RESULTS SUMMARY

Community Participatory Budgeting Initiative in South Sudan

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PROJECT

Title:	Community Participatory Budgeting Initiative in South Sudan
Partner:	No local partner for this initiative
Country:	Maban, South Sudan
Period:	2023

CHANGE

Participatory Budgeting significantly improved local leadership and community engagement in the communities around the education system in Maban, South Sudan. Access to education increased through enhancement of safety measures and protection through community decisions to improve school construction, creating safe learning spaces for children. A significant change is higher level of motivation and commitment from community members. School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) prioritised school activities to enhance the physical environment and to create knowledge on the importance of education for all children.

CONTEXT

The ongoing war in Sudan dominate regional conditions. Around 425,000 people are displaced from Sudan to South Sudan since April 2023. 83% being South Sudanese returnees. These conditions along with South Sudan already facing enamours challenges such as poverty, conflict, displacement, child marriage, climate risks and lack of infrastructure have exacerbated the education system. More than 2.8 million children are out of school in South Sudan with girls especially disadvantaged, as only one in ten girls complete primary education.

CONTRIBUTION

SC South Sudan in collaboration with partners, communities and governmental stakeholders supports enrolment of children with safe and inclusive learning environments. The initiative Participatory Budgeting piloted in 2023 strengthen inclusion of communities in decision-making and creates local leadership and sustainability of schools. As part of SC's localization agenda, SC South Sudan work closely with PTAs and SMCs to ensure sustainability and local ownership in the communities of schools to advocate for all children's right to education.

IMAGES



Picture from an H-assessment exercise with SMC members from one of the supported schools



Picture from one of the schools supported through Participatory Budgeting

See next page for more details →

ADDITIONAL INFORMATION

ACTIVITIES

Main activities undertaken during piloting of the initiative were consultations during program design. This to ensure alignment with the schools and ministry's mandate and to plan the meetings. Rolling out the new initiative included training of stakeholders in budgeting and school improvement plans before disbursement and monitoring of budget activities. The selected schools were responsible for participation in sensitization meetings at all levels, facilitating PTA and SMC executive meetings, write minutes, facilitate orientation workshops and mobilization of the children on the new initiative and its benefits. This, to prepare school budgets and concept notes in consultation with the children based on their priorities identified. The schools, including the SMCs and PTAs were also responsible for reporting to SC South Sudan through concept notes, quarterly review sessions and progress reporting.

LESSONS

As the participatory budgeting program expands to include additional schools, lessons learned from the pilot phase was further information around decision-making to enhance the safety and well-being of learners within the school environment. Emphasis will be placed on the development of school infrastructure and facilities to create a conducive learning environment for all students. Moreover, SC South Sudan will invest more in follow-up mechanisms with participants to strengthen the relation with participants further. This approach not only ensures that participant voices are heard and valued, but also enhances the overall effectiveness and sustainability of the programmes.

EVIDENCE

Evidence is collected through quarterly monitoring and reporting. A qualitative learning assessment from Dec 2023 show that safety, protection and wellbeing of students improved because of Participatory Budgeting activities. "Before the fence, soldiers would come in and walk around with their guns, motorbikes would go through school grounds and children did not feel safe. Now they can play without fear" (In-depth interview, Head boy). Renovation of classrooms, painting and cleaning of the school environment increased the number of learners and school retainment. The assessment also showed improved community engagement, especially from female members now focusing on mobilizing children in the communities, advocating for them to go to school. They are especially focused on creating awareness on girls' education, speaking with parents and making it safe for the girls on their way to and from school as members of the SMCs in their community.

DOMAINS

Development strategy priorities:	Insert strategy priority
Changes in the lives of people facing poverty, marginalisation or vulnerability	X
Changes in laws, policies and practices that affect people's rights	-
Changes in the capacity of organisations and communities to support rights	X
Changes in partnerships and collaborations that support people's rights	-
Changes in participation of groups facing poverty, marginalisation or vulnerability	X
Changes in local leadership of development and humanitarian work	-

GUIDANCE NOTE

This format consists of two overall sections: on page one, the results summary communicates results to an external audience using a brief summary of what has been achieved; while page two provides an opportunity to explain the background and evidence behind the claims made as part of the summary.

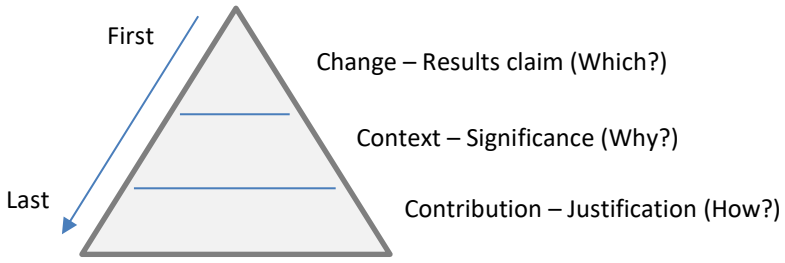
Page 1: Results summary
The results summary should outline of the overall change. This should be phrased in a clear and concise manner, focusing on the benefits for target groups or communities, and preferably start out by stating the overall key message as a one-line statement. It is thus important to prioritise what the key message should be and not attempt to describe every possible change that may have occurred.

Note that case studies should not describe all of the activities carried out during the implementation. Instead, it should focus on one or two key messages to be highlighted – which may also span several projects – and only outline activities to backup contributions to the highlighted change.

This can be illustrated as a "reverse funnel." First, the "change" section introduces the overall results claim, which answers the "which." Note that this is done before any details have been provided. Second, the "context" section outlines the problem being addressed by the project and the significance of the change. For example, by explaining "why" it benefits target groups or communities.

Finally, and lastly, the "contribution" section should provide examples to justify for "how" the intervention contributed to realising change. Note that this should focus on the plausible linkage between the change and intervention rather than describing details from activities. It is often useful to think of this as a reverse theory-of-change, i.e. "After we did X, then Y occurred, because of Z."

Figure 1:
Reverse funnel for communication



Page 2: Additional information
The second page should provide background and evidence for project's contribution to change. It can also address technical issues that do not fit in the results summary. The section consists of the following sections:

- *Activities:* Whereas the "contribution" section on page one provides a brief summary of the project contributions to change, the "activities" section allows for more detail on the project design, organisation and underlying activities in support of the contributions made.
- *Lessons:* Describes lessons learned through the implementation. These should relate to the results claim or alternatively the project(s) as a whole. Please consider (1) novelty – i.e. whether the change represents something new – and (2) the potential to scale and/or build on lessons going ahead.
- *Evidence:* A narrative comparison between results claims and the underlying evidence. It should answer "X led to Y, because of Z," although it does not need to be phrased this way. It is useful to include references to a few selected documents for further details. Please see guidelines for more.
- *Domains and development strategy:* Describes contributions to defined domains and the Danish development strategy. Please consider limiting the number of domains to a few selected ones.