

RESULTS SUMMARY

Locally-Led Anticipatory Action in Maban, South Sudan

Author: Save the Children Denmark (2024)

[Find project on OpenAid](#) 

PROJECT	<i>Title:</i>	Locally-Led Anticipatory Action in South Sudan
	<i>Partner:</i>	None
	<i>Country:</i>	South Sudan
	<i>Period:</i>	2022 – ongoing

CHANGE

Children and adults across six communes in Maban, South Sudan, were empowered to take anticipatory action and risk-informed decisions. This led to improved decision-making, greater social inclusion and ownership, and improvements of school facilities. Six Flood Response Committees and six child-led Disaster Risk Reduction Committees developed action plans and budgets, with each commune receiving a grant. One community rehabilitated a borehole, providing safe water to 2,000 households. The remaining grants were used to protect schools from flooding by constructing trenches, elevating groundlevels, and two new classrooms. This created safe learning spaces for 1,400 children, ensured schools stayed open during floods and 5% increase in enrolment.

CONTEXT

Maban County in South Sudan has experienced increasingly frequent and severe flooding, leading to loss of life, displacement, and the destruction of agricultural livelihoods. The flooding also severely affects children's access to education, as schools frequently close during flood events or suffer significant damage, disrupting learning and placing children at greater risk. However, locally-led anticipatory action has the potential to build on existing community capacities and mitigate these risks.

CONTRIBUTION

The project built on existing local capacities, knowledge, and practices, adding technical expertise and support through established community structures. Save the Children established and strengthened six Flood Response Committees and six child-led Disaster Risk Reduction Committees. Through these structures, anticipatory action initiatives, such as early preparedness, response planning, and early warning systems, were implemented. The described results are part of a broader programme, which also included activities such as pre-crisis cash transfers for vulnerable households, income-generating initiatives, school gardening projects, and support to civil society and the provision of quality education.

IMAGES		
	Child-led anticipatory action, SC Sudan	Construction of a trench, SC Sudan

See next page for more details →

ADDITIONAL INFORMATION

ACTIVITIES

The activities implemented and designed by communities included the following:

1. Community-led Awareness and Risk Communication: Children and youth contributed to low-tech, locally-based early warning systems and risk-sharing networks, enhancing the relevance and responsiveness of early warnings.
2. Child-led Initiatives: DRR clubs in schools led efforts to raise awareness, prepare for floods, and implement mitigation strategies, supported by small grants for their identified priorities.
3. Community-led, Child-centred Anticipatory Action: Children participated in community flood-preparedness committees, influencing anticipatory action planning to address specific child-related risks.

LESSONS

A learning study was conducted in August 2024 which had three main learnings: 1) Power and ownership were shifted to children, families, and at-risk communities. Local structures received direct access to technical support and flexible funding, strengthening accountability and building trust through joint crisis preparedness. This led to more sustainable outcomes and improved early warning systems. 2) The participatory approach deepened understanding of diverse risks and helped identify tailored solutions focused on intersecting inequalities. Engaging previously excluded groups brought new insights and ensured efforts aligned more closely with actual vulnerabilities. 3) Locally-led action highlighted that vulnerabilities are not static and that solutions span disaster risk reduction, development, and adaptation. This calls for a shift in how SC assesses risks and works—moving from ‘doing for’ communities to working with them in genuine partnership.

EVIDENCE

In December 2022, a team of researchers from the Rift Valley Institute and Save the Children Denmark conducted consultations on flooding with communities in Maban County (<https://resourcecentre.savethechildren.net/document/stepping-back-going-forward-learning-form-locally-led-anticipatory-action-in-maban-south-sudan>). The aim was to discuss how recent large-scale flooding had affected their lives and to explore what anticipatory measures could be taken ahead of the next rainy season. The project was subsequently tailored based on these recommendations. A subsequent learning study from August 2024 concluded that the shift in ownership and the availability of resources had built trust and improved access to information needed by the local community to implement action plans. These plans helped reduce damage to livelihoods and livestock, and ensured the continuation of education during the flood season.

DOMAINS

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

GUIDANCE NOTE

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

Page 1: Results summary

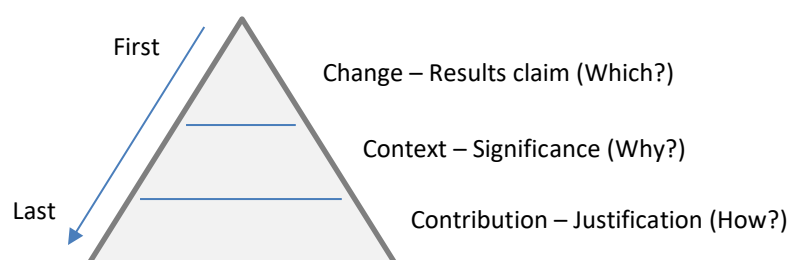
The results summary should outline of the overall change. This should be phrased in a clear and concise manner, focusing on the benefits for target groups or communities, and preferably start out by stating the overall key message as a one-line statement. It is thus important to prioritise what the key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

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

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

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

Figure 1:
Reverse funnel for communication



Page 2: Additional information

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

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