



Country Strategy South Sudan

2021 – 2025



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A. ABOUT LIGHT FOR THE WORLD

Light for the World is a global development organisation empowering people with disabilities and enabling eye health services in low income countries. Our history – improving health systems, enabling education for all, and amplifying the voices of people with disabilities – spans three decades. Creating powerful partnerships, we work tirelessly to strengthen the entire system.

We focus on people with disabilities facing multiple barriers, including children, women, rural communities and those hit by disaster. We concentrate on selected countries where the need is greatest according to the Human Development Index and where we believe we can achieve long-term system change by strengthening the existing health, education, social and economic set-up so it reaches those who need the services the most for many years to come.

Outcome-oriented monitoring, evaluation and applied research is crucial to us. We use it to continuously learn and adapt our programmes, to ensure maximum effectiveness.

B. METHODOLOGICAL NOTES

This country strategy was developed using the Outcome Mapping method. Outcome Mapping focuses on changes in the behaviour of the people, groups and organisations influenced by a programme. Light for the World adopted and adapted this methodology for the design and development of this and five other country strategies for the period 2021-2025 which were all prepared in the first and second quarters of 2021. A core feature of this methodology is the identification of key system actors (boundary partners) and the formulation of Outcome Challenges for each of them.

The South Sudan Country Strategy 2021-2025 is intentionally designed to influence and systematically track and evaluate progress towards complex systems change. Following the development of guidelines and templates derived from Outcome Mapping, Light for the World staff from the South Sudan Country Office together with international experts worked to define the Vision, Mission and envisaged Outcomes in terms of systems change and service delivery.

Parallel to the country strategy development, aligned global and country monitoring and evaluation (M&E) frameworks with Progress Markers were developed for each of the Outcome Challenges. This will allow Light for the World and our partners to systematically monitor, evaluate and learn from the progress we make towards systems change in eye care, inclusive education and inclusive economic empowerment.

C. HISTORY OF LIGHT FOR THE WORLD IN SOUTH SUDAN

Light for the World has been enabling rehabilitation and inclusion services and breaking down barriers that prevent disability inclusion in South Sudan since 2007. Our Country Office opened in 2011.

We are proud of our systems change approach promoting inclusive education, economic empowerment and humanitarian action in South Sudan.

Key achievements in the past five years (2015-2020) are:

- ▶ Piloting and leading the implementation of disability inclusive education in South Sudan which resulted in increasing the awareness of civil society and Government on inclusive education and disability, screening and assessment of children with disabilities, training of teachers in inclusive education, adaptation of inclusive education curricula and improved school accessibility for children with disabilities
- ▶ Light for the World developed a guide for accessible school design and teacher training manuals, as well as a position paper on the national inclusive education policy that turned into a reference for inclusion in the educational system in South Sudan.
- ▶ Directly implementing inclusive education in three internally displaced camps (IDPs) in Juba, ensuring community based rehabilitation support to more than 600 children with disabilities in the three IDP camps, making school sites physically accessible, training teachers in classroom management and use of adapted learning materials, ensuring referrals for medical treatment and provision of epilepsy medication, promotion of child-to-child approach as well as training other NGOs on disability mainstreaming to include disability in their education programmes.
- ▶ Over 171 young people with Nodding Syndrome were engaged in the agriculture programme.
- ▶ 450 young people with disabilities have been trained in skills training.
- ▶ The draft technical and vocational education training (TVET) curriculum has been developed and is disability inclusive.
- ▶ Over 34 mothers in IDP camps and over 250 mothers who have children with disabilities have set up small scale businesses and joined the village savings and loan association (VSLA) group in their area.

- ▶ Twelve Disability Inclusion Facilitators have been trained on economic empowerment and TVET focusing on the 'how' of disability inclusion.
- ▶ Mass awareness campaigns in 3 IDP Camps on disability and peace education.
- ▶ Modified latrines for accessibility for persons with disabilities in 3 IDP camps.
- ▶ Provided mobility devices for persons with disabilities.
- ▶ More than 20 humanitarian NGOs trained.
- ▶ Four Inclusive Sports for Peace teams formed and several capacity building training sessions conducted for 6 OPDs.
- ▶ Umbrella organisation South Sudan Union for Persons with Disabilities (SSUPWD) is fully registered and recognised by the government of South Sudan.
- ▶ A first dictionary of the South Sudanese sign language was published and a more comprehensive new version is planned to be published in 2021.





D. COUNTRY PROGRAMME SOUTH SUDAN

1. OVERALL COUNTRY STRATEGY

Our overall vision for the South Sudan Country programme is to have an inclusive South Sudan where no one is left behind.

Our overall mission for the South Sudan Country programme is to contribute to a nation in which persons with disabilities fully participate and exercise their rights:

- ▶ Persons with disabilities are at the centre of our work and they are the change makers.
- ▶ We engage in empowering persons with disabilities to take development in their own hands through advocacy.
- ▶ We strive to overcome all barriers in society and create access for persons with disabilities and their families.
- ▶ We are committed to promoting inclusive education, livelihood and disability inclusion in humanitarian action by using the disability inclusive community development (DICD) and disability mainstreaming approach.
- ▶ We pay specific attention to women with disabilities, children with disabilities, and more excluded impairment groups, and in particular children with Nodding Syndrome.



2. INCLUSIVE EDUCATION

2.1 OUR VISION

Our vision is to see an inclusive national education system

- ▶ where all children regardless of their impairments and ethnicity have access to quality education in South Sudan.
- ▶ where all children can learn and reach their full potential if given the opportunity; effective teaching and appropriate resources are made available in all learning institutions across the nation.
- ▶ where inclusive education programmes provide and meet the individual needs of each learner within the school community, be these intellectual needs, or communication, social, emotional and physical aspects of a child's development.
- ▶ that fosters positive self-esteem, engagement, participation and a sense of belonging in the classroom, school and community.
- ▶ where all parents play a key role in the education of their children regardless of their impairment as they are the most complete information source about their children.
- ▶ where the Ministry of General Education and Instruction signs and implements the inclusive education policy and in which the policy is financially resourced.
- ▶ where our disability inclusion facilitators are empowered advocates on inclusive education.

2.2 PROGRAMME APPROACH

Our mission is to contribute to an education system that provides appropriate learning environments and opportunities for all to achieve their potential.

We are committed to promoting inclusive education through disability inclusion in community development and mainstreaming approach both at national and community level.

Therefore we:

- ▶ Promote inclusive education policies to be in place and advocate for implementation and financing by the Ministry of General Education and Instruction.
- ▶ Promote inclusive education programming in mainstream actors.
- ▶ Promote early childhood education through building the capacity of DICD workers, mainstream actors and directorate of early childhood development (ECD) at the national Ministry of Education.
- ▶ Promote inclusive education in emergencies through building the capacity of humanitarian agencies and clusters.
- ▶ Advocate for provision of appropriate adaptive technology and mobility devices for children with disabilities.
- ▶ Advocate for and contribute to the capacity development of teachers in inclusive education.
- ▶ Advocate for and contribute to an accessible and inclusive learning environment by creating awareness at the Ministry of Finance and amongst mainstream actors for tax exemption on assistive devices.
- ▶ Engage OPDs, and Disability Inclusion Facilitators to take the lead in advocacy and decision making in programming related to inclusive education.
- ▶ Pay specific attention to girls with disabilities, and more excluded impairment groups with more attention to persons with Nodding Syndrome through mainstream and community-based approach.
- ▶ Promote school governance to be disability inclusive through creating awareness and build the capacity of parent teacher associations (PTAs) and school management committees (SMCs).

2.3 ENVISAGED OUTCOMES AND PARTNERS

Ministry of General Education and Instruction (MoGEI):

- ▶ MoGEI signs the inclusive education policy and strategy.
- ▶ MoGEI promotes and monitors the implementation of the inclusive education strategy, including by mainstream non-government actors.

University of Juba:

- ▶ University of Juba offers accessible courses and facilities for students with disabilities.
- ▶ University of Juba includes disability inclusive education in their education curriculum (pre-service teacher training).

ADRA and Save the Children International - SCI (Consortium Partners)

- ▶ ADRA and SCI practice disability inclusion in their programmes, including in early childhood education.

South Sudan Union for People with Disabilities – SSUPWD:

- ▶ SSUPWD advocates for the ratification, financing and implementation of inclusive education by the Ministry of General Education and Instruction.

South Sudan Association of Visually Impaired – SSAVI:

- ▶ SSAVI is active in inclusive education and in other states (geographical expansion).
- ▶ SSAVI obtains partnership opportunities from other donors.
- ▶ SSAVI transforms the Blind Football Club into a national team.
- ▶ SSAVI promotes and runs inclusive sports clubs.
- ▶ SSAVI advocates for the inclusion of Braille language in university education.

Union of Physically Disabled – UPD:

- ▶ UPD supported schools embrace inclusive education and inclusive sports.
- ▶ UPD works with children with disabilities in schools to ensure their enrolment and retention.

United Nations High Commissioner for Refugees – UNHCR:

- ▶ UNHCR ratifies its disability inclusion policy, practice and implement it fully in their programming in the refugee and IDP sites.

Parents Union:

- ▶ Supports the school enrolment of children with disabilities by parents.
- ▶ Advocates for the rights of children with disabilities in schools.





3. ECONOMIC EMPOWERMENT

3.1. Our Vision

Our vision is by 2025 to see a nation where everyone including persons with disabilities are valued and equipped to fully participate in economic empowerment and decision making. A nation whose population including persons with disabilities are empowered to have sustainable household livelihoods and are resilient to economic shocks despite the instabilities in the economy.

3.2. Programme Approach

The South Sudan country programme of Light for the World will contribute to this vision by supporting government and its food security and livelihood partners to provide inclusive livelihood interventions across the country through cluster coordination mechanisms, capacity building arrangements and policy reforms:

- ▶ We will promote policy reforms through advocacy and capacity building both in government institutions, NGOs and the private sector.
- ▶ We will promote inclusive technical and vocational education and training (TVET) both in government and private institutions.
- ▶ We will provide and advocate for inclusive village savings and loan association (VSLA) programmes both in community-based programming and amongst mainstream actors. We will thereby pay specific attention to women with disabilities, and more excluded impairment groups with a focus on persons with Nodding Syndrome.
- ▶ We will empower parents who have children with disabilities to take up income generating activities.
- ▶ We will engage young people with disabilities to take the lead in advocacy and decision making in economic empowerment.
- ▶ We will create a pool of disability inclusion experts to promote economic empowerment through relation building, training and coaching for mainstream actors, government bodies and companies.

- ▶ We will provide, advocate for and enable provision of appropriate adaptive technology and mobility devices and accessible training centres.
- ▶ We will act as an expert organisation and provide technical support for mainstream actors, relevant line ministries and companies in economic empowerment

3.3. Envisaged Outcomes and Partners

Ministry of Labour and Ministry of Education:

- ▶ The Ministries formulate and roll out an inclusive TVET curriculum.
- ▶ The Ministries allocate a budget for inclusive programmes (technology and assistive devices).
- ▶ The Ministries perform an active monitoring and follow-up role regarding inclusive programming by other stakeholders (NGO consortia).

Ministry of Labour:

- ▶ The Ministry has formulated and ratified and is implementing inclusive labour and employment policies.
- ▶ The Ministry provides follow-up and guidance on inclusive programming for other stakeholders.

Food Security and Livelihood Cluster (FSL):

- ▶ Cluster partners practice inclusive programming including the development of a disability inclusive TVET curriculum by the TVET working group.

African Disability Forum (ADF):

- ▶ ADF supports advocacy for disability inclusion in South Sudan towards the government and develops the advocacy capacities of the South Sudan Union of Persons with Disabilities (SSUPWD) and their affiliated OPDs.

Consortium Partners (TVET working group, ZOA, VNGI, Help The Child):

- ▶ Consortium partners engage in networking for resource mobilisation for inclusive programmes and embrace inclusive programming in their other programmes.





4. HUMANITARIAN ACTION

4.1. Our Vision

Our vision is to see South Sudan uniting together to help crisis affected people, including persons with disabilities, rapidly get the humanitarian assistance and protection they need. Humanitarian agencies like UNHCR, the International Organization for Migration (IOM), NGOs and the Ministry of Humanitarian Affairs provide inclusive and accessible humanitarian response services for the people in need. Persons with disabilities are empowered to influence agencies and government bodies for an inclusive humanitarian action.

4.2. Programme Approach

Our mission is to contribute to the national emergency response to save lives and protect people, including persons with disabilities, in humanitarian settings like IDP and refugee camps.

- ▶ We will advocate for effective, accessible, inclusive and principled humanitarian action by all, for all.
- ▶ We will continue to build the capacity of humanitarian and development agencies including government in disability inclusion through training and coaching by disability inclusion experts.
- ▶ We will continue to advocate for disaggregated data in humanitarian agency programmes for an inclusive service in all aspects from identification to implementation.
- ▶ We will continue to build a pool of disability inclusion experts to promote economic empowerment through relation building, training and coaching for mainstream actors, and government in humanitarian action.
- ▶ We will continue being an expert organisation in providing technical support for mainstream actors, relevant line ministries and UN agencies in humanitarian action.

- ▶ We will continue to pay specific attention to women and children with disabilities, and more excluded and invisible impairment groups with a focus on persons with Nodding Syndrome through community-based humanitarian response.

4.3. Envisaged Outcomes and Partners

United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA)

- ▶ UNOCHA follows a disability inclusion agenda when producing Humanitarian Needs Overviews (HNOs)
- ▶ UNOCHA integrates disability inclusion in their Humanitarian Response Plans (HRPs)
- ▶ UNOCHA has disaggregated data on persons with disabilities in humanitarian activities.

South Sudan Union for Persons with Disabilities – SSUPWD:

- ▶ SSUPWD has an organised management structure, an advocacy and resource mobilisation strategy and strengthened organisational capacity on project cycle management.
- ▶ SSUPWD successfully engages lower-level OPDs in the umbrella union thus advocating for disability inclusion at grass-roots level.
- ▶ SSUPWD takes a leading role in advocacy in relation to Article 11 of the UNCRPD which relates to the protection and safety of persons with disabilities in situations of risk and humanitarian emergencies.
- ▶ SSUPWD strives towards admission to international bodies and associations for persons with disabilities.

Community Empowerment for Progress Organisation – CEPO:

- ▶ CEPO has knowledge on disability inclusion and implements disability inclusion principles and approaches in their programming.
- ▶ CEPO takes lead in advocacy for disability inclusion in humanitarian action.
- ▶ CEPO supports SSUPWD to push for advocacy in humanitarian action

Relevant cluster organisations:

- ▶ Relevant cluster organisations integrate disability inclusion in their programming and give directions to partnering organisations to consider disability as a mandatory topic.

E. STRATEGIC AND IMPLEMENTING PARTNERS

Dorcas:

Dorcas is a key consortium partner in economic empowerment, and we will continue working with them in the strategic period.

Ministry of Humanitarian Affairs:

As the relevant government body that coordinates humanitarian activities in the country, Light for the World will continue collaborating with the Ministry of Humanitarian Affairs for effective inclusive programming.

Relief and Rehabilitation Commission (RRC):

The Commission is an important stakeholder as it renews operational licences and approves movement of humanitarian commodities and workers. Light for the World will continue collaborating with RRC for smooth implementation of humanitarian activities.

Sudan Evangelical Mission (SEM):

SEM has been a very important and strong partner for Light for the World in the last 15 years in South Sudan. SEM is fully embracing disability inclusion. We will continue collaborating with SEM in all three key thematic areas of this country strategy – inclusive education, economic empowerment areas and humanitarian action.

UNESCO:

UNESCO is fully disability inclusive and supporting disability inclusion policy formulation and other disability inclusion activities in South Sudan, including those of Light for the World. Light for the World will work closely with UNESCO to continue supporting inclusive programmes especially in the vocational training for persons with disabilities.

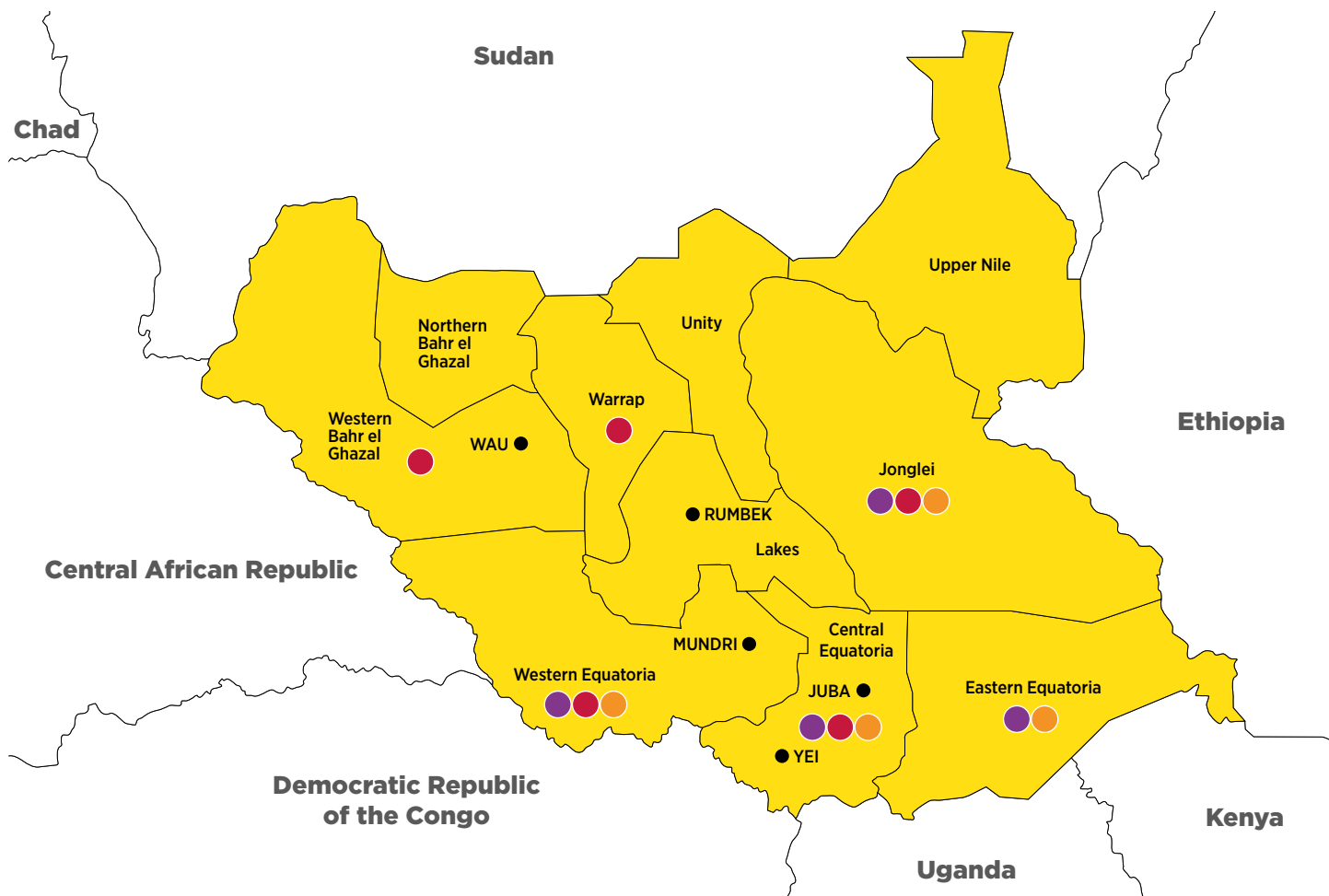
UNICEF:

UNICEF is strongly involved in supporting education projects in South Sudan and advocates for inclusive education; already practices disability inclusive education programming.

F. GEOGRAPHICAL FOCUS

The South Sudan Country Strategy 2021 – 2025 will be implemented in the following states of South Sudan:

- Inclusive Education
- Economic Empowerment
- Humanitarian Action



Regions	Inclusive Education	Economic Empowerment	Humanitarian Action
Western Equatoria State	●	●	●
Central Equatoria State	●	●	●
Eastern Equatoria State	●		●
Western Bahr-el-Ghazal		●	
Warrap State		●	
Jonglei State	●	●	●

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