long distances to get to school, whether because of financial constraints, gender, disability, or because they had care responsibilities at home, are now able to access education, as a result of these schools.

The provision of new / additional classrooms was also felt to have significantly improved the quality of the learning environment. Before the IOM program was implemented, children had been studying outdoors under thatch and trees. This had several negative impacts on the learning environment; children would run away during class, classes were easily disrupted by rain, children would get sick when it rained and school books would be damaged by rain water. Following handover of the new / additional school classrooms, teachers reported that it was easier to manage classes and that children concentrated better in class. According to a PTA member in Apada “many students used to fail, as they were not concentrating in class. Now, with the new building that children are studying in, many have passed exams and moved to the next level”.

The provision of the classrooms appears to have also motivated children to attend school. In 2 of the schools surveyed, PTA members reported that the new and improved school compound attracted children to the school and had the indirect impact of increasing attendance. According to one respondent in Mayen Abun School, “before the project, some children did not want to go to school. They said the school is not functioning well”. According to a PTA member in Malualkon “our children are no longer coerced into going to school. Now they are attracted by the nice school building....”.



Figure 9: Newly constructed school building at Malualkon School

In the locations where a school fence was included as part of the project, teachers reported being able to better control students. In Malualkon School, for example, the school gates close at a certain time every morning. As a result, more students are reported to be turning up to school on time and even early. In Kanajar

and Malualkon schools, PTA members also said that the school fence had decreased the likelihood of children running away during the school day.



Figure 10: School fence and gate at Malualkon School

Human security improved via better access to water

As a result of this program, community members in Bosyar and Wanjok reported travelling shorter distances to access clean water. According to one WMC member in Wanjok "when the [non-IOM] water yard broke, we had to go far away to get water. We ended up coming back very late. This project has shortened the distance we have to travel". A similar situation was reported in Bosyar; "we used to travel to boreholes in other villages. Travelling long distances was giving us a hard time, but now we have water close to our homes". The design of the water yards, with multiple taps across the communities, also contributed to a reduction in the distances community members needed to travel to reach clean water. In Wanjok for example, the water yard was designed to pipe water to 10 different taps located across the town.

In addition to having decreased the distance to clean water, the project was also reported to have decreased the amount of time individuals spent queuing at water points. In Bosyar, one WMC member said "we would have to wake up at 3am [to go to the water point], only to get water at 12pm because of the long line of people waiting for water". Similarly, in Wanjok; "we used to go to Mabil 3km from here to fetch water. There was huge crowding at the water point and people would quarrel. We would leave here as early as 4am only to get water and return at 6pm, because there was a long queue at the well in Mabil". Following the implementation of IOM water projects however, queuing at water points was reported to have significantly reduced and in some cases, have been almost eliminated.

These projects not only benefitted households in the target communities, but people from other communities who were reported to be coming to use the water points. In Wanjok, WMC members said "some people come from as far as Wunyik, which is 15km away, to come and collect water here". In Bosyar, WMC members reported that people from neighbouring villages also travel to use the new borehole.

Human security improved via better health prospects

Community members in Pandit, Malualkon and Kanajar reported that the hygiene awareness component of the project directly contributed to healthier lifestyles within their community. According to a WMC member in

Pandit, "as part of this project, IOM trained us on hygiene promotion. Because of this, we have seen a change in the community - people understand what they must do to keep good hygiene". Another member from the same community said "because we have been trained on how to wash hands when coming out of the bathroom, people are not getting sick as frequently as before". The presence of latrines on site at the schools was also reported to contribute to a healthier school environment. In Kanajar, for example, an interviewee said "the presence of the pit latrine has helped us reduce unhygienic practices of going to defecate in the bush".

Human security improved via secondary impact on livelihoods

This program was also reported to have had a small indirect impact on livelihoods in the target communities. For example, in three of the locations where education projects were implemented, small scale IGAs were started up following project implementation. These IGAs were in the form of small stalls selling snacks and tea to students and teachers, in the vicinity of the school. In Maluakon school, the PTA themselves were planning on planting a vegetable garden and planting mango trees around the school, to help generate income for school maintenance costs.

IGAs were reported to have been kick started by 2 of the 4 water projects. In Bosyar, jerry cans of water were being sold by local market traders and in Pandit, the WMC had planted mango trees around the water yard, for commercial use. Whilst no other IGAs were reported, it is possible that the WMCs were not aware of other IGAs taking place within people's homes, or the market place, using water supplied through the IOM projects.

AREAS FOR IMPROVEMENT

Overcrowding remains in some schools

Two of the schools remain overcrowded. At Mayen Abun School in Twic, extra classrooms were provided, but proportionate numbers of teachers were not recruited to the school to help reduce class sizes. Although students in this school are no longer studying outdoors, PTA members reported that some of the classes have 175 students. The lack of benches in the classrooms, mean that large numbers of children can fit in by sitting on the floor. Larger class sizes however, correspond to a lower quality of education for pupils. For example, one PTA member reported that the large class sizes contribute to frequent fights in class between students. IOM could have addressed this issue by working more closely with the local Education Department to ensure that new classrooms would only be provided if the Education Department could guarantee additional teachers for the school.

At Apada School in East Aweil, the number of classrooms built was not enough to absorb all of the students, so some students remain outside studying under grass thatched roofs and some students study indoors, but in classes with high student numbers. According to one PTA member "there are still many students studying outside in grass thatch shelters. Three classes are overcrowded - each has 3 sets of 130 students" (390 students in total). There are a number of factors that could have contributed to this: i) the student numbers initially provided to IOM were incorrect ii) the area has seen continued influxes of returnees and therefore, the local population has grown iii) the provision of a new school building attracted more families both in Apada and neighbouring communities to send their children to the school .

Overcrowding and queuing remain at some water sites

In Bosyar, the water project provided is not extensive enough to meet the needs of the local population. According to one WMC member, "because the local population is large, there are always quarrels reported at the borehole... Here, we have many returnees mixed in with the host community and we are expecting more returnees too. The area has a large population and whilst the provision of the borehole did improve access to clean water, there remains overcrowding and fighting at that borehole". In this community, a water yard, or mechanized borehole may have been better suited to the needs of the local population. This sentiment was confirmed by the Deputy Assistant Commissioner for WASH in Twic, who feared that ongoing influxes of returnees would put pressure on water sites.



Figure 11: Queue of jerry cans forming at Wanjok, because of low water pressure

In Wanjok, several of the WMC members reported that some of the taps have low water pressure, which results in queuing and overcrowding at those taps. During a site visit, our field team saw that there were over 20 jerry cans waiting to be filled at one of the taps, with a number of individuals waiting to fetch water nearby. According to residents, other taps in the town have a constant and good water pressure, but due to the WMCs lack of technical training, they cannot identify the issue with the low pressure taps, or how to fix them.

Health concerns at Bosyar borehole

In Bosyar, community members reported that the water coming from the borehole was cloudy and they feared the health impacts this could have. According to one interviewee, "the quality of the water from this borehole is not standard, as the water is not colourless. Though there are no specific cases of sickness or disease reported, this suggests that the water needs to be tested". Whilst IOM had carried out water quality tests at the site, additional tests may be needed to determine the specific reason for the unusual colour of the water and any health impacts this may have in the longer term.

4.3.4 FACILITATION OF THE TRANSITION PROCESS

SUMMARY

Both the water and education projects contributed to a move away from a emergency contexts, towards developmental contexts. In theory, improved access to clean water and / or education, should enable households to better withstand future shocks. Improved access to water also resulted in household members spending less time fetching water, which meant they should have more time to dedicate to other activities.

Some project sites however, are not able to meet the large community demand and resources remain stressed. The program could have had a larger impact by better forecasting the demand for these sites.

SUCCESSSES

Household members better able to protect themselves against shocks

Several activities under this program facilitated target communities to make steps away from an 'emergency' environment, towards stabilization and recovery. The water projects and latrines, for example were reported to have contributed to better health within communities. Improved community health reduces the need for households to spend money on medication and decreases the likelihood that individuals will have to spend time away from work due to sickness. Improved community health then, can indirectly contribute to household resilience both through improved physical health of household members and through reducing stress on household income.

Increased access to education also has the potential to better equip children to withstand shocks in later life. Better educated individuals, for example, often have better access to jobs and higher incomes. With increased employability and earning potential, it is possible that these school graduates will be better able to protect themselves and their household members against economic shocks later in life.

Household members have more time to dedicate to other activities

Improved access to water also means that individuals who had previously spent hours walking to, or queuing at water points now have time to conduct other activities⁵. One community member in Pandit said "before, if we went to the market and came back late, we would not be able to collect water for bathing or for drinking". Similarly, increased availability of education facilities was also reported to have had a positive impact on how mothers spent their time in the household. According to one female interviewee, "...now children go to school, which relieves some of the burden mothers face at home".

Permanent school buildings represent a shift away from an emergency context

The extension of school facilities can also be seen to have contributed to a shift away from an emergency context, towards a development context. In the case of Apada, for example, children had been studying in a 'returnee school', staffed by returnee teachers. Through this program, the formal government school in the community was extended to incorporate the returnee children, integrating them into mainstream formal education. In other communities surveyed, more children now have access to permanent school buildings that should last a number of years, as opposed to learning under trees and thatched roofs, which are more associated with emergency, or temporary learning environments.

AREAS FOR IMPROVEMENT

Some children in Apada school still studying outdoors

Some of the projects appear to have not been extensive enough to meet the needs of the community. For example, some students at the school in Apada are still learning under a thatched roof. This does not reflect a

⁵ Data was not collected on what activities replaced water collection.

move from an emergency context, towards a development context. Student numbers could have been better collected or forecast to avoid this. Similarly, in Bosyar, there is occasional queuing and fighting was reported to be taking place around the borehole. This community may receive more returnees, which will add further pressure to water resources and may contribute to a return towards an emergency context. A water yard, multiple boreholes, or a mechanical borehole may have been more suitable for this community.

4.3.5 FACILITATION OF THE RECOVERY PROCESS

SUMMARY

In some cases, the project established and built relationships between the government and target communities. Although the government was not involved in direct implementation, through their visible presence at community meetings and on the ground during the implementation stage, communities had the opportunity to improve relationships with government representatives and were more likely to feel that the government played a role in the project. In some cases however, the government role was not visible to communities and beneficiaries reported that they would look to IOM, not the government, to help them meet other community needs.

SUCCESSSES

Communities report improved relationships with government

In some cases, projects were seen to have improved the relationship between the government and communities. According to the County Education Department in Aweil East, the project had a positive impact on the relationship, because "the community became aware that the government is working for their benefit". This sentiment was also reflected by some of the community members interviewed. For example a PTA member from Mayen Abun School in Twic said "we have more confidence in the government now. Before confidence was low, because all we got from them was false promises. Now the government have identified a good project for the community, so confidence has increased". The IOM representative in Aweil East also shared this perception. According to him, "the community will see the government as people who can do their job, because somehow the communities have had their need filled". He believed IOM had facilitated this, through involving the government from the start of the project, working closely with them throughout the project duration and having the government introduce them to target communities.

In other communities, projects were seen have led to a increase in interaction between the government and the community. In Ajakuach, for example, a committee member reported that "the Rural Water Department are more active in the community now. Sometimes they even come here without IOM. They come to check that everything is running well". This perception was also supported by the Deputy Assistant for WaSH who covers Ajakuach. He said " Our relationship has been built. Beforehand there was no relationship... now people know what they can do when we work together".

Involvement of government eases the implementation process for IOM

The involvement of the government in IOM related community meetings was also considered to have mutual benefit to both IOM and the government representatives. According to the IOM representative for Twic, IOM benefitted by leveraging from the existing relationships that the government had within the communities. He

said "the communities sometimes don't see the value of these projects. Education is not important to everyone. Most of the time, we have to involve the government with us. When the community see the government, they listen and remember what has been said. With international organizations, they listen, but do not necessarily pay attention". In some cases, the involvement of the government in community meetings can also be seen to have benefitted the government. Although the government were not responsible for implementation of projects, their presence in these meetings may have contributed to community sentiment that they the government was one of the key driving forces behind projects. In the case of Mayen Abun, the presence of government in community meetings was seen to have led to increased perceptions of collaboration by one committee member; he said "during the project, the community had a good relationship with the government, because we were making decisions together".

Government seen to be fulfilling their role

In Kanajar, Aweil East, community members did not see that the project impacted the relationship between themselves and the government. Instead, the government were simply seen to be fulfilling the role that they were supposed to fulfil. According to one committee member, "this project has not changed our relationship with the government. We still cooperate as before, such that if we need more support, we will contact the government to support us". This can be seen as a positive reflection on the project. Instead of the community looking to IOM, or another international organization to meet their basic needs, their perception that the government should provide them with these services, was reinforced through the project. This sentiment was reflected by the Director of Water for Aweil East. He said "the project did not change the relationship between the community and the government because the IOM project came through the government. The identification of the site and the design was done by the government, so the community thinks that they should try to build better relations with the government".

In some communities, interaction between government and the communities was seen to have decreased as a result of this program. However, both government and community representatives considered this to be a positive impact. In Apada for example, one committee member said "the community used to meet the government regularly to request a hospital, school, land, boreholes and ways to tackle the unemployment issue. Now, two things have been taken care of [the school and water points], so we do not have to meet the government so regularly". A similar sentiment was expressed by community members in Maluakon, Wanjok and Kanajar. According to the Payam Administrator for Wanjok, interaction between the government and the community had decreased because "if the government quickly responds to community requests, it will lower our level of interaction".

AREAS FOR IMPROVEMENT

IOM perceived to be an alternative to the government

In Ajakuach, interviewees did not feel that their relationship with the government has improved as a result of the program. Instead, they look to IOM to solve their issues instead of the government. One WMC member said "before IOM came, we had written the government many letters requesting a solution to our water problem, but they did not respond to us. Now IOM has solved the issue". In this case, it seems that the government were not sufficiently, or visibly enough involved in the design and implementation of the project. Another member of the same community commented that "IOM have provided us with water, so our relationship with the government has reduced. Beforehand we used to contact [the government] all the time, asking for their support, but we don't need to do that anymore". Although community members in Ajakuach

said the Water Department now had a more active role in the community as a result of the project, government representatives still were not seen to be a driving force behind the project.

Some community members did not recognize any government involvement in the program

In Pandit, the community did not recognize that the government had any involvement in the project. According to one interviewee, "no government official came to Pandit, before, or even after the water yard was done. Only the police man who stays in our village and the *boma* administrator attended the meetings". When asked how the project had changed the community's relationship with the government, all FGD interviewees agreed that "only the ex-chief visits our community and works with us to share information from the government...". According to the IOM field representative in Twic, government representatives were present in the handover meetings for all the projects implemented. That the community members did not recognize this suggests that either the government involvement was not high profile enough, or that the government representatives who attended were also community members and therefore, were considered to have attended events as community members, rather than government representatives.

4.3.6 SYNTHESIS & RECOMMENDATIONS FOR PROGRAM OBJECTIVES

The overall objective of this program was to "contribute to human security, transition and recovery in areas of high return in Aweil East and Twic counties through successful re-integration of returnees and peaceful co-existence with host communities". This assessment found that the program was able to meet this objective.

In the short term, IOM met the objective through improving access to education and water; two essential basic services. The project also contributed towards improved health through better access to latrines, clean drinking water and hygiene awareness training. In the medium to long term, increased school enrolment and a better learning environment means more girls and boys have the chance to develop their full potential.

Several communities said that their relationship with the government had improved as a result of the IOM program. Although the government did not deliver any projects directly, the improvement in government - community relationships as a result of government visibility throughout projects, should be taken as a lesson learnt into other programs. IOM could also consider ways to incorporate government capacity building into programs, to ensure that government bodies are better equipped to deliver some aspects of the program going forwards.

IOM could have better met the objective by better forecasting student numbers for the target schools, to ensure that the school buildings were large enough to accommodate the demand from the local community. Similarly, for future water projects, IOM could better forecast how continuing influxes of returnees and demand for water from neighbouring communities would put pressure on water resources.

4.4 GENERAL OVERVIEW

4.4.1 DESIGN

SUMMARY

The design process involved community members and government representatives, leading to higher buy-in from both of these parties. Overall, community members reported satisfaction with the design of projects. A few minor design recommendations were made, that could be considered by IOM for future programming.

SUCCESSSES

Government Involvement

The government supported IOM during the design phase of projects. Different government representatives were involved in projects to different degrees, however, in each case, the representatives interviewed felt that they had actively participated in the process. Government involvement ranged from forwarding community concerns onto IOM, to introducing IOM to communities, to identifying potential project locations. In the case of Wanjok, the payam administrator reported increased overall satisfaction in the overall program, as a result of having being involved during the design phase; "all of the community and payam administration were happy with the design because we were involved in the decision making behind the project". The payam administrator also felt the project identification process was fair, because of the inclusion of both the community and government.

Community Involvement

Every committee surveyed reported being heavily engaged in the design process. In each community, committee members participated in up to 6 initial design meetings. Some of these meetings were also attended by government representatives, chiefs and other community leaders. According to the WMC in Pandit, for example, "the community leaders approved the project after IOM introduced it to them. Six meetings were held with community leaders, chiefs, *boma* administrators and the community police officer".

Committee members reported that these meetings were used to introduce the project, get community input on design features and solve any community issues on how / where the project should be implemented. In Bosyar, for example, one WMC member reported that "the community was consulted and some people proposed taking the borehole to a village 3km away. After some negotiation, we agreed to put it here as there are no boreholes in this area". In the communities that received water yards, the locations and number of taps for each yard was discussed during these initial meetings.

Overall Satisfaction

Overall, the communities and government representatives reported being happy with the output of projects and felt that the projects were needed in the target communities. All government representatives interviewed felt that the projects had been needed in the communities where they were implemented. When asked "would you have used the funding for this project differently", all PTA members at the different said that they would have spent the money on a school. Similarly, all WMC members, besides those in Ajakuach, agreed that they

would have used the funding for water projects (2 of the 6 interviewees, in Ajakuach would have preferred a hospital or a school)⁶.

AREAS FOR IMPROVEMENT

Design weaknesses

In two of the three communities that received water yards, communities would have preferred that the piping system had been designed with key controls. According to WMC members, when a pipe is leaking, or a tap is broken, there is no way to switch of the water supply to one tap / pipeline alone. Instead, the whole system has to be turned off, which impacts all water users. Some water users also felt that the design of the water animal troughs should have been sturdier, to minimize damage from the hooves of the cattle.

Some minor design / construction flaws were reported in the school buildings. At Kanajar and Apanda schools, PTA members reported that rain water was able to leak into the classrooms. The PTA for Maluakon school also said the 2 of the 3 latrine doors had not been welded on properly, which meant that only one latrine was bring used by students.

Implementation during the rainy season

The roads in several of the project areas are very poor and in some cases, impassable during the rainy season. This year, the project areas experienced particularly heavy rainfall and as a result, IOM teams did not have full access to all project areas. This was the case in both counties of implementation. According to the office manager in Aweil East, "because of the rainy season, some of the sites were not reachable. We could not access them by car, so we had to send the community mobilizer to monitor them. In Mangartong, for the handover, the community had to come out to meet us at the government office... they promised that during the dry season, they would invite IOM to come and see the handover of the school". This considered, future projects could be planned around the rainy season, to ensure good accessibility to all project sites.

4.4.2 IMPLEMENTATION

SUMMARY

Projects were implemented by external contractors, but community members contributed paid and voluntary labour to the projects in their communities. In some cases, community members would have preferred that more labour was taken directly from the community.

The implementation phase was closely monitored by IOM, community members and in some cases, government representatives. IOM reported that they had improved efficiency by using their own internal procurement / logistics mechanisms, instead of subcontracting out these services.

⁶ Question was skipped in Pandit.

SUCCESSSES

Communities contributed paid and unpaid labour

Both male and female community members reported having worked during the implementation of projects. Work involved manual labour and making meals for the construction workers. In some cases, community members were paid for their work and in other cases their work was considered to be voluntary. Where community members were paid, the salaries and the selection of workers were reported to have been 'fair'. The involvement of community labour in the program most likely also have contributed to increased feelings of community ownership.

Utilizing internal logistics and procurement increased quality and saved time

One lesson learnt from the field teams, was the impact on program quality of using IOM's internal logistics resources, rather than outsourcing logistics / procurement. This was reported to have resulted in shorter transportation lag times, higher quality materials and greater accuracy along the supply chain.

IOM heavily involved in oversight of the implementation process

Both committee members and IOM felt that IOM were heavily involved in the monitoring of projects during the implementation phase. Committee members reported that IOM had a set schedule for monitoring visits; whether daily, bi-daily, or bi-weekly. The WMC and PTA committees reported that IOM had monitored the work well. According to a PTA member in Mayen Abun, "the monitoring was done well. It is because IOM were involved [in project monitoring] that the project was completed quickly". Mayen Abun PTA members also reported that IOM would remain in the community to monitor activities "every day from the morning right up to the evening".

The IOM representative for Aweil East felt that frequent monitoring by IOM pushed committee members to become more serious about managing their projects. He believed that because the WMCs and PTAs knew IOM could come to check on them any time, cases of fraud and mismanagement were less common. Another successful strategy that IOM used to ensure that communities continued to move project implementation forwards, was to give communities 'deadlines'. In Ajakuach, for example, one WMC member said "someone came from the IOM office every 2 days to check the work was being done properly. They would set us certain tasks to complete within 2 days, then they would call to check that the work was done. If the work had been done, they would come back to the community".

Committee members and government engaged in the monitoring process

Both PTAs and WMCs were also engaged in the monitoring of project implementation. All were able to identify that the committees themselves, or selected individuals from the committees were responsible for project monitoring. The involvement of community members in the monitoring process meant that projects could be monitored when IOM were not present and most likely increased feelings of responsibility for the project amongst committee members, which may contribute to sustainability of projects in the longer term.

In some cases, government representatives were also responsible for project monitoring. At Kanajar and Maluakon schools, the Education Department was reported to have made weekly visits. The Education Department for Aweil East confirmed this and also added that they worked closely with the Commissioner's office to conduct monitoring. Again, this may contribute towards increased feelings of responsibility for projects by government representatives and contribute towards project sustainability.

AREAS FOR IMPROVEMENT

Imported labour used where labourers could have been selected from within the community

In Malualkon, 3 manual labourers were hired from the community to work alongside 12 foreigner workers. PTA members felt that this was unfair and that more manual labour should have been taken from the community. At Malualkon school, one of the older classroom blocks had been constructed by an NGO that had used mainly community labour. As a result, community members felt that they had the right skill sets to contribute to the construction of the IOM classrooms. This could be considered in future programs, as the involvement of community members has the dual benefit of adding to household income, in addition to boosting feelings of community ownership.

4.4.3 SUSTAINABILITY

SUMMARY

Several communities have put in place measures to ensure that the projects they received are maintained in the longer run. They also understand that the government, not IOM should support them to maintain these projects going forward. Government representatives however, had not received any trainings on how to maintain projects. Limited access to spare parts for the water yards also presented a challenge to both communities and government representatives.

SUCCESSSES

Communities have put measures in place to ensure projects are well maintained

Communities that received both water and education projects felt that the projects would continue to have a long term impact within their communities, so long as they were maintained. All of the committees surveyed in Aweil East had implemented specific measures to ensure their project was maintained. These measures ranged from collecting money from the community, to generating money through planting trees / vegetables, to identifying people who would take care of cleanliness of the sites. The PTA for Malualkon school, for example, had devised a number of measures to make sure the school building would remain up kept for future pupils. According to one interviewee, "as PTA members we will be doing close monitoring of the site. We will also be responsible for overseeing that grass is cleared from the school compound. We will look after the general cleanliness of the compound and classrooms. We have our own treasury, which means that we can solve minor problems that occur to the building. We will also try to get funds from the groundnut garden that we will grow. We PTA members also contribute a little money ourselves to ensure the contribution box is not empty".

The presence of the committees themselves, were seen as a longer term safety net that would ensure the projects would remain well maintained and continue be a source of development for the communities. For example, a committee member within WMC in Bosyar said "we received role and responsibility training, to help us understand how to manage the borehole". Similarly, in Mayen Abun, when asked what measures were in place to ensure the project is maintained in the longer term, one committee member responded " the PTA is here, so if there are any problems, we will be around to address them".

Some communities understand that government have a role in helping them maintain projects

In Aweil East, communities understood that they needed to approach the government to support them in maintaining projects. In Bosyar, the WMC reported that the government were already actively involved in maintenance of the borehole. According to one WMC member, "the water department visit us every month to see how our borehole is and how we are progressing with its management. If we call them, they come to check the borehole". The relevant government representatives also understood that they had a role to play in the upkeep of these projects.

AREAS FOR IMPROVEMENT

Limited access to spare parts

One issue faced by communities who had received water yard projects, was lack of access to the correct spare parts. Interviewees in Ajakuach for example, said they had not been able to find taps with the correct size fittings in the local market. One community member from Wanjok, Aweil East said "when there is a problem [in the water yard], we report it to the government, but they do not provide us with spare parts". Whilst this could be a reflection of limited government engagement with this community, it may also reflect that government representatives also do not know where to find the correct spare parts for the water yards. When asked what lessons should be learned from the project, the Director for Water in Aweil East responded that spare parts should be given to the communities before the projects are handed over to them. IOM could assist the government and communities by linking them to suppliers who can provide the correct parts.

Not enough training to be able to maintain projects

The WMC for Pandit water yard, Twic, felt that they had not received enough training to be able to successfully maintain the project. At the time of interview, they wanted, or were expecting to receive additional training from IOM. It was not clear whether this was due to a misunderstanding on behalf of the community, or whether they had been promised training that they had not received.

No government capacity building component

None of the government representatives interviewed reported having received capacity building under this program. IOM therefore, missed an opportunity to strengthen the recovery aspect of the program through equipping the relative government departments to maintain, or duplicate aspects of the program. As the Deputy Assistant Commissioner for WaSH in Twic recognized, "if IOM had not implemented this program, the government could not have afforded it. We are a new government". However, through providing neither funding, nor capacity building to government departments involved in the program, the local government remains unequipped to implement such programs in the future.

As per the program design, the majority of committees interviewed said they would look to the government, rather than to IOM to help them maintain projects. However, none of the government representatives interviewed said they had received training on how to maintain the projects. In the case of the school rehabilitation projects, this was not reported as an issue. For water projects however, the Director for Water in Aweil West said his staff were familiar with boreholes and knew how to fix them, but had not worked with water yards in the past.

4.4.4 EFFICIENCY

SUMMARY

Projects were considered to have been value for money by the IOM staff and government representatives involved in the project. However, in some cases, local labour could have been used to make parts. It should be noted that Altai did not have access to budgets for the sub-project, so based the assessment on the perceptions of interviewees. This approach does have some limitations.

SUCCESSSES

Program outputs considered to be worth the initial investment

The IOM staff interviewed considered that the program was value for money, regardless of the high costs of sub-projects. These high costs were justified by the high logistic overheads necessary to operate in the project areas and high transportation costs due to limited availability of quality materials on local markets. According to the IOM office manager in Turalei, "...construction is one of the more costly types of project. Even construction contractors are not cheap. The same can be said for the water yards; solar panels, pumps and materials etc... are not cheap". However, he believed that if communities maintained the projects, they would be well worth the initial investment. He also noted that IOM had introduced measures into the program to ensure they were cost effective in the longer term, such as using solar power for the water yards and other sustainability components.



Figure 12: Solar panels at Pandit Water Yard

None of the government representatives interviewed had seen budgets for the projects, however, overall, they considered projects to have been a worthy investment. They believed that projects had been implemented to a very high standard, met a genuine community needs and therefore, were good investments. For example, the Director for Education in Aweil East said that many NGOs had constructed schools in the county, but those built by IOM were of the highest quality he had seen.

SUMMARY

Women considered themselves to have been fully involved in the design and implementation phases of projects. As a result of the gender awareness workshop, they felt empowered to contribute to decision making processes. The water projects positively impacted women, as they are traditionally responsible for collecting water. Similarly, the education projects contributed to decreasing women's workload at home, through reducing the presence of their dependents during the school day.

Women in committees however, still did not feel equal to their male counterparts because of different levels of respect given to them by community members and because of the lack of women in the position of committee chairperson.

SUCCESSSES

Women considered themselves to have been fully involved in the design and implementation processes

In all of the sample communities, female committee members considered themselves to have been fully involved in the design and implementation processes. WMC and PTA members reported that committees consisted of approximately 50% women and that these women had been involved in each of the initial design meetings. According to a female WMC member in Ajakuach "women had to contribute, because we are the ones who fetch the water. Women were present in all meetings". Some women also held senior positions in the committee, such as deputy chair person, or treasurer. Women reported that they had played an active, not passive role in these meetings. According to one PTA member in Kanajar, "we, the women, were the ones who proposed constructing the school here at this site".

Women felt that they had more of a voice in the community

Participants of the gender workshop, reported feeling they had stronger voices as a result of what they learned during the workshop. According to one, "before the gender training, the concept of gender had not been introduced to us and women did not know how to contribute. Now women know how to make decisions and how to defend their decisions". Another participant in the workshop said that it "...encouraged the ladies to move away from the idea that women cannot do anything in their communities. Now they have been trained on how to contribute and share decision making....".

The workshop not only positively impacted female members of the community, but in some cases, male members too. According to one of the interviewee, before the workshop, women were not allowed to attend meetings. However, they were

S/No	NAME IN FULL	SEX	TITLE	SIGN
01	SATINO MANUT MADUT	M	Chairperson	
02	LEK DOT MAYOL	M	DUPTY	
03	NYADENIC UETSOK	F	FINANCE	
04	NYVOL ABRAHAM MAKUCH	M	DUPITY	
05	ADHOL MAJEK	F	INFORMATION SECRETARY	
06	JAMES EGHANIC NYUCH	M	DUPTY SEC	
07	AKUAC MANUVAT	F	DUPTY SECRETARY	
08	AKOK LUM CHOL	M	MEMBER	
09	LELUM MAJAK MAKUCH	M	MEMBER	
10	MAWAL KUR MAWAL	M	MEMBER	
11	MAJEK MAYAR LUAL	M	MEMBER	
12	ABUEK MANUOK ABUEK	F	COLLECTOR	
13	ALUEL CHOL MAYEIN	F	COLLECTOR	
14	ALIEK MAKUCH DENIC	F	MEMBER	
15	ABUK ALUEK MARUOP	F	COLLECTOR	
16	ADHAR BOL BOL	F	MEMBER	
17	ATEM DENIC	M	MEMBER	
18	DOF DENIC JOINTI	F	COLLECTOR	
19	MADUT MANUOK DENIC	M	MEMBER	

Figure 13: WMC meeting attendance list showing male and female attendees in Pandit

allowed to attend the workshop because of its gender focus. Following the gender meeting, the participants reported that their male guardians allowed them to move around more freely. One interviewee said "...coming to this interview today did not lead to any misunderstandings. No-one was asking us 'why did you come here?'".

Basic services closer to home has a particularly positive impact in women

Bringing education closer to home has a positive impact on girls for whom it is unsafe to travel long distances to school, or for young mothers who are breastfeeding and therefore, cannot attend school far from their homes. One of the interview respondents also noted that just the presence of schools in the community raised awareness of education for uneducated girls. She said "before, the schools had been far away so some women did not understand that education is a very good thing. Now, they have seen first-hand the benefits of education".

Women also reported that when more children attend schools, it also has a positive impact on their mothers, who have a decreased workload in the home during school hours. In one community, the school was located near to the water point, which also had a positive impact on women in school, as women are typically responsible for fetching water. Overall, improved access to water also means that women spend less time travelling to / queuing at water points and therefore have more time during the day to focus on other activities, whether they be education, IGAs, or household tasks.



Figure 14: School dormitories constructed by IOM in Mayen Abun

Female focused training for women

Women beneficiaries also reported that the hygiene awareness training component, had an impact because of the particular focus on women. For example, training on how to clean utensils, jerry cans and keep children clean was delivered to both men and women, but as women are largely responsible for these tasks,

interviewees felt that the training had a greater impact on households, because it had involved female participants.

AREAS FOR IMPROVEMENT

Female participants, but no female leaders

The paired interview participants noted that although they are more or less equally represented as committee members, the committees did not have female chairpersons, which led them to believe that gender equality was not being fully committed to. This was discussed with the IOM field team in Aweil East, who felt that it was cultural issue and that women typically did not want to put themselves forward as leaders. In order to address this in future programming, female committee heads could be identified from a pool of women who are already seen as leaders within their communities, or women could be elected via votes, in order for them to feel that they have community backing.

Female PTA members face challenges in the community

One of the paired interviewee participants reported that female PTA members felt less respected by community members than their male counterparts. She said "PTA members are responsible for disciplining the children, but when a woman beats a child who has misbehaved parents come and say 'you are a woman, you have no right to beat my child'. They only respect the male PTA members – even after the school's rules and regulations are explained to them". In future programs, this could be addressed by expanding the gender awareness component from committee members, to the wider community. Awareness raising campaigns could be done a radio program, theatre performance, or film screening for the community.

5. CONCLUSIONS, BEST PRACTICES AND RECOMMENDATIONS

5.1 PROGRAM OBJECTIVE

This assessment found that IOM was able to successfully meet the following program objective: *...contribute to human security, transition and recovery in areas of high return in Aweil East and Twic counties through successful re-integration of returnees and peaceful co-existence with host communities.* Both communities and government representatives felt that the program had contributed, to some degree, to meeting all sub-objectives. One area in which the program was particularly successful was in improving peaceful community relations, through significantly reducing water related conflicts. The program was also very successful in contributing to a transition away from an 'emergency' environment and towards a development context. The program could have had a longer lasting impact if a government capacity building component had been incorporated.

5.2 PROGRAM OUTCOME

One of the three program outcomes was assessed within the scope of this study; *improvement in host / community relations.* The program was able to meet this outcome through ensuring that both host and returnee communities were program beneficiaries and through including representatives from both host and returnee communities in the decision making processes behind the program. These measures led to feelings of joint ownership and created platforms for members from both communities to come together and interact. In some communities however, lack of education was not perceived to have been a source of tension between host and returnee communities before the program was implemented. This program could have better met the objective by carrying out a more detailed baseline survey to better identify causes of tension between hosts and returnees in target communities.

5.3 CONTRIBUTION TO NATIONAL STRATEGY

This program is related to the following 3 pillars of the South Sudan National Development Plan:

- **Improving governance;** This assessment found that the program improved perceptions of government. As a result of the involvement of government representatives in the program, particularly during the design phase, the majority of communities felt that the government was better able to meet their needs. However, having not provided funding nor capacity building to the government, IOM has not increased the government's ability to be able to provide similar programs in the future.
- **Improving and expanding educational health services;** The program successfully contributed to this pillar through improving access to education via more teachers and higher quality classrooms in target areas. In some projects however, additional classrooms were provided to communities without a corresponding increase in teachers. Lobbying the Ministry of Education for enough teachers for each project site would have enabled the program to have a greater impact on improving education services.

- **Deepening peace building and improving security;** The program successfully decreased small scale, localized conflicts over access to water. It also contributed to more peaceful relationships between host and returnee communities by creating shared community assets and creating forums where representatives from the two groups could come together to make joint decisions. The program could have had a wider impact by conducting a baseline survey that better identified the specific causes and types of host - returnee conflict in each of the target communities.

5.4 BEST PRACTICES

This section outlines the lessons learned that can be considered as best practices to incorporate into future, similar programs.

5.4.1 TARGET BOTH COMMUNITIES

In future programs, IOM should continue to look at ways to incorporate both host and returnee community members in program activities. Community members felt that this was a particularly positive aspect of the program. Ensuring that both host and returnee representatives were involved activities not only avoided creating divisions between them, but also contributed towards improving relationships through bringing the both groups together to make shared decisions.

5.4.2 INCLUDE A GENDER COMPONENT

In future programs where women are expected to be actively engaged in project activities, including a gender workshop should be considered. In this program, women were more or less equally represented in the WMC and PTA committees. However, the gender workshop appears to have encouraged them not just to be present at meetings, but to use their voices with more confidence. In programs such as this, where beneficiaries are located in rural areas and may have been less exposed to the concept of gender awareness, a gender workshop that gives women the opportunity to share ideas with each other and meet local female leaders can have a particularly positive impact.

A gender awareness component for the wider community should also be considered for future programming. A public awareness campaign, such as a community broadcast film, radio show or a local theatre performance may help build awareness and acceptance of the importance of women's leadership roles in the community.

5.4.3 INVOLVE KEY STAKEHOLDERS IN DESIGN PHASE

A key lesson learned from this program is the positive impact of involving both community members and government representatives in the design process. Whilst IOM designed the overall program framework, community members and government contributed to some of the sub-components of the design, leaving them with the perception that they had been very actively engaged in the design process. The involvement of government was seen to have given projects an extra degree of legitimacy in the eyes of the community. The involvement of communities in selecting project sites reduces the likelihood of future conflicts occurring over access to projects. Overall, the perception of having being involved in projects from their inception, is likely to increase feelings of ownership and contribute to projects being better maintained in the longer term.

5.4.4 ENSURE LOGISTICS / PROCUREMENT EFFICIENCY

A lesson from this program to be considered for future programs is the utilization of IOM's internal logistics and procurement resources. The program teams felt that using IOM's internal resources, rather than subcontracting out these services, led to a reduction in costs, shorter lag times and greater reliability. This is particularly relevant for projects that are implemented during the rainy season when both prices and transportation time increase. Whilst procuring materials outside of project areas does not contribute to the local economy, in cases such as this, where local markets stock low quality, low volume and expensive materials, it may be more beneficial to transport materials in from elsewhere.

5.4.5 ENSURE IOM ARE HEAVILY ENGAGED IN PROJECT MONITORING

The high quality of the physical outputs of projects can be partially linked to heavy monitoring by IOM during the implementation phase. In areas that were accessible, it appears that monitoring decreased the likelihood of corruption and ensured implementation continued to move forward at a good pace. In future projects that have large construction components and / or have short timeframes for implementation, this approach should be considered.

5.5 RECOMMENDATIONS

5.5.1 CONSIDER INCLUDING AN EXPOSURE VISIT COMPONENT

In future, similar programs, IOM should consider facilitating exposure visits between committees in different communities. 'Showcase' communities, where WMCs and PTAs implemented projects more efficiently and put in place better strategies for longer term maintenance, can be introduced to communities where committees that were less successful. It would be relatively low cost and easy for IOM to transport committee members to 'showcase' communities, where they can meet with the project committee, share ideas and visit project sites. Seeing other communities with similar access to resources as their own, getting more out of the project, may motivate them to implement similar strategies in their own communities.

5.5.2 LOOK AT WAYS TO INCREASE GOVERNMENT INVOLVEMENT

In order to ensure that the program has a more sustainable impact, IOM could look at ways to incorporate a government shadowing component, to ensure that the government are better equipped to deliver programs such as this going forwards. This could involve selected representatives from the Ministry of Education / Water Department periodically shadowing an IOM technical specialist, or program manager during the design and implementation stages.

Another means of building government capacity would be to train the relevant representatives from the water department on how to fix and maintain water yards. This capacity building component should take place alongside linking these same representatives to suppliers of the correct sized spare parts, as finding spare parts was a challenge identified by both communities and Water Department representatives.

5.5.3 ENSURE A MORE IN DEPTH BASELINE SURVEY

The baseline survey on future programs should include better forecasting of demand for classrooms / water points, to ensure that resources are not overwhelmed once opened up to communities. In programs such as this, where one of the objectives is peaceful community relations, the baseline should capture information on sources of conflict in the community. This will ensure that those communities selected to be program beneficiaries, are those with needs directly related to the program objectives (i.e. community tensions related to water or education).

5.5.4 CONSIDER A MORE AMBITIOUS GENDER COMPONENT

One piece of feedback from female community members was that the lack of female committee chairpersons led them to feel that the concept of gender equality was not being fully committed to. It is understood that project areas have some conservative perceptions on gender roles and community members may not readily accept a female chairperson. However, ways of looking to address this can be piloted in future programs, through identifying women already considered to be leaders in their communities or encouraging communities to nominate suitable female chairpersons.

Expanding the gender awareness component to the whole community may ease the role of female committee members and increase levels of acceptance for female committee leaders. IOM could consider a gender wide gender awareness component such as a public film screening or theatre performance.

5.5.5 PLAN AROUND THE RAINY SEASON

Better planning around the rainy season will ensure that IOM has better access to sites to carry out project monitoring. Because of limited access during the rainy season, project meant that monitoring and handover activities were not able to take place as planned in some communities. In future projects, IOM can work more closely with donors to ensure they are aware of this and encourage them to be more flexible with project timelines.

6. ANNEXES

6.1.1 CASE STUDY, PANDIT WATER YARD, TWIC

Direct beneficiaries: 3750

Indirect beneficiaries: 4350 plus local market

Host to returnee ratio: 4:1

PROJECT IDENTIFICATION: This project was highly relevant to the needs of Pandit. Community members reported long queues and frequent fights at water points and travelling long distances to fetch water for animals before the project was implemented. According to one interviewee “now we can take water freely. Beforehand, we were not able to shower every day, but now we can. Now our animals can get water near our homes...”.

PROJECT DESIGN: The community felt they had ownership of the project decision making process. Community leaders “approved the design” after IOM introduced it to them. Six meetings were held in the community during the design phase. Women participated in all of these meetings and were “involved in every step”.

The community did not consider government to have been fully engaged in the project. The *boma* administrator and a local policeman attended the design meetings. However, the community do not consider these individuals alone, to be strong representative wider local / county government. Community members expressed that they felt cut-off from the government, which suggests an opportunity was missed to strengthen the relationship between the community and the government.

PROJECT IMPLEMENTATION Through the establishment of the WMC, the community has benefitted from improved relationships in the community and stronger feelings of community ownership. One WMC member said “before the project was implemented, there were no community meetings. The introduction of these meetings has built relationships in the community. For example, when the pipe was laid for the water yard, everyone in the community was involved.”

SUSTAINABILITY Although a mechanic from the community was given training on how to maintain the project, the WMC felt that they would have still benefitted from more training by IOM on how to maintain the water yard and its supporting components.

The WMC did not know where they would be able to find the correct spare parts or tools for the water yard, to maintain it. None of the respondents mentioned looking to the Water Department to help solve this problem.



Figure 15: Inside Pandit Water Yard

6.1.2 CASE STUDY, WANJOK PAYAM WATER YARD, AWEIL EAST

Direct beneficiaries: 4060

Indirect beneficiaries: 16,200 (total population)

Host to returnee ratio: 3:1

PROJECT IDENTIFICATION: This project appears to have met a genuine community need. When asked, "would you have preferred to use the funding of this project differently?", all respondents said no. When asked about the positive impacts of the projects, answers included a reduction in water borne diseases, improvement in hygiene practices, reduced need to travel long distances to get water and reduced crowding at water points. According to one interviewee, the project was important to them because "the water yard has given us enough water.... you can spend a long time without food, but you cannot spend a long time without water".



Figure 16: Man at a water tap in Wanjok

PROJECT DESIGN: Community members reported having been involved in the design process, through community meetings. During these meetings, both men and women contributed to project features such as selecting locations for the taps. The overall gender balance in the meetings appears to have been biased in the favour of men however, with 27 women and 40 men reported to have attended.

Whilst the program was designed to decrease tensions between host and returnee communities, this community reported that they had experienced no such tensions. According to one WMC member, "though we have lived outside this country for a long time, we have returned and we are treated as we were before we left". The committee felt that water related tensions could potentially happen between any individuals trying to access the limited water resources, rather than specifically between host and returnee groups.

PROJECT IMPLEMENTATION Project implementation was closely monitored by IOM, who the WMC said visited the community on a daily basis. The transition between IOM and the government appears to have been done well, as community members report that *boma* administrators visit project sites every 2 weeks to monitor maintenance.

The WMC felt the overall quality of the water yard was high, however, the water pressure at some of the taps was low, leading to crowding at certain times of the day. Although there is a technician on the WMC, he does not have the necessary skills to be able to fix this issue. Interviews with government representatives also found that they were not familiar with water yards and therefore, did not have the in house skills to support communities in fixing technical water yard issues.

As a result of the project, tensions in the community over water are said to have reduced. Before the project was implemented, fighting was said to have been frequent at the water points. Cases were reported of children in line for water being beaten by adults who were non-family members. Some women also experienced tensions with their husbands when they returned home and had not been able to collect water. Now, according to one WMC member, "there are no more tensions as we have enough water".

6.1.3 CASE STUDY, MAYEN ABUN SECONDARY SCHOOL, TWIC

Direct beneficiaries: 1176 plus PTA

Indirect beneficiaries: 15,500 (local population)

Host to returnee ratio: 2:3

PROJECT IDENTIFICATION: When asked, "would you have preferred to use the funding of this project differently?", all PTA members responded that they would have used it for the construction of additional school classrooms. The PTA reported that as a result of the new school classrooms, children were more motivated to go to school and the PTA had been strengthened.



Figure 17: Classrooms at Mayen Abun Secondary School

PROJECT DESIGN: The project was introduced to the community by the Ministry of Education and IOM. The community then contributed ideas on where to put the additional classrooms. During these initial meetings, women were almost equally represented (5 women and 6 men) and individuals from both host and returnee communities were also represented.

PTA members felt that the involvement of individuals from both host and returnee communities in the PTA, had improved their relationship. One member said that the IOM project could have had a wider impact by applying this practice to more community members. According to her, "if more community members were involved in community meetings, it would help to build more unity".

One of the negative impacts of this project, is that not enough classrooms were built to meet local demand. The PTA members reported that some classes had 175 children, as there were not enough classrooms / teachers to make smaller classes.

PROJECT IMPLEMENTATION The PTA reported that the project was monitored on a daily basis by IOM. Project monitoring was done by the IOM field team alongside the headmaster of the school. The PTA felt that the monitoring had been done well and resulted in quicker overall implementation.

The project was successful in involving the government during the design phase and was reported to have increased the confidence of the community in the government. One PTA member said their relationship had improved as a result of making shared decisions. Another felt that the relationship had improved as the government had shown that that could bring in a project that met a community need. However, in the longer term, this project does not appear to have encouraged communities to increase the frequency of contact with the government. According to one PTA member said " since the government directed IOM to us, we have no reason to deal with them".

The project reduced small scale tensions between parents and teachers. According to the PTA, before the project was implemented some parents would complain that their children were studying outdoors, where the children's exercise books would be ruined by the rain and they would get sick during colder weather. As there now is enough space for all children to study indoors, these tensions have now gone.

6.1.4 CASE STUDY, KANAJAR PRIMARY SCHOOL, AWEIL EAST

Direct beneficiaries: 452 students, plus PTA

Indirect beneficiaries: 6000 (total population)

Host to returnee ratio: 1: 3

PROJECT IDENTIFICATION: Before this project was implemented, the nearest school building was 5km away. When asked, "would you have preferred to use the funding of this project differently?", all PTA members responded that they would have used it for the project that was implemented by IOM.



Figure 18: Kanajar School Building

PROJECT DESIGN: The project was introduced to the community by the Ministry of Education and IOM. The community contributed by identifying a site to construct the school classrooms on. The community selected the site where the previous grass thatch school had been located.

Female PTA members felt that they had been fully engaged in the design process. According to one, "we, the women, supported the need to establish this school. During the formation of the PTA, we were also consulted and included... I am a woman and also the deputy chair person". Women felt that they also benefitted from the construction of a school, as they had been responsible for providing labour to make the grass thatched roofs of the old school classrooms.

One well received feature of the project design was the school fence, which not only protects the children from animals and people entering the school property, but prevents the children from leaving the premises during the school day. According to one PTA member, "...the fence does not allow random movement of children in and out like before. This means students can now concentrate".

Another design feature considered particularly positive by communities is the inclusion of school latrines. One committee member said, "the presence of the pit latrine has helped us reduce the unhygienic practice of going to defecate in the bush. It has also helped girls study here with ease, as they have a place to hide when urinating".

PROJECT IMPLEMENTATION Monitoring of the project was done by three different parties. One PTA member said, "the community of this village appointed me to monitor the work. IOM staff would closely monitor the work on a daily basis. Some government officials from the department of education monitored the work on a weekly basis".

Following initial government involvement, contact between the government and the community appears to have decreased. This however, was seen as positive by the committee, who felt that the government had met one of their needs and therefore, they did not need to keep going to government offices to request a new school building. According to a PTA member, "this project has not changed our relationship with the government. We still cooperate as before and if we need more support, we will contact the government to do things for us".

A. Interview Information

Interviewer name	
Date	
County	
Payam	
Boma	
GPS Coordinates	
Site type	<input type="checkbox"/> School <input type="checkbox"/> Water yard <input type="checkbox"/> Borehole
Site name (schools only)	

B. Interviewee Details

Name	Gender	Did you lived outside of South Sudan since 2005?	What year (after 2005) did you return to South Sudan?	Contact Number	Signature/Fingerprint
	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Yes <input type="checkbox"/> No			

C. General Perceptions of the Project

1. What are the positive impacts of this project?
2. What are the negative impacts / issues created by this project?

3. Who benefits from the project:
 - a. Directly
 - b. Indirectly
4. **(Water projects only)** - Has the project has any impact on the health of community members? Please explain.
5. Has the project contributed to the ability of members of the community to generate more income? Please explain.

D. Project Identification and Design

6. How did the community contribute during the design phase of the project?
7. How did women contribute during the design phase?

E. Project Implementation

8. Who was involved in the labor? Did some community members receive salaries?
9. Who monitored the quality? Was this properly done?
10. How do you rate the overall quality of the project?
11. What measures have been put in place to ensure the project is maintained in the longer term?
12. Would you have preferred to use the funding of this project differently?

F. Stability

13. One year ago, were there tensions or conflicts in the community around **access to water / education**? Explain.
14. One year ago, which groups in the community were these conflicts typically between?
15. Now, how do these different groups interact around **access to water / education**?
16. Now, what groups in the community are these conflicts typically between?
17. How has the project impacted community conflicts related to access to **water / education**?

G. Integration Process

18. Do those people who have been in the community since before the **CPA** have better access to resources than those who returned after the **CPA**? Why? Why not?
19. Has the project impacted relationships between those who returned before and after the **CPA** in any way?
20. What else could be done to improve the relationship? (if applicable)

H. Government

21. How has this project changed the level of interaction between the community and the government?
22. How has this project changed the relationship between the community and the government?

A. Interview Information

Interviewer name	
Date	
County	
Payam	
Boma	
GPS Coordinates	
Site type	<input type="checkbox"/> School <input type="checkbox"/> Water yard <input type="checkbox"/> Borehole
Site name (schools only)	

B. Interviewee Details

Name	Gender	Project	Did you lived outside of South Sudan since 2005?	What year (after 2005) did you return to South Sudan?	Contact Number	Signature/Fingerprint

C. General Perceptions of the Project

1. What are the positive impacts of the school project on women?
2. What are the negative impacts / issues created by this project on women?
3. What impact did the gender workshop have on the overall project?

D. Project Identification and Design

4. How did women contribute during the design phase of the project?
5. How did women contribute during the implementation phase?
6. Were women and men equally involved in the project?
7. What challenges do women face in committees?
8. Has the project changed how much women's voices are heard in the community?
9. What training did women receive under this project?

E. Women and access to resources

10. One year ago, what challenges did women face to in accessing education?
11. Now, what challenges do women face to in accessing education?

12. How has the project impacted women's access to education?
13. How has this project impacted women's daily work load?
14. Do vulnerable women receive any special considerations under this project?

6.1.7 KEY INFORMANT INTERVIEW TOOL

A. Introduction

1.	Interviewer name	
2.	Date	
3.	Location of interview	
4.	Organization name	
5.	Interviewee name	
6.	Interviewee position	
7.	Interviewee phone number	
8.	Interviewee email address	

B. General Overview

9.	What is your organization's involvement in this project?	
10.	What has been your personal involvement in this project?	
11.	What positive impacts has the project had?	
12.	What negative impacts has the project had?	
13.	Are there any external factors that have influenced the project, such as natural disaster, conflict outbreak, or changes in returnee flows? If so, what impact have these factors had?	

C. Design, Relevance and Implementation

14.	<p>Project identification & relevance</p> <p>-Who was involved in the identification of the project?</p> <p>-Was this a fair process?</p> <p>-Was this project needed ?</p> <p>-Is it overall a good choice?</p> <p>-Were there other priorities that were disregarded at that time?</p>	
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15.	<p>Project design</p> <ul style="list-style-type: none"> -Who was involved in the design? -How do you judge the quality of the design? (1 poor to 5 strong) -What could have been designed better? 	
16.	<p>Implementation</p> <p>Who was involved in:</p> <ul style="list-style-type: none"> -Coordinating the implementation teams - Quality control - Daily labour -Did community members contribute to daily labour? - Was the selection of workers fairly done? - Were the salaries fair? - Did the community contribute with voluntary labour / other contributions? - What part of the implementation do you judge strong? - What part do you judge weak / could have been done better? - How involved were women in project activities? In what ways were they involved? 	
17.	<p>Value for money</p> <ul style="list-style-type: none"> -Do you know how much the project cost? -Do you think the quality was in line with the budget provided? -Do you think the budget could have been better invested? How? 	

D. Sustainability and Quality

18.	<p>Maintenance</p> <p>For how long do you think the project will continue to impact target communities? Why?</p>	
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	<p>What measures taken for the community to maintain the project themselves?</p> <p>Do you think they will be efficient?</p>	
19.	FOR IOM ONLY: How has quality control has been implemented during the project (e.g. Has water quality been tested? Were school rehabilitation contracts implemented by reputable companies)?	
20.	FOR IOM ONLY: How cost effective would you say projects have been, in terms of total cost vs. impact? Why?	

E. Stability, Reintegration and Recovery

21.	One year ago, how frequent were tensions / conflicts over access to water / education in target communities?	
22.	One year ago, which groups in target communities were these conflicts typically between?	
23.	Have these tensions / conflicts been solved? How?	
24.	Now, what groups in the target communities, are these conflicts typically between?	
25.	How has the project specifically impacted community conflicts related to access to water / education ? Why?	
26.	How has the project impacted the relationship between host communities and returnees in the target areas? Why?	
27.	How has this project changed the level of interaction between the community and the government? Why?	
28.	How has this project changed the relationship between the community and the government? Why?	

F. Lessons Learned

29.	What lessons learnt from this project, do you feel should be shared for other future projects?	
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