

MAYENDID JOINT MULTI-SECTORAL ASSESSMENT REPORT FOR MAY 24-31 2019

1. General Information

Assessment Location State, County, Payam, Boma, Precise Location	Unity (Southern Liech) State, Mayendit County, Thaker & Dablual Payams																														
Type of Crises (Conflict/Natural Disaster/Other)	<input checked="" type="checkbox"/> Conflict <input type="checkbox"/> Natural Disaster <input type="checkbox"/> Other (specify): Protracted, under-served displacement																														
Site Type	<input type="checkbox"/> PoC <input type="checkbox"/> Collective Centres <input type="checkbox"/> Spontaneous Settlements <input checked="" type="checkbox"/> Host Communities <input checked="" type="checkbox"/> Other (specify):																														
Assessment Team (Name of I/NGO in the Assessment Team, Name of Staff, Contract Details of Staff including Sat Phone)	Norwegian Refugee Council (NRC)																														
	Staff Name	Position	<table border="1"> <thead> <tr> <th colspan="2">Contacts</th> </tr> <tr> <th>Phone</th> <th>Email</th> </tr> </thead> <tbody> <tr> <td>Tipa Jackson Lokabangcia</td> <td>NRC Project Coordinator Education</td> <td>0912761566</td> <td>tipa.lokabangcia@nrc.no</td> </tr> <tr> <td>Jore Esther Duku</td> <td>NRC Project Officer Protection</td> <td>0917323544</td> <td>jore.duku@nrc.no</td> </tr> <tr> <td>Gabriel Chuol Koat</td> <td>CH Staff</td> <td>0917110475</td> <td></td> </tr> <tr> <td>Martha Nyakuoth</td> <td>CH Staff</td> <td>0917578627</td> <td></td> </tr> <tr> <td>Bol Kuol Lam</td> <td>CH Staff</td> <td>0916695762</td> <td></td> </tr> <tr> <td>Paul Yang Teny</td> <td>CH Staff</td> <td>0917102657</td> <td></td> </tr> </tbody> </table>	Contacts		Phone	Email	Tipa Jackson Lokabangcia	NRC Project Coordinator Education	0912761566	tipa.lokabangcia@nrc.no	Jore Esther Duku	NRC Project Officer Protection	0917323544	jore.duku@nrc.no	Gabriel Chuol Koat	CH Staff	0917110475		Martha Nyakuoth	CH Staff	0917578627		Bol Kuol Lam	CH Staff	0916695762		Paul Yang Teny	CH Staff	0917102657	
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Date of Alert	30 th April, 2019																														
Date of Assessment (starting date/ending date)	24 th -31 st May, 2019																														
Date of Submission	12 th June, 2019																														
Population Size (estimated)	14000-17000																														
# of Returnees	3000																														

2. Situation Overview

Southern Liech (Unity) State has been hotly contested since 2014, largely between government forces (SPLA) and those aligned with SPLA-IO of former vice president. The state has been characterized with on and off fighting since the beginning of the crisis in 2013 which intensified in February 2018 and continued through June 2018. During this period, SPLA troops conducted extensive military operations in the areas around Leer and Mayendit counties, with the intent of dislodging armed actors loyal to SPLA-IO. Troops on all sides of the conflict targeted civilians, including committing widespread sexual violence and extra judicial executions. Graphic reports indicate that government forces raped at least 120 women and girls, hang civilians including children from trees, and burnt older persons and persons with disabilities alive in their homes. (UNMISS Report May 2018). The operations in the area resulted in large scale displacement of civilians to various locations around Leer and Mayendit including PoCs in Bentiu and Malakal while others ran as refugees to Khartoum, Uganda and Kenya.

With the implementation of the revitalized peace agreement signed in September 2018 which resulted to relative peace and stability in most parts of the country. According to the Needs Analysis Working Group (NAWG) report

for 30th April 2019, there are additional 3000 returnees in Mayendit. The joint multi-sectoral assessment was activated by Shelter/NFI cluster in order to establish the Shelter/ NFI, EiE, WASH, and protection needs and gaps for intervention in the area.

NRC and Coalition for Humanity (CH) deployed a multi-sector rapid assessment team comprising of Education, Protection, WASH and Shelter/NFI staff to conduct a needs assessment in Thaker and Dablual Payams in Mayendit North from 24th to 31 May 2019. The assessment was meant to provide information for developing Education in Emergencies, WASH, protection, shelter and NFI response plan for the crisis-affected returnees and host communities in Thaker and Dablual in Mayendit county.

During the assessment, most of those interviewed were able to recount the returnees, most of whom were from Bentiu, Juba, Fangak and Malakal PoCs and Mayendit south while others were returnees from Uganda, Khartoum and Kenya. According to the RRC and Commissioner of Thaker there are 1841 returnees that arrived in Thaker Payam in the months of April and May and the total population before the returnees was 18000 individuals. The population of Dablual is estimated to be 17000 individuals according to the Acting Commissioner interviewed on 28th May 2019.

3. Methodology

- Focus group discussion (FGD) was conducted with community members, teachers and selected children. The discussion was based on IRNA Questionnaire for education and NRC multi-sectoral assessment guide installed in tablets. Each focus group discussion consisted of 10-15 members. Focus group discussion was used to get consensus on the priority needs of the returnees and host communities in the area. Ten enumerators were hired to guide the community members in the focus group discussions.
- Key informant interviews were conducted for the school head teachers, deputy head teachers, RRC/RoSS, County Education Director, Commissioners, local chiefs and partner organizations in the area using IRNA Questionnaire. This helped the respondents to provide in-depth information on the major needs and priorities of the returnees and host communities that need intervention.
- General observation was also used to establish and record physical conditions of existing house hold and school facilities such as shelter/NFI, classrooms, latrine blocks, hand washing facilities, water sources, furniture and teaching learning materials among others. The team members observe the physical status of existing educational facilities including classrooms, compound, water and sanitary facilities in the area.

4.1 Displacement history

- Mayendit North of Unity State is divided into two major payams of Thaker and Dablual. Government controls Thaker and SPLA IO controls some parts of Thaker and whole of Dablual. The armed conflict in the area was in April 2018, which displaced many people to other areas such as Bentiu PoC, Leer, Mayendit South, Koch and some to Sudan. The revitalized peace agreement which was signed in September 2018 has brought hope in the area and people have been returning to the areas because the areas are now calm. The majority of the people returning feels safe because relatively there is no active armed conflict.

4.2 Security situation

- According to the respondents, there are no security concerns or threats in or in the surrounding areas. There is only expressed fear of wild animals such as leopards and hyenas as well as snakes and scorpions for those going to the bushes in search for firewood and those going long distance to the distribution centers. Other threat especially for women and girls are sexual violence (rape) on the way and in the bushes. Although there is relative calmness in the area, there are pockets of attacks from the cattle raiders who come from other counties. In the areas assessed, the presence of the military personnel is believed to be a source of safety and security for the civilians.

- Most of the respondent stated that they feel safe now compared to the time of the active conflict during which women and girls were arbitrarily raped, children abducted and forced to join the army and many people including the elderly women and men were killed whereas properties were looted and houses burnt.

4.3 Relations to the community

- Mayendit is a community occupied by a single tribe (Nuer) and they are accommodative in terms of hospitality. The host community members are relatives of the returnees; they are living in peace and share everything together. The returnees are integrated immediately into the community as they arrive. There is no tension between the host and the returnees.

4.4 Specialized Protection concerns

SGBV

- Culturally, women are not given opportunities to make decisions in families and community matters. However, the elderly women have the rights to contribute in decision-making. Issues of marriage of the daughter is solely a man's decision, so mothers have no rights to say anything regarding the matter.
- There are also incidences of sexual violence including rape. The women and girls are most at risk. Two cases were reported of a girl who was going back from distribution center to her village and a woman who was rape when she went into the bush to gather firewood. The exposure is due to the long distance between the villages and the main center especially in Thaker and Kou.
- There are also cases of domestic violence where any misunderstanding at home results to wife beating.

Child Protection

- Two women mentioned that there is prevalence of forced and early marriage cases as cultural practice.
- Cases of child abuse have been highlighted. The case of the fourteen-year-old girl raped.
- In Kou, a School is located near military Barracks with road block. This military presence in the area cause fear on the children
- Child labor is a common practice in the community. Both girls and boys do heavy work at homes especially the areas where there are no functioning schools. Children can be seen tending cattle.

Vulnerable Groups

- The elderly and PWDs are being excluded from services (food and non-food items distributions) in some locations especially in Maper and Kou. This is because the location for registration and distribution centers are far.
- Women and girls fear attacks from criminals who are either from the community or neighboring villages. In Dablual, a family was attacked by robbers and properties were looted such as cattle, goats and household items. The most vulnerable in this case are widows, elderly and female headed households.
- The returnees are particularly most vulnerable because they have not been sheltered and are not included in the list of WFP GFD.

Mine Risk

- There is no cases or incidences of explosive ordinances in the area.

Community structures

- The chief is the focal person for the community in terms of community trust for dispute resolution. There are traditional courts which handles range of family and community issues including criminal cases. The people in the area are comfortable reporting cases and concerns to the chief. However, serious offences are handle by the military officials which are not adequate enough to accord justice to the victims/survivors. For example, a rape case reported and the perpetrator was arrested by the military and detained. However, the relative of the perpetrator attacked the detention facility and took him away to avoid penalty.

4.5 Access to service

- The area generally lacks services. The only available services include basic health services being provided by MSF and UNIDOR in Thaker center and Dablual center which are far from other locations like Kou and Maper and other bomas of Dablual.
- Community Schools are located in Thaker center, Dablual center and Kou which are inadequate for the children in the community and far from other communities' accessibility is an issue for most children. For example, there is no school in Luny, children from the area go to school in Maper where they have to cross a river hence endangering their life especially if it rains the river becomes full and they cannot cross. Most of the schools have no classroom structures, children learn under trees and when it rains learning stop.
- Meaning access to services; in the KII and FGD conducted most of the respondent said that elderly people, people with disabilities, women and girls (children) have challenges in accessing service. The distribution centers are far 2-3 hours walk for the case of Kou, Maper, and part of Luny, in which women sometimes get raped on the way, the recent returnees have no ratio cards hence cannot receive food, the schools have no shelter children are learning under trees in case of rain they will run home, the teachers are not paid so sometimes they do not go to the class. For the case of mapper and Luny in between them is a river and the school is located in mapper so if it rains children cannot cross the river. In Kou the school is near a barracks and at the roadside children fear to come to the school due to fear of attacks.
- Daily activities like collecting firewood, fetching water. In all the locations the women mentioned that they still fear to go to the far bushes because there are still isolated cases of women and girls being raped though they move in groups. In Kou the women said the hand pump is far from them they sometimes feel unsafe.
- Specialized protection concerns; in all the location there are still cases of GBV (rape, and domestic violence) in Thaker there were two cases of rape reported in April and May. In April a woman was raped in the forest when collecting firewood and May a girl of 14 years old was raped while coming from a distribution center. In Dablual the last case was in February where a girl was also raped.
- While in domestic violence most of the incidents are not reported due to cultural attitudes although others with severe injuries are referred to the healthy facility for treatment. Most of the women lack information on their rights, there is fear of stigma,
- There are basic services available for GBV survivors (UNIDOR, MSF, Hope Restoration) but only providing the medical treatment.
- Most of the protection actors on ground are national NGO with a challenge of funding or short projects. Though they mention of many protection activities like awareness, monitoring, PSS, case management, capacity building to local leaders, setting up referral pathway.
- Early marriage is also an issue in the KII and FGD and is mostly culturally attributed and lack of access to education.
- In the FGD of the girls and boys there was an issue of corporal punishment in schools, which sometime contributed the limitation to access education.
- Cash programing is a danger to the community. They can be attached as they receive cash and there are also shortages of basic supplies in the market so the community prefer in-kind support to cash.
- There are WASH activities such hygiene promotion and sanitation improvements (latrine construction) being conducted. There are hand pumps in area and located far from many people who have to move a long distance to access water and being few in number leads to congestion and likelihood of disputes among people accessing them.
- Food and NFIs have being distributed in Dablual and Thaker centers. It has been accessed by people in the centers and those who are nearby including returnees. However, people who are far from the centers are not accessing the items.

4.6 Key Protection Recommendations

- There is need for regular protection monitoring in order to track population movement since there is high number of returns.

- While conducting registration of beneficiaries, humanitarian agencies should consider population located far from the main centers of the distribution. This can be done by conducting registration in the far areas as well so that people are not left out.
- Strengthen the GBV referral pathway and improve access to the basic services. This can be done through massive information campaigns.
- Training of community protection volunteers to keep the communities informed.
- Schools need to be supported by TLS, training of teachers on child protection and PSS to safeguard the dignity of the children in the area.
- Advocacy on the protection issues in the area.

5.0 Education

5.1 Number of school-age children currently attending schools in Dablual & Thaker as per the data provided by County Education Director and School Head teachers as on 29 May 2019

S/N	School Name	Location	Enrolment of children				
			IDP/Returnees		Host Community		Total
			Boys	Girls	Boys	Girls	
	Pre-schools						
1	Dablual ECD	Dablual	28	21	176	94	319
	Sub-total		28	21	176	94	319
	Primary schools						
1	Dablual primary school	Dablual	9	11	196	142	338
2	Chanyrer primary school	Dablual			400	120	520
3	Dengluoth primary school	Dablual			384	212	596
4	Kaah primary school	Dablual			643	241	884
5	Loanglieth primary school	Dablual			364	130	494
6	Pantot primary school	Thaker			314	38	352
7	Thaker primary school	Thaker			515	213	728
8	Kuok primary school	Thaker			330	211	541
9	Mapper primary school	Thaker			434	60	494
10	Buoth pprimary school	Thaker			200	122	322
11	Jaguar primary school	Thaker			230	30	260
12	Wangkoang primary	Thaker			238	74	312
13	Dhoryiel primary school	Thaker			305	212	517
14	Tutnyang primary school	Thaker			577	226	803
15	Koat primary school	Thaker			345	223	568
16	Luom primary school	Thaker			242	44	286
17	Nongak primary school	Thaker			312	52	364
18	Dhorjak primary school	Thaker			242	214	456
19	Bhalgok primary school	Thaker			216	200	416
20	Wuot primary school	Thaker			210	102	312
21	Muok primary school	Dablual			111	201	312
	Sob-total		09	11	6808	3067	9875
	Total		37	32	6984	3161	10194

Table 1: pupils' enrolment data 2019

There are 10194 school-age going children currently attending classes in Dablual and Thaker payams in Mayendit county of which 6984 (68.5%) are boys and 3161 (31.0%) are girls of which 9875 (96.87%) are in primary schools

and 319 (3.12%) are in pre-school. Consideration the number of returnees, about 1200 school age-going returnees' children have not enrolled in schools because they need support.

5.2 Teachers enrolment data

Number of teachers currently teaching in the functional host primary schools in Dablual & Thaker payams as per the data provided by the County Education Director as of 29 May 2019

S/ N	School Name	Location	Enrolment of teachers			Teachers on MoGEI payroll			Teachers not on MoGEI payroll		
			Men	Women	Total	Men	Women	Total	Men	Women	Total
1	Dablual primary school	Dablual	22	4	26	0	0	0	22	4	26
2	Chanyrer primary school	Dablual	10	1	11	0	0	0	10	1	11
3	Dengluoth primary school	Dablual	10	1	11	0	0	0	10	1	11
4	Kaah primary school	Dablual	18	2	20	0	0	0	18	2	20
5	Loanglieth primary school	Dablual	11	0	11	0	0	0	11	0	11
6	Pantot primary school	Thaker	10	3	13	0	0	0	10	3	13
7	Thaker primary school	Thaker	18	2	20	0	0	0	18	2	20
8	Kuok primary school	Thaker	13	4	17	0	0	0	13	4	17
9	Maper primary school	Thaker	11	2	13	0	0	0	11	2	13
10	Buoth pprimary school	Thaker	4	3	7	0	0	0	4	3	7
11	Jaguar primary school	Thaker	10	1	11	0	0	0	10	1	11
12	Wangkoang primary	Thaker	10	1	11	0	0	0	10	1	11
13	Dhoryiel primary school	Thaker	13	2	15	0	0	0	13	2	15
14	Tutnyang primary school	Thaker	16	2	18	0	0	0	16	2	18
15	Koat primary school	Thaker	8	3	11	0	0	0	8	3	11
16	Luom primary school	Thaker	11	0	11	0	0	0	11	0	11
17	Nongak primary school	Thaker	6	1	7	0	0	0	6	1	7
18	Dhorjak primary school	Thaker	11	2	13	0	0	0	11	2	13
19	Bhagok primary school	Thaker	5	2	7	0	0	0	5	2	7
20	Wuot primary school	Thaker	5	2	7	0	0	0	5	2	7
21	Muok primary school	Dablual	10	3	13	0	0	0	10	3	13
	Total		232	41	273	0	0	0	273	41	273

Table 2: Teachers enrolment data 2019

There are 273 primary school teachers of which 232 (84.98%) are males and 41 (15.01%) are females) currently teaching in the 21 host community primary schools with few returnees in Thaker and Dablual Payams in Mayendit County and none of these teachers is enlisted in the government payroll. Out of the total number of teachers currently teaching in the 21 primary schools in Dablual and Thaker, Intersos is said to be paying monthly incentives to 24 (8.79%) teachers in their six supported primary schools (Dablual, Kaah, Thaker and Maper) and 249 (91.20%) teachers are volunteers that need to be supported with monthly incentives.

Number of teachers that have received training on life skills and psychosocial support in the host primary schools as per the data provided by the County Education Director and Head teachers as of 29 June 2019

S/N	School Name	Total Trs	Trained (Professional)			Untrained teachers			Trained on Life Skills & Psychosocial support		
			Men	Women	Total	Men	Women	Total	Men	Women	Total
1	Dablual primary school	26	3	0	3	19	4	23	22	4	26
2	Chanyrer primary school	11	1	0	1	9	1	10	0	0	0
3	Dengluoth primary school	11	2	0	2	8	1	9	0	0	0

4	Kaah primary school	20	5	0	5	13	2	15	18	2	20
5	Loanglieth primary school	11	2	0	2	9	0	9	0	0	0
6	Pantot primary school	13	3	0	3	7	3	10	0	0	0
7	Thaker primary school	20	2	0	2	16	2	18	18	2	20
8	Kuok primary school	17	1	0	1	12	4	16	13	4	17
9	Maper primary school	13	2	0	2	9	2	11	11	2	13
10	Buoth pprimary school	7	0	0	0	4	3	7	0	0	0
11	Jaguar primary school	11	3	0	3	7	1	8	0	0	0
12	Wangkoang primary	11	1	0	1	9	1	10	0	0	0
13	Dhoryiel primary school	15	2	0	2	11	2	13	0	0	0
14	Tutnyang primary school	18	4	0	4	12	2	14	0	0	0
15	Koat primary school	11	1	0	1	7	3	10	8	3	11
16	Luom primary school	11	2	0	2	9	0	9	0	0	0
17	Nongak primary school	7	0	0	0	6	1	7	0	0	0
18	Dhorjak primary school	13	1	0	1	10	2	12	0	0	0
19	Bhalgok primary school	7	0	0	0	5	2	7	0	0	0
20	Wuot primary school	7	0	0	0	5	2	7	0	0	0
21	Muok primary school	13	2	0	2	8	3	11	0	0	0
	Total	273	37	0	37	195	41	236	90	17	107

Table 3: Number of teachers who received training on life skills and psychosocial support

Out of the 273 teachers, only 37 (13.55%) were professionally trained while 236 (86.44%) were not professionally trained teachers and 107 ((39.19%) teachers attended training on Life skills and Psychosocial support conducted by Intersos while ,166 (60.80%) did not attend any training on Life skills and Psychosocial support.

Availability of learning materials for teachers and children in the schools in the crisis affected area as per the data provided the school teachers, PTA & children as on 21-28.1. 2019

Availability of learning materials for teachers and children	Total # of respondents	Percentage
No, they were left behind in the home community (displaced children)	23	8.45%
No, they were destroyed during the crisis	217	79.77%
Yes, they have	32	11.76%
Total	272	

Table 3: Availability of learning materials

Most of the respondents (79.77%) said most of the host primary schools don't have teaching and learning materials for teachers and children. Only 32 (11.76%) said they have learning materials. This is because Intersos provided teaching and learning materials to their supported primary schools. Most of the schools lack basic writing materials for teaching and learning. According to County Education Directors for Thaker and Dablual and head teachers of the primary schools visited, Intersos with support from UNICEF provided teaching learning materials to their supported primary schools this year. However, schools have run out of the writing materials including recreational materials because the supplies given were limited. According to the head teachers of the respective schools visited, lack of scholastic materials are contributing to pupils' absenteeism and drop out in schools.

5.3 WASH Facilities in Schools

The number of WASH facilities (latrines and safe water source) in the host primary schools as on 21.1.2019

S/N	School Name	Location	WASH Facilities	Remarks
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			Latrine blocks	Water source	
1	Dablual primary school	Dablual	2 block of 2 stances	0	
2	Chanyrer primary school	Dablual	0	0	
3	Dengluoth primary school	Dablual	0	0	
4	Kaah primary school	Dablual	0	0	
5	Loanglieth primary school	Dablual	0	0	
6	Pantot primary school	Thaker	0	0	
7	Thaker primary school	Thaker	2 block of 2 stances	0	
8	Kuok primary school	Thaker	0	0	
9	Maper primary school	Thaker	0	0	
10	Buoth pprimary school	Thaker	0	0	
11	Jaguar primary school	Thaker	0	0	
12	Wangkoang primary	Thaker	0	0	
13	Dhoryiel primary school	Thaker	0	0	
14	Tutnyang primary school	Thaker	0	0	
15	Koat primary school	Thaker	0	0	
16	Luom primary school	Thaker	0	0	
17	Nongak primary school	Thaker	0	0	
18	Dhorjak primary school	Thaker	0	0	
19	Bhalgok primary school	Thaker	0	0	
20	Wuot primary school	Thaker	0	0	
21	Muok primary school	Dablual	0	0	
	Total	Dablual	4	0	

Table 4: WASH facilities in schools

Out of the 21 primary schools operational in Thaker and Dablual Payams only two (9.52%) have school latrine blocks and 19 (90.47%) primary schools don't have school latrines. Only the schools supported by Intersos have two latrine blocks of two stances each which are used by both the pupils and teachers. In most of the primary schools the pupils and teachers go to the bush. All the schools don't have privacy and WASH facilities for girls to manage menstruation and none of the schools have a school borehole. The pupils drink water from home.

5.4: Children Protection concerns

Protection concerns for children to access or attend school as per the data provided by the Payam Education Supervisors and schools as on 21.1.2019

Boys	Respondents	%age	Girls	Respondents	%age
Financial barrier	101	37.1%	Physical distance to schools	104	38.2%
Physical distance to schools	101	37.1%	Financial barrier	83	30.5%
Child labour	37	13.6%	Child labour	45	16.5%
Lack of school feeding	16	5.8%	Lack of WASH facilities	29	10.6%
Forced child recruitment into armed groups	12	4.4%	Crossing conflict line to reach the school	18	6.6%
Crossing conflict line to reach the school	11	4.0%	Lack of school feeding	15	5.5%
Lack of classroom structures	8	2.9%		8	2.9%

Table 5: Child's protection concerns

The major protection concerns limiting children to access or attend schools include financial barriers 37.1%, physical distance to school (37.1%), child labour (13.6%), lack of school feeding (5.8%), forced child recruitment into armed forces (4.4%), crossing conflict line to reach the school (4.0%) and lack of classroom structures ((2.9%) for boys and physical distance (38.2%), financial barrier (30.5%), child labour (16.5%), lack of WASH facilities 10.6%), crossing conflict line to reach school (6.6%), lack of school feeding (5.5%) and lack of classroom structures (2.9%) for girls respectively. Girls are more affected than boys because girls are more vulnerable compared to boys and besides, girls are considered source of wealth (dowry) and given for early marriage.

5.5 Parents, Teachers' Association (PTA) data

Number of PTA members in the host community primary schools visited as per the data provided by the County Education Directors, PTA and Head teachers as of 29 May 2019.

Number of	IDP/ Returnees		Host Community		Total
	Men	Women	Men	Women	
Current PTA members in Dablual			5	6	11

Table 6: PTA number by gender and displacement status

According to the data provided by the County Education Directors for Dablual and Thaker, all the schools operating in Dablual and Thaker Payams have PTA Executive committees comprising 11 members. However, most of the PTA committees were not trained by any humanitarian agency on the roles and responsibilities of PTA.

5.6: Community Contributions

What community can do to support/ contribute for smooth running of education services without external support as per the data provided by the parents, local authorities & schools as on 29 May 2019

Community contribution/ support to restart education services	Respondents	Percentage
Provide land for school construction & material supports	242	88.97%
Community mobilization & awareness for parents to send children to school	228	83.82%
Local materials for construction of temporary learning space and participate in mudding of classrooms	195	71.69%
Provide security for materials provided	93	34.19%
Total	272	

Table 7: Community contributions

The community can provide land for school construction (88.97%), do community mobilization and awareness for parents to send children to school (83.82%), provide local materials for construction of temporary learning spaces and labour for mudding of classrooms and school latrines (71.69%) and provide security for the school materials (34.19%).

5.7: Education Partners

Other education partners and the services they provide in the school/ community

Partner	Services provided	Period/ duration of services
Intersos	General Education	Since 2017
Windle Trust	GESS	Since 2017

Table 8: Education partners in Thaker and Dablual

There are two education partners Intersos and Windle trust providing education support. Intersos is supporting six primary schools in the Dablual and Thaker payams. Meanwhile the schools have acknowledged the need for other partners to intervene in the area. There is need for more support in terms of payment of monthly incentives for

teachers, provision of teaching and learning materials including recreational materials, construction of WASH facilities and training of teachers especially in schools not supported by Intersos.

5.8: The three top priorities identified

The top priorities (main needs) for the affected population (both displaced and host community) as per the data provided by the Payam Education Supervisors and schools as on 21.1. 2019

Top priorities (main needs) for affected population	Total # of respondents	Percentage
Shelter/ NFI-carpets, mosquito nets, light & utensils)	217	79.77%
Food	203	74.63%
Education	200	73.52%
Water and sanitation	175	64.33%
Health	128	47.05%
Total	272	

Table 9: the top three priorities of the community in Dablual and Thaker Payam

The top priority main needs of the affected population (returnees and host community) include shelter and NFI (79.77%), food (74.63%), education (73.53%), water and sanitation (64.33%) and health (47.05%). Shelter and NFI was ranked top especially in Thaker payam because most of the returnees and host communities in the rural areas did not received carpets, mosquito nets, light and kitchen utensils. Although IOM provided shelter & NFI materials households in rural areas in Thaker were not reached. While in Dablual, PAH distributed shelter & NFI materials during the assessment period. The community complaints about snakes and scorpions during rainy season and need light to use at night hours. Food was ranked second because most of the returnees were still not enlisted in the general food distribution and therefore don't receive food and thereby share food of the host community. Education is ranked third because most schools are not supported and need classroom structures, teaching learning materials, payment of incentives. Intersos is only supporting few schools. WASH was ranked 4th because most schools don't have school latrines and water sources. WASH partners on ground are also focusing on institutional facilities with limited or no WASH services provided to the community.

5.9: The top priorities Education activities

The top education activities most important to support children to attend schools in the crisis affected area as per the data provided by the Education Directors, head teachers and PTA as of 29.6. 2019

Top education activities to support children to attend schools	Total # of respondents	Percentage
Payment of teachers' salaries	261	95.95%
Provision of teaching and learning materials	254	93.38%
Rehabilitation of school infrastructures	198	72.79%
School feeding	186	68.38%
Security of schools	27	9.92%
Total	272	

The top education activities most important to support children to attend schools in the crisis affected area for (both returnees and host community) include payment of teachers' monthly incentives (95.95%), provision of teaching and learning materials (93.38%), rehabilitation/ construction of school infrastructures including school WASH facilities (72.79%), school feeding (68.38%) and security of schools (9.92%). Payment of teachers is ranked top because most teachers are volunteers. The schools also need to be supported with teaching and learning materials including recreational materials. Most of the schools have limited classrooms and WASH facilities. School feeding program is also required to increase attendance and retention of school children.

5.10: Key Education Recommendations

Specific Intervention Activities

The education needs are more structural and chronic in nature and requires static program intervention focusing on the following activities:

- Payment of monthly incentives for all the volunteer teachers in the 21 functional primary schools in Thaker and Dablual payams. Out of the total number of teachers currently teaching in the 21 primary schools in Dablual and Thaker, Intersos is said to be paying monthly incentives to 24 (8.79%) teachers in their six supported primary schools and 249 (91.20%) teachers are volunteers that need to be supported with monthly incentives.
- Provision of teaching and learning materials to all the 15 primary schools not supported by Intersos in Dablual and Thaker. The materials should include exercise books, pens, mathematical sets, pencils, rulers and bags for children and text books, chalk, black boards, pens, manila cards, glue, and papers among others for teachers. According to the County Education Director and head teachers of the primary schools visited Intersos provided teaching learning materials to their six supported schools early this year but the schools have run out of the writing materials for children and teachers to prepare lessons because they were not adequate.
- Provision of recreational materials to all the functional host community primary schools with IDPs and returnees' children. The recreational materials should include football, net balls, valley balls, skipping ropes, scrabbles, playing cards and Ludo among others.
- Training of the remaining untrained teachers on teaching methodologies, Life Skills, child protection and psychosocial support. Out of the 273 teachers, only 37 (13.55%) were professionally trained while 236 (86.44%) were not professionally trained teachers and 107 (39.19%) teachers attended training on Life skills and Psychosocial support conducted by Intersos while 166 (60.80%) did not attend any training on Life skills and Psychosocial support and therefore need to be train to enrich their knowledge and skills in teaching.
- There is high need to construct temporary learning spaces in all the 21 functional host community primary schools in Dablual and Thaker. Most of the classes in all the schools operate under trees which exposes children to sun heat and rain. Classes are interrupted in case of rain. For example, there are only 2 classroom structures for 2 classes out of 8 in Dablual, 2 class room structures out of 7 classes in Dengluoth, 2 class room structures for 2 classes out of 8 in Thaker and 1 class room structure for 1 class out of 5 classes in Langlieth among others.
- Construction of school latrine blocks in all the functional primary schools with no latrines in Dablual and Thaker. Out of the 21 primary schools operational in Thaker and Dablual Payams only two (9.52%) have school latrine blocks while 19 (90.47%) primary schools don't have school latrines. Only the schools supported by Intersos have two latrine blocks of two stances each which are used by both the pupils and teachers. In most of the primary schools the pupils and teachers go to the bush. All the schools also don't have privacy and WASH facilities for girls to manage menstruation.
- Provision of hand washing facilities and soap for the children and teachers to wash their hands. Most of the schools' do not have hand washing facilities and children don't wash their hands in school.
- Construction of school boreholes in most of the schools with no nearby community water source. None of the schools have a school borehole and the pupils drink water from home.
- Formation and training of school hygiene and sanitation clubs in all the primary schools to promote good hygiene and sanitation practices in all the primary schools in Dablual and Thaker payams.

Conclusion: Since the education needs are more structural in nature that existed since 2013, there is no need for NRC EiE intervention in the area because the actual finding did not meet the ECHO response triggers of fresh IDPs.

6.0 Key WASH Findings

6.1 Water Supply:

Regarding access to drinking water in Thaker and Dablual, 83.48% of the respondents said they have access to drinking water 80.00% have access to bathing water and 86.96% have access to water for cooking as reflected in the figures 6.1 below while 20% have no access to water for drinking and bathing and 13.04% have no access to water for cooking.

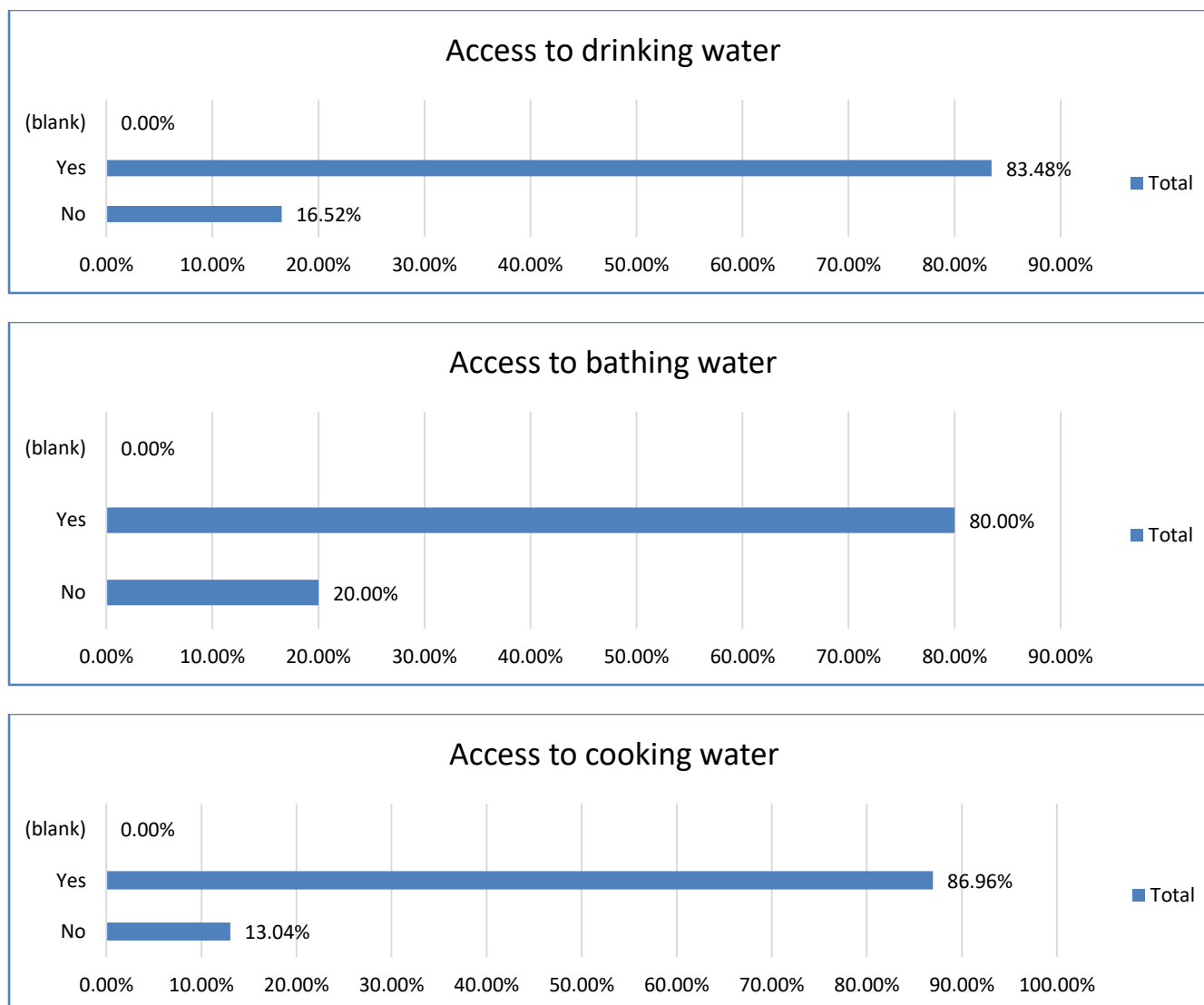


Figure 6.1: Access to water for cooking, drinking and bathing. Source: Field data May 2019

The respondents mentioned different sources of water for drinking, bathing, washing and cooking. 56.52% of the respondents confirmed they are getting water from the hand pumps, 6.09% said they get their water from nearby river/ stream, 5.22% said they get water from protected shallow well and 5.22% from bottled water among others as seen in figure 6.2 below. The few who said they get water from the river/ stream said the hand pumps are far from them hence, the nearest source of water is the river.

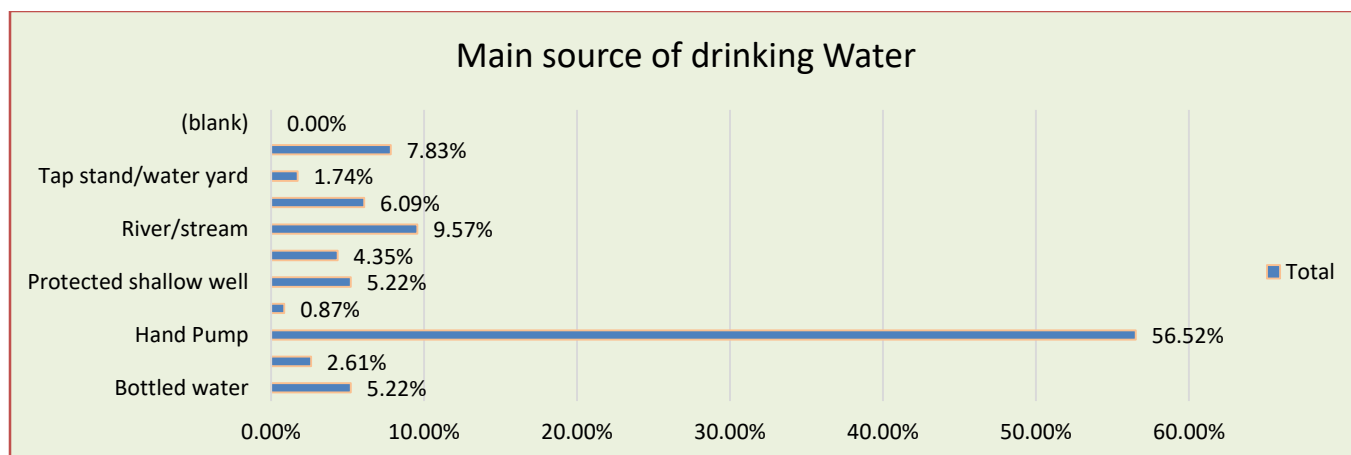


Figure 6.2: Source of drinking. Source: Field data May 2019

Most (54.78%) of the respondents in Thaker and Dablual, said households don't do something to the drinking water to make it ready to drink while 45.22% said the households do something for the drinking water to make it ready for drinking. 60.87% respondents said households have no storage facilities for drinking water while 39.13% mentioned that households have storage facilities for drinking water. As shown in figure 6.3 below.

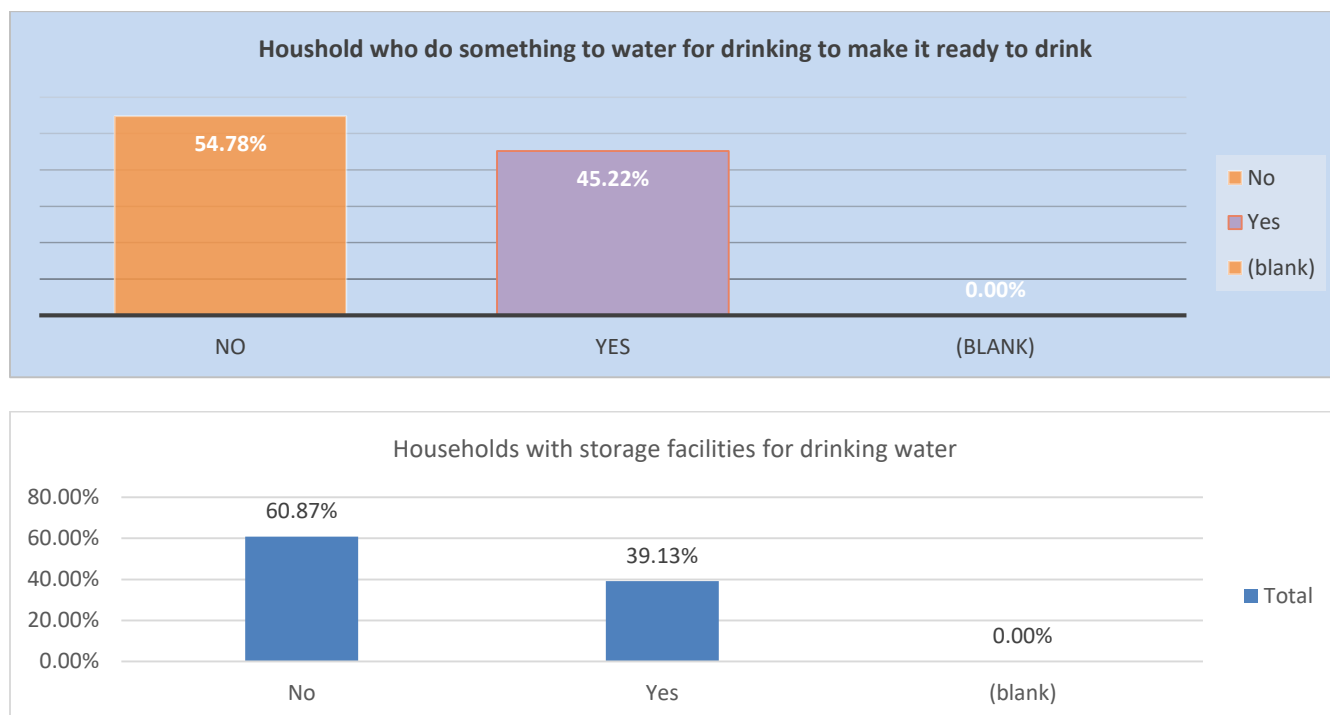


Figure 6.3: Household who do something and have storage facilities for drinking water. Source: Field data May 2019

6.2 Sanitation:

On sanitation, from observation there a lot of faeces observed on the ground. The interviews and focused group discussion further justified the absence of latrines in the community. The only latrines observed were the one constructed by UNIDOR in health centers and primary schools supported by Intersos.

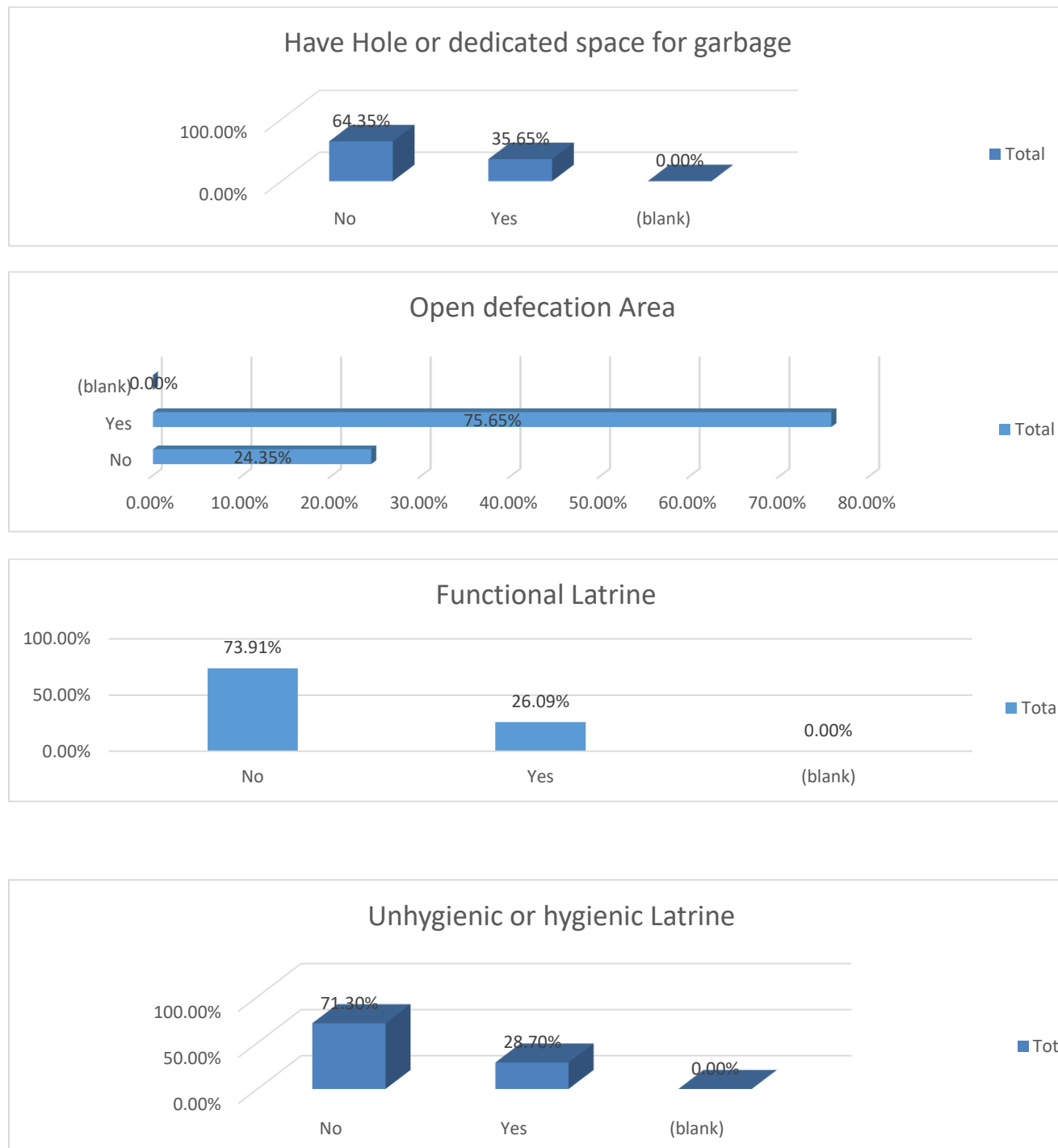
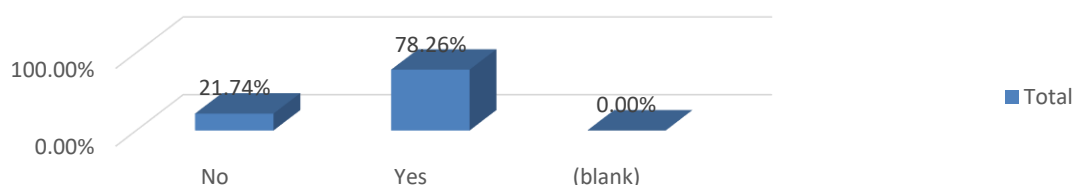


Figure 6.4: Hole for garbage, open defecation area and functional latrines- Source: Field data May 2019

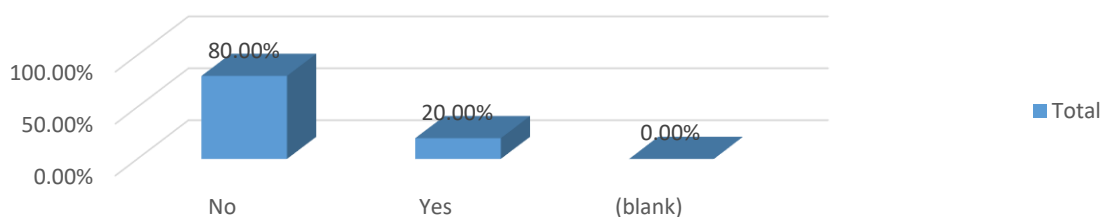
64.35% of the respondents mentioned they have no hole or dedicated space for garbage while 35.65% said they have hole or dedicated space for garbage. 75.65% said they have open defecation area while 24.35% express lack of open defecation area and 73.91% said they have no functional latrines while 26.09% said they have functional latrines as reflected in figure 6.4 above

Regarding handwashing, 78.26% mentioned that they wash hands after using latrine and before eating, breast feeding and preparing food while 21.74% said they don't wash hands after using latrine or before eating breast feeding and preparing food; 78.26 use water only for washing and 64.35% wash hands without soap as indicated in figure 6.5 below.

Use latrines after cleaning hands, before eating, breastfeeding and preparing food



After using Latrine donot Wash my hands



After using latrine use water only for washing



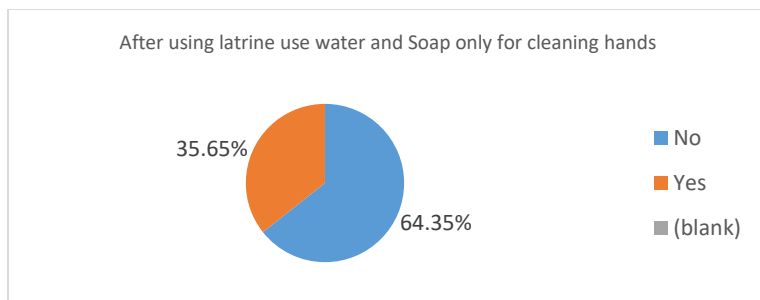


Figure 6.5: Hand washing after using latrine & before eating, breast feeding & preparing food- Source: Field data May 2019

6.3 Hygiene promotion

From the physical observation, hygiene promotion in the affected population is very poor due to inadequate or lack of hygiene promoters and materials to facilitate hygiene promotion activities at the household levels and most primary schools.

In regarding to menstrual hygiene management, the women reported that they have no access to market and no money to buy sanitary pads or underwear. When they are in their monthly period, they find it very difficult to manage since they don't have money to buy pads, under wears, cotton wool or piece of cloth. During menstruation, they can keep them away from people for about 3 to 4 days to avoid embarrassment.

During the FGD & KII, 61.74% of the respondents said households have soap or ash for hand washing while 38.26% don't have soap. 90.43% said they use soap or ash for bathing while 9.57% don't use soap or ash for bathing as reflected in figure 6.6 below. However, from the observation, most households don't have soap but use ash for handwashing.



Figure 6.6: Household with and using soap or ash for hand washing & bathing- Source: Field data May 2019

6.4 WASH NFIs

From the assessment it was found out that, there is inadequate essential WASH NFIs such as the water collection and storage containers (jerry cans and buckets), soap, water treatment materials (filter cloth, aqua tabs or PUR) among households in Thaker and Dablual especially in the remote areas. Only very few households reported that they received some buckets, from IOM in Thaker.

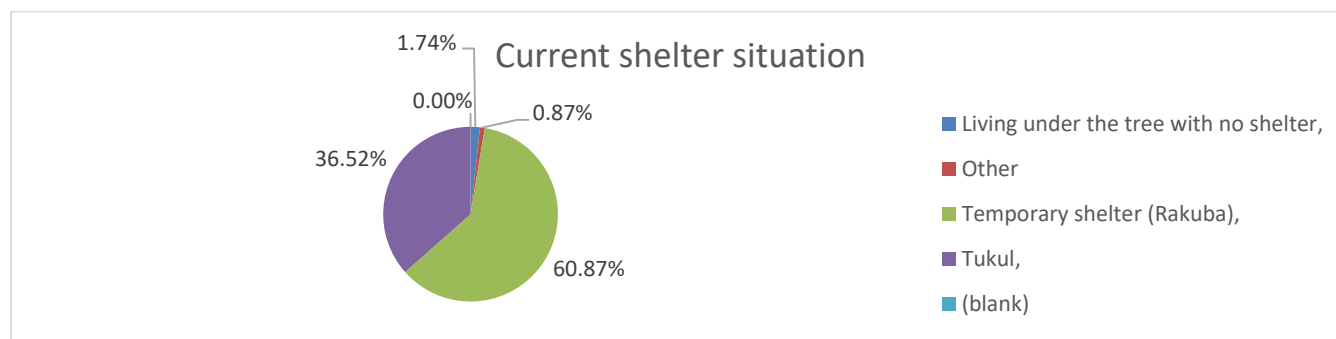
6.5 Recommendations

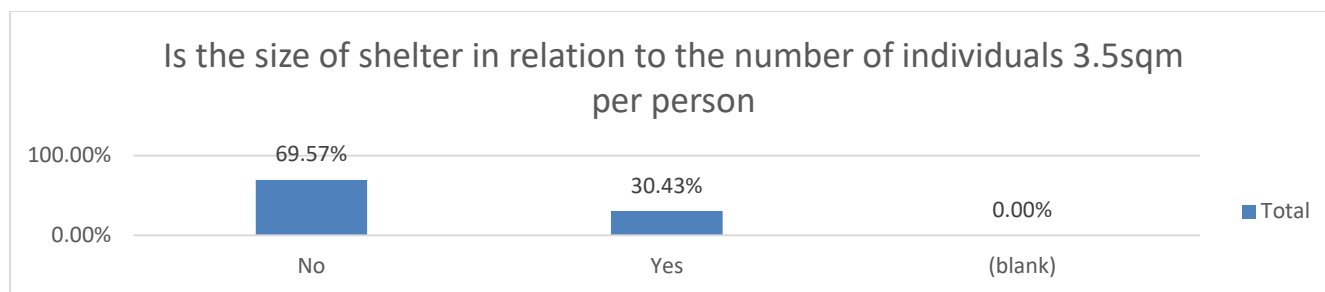
Based on the findings, the following are some of the recommendations for intervention by either NRC or any partner with the capacity to response;

- There is also need for the construction of communal latrines in the community and at institutional centers such as schools, churches and markets.
- There is need for construction of hand pumps for functional primary schools with no nearby community hand pump
- Training of community hygiene promoters and conducting hygiene promotion activities
- Provision of Information, Education and Communication (IEC) materials to enhance hygiene promotion activities.
- Distribution of WASH NFIs materials and water treatments materials and to be backup with hygiene promotion activities in the Community.
- Distribution of hygiene and dignity kits for feminine Menstrual Management hygiene.
- Training of pump mechanics on operation and maintenance of hand pumps for the sustainability of water supply.

7.1 Shelter:

According to the respondents most households (60.87%) have temporary shelters while 36.52% said they have tukuls and only 1.74% of respondents are said to be living under trees with no shelters. However, 69.57% said the size of the shelter in relation to the number of individuals per 3.5sqm per person is not adequate. 13.91% of the respondents said they have no plastic sheets while majority (30.43%) have only one plastic sheet per household as reflected in figure 7.1 below. This implies that there is no need to provide shelter as most of the people already have shelter to live in.

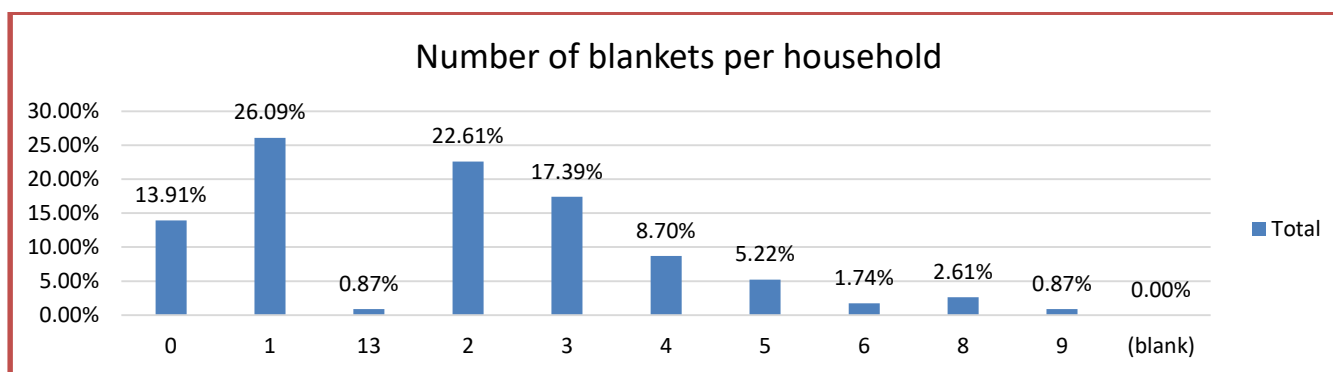




Row Labels	Count of Number of plastic sheets per household:
0	13.91%
1	30.43%
2	32.17%
3	10.43%
4	7.83%
5	4.35%
8	0.87%
Grand Total	100.00%

Figure 7.1: Current shelter situation and number of plastic sheets per household- Source: Field data May 2019

Most of the respondents (26.09%) said they have one blanket per households, 22.61% have 2 blankets per household while 13.91% don't have any blanket. 29.57% have one sleeping mat per household, 26.09% have 2 mats 8.70% don't have any mat at all as reflected in figure 7.2 below. This is because IOM and PAH distributed shelter & NFI materials in Thaker and Dablual in May 2019.



Row Labels	Count of Number of sleeping mats per household:
0	8.70%
1	29.57%
10	0.87%
2	26.09%
3	13.91%
4	14.78%
5	3.48%

6	1.74%
9	0.87%
Grand Total	100.00%

Figure 7.2: Number of blankets & sleeping mats per household- Source: Field data May 2019

Most respondents (29.57%) have 1 mosquito net, 20.87% have 2 mosquito nets per household while 20.87% don't have mosquito nets. 29.57% have 1 jerry can per household, 20.87% have 2 pieces per household while 23.48% do not have completely as reflected in figure 7.3 below. The people do not have jerry cans completely were the returnees who arrived after verification and distribution was conducted by IOM in Thaker and PAH in Dablual.

Row Labels	Count of Number of mosquito nets per household:
0	20.87%
1	29.57%
10	0.87%
2	20.87%
3	13.04%
4	8.70%
5	2.61%
6	3.48%
Grand Total	100.00%

6.2 NFI:

Row Labels	Count of Number of jerry cans or buckets (15L and above):
0	23.48%
1	29.57%
2	20.87%
20	0.87%
3	6.96%
4	2.61%
5	10.43%
6	5.22%
Grand Total	100.00%

Figure 7.3: Number of mosquito nets & jerry cans/ buckets per household- Source: Field data May 2019

Most (36.52%) respondents said they have 1 cooking pot, 30.43% have 2 cooking pots per household and only 4.35% don't have cooking pots. 72.17% don't have bamboos. 60% respondents said they don't have poles for construction as reflected in figure 7.4 below. The community used local reeds, grass and mud for their temporary shelter construction.

Row Labels	Count of Number of cooking pods:	
------------	----------------------------------	--

0	4.35%	
1	36.52%	
10	2.61%	
2	30.43%	
3	9.57%	
4	4.35%	
5	1.74%	
6	9.57%	
8	0.87%	
Grand Total	100.00%	

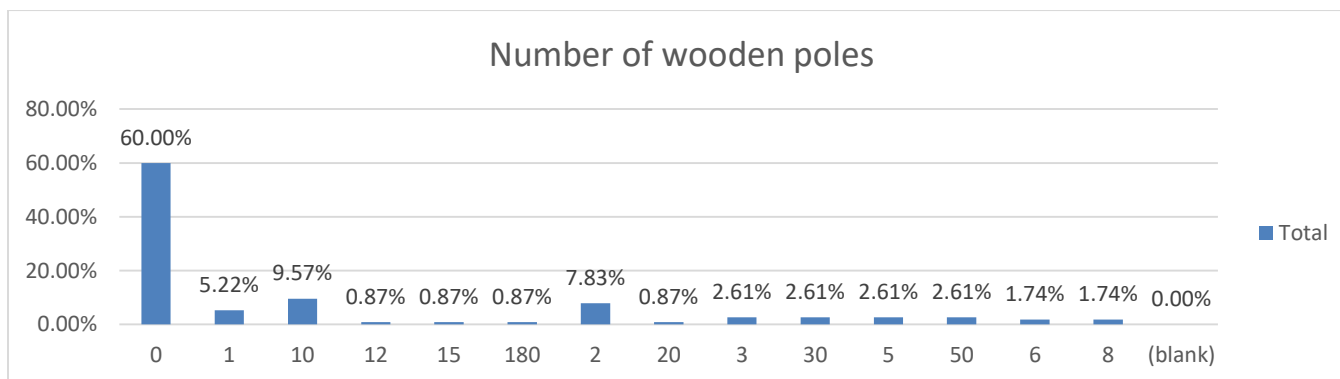
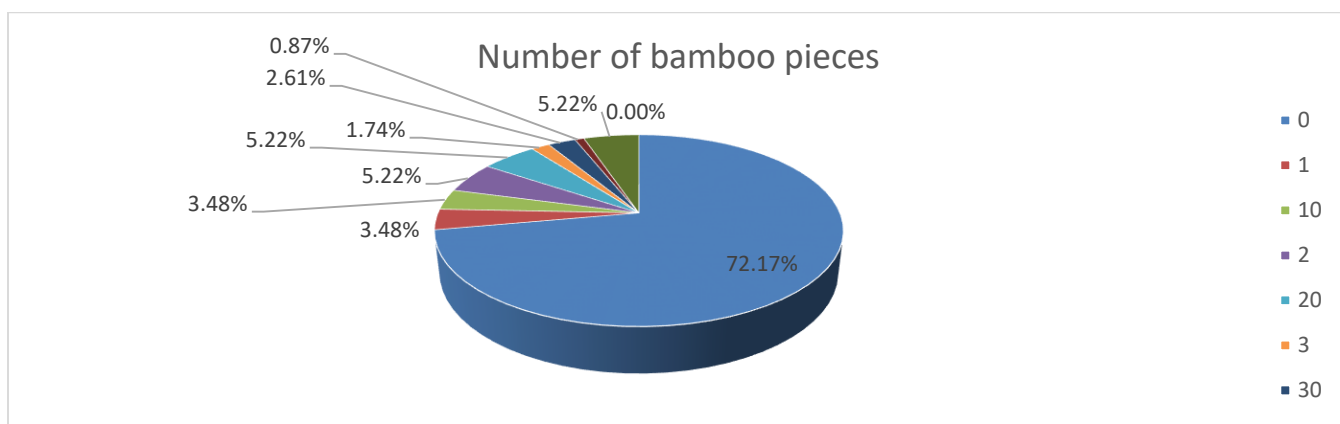


Figure 7.4: Number of cooking pots & bamboos per household- Source: Field data May 2019

Most of the respondents (59.13%) said they feel safe in their current shelter situation and 39.13% don't feel safe in their current situations as indicated in figure 7.5 below. This is because the temporary shelters cannot withstand the heavy rains and wind during rainy and dry seasons.

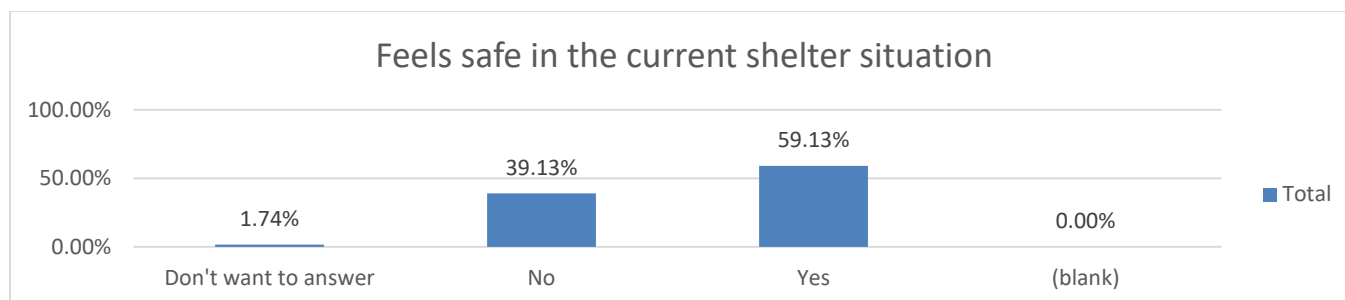


Figure 7.5: Feeling safe in current shelter situation- Source: Field data May 2019

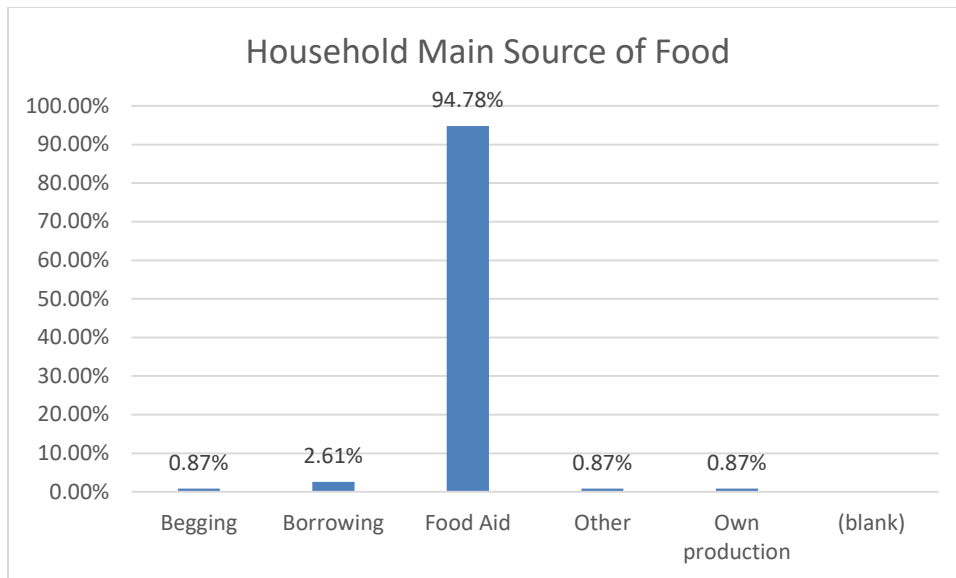
6.3 Key Shelter/NFI Recommendations

- There is no need for shelter intervention in the area because most (97%) household have shelters (60.87% have temporary shelters while 36.52% have tukuls).
- There is no need for distribution of blankets because 86.09% of the respondents said they have blankets and only 13.91 don't have blankets.
- There is no need for distribution of cooking pots because most (95.65%) respondents have cooking pots and 4.35% don't have cooking pots.
- There is no need for distribution of mosquito nets because 79.13% respondents said they have mosquito nets and only 20.87% don't have mosquito nets per households.
- There is no need for sleeping mat distribution because 91.3% of the respondents have sleeping mats while 8.7% don't have sleeping mats.

7.0 Key Findings Food Security and Livelihood

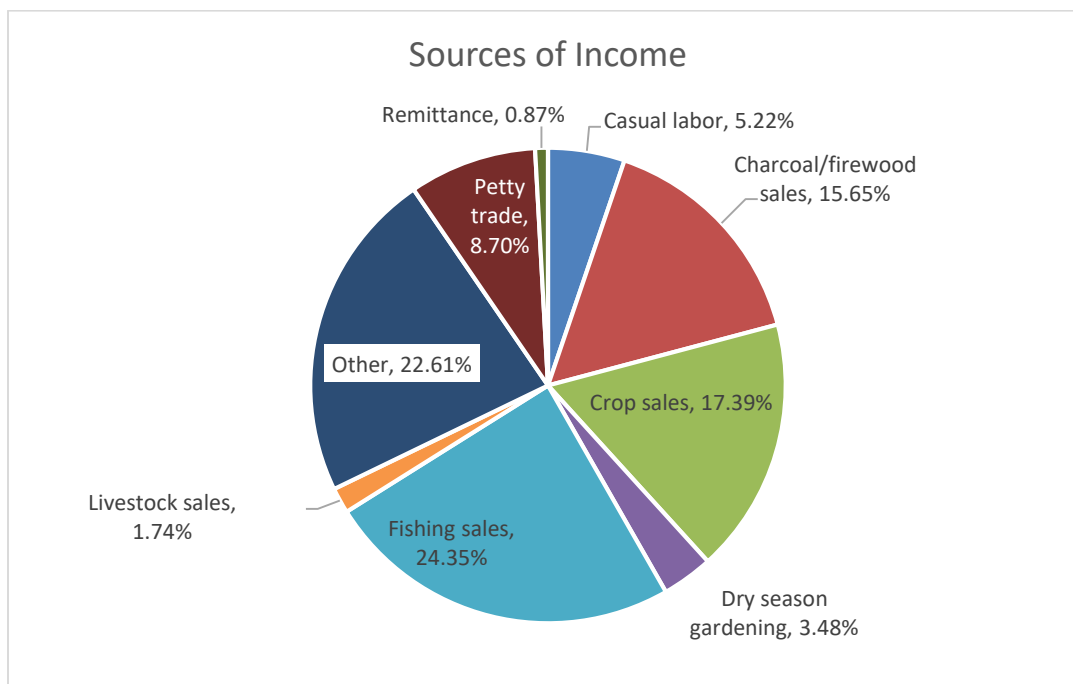
Main Sources of food

Food aid was the main source of food for the respondent households with minimum contribution from own production as presented in the graph below. Borrowing and begging were indicated as the main sources of food by a few households. These could be households that were not targeted to receive food aid. The results clearly indicate that the respondents had no other significant sources of food except food aid. This confirms the results of the food consumption score as the received food aid ration comprised mainly of 3 food groups (cereal, oil and pulses) compared to the 9 food groups that the FCS considers. Although own production and other sources such as fishing were relatively less significant as sources of food, these reflect the livelihoods of the population in Mayendit, which were largely affected by conflict.

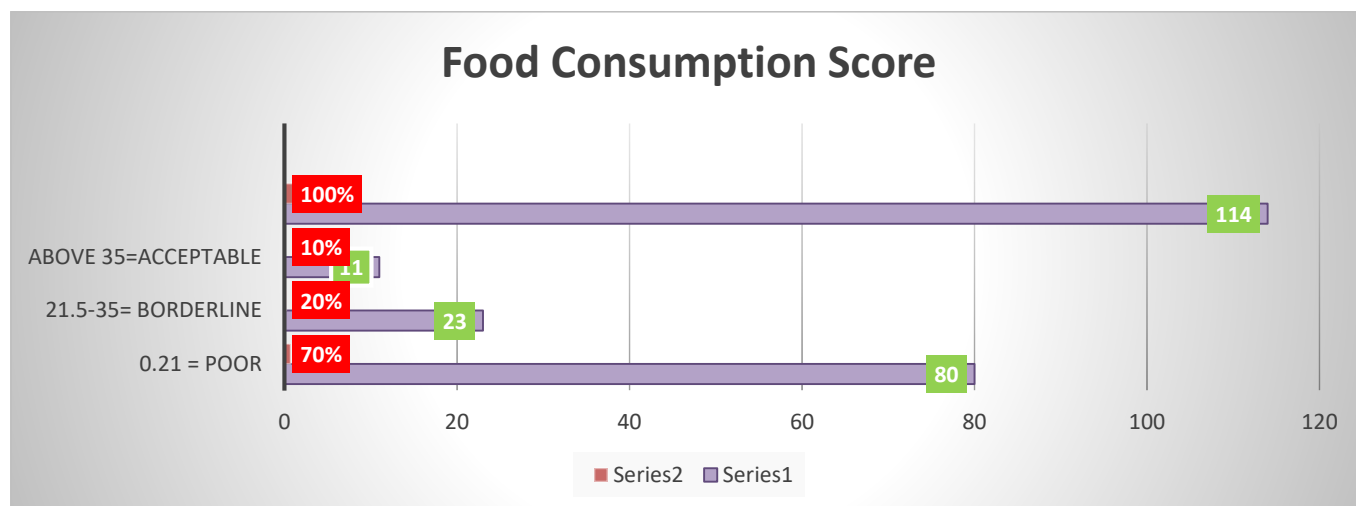


Household Main Source of Income

Fish sales and crop sales were the most commonly used sources of income as they reflect the main livelihoods activities of the Mayendit population. Casual labor, petty trading and dry season gardening sales are also used by quite a significant number of households as presented in the chart below. About 1% of the respondents mentioned remittances as their main source of income. Charcoal/firewood sales was a significant source of income bringing out the concern that if it goes unchecked, might impact negatively on the environment.



Food Consumption Score



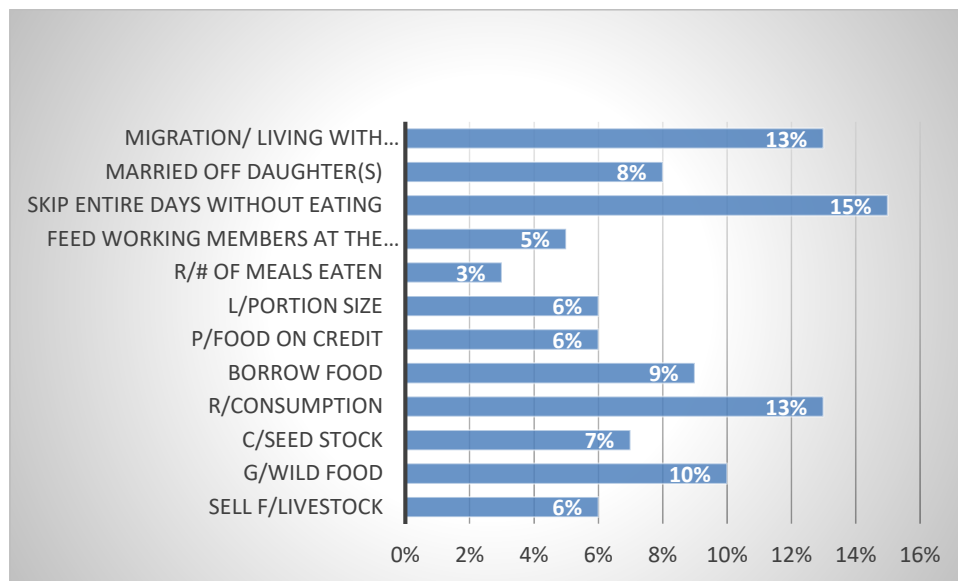
Using the Food Consumption Score (FCS) tool, the assessment was able to measure the household dietary diversity looking at the diverse food groups that a household was able to consume in the 7 days preceding the assessment. Results indicate quite a poor household dietary diversity that can have severe nutritional impacts on the most vulnerable groups such as children under the age of five years, pregnant and lactating women, the sick and elderly people. As presented in the graph above, only 10% of the respondents had an acceptable food consumption score with the majority (70%) having a poor FCS while 20% are on the borderline. There was significant consumption of fish and milk but less of fruits, vegetables and leaves leaving the household members with limited intake of important vitamins and minerals.

Coping Strategy Index (CSI)

In order to understand the strategies used by the respondent households to cope with inadequacy of food, the assessment used the coping strategy index which analyses what was done by the by the households the previous 7 days to cope.

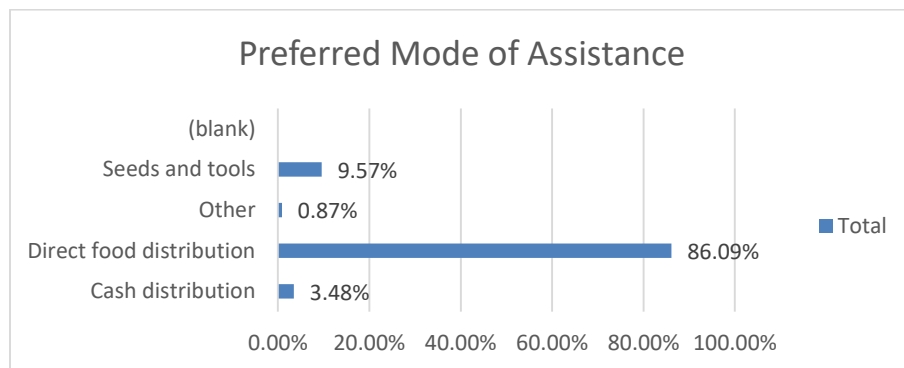
Coping Strategies	Average # of days	severity Weight	CSI
Sell Female livestock	0.7	3	2.1
Gathering wild food	0.9	4	3.6
Consumed seed stock	0.8	3	2.4
Reduced consumption by adults so that small children could eat	2.3	2	4.6
Borrow Food	1.7	2	3.4
Purchased food on credit	1.1	2	2.2
Limited food portion size	2	1	2
Reduced # of meals eaten	0.5	2	1
Feed working members at the expense on non-working members	1.7	1	1.7
Skip entire days without eating	1.8	3	5.4
Married off daughter(s)	0.7	4	2.8
Migration/ living with relatives/splitting families	1.2	4	4.8
Total Score	15.4		36

Coping strategies index



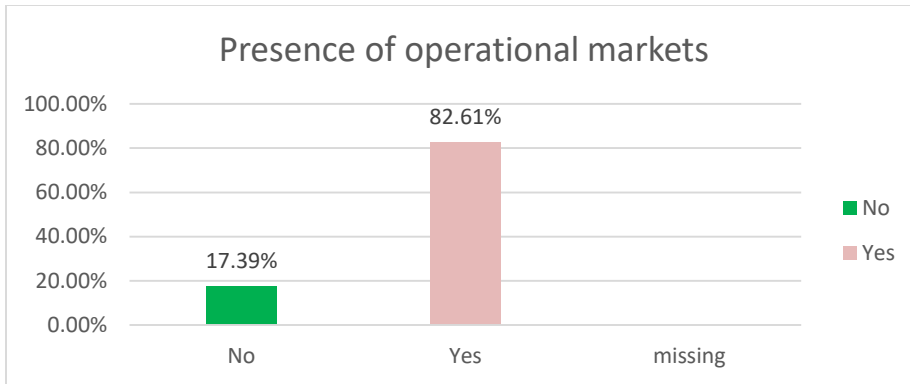
Preferred Mode of Assistance

The majority of the respondents (86%) indicated that they preferred direct food distribution while about 10% and 3% mentioned agricultural inputs (seed and tools) and cash distribution respectively as presented in the chart below.

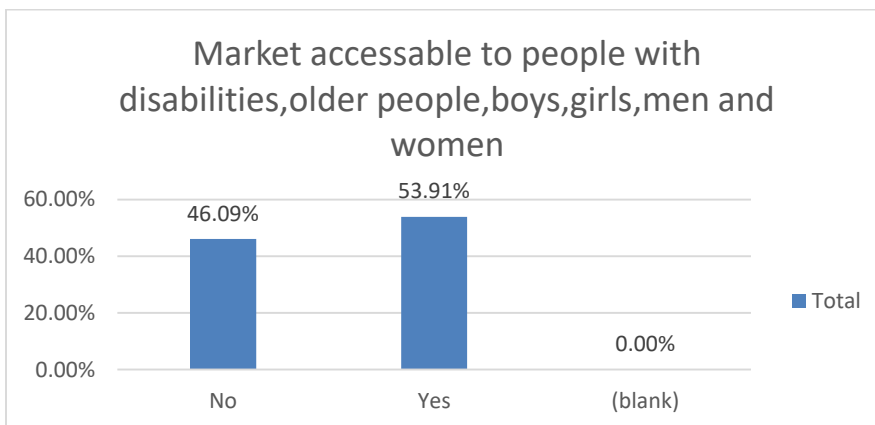
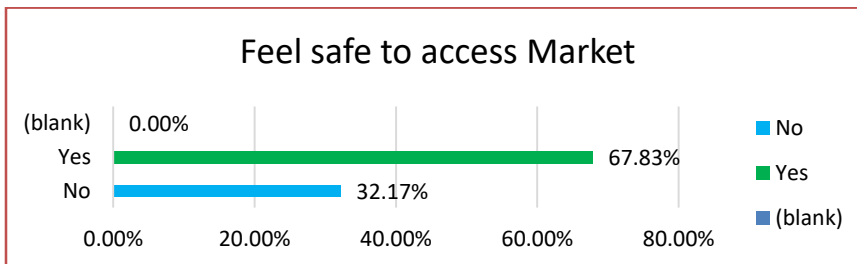


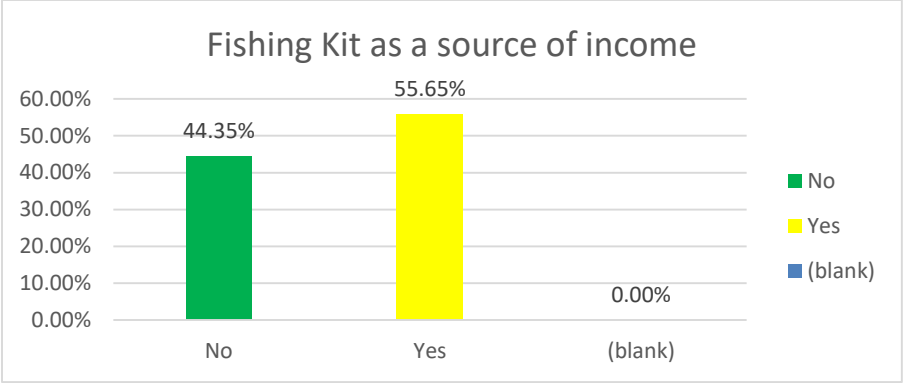
Markets and marketing

The majority (83%) of the respondents indicated that there was a functional market in the area while 17% said there was none. Access to a functional market allows people to access commodities and other foods that they cannot get from food aid and own production. Markets also give an option for market based humanitarian response in order to resuscitate markets and improve access to livelihoods services and commodities.



The average distance to the nearest market is 38 Kilometres





8.0 Annexes

8.1 Annex i Field Assessment photos



NRC Staff conducting FGD with women in Thaker on 25.5.2019



Enumerator collecting data during assessment in Thaker



NRC assessment team conducting focus group discussion with pupils in Dablual primary school on 29.5.2019



NRC Assessment team conducting FGD with boys in Dablual P/S



One of the lasss operating under tree in Thanker



P1 class operating under tree with no black board in Thaker P/S



P2 class operating under tree in Dablual primary school

9.2 Annex ii Assessment Activity schedule

The assessment mission will cover a period of 8 days including travel and data collection and 3 days for report writing as per the activity schedule tabulated below

S/N	Activity	Time frame (24-31.5.2019)								3-5.6.2019		
		24	25	26	27	28	29	30	31	3	4	5
1	Fly from Juba to Leer and camping											
2	Meet local authorities and explain purpose of the mission											
3	Data collection from IDP & host communities, schools, teachers, PTA, children, local authorities & existing partners											
4	Conduct final mission debriefing meeting with key local authorities (RRC/ROSS)											
5	Material collection/ packing and return to Juba											
6	Data analysis and report writing and sharing											
7	Submission of Report to EPR Manager for final review and submission to Clusters											