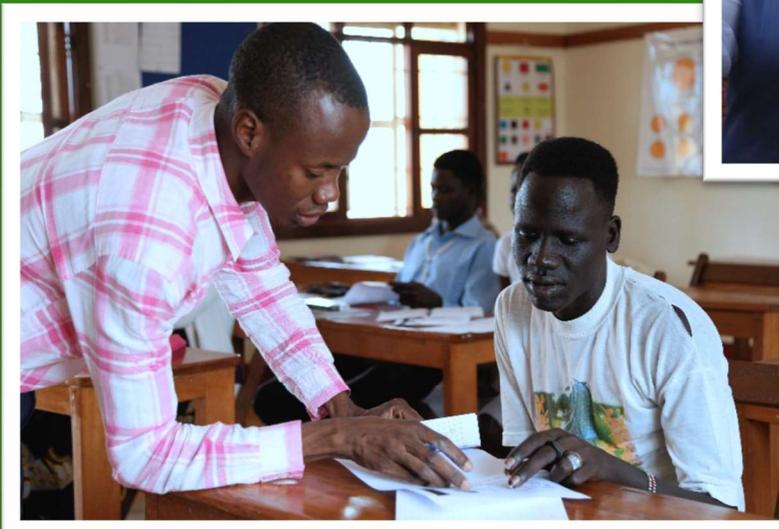




# Seeds of Peace in South Sudan

June 2021



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## SOUTH SUDAN - OVERVIEW

South Sudan, independent from Sudan since July 2011 after decades of civil war, is one of the world's poorest countries and ranks among the lowest in many socioeconomic categories<sup>1</sup>. Problems are exacerbated by ongoing tensions with Sudan over oil revenues and land borders, fighting between government forces and rebel groups, and inter-communal violence. Most of the population lives off of farming, while smaller numbers rely on animal husbandry; more than 80% of the population lives in rural areas. The maternal mortality rate is among the world's highest<sup>2</sup> for a variety of reasons, including a shortage of health care workers, facilities, and supplies<sup>3</sup>; poor roads and a lack of transport; and cultural beliefs that prevent women from seeking obstetric care. Most women marry and start having children early, giving birth at home with the assistance of traditional birth attendants, who are unable to handle complications<sup>4</sup>.

Educational attainment is extremely poor due to the lack of schools, qualified teachers and materials. In 2020 (before closure of school due to the pandemic), the country recorded a massive increase in the number of out-of-school children from 2,2 million in 2018 to 2,8 million<sup>5</sup>. Less than a third of the population is literate (the rate is even lower among women, only 28.9%)<sup>6</sup> and half live below the poverty line. Teachers and students are also struggling with the switch from Arabic to English as the language of instruction. Many adults missed out on schooling because of warfare and displacement<sup>7</sup>.

Almost 2 million South Sudanese have sought refuge in neighbouring countries since the last conflict began in December 2013. At least another 1.5 million South Sudanese are internally displaced, according to the latest figures (May 2020)<sup>8</sup>.

Despite the 2018 peace agreement, which put an end to the last civil war that killed more than 380,000 and forced some four million people from their homes, and the new coalition signed in 2020, current peace is extremely fragile. The parties did not implement major provisions of the peace deal including security arrangements or establishing accountability mechanisms. The requirement that at least 35 percent at all levels of governance should be women was also ignored<sup>9</sup>. Internal conflicts are still numerous and violence is the order of the day, high-level corruption is rampant, militias are being armed and civilians deliberately starved<sup>10</sup>.

In 2020, communities were hit hard by the triple shock of escalating conflict and sub-national violence, a second consecutive year of major flooding and the impacts of COVID-19 which amplified it all. Food security deteriorated and the number of severely malnourished children increased compared to the last three years. The status of women and gender-based violence continued to be a dramatic problem in the country. Access to essential services, including health care, education, water and sanitation, as well as protection and legal services, already limited, was further complicated by the pandemic; much of the service infrastructure was damaged, destroyed or closed over the past year<sup>11</sup>.

Currently, more than 7 million people are in need of humanitarian assistance and protection in South Sudan, as the cumulative effects of years of conflict and multiple, interconnected crises become increasingly debilitating. Conditions of violence and insecurity - killings, attacks, violations and sexual violence - have become part of the reality of civilian life. Protection problems are acute and widespread, both inside and outside civilian protection sites (PoC) and in most counties of South Sudan. Insecurity along key routes and attacks on road convoys led to the killing of civilians. Attacks on aid workers and the destruction and looting

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<sup>1</sup> CIA – The World Factbook. (est. 2017) GDP – real growth rate: - 5.2%

<sup>2</sup> CIA – The World Factbook. Maternal mortality ratio: 1.150 deaths/100.000 live births

<sup>3</sup> CIA – The World Factbook. (2018) Health expenditures: 6.4% of GDP

<sup>4</sup> CIA – The World Factbook. Infant mortality rate: 64,77 deaths/1.000 live births

<sup>5</sup> UNICEF - 2020 Annual Report. "The Situation of Children in South Sudan"

<sup>6</sup> CIA – The World Factbook.

<sup>7</sup> CIA – The World Factbook. (2016) Education expenditures: 1.5% of GDP

<sup>8</sup> IDMC – Internal Displacement Monitoring Centre

<sup>9</sup> World report 2021 Human Rights Watch

<sup>10</sup> UN Commission on Human Rights in South Sudan

<sup>11</sup> OCHA - South Sudan Humanitarian Needs Overview (January 2021)

of property forced hundreds of aid workers to relocate, prevented hundreds of thousands of vulnerable people from having predictable access to the support they needed.

## PEOPLE AND SOCIETY<sup>12</sup>

**Country name:** Republic of South Sudan

**Government type:** presidential republic

**Capital:** Juba

**Administrative divisions (2010-2015):** Central Equatoria, Eastern Equatoria, Jonglei, Lakes, Northern Bahr el Ghazal, Unity, Upper Nile, Warrap, Western Bahr el Ghazal, Western Equatoria. Subsequently divided into 28 states (2015) while today there are 35 (2018)

**Independence:** 9 July 2011 (from Sudan)

**Population:** 10,984,074 (July 2021 est.)

**Ethnic groups:** Dinka 35.8%, Nuer 15.6%, Shilluk, Azande, Bari, Kakwa, Kuku, Murle, Mandari, Didinga, Ndogo, Bviri, Lndi, Anuak, Bongo, Lango, Dungotona, Acholi, Baka, Fertit (2011 est.)

**Languages:** English (official), Arabic (includes Juba and Sudanese variants), regional languages include Dinka, Nuer, Bari, Zande, Shilluk

**Religions:** Animist, Christian, Muslim

**Age structure (2020 est.):**

0-14 years: 41.58 % (male 2,238,534/female 2,152,685)

15-24 years: 21.28% (male 1,153,108/female 1,094,568)

25-54 years: 30.67% (male 1,662,409/female 1,577,062)

55-64 years: 3.93% (male 228,875/female 186,571)

65 years and over: 2.53% (male 153,502/female 113,930)

**Median age (2020 est.):**

Total: 18.6 years

Male: 18.9 years

Female: 18.3 years

**Population growth rate:** 5.05% (2021 est.)

**Birth rate:** 38.26 births/1,000 population (2021 est.)

**Death rate:** 9.84 deaths/1,000 population (2021 est.)

**Maternal mortality ratio:** 1,150 deaths/100,000 live births (2017 est.)

**Infant mortality rate:** total: 64.77 deaths/1,000 live births (2021 est.)

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<sup>12</sup> CIA – The World Factbook

**Life expectancy at birth:** 58.6 years (male 56.92 years/female 60.36 years) (2021 est.)

**Drinking water source** (2017 est.):

**Improved**

Urban: 85.2% of population

Rural: 71.7% of population

Total: 74.3% of population

**Not improved**

Urban: 14.8% of population

Rural: 28.3% of population

Total: 25.7% of population

**Sanitation facility access** (2017 est.):

**Improved**

Urban: 54.1% of population

Rural: 10.7% of population

Total: 19.1% of population

**Not improved**

Urban: 45.9% of population

Rural: 89.3% of population

Total: 80.9% of population

**Literacy (age 15 and over can read and write)** (2018 est.):

Total population: 34.5%

Male: 40.3%

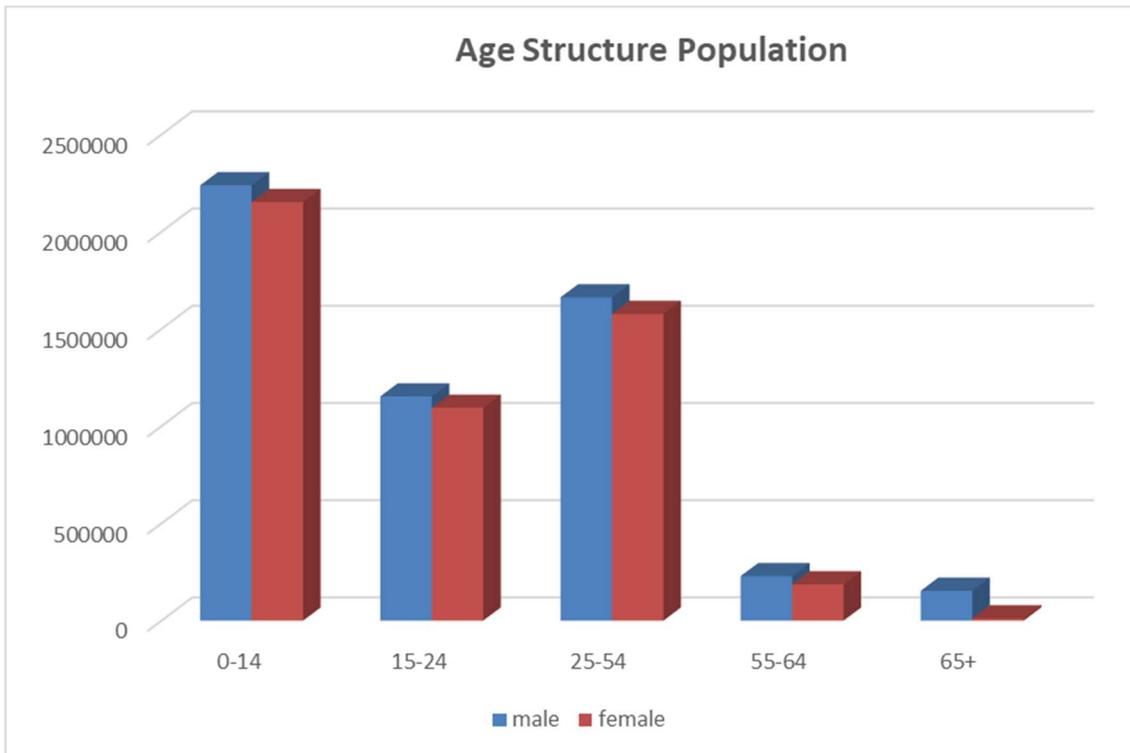
Female: 28.9%

**Unemployment, youth ages 15-24.**(2017 est.):

Total: 38.6%

Male: 39.5%

Female: 37.4%



**Figure 1 – Population of South Sudan by age in 2020**

## BACKGROUND HISTORY

### South Sudan before independence

South Sudan, officially the Republic of South Sudan and previously known as Southern Sudan, was once a sizeable part of Sudan, the country to its north. The modern states of South Sudan and Sudan were part of Egypt under the Muhammad Ali Dynasty, later being governed as an Anglo-Egyptian condominium until Sudanese independence was achieved in 1956. Following the First Sudanese Civil War (1955-1972), the Southern Sudan Autonomous Region was formed in 1972 and lasted until 1983. A second Sudanese civil war (1983-2005) soon developed and ended with the Comprehensive Peace Agreement of 2005. Later that year, southern autonomy was restored when an Autonomous Government of Southern Sudan was formed.

However, it is impossible to explain Sudan's recent conflicts from any single angle or with any simple terms. While religion, ethnic groups, economic exploitation, slavery and colonialism are all major elements in the crisis, none of these factors fully explains the situation.

#### Key dates:

**1890s:** Britain regains control of Sudan with military campaigns led by Lord Kitchener. In 1899, Egypt and Britain agree on joint government of Sudan.

**1930:** The British Civil Secretary in Khartoum declares the "Southern Policy," officially stating what had always been in practice: the north and south, because of their many cultural and religious differences, are governed as two separate regions.

**1946:** Britain and Khartoum abruptly decide to merge north (Islamic) and south (Christian and Animist) into a single administrative region. Arabic is made the language of administration in the south, and northerners begin to hold positions there.

**1955:** Anticipating independence and fearing domination by the north, southern insurgents stage a mutiny in Torit. These early rebels develop a large secessionist movement in the south, called the Anyanya. The Anyanya struggled with a lot of internal factionalism and instability. (Start of the Sudan's first civil war)

**January 1, 1956:** Independence is granted to Sudan as a single unified nation.

**1972:** All rebel factions gather under the Southern Sudan Liberation Movement (SSLM) to negotiate a peace agreement with the Sudanese government. The Addis Ababa Agreement is signed, granting the south considerable autonomy and a share of natural resources. (End of the Sudan's first civil war)

**Late 1970s:** Repeated violations of the Addis Ababa Agreement by the north lead to increased unrest in the south.

**1978:** Oil is discovered throughout Southern Sudan.

**June, 1983:** The Sudanese government officially abolishes the Addis Ababa Agreement and divides the south into three regions. The southern regional government is dissolved. President Nimeiry institutes a bold Islamisation campaign, transforming Sudan into a Muslim Arab state. Mutinies occur throughout the south and rebel forces grow.

**July, 1983:** The Sudanese People's Liberation Army (SPLA), led by John Garang, forms in Ethiopia.

**September, 1983:** Nimeiry issues a set of decrees, known as the September Laws, imposing sharia law throughout the country. These laws include extreme punishments such as cutting off offenders' hands for stealing. Expatriate religious missionaries are forced to flee the country. Many institutions and churches are closed. (Beginning of the Sudan's second civil war)

**1993:** A peace initiative for Sudan is pursued by Eritrea, Ethiopia, Uganda, and Kenya under the auspices of the Intergovernmental Authority on Development (IGAD) but has little effect. Conflict in Sudan continues to worsen.

**January 9<sup>th</sup>, 2005:** Peace is finally brokered between southern rebels and the government of Sudan. The Nairobi Comprehensive Peace Agreement (CPA) is signed, granting autonomy to the south for a six-year trial period, after which the south will have the opportunity to vote to secede. The agreement calls for a permanent ceasefire and sharing of oil revenues. Islamic law remains in effect in the north, while its use in the south is decided regionally. Peace is brokered with the help of religious leaders and the Sudan Council of Churches. (End of the Sudan's second civil war).

### Independence and South Sudan's Civil War

The people of Southern Sudan awaited their historic opportunity for peace and stability, after a twenty-one-year conflict that claimed at least two million lives. South Sudan became an independent state on 9 July 2011, following a referendum that passed with 98.83% of the vote. It is a United Nations member state, a member state of the African Union and a member state of the Intergovernmental Authority on Development. In July 2012, South Sudan signed the Geneva Convention.

Violence erupted between presidential guard soldiers in December 2013 and immediately took on an ethnic character. Since the outbreak of conflict, armed groups have targeted civilians along ethnic lines, committed rape and sexual violence, destroyed property, looted villages and recruited children into their ranks.

## Key dates:

**April, 2010:** Sudan holds its first national elections in over 20 years. Omar Hassan al-Bashir wins Presidency of Sudan with 68% of the vote. Salva Kiir wins Presidency of the Government of Southern Sudan with 75% of the vote.

**January 9<sup>th</sup>, 2011:** Southern Sudanese vote in a referendum, stipulated in the 2005 Comprehensive Peace Agreement, to decide if the region will separate from the North and become an independent nation. When results are tabulated, the vote is overwhelming for separation. A six-month period of transition begins.

**July 9<sup>th</sup>, 2011:** The Republic of South Sudan celebrates its birthday. On July 14, 2011 The Republic of South Sudan joined the United Nations as the world's 193rd nation.

**September, 2012:** Agreement between Sudan and South Sudan on bilateral relations and payment for South Sudan's use of oil pipeline and port facilities.

**July, 2013:** President Salva Kiir (Dinka) dismisses cabinet and Vice-President Riek Machar (Nuer).

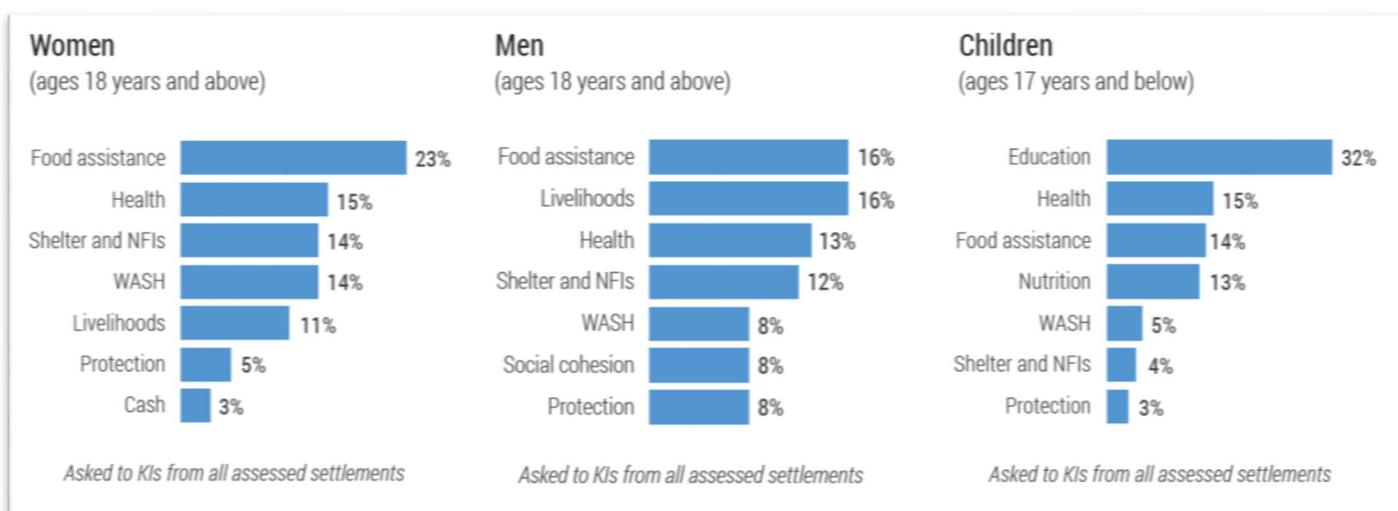
**December, 2013:** Civil war erupts as President Salva Kiir accuses his former vice-president, Riek Machar, of plotting to overthrow him.

**August, 2015:** Machar and Kiir sign an agreement to reappoint Machar as vice-president.

**April, 2016:** Riek Machar returns to Juba and is sworn in as first vice-president in a new unity government. But fighting between supporters of both leaders erupts again in July. Machar accuses Kiir of trying to have him killed, is sacked and goes back into exile.

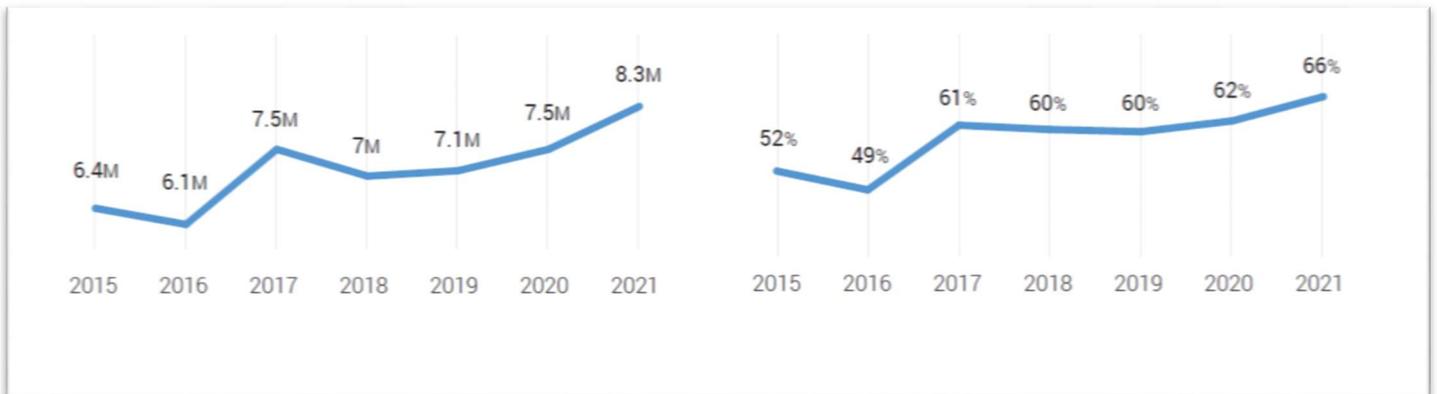
**September 12<sup>th</sup>, 2018:** President Kiir signs a new peace agreement with Riek Machar and other opposition groups in an attempt to end the civil war. The agreement sees Machar return to government as one of five vice-presidents.

**February 22<sup>th</sup>, 2020:** Kiir and Machar agree to form a coalition government. Machar is sworn in as first vice-president. Ceasefire between the two main warring parties holds but peace is fragile.



**Figure 2 - Type of aid most needed according to key informants** <sup>13</sup>

<sup>13</sup> OCHA - South Sudan Humanitarian Needs Overview (January 2021)



**Figure 3 - People in need trend from 2015 to 2021**

### SOLIDARITY WITH SOUTH SUDAN

The initiative known as *Solidarity with South Sudan* came about as the result of the influence by two separate but important events. First, the Sudan Catholic Bishops' Conference (SCBC) invited the International Union of Superiors General (women religious) and the Union of Superiors General (men religious) to send a delegation to South Sudan to see the needs of the country after many decades of civil war and to help them to address critical educational, health and pastoral needs. This "solidarity" visit, which took place in March 2006, was also seen as a response to the call for "a new imagination" made at the *Congress on Consecrated Life – Passion for Christ, Passion for Humanity*, held in Rome in 2004. The Congress invited religious to search for "a new paradigm.....born of compassion for the scarred and downtrodden of the earth - around new priorities, new models of organization and open and flexible collaboration between men and women of goodwill."<sup>14</sup>

Currently there are 19 religious and 6 lay volunteers from every corner of the world and 16 congregations in Solidarity communities in South Sudan. They minister in training institutions in Yambio and Wau, pastoral and agricultural programs in Riimenze and central administration and pastoral coordination in Juba, and in 7 Dioceses.

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*If the whole Church takes up this missionary impulse, she has to go forth to everyone without exception. But to whom should she go first? When we read the Gospel we find a clear indication: not so much our friends and wealthy neighbours, but above all the poor and the sick, those who are usually despised and overlooked, "those who cannot repay you" (Lk 14:14). There can be no room for doubt or for explanations which weaken so clear a message. Today and always, "the poor are the privileged recipients of the Gospel"*

*Evangelii Gaudium, n.48*

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<sup>14</sup> "Working Paper" in *Passion for Christ, Passion for Humanity (PCPH)*, # 11, 45

## **Mission Statement**

Solidarity with South Sudan aims to create self-sustainable educational, health and pastoral institutions and programs that will help to empower South Sudanese people to build a just and peaceful society. Solidarity is a collaborative commitment of religious institutes of men and women, members of the Union(s) of Superiors General and the Church in South Sudan working in partnership with the Sudan Catholic Bishops' Conference.

The people we serve come from all areas of South Sudan. They belong to diverse ethnic and religious groups. Some come from the Nuba Mountains or Abyei, two territories belonging to Sudan that are contested by South Sudan. Despite the difficult conditions of the present situation, our members in South Sudan are maintaining high morale, and the people we serve and among whom we live appreciate deeply that we continue to stand by them.

The number of women in our projects is continuously increasing. The Executive Director with the Finance Officer are based in Solidarity offices in Juba, coordinating different Solidarity communities and services in South Sudan.

## **Vision**

Through Solidarity with South Sudan's focus on teacher training, nursing and midwife training, and pastoral services, the organization has as its fundamental vision three very inter-related qualities:

- 1) the offering of educational and capacity building opportunities for South Sudanese citizens in order for them to become dedicated and service-oriented teachers and practitioners throughout their country
- 2) a unique collaboration and commitment of religious congregations and highly trained people from diverse cultures working together in community to provide the needed capacity building skills and inherent values within South Sudan
- 3) the creation of a strategy, built upon collaboration and experience in-country and in Solidarity's headquarters in Rome, to gradually hand-over the programs to South Sudanese Church and Religious Institutions present in the country.

## **Values**

Solidarity with South Sudan – from its Board members, office staff and the personnel working in the country - is built upon a foundation of fundamental and practiced values:

- **recognition of the dignity of each person**, both within the organization and in South Sudan, committed to its community members to embrace and act out of a spirituality of justice, peace, and the integrity of creation.
- **acknowledgment of vulnerability and powerlessness**: placing ourselves at the service of the people of South Sudan.
- **appreciation and respect for local cultures**: learning from the values of others which in turn enrich and challenge our way of living.
- **mutuality and understanding**: recognizing the Spirit of God at work in the behavior of each person within the organization, whether executive administration, governing board, personnel in the South Sudan, the Bishop's Conference of South Sudan, and our students.
- **proclamation**: of the Paschal Mystery of Jesus Christ through our community life together, our life witness and committed action.
- **solidarity and accompaniment**: empowering and supporting the South Sudanese people as they rebuild their lives, their communities and their social structures.

- **peace-building, hope and reconciliation:** experiencing and shouldering the struggle together with the South Sudanese people in their journey of healing past divisions and building appropriate and lasting relationships that lead to lives of peace and hope.’

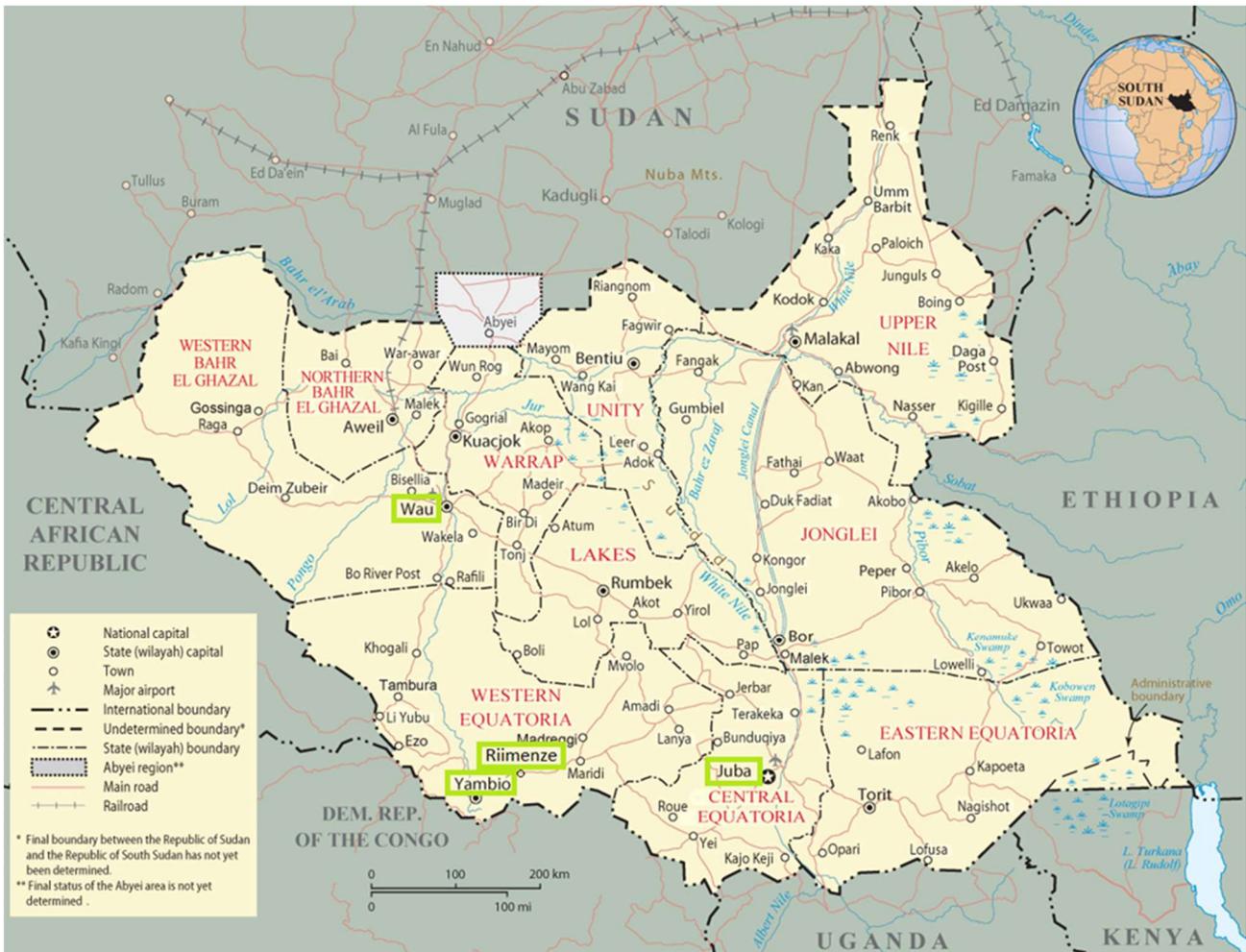
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*The word “solidarity” is a little worn and at times poorly understood, but it refers to something more than a few sporadic acts of generosity. It presumes the creation of a new mindset which thinks in terms of community and the priority of the life of all over the appropriation of goods by a few.[...]The private ownership of goods is justified by the need to protect and increase them, so that they can better serve the common good; for this reason, solidarity must be lived as the decision to restore to the poor what belongs to them.[...] Sometimes it is a matter of hearing the cry of entire peoples, the poorest peoples of the earth, since “peace is founded not only on respect for human rights, but also on respect for the rights of peoples”*

*Evangelii Gaudium, n.188-190*

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## COMMUNITIES AND PROJECTS:



<b>JUBA</b>	Main Office
<b>JUBA</b>	Headquarters Pastoral Program
<b>YAMBIO</b>	Solidarity Teacher Training College (STTC)
<b>WAU</b>	Catholic Health Training Institute (CHTI)
<b>RIIMENZE</b>	Sustainable Agriculture Project Riimenze (SAP-R)

Below is a brief description of the 4 projects relating to the 4 areas of education, health, sustainable agriculture and the pastoral dimension, also providing the main data to get an idea in quantitative terms of the great work that has been carried out every day for over 10 years by volunteers, operators and all the South Sudanese involved.

We have also assessed the international impact of our projects against the global goals for sustainable development, as shown in the box at the beginning of each project description.

For a summary of projects and results see the annexes.

## ❖ EDUCATION



More than 3 million children in school-aged children (51% are girls), are out of school in South Sudan in 2021, increased from the 3.1 million girls and boys in need in 2020<sup>15</sup>. With the Covid-19 pandemic, schools were closed for 14 months (March 2020 to May 2021) further increasing the lack of education and consequently increasing the risk of children adopting negative coping strategies such as child labour, early marriage or worse, forced recruitment

by armed actors. Access to education remains a major challenge in a context where education workers have been repeatedly displaced and schools have been occupied and destroyed as part of the conflicts. A national assessment indicated that since December 2013, approximately 30% of primary schools have suffered at least one or more attacks and 48% of schools are not functioning. Continued disruptions to education have immediate, medium and long-term consequences for South Sudan's stability and development. There are several barriers to education such as the lack of qualified teachers; overcrowded classrooms; inconsistencies in the provision of teacher incentives; a shortage of learning materials; poor sanitation and water facilities in schools; the long distance a child needs to travel to school<sup>16</sup>. Despite of Children, parents and communities consider education a key priority, education expenditure was only the 1.5% of GDP in 2016.<sup>17</sup>

Solidarity is helping build a sustainable future, it aims at the empowerment of the population of South Sudan, in this case by providing key training to teachers who can properly manage the education of children in full respect of the right to education of all children according to the values of peace, respect for others and knowledge. As Nelson Mandela once said, *“Education is the most powerful weapon which you can use to change the world”*.

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<sup>15</sup> OCHA - South Sudan Humanitarian Needs Overview (January 2021)

<sup>16</sup> OCHA - South Sudan Humanitarian Needs Overview (January 2021)

<sup>17</sup> The World Factbook

Solidarity Teacher Training College (STTC) is now recognized in South Sudan as a leading provider of primary teacher training. The programs are delivered by the Solidarity tutors in the Yambio campus or through distant learning programs conducted in other regions.

Following the closure of our Malakal campus in 2013, as a result of the eruption of armed clashes in the region, some of the students from Malakal have been assisted to continue their teacher training in Yambio, where the new STTC was established.

The first stage of the Solidarity strategy has been to provide teacher training to assist current teachers to upgrade their capability to use English as the language of instruction, and to obtain a recognized qualification.

The second stage has been the commencement of distance learning programs, four years of in-service at Leer, Nzara, Gumbo, Rumbek and Agok, as well as, the delivery of short in-service programs in many places. The third stage was to focus on increasing the number of teachers available to teach, through the medium of English, by offering two-year, full-time, pre-service education.

Since 2008, **734 teachers** have graduated from in-service and pre-service programs, and 72% of them are currently working in education in their communities.

Today, the objectives of the project are:

- To prepare competent, highly motivated and effective teachers.
- To equip the student teachers with the skills of peace building, respectful dialogue and conflict resolution in order to face current challenges.
- To install in the student teachers, professional ethics and to develop in them a curious and critical mind.
- To enhance the educational opportunities for women and girls in South Sudan.

At STTC, the College buildings include six classrooms, well equipped offices for the college Principal, Lecturers, and administration staff, a well-stocked library and modern computer laboratory, and a semi-outdoor assembly area. All the students are residents, so the College provides dormitory accommodation and dining facilities, as well as laundry and recreation areas.

The South Sudan Teacher Training curriculum requires that the following subjects be taught: Professional Studies, English, Mathematics, Science, Social Studies, Christian Religious Education, Physical and Health Education, Arts and Music. The international community of tutors provides a model of peaceful living and working together. Extra curricular activities include music and art workshops. An extensive selection of

**The Global Goals for Sustainable Development covered by the project**



Goal 4 **"Quality Education: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."**

- ✓ 4.3 Equal access to affordable technical, vocational and higher education
- ✓ 4.4 Increase the number of people with relevant skills for financial success
- ✓ 4.5 Eliminate all discrimination in education
- ✓ 4.7 Education for sustainable development and global citizenship



Goal 5: **"Gender Equality: achieve gender equality and empower all women and girls."**

- ✓ 5.1 End discrimination against women and girls

reference and curriculum books is available to help students with their assignments and course requirements.

The student teachers come from all over South Sudan and the Nuba Mountains. 25% of them are young women. Hopefully this percentage will increase in the coming years with rising awareness in the country of the vital importance of girl child education.

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*“When I graduate, I hope to go back home to Abyei and hopefully I can be able to help other unqualified teachers and more importantly, help to reduce the number of girls that are getting pregnant and married early and then end up dropping out of school.”*

(Josephine, student at STTC)

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This last year was a very difficult year for STTC. The Government in South Sudan announced the closure of all Schools, Universities and Colleges on March 20th, 2020, in order to prevent the spread of Covid-19. STTC facilitated the transport for all students to return home safely and by the 28th March all of them had left the college. Despite the closure of the STTC imposed by Covid-19, students have maintained contact with teacher trainers, studied and practiced at their communities. Where it was possible online classes were organized. There was inevitably a delay in activities and graduation exams (as you can see in the Table n.1 below there were less graduations in 2020) but the damage from the closure was minimal and only a few students dropped out because they had found jobs in the meantime.

The total number of students on the campus at the moment is 67. By the month of July new 40 students will be enrolled at Level 1 (and the Level 3 will pass to Level 4).

Students are fully aware of the great opportunity they have had in attending STTC, especially women. Indeed, in addition to technical skills, STTC has managed to transfer to its graduates a great passion for the profession of teaching and a great dedication to work, which, during the closure caused by the Covid-19 pandemic, translated in giving a great support to the pupils in their own communities.

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*“Dear principal, what a joy to convey my million greetings to the whole household of Solidarity Teachers Training College. I have resumed teaching in the Secondary School where I employed to early this year. I am now teaching English in Senior Four 4 and my students are lovely. What many thanks to Solidarity and donors for making me a transformative tool in my country! What can I give to Solidarity to see how happy I am! May God really be with every dedicated body serving with Solidarity with South Sudan. Thanks”*

(Nyak Lam –graduated at STTC)

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Each year, two STTC graduates are selected to receive a full scholarship in order to receive further training at Tangaza University College of Nairobi, Kenya. At the end of the degree, students will work for a minimum period of 4 years at the STTC as teachers to contribute to the sustainability of the project.

Regarding the in-service training program, in 2021 it involves 620 teachers in Yambio and Bor. Actually, the in-service team visited and applied a survey in all the target primary schools. In Yambio, our team is formed by 5 graduates (3 women and 2 men), 34 primary schools and 340 teachers are involved. In Bor, our team is formed by 6 Graduates (2 women and 4 men) and one tutor; 25 primary schools and 280 teachers are involved

Now the teams are having workshops with the schools that have asked first. By now they had 3 workshops and they have scheduled for all weekend until August. After finishing this schedule, they will set another cycle of workshops for October - November.

They also have coordinated with the Ministry of Education (The General Director has participated in the workshop the team had for headmasters in order to prepare them for the following courses for their teachers). The workshops are about the New National Curriculum, with special stress on Methodology and planning. After the workshops, they are going to visit the teachers at their school to support them to put into practice what they learned with the Solidarity team.



To date, most STTC graduates, of both in-service and pre-service program, teach in primary schools in the country doing a job often difficult due to the conditions of the facilities and the local communities (please see the Table n.3). It is estimated that the middle class of primary school in South Sudan is made up of 80 pupils, 50 boys and 30 girls. So, at the moment we can say that the total number of children who have benefited from STTC graduate teachers is more than 7,000.

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*"My children hope to be 'important' people in the future: governors, presidents, doctors... because the young generation will take over the country in the near future and if they are well educated they will fight to end poverty in South Sudan...and this can only happen when qualified teachers teach them."*

(Christine, mothers of students with teachers from STTC)

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In tables 1 and 2 below are reported the number of graduates and the female percentage for each program, since 2012 for in-service, since 2013 for pre-service.

**Table 1 - Number of pre-service program graduates per year since 2013**

Year	Number of graduates			Women ratio
	Total	Women	Men	
2013	23	1	22	4%
2014	18	6	12	33%
2015	38	9	29	25%
2016	26	5	21	19%
2017	62	10	52	16%
2018	60	7	53	12%
2019	66	10	56	15%
2020	17	4	13	23%
2021	19	4	15	21%
2021 II sem	20	4	16	20%
Total	349	60	289	17,19%

**Table 2 - Number of in-service program graduates per year since 2012**

Year	Number of graduates			Women ratio
	Total	Women	Men	
2012	10	1	9	10%
2013	37	4	33	10%
2014	0	0	0	0
2015	17	2	15	11%
2016	84	15	69	17%
2017	0	0	0	0
2018	70	7	63	10%
2019	77	16	61	20%
2020	47	5	42	10%
2021	43	14	29	32%
Total	385	64	321	16,62%

The percentage of total female graduate body is 17%, an important figure considering that female literacy is very low in South Sudan. However, a modest percentage in absolute terms, which makes us reflect on the fact that it is difficult to involve women and make them complete their studies. One of the main issues is the role of women and childcare<sup>18</sup>. For this reason, Solidarity is proceeding towards the implementation of a new development strategy within a strong emphasis on associating STTC very publicly with Early Childhood Development Education (ECDE). The goal of this activity is to broaden the scope of the college's teacher education mission and encourage more women to apply. Modules on early childhood, parenting and child psychology will have a particular appeal to women students, and, above all, if taught by qualified South Sudanese women. Associating STTC very publicly with ECDE will broaden the scope of the college's teacher-training mission and encourage more women to apply. Solidarity with South Sudan is now supporting 3 STTC graduates who will be enrolled at the Open University (UK) to undertake a BA (Honors) Early Childhood Education degree (3 years) in order to be qualified to teach at STTC in this field and give leadership in the broader sector within the South Sudan.

<sup>18</sup> In South Sudan, 52 per cent of all girls are married before 18 years of age, among the highest in Africa. Child marriage often leads to early pregnancies. About 1/3 of all girls in South Sudan are pregnant before turning 15 ([www.unicef.org](http://www.unicef.org)).

**Table 3 – pre-service graduated employment situations from 2017 to 2019**

STTC Graduates 2017-2019 Employment Situations	
Employment Situations	N. of employees
Teaching	109
Deputy Head of Hope Primary in Ibba	1
Education officer for World Relief in Ibba	1
Head Teacher/ Deputy Principal	9
Working in NGO, Ministry of education, Hospital	8
Left teaching, Employed in other sector	4
<b>Total employed</b>	<b>132</b>
Studying University	26
As yet unable to find job	4
No info	26

Table 3 shows that out of 188 graduates, 132 found employment, i.e. 70%, of which 68% were in the education sector. Of the remaining 55 students, 26 went on to university, representing 13 % of the graduates surveyed. In this diagram we have not considered graduates in 2020 because they were actually unable to get teaching jobs as all schools have been closed due to onset of Covid-19. With the reopening of schools, efforts will be made to employ new graduates as teachers in local schools or other educational facilities.

**Staff members:** more than 35 people.

Main professional figures: Tutors, operators, associates, administrative assistants, manager, purchase, health officer, cooks, cleaners, grounds men, driver, security officers.

**Criteria for Measuring Progress and Success of Activities**



The college sets exams for students every semester. Those who fail may be given another chance in Levels 1 and 2. In Level 3 students may not repeat the semester so they need to pass all subjects at the end of that semester. If anyone fails in Level 4 they may repeat the exam the following semester with that group of Level 4 students. High standards are one of the main prerogatives required for students who are aware of the strategic

role they will play for the future of their country. The graduation is held at the completion of the semester so the graduates immediately receive their certificates as it is not feasible for them to return for a ceremony at the end of the year.

## Certification

In providing teacher training, Solidarity follows the curricula of the Ministry of Education of the Republic of South Sudan and has instituted certification of graduates in all programmes to the extent currently permitted. It is a priority for Solidarity to work closely with national ministries and submit students for assessment as regulated by the ministries. The Solidarity Teacher Training College has earned a reputation in South Sudan for the fact that students are well trained to teach in the country's primary schools. The new STTC development strategy is dedicated to developing the STTC from the National Certificate to a three-year Diploma in Primary Teacher Training programme, as a Diploma has much more recognition and allows graduates to seek other employment opportunities, for example with the Ministry of Education. Work is currently underway to achieve this goal, which is expected to be finalised by January 2022.

### ❖ HEALTH

The combination of conflict and economic crisis, made worse by covid-19, has weakened the health system across the country, with an estimated 5.2 million South Sudanese needing assistance to access health services in 2021<sup>19</sup>.

Already in 2018, of the 1,893 health facilities, 419 (22%) were non-functional, and 955 were operating at 10% of



their capacity<sup>20</sup> due to a combination of extensive looting and vandalism, critical loss of human resources, frequent shortages of drugs and pharmaceuticals, and fiscal delays.

Displaced persons continue to face the greatest challenges in accessing the health system and survivors of gender-based violence do not have adequate access to care services.

Most women do not have the possibility of being followed by specialised personnel during pregnancy and childbirth. In fact, the figures in recent years are worrying if we consider the maternal mortality ratio: 1,150 deaths/100,000 live births and the infant mortality rate: 64.77 deaths/1,000 live births<sup>21</sup>.

The country has very worrying health indicators, including low life expectancy and poor access to health services, with 44% of the population living within 5 km of a health facility.

The COVID-19 outbreak has also increased pressure on limited health services and interrupted the training of new health workers. People are more vulnerable to water-borne diseases, given the vast geographical

<sup>19</sup> South Sudan Humanitarian Response plan 2021

<sup>20</sup> OCHA - South Sudan Humanitarian Needs Overview (January 2021)

<sup>21</sup> CIA – The world Factbook

areas affected by flooding, which will be particularly devastating in 2020. In addition, the spread of infectious diseases remains high due to low vaccination coverage, poor sanitation and poor hygiene<sup>22</sup>.

Government funding for health is low, 6.4% of GDP<sup>23</sup>, and out-of-pocket expenses account for about 54% of total health expenditure. There is an acute shortage of health workers, inadequate health infrastructure and poor health education<sup>24</sup>.

Despite the government's intention to implement a long-term health care rehabilitation, through a plan to strengthen services and invest more resources in health, the health system currently remains severely deficient. Staff shortages, exacerbated by the Covid-19 emergency, and ongoing conflicts leading to population displacement and vandalism or destruction of infrastructure make the challenge even more difficult.

CATHOLIC HEALTH TRAINING INSTITUTE

There is a critical need in South Sudan for better health services delivered by qualified personnel. The Catholic Health Training Institute (CHTI) is a recognized institute in the Republic of South Sudan (RSS) for the training of diploma level nurses and midwives, according to the curricula developed by the Ministry of Health and Higher Education. The Institute, located in Wau, is owned by the Sudan Catholic Bishops' Conference and was reopened and staffed by Solidarity at their request after extensive renovations funded by generous donors from other countries.

**The Global Goals for Sustainable Development covered by the project**

 <p><b>3</b> GOOD HEALTH AND WELL-BEING</p>	 <p><b>4</b> QUALITY EDUCATION</p>	 <p><b>5</b> GENDER EQUALITY</p>
<p><b>Goal 3 "Good Health and well-being: ensure healthy lives and promote well-being for all at all ages".</b></p> <ul style="list-style-type: none"> <li>✓ 3.1 Reduce maternal mortality</li> <li>✓ 3.c. Increase health financing and support health workforce in developing countries</li> </ul>	<p><b>Goal 4 " Quality Education: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".</b></p> <ul style="list-style-type: none"> <li>✓ 4.3 Equal access to affordable technical, vocational and higher education</li> <li>✓ 4.4 Increase the number of people with relevant skills for financial success</li> <li>✓ 4.5 Eliminate all discrimination in education</li> <li>✓ 4.7 education for sustainable development and global citizenship</li> </ul>	<p><b>Goal 5: "Gender Equality: achieve gender equality and empower all women and girls."</b></p> <ul style="list-style-type: none"> <li>✓ 5.1 End discrimination against women and girls</li> <li>✓ 5.6 Universal access to reproductive health and rights</li> </ul>

The first intake of nursing students was in October 2010 when 18 students began studying to be registered nurses (RN) in a three-month introductory program. Sixteen of them went on to graduate in July 2013. The students followed the Registered Nursing curriculum, the first group in the history of the country to do so. This program requires three years of academic study and clinical rotations.

<sup>22</sup> OCHA

<sup>23</sup> CIA – The World Factbook

<sup>24</sup> WHO

Along with an intake of students into the RN program, at the request of the Ministry of Health of South Sudan which recruited candidates, the first group of midwifery students commenced training in January 2012. So it was that at the end of 2014, 24 registered nurses and 18 midwives graduated from the CHTI.

To date, the CHTI has produced **181 registered nurses** with three years of training and **87 midwives** also trained for three years, for a total of **268 graduates**. Of these, 99 are women (34%), but Solidarity is working to increase the percentage of women every year. 44% of the current student body are women up from 20% in 2010. In 2017, for the first time, a woman has been voted in to hold a major position in the Student Guild – Vice President.

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*“CHTI is shaping us into people that we never used to be. They are training professionals that are caring, kind and who know how to treat people equally.” (Rose, nursing student at CHTI)*

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In 2020, due to the Covid-19 pandemic, the CHTI was unable to carry out its ordinary activities in presence from March to October for this reasons the students enrolled in 2018 who should have graduated in 2020, have graduate in June 2021. Fortunately, on 5 October 2020 the CHTI was able to reopen its doors to students, but 8 students attending in 2020 never returned for family and health reasons (1 died, 1 sick, 6 due to pregnancy and might return after delivery).



2021 started with 135 students from five different regions (Abyei, Bahr El Ghazal, Equatoria, Nuba Mountain, Upper Nile). In June 2021, all the students taken in 2018 (25 nurses and 16 midwifery for a total of 41 students) have graduated. Between June and July 2021, new students, about 56, will arrive and start their first semester.

As can be seen in Tables 3, 4 and 5, very few students drop out of their studies, while more than 90% manage to graduate.

Tables 4 and 5, also show that the female presence at CHTI is quite high, at 33% for the nursing course and 52% for the midwifery course. These percentages are almost maintained even at the end of their studies. In fact, 33% of women graduated as nurses and 46% as midwives, with an overall value between the two courses of 37%.

**Table 4 – Registered Nurses Intake 2010-2020/Graduates 2010-2019**

REGISTERED NURSES (3 YEAR PROGRAMME)							
YEAR	TOTAL INTAKE			GRADUATION	TOTAL GRADUATES		
	Total	F	M		TOTAL	F	M
2010 OCTOBER	18	6	12	2013 JULY	16	5	11
2011 JANUARY	11	1	10	2013 NOV	11	1	10
2012 JANUARY	25	6	19	2014 NOV	24	6	18
2013 JANUARY	19	10	9	2015 NOV	19	10	9
2014 FEBRUARY	20	7	13	2016 NOV	20	7	13
2015 JANUARY	20	8	12	2017 NOV	20	8	12
2016 JANUARY	24	7	17	2018 NOV	24	7	17
2017 JANUARY	22	5	17	2019 NOV	22	5	17
2018 JANUARY	26	10	16	2021 JUNE	25	10	15
<b>Total 2010-2018</b>	<b>185</b>	<b>60</b>	<b>125</b>	<b>Total 2013-2021</b>	<b>181</b>	<b>59</b>	<b>122</b>
2019 JANUARY	27	10	17				
2020 JANUARY	30	12	18				
<b>Total 2019-2020</b>	<b>57</b>	<b>22</b>	<b>35</b>				
TOTAL	242	82	149				

**Table 5 – Registered Midwives Intake 2012-2020/Graduates 2014-2019**

REGISTERED MIDWIVES (3 YEAR PROGRAMME)							
YEAR	TOTAL INTAKE			GRADUATION	TOTAL GRADUATES		
	Total	F	M		TOTAL	F	M
2012 FEBRUARY	22	10	12	2014 NOV	18	7	11
2013 NO INTAKE							
2014 FEBRUARY	12	7	5	2016 NOV	11	6	5
2015 JANUARY	15	8	7	2017 NOV	12	6	6
2016 JANUARY	19	12	7	2018 NOV	15	8	7
2017 JANUARY	16	8	8	2019 NOV	15	7	8
2018 JANUARY	18	8	10	2021 JUNE	16	6	10
<b>Total 2012-2018</b>	<b>102</b>	<b>53</b>	<b>49</b>	<b>Total 2014-2021</b>	<b>87</b>	<b>40</b>	<b>47</b>
2019 JANUARY	16	6	10				
2020 JANUARY	26	16	10				
<b>Total 2019-2020</b>	<b>42</b>	<b>22</b>	<b>20</b>				
TOTAL	144	75	69				

The main beneficiaries of the health training provided at the CHTI are the patients who benefit from our students' internships and employment in hospitals: currently about 83% of all CHTI graduates are employed

in health sector. Indirect beneficiaries are the family members, the students' peers, the trainers/operators and all stakeholders involved in the activities of the course. Future beneficiaries are the South Sudanese and others who will benefit from improved quality of health services in hospitals and clinics throughout the country.

**Table 6 - Graduated employment situations from 2017 to 2020**

CHTI Graduates 2017-2020 Employment Situations (Nurses+Midwives)	
Employment Situations	N. of employees
Mission Hospital	45
NGO	19
Government	11
Private	4
UN	1
Diocesan	1
Other (no health sector)	0
<b>Total</b>	<b>81</b>
Total graduates in the same period	108
<b>Percentage employed/graduates</b>	<b>75%</b>

Table n.6 shows that 75% of the graduates from CHTI in the period indicated have found employment, and of these 100% in the health sector.

Every year 2 graduates are sent to study for a master's degree. At the end of their studies they will join the CHTI team, as tutors. Currently 6 graduates at CHTI are studying in Kenya.



Having regard to the dramatic situation of the health system in southern Sudan, training nurses and midwives is a great contribution to the building up of a healthier future for South Sudanese, for their empowerment, for the physical and cultural wellbeing of women, children and their whole families.

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*"The personnel well-trained can provide better services to the patients once they understand that they need to advocate for, teach and represent their patients – that a Nurse is more than just a care provider."*

(William registered at CHTI – Wau)

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### **Relationship with Stakeholders**

Relationship with the clergy and local congregations has been always good; furthermore, they recommend good candidates for CHTI.

Liaison with St Daniel Comboni Catholic Hospital and Wau Teaching Hospital: students and hospitals are mutually benefitting from the placement of students for clinical practice.

Ministry of Health primary health care centres (PHCCs) and Sikka Hadid PHCC: these primary health care centres benefit from our students' presence and their service at these clinics.

### **Certification**

In delivering health training, Solidarity follows the relevant Republic of South Sudan curricula of the Ministry of Health and has set up certification of graduates in all programmes to the extent currently permitted. It is a priority for Solidarity to work closely with both National and State Ministries and to present students for assessment as regulated by the Ministries. In 2017 the number of CHTI students accounted for 21% of nurses and 28% of midwives certified that year in South Sudan<sup>25</sup>.

**Staff members:** more than 50 people. Main professional figures: administrative team, management team, nursing tutors, midwives tutors, clinical tutors, clinical officers, agriculture and maintenance operators, cooks, cleaners, grounds men, driver, security officers.

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<sup>25</sup> Ministry of Health, Nov. 2017 *National Health Professional Examination Board report. Final qualifying examination results for the Award of Diploma in Midwifery & Diploma in Nursing. Government of South Sudan.*

## ❖ SUSTAINABLE AGRICULTURE



In the past years Insecurity and related displacement have already undermined compromised agricultural production, destroying the livelihoods of farmers and herders and causing food shortages. Livestock have been looted or killed, crops have been destroyed, and planting has been delayed due to violence, displacement and unfavourable weather.

Indeed, the food security situation in South Sudan has reached

unprecedented crisis levels. According to its Integrated Food Security Phase Classification (IPC) projections, an estimated 5.8 million people (48 per cent of the population) faced Crisis levels of food insecurity . In March 2021, OCHA in Situation Report No. 5 already estimated that an overall 810,000 people were in Crisis or worse levels of food insecurity across the entire country, according to IPC projections. This included over 300,000 children suffering from Severe Acute Malnutrition (SAM) and some 480,000 pregnant and lactating women who are acutely malnourished and in need of treatment. The situation in the country is reported to be the highest levels of food insecurity since independence, 10 years ago<sup>26</sup>. The worsening conditions are attributed to the prolonged flooding, ongoing violence, displacement and COVID-19 pandemic, the impact which has eroded the livelihoods and coping strategies of the vulnerable communities across the country<sup>27</sup>

According to the Africa's longest civil war, the South Sudanese farming communities were displaced from their production areas leading to loss of their livelihoods including livestock and poultry (chicken).

Due to the fertile land and long rainy seasons, Greater Western Equatoria was considered as the "Green Belt and bread basket" for South Sudan and it is supposed to provide food for the less productive and disadvantaged areas in the country.

Traditionally, Azande farmers are known as poultry keepers, hunters and fishermen and women. But due to the prolonged and intensified insecurity caused by war, the agricultural extension services and appropriate inputs for farmers became limited. This has led to less productivity of food due to the traditional farming methods employed by farmers.

After the Revitalized Peace Agreement was signed in September 2018, farmers started coming back to resettle in their areas and are lacking extension services to increase and improve the agricultural productivity.

<sup>26</sup> OCHA - South Sudan Humanitarian Needs Overview (January 2021)

<sup>27</sup> IFRC "Emergency Plan of Action (EPoA) South Sudan / Food Insecurity

Solidarity with South Sudan has agricultural training projects that aim to provide food for our institutions, develop the skills of local farmers, and spread knowledge about farming techniques, animal husbandry and proper nutrition.

At the beginning of 2014, 13 hectares had been cleared in Riimenze, in the verdant region of Western Equatoria. The average number of workers per day was often between 40 and 80. Over time, the project has become extremely beneficial to the local

population as it provides work close to home and income. It also provides practical training whereby people can put what they have learned into practice in their own gardens. Tillage and livestock machinery has been introduced, greatly assisting the local population, reducing the amount of time needed to harvest and process food crops and opening up income-generating resources. Today Solidarity with South Sudan supports farmers in six villages in Yambio and Bangasu counties: Kasia, Bazungua, Bodo, Bazumburu, Makpandu and Riimenze.

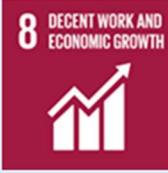
Small-scale agriculture was also developed at CHTI in Wau, providing vegetables and some wheat crops for the Institute. The drilling of a well and the construction of a 20,000-litre cistern enabled the development of extensive irrigation. Fruit trees and trees were planted for long-term timber harvesting.

More than **120 acres** are now cultivated in Riimenze with different types of crops, fruits, trees, vegetables using organic pesticides. The priority crops are maize, groundnuts, beans and cassava. In addition to cultivation, cows, oxen, pigs, sheep and goats are being raised. 24 farmers are permanently employed and 40 are casual daily workers.

One of the main objectives has been to train many local people and other farmers in sustainable farming practices. To date it can be said that the objective has been achieved: the number of beneficiaries reached so far by SAP-R is **891 households** (HH), of which 486 are male / 406 are female.

In this project the presentation of workshops is crucial, from updating the basics (farm planning, agricultural calendar, kitchen gardening, crop spacing, plant protection, post-harvest management, practices sowing, irrigation, crop rotation, techniques according to types of livestock, etc.) to the introduction of new technologies in agriculture. Workshops are conducted with farmers in their villages; the mode of instruction was both theoretical and practical. In 2020, it was not possible, due to Covid-19 restrictions, to conduct the workshops until July, when training resumed, respecting all preventive measures.

*The Global Goals for Sustainable Development covered by the project*

 <p><b>Goal 2 "Zero Hunger: end hunger, achieve food security and improved nutrition and promote sustainable agriculture"</b></p> <ul style="list-style-type: none"> <li>✓ 2.1 Universal access to safe and nutritious food</li> <li>✓ 2.2 end all forms of malnutrition</li> <li>✓ 2.3 Double the productivity and incomes of small-scale food producers</li> <li>✓ 2.4 Sustainable food production and resilient agricultural practices</li> </ul>	 <p><b>Goal 8: "Decent work and economic growth: promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all."</b></p> <ul style="list-style-type: none"> <li>✓ 8.3 Promote policies to support job creation and growing enterprises</li> <li>✓ 8.4 Improve resource efficiency in consumption and production</li> </ul>	 <p><b>Goal 15: "Life on land: protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss."</b></p> <ul style="list-style-type: none"> <li>✓ 15.4 Ensure conservation of mountain ecosystems</li> <li>✓ 15.a Increase financial resources to conserve and sustainably use ecosystem and biodiversity</li> </ul>
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*“We grow tomatoes, okra, onions, cowpeas, eggplants, amaranth and green pepper. When the harvest is ready, we sell it at the market or someone comes to buy it directly from the garden. This way, we get money to send our children to school. We are also able to save money together and to share our problems and ideas. Solidarity occasionally visits us to check our progress and to advise us.”*

(Joice, attending workshops at SAP-R)

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Despite the difficulties encountered as a result of the deployment of Covid-19 and its impact on the economy, this centre managed to achieve remarkable results in 2020:

- **66** agricultural workshops have been carried out in the 6 villages involved. 36% of these workshops were aimed at women's groups. The main topics were: vegetable production, beekeeping, environmental and soil conservation, pig breeding;
- **186** pigs were distributed to **93** households and separately, 264 chicken to 88 families;
- more than **62** tons were harvested;
- the seminars organised, including distance learning, trained 350 new farmers;
- **411** farmers were able, thanks to dedicated training, to reduce crop losses by sowing seeds that were targeted to the soil type;
- **181** farmers bought livestock to expand their businesses;
- **400** families have improved their household income thanks to better farming practices acquired during the trainings;
- a new solar-powered well and water tanks were built to ensure a reliable water supply.



In addition, since 2017, Sap-R has conducted **29 radio talk shows** to raise awareness and sensitise wider communities on sustainable agriculture and better nutrition, on Yambio Catholic radio (Anisa FM radio). Main subjects discussed are:

- Sustainable agriculture
- Agricultural calendar/farm planning for the region

- Seed selection, preservation & multiplication
- Plant protection (IPM)
- Post-harvest handling and storage of various crops
- Better nutrition measures
- Soil fertility building methods
- Soil conservation/protection measures
- Water catchments and reservoirs
- Organic pest control

**Community Extension Workers (CEWs)**

There are six Community Extension Workers responsible for field visits/follow ups in the six locations respectively; each one visits his assigned groups twice in a week. These CEWs are based in the communities and receive support from the extension officer and deputy every month. The CEWs in each location have to develop field maps highlighting all the groups. Then the extension officer and his deputy examine the groups and profile them. This profiling is done to determine the groups that meet SAP-R conditions. The extension officer also conducts field monitoring on quarterly bases.

These CEWs also help farmers by demonstrating farm demarcation and take the farmers through all the agricultural best practices. They fill in the extension visit plan and visitors’ book of the requested farmers’ trainings.

These extension services help the farmers to increase their productivity so that they have permanent access to food. This is exemplified by the increased agricultural practices and increased yields.



**Fish farming**

In 2018, SAP-R constructed two small demonstration fish ponds from local timber and tarpaulins as a cost effective and affordable initiative for farmers. Two big fish ponds were constructed and have been stocked with fingerlings.

## **New technologies and environmental sustainability**

SAP-R has cultivated both using hand digging, digging using a big tractor and using a walking tractor so that comparisons are made between the costs and yields, to determine better farming methods for the local farmers to realize high yields at a minimum cost. Observations show that digging using hand digging has proved more beneficial in the first year of trial cost wise and yield wise compared to walking tractors and big tractors. Hand planters make it easier and quicker to sow crops by avoiding backache and delays in planting.

Post harvesting handling: SAP-R has established local driers for drying local crops such as maize, groundnuts, soya beans, and most of the crops are dried on the driers. These dryers are made of local materials, timbers and wire-mesh to elevate the drier above the ground at around 1 metre high, so that the items being dried do not come to contact with the moist soil on the ground.

SAP-R has also established 8(25x20)m demonstration plots of Maize, groundnuts, cowpeas, and green-gram. Each crop taking two plots for comparison between planting in line versus random planting of crops. These plots will act as bases to measure the yields between each method of planting for the different crops planted. The plots act as a practical learning centre for farmers and the community members who visit the farm and wish to learn.

In general, great attention is paid to the introduction of innovative technologies and the experimentation of good practices, in line with environmental conditions, such as:

the drip irrigation system used for horticulture, aimed at saving water; animal traction; the preparation and use of different types of manure derived from manure (liquid manure, composted manure, green manure, etc.); the periodic introduction of new types of seeds; soil conservation, through erosion control, by planting ground cover crops: sweet potatoes, pumpkins, green grams, cowpeas, mukuna; beekeeping and producing honey.

## **Support for women, children and elderly people**

Some of the workshops are specifically aimed at women and many of them have the theme of good nutrition. In 2020, 202 women attended courses on nutrition, with a focus on children's nutrition. The objective is to educate women in the practice of better nutrition by identifying the basic nutrients required by the body for normal functioning, their sources in available local food and how these local food materials can be cooked to preserve these nutrients. Malnutrition among children, its causes and treatment with local food materials are also discussed.

Since June 2018, SAP-R has also been organising special nutrition programmes. Under the programme, SAP-R produces milk from soya beans on which women, especially mothers, are trained to improve the health status of children, mothers, the elderly and families in general, while also saving families money to buy cow's milk, which is very expensive. SAP-R also provides moringa powder from moringa leaves, packaged and sealed in several units of small plastic containers for easy distribution to families with malnourished children. Pumpkin and sweet potato powder is produced locally to make porridge for children and nursing mothers. Feeding children with dried pumpkin powder porridge provides vitamin A (beta-carotene) necessary for good vision, healthy skin, bone and tooth growth and building a healthy immune system. It also provides 48% of the necessary carbohydrates. Finally, the Inka nut is one of the nutritious plants grown on the SAP-R farm that contains 'Omega3, Omega6 and Omega9', which is also good for children and mothers.

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*"If you see my daughter, she is looking fat and healthy because I am able to feed her the correct foods!"*

(Foiza, attending workshops at SAP-R)

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Since 2016 a nursery school is available in Riimenze to support working women. Currently 210 children are enrolled. The school has four teachers (2 women and 2 men) who take care of four classes: baby (2 classes), middle and high school. After the upper class, the pupils go to primary.

As part of community skills development and upgrading, SAP-R opened evening classes for farm workers and other members of the parish community over the age of 16 to learn English, mathematics and the Zande language. This non-formal education is not an alternative to formal education, but is constructively aimed at filling educational and learning gaps as a result of the failure of institutional programmes. Currently 68 students are enrolled and 46 are women. All teachers are trained by the STTC and have experience and ability to teach properly.

Finally, Sap-R is assisting 100 displaced elderly people with monthly food and repairs to their homes. A much-needed service for these people on whom the pandemic has had the greatest impact.



**Staff members:** more than 20 people (+ 24 permanent workers, 40-60 casual workers). Main professional figures: project coordinator, farm manager, farm assistant manager, extension workers, field technician, nutritionist, community animal health worker, store keeper, mechanical technician, security guards, driver.

## ❖ PASTORAL PROGRAM



### *The Global Goals for Sustainable Development covered by the project*



Goal 16: *“Peace Justice and strong institutions: promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”*

✓ 16.1 Reduce violence everywhere

The Church in South Sudan is one of the only institutions that supports the people in times of conflict, provides services, and offers an alternative model based on the Christian values of fraternity and mercy. Around dozen religious congregations are present in the country, gathered together under the umbrella of the Religious’ Superiors Association of South Sudan (RSASS), in which Solidarity is a member and assumes a leadership role. The Church’s capacity to deliver pastoral services has been eroded by the years of civil war and the most recent violence. Peace building, reconciliation, trauma healing, community building and leadership training for animation of small Christian communities (SCC) in the perspective of Jesus’ Gospel are fundamental components of all Solidarity with South Sudan programmes but especially so for the pastoral team.

### **Training of national and diocesan pastoral agents**

The Solidarity with South Sudan Pastoral Team is based in the appropriately named “Good Shepherd Peace Centre” (GSPC), in Kit. The international, inter-congregational team that works at this Centre, is committed to organizing and implementing pastoral programs aimed at empowering South Sudanese people to build a more just and peaceful society. Among its activities, the Centre offers retreats, on-going formation for priests, and training for catechists. Special attention is paid to the family, women, young people and children.

The Solidarity Pastoral Team works closely with the National South Sudanese Pastoral Coordinator in providing a series of bi-annual workshops to develop the skills of the diocesan Pastoral Directors and their teams. The Solidarity Pastoral Team is involved in the on-going formation (OGF) of clergy and religious and lay men and women, particularly on Catholic Social Teaching and the African Synod.

Since 2008, a lot of workshops were conducted. In the table below there are the most relevant activities:

Workshop	Participants
Trauma healing workshops and training of facilitators, in response to the needs of a population affected by years of conflict	2.135
Peace-building workshops for healing, reconciliation and a lasting peace	260
Activities dedicated to supporting women. Empowerment workshops	1.500
Formation of small Christian communities, catechists and support for the Diocesan Pastoral Teams	2.294

In line with the capacity-building program of pastoral agents, Solidarity Pastoral and the SCBC Pastoral Department produced a Pastoral Handbook. It contains general orientation on pastoral activities on the national as well as diocesan level, suggestions and recommendations on pastoral planning from project conception, proposal-making, implementation process, monitoring and evaluation, and on to reporting. It includes also project proposal samples and templates for accounting and reporting. This is a handbook that aims to serve the needs of the national, diocesan and parish pastoral teams.

Why train a local Church? Because it is the only reality, already rooted in the country that can trigger a process of cultural and spiritual revolution capable of welcoming, protecting, promoting and integrating the different ethnic identities.

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*“In the future, we hope to do much more pastoral work because I am convinced that our faith is not deeply rooted in us. We are shaky because our foundation is not strong and we need to build it through pastoral work through which we can reach many people.”*

(Dominica works in Juba as pastoral agent and attended several Solidarity workshops)

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### Trauma Healing

Inside South Sudan, more than 1,000 children have been killed or injured since latest conflict erupted in 2013, while an estimated 1.14 million children have been internally displaced<sup>28</sup>. In addition, 2,400,000 of children are out of school<sup>29</sup> - the highest proportion of out-of-school children in the world.

The trauma, physical upheaval, fear and stress experienced by so many children account for just part of the toll the crisis is exacting. Children remain at risk of recruitment by armed forces and groups and, with traditional social structures damaged, they are also increasingly vulnerable to violence, sexual abuse and exploitation.

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<sup>28</sup> UNHCR – Refworld

<sup>29</sup> OCHA - South Sudan Humanitarian Needs Overview (January 2021)

In response to the needs of a population affected by years of conflict in the country, the Pastoral Team is providing Trauma-Healing workshops and training for local priests, religious and lay leaders.

The following workshops on trauma healing were held in 2020:

- Trauma Healing Total Program: **60** participants
- Trauma Healing for School Teachers: **59** participants
- Trauma Healing for Women: **112** participants

Solidarity has developed a very fruitful working relationship with 'Capacitar', an international network promoting the spirit of empowerment and solidarity. Workshops have been conducted for potential facilitators of workshops. This has resulted in the widespread teaching, by workshop participants, of simple wellness practices, leading to healing, wholeness and peace throughout South Sudan.

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*Those wounded by historical divisions find it difficult to accept our invitation to forgiveness and reconciliation, since they think that we are ignoring their pain or are asking them to give up their memory and ideals. But if they see the witness of authentically fraternal and reconciled communities, they will find that witness luminous and attractive.*

*Evangelii Gaudium, n.100*

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### **Peace Building and Reconciliation**

Although South Sudan is formally in a period of peace, inter-ethnic conflicts are still everywhere and violence is the order of the day. Peace building and reconciliation workshops are part of the ongoing formation in all Solidarity centers and programs. This is a constant and urgent need in a context of frequent hostility, abuse and violence. Solidarity organises and participates in initiatives in which women are the main agents and beneficiaries. One of the aims of the pastoral team is to help South Sudanese priests develop strategies to overcome divisions so that people work together for healing, reconciliation and a lasting peace for the people of South Sudan. In 2020 the following workshops for healing, reconciliation and a lasting peace were held:

- Diocese of Yambio: **68** participants
- Diocese of Juba: **36** participants



## The camp for internally displaced people – Malakal

Conflict, insecurity and natural disasters have displaced nearly 4 million people since 2013. An other estimated 1.5 million people are internally displaced<sup>30</sup>. Some have been forced to flee multiple times due to successive waves of violence and flooding.

The pastoral team organized for a continuous pastoral presence and ministry by the displaced clergy and religious, for the internally displaced persons in the UN compounds and surrounding areas affected by the latest conflict, especially in the Malakal Diocese.

Since the outbreak of the war in December 2013, the Solidarity Pastoral Team tried to assist the clergy of the Diocese of Malakal in taking care of the people, particularly who were settled, at that time, in the UN Protection of Civilians (PoC) camp outside Malakal town. The original plan was for a team of clergy, sisters and lay people to head this pastoral work and maintain an on-going pastoral presence and ministry. At a later stage, a missionary priest was deemed a more prudent choice given that people at the camp consisted of those from different tribes. That is how the Solidarity Pastoral Team and the Diocese of Malakal have entrusted to Fr. Mike Bassano the task of organizing different pastoral activities such as the training of Small Christian Communities animators, lay Eucharistic leaders, providing trauma-healing sessions for young people and women as well as those from various denominations.



In March 2020, the building housing the Catholic church in the camp for internally displaced people at Malakal, was closed because of the Coronavirus pandemic. Until then, it had been a vibrant community center that was home to a youth group, an adult and children's choir, a Bible study group, and a place for retreats and days of reflection.

Throughout the past year, the Church has continued to serve the thousands of displaced people of different ethnicities living in the camp, becoming a Church of the Ether. Every Sunday at 9am, the liturgy was broadcast on the camp's radio station, Radio Nile.

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*“We have been encouraging and facilitating the youth to meet at church and to take part in activities such as football and music. During this time we also help them in their spiritual lives.”*

(Arsenyo, a catechist who attended workshops and trainings arranged by Solidarity)

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<sup>30</sup> OCHA - South Sudan Humanitarian Needs Overview (January 2021)

## Empowering women

Women and girls represent more than half of the people in Protection of Civilians (PoC) sites in South Sudan; and 63%, over half of all South Sudanese refugees are children<sup>31</sup>.

Traditional practices such as early and forced marriages, polygamy, and child abductions and teenage pregnancies subordinate women and girls and disable their efforts to contribute to development. Sexual and gender-based violence is prevalent, with at least 4 out of 10 women reported to have experienced one or more forms of violence. South Sudan's development indicators are amongst the poorest in the world and access to basic social services remains a key challenge across the country. Illiteracy is extremely high, with a 28,9% literacy rate for women above 15 years of age (the literacy rate among males is almost double that of females). High illiteracy hampers the participation of women in governance at all levels. Many of the women engaged in business are constrained by lack of basic business skills or finance training, as well as access to markets.

Violence linked to armed conflict appears when there is a gender system based on discrimination. Sexual violence is inflicted on a scale never seen before, overcoming the levels of brutality of previous wars. Faced with this, what does the Church do? Through committed lay people, diocesan priests, and especially religious, the local Church works by assisting the victims in internally displaced camps and, through programs to overcome trauma and encourage reconciliation, reaches out to the communities which have fled.

In 2020 more than 400 women participated to workshops and activities for women's empowerment organized by the Solidarity team under the Pastoral Program.

## Local Pastoral Work in Riimenze

Aside from the above mentioned inter-diocesan (or national) and diocesan pastoral engagements, the Pastoral Department of Solidarity has also taken responsibility for the local pastoral activities that take place in Riimenze in Western Equatoria. These pastoral activities include: a health care clinic, introduction to the use of herbal medicine, activities for girls, sewing, income generating activities for women, trauma healing and 'Capacitar' workshops, and various educational programs for women and youth in the local communities and at the Makpandu refugee camp.

**Staff members:** the pastoral team consists of 5 people and more. In addition, every Diocese has a diocesan pastoral team consisting of at least 3 members who often conduct workshops such as catechists' training, training of small Christian communities' animators, and training of trauma-healing leaders, etc.

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*In the end, a peace which is not the result of integral development will be doomed; it will always spawn new conflicts and various forms of violence. People in every nation enhance the social dimension of their lives by acting as committed and responsible citizens, not as a mob swayed by the powers that be.[...] It is an ongoing process in which every new generation must take part: a slow and arduous effort calling for a desire for integration and a willingness to achieve this through the growth of a peaceful and multifaceted culture of encounter.*

*Evangelii Gaudium, n.219-220*

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<sup>31</sup> UNHCR – The UN Refugees Agency - <https://www.unrefugees.org/emergencies/south-sudan/>

## SUSTAINABILITY

**Take charge of their own destinies.** The presence of technical-scientific staff (teachers, doctors, nurses, technicians) who come from different countries of the world, contributes strongly to the transmission of the message of peace and coexistence that is the basis of a new peaceful society. At the same time, to guarantee real sustainability it is necessary that the personnel involved in this first phase of the project are gradually replaced by former students, South Sudanese, who can represent the success of a personal path and at the same time constitute a conscious and credible leadership for all to see.

Regarding education project and the STTC, each year, two STTC graduates are selected to receive a full scholarship in order to receive further training at Tangaza University College of Nairobi, Kenya. At the end of the degree, students will work for a minimum period of 4 years at the STTC as teachers.

One of the first effects of the STTC is the birth of the UNLO, *Upper Nile Learning Organization*, a non-governmental, national organization created by graduates of Solidarity TTC. Their main objective is to improve the literacy of both adult women and men who are living in the PoCs sites especially the women who have highest percentages of illiteracy in this community. Over 30,000 IDPs are currently living in Juba UN based protection of civilian sites, where the UNLO has been providing Primary School & alternative adult literacy in PoC1 on voluntary basis since 2015.

Generally, there is very low school motivation in the country. This may have been caused by poor teaching resulting from the long shortage of trained teachers and low motivation in salaries. The recruitment of well-trained teachers (from STTC) has increased people's hope and attracted more people to send their children to the school, as seen by the doubling of the number of children attending in 2018. With the induction of our new teachers, more parents have been convinced to send their children and wards to the school and the children themselves enjoy going to school.

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*"I have also learnt a lot from the tutors through their spirit of unity and solidarity. Because of different people from distinguished ethnic groups staying here together, I have learned the importance of peace. I have also gained skills for teaching others"*

(Sttc student)

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With regard to the health project and the CHTI, the greater possibility of monitoring the work of the health structures of the country and their lesser dispersion on the territory allows us to have a more detailed picture of the location of all graduate students. We can say that only a small number decide to look for work outside the country, while most of them are engaged in local health facilities or those managed by the various international organizations, ensuring a significant impact on health care in the country.

We would also like to mention the importance of "spill over" effect: it is fundamental that STTC and CHTI students, when going back home, share what they have learnt with their local communities. Solidarity is helping all those who have come into contact with Solidarity (students, teachers, nurses and midwives, staff, workshop participants, etc.) to transpose and internalize the values transmitted by the organisation. The students are called to be a point of reference for the local communities in which they live and work. Participation in the workshops, the achievement of a degree or the achievement of a goal are fundamental steps that infuse new lifeblood and hope in the South Sudanese society, but these do not represent the ultimate goal of our work. Solidarity is aware that, in a fragmented reality such as that of South Sudan, there will not be a just and pacified society unless the local communities understand how to live and internalize these values. This "spill over effect" can happen, starting from the personal ties and values that arise from the meeting with Solidarity which turn into seeds of peace for the communities.

**Monitoring & Evaluation Plan.** During the year 2018, thanks to some donors, Solidarity carried out a process to study the impact of the work and build a Monitoring & Evaluation plan. The plan has been useful for stakeholders to get regular feedback on the progress being made towards achieving goals and objectives. It helps to determine whether ongoing activities are achieving the stated objectives and contribute to the decision-making process.

The M&E plan prepared by an external consultant has been tested in the field and by all Solidarity staff. The recommendations and information provided by the consultant are still evaluated and implemented periodically by Solidarity staff. A document with final recommendations was also drafted in order to provide final and comprehensive guidance for further implementation.

**Future of peace.** All those who have come into contact with Solidarity (students, teachers, staff, workshop participants, etc.) are constantly helped to transpose and internalize the values transmitted by Solidarity. From today, but increasingly in the future, they are called to be a point of reference for the local communities in which they live and work. Participation in the workshops, the achievement of a degree or the achievement of a goal are fundamental steps that infuse new lifeblood and hope in the South Sudanese society, but these do not represent the ultimate goal of our work.

Solidarity is aware that, in a fragmented reality such as that of South Sudan, there will not be a just and pacified society unless the local communities understand how to live and internalize these values. This can happen, starting from the personal ties and values that arise from the meeting with Solidarity which turn into seeds of peace for the communities. In local communities a new society is built, putting into practice what has been learned in the colleges and during the workshops. In this way, it turns out not to be just an individual impacted by events, but a subject strongly connected to others who wants to change the society in which they live just as they change themselves.

In a very young society like that of South Sudan, where the majority of the population is under 20, we can focus on young people, the future agents of peace. This was shown in other war contexts, where ethnic divisions seemed unbridgeable: young people are thirstier for peace because they have never known it. With them it will be possible, if supported and guided, to give life to a peaceful change for the “South Sudan of tomorrow”, a change that will be born from the idea that a future is possible, a future of peace and justice.

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*In a culture which privileges dialogue as a form of encounter, it is time to devise a means for building consensus and agreement while seeking the goal of a just, responsive and inclusive society. The principal author, the historic subject of this process, is the people as a whole and their culture, and not a single class, minority, group or elite. We do not need plans drawn up by a few for the few, or an enlightened or outspoken minority which claims to speak for everyone. It is about agreeing to live together, a social and cultural pact.*

*Evangelii Gaudium, n.239*

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**Pope Francis.** We do not walk alone on this road because the words of Pope Francis resonate strongly and encourage us. The difficulties are many, but the Holy Father wants to shake the world by focusing on South Sudan.

It is an opportune moment to speed up the pace and not to let down his appeal and his prayer. *“Disregarding the problems of humanity –said Pope Francis - especially in a context such as that which afflicts South Sudan, would mean, in fact, forgetting the lesson that comes from the Gospel on love of the suffering and needy neighbors”*. Pope Francis has declared several times his desire for an ecumenical trip to South Sudan, and the

meeting with the Council of the Churches of South Sudan hosted at the Vatican in March 2018 was of great importance.

The prayers for peace arranged by Solidarity (November 23, 2017 and February 23, 2018)<sup>32</sup>, so strongly desired by the Holy Father was also a moment of profound communion in which all the Christian communities have been invited to reflect on the suffering of the South Sudanese people and to ask for peace. All of us who work, hope and pray for South Sudan are called to work with more commitment and more trust.

## CONCLUSION

*“On the occasion of the celebration for the 10th anniversary of Solidarity with South Sudan, an evaluation of the project and its impact was carried out: it highlighted the important contribution and impact during those first years, as can be seen in this document.*

*Speaking recently with the person who led that evaluation, she told me that Solidarity with South Sudan is a permanent miracle, considering the reality of the context. A miracle made possible thanks to the generosity of all men and women religious who have been through the project during all these years, but also thanks to the congregations and the donors that have offered expertise, financial support or prayer. Thank you!*

*Solidarity with South Sudan is our project, a wonderful inter-congregational reality that accompanies, with respect and delicacy, the path of the people of South Sudan. Year after year, the support to the people, the prayer and the funds have been essential for the continuity of the project. Last year, given the special circumstances caused by the pandemic, we sent a special appeal for financial aid, which was responded with great generosity. This year 2021 the situation in the country continues to be very delicate, and this affects our communities and projects. Your financial contribution will help Solidarity with South Sudan continues to have a strong impact on the lives of many people and the future of the Church and society of that country: thank you in advance for your help!”*

*Emili Turù FMS (President of Solidarity with South Sudan)*



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<sup>32</sup> to listen to the prayer please go to the following link:

<https://www.bing.com/videos/search?q=preghiera+papa+francesco+sud+sudan+23+novembre+2017&&view=detail&mid=FCB3AC239068CCDAE826FCB3AC239068CCDAE826&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dpreghiera%2Bpapa%2Bfrancesco%2Bsud%2Bsudan%2B23%2Bnovembre%2B2017%26FORM%3DHDRSC3>



## **Appendix**

**Appendix A – Solidarity Teacher Training College**

**Appendix B – Catholic Health Training College**

**Appendix C – Sustainable Agriculture Project Riimenze**

**Appendix D – Pastoral Program**

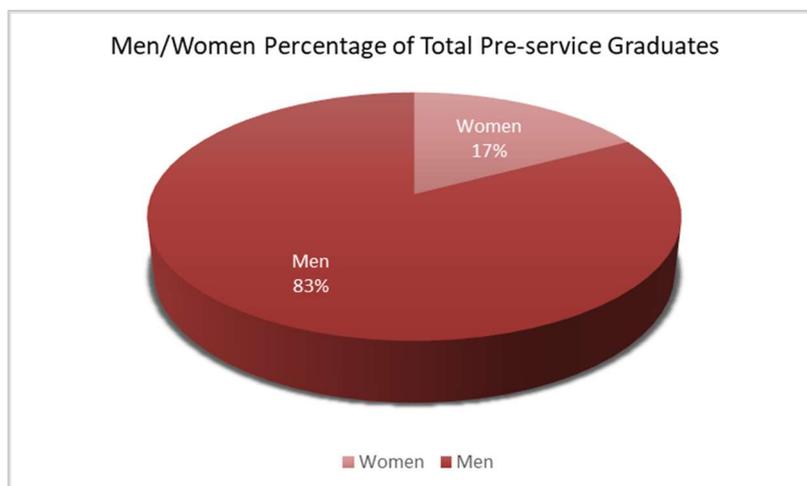
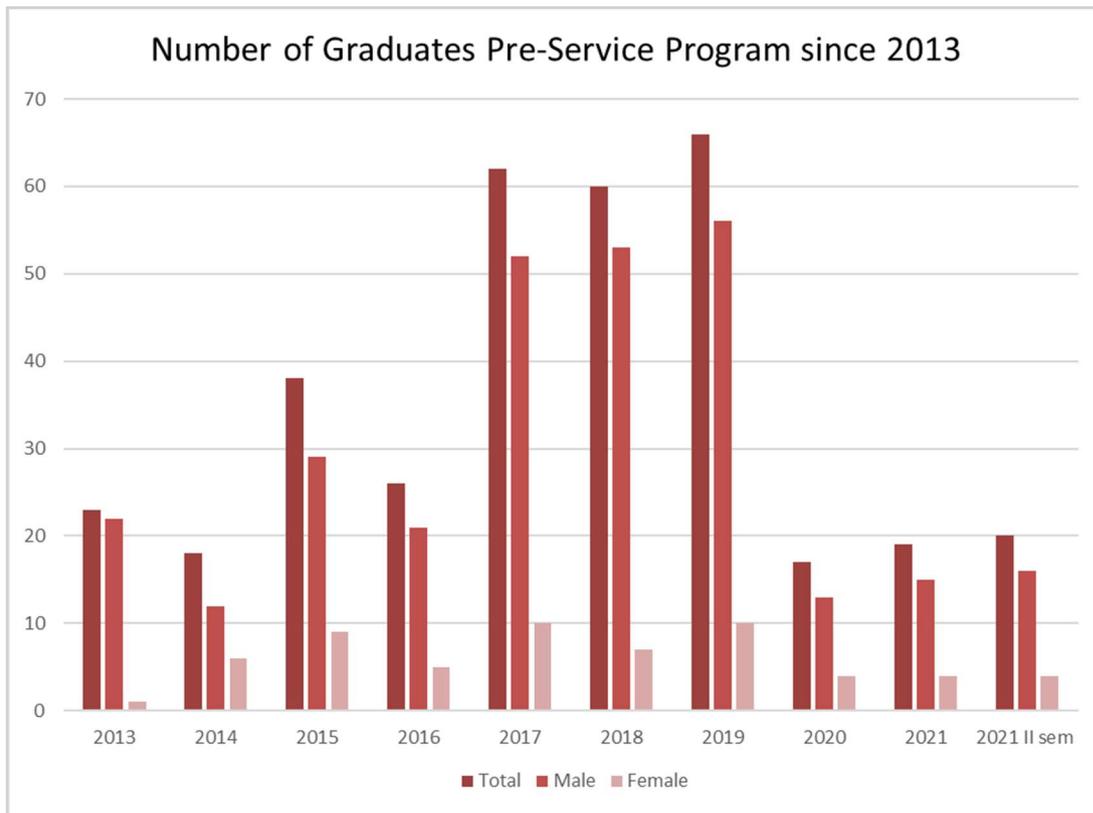
**Appendix E – Solidarity and the Global Goals for Sustainable Development**

### Solidarity Teacher Training College

Solidarity Teacher Training College (STTC) is now recognized in South Sudan as a leading provider of primary teacher training. The programs are delivered by the Solidarity tutors in the Yambio campus or through distant learning programs conducted in other regions.

**Pre-Service program:** It provides the necessary education to fill the educational gaps in order to continue the training course within the Solidarity Teacher Training College. The goal is to increase the number of teachers available to teach, through the medium of English, by offering two-years, full time, pre-service education.

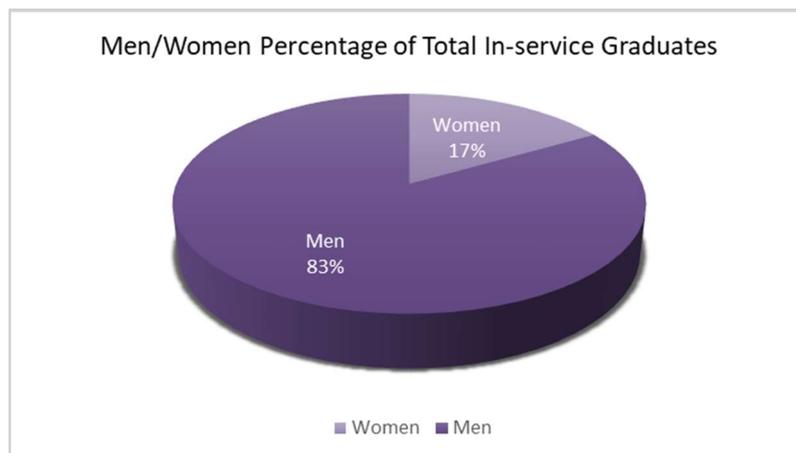
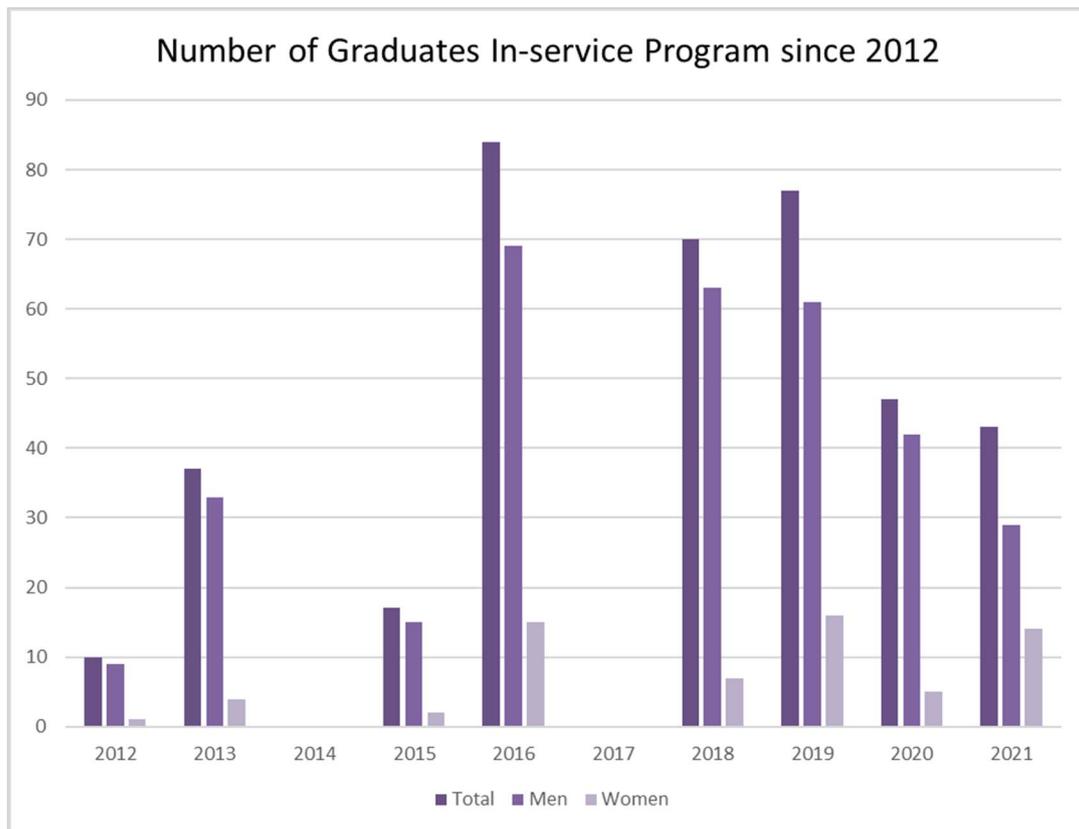
- Students live and study in Yambio college for the duration of the course
- Solidarity follows the relevant Republic of South Sudan curricula of the Ministry of Education and has set up certification of graduates in all programmes to the extent currently permitted
- The graduation is held at the completion of the trimester so the graduates immediately receive their certificates as it is not feasible for them to return for a ceremony at the end of the year.



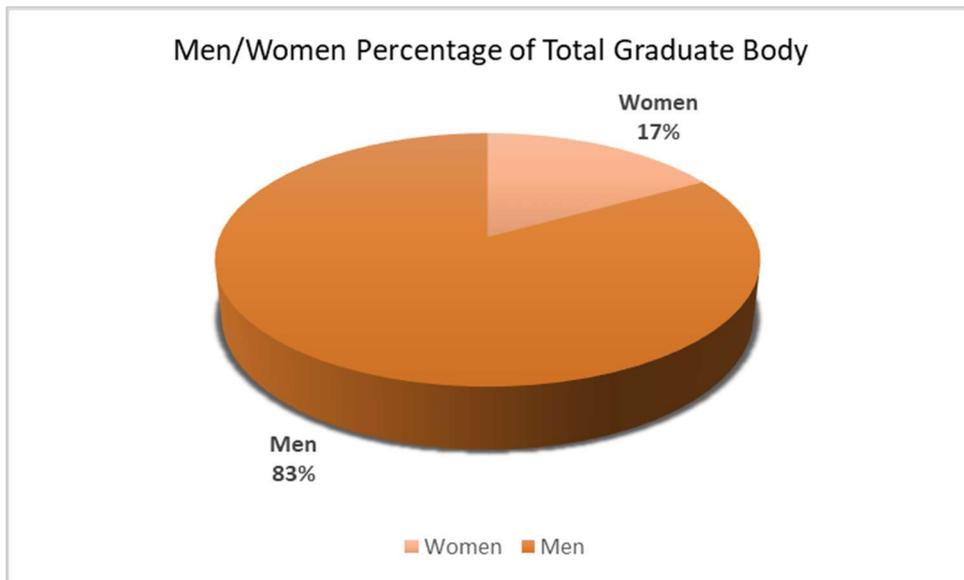
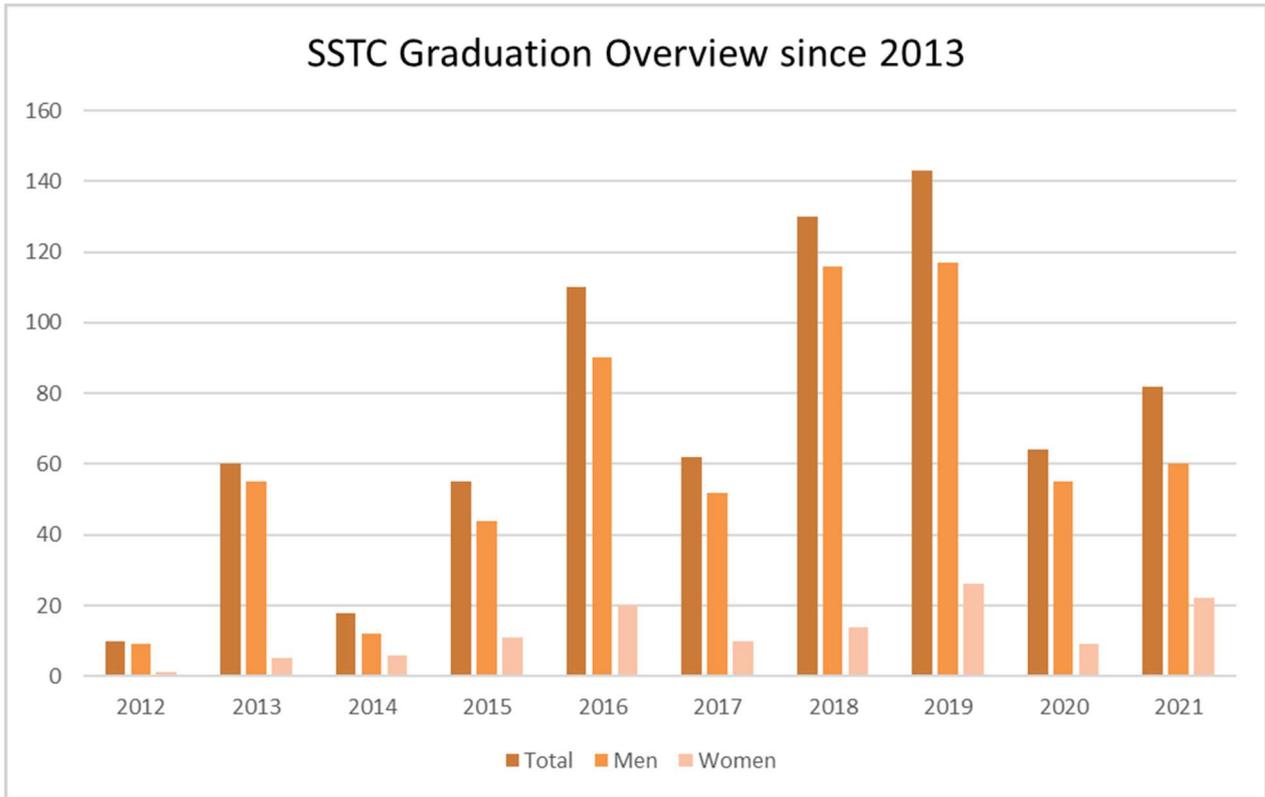
**In-Service program:** It provides additional learnings for the displaced people in the country. Taking into account the precarious situation and the difficulties of moving around many areas of the country, distance learning programs are of fundamental importance. Those taking part in the course have the possibility to fill their curricula gaps and obtain teaching qualification required by the Ministry of Education to teach in Primary School in South Sudan.

- The program lasts from eight to nine weeks a year, for four years
- Subjects required by the Government: English, Mathematics, Professional Studies, Social Studies, Science and Religious Education.
- Solidarity provide Psychosocial Support training for personal healing and for tutors and teachers to be able to serve their schools and communities.

For 2021, a program of advanced training and upgrading is being carried out for graduates already teaching in schools through workshops that a specially constituted and trained team carries out on site. At the moment, the program involves 610 teachers in Yambio and Bor



Since 2008, 734 teachers have graduated from in-service and pre-service programs, and 72% of them are currently working in education in their communities.

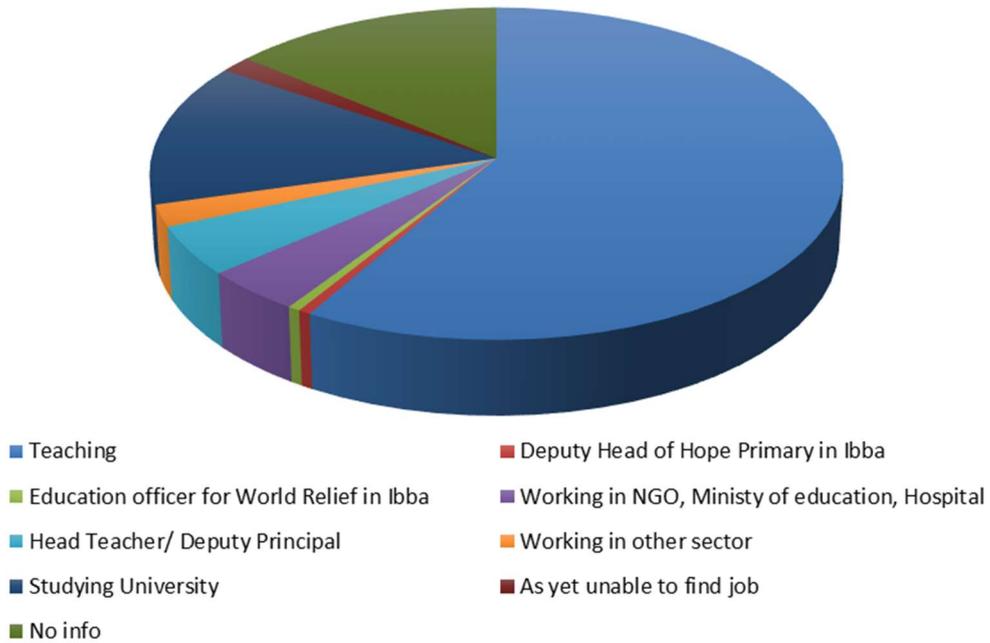


Of great interest is the percentage of female graduates: 17% of the total number of students trained by Solidarity in the country. Even more relevant considering the low level of literacy among women in South Sudan. But it still makes us reflect on the difficulty to involve women and make them complete their studies. Solidarity continues to insist on this aspect, always studying new strategies for involving women in programmes that support their empowerment.

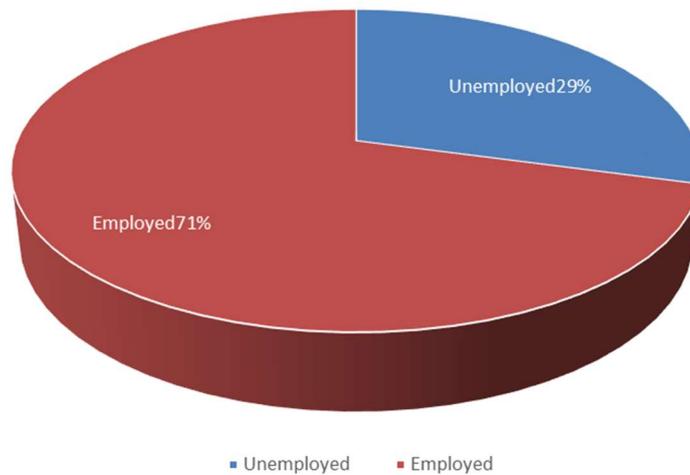
## APPENDIX A – Solidarity Teacher Training College

Out of 188 graduates between 2017 and 2019, 132 found employment, i.e. 70%, of which 68% were in the education sector. Of the remaining 55 students, 26 went on to university, representing 13 % of the graduates surveyed.

### Employed situation STTC graduates 2017-2019

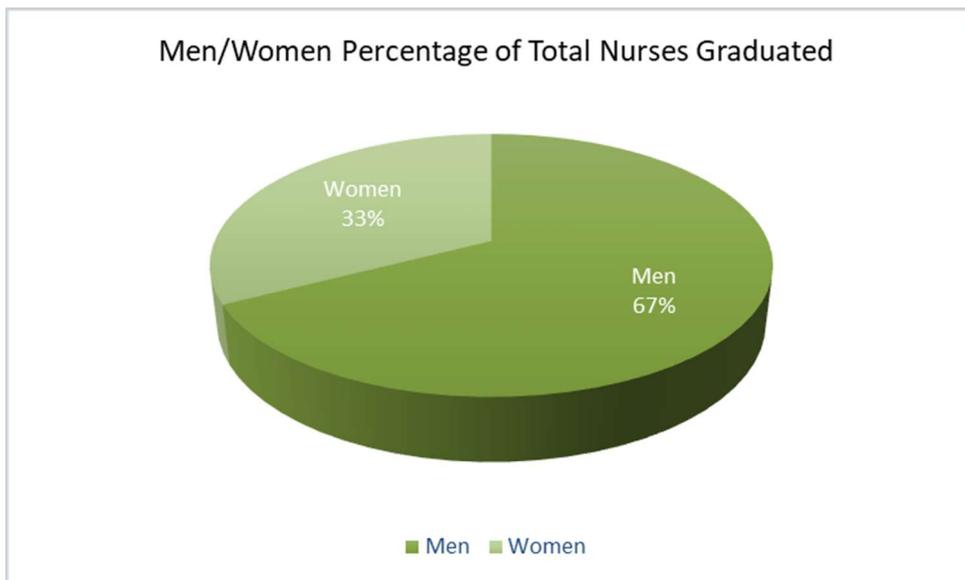
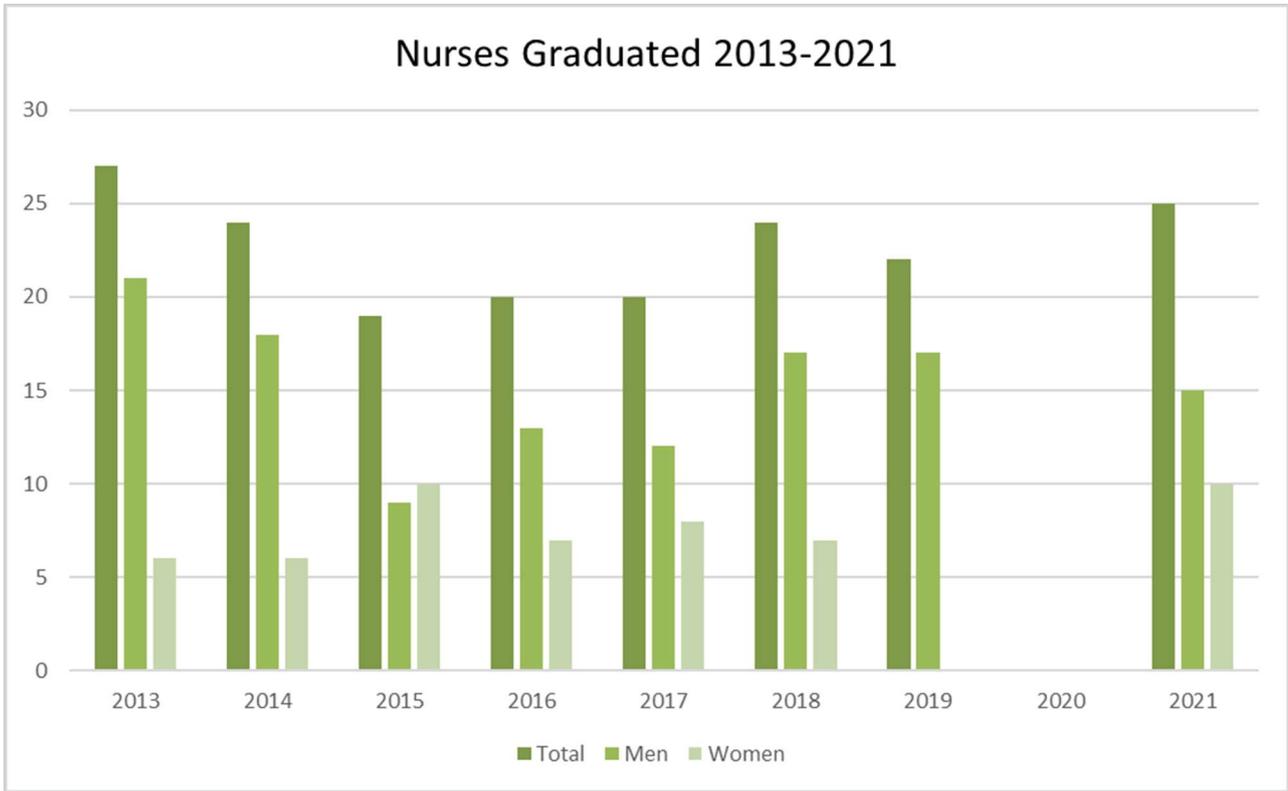


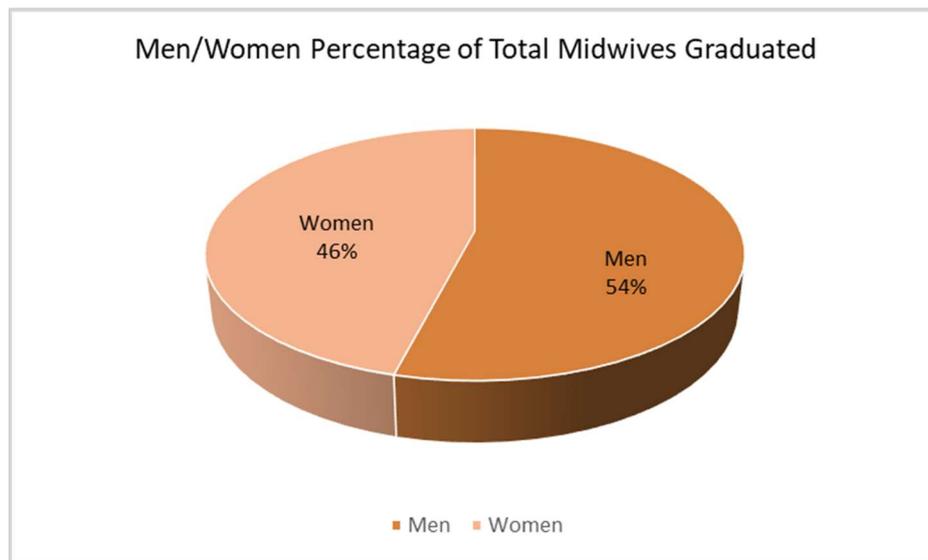
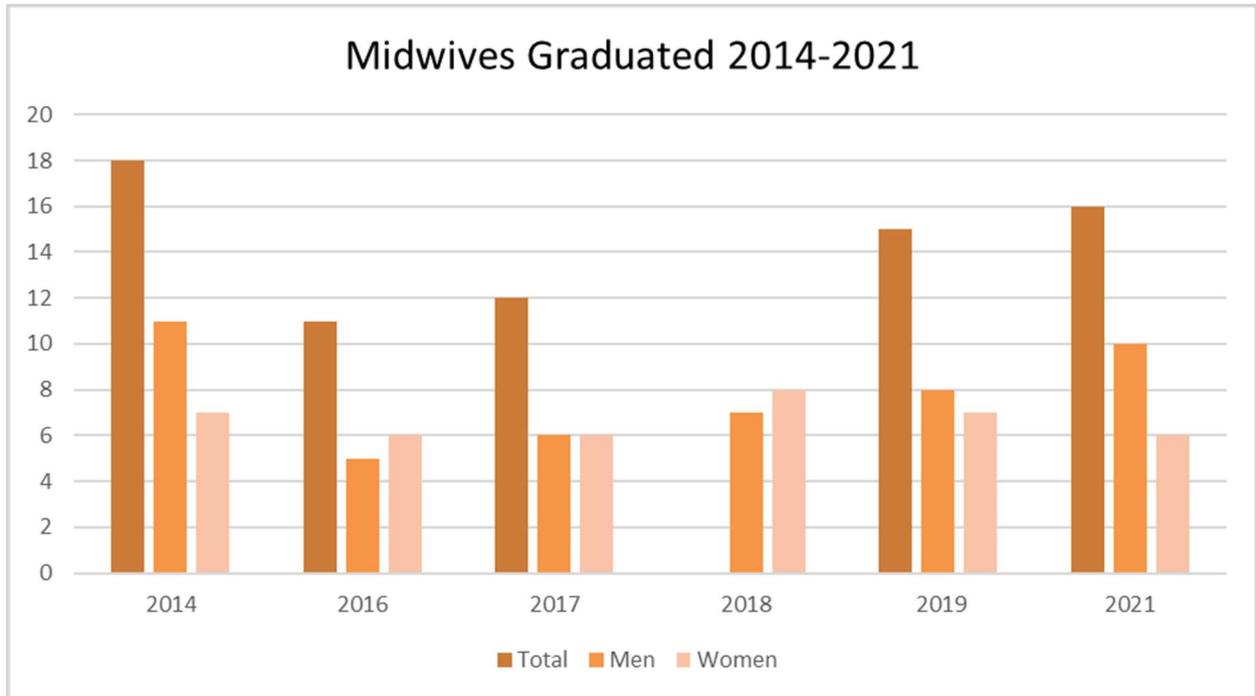
### Employed Percentage of Total Graduate Body 2017-2019



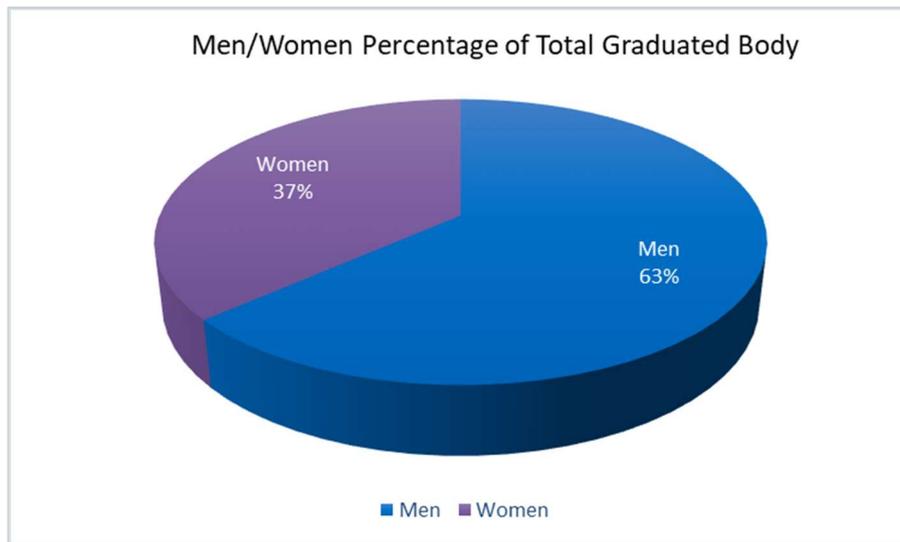
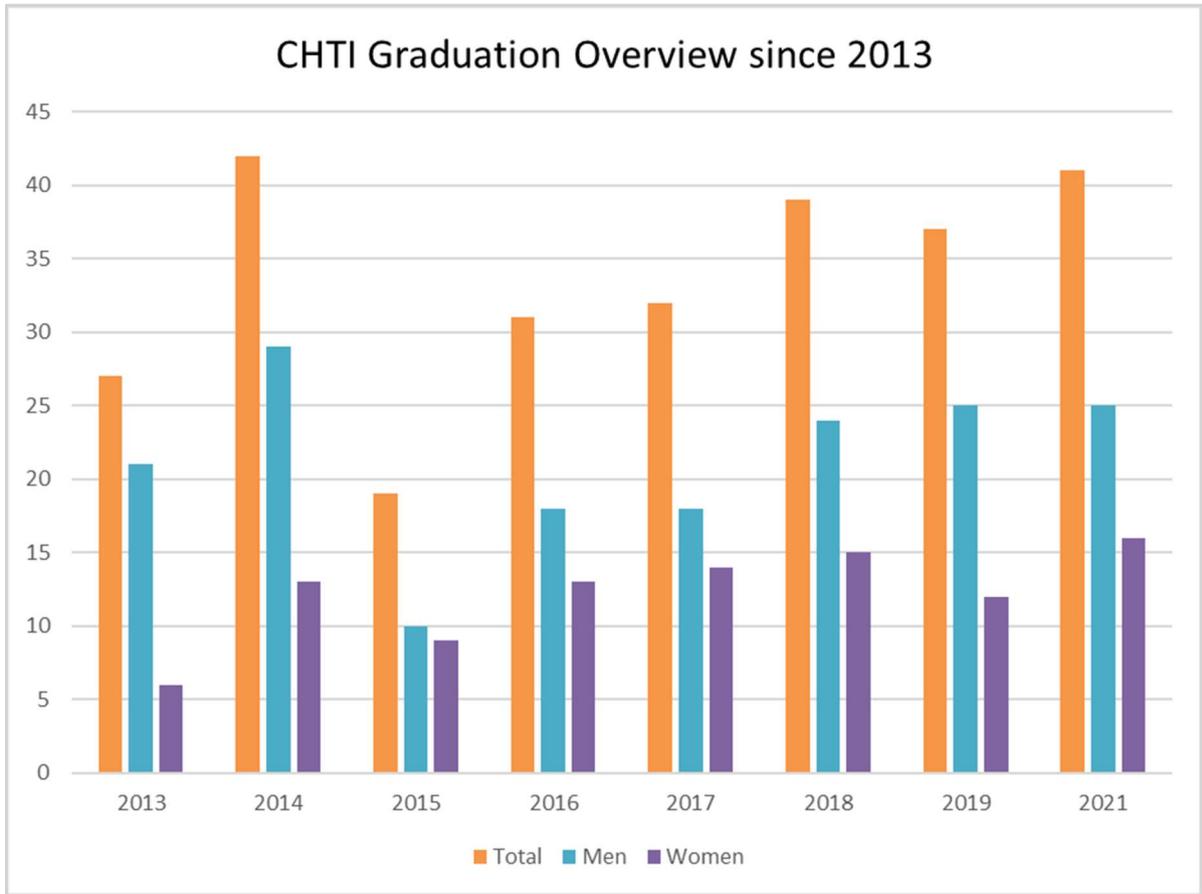
### Catholic Health Training Institute

Since 2013, the CHTI offers a 3-year certified training course for nurses and teachers. 268 students have graduated from this programme to date (181 nurses and 87 midwives). Of these, 99 are women (34%), but Solidarity is working to increase the percentage of women every year. 44% of the current student body are women up from 20% in 2010.

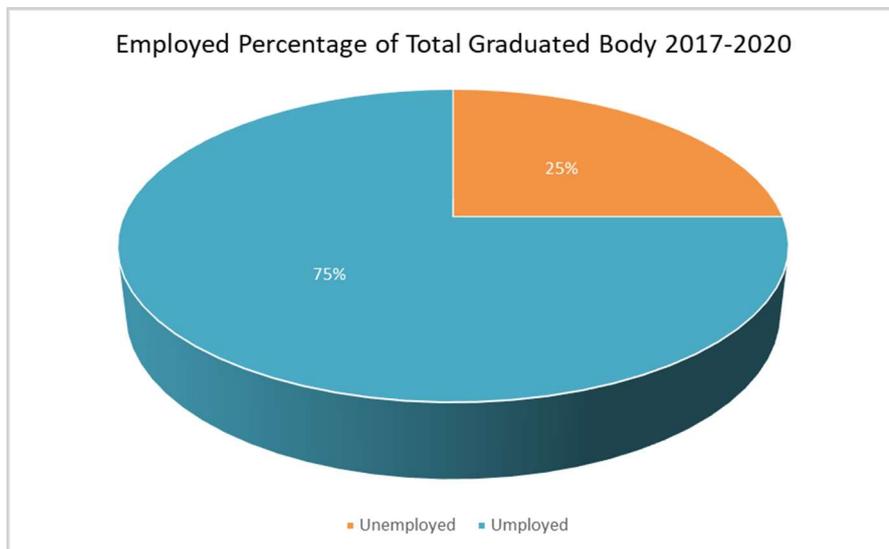
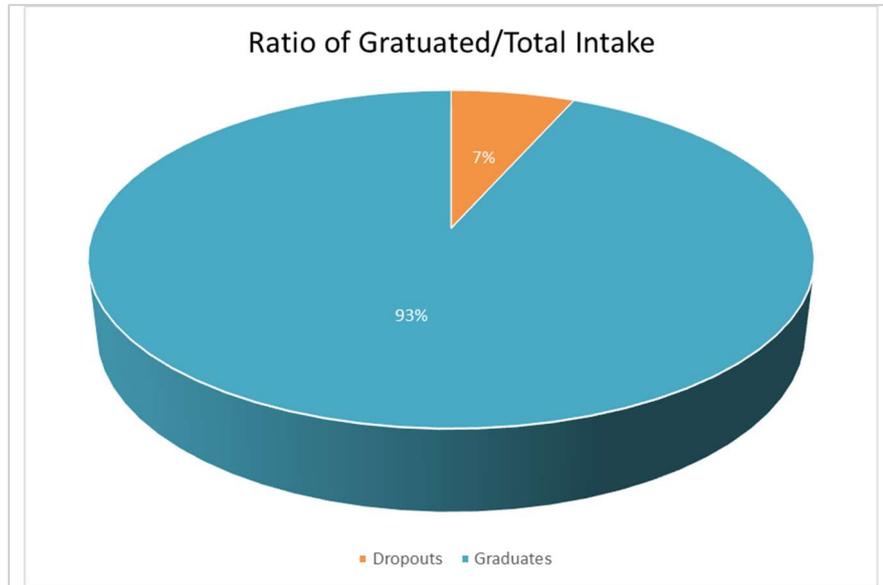




The female presence at CHTI is quite high, at 33% for the nursing course and 52% for the midwifery course. These percentages are almost maintained even at the end of their studies. In fact, 33% of women graduated as nurses and 46% as midwives, with an overall value between the two courses of 37%.

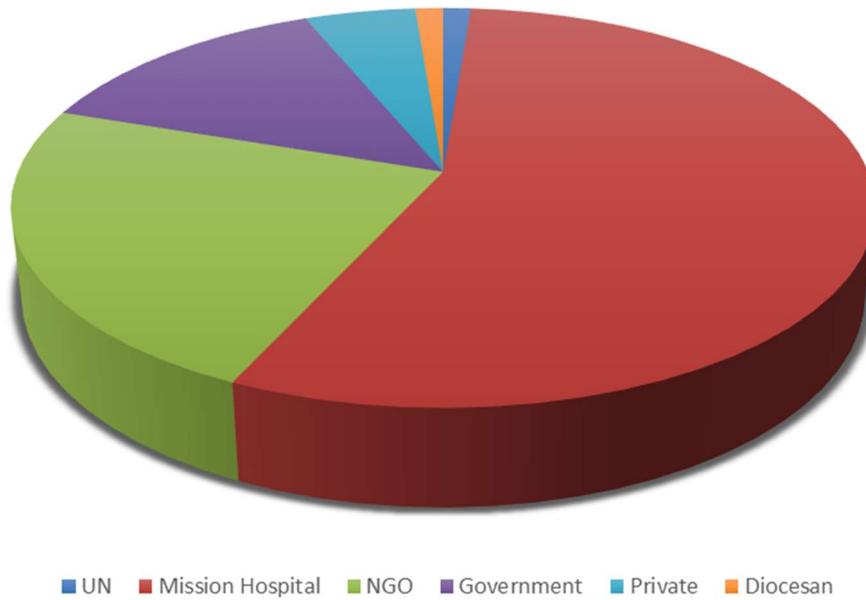


Very few students drop out of their studies, while more than 90% manage to graduate. 75% of the graduates from CHTI in the period indicated have found employment, and of these 100% in the health sector.



The main beneficiaries of the health training provided at the CHTI are the patients who benefit from our students' internships and employment in hospitals: currently about 83% of all CHTI graduates are employed in health sector. Having regard to the dramatic situation of the health system in southern Sudan, training nurses and midwives is a great contribution to the building up of a healthier future for South Sudanese, for their empowerment, for the physical and cultural wellbeing of women, children and their whole families.

Graduated employment situation 2017-2020



## Sustainable Agriculture Project Riimenneze (SAP-R)

Solidarity with South Sudan has agricultural training projects that aim to provide food for our institutions, develop the skills of local farmers, and spread knowledge about farming techniques, animal husbandry and proper nutrition.

One of the main objectives of the project has been to train many local people and other farmers in sustainable farming practices. To date it can be said that the objective has been achieved: the number of beneficiaries reached so far by SAP-R is 891 households (HH), of which 486 are male / 406 are female.

More than 120 acres are now cultivated in Riimenneze with different types of crops, fruits, trees, vegetables using organic pesticides. SAP-R has cultivated both using hand digging, digging using a big tractor and using a walking tractor. Comparisons are made between the costs and yields to determine better farming methods for the local farmers to realize high yields at a minimum cost. Observations show that hand digging has proved more beneficial in the first year of trial cost wise and yield wise compared to walking tractors and big tractors.

### Sustainable agriculture trainings

In this project the presentation of workshops is crucial. They focused on specific agricultural subjects and are conducted with farmers in their villages; the mode of instruction was both theoretical and practical.

The natural resource management, better nutrition and aspects of “Food Sensitive Agriculture” are incorporated into the agricultural education and training activities and are an integral part of each lesson plan, training program and extension service.

Main workshops topics:

- Animal diseases & treatments
- Animal health and nutrition
- Beekeeping (Apiary)
- Better nutrition
- Clustering extension work & mapping
- Crop husbandry (field hygiene)
- Crop rotation
- Farm demarcation & crop spacing
- Farm planning & agriculture calendar
- Harvesting of perennial crops
- Kitchen gardening
- Plant protection (IPM)
- Post-harvest handling & management
- Post-harvest survey
- Record keeping
- Roles & responsibilities of CEWs
- Soil fertility build up
- Soil protection
- Sustainable agriculture
- Vegetable production
- Watering of vegetables

Despite the difficulties encountered as a result of the deployment of Covid-19 and its impact on the economy, this centre managed to achieve remarkable results in 2020:

- 66 agricultural workshops have been carried out in the 6 villages involved. 36% of these workshops were aimed at women's groups. The main topics were: vegetable production, beekeeping, environmental and soil conservation, pig breeding;

- 186 pigs were distributed to 93 households and separately, 264 chicken to 88 families;
- more than 62 tons were harvested;
- the seminars organized, including distance learning, trained 350 new farmers;
- 411 farmers were able, thanks to dedicated training, to reduce crop losses by sowing seeds that were targeted to the soil type;
- 181 farmers bought livestock to expand their businesses;
- 400 families have improved their household income thanks to better farming practices acquired during the trainings;
- a new solar-powered well and water tanks were built to ensure a reliable water supply.

**Short courses for community extension workers (CEWs), farm workers and farmer representatives**

Specific workshops were held to increase knowledge on animal health and hygiene and bee keeping. This training involved the community extension workers, farm workers and some model farmers. Please, see the table below.

**Support for women, children and elderly people**

Some of the workshops are specifically aimed at women and many of them have the theme of good nutrition. A nursery school is available in Riimenzze to support working women. Currently 210 children are enrolled. Are also active evening classes for farm workers and other members of the parish community over the age of 16 to learn English, mathematics and the Zande language. . Currently 68 students are enrolled and 46 are women. All teachers are trained by the STTC. Finally, Sap-R is assisting 100 displaced elderly people with monthly food and repairs to their homes.

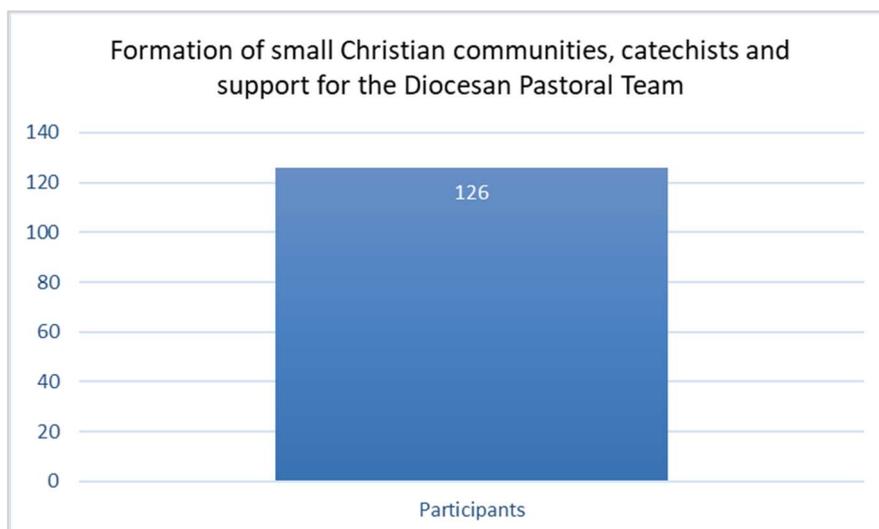
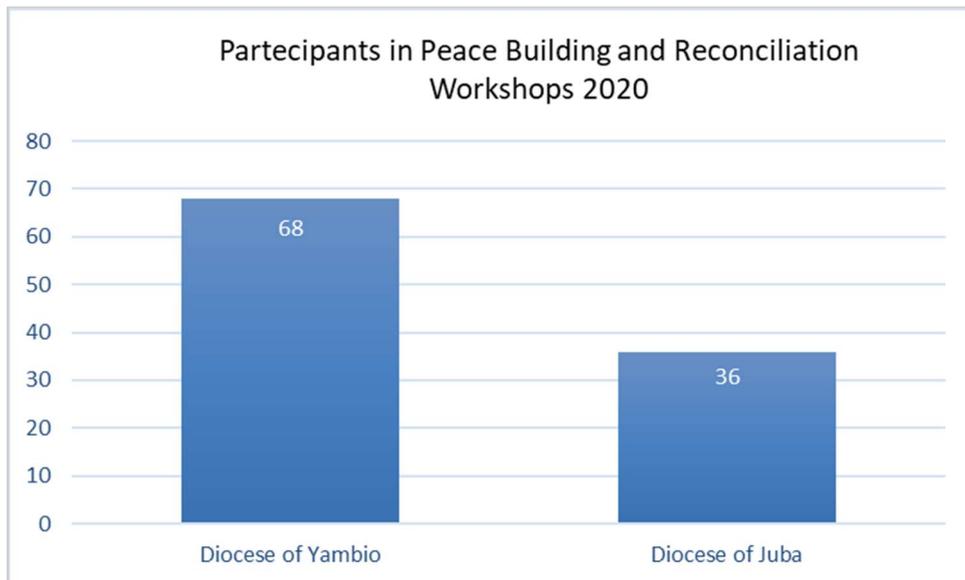
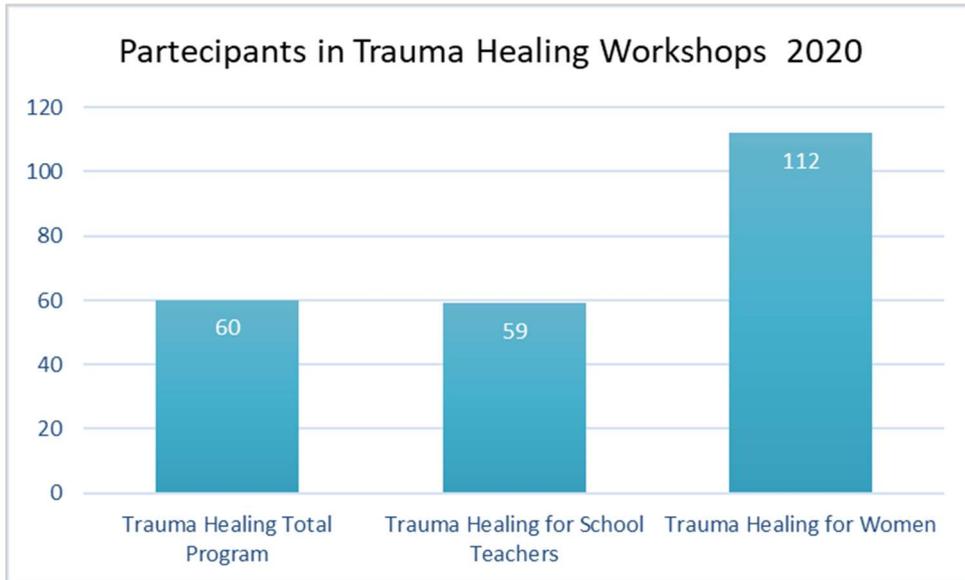
### Pastoral Program

Solidarity cover a wide range of areas from formation or training programs of catechists, small Christian community animators, pastoral teams, clergy, trauma-healing, peace-building and empowerment of women. They are by no means stand-alone programs; many of them do touch on more than one or two other pastoral areas. For example, training of pastoral teams is at times training also of SCC animators and/or catechists. Programs for women empowerment too are also programs as well for trauma-healing and peace-building.

**Methodology:** Solidarity have adopted the challenge of capacity building of members of pastoral teams. Solidarity train them so that they in turn are able to train others pastoral teams, on the parish or diocesan level. This has statistical implications on the numbers of beneficiaries. Because Solidarity cannot cover the whole population of the country it is necessary to train other facilitators who may become future trainers themselves.

**Women's involvement:** In most programs the majority are men rather than women. The reason is quite obvious: in South Sudan important responsibilities in Church and state are entrusted to men. To balance this male predominance Solidarity offer women empowerment programs whenever there is an opportunity.





## The international impact of Solidarity with South Sudan projects against the Global Goals for Sustainable Development

### Solidarity Teacher Training College

#### *The Global Goals for Sustainable Development covered by the project*



Goal 4 **"Quality Education: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."**

- ✓ 4.3 Equal access to affordable technical, vocational and higher education
- ✓ 4.4 Increase the number of people with relevant skills for financial success
- ✓ 4.5 Eliminate all discrimination in education
- ✓ 4.7 Education for sustainable development and global citizenship



Goal 5: **"Gender Equality: achieve gender equality and empower all women and girls."**

- ✓ 5.1 End discrimination against women and girls

### Catholic Health Training Institute

#### *The Global Goals for Sustainable Development covered by the project*



Goal 3 **"Good Health and well-being: ensure healthy lives and promote well-being for all at all ages".**

- ✓ 3.1 Reduce maternal mortality
- ✓ 3.c. Increase health financing and support health workforce in developing countries



Goal 4 **"Quality Education: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".**

- ✓ 4.3 Equal access to affordable technical, vocational and higher education
- ✓ 4.4 Increase the number of people with relevant skills for financial success
- ✓ 4.5 Eliminate all discrimination in education
- ✓ 4.7 education for sustainable development and global citizenship



Goal 5: **"Gender Equality: achieve gender equality and empower all women and girls."**

- ✓ 5.1 End discrimination against women and girls
- ✓ 5.6 Universal access to reproductive health and rights

## Sustainable Agriculture

### *The Global Goals for Sustainable Development covered by the project*



Goal 2 ***"Zero Hunger: end hunger, achieve food security and improved nutrition and promote sustainable agriculture"***

- ✓ 2.1 Universal access to safe and nutritious food
- ✓ 2.2 end all forms of malnutrition
- ✓ 2.3 Double the productivity and incomes of small-scale food producers
- ✓ 2.4 Sustainable food production and resilient agricultural practices



Goal 8: ***"Decent work and economic growth: promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all."***

- ✓ 8.3 Promote policies to support job creation and growing enterprises
- ✓ 8.4 Improve resource efficiency in consumption and production



Goal 15: ***"Life on land: protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss."***

- ✓ 15.4 Ensure conservation of mountain ecosystems
- ✓ 15.a Increase financial resources to conserve and sustainably use ecosystem and biodiversity

## Pastoral Program

### *The Global Goals for Sustainable Development covered by the project*



Goal 16: ***"Peace Justice and strong institutions: promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels"***

- ✓ 16.1 Reduce violence everywhere



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