

Budi Education Support Project
Eastern Equatoria State
Southern Sudan

Final Evaluation

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Budi Education Support Project
Eastern Equatoria State
Southern Sudan

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List of Acronyms and Abbreviations

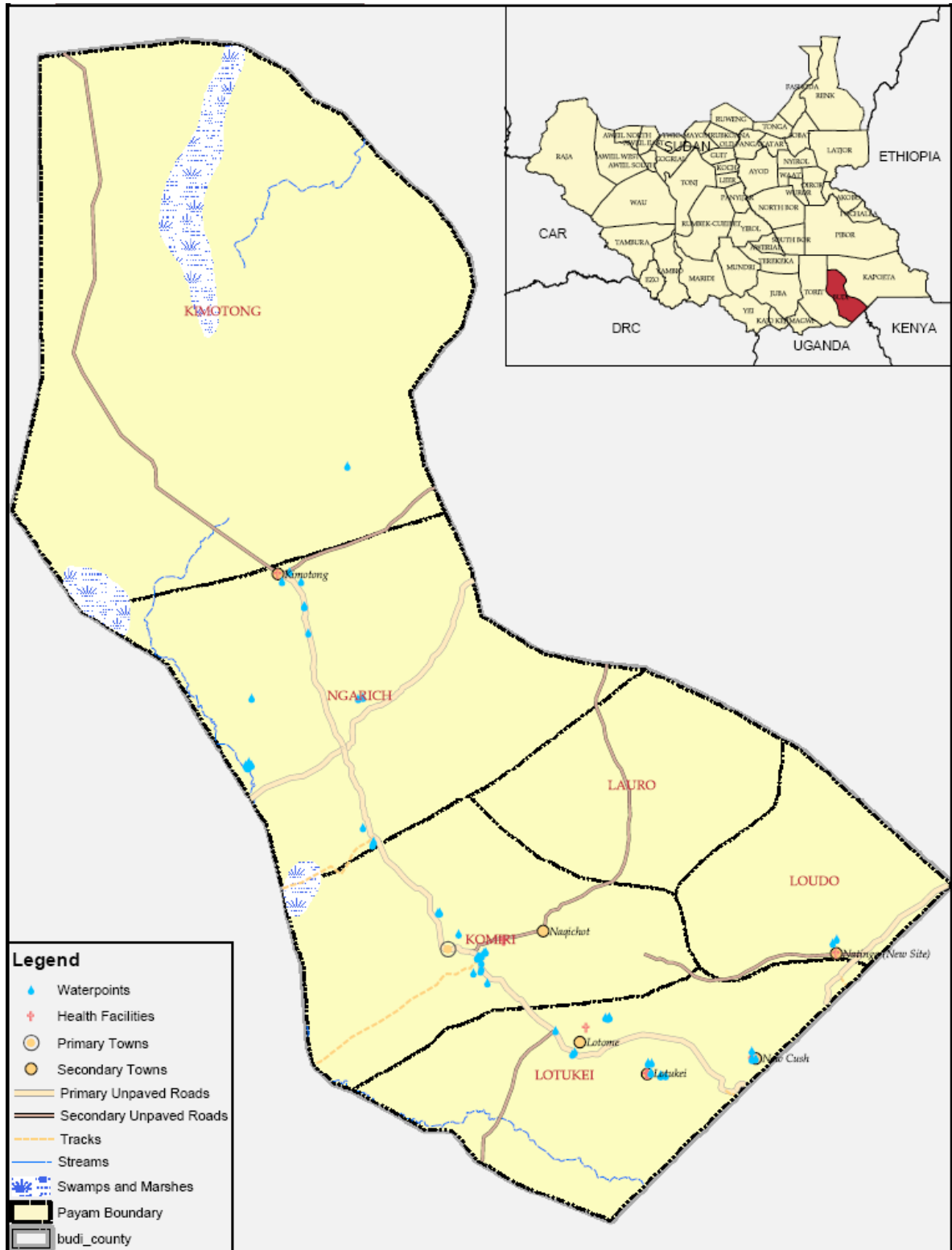
| | |
|-----------------|---|
| ADRA | Adventist Development and Relief Agency |
| ADRA SSS | Adventist Development and Relief Agency – Sudan Southern Sector |
| AET | Africa Educational Trust |
| ALP | Accelerated Learning Program |
| ATTI | Arapi Teacher Training Institute |
| BESP | Budi Education Support Project |
| BTTC | Budi Teachers Training College |
| CARE | Cooperative for Assistance and Relief Everywhere |
| CED | County Education Director |
| CPA | Comprehensive Peace Agreement |
| CRS | Catholic Relief Services |
| DoGE | Department of Girls' Education |
| DoT | Diocese of Torit |
| EoP | End of Project Evaluation |
| FGD | Focus Group Discussions |
| GoSS | Government of Southern Sudan |
| HASS | Humanitarian Assistance for South Sudan |
| HH | Household |
| HIV and AIDS | Human Immune-deficiency Virus and Acquired Immune Deficiency Syndrome |
| ICEC | Ikotos County Education Centre |
| IDP | Internally displaced Person |
| IEC | Intensive English Course |
| IFC | International Finance Cooperation |
| IMF | International Monetary Fund |
| INSERT | In-Service Training |
| MoEST | Ministry of Education Science and Technology |
| MoH | Ministry of Health |
| M-SIP | Mazzoldi -Sudan Initiative Program |
| NCA | Norwegian Church Aid |
| NGOs | Non-Governmental Organizations |
| NPA | Norwegian People's Aid |
| PAGE | Promotion and Advocacy for Girls Education |
| PPS | Probability Proportional to Size |
| PLA | Participatory Learning and Action |
| PRA | Participatory Rural Appraisal |
| PTA | Parents and Teachers Association |
| SBEP | Sudan Basic Education Program (USAID funded Program) |
| SDP | Self Development Program |
| SNV Netherlands | SNV Netherlands Development Organization |
| SPLM | Sudan People's Liberation Movement |
| SPSS | Statistical Package for Social Scientist |

| | |
|--------|--|
| SRRC | Sudan Relief and Rehabilitation Commission |
| STD | Sexually Transmitted Disease |
| STI | Sexually Transmitted Infection |
| TOR | Terms of Reference |
| TSP | Teachers Support Program |
| UNICEF | United Nations Children's Fund |
| WB | World Bank, |

Project Summary

| | | |
|-----------------------------|--|---------------------|
| Program Title: | Budi Education Support Project | |
| Country/Region: | South Sudan | |
| Geographical Area: | Eastern Equatoria State | |
| Program Duration: | 34 months | |
| Proposed Start Date: | March, 2007 | |
| Program Goal: | To improve access to quality basic education for children of school going age and performance of the education system as part of poverty eradication and sustainable development of local communities in Budi County | |
| Program funded by: | NORAD/ADRA Norway | |
| Program Budget: | First Year | \$ 383,366 |
| | Second Year | \$ 305,741 |
| | Third and Final Year | <u>\$ 360,393</u> |
| | Total dollar amount of program | <u>\$ 1,050,000</u> |

Map of Budi County



Source: starbase (www.unsudanic.org):Budi County Version 3, September 2005

Executive Summary

The Comprehensive Peace Agreement (CPA) signed in January 2005 brought an end to the civil war that had ravaged southern Sudan since it gained independence in 1956. The CPA increased prospects for peace and transition to recovery. Despite progress in the implementation of the CPA, humanitarian needs still remain immense in the country. The civil war severely damaged the national economy and reduced the availability of basic social services and livelihood opportunities and resources in both rural and urban areas. Budi Education Support Project (BESP) was implemented in Budi County that is in Eastern Equatoria State of Southern Sudan. These regions, like the rest in southern Sudan have extremely low levels of socio-economic development. The goal of the project was to improve access to quality basic education for children of school going age and performance of the education system as part of poverty eradication and sustainable development of local communities in Budi County.

The evaluation of BESP was undertaken in fulfilment of NORAD's grant regulations that required an evaluation to be undertaken at the end of the project implementation period. The purpose and objectives of the evaluation are indicated in the attached Terms of Reference (TOR). This report presents both the process and key findings arising from the evaluation exercise which was undertaken in January 2010. The report is divided into three sections: Section one focuses on the introduction and overview of the project as well as the methodology that the evaluator adopted in gathering and analysing information and data. Section two provides a detailed description of the key findings as per each objective of the project. Lessons Learnt and recommendations are captured in section three of the report.

Highlights of Key Achievements

Under the basic education intervention 12,697 children of school age (grade 1 through 8) in Budi County have access to improved quality basic education. A total of 120 teachers were enrolled and at the end of the 3rd year 104 had successfully completed the In-Service Training (INSERT) course, 65 teachers attended Intensive English Course (IEC), 36 head teachers were trained on school administration and 22 local education staff had their capacity to monitor schools administration enhanced. In addition 145 PTA members from 34 schools were trained. The education project also built 5 schools and one training centre in the county.

There was an increase in percentage of population who know 2 modes of prevention of HIV and AIDS from the baseline findings of 41% to 61% while Teachers, HIV and AIDS school groups, PTA and Advocacy groups promoted HIV and AIDS awareness in the community such that the 55% of students can list 3 major ways that HIV/AIDS and STDS are transmitted compared to baseline findings where only 41% of the respondents could list 2 ways of transmission. Further at the inception of the BEP only 27% of the student could list 2 modes of prevention of HIV and AIDS compared to 66% of students who now knew 3 modes at the end of the project. Six HIV and AIDS awareness campaigns were conducted by pupils, teachers, PTA members and local authority staff.

Twelve education advocacy groups were established with a total of 6 members per group and they were trained on how to carry out girls' education advocacy in particular and education advocacy in general. One national girl's education day was held in each Payam every 7th of July of each year for the 3 years of the projects' life and a total of 227 advocacy activities were held which involved giving speeches to community members during the celebration day public rallies, and during school parents' day.

Challenges/Constraints

A number of challenges and constraints were faced on the course of implementation. Key ones include the following:

1. The low academic qualification of the teachers who were enrolled in the in-service course.
2. Non-payment of volunteer teachers by GoSS demotivated them and at times it was difficult for the teachers who were being trained to implement the learned concept.
3. There were delays in the construction of the teacher training center that can be attributed to the construction taking place during the rainy season.
4. There were budget limitations in the purchase of learning enhancing materials such as desks.
5. HIV and AIDS continue to be a taboo subject in the region as targets regarding this issue could not be attained.
6. Low literacy level for the PTA and advocacy groups required the training of these groups to be done through a translator and some concept could not be easily translated in the local dialect.

Recommendations

1. Due to the long distances to schools and insecurity that is revealing in some areas, it is recommended that feeder schools¹ should be constructed in the villages. The feeder schools would have up to lower classes (P1 to P3), and at the completion of P3 the students would be old enough to walk to the schools that are located in far distances. This would not only increase the numbers children enrolled in schools but would also lower the ages of the children enrolled in primary. In addition this would reduce the chances of the girl child being married while still in primary schools as by the time she completes P8, she would be 13 years old. This is lower than the average marriage age of 15 years for most of the girls.
2. In order to enhance the capacity for local education officials to monitor schools there is the need to provide motor bikes and tents for the team members. This would ensure that they are able to access the remote and hilly areas where the schools are located.
3. The consultant recommends measures that can be implemented in order to minimize disparities in gender enrolment and improve girls' enrolment at the primary level include;
 - Provision of material support including school uniforms, stationery, school bags and food rations to girls pupils who attain a preset minimum monthly attendance of school such 80% per month.
 - Ensuring that separate sanitation facilities are available for female pupils;
 - Encouraging the recruitment and deployment of female teachers to act as role models;
 - Instituting systems / processes to ensure girl child security whilst at school.
 - Allowing for policies where even if a girl gives birth she can still go back to school
 - Target the husbands of the girls who were dropped out of school due to married. The husband would be talked to so that they can be sending their young wife's to school, and they should be tasked with responsibility of ensuring that their wives always attend schools.

1

A feeder lower primary school can be one of a network of lower primary schools which has only classes 1-3 within a designated catchment area. The feeder schools works in conjunction with an upper primary school within that catchment area in order facilitate the placing of pupils upon reaching class 4. The concept is aimed at ensuring that the young boys and girls who cannot access the current primary schools due to long distances can be enrolled to nearby lower feeder primary schools. The current situation is such that the young boys and girls have to wait until they are old enough to walk the far distances in order to access the few primary schools in Budi County.

4. The participants who were admitted in the INSERT had stated that they attained various levels of academic qualification, which could not be verified by the presentation of certificates. This is because most of the vital certificates were destroyed during the civil war. In future it is recommended that in addition to such participants stating their academic qualification, they should undertake an entry examination that would consist both written and oral. The examination would be of similar standards as those of the people who would have a minimum qualification that would enable the participants to enroll in such courses elsewhere.
5. Some of the headmasters who were invited for the training on school administration had academic qualification of below primary 8. This level of education did not equip them with appropriate the level of academic exposure that would have enabled them to understand the management concepts that were being trained. It is the consultant opinion that such headmasters should be attached to ALP unit that is being implemented as a sister project of ADRA SS. Once they attend classes in ALP and they achieve a primary 8 certificate they can then join the INSERT.
6. It is important to have gender balance in the PTA members as it was noted by the MoEST officials that the female PTA members could be quite good advocates for the implementation of the Teachers Support Program .This could be explained by the fact that most of the time women in this community undertake domestic and farm work and as such are the main contributors of the payment in kind such as cereals, working in the teachers' farms, etc.
7. The PTA organ in schools administration is a relatively new concept and as such one training for 4 PTA members would not achieve the desired goal. In addition most of the PTA members may be illiterate, may not have appropriate skills in transferring learned skills and this may bring bad blood between the trained and non-trained PTA members. There is need therefore to:
 - a. Have at least one refresher course for the trained PTA members. This would be an opportune time to get feedback on the challenges the trained PTA members are facing in the field and or if the skills they were equipped with are effectively assisting them to undertake their duties effectively.
 - b. Train all the PTA members and this should be done either in lots of 15 schools (3 trainings for the entire 44 schools) or 3 trainings where 4 members of each PTA group will be trained per each cohort.
8. The education officials' stated that one challenge that they encountered when they visited the schools was the lack of accommodation. In order to overcome this challenge the team needs to be provided with tents so that they can spend some days in the field as they monitor the activities of the schools visited.
9. Due to the challenges that were facing the constructed of schools and the training center during the rainy session it is recommend that building activities should be undertaken during the dry seasons (end of Oct –Dec or Jan- May)
10. There is need to ensure that the land contributed by the community does not have any dispute. This is to avoid a repeat of the situation where one of the schools was delayed in being

constructed after one of community members claimed that the land was his and he wanted to be compensated. The project had to involve the office of the commissioner to solve this dispute and for the construction to go on.

11. If funds would become available, it would be advisable to construct boarding schools for girls. The community should be requested to provide enough land that would be used to produce the schools own food. Also an income generating activity for the boarding school can be established so that it can finance all it activities.
12. The HIV and AIDS component in the project needs to enhance it communication strategy. There were no posters or any other form of communication materials, either in the office or in schools that warned on the dangers of HIV and AIDS. Yet this materials can be obtained free of charge form the UN agencies and they can be distributed n schools.
13. It had been planned that ADRA SSS will deliver HIV/AIDS awareness programs in primary schools in Budi County. Through video shows, lectures, and dramas, it is expected that the students will be able to gain adequate knowledge on the disease and disseminate the information to their communities. Further ADRA SSS in collaboration with the schools would organize thirty student groups in thirty primary schools of the county to deliver HIV/AIDS awareness campaigns during important occasions such as the AIDS Day. This is an important activity and very effective tool in enhancing awareness of HIV and AIDS in the community, however despite this activity being carried out, there were no out puts in the log frame, neither was there a measure of success of the activity of forming student groups in the county. It is recommended that :
 - i. In the formation of such groups be included in the outputs of the activities
 - ii. For effective peer counseling to take place the leadership of the students groups is trained in basic skills of training so that the groups can have maximum impact on crating awareness among fellow students. The training should be undertaken at the beginning of the school year, which should focus on enhancing the student's life skills, listening skills, importance of confidentiality, techniques for modeling behavior, handling negative criticism and understanding of others. The mode of training should be through discussions, exercises and role play.
14. In all activities being undertaken that involve the local community, a PLA or tool such as seasonality calendar should be used to establish the best timing of the mobilization activities. For example the assumption that the local community can be mobilized throughout the year does not consider the fact that during the rainy season the household are busy with farming activity and any mobilization will be considered an intrusion in this important livelihood activity.
15. In future it should be planned that the monitoring of the outputs for schools in the hilly mountainous areas and those located in far away from the ADRA office be undertaken during the beginning of the term/dry season and the ones in the flat areas be conducted later in the term or during the dry season.

Acknowledgments

The consultant acknowledges the collaboration of several people whose support enabled him to successfully undertake this final evaluation of the Budi Education Support Project; Eastern Equatoria State Southern Sudan. In particular, he is grateful to the people of the Budi County who openly shared their views with him. They spared time to discuss their perspectives on the project by ADRA team. The consultant recognizes the support accorded to him at different levels by the ADRA team. At the Juba office, the support of Mr. Allan Jorgensen and Biringwa Walla in facilitating the evaluation is appreciated. The Budi team led by the team leader M. Santos Aduato, Jackson Nono, and Wilson Taban who spent time with the consultant in Budi County and assisted in the training of enumerators ensured that most of the evaluation work went on well. Special gratitude goes to the drivers, cooks, caretakers and watchmen and all the members of staff who made the stay at Chukudum ADRA Base an enjoyable experience. Finally, the consultant would like to thank the enumerators for a job well done.

Thank you and God bless you all.

Moses N Mwangi
Consultant

SECTION ONE: INTRODUCTION AND METHODOLOGY

I.0 Background

Southern Sudan was at war for most of its post-independence period. The Comprehensive Peace Agreement (CPA) signed in January 2005 has brought some calm after the storm bringing an end to 21 years of civil war. The CPA increased prospects for peace and transition to recovery. Despite progress in implementation of the CPA, humanitarian needs still remain immense in the country. Budi Counties, like much of Southern Sudan, have extremely low levels of institutional capacity and socio-economic development. Key indicators in education and health, such as primary school enrolment and child and maternal mortality are among the worst in the world. The civil service structures are still evolving hence their limited capacity. Additionally they still lack adequate resources to provide much in the way of social services.

Budi County is one of the six counties in the Eastern Equatoria State. The County borders Kenya in the East, Uganda in the South, Kaoota County in the northeast while Lafon and Torit counties are in the Southwest and Northwest respectively. Budi County was named after the two dominant ethnic groups residing in this County, the Buya and the Didingas. The Didinga ethnic group dominates, Didingas occupying five of the seven Payams in the county while the Buya community occupy the two remaining Payams. Other communities represented in the county by the Internally Displaced Persons (IDP) include Toposa, Longirs, Dinkas and Nuba. The county is made up of seven Payams namely; Lotukei, Komiri, Laura, Loudo, Nahichot (central), Ngarich and Kimatong.

The altitude is estimated to vary from 500M to 1500M above sea level. The annual average rainfall is estimated to be more than 1500mm. The County experiences a bimodal rainfall pattern with the long rains falling from April to July and short rains from September to November. The climatic conditions vary between the highlands and lowlands. The highlands characterized by the Didinga hills exhibit favorable climatic conditions with high to medium agricultural potential. The lowlands experience prolonged droughts especially the Kimotong and Ngarich Payams with the short rains frequently failing.

I.1 Project Description

Budi Education Support Project (BESP) operates in Budi County, Eastern Equatoria, and Southern Sudan with the overall goal of improving access to quality basic education for children of school going age. In addition the project aimed at improving the performance of the education system as part of poverty eradication and sustainable development of local communities in Budi County. The project focused on 9 interventions namely, In-service Teacher Training Programme and English Training, Training of Parents Teachers Associations, Training of Head Teachers, Construction of Schools and Training Center for the Teachers, Distribution of Learning Materials to Schools, Training of Staff from the Ministry of Education Science and Technology (MoEST), HIV and AIDS and STD Awareness and Advocacy of education in general and girl child in particular. The number of direct beneficiaries was 12,697 students in 44 schools in Budi County, 120 school teachers, 63 English teachers, 36 headmasters, 20 Education officials, 119 PTA members and 43 Advocacy groups members. The period of activity was limited to March 1, 2007 to December 31, 2009.

I.2 Purpose of Evaluation

The overall objective of the final term evaluation was to establish how far the project had achieved its stated purpose. The evaluation also intended to reveal if the project was relevant in the community context. Further, the evaluation was also to reveal gaps that have been identified or encountered in the course of implementation and then make recommendations about future interventions in the area.

The evaluation was to cover the accomplishment of all the expected results as outlined in project document and detailed in the annual work plans during the period of March 2007 – December 2009. All the different project components and activities stated in the original log frame were to be assessed (see attached ToR).

1.2.1 Specific Objectives to be Achieved by the Evaluation.

The project was evaluated using combinations of qualitative and quantitative methodology. Five fundamental criteria were addressed:

- Quality and relevance of design;
- Effectiveness;
- Efficiency of planning and implementation;
- Impact and
- Sustainability

1.3 Methodology

A number of methodologies were used to collect, collate and analyze data. The desk review included secondary data from project documents which included the design document, log-frame and quarterly reports. Methodologies for primary data collection included household surveys, focus group discussions, key informant interviews and observations. The data collection was undertaken by both the consultants and ADRA recruited enumerators.

1.4 Recruitment of Enumerators and Facilitators

A criterion for the selection of enumerators and facilitators was developed by the BESP manager and the consultant. Eleven enumerators were recruited for Household (HH) data collection. The selected number had a level of education of between secondary education and tertiary college.

1.5 Determination of Sample Size

The number of households to be interviewed was determined by computing the sample size using the proportion method. The first step included the use of simple random sample (SRS) to compute: $n = (z^2 p q)/d^2$ where n was the sample size $z = 1.64$ for 95% confidence level, $p = 0.5$, $q = (1 - p)$ (where p and q were probabilities of success and failure respectively), $d = 0.05$ for +/- 5% (on absolute scale) for the degree of precision which by default is 0.05. Substituting the values of the parameter in the above formula; the sample size was computed to be $n = (1.64^2 \times 0.5 \times 0.5)/0.05^2 = 268.96$. A 10% insurance factor (in case of non-responses) was added to 269 to bring the total to 296 which was rounded up to 300.

1.6 Selection of the Households

This survey employed the Probability Proportional to Size (PPS) Cluster Sampling, where more clusters were selected from larger groups and few clusters from smaller groups. A sample of 300 households was selected within the Budi County. During the actual data collection, a total of 273 households were interviewed (Table I.1). This sample, with a 95% confidence interval (and an error margin of <5%), was considered representative and had statistical significance that enabled the consultant to collect information about all the indicators under investigation and make valid inferences to the beneficiaries of the Budi County education project.

Table I.1. The Sampled Household

| No.# | AREA | Household | Percentage |
|------|----------|-----------|------------|
| 1 | Komiri | 98 | 36% |
| 2 | Loudo | 76 | 28% |
| 3 | Nagishot | 24 | 9% |
| 4 | Lotukei | 23 | 8% |
| 5 | Kimatong | 19 | 7% |
| 6 | Ngarich | 18 | 7% |
| 7 | Lauro | 15 | 5% |
| | Total | 273 | 100% |

Source: Evaluation data

I.7. Selection of FGD participants

FGD participants were selected using purposive sampling. The selection criterion was based on the areas of interest of the intervention including In-service Training (INSERT) program and Intensive English Course (IEC) training, training of Parents Teachers Associations (PTA), training of head teachers, construction of schools and Budi Teachers Training Center (BTTC), distribution of learning materials to schools and training of staff from the Ministry of Education Science and Technology (MoEST). Other areas discussed include HIV and AIDS and Sexually Transmitted Infections (STI) awareness and Advocacy of education in general and girl child in particular which were identified as cross-cutting issues.

I.8. Data Collection

Key data collection methods included household field surveys. A questionnaire was designed for collecting quantitative data which was to provide pertinent information from a computed sample size of 300 households of which only 273 responded. A total of 11 Focus Group Discussions (FGDs) were held with members of the community to verify achievements and impacts of the interventions, challenges encountered and sustainability of the projects. FGDs were also used to reinforce and fill in gaps identified in quantitative data. A total of 13 Key informant interviews were also conducted with governmental officials, and ADRA SSS implementing staff (see Table I.2 below).

Table I.2 Data Collection Method Used

| # | Data collection method used | Frequency |
|---|-----------------------------|-----------|
| 1 | Household data collection | 273 |
| 2 | Teachers interviewed | 27 |
| 2 | Focus group discussions | 11 |
| 3 | Key Informant | 13 |

I.9 Data Analysis

This section discusses the qualitative and quantitative data analysis that was used in the project evaluation.

I.9.1. Qualitative Data Analysis

Qualitative data were analyzed using data reduction, data display, and conclusion drawing and verification. Data reduction involved selecting, focusing, simplifying, abstracting, and transforming the data that appeared in written-up field notes or transcriptions. Data were condensed for the sake of manageability and transformed so it could make sense in terms of the issues being addressed. The framework analysis was adopted to analyze qualitative data. It had 5 key stages, which included familiarization reading of the data; identifying a thematic framework; indexing; charting and mapping and

interpretation.

I.9.2. Quantitative Data Analysis

Data collected was keyed and cleaned in a statistical retrieval data ware. The Statistical Package for Social Sciences (SPSS) was used to aid the analysis of quantitative data. Descriptive and inferential statistics were used.

I.10. Data Presentation

After the analysis, data was presented in the form of narratives. Data presentation was guided by the evaluation objectives and as such both qualitative and quantitative data were integrated. The results from qualitative analysis complemented those from quantitative analysis and served to triangulate information provided in the household survey.

I.11. Limitations of the Study

The following were the limitations of the study.

1. Non-availability of some project implementers to provide required information or to assist in the verification of relevant information specifically in HIV and AIDS awareness campaign and verification of some statistics.
2. Some of the respondents were residing on the Chukudum hills and the road to the area was impassable. The evaluators had to collect data for three days in the area without any close supervision.
3. The final evaluation took place during the school holidays, so the consultant could not verify if the trained teachers, headmasters and education officers were applying the skills acquired through the assistance of BESP.

SECTION TWO: EVALUATION FINDINGS

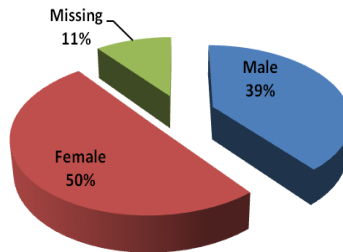
2.0 Introduction

This section presents the findings of the evaluation and starts with the demographic data followed by the analyses of the performance of the project as per the objectives of the project.

2.1. Demographic of the Respondents

Out of the 273 respondents, 39% were male while 50 % were female and in 11% of the cases, the gender of the respondent was not recorded by the enumerators. Chart 2.1 summarizes the proportion of the gender respondents in the project area.

Chart 2. 1 Gender of the Respondents



2.1.1 Age of the Respondents

As Table 2.1 shows, a total of 88% of the respondents were economically active as they were below 50 years but above 20 years, while 6% of the respondents were above 55 years and may be considered as being economically inactive. An additional 6% were between the ages of 50 – 55 years and could also be considered to be economically active but their contribution would not be at par as the respondents were below 50 years. The implication is that 88% of the respondents located in the project area were economically active and if the local economy were to improve, they could afford to meet the expenses of educating their children. There was no significant difference in the ages of the respondents across the different gender in the project. However, it was noted that only female respondents were below the age of 20 years, confirming the concern of early marriages in the community. Table 2.1 below summarizes the above details.

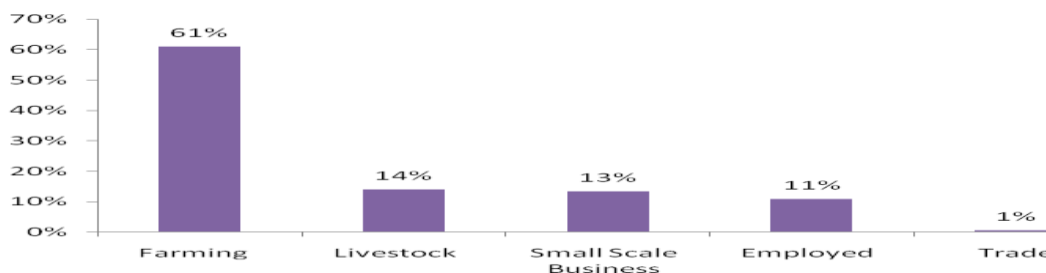
Table 2. 1 Ages of the Respondents

| | Male | | Female | | Totals | |
|-------------------------|-----------|------------|-----------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| Below 20 years | 0 | 0% | 3 | 2% | 3 | 1% |
| Between 20 and 25 years | 3 | 3% | 3 | 2% | 6 | 3% |
| Between 26 and 30 years | 7 | 7% | 11 | 8% | 18 | 8% |
| Between 31 and 35 years | 17 | 16% | 29 | 22% | 46 | 19% |
| Between 36 and 40 years | 20 | 19% | 38 | 29% | 58 | 25% |
| Between 41 and 45 years | 23 | 22% | 22 | 17% | 45 | 19% |
| Between 46 and 50 years | 18 | 17% | 15 | 11% | 33 | 14% |
| Between 51 and 55 years | 9 | 9% | 4 | 3% | 13 | 6% |
| Above 55 years | 7 | 7% | 7 | 5% | 14 | 6% |
| Totals | 104 | 100% | 132 | 100% | 236 | 100% |

2.1.1.2 Source of Livelihood

Sixty one percent of the respondents depend on farming alone or in combination with other sources of livelihood. It was found that 14% depend on livestock, 13% on small scale business (petty trade of brewing the local brew, selling firewood or bamboo) while 11% are employed as teachers, soldiers, policemen or nurses. A further 1% are practicing trade such as carpenters, blacksmiths and brick layers. It can be deduced from the Chart 2.2 below shows that 75% of the residents in the project area depend on farming and or livestock keeping either in isolation or in combination with other sources of livelihoods. The implication is that in cases of rain failure, 75% of the residents of Budi County would suffer, as is the current situation.

Chart 2. 2 Source of Livelihood for the Respondents



2.1.2 Demographic Characteristics of Teachers

Data was collected from 27 teachers of whom only 1 was a female. Fifty six percent of the teachers were aged between 25 years to 45 years while 3 of them declined to state their ages. It is worthwhile to note that the 52% of the teachers were below the age of 35 and given that the sampling of teachers was representative of the population, then the training will benefit the community for a minimum of twenty years before they retire. Table 2.2 below shows the details of the ages of the teachers.

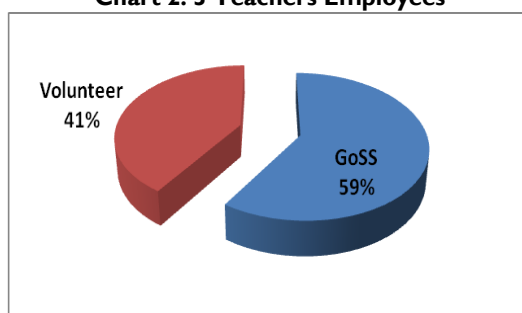
Table 2. 2 Ages of the Teachers

| Age Bracket | Frequency | Percent |
|----------------|-----------|---------|
| Below 25 Years | 4 | 15% |
| 25 To 35 Years | 10 | 37% |
| 35 To 45 Years | 5 | 19% |
| Above 45 Years | 5 | 19% |
| Missing | 3 | 11% |
| Total | 27 | 100% |

2.1.2.1 Teachers' Employees

Chart 2.3 (page 7) indicates that of the 27 teachers who responded, 59% (16) were employed by GoSS while 41% (11) were volunteer teachers. The implication is that 41% of the teachers who were admitted in the in-services training were volunteers and that once they sat for the examination; they would be employed by the MoEST if they obtained the required score.

Chart 2. 3 Teachers Employees



The actual number of teachers who were employed by GoSS in Budi County is 404 of which 22 are trained teachers . The government pays a total of 278 teachers of which 256 are untrained. When this figure is added to the 126 volunteer teachers, Budi County has a total of 382 untrained teachers. Included in this number are the 104 teachers who are attending the In-Service Training (INSERT) course being organize by ADRA SSS at the BTTC. The above information is displayed in Table 2.3 below.

Table 2. 3 Characteristics of Teachers in Budi County

| | Paid by The Government | Volunteers | Totals |
|-----------|------------------------|------------|--------|
| Trained | 22 | 0 | 22 |
| Untrained | 256 | 126 | 382 |
| Totals | 278 | 126 | 404 |

2.1.2.2 Teaching Experience

All of the teachers who responded had 4 or more years of experience, with 85% having 6 years or more of experience. Furthermore, a third of all the teachers had stayed in the same school for periods of less than 5 years, while 63% had stayed in the same schools for periods above 6 years. Table 2.4 below summarizes the above data.

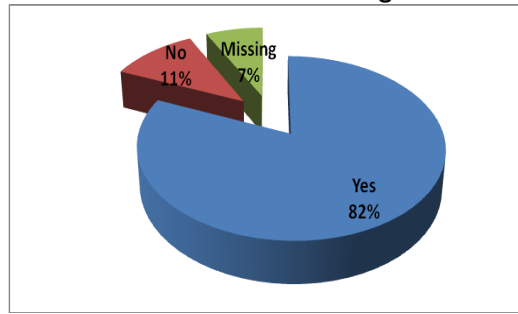
Table 2. 4 Teaching Experience

| | Length of stay in current school | | Teaching experience in primary school | |
|--------------------|----------------------------------|---------------|---------------------------------------|---------------|
| | Frequency | Percent | Frequency | Percent |
| Below 3 Years | 1 | 3.7% | 0 | 0% |
| Between 4-5 Years | 8 | 29.6% | 3 | 11.1% |
| Between 6-9 Years | 9 | 33.3% | 14 | 51.9% |
| 10 Years and Above | 8 | 29.6% | 9 | 33.3% |
| Missing | 1 | 3.7% | 1 | 3.7% |
| Totals | 27 | 100.0% | 27 | 100.0% |

2.1.2.3. Teachers Attending INSERT

A total of 82% of the teachers who were interviewed were attending the INSERT, 11% were not attending and 7% did not state whether they were attending the INSERT or not. Chart 2.4 (page 8) summarizes the above findings.

Chart 2. 4 Teachers Attending INSERT



2.1.3 Demographic Characteristic of the Students

Forty percent of the respondents had at least one child benefitting from the BEBP and their ages ranged from a minimum of 5 years to a maximum of 27 years. Table 2.5 shows the distribution of the age of the students per gender, the minimum and the maximum age, the mean and standard deviation. In all classes, there were over age students and some were even married and at the same time attending school. Some of the factors that made the over aged students to attend school was the thirst of knowledge, the distance from the nearest school and as such, students could only start to attend schools when they were old enough to withstand the long distance walked, and the insecurity in the area. It is worthwhile to note that the thirst for education is not limited to men only but even female students who attend primary schools at an older age.

Table 2. 5 Ages of the Students in Different Grades

| Grade | Minimum | Maximum | Mean | Std. Deviation |
|----------------|---------|---------|-------|----------------|
| Grade 1 Male | 5 | 18 | 9.02 | 2.733 |
| Grade 1 Female | 5 | 18 | 9.09 | 3.617 |
| Grade 2 Male | 6 | 18 | 10.25 | 2.596 |
| Grade 2 Female | 6 | 17 | 11.20 | 2.702 |
| Grade 3 Male | 7 | 18 | 12.97 | 1.973 |
| Grade 3 Female | 7 | 19 | 12.55 | 2.640 |
| Grade 4 Male | 8 | 20 | 12.74 | 3.566 |
| Grade 4 Female | 8 | 17 | 12.90 | 4.166 |
| Grade 5 Male | 7 | 19 | 13.94 | 2.308 |
| Grade 5 Female | 8 | 19 | 14.50 | 2.621 |
| Grade 6 Male | 11 | 19 | 14.56 | 2.476 |
| Grade 6 Female | 13 | 18 | 16.31 | 1.494 |
| Grade 7 Male | 14 | 20 | 16.69 | 1.843 |
| Grade 7 Female | 12 | 18 | 15.86 | 2.116 |
| Grade 8 Male | 13 | 27 | 19.00 | 4.450 |
| Grade 8 Female | 15 | 20 | 17.9 | 1.64 |

2.1.3.1 Reasons for some of the Children not Being Enrolled in Schools

A total of 37% of the respondents had school going aged children who were not in school. The main reason as to why the children were not taken to school include looking after livestock (31%), domestic chores (24%) and financial challenge (24%); [to buy books, uniforms and pay registration fees]. Furthermore, 21% and 10% of those who did not take their children to school attributed it to early marriages and to the prevailing food insecurity respectively. From the FGD with parents, PTA and Advocacy members, it was apparent that not all children in one household were taken to schools. The criterion for deciding which children will attend school and who will not varied from family to family. Some parents stated that they would make the academically weak children to undertake domestic chores, while others said that the children who were not bright enough would be taken to schools while

the bright ones would be given the responsibility of taking care of the livestock. Table 2.6 summarizes the above information.

Table 2. 6 Reason for Children not Attending School

| Reason | Count | Percentage |
|---|-------|------------|
| Looking after live stock | 31 | 31% |
| Domestic chores | 24 | 24% |
| Financial challenges | 24 | 24% |
| Married | 21 | 21% |
| Distance from schools | 16 | 16% |
| Food insecurity | 10 | 10% |
| Peer pressure | 3 | 3% |
| Insecurity | 3 | 3% |
| Lack of proper school facilities and teachers | 2 | 2% |
| Parents not interested | 2 | 2% |

2.2. Project Implementation and Performance

This section covers the general performance, success and challenges/constraints experienced during the implementation of BESP. Specific achievements of the interventions are compared against the set targets.

2.2.1 In-service Teacher Training Program

A total of 120 teachers were trained against the planned activity of enrolling 120 teachers for a 3 year program. The program was conducted in 3 intensive sessions per year during school breaks. The MoEST officials and the ADRA staff met and agreed on the selection criteria, which included:

1. The individual qualification of the potential trainees with preference being given to those who had completed secondary school education and
2. A maximum of 5 teachers to be selected from each school.

There was no quota system for the Payam as it had been envisioned that all the teachers in the Payam who met the minimum criteria would be trained. When the first criteria of academic qualification was implemented, only 64 untrained teachers qualified, and this criteria was relaxed gradually to primary level of education so that the quota of 120 could be achieved. Of the 120 teachers invited, only 8 female participants were selected and this reflected the situation on the ground, where there were very few female teachers in the Budi County. Table 2.7 shows that, all the 7 Payams contributed to the INSERT with the highest number being drawn from Komiri (30 teachers) and the lowest Ngaric (2 teachers). At the time of implementing the project, there were 39 schools of which 35 were government sponsored and 4 were community based. The academic qualification of those who were admitted ranged from a low of primary level 4 to a high of senior 4

Table 2. 7 Number of Teachers Selected from Each Payam

| | Payam | Selected Schools | Gender of the Participant | | Total |
|---|----------|------------------|---------------------------|------|-------|
| | | | Female | Male | |
| 1 | Loudo | 9 | 0 | 29 | 29 |
| 2 | Central | 5 | 0 | 16 | 16 |
| 3 | Kimatong | 3 | 3 | 2 | 5 |
| 4 | Komiri | 10 | 4 | 26 | 30 |
| 5 | Lauro | 3 | 0 | 16 | 16 |
| 6 | Lotukei | 7 | 1 | 21 | 22 |
| 7 | Ngaric | 1 | 0 | 2 | 2 |
| | Totals | 38 | 8 | 112 | 120 |

2.2.2 Completion of the In-Service Teacher Training Program

A total of 120 teachers were targeted to finish the INSERT program. At the end of the third year, 104 participants finished the program, translating to drop out rate of 13%. Table 2.8 provides details of the participants who completed each session and the proportion of those who dropped out. The dropout could be attributed to:

1. Low levels of academic qualification and as such the participants found it difficult to cope with the workload.
2. Long distance from and to the training centres
3. During the rainy season, it was at times impossible to travel as some areas would be cut off and there were no alternative means of transport apart from walking.
4. Some of the participants went for further studies in other institutions out of the country
5. One participant passed away due to a road accident.

Further the table shows that not all participants attended all the sessions, as they number that completed each stage varied up and down throughout the different stages and session. The implication for the project is that not all the participants acquired all the necessary skills in teaching and at the end of the course there would be some graduates who did not have all the necessary skills. There is, therefore the need to incorporate in the planning, mitigation strategies that would incorporate such eventualities (see recommendation 3 on page 48).

Table 2. 8 Completion of the INSERT

| Stage | Stage I (2007) | | | Stage 2 (2008) | | | Stage 3 (2009) | | | Average |
|-----------|----------------|-----------|-----------|-----------------|-----------|-----------|----------------|-----------|-----------|---------|
| Session | Session 1 | Session 2 | Session 3 | Session 1 | Session 2 | Session 3 | Session 1 | Session 2 | Session 3 | |
| Target | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| Completed | 107 | 120 | 110 | 109 | 114 | 102 | 105 | 104 | 104 | 108 |
| Drop Out | 11% | 0% | 8% | 9% | 5% | 15% | 13% | 13% | 13% | 10% |

2.2.3 Performance of the Participants Attending the In-Service Courses

A total of 96 (80%) teachers in the in-service courses were targeted to score an average grade of 70% and above. It was only in the 1st session of stage I that the 76% of participants scored above 70%, while in session 1 stage 3, only 3% of the participants scored 70% and above. The project proposal was silent on what would happen to those who failed to achieve the 70% mark. Although it was not explicitly stated, the project assumed automatic promotion from one stage to another since even students who scored below 40% proceeded to the next stage. Table 2.9 shows that some of the participants who scored below 40% ranged from a low of 0% to a high of 5%. It should be noted however that, irrespective of whether the participants were to score 70%, their attendance in the training exposed them to the best teaching methods. This was evidenced when some of the teachers stated that they can now teach effectively in the classroom as a result of improved teaching methods and that all their lessons are now planned. Further, when they faced any challenges in teaching, they sought guidance from any of the other trained teachers.

Table 2. 9 Performance of the Participants

| Stage | Stage I (2007) | | | Stage 2 (2008) | | | Stage 3 (2009) | | |
|------------------------------|----------------|-----------|-----------|-----------------|-----------|-----------|----------------|-----------|-----------|
| Session | Session 1 | Session 2 | Session 3 | Session 1 | Session 2 | Session 3 | Session 1 | Session 2 | Session 3 |
| N | 107 | 120 | 110 | 109 | 114 | 102 | 105 | 104 | 104 |
| Target | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% |
| Greater than or Equal to 70% | 76% | 49% | 43% | 59% | 65% | 50% | 3% | 40% | 48% |
| From 40% To 69% | 24% | 46% | 55% | 4% | 35% | 46% | 96% | 53% | 52% |
| Below 40% | 0% | 5% | 3% | 0% | 0% | 4% | 1% | 1% | 0% |

2.2.4 Teachers in the In-Service Courses Attached to Juba University for Research Program

As stated in section 2.2.3, a total of 96 teachers in the INSET were targeted to score an average grade of 70% and above. If the participants scored an average of 70% at the end of the three years, they were to be attached to Juba University for a research program. At the beginning of the implementation, MoEST introduced a new policy that required all INSERT institutions (including BTTC) to use a curriculum that would be completed in four years. The implication was that the project would not end in three years; but would have to be extended to four years and this output could only be effectively measured at the end of the fourth year.

Using the data for the last three years, the performance of the participants can be extrapolated to assess the possibility of the output being achieved. Using the current data, a mean of 59 participants with a standard deviation of 12.7 will score 70%. The 95% confidence level for a 2 tail test will be ± 17 participants. This implies that, if everything else remains the same; at a 95% confidence level; between 48 and 69 participants will score an average grade of 70% and above. The implication is that only a maximum of 69 and a minimum of 48 participants will end up being attached to Juba University for research program. The table 2.10 below summarises the above details.

Table 2. 10 Participants Who Scored 70% and Above

| Details | Stage 1 | | | Stage 2 | | | Stage 3 | | |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Session 1 | Session 2 | Session 3 | Session 1 | Session 2 | Session 3 | Session 1 | Session 2 | Session 3 |
| Target | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 |
| Actual | 81 | 55 | 47 | 64 | 74 | 51 | 73 | 48 | 50 |
| Variance: Actual | 15 | 41 | 49 | 32 | 96 | 45 | 23 | 48 | 46 |
| Proportion | 16% | 43% | 51% | 33% | 100% | 47% | 24% | 50% | 48% |

The above output could only have been achieved if there was a memorandum of understanding between the University of Juba and BTTC. The document would have clearly stipulated the criteria for admission for the research program. The consultant did not find such a document and the project manager stated that this arrangement would be implemented by the MoEST officials. Both the University of Juba and MoEST officials were not aware of such an arrangement.

Challenges Faced in the Implementation of in Service Training

The team that was implementing the INSERT faced some challenges which included the following:

1. There was lack of uniform school calendar in the County which led to some schools opening or closing earlier than others. The implication was that occasionally INSERT would take place during the school term as not all the schools would close or open at the same time. This meant that some of the participants would be attending training while some of the schools were in session.
2. Due to the low academic levels of some participants, the materials to be covered in three weeks could only be covered in four weeks. Hence there was need to extend the learning period to 4 weeks so that the trainers could achieve their objectives.
3. At times, there were delays in printing of the learning materials by the MoEST as there were frequent changes in the curriculum. This led to delays in starting the session and completing the training within the school break.
4. Towards the end of the project, MoEST sent the learning materials in soft copies. This meant that the learning materials had to be printed and bound so that they could be used by the participants. This was a cost that had not been budgeted for and it meant that the project team had to be innovative in order to print the modules for learning. The project manager used the office photocopier to reproduce the learning materials at a minimum cost that would not disrupt the

budget.

5. Some participants complained that they had not received past papers although they were getting ready to sit for the examination. However, the project manager did confirm to the consultant that the past papers were brought and that maybe the participants who complained did not attend the sessions in which the papers were given out and would have been given to them. . He did promise, though, that the past papers will be placed in the library for the use by the participants.

2.2.5 Training Intensive English Course

A total of 65 teachers were trained in a 3 month Intensive English Course (IEC) against a set target of 60. The variance of 5 could be attributed to an increase in primary schools in Budi County. At the time of designing the project, there were 30 schools in the County, however at the time of implementation the number had increased to 35 schools. The selection criteria were that each school would contribute 2 teachers who were poor in English. Some schools contributed 2 while others only contributed 1. The subjects taught included English grammar, composition, comprehension and HIV and AIDS. The training was broken down into two modules of one half month each with a break of two weeks in between.

The main objective of IEC was to improve English language of teachers who were weak in English since some of the the teachers in the county had Arabic education background. After the participants were selected, they sat for a pre-test examination and 37% of the participants scored 70% and above while 45% scored between 40% and 69%. In addition, 18% scored below 40%. After the training, 54 (83%) scored 70% and above against a target of 42 teachers. This was a positive variance of 13% which could be attributed partly by the fact that some participants scored highly in the pre-test and partly the high number of participants' intake. The high scores could also be partly explained by effective facilitation skills and the fact that 37% of the participants had scored 70% and above in the pre-test. In the opinion of the consultant, all the participants who scored 70% and above they were overqualified for the course and they should not have been admitted for the course. Table 2.11 below summarises the above details.

Table 2. 11 Performance by the Participants in IEC

| | Target | Pretest | Post test |
|------------------------------|--------|---------|-----------|
| N | 60 | 65 | 65 |
| Greater than or equal to 70% | 70% | 37% | 83% |
| From 40% to 69% | | 45% | 15% |
| Below 40% | | 18% | 2% |
| Totals | | 100% | 100% |

The participants expressed their gratitude to ADRA as some of them stated that they could now communicate in English and teach the English language effectively. However, some of the participants who had passed IEC and did not enrol for INSERT wanted some reassurance that they would be given top priority in the next INSERT cohort.

2.2.6 Parents Teachers Association Training

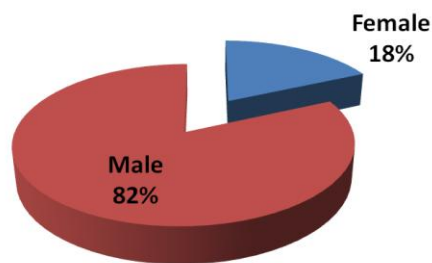
A total of 143 PTA members were selected from 34 schools against a planned target of 120 members from 30 schools in Budi County. The positive variation can be split into two. The first variation of 16 participants could be attributed to an increase in number of schools involved in the project (4 extra schools each contributing 4 members) and the second variation of 7 participants could be attributed to some schools contributing more or less than the 4 participants as indicated in table 2.11. The project manager stated that the invitations were being handled by the education office and at times they invited more participants than the ADRA team had agreed upon. . The 5 day training started on the 27th

and ended on the 31st of August 2007. The participants were divided into four different groups and they were trained on:

- i. The roles of PTA in education.
- ii. The importance of education for the children especially girls.
- iii. Financial management and administration skills.
- iv. Importance of participating in buildings and improving school infrastructure.

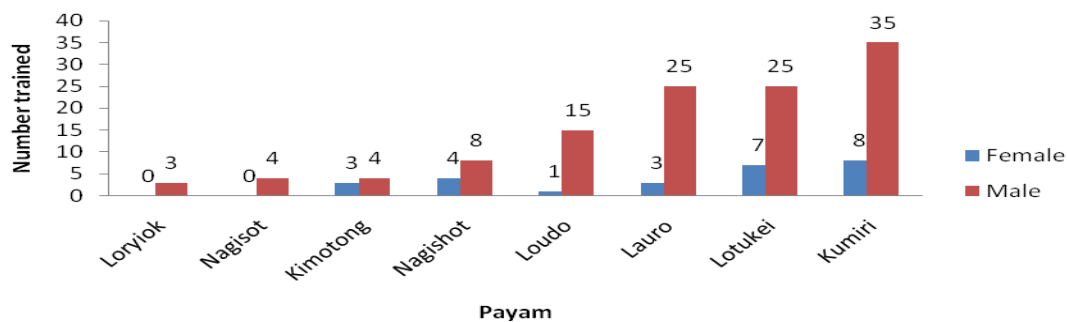
The training method adopted was appropriate for mature learners as it was mixture of lecture, discovery methods, group discussions, questions and answers, role playing and project planning. The project proposal was silent on the issues of gender representation, but an analysis of the trained PTA members indicated that 28 (18%) of the participants were female (see chart 2.5). This exhibits some gender inequality but this can be attributed to the society being more male-dominated. The consultant is of the opinion that in order to remedy the gender and participant imbalances, a quota system such as a maximum of two-third of all the PTA members should be drawn from one gender.

Chart 2. 5 Gender of the PTA participants



The participants were drawn from the 7 Payams in the county, with Kumiri Payam contributing the 43 of participants and Loryiok contributing only 3 participants. Only Kimotong and Nagishot Payams had some equitable gender representation. Chart 2.6 displays the above information.

Chart 2. 6 Gender and the Number of the PTA Members Trained



2.2.7 Composition of PTA Members

It had been planned that, each school would contribute 4 members of the PTA (the chairman, treasurer, secretary and one member) to be trained. The County Education Department sent invitation to the PTA members, and according to the project manager's opinion, they invited more than the required number while they did not invite any treasurer from all the groups. It is not clear as to why the treasurers of the different PTA's were not invited but since it had been planned that they should be invited, there should have been an explanation as to why they were not invited. The project manager stated that the onus of sending the invitation lay with the MoEST officials and that they did not have a hand in the invitation process. It is the consultants' opinion that they should be fully involved in the

invitation process. This perhaps partially explains why some 4 schools sent more than 4 members while 5 schools sent less than 4 members as demonstrated in Table 2.12.

Table 2. 12 PTA Members Invited

| Details | Frequency | Percentage |
|-----------------------|-----------|------------|
| 8 PTA members invited | 3 | 9% |
| 6 PTA members invited | 1 | 3% |
| 4 PTA members invited | 25 | 73% |
| 3 PTA members invited | 3 | 9% |
| 2 PTA members invited | 2 | 6% |
| Totals | 34 | 100% |

It had been planned that the 142 PTA members that were trained should have trained the other PTA members who did not attend the training. Some of them trained the members who were not trained, while other did not. The inability to train can be attributed to a nonexistence schedule on the training. (See recommendation no. 4b in page 47). Some of the PTA members interviewed stated that the training helped them in implementing the project in the school such as funding the schools, and also organizing the construction of extra classes with the locally available materials. This could not have been possible before the training.

2.2.8 Teachers Support Program Initiated by the PTA.

After the PTA members were trained, they were to establish 30 Teachers Support Program (TSP). In the first year the project was able to establish 11 TSP against a target of 6. The positive variance of 83% could be attributed to the success of training and the involvement of the local leaders, community elders and the teachers in developing the TPS. In the second year, 23 schools against a planned 24 schools had set up a functional TPS. This yielded a -1% variance in the achievement for that year. In total 34 against a planned 30 functional TPS were established, this was a total variance of 13.3% and this could be attributed to an increase in the number of schools. Table 2.13 below summaries the above details.

Table 2. 13 Teacher Support System

| | 2008 | 2009 | Totals |
|-----------------|------|------|--------|
| planned | 6 | 24 | 30 |
| achieved | 11 | 23 | 34 |
| variance actual | 5 | -1 | 4 |
| proportion | 83% | -4% | 13.3% |

Some of the PTA members were happy with the training since it helped them initiate successful TSP. Some of the TSP that was adopted by the PTA included:

1. The payment of registration fees by the parents. The payment ranged from SP.2 to SP.4 (between US\$1 – US\$2) depending on the locality of the school. If the schools was located in trading centres the parents would pay SP.4, if in the rural areas, they would pay the lower fee.
2. Parents would be organized to work in the teachers' farms as compensation in kind for the services rendered by the volunteer teachers
3. The volunteers would be paid in kind with tobacco, chicken, cereals which they would then sell at the local market
4. The PTA would organize for the construction of teachers' houses using locally available materials

2.2.9 Implementation of Self- Development Programs by the PTAs

A total of 34 schools established a detailed Self-Development Program (SDP) against a target of 18. The project log-frame set the target of 18 (60%) but during the follow up of the project, the team ensured that the entire PTA groups that were trained had established self-development program. Table 2.14 (page 15) shows a positive 89% variance which could be attributed to the diligent work that the

implementation team undertook and the demonstration effect of the PTAs' that had implemented their SDPs earlier.

Table 2. 14 Planned vis a vis Achieved SDP by the PTA

| Details | Totals |
|----------------|--------|
| Planned | 18 |
| Achieved | 34 |
| Variance Value | 16 |
| Percentage | 89% |

Challenges Encountered by the PTA Members.

The PTA members encountered challenges both during the training and implementation of SDP. Some of them were:

1. It had been planned that 120 PTA members were to attend the training, however, the MoEST County personnel selected more PTA members from the new schools which were established during the years, and there were other schools that sent more than four representatives. However in the opinion of the consultant, this was not detrimental to the quality of training provided.
2. Some of the ADRA's trainers could not communicate effectively in the local dialects of Budi County and this meant that translators were required for the training and their might have been some concepts that may have been lost in the translation.
3. Detrimental cultural beliefs, which do not encourage the enrolment to school of both boys and girls. These cultural beliefs will take some time to be changed.
4. There are high Illiteracy level and ignorance within the membership of the PTA and this limits their effectiveness toward the designing and implementation of the development programs for the schools. This however, is limited to the untrained PTA members as those trained could appreciate their role of planning for the development of schools. As a majority of the PTA members were not trained, not all of them appreciated their role nor saw the importance of developing their schools.
5. The current drought that has resulted in some food insecurity has contributed to the unwillingness to contribute to the success of the schools either for TSP or SDP.
6. In some schools, there was a high dropout of the PTA members, since some of them did not have any children in schools. This limited the effectiveness of the remaining PTA members.
7. Some of the members of the PTA were not happy to implement the TSP as they stated that the beneficiaries would be the volunteer teachers and yet they felt that they were also working for the school children and they should be compensated.

2.2.10. Head Teachers Trained on School Management.

A total of 36 head teachers undertook a 10 day training on school management against a set target of 30 teachers. The positive variance of 20% could be attributed to the increase in the number of schools participating in the project. Only 2 female head teachers participated and this reflected the situation on the ground. The head teachers were invited from all the registered schools in Budi County in August 2007 and they were trained on school administration. Table 2.15 below shows that the lowest level of education was primary 6 and that the highest is senior 4. A total of 64% had not attended secondary school and this posed a challenge to the trainers as most of them did not have the capacity to comprehend and apply the concept of management.

Table 2. 15 Academic Levels of Head Teachers Trained

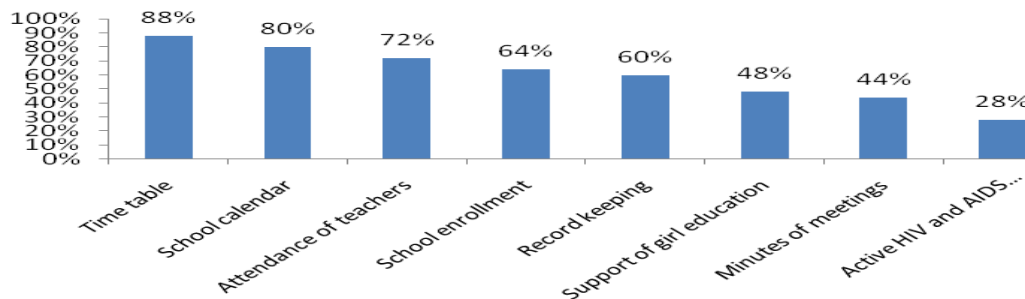
| Grade | Frequency | Percent |
|-----------|-----------|---------|
| Grade II | 1 | 3% |
| Grade III | 2 | 6% |
| Junior 2 | 4 | 11% |
| Junior 3 | 6 | 17% |
| Primary 6 | 1 | 3% |
| Primary 7 | 6 | 17% |
| Primary 8 | 3 | 9% |
| Senior 1 | 1 | 3% |
| Senior 2 | 4 | 11% |
| Senior 4 | 1 | 3% |
| Missing | 7 | 19% |
| Total | 36 | 100% |

2.2.11. Head Teachers Implement Learned Management Skills.

The training of the head teachers aimed at improving their management skills records management, filing minutes of meetings, developing a school year calendar, and teaching timetable among others. The implementation of the learned concept was monitored monthly or quarterly and a monitoring form was used to counter check against the set parameters.

A sample of monitoring activity of 25 schools in the 2nd quarter of 2009, established that the school heads were applying the concepts that they had learned during the course. As Chart 2.7 shows, 88% of the head teachers had developed timetables and 80% had a school calendar. However, there was need to improve support to the girl child (48%), keeping the records of the minutes (44%) and promoting HIV and AIDS activities as this attribute had a dismal low of 28%. The low HIV and AIDS activities were evident as in all the schools that the evaluation team visited, none displayed any materials that would communicate the dangers of the HIV and AIDS .

Chart 2. 7 Head Teachers Implemented Learned Concepts



Challenges faced by the head teachers.

The head teachers were facing several challenges that hindered the implementation of the concepts learned. These were:

- The issue of volunteer teachers. Due to the nonpayment of these category of teachers , some of them absconded classes, and or moved on to other careers such as becoming soldiers or policemen which did not have stringent requirements as teaching in order for one to be on the payroll of GoSS. Despite the preparation of the timetable, it became difficult to implement since most of the unpaid volunteer teachers absconded duties and remedial measures had to be taken. This translated to there being a timetable that was not being adhered to since most of the

teachers were away.

- The lack of offices or permanent structures in the school meant that records could not be stored in schools and the head teachers would need to move with the records from their houses to the school, this accelerated the wear and tear of such records, especially the master time table.
- Despite the PTA being trained on developing an SDP and TSP, some of them were not willing and they were asking the school heads to give them some incentives in the form of cash before they implement the SDP and TSP.

2.2.12. Construction of Training Centre

To conduct the training sessions proposed in the education project, ADRA SSS in collaboration with the local authorities planned to construct one teacher training facility in Budi County. It was expected that the government would eventually take over the operation of the training center at the end of the project if no further funding was available for more training of teachers. The county and local authorities identified and allocated 10 acres of land for Budi County Teachers Training College. A bid for the construction of training center was floated and three bids were shortlisted. The final bidder was selected on the basis of quality of previously work undertaken and cost. A total of 2 training rooms, 2 dormitories, a library, and an office, one dining room, an outer kitchen, four cubicles pit latrines were constructed (2 for men and 2 for female). Later, a fence (not in the initial budget) was constructed in order to minimize the interruptions of cattle, goats and people moving into the training centre. At the end of the project, 14 trainings, had taken place in the centre with some ranging from 6 weeks and others as short as five days. The total numbers of participants were 1,367 of whom 1,244 were men and 123 were women. The figures computed was for the participants and since some of them were beneficial of multiple training (for example some headmasters were undertook the training for headmasters, the English intensive course, PTA training and INSERT), there were some double counting². Table 2.16 below provides a summary of the above details.

Table 2. 16 Trainings that have Taken Place at the Training Centre

| Training | Participants | | Totals |
|--------------------------|--------------|------------|-------------|
| | Male | Female | |
| Head masters training | 36 | 0 | 36 |
| Refresher course | 32 | 1 | 33 |
| English intensive course | 63 | 2 | 65 |
| PTA training | 119 | 26 | 145 |
| Advocacy | 43 | 48 | 91 |
| MoEST officials | 22 | 0 | 22 |
| INSERT | | | |
| Stage 1 session 1 | 100 | 7 | 107 |
| Stage 1 session 2 | 113 | 7 | 120 |
| Stage 1 session 3 | 103 | 7 | 110 |
| Stage 2 session 1 | 102 | 7 | 109 |
| Stage 2 session 2 | 103 | 11 | 114 |
| Stage 2 session 3 | 100 | 2 | 102 |
| Stage 3 session 1 | 102 | 3 | 105 |
| Stage 3 session 2 | 103 | 1 | 104 |
| Stage 3 session 3 | 103 | 1 | 104 |
| Totals | 1244 | 123 | 1367 |

² The project staff advised the consultant that they would not be able to know how many beneficiaries were trained as the person in charge of the data was on sick leave.

Challenges encountered during the construction of BTTC

Several challenges were faced during the construction of the training college.

1. There were delays in construction of the BTTC as this took place during the rainy season. This led to some training taking place before the completion of the construction and some participants who attended the training had to be accommodated by the local community while others slept in the classrooms.
2. The local community was unwilling to contribute to the construction of the institution and they did not want to make bricks for the buildings (despite them being promised that they would be paid).
3. There were interruptions of the learning occasioned by the livestock being grazed and people passing through the BTCC compound. This necessitated the construction of a fence around the BTTC compound that was not budgeted for.

2.2.13. Primary Schools Constructed

A total of 5 schools were constructed with permanent structures for both classrooms and teachers offices against a set target of five schools. The completed schools have been fitted with desks and blackboards. The selection criterion for the locations of the school was decided upon by the county education authorities, Sudan Relief and Rehabilitation Commission (SRRC) , civil administrator and elders of the Budi. The two main criteria were:

1. The schools must have an upper primary sections ranging from primary level 5 to primary level 8 and or
2. The population of the schools catchments area must support current and future enrolment in the school. The population of the catchment area was estimated by SRRC. For example though Loriyok had only one school that had classes up to primary 4, it was selected because of the large population and as SRRC estimated that almost 85% to 90% of the population were illiterate, there was no nearby school that they could attend.

The sites for the school constructions were donated by the County administration and local communities. In addition, local communities were mobilized to clear the construction sites by the PTA. The construction of the schools was contracted out to establish contractors on "Turn Key"³ terms to those who qualified through a transparent bidding process. The construction was supervised by ADRA and MoEST officials. It had been planned that after the completion of the construction, the schools would be handed over to the community and become the property of MoEST. To date, only 3 schools have been handed to the communities. The remaining two schools were completed in December 2009 and at the time of undertaking the EoP, they had not been handed over to the community. Table 2.17 (page 19) summarizes details of the 5 school.

³ **Turn-key** construction project refers to a building that is ready for immediate use. Turnkey is often used to describe a building built ready for the client to move in. If a contractor builds a "turnkey school" they frame the structure and finish the interior.

Table 2. 17 Schools Constructed by BESP

| Payam | School | Date of completion | GPS Coordinates | | | Handing over to the community |
|---------|---------|--------------------|------------------|-----------|-----------------------------|-------------------------------|
| | | | Latitude | | Longitude | |
| Komiri | Lojong | Nov-08 | N 4 ⁰ | 17'14.59" | E 33 ⁰ 25'58.95" | Feb-09 |
| Lotukei | Lorege | Nov-08 | N 4 ⁰ | 07'05.59" | E 33 ⁰ 44'22.93" | Feb-09 |
| Lotukei | Lorema | Dec-09 | N 4 ⁰ | 09'36.60" | E 33 ⁰ 39'29.2" | Not yet |
| Lotukei | Kikilai | Dec-09 | N 4 ⁰ | 08'04.51" | E 33 ⁰ 36'03.25" | Not yet |
| Ngarich | Loriyok | Jan-08 | N 4 ⁰ | 31'02.93" | E 33 ⁰ 19'29.23" | Mar-08 |

Stakeholders such as parents and members of the community were happy because the learning environment for the school children has been enhanced. The parents stated that:

1. Previously at the 5 schools, facilities were generally poor with classes being held in structures made from local grass / mud, under trees or old buildings in bad conditions. The problem was further aggravated by the fact that local structures needed to be renovated yearly as the weather deteriorates them quickly and they are also destroyed by white ants. All this is now in the past, thanks to the construction of the permanent schools by ADRA.
2. There was an increase in the enrolment of the students after the schools were constructed. Their proposition was proved accurate when an analysis of the increase in enrolment in the five schools was computed. Table 2.18 below, shows that Loriyok Primary School, which had been completed in January 2008, had a 40% increase in enrolled students, with the girls enrolling more by 68%. This could be attributed to an enhanced and conducive learning environment that the construction of the schools provided. The other two schools had a marginal increase in enrolment and in Lorene Primary School there was a drop in the girls' enrolment. This could be attributed to:
 - i. The food insecurity that is prevailing in the area as more and more children have to drop out of schools as a coping strategy to minimise the impact of hunger; and
 - ii. The insecurity that is prevailing as the area is prone to cattle rustling.

Table 2. 18 The Effect on Enrolment after Construction of Permanent Schools

| Payam | School | Completed | Increase in enrollment after construction | | |
|---------|---------|-----------|---|--------|-------|
| | | | Male | Female | Total |
| Komiri | Lojong | Nov-08 | 3% | 8% | 4% |
| Lotukei | Lorege | Nov-08 | 5% | -1% | 3% |
| Lotukei | Lorema | Dec-09 | | | |
| Lotukei | Kikilai | Dec-09 | | | |
| Ngarich | Loriyok | Jan-08 | 30% | 68% | 40% |

3. Elements of weather such as rain, sunshine and wind would disrupt the classes. For those schools where learning took place under the trees school learning would be over for the day if it rained. However, it should be noted that since the built classes were few, when it rained, the lower classes would join the upper classes and learning would be discontinued and students would be told to sing songs.
4. Some of the schools are hosting an ADRA SSS sister program to BESP namely; Adult Learning Program (ALP). The ALP program officer stated that the schools provides an enhanced learning environment for the adult learners
5. Some of the local authorities use the school compounds for the national or local celebrations and for registration for elections.

Challenges encountered during the construction of schools.

1. Approval of the fund has occasionally come late and this has led to delays in the construction of schools.
2. Some of the selected areas have shortage of sand and water. These are critical elements in the construction of the schools hence some areas though qualifying to have school built in the area

could not benefit. This partly explains why some Payams such as Lotukei and Komili had two schools benefiting from the intervention as opposed to an ideal situation where only one school should have benefited.

3. The topography of some areas was very hilly and it would have been a challenge to transport building materials to the schools in the hills as the roads to the areas were impassible and people living in the area walk to and from their destination.
4. White ants destroyed some of the doors and windows that had been constructed using wood. This would have to be repainted or replaced.
5. The construction was delayed by heavy rains and as such the schools could not be completed on as per the schedule.
6. There were securities issues as there are always inter-tribal clashes among the neighboring communities in Budi County.
7. There were some cases where the budget allocated for the desks would be suitable for one school but the approved budget was for two schools. This resulted in some schools receiving few desks and the project manager had to liaise with the MoEST officials in order to donations of desks that had been provided to the State by other NGOs.

2.2.14 The Constructed Schools Receive Textbooks For Core Subjects.

It had been planned that all the 5 constructed schools were to receive both pupils' books and teachers' guides for the core subjects namely Maths, Science, Social Studies and English. The ratio for the distribution was to be 1 book per 2 students with priority being given to P8, P7, P6 and P5. However, the County Education Director (CED) requested ADRA staff to provide some few basic textbooks to other schools too, as they lacked basic text books that would enable them to teach. The distribution of textbooks was undertaken by ADRA staff and county education personnel. The pupils and teachers guides were purchased from the MoEST and transported to the field. Table 2.19 below summarizes the details of the distribution.

Table 2. 19 The Distribution of Text Books

| Payam | Schools In The Payam | School Given Books | Number of Books Distributed | | | | | Totals |
|----------|----------------------|--------------------|-----------------------------|-----------|-----------|-----------|-----------|--------|
| | | | Primary 4 | Primary 5 | Primary 6 | Primary 7 | Primary 8 | |
| Central | 7 | 4 | 35 | 33 | 22 | 27 | 26 | 143 |
| Komiri | 9 | 8 | 260 | 145 | 130 | 150 | 146 | 831 |
| Lauro | 6 | 4 | 36 | 37 | 33 | 30 | 34 | 170 |
| Lotukei | 8 | 8 | 343 | 276 | 273 | 263 | 256 | 1411 |
| Loudo | 8 | 8 | 165 | 97 | 74 | 74 | 85 | 495 |
| Ngarich | 2 | 1 | 65 | 80 | 74 | 71 | 69 | 359 |
| Kimotong | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 43 | 34 | 904 | 668 | 606 | 615 | 616 | 3409 |

Challenges encountered in providing textbooks to schools

The distribution of the text books faced some challenges such as:

1. Delay from the MoEST that could be attributed to not having stocked the expected textbooks in time to be delivered to ADRA SSS in Juba office. The delay was attributed to logistics issues as the text books were being printed in Nairobi. Currently, they are being printed in Juba and this has enabled subsequent distribution to be done on time.
2. The CED requested ADRA staff to distribute the books to 34 schools in the county as opposed to the targeted 5 schools that were to be assisted by ADRA.

2.2.15 Schools Received Sports Balls and Other School Environment Enhancing Materials

A total of 6 schools received sports balls against a target of 5 schools. The sports equipment included footballs, volleyballs and volleyball nets. The black boards and chalk were also distributed as schools

enhancement learning materials to 2 schools. The schools that received the sports equipment were Kikilia, Lorema, Loriyok, Lojiong, Chukudum and Hilicit; while the schools that received black boards and chalk were Kikilia and Lorema.

Challenges encountered in distribution of school environment enhancing materials

The distribution of sports equipment and other environment enhancing materials faced some challenges such as:

1. Delay in logistics office as the process of purchasing the sports materials was cumbersome since not all the sporting equipment would be found in one shop. This required the person procuring the items to move from one place to another thus the process taking more time than anticipated.
2. Some of the schools in insecurity prone areas such as Lolenge and Kipokea could not fully utilize the sports equipment as schools had to break at 2.00 p.m. immediately after classes.
3. Schools did not have sports masters who would be responsible for the sports equipment. As such no single teacher was responsible for the maintenance of sports equipment. This could have contributed to the rapid deterioration of the sports equipment.
4. Lack of adequate playing fields for the pupils and where there were enough, the playing grounds were of poor quality and tended to spoil the footballs or volleyballs in a short period.

i. Improving the Capacity in School Management of Local Education Authority Personnel

A total of 22 education official were trained against a targeted 20 officials. The positive variance of 17% could be attributed to the increase in Payams from 6 to 7. It had been planned that the participants for the capacity building workshop would be drawn from two education officials from each of the six county Payams, four participants from county education department and four persons from the MoEST offices of Eastern Equatoria State. Before the training took place an E-CAT assessment was carried out in each of the 7 Payam offices, the State offices of MoEST and County Office. They were later collected and delivered to ADRA SSS offices. Based on the assessment of E-CAT the training content was designed so that the capacity of the education authorities could be enhance to carry out their work efficiently and effectively. The workshop covered education management, monitoring and evaluation, coordination, finance, reporting system, staff motivation and HIV and AIDS awareness. Table 2.20 shows the planned versus the actual attendance of the workshop.

Table 2. 20 Trained Local MoEST officials

| | Planned | Actual | Variance |
|----------------------------|---------|--------|----------|
| Payam officials | 12 | 14 | 17% |
| County education officials | 4 | 4 | 0% |
| Eastern Equatoria State | 4 | 4 | 0% |
| Total | 20 | 22 | 9% |

The trained official stated that they can now draw realistic action plans for their department, develop a monitoring and evaluation plan for their education programs in their State/County efficiently and effectively.

2.2.16 Monitoring and Supervision of Schools

A total of 188 visits were undertaken to the schools during the life of the project. This was against a set target of 188. Despite there being no variance in the total visits, some variance of 5% existed in the first and second years. The schools visits were undertaken jointly by local education authorities and ADRA staff. The main objectives of the visits were to monitor how the head teachers, teachers, PTA members, Advocacy groups and the HIV and AIDS group were performing. In addition the visits assessed the performance of head teachers on their managerial skills, school teachers who are attending the INSERT program and holding brief meetings with chiefs, Payam administrators, elders, PTA, advocacy groups and

HIV and AIDS school groups. During the visits the general condition of schools such as resource materials, class management, time tables, sanitation and how the communities were supporting schools was assessed. Table 2.21 below summarizes the details of the visits.

Table 2. 21 Monitoring Visits to schools in Budi County

| Year | Visits | | Variance | |
|-----------|---------|----------|----------|------------|
| | Planned | Achieved | Count | Percentage |
| Year 2007 | 66 | 63 | -3 | -5% |
| Year 2008 | 66 | 69 | 3 | 5% |
| Year 2009 | 66 | 66 | 0 | 0% |
| Totals | 188 | 188 | 0 | 0% |

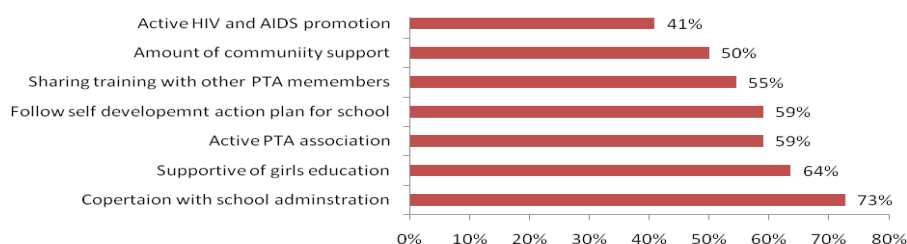
A sample of 16 monitoring sheets was selected at random and it was established that 88% of the teachers' attendance was good and they had good skills in classroom management while 75% used appropriate teaching methods. However, it was also noted that activities in HIV and AIDS promotion and record keeping could be improved as only 31% had a satisfactory performance. Table 2.22 in the next page summarizes the above findings.

Table 2. 22 Performance of Teachers in Schools

| Attribute | Count | Percentage |
|-------------------------------|-------|------------|
| Class Room Management | 14 | 88% |
| Attendance of Teacher | 14 | 88% |
| Class Room Environment | 13 | 81% |
| Teaching Methods/Aids | 12 | 75% |
| Supportive of Girl Education | 12 | 75% |
| Scheme of Work | 10 | 63% |
| Active HIV and AIDS Promotion | 5 | 31% |
| Record Keeping | 5 | 31% |

In a monitoring activity that was undertaken in the month of June 2009, 22 PTAs' were inspected on 7 attributes. Chart 2.8 shows the percentage of the PTA groups that were rated as good on the 7. Most of the PTA groups were not actively involved in activities that prompted HIV and AIDS (41%), but they successfully cooperated with the school administration (73%) and they were supportive of the girl child education (64%). However, the sharing of the skills acquired in training was only done by 55% of the PTA groups.

Chart 2. 8 PTA Monitoring



Problems identified by the monitoring team:

- The prevailing food insecurity in the Budi County was affecting the attendance of students in schools.
- Some of the schools lacked chalk, blackboards, stationery for the teachers among other critical items that are necessary for effective teaching
- Delays in payment of teachers' salaries by MoEST. This refers to the teachers who are on the government payroll but their salaries are delayed from time to time.

- The transferring of students from one school to another in search of better teaching, or schools with better infrastructure.
- The white ants destroying the school infrastructures and this necessitated the constant repair of the buildings. This proved to be an extra burden to the parents.
- There were no teaching materials for HIV and AIDS awareness campaign.
- Some of the headmasters and teachers need some refresher courses in the areas they had been trained in.
- There was need for some construction materials for the student toilets. This included slabs for the pit and roofing materials for the pit latrines.

Achievements attributed to the monitoring visits:

Some of the achievements attributed to visits include:

- The identification of some of the challenges that the schools were encountering and brainstorming on the way forward in order to solve such problems. For example, in one schools it was established that the playing fields were of poor quality and there were tree stumps that needed to be uprooted in order minimize the destruction of sports equipment. It was agreed that the PTA would mobilize the parents to level the playing field and uproot the tree stumps
- Enhancing ownership of the schools by the local community, and
- Gaining community support especially in enhancing TSP for volunteering teachers

Challenges encountered by the monitoring team.

Some of the challenges that the monitoring team encountered included:

- Insecurity due cattle rustling practice in the area. This hampered the movement of the monitoring team.
- Bad roads and heavy rains which contributed too few schools being visited in the rainy seasons.
- Some parts of the Budi County area are quite hilly and the schools are located on top of the hills. Since there no roads to such areas the monitoring team had to visits the schools by climbing the hilly areas. Further the visited areas lacked appropriate accommodation and only a few schools could be monitored at any one time as the team had to walk back home. This reduced their coverage.
- Different schools in the county operate different school calendars, with some schools closing early than others. This contributed to the reduction in the number of schools visited by the ADRA and County Education Authority Staff in any one area. This may continue for some time to come as the MoEST is looking for ways of having unified calendars for the primary school in Southern Sudan.

Objective 2. By the end of the project, 30,000 people (21.4% of population) in Budi County have increased knowledge and understanding of HIV/AIDS and STDs

2.3.0. HIV/AIDS training session modules developed

HIV and AIDS training was a cross-cutting issue and was incorporated in all the training that took place in the project. Five modules were developed against a target of 5 modules and they covered topics such as the definition, modes of transmission, risky cultural practices, and prevention of HIV and AIDS.. All of them were developed within the first year (1 in quarter 3 and 4 in quarter 4 of 2007). The materials

were developed from various reference books such as CXC Biology text book and community health science for nursing school. Further the project leader consulted with experienced health personnel from both ADRA and other institutions in order to benchmark and ensure that the depth and width of the modules was sufficient for the target participants.

2.3.1 Increased Knowledge in HIV/AIDS and STI awareness

Table 2.23 below indicates that a total of 447 (393 male and 86 female) participants attended the HIV and AIDS training between March 2007 and December 2009. This was against a set target of 290. This is a positive variance of 54% that could be attributed to the advocacy and IEC groups not being included in the output measure. The variance could have been higher had all the participants who were targeted attended all the training.

Table 2. 23 Participants Trained on HIV and AIDS and STI Awareness

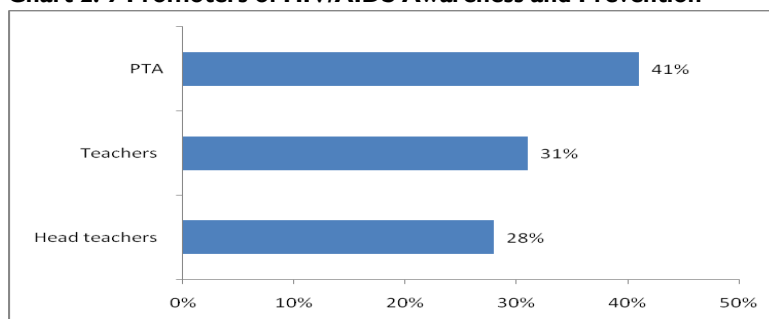
| Training | Participants | | Totals |
|--------------------------|--------------|--------|--------|
| | Male | Female | |
| Head masters training | 34 | 2 | 36 |
| English intensive Course | 63 | 2 | 65 |
| PTA training | 119 | 26 | 145 |
| Advocacy | 43 | 48 | 91 |
| MoEST officials | 20 | 0 | 20 |
| INSERT Training | 112 | 8 | 120 |
| Totals | 391 | 86 | 477 |

A sample for the head teachers who undertook the refresher course showed that while their pre-test average score was 30.72%, their post-test average score rose to 60.63%, indicating a significant increase of nearly 100% in HIV and AIDS and STI. This is 20% above the target of 80% that has been set by the project and this could be attributed the previously low levels of awareness in HIV and AIDS and STI awareness. During the same training the proportion of the participants who scored below 40% in the pre-test reduced from 17 to 2.

2.3.2 Promoters of HIV and AIDS Awareness and Prevention.

It had been planned that 60% (174 people of the 120 teachers, 120 PTA members, 20 local authorities and 30 head teachers) would actively promote HIV and AIDS awareness and prevention. During the evaluation, it was established that the local MoEST officials were fully involved in promotion of HIV and AIDS and STI awareness when they organize locally based special day celebration. During the monitoring activities of the local education officers and ADRA project team assed the Head teachers, Teachers and PTA members on promotion of HIV and AIDS awareness and prevention. It was established that 41% of the PTA members are actively involved in the HIV and AIDS awareness and promotion. The figures for Teachers and Head teachers were 31% and 28% respectively. This was below the target of 60% and could be attributed to lack of enough support materials that was availed to the promoters. Chart 2.9 (page 25) summarises the findings.

Chart 2. 9 Promoters of HIV/AIDS Awareness and Prevention



2.3.3 Teachers Continue to Teach HIV and AIDS Awareness Lessons in Schools.

It had been planned that 60% of the 120 trained teachers (72 teachers) would continue to teach HIV and AIDS lessons in schools. This was to be confirmed during the monitoring activities that were to take place during the implementation of the project. This output was defined properly in mid-2008 and as such the indicators could only be computed from quarter 3 in 2008. Table 2.24 provided details of the schools that were visited per quarter and the number of teachers who were teaching HIV and AIDS lessons during each quarter. The lesson covered a period of two weeks; each teacher had an average of 3 lessons per class in 2008 and first quarter of 2009. This was later increased to 6 per week. The number of teachers promoting HIV and AIDS awareness could only be established with certainty during the fourth quarter of 2009 as this when all the schools were visited by the project staff. Previously only a few schools would be visited per quarter. It can be seen that 71 teachers were teaching HIV and AIDS as opposed to the target of 72 teachers. In the opinion of the consultant the variance was insignificant.

Table 2. 24 Teachers Continue to Teach HIV/AIDS Awareness Lessons in Schools

| Quarter | Number of teachers | Lessons covered | Average lesson taught |
|----------------|--------------------|-----------------|-----------------------|
| Quarter 3 2008 | 32 | 96 | 3 |
| Quarter 4 2008 | 62 | 192 | 3 |
| Quarter 1 2009 | 15 | 45 | 3 |
| Quarter 2 2009 | 20 | 120 | 6 |
| Quarter 3 2009 | 15 | 90 | 6 |
| Quarter 4 2009 | 71 | 426 | 6 |

2.3.4 Teachers Supporting the HIV and AIDS Student Groups

It had been planned that ADRA SSS in collaboration with the schools in the Payam will target thirty student groups in thirty primary schools to deliver HIV and AIDS awareness campaigns. At the beginning of the group's formation the teachers would lead the groups so as to train the students. During the monitoring activities the ADRA project staff established that the teachers were participating actively in supporting the facilitating and supervising of HIV and AIDS student groups. Table 2.25 (page 26) shows the number of teachers who were visited by the project staff in each quarter. During the last quarter of 2009 when all the schools were visited there were 66 teachers who supported 33 HIV and AIDS awareness student groups (2 teachers per student groups). The activities that the teachers support the students with include composing dramas, poems and songs. However, the achievement of the 33 groups was below the potential of 43 schools, and therefore in the opinion of the consultant there was a negative variance of 33%.

Table 2. 25 Number of Teachers Supporting the HIV and AIDS Student Groups

| Quarter | Number Of Teachers |
|----------------|--------------------|
| Quarter 3 2008 | 6 |
| Quarter 4 2008 | 22 |
| Quarter 1 2009 | 18 |
| Quarter 2 2009 | 20 |
| Quarter 3 2009 | 17 |
| Quarter 4 2009 | 66 |

Challenges encountered by the monitoring team

- Some of the schools were located on top of the hills and it was quite a challenge to monitor the activities of the teachers as accesses to these areas were limited.
- Heavy rain from June to September every year hampers the assessment of the schools as some roads are rendered impassible more so in the hilly areas.
- The operations of different academic calendar by some schools in the same Payam means that some close earlier than other and this effects the monitoring of the HIV and AIDS awareness campaign

2.3.5 PTA Members Mobilize Parents and Sensitize them on HIV and AIDS Awareness.

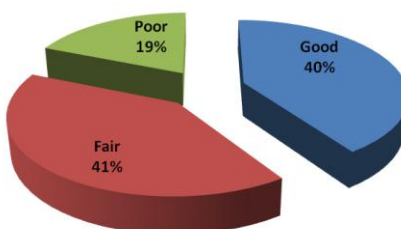
It had been planned that the 72 PTA members who were trained would mobilize the parents in their respective schools and sensitizes them about the risk, spread, infection and prevention of HIV and AIDS awareness. This would have been 60% of the PTA committees that had been trained. The actual PTA members who mobilized the community were 63 and 45 in the first and second year respectively. This was a negative variance of 13% in year 2008 and 38% in year 2008. The variance could be attributed to the onset of the rainy season where the mobilization of the parents was not possible as even the PTA members were involved in farming activities. Table 2.26 below summarizes the above details.

Table 2. 26 PTA Members Mobilize Parents

| Year | Mobilization of PTA Members | | |
|------|-----------------------------|----------|----------|
| | Planned | Achieved | Variance |
| 2008 | 72 | 63 | -13% |
| 2009 | 72 | 45 | -38% |

The consultant randomly selected evaluation forms for 32 such PTAs members and established that 40% of the PTAs' visited had a score of good in active HIV and AIDS promotion within the community. Ideally all the trained PTA members should have a score of good, but the 60% of them scored between fair and poor. This could be attributed to challenges in mobilizing parents and the community not appreciating the dangers of HIV and AIDS. Further, in the opinion of the consultant, the PTA members were not equipped with any promotional materials and they were only giving speeches and advice. Chart 2.10 summarizes the above findings.

Chart 2. 10 Promotion of HIV and AIDS awareness by the PTA Members



Challenges faced by the PTA members.

- Mobilization of parents by the PTA members was not taking place as expected in 2007. This could be attributed to poor mobilization skills of the PTA members.
- The prevailing food insecurity poses a challenge to the mobilization at Payam levels as the parents are migrating to other areas in search of food for their children.
- The onset of the rainy season in 2008 led to poor mobilization as the mobility of the PTA members was hampered and the local community members were busy with farming activities.

2.3.6 Local Authorities Actively Promoting HIV and AIDS Awareness and Prevention.

The project staff liaised with the local authorities to promote HIV and AIDS awareness during special days and occasions such as holidays (Good Friday and Monday, SPLA days, World AIDS days, Girl's child educations day, celebrating harvest). Other special occasions where the education officials have promoted HIV and AIDS awareness include school drama festively in Torit town and meetings called to sensitize the public about the forth coming 2010 campaign. During such meeting the local education officials advised the members of the community on possible ways of preventing HIV and AIDS and STIS. They also requested the parents to advice their children to avoid social activities that take place at night especially dances. The local county education officials also took a leading role in organizing the HIV and AIDS awareness campaign carried out in the seven Payams of Budi County in 2008. A total of 188 out of 375 people trained in HIV/AIDS awareness participated. They composed and performed songs and drama about HIV and AIDS hence increasing awareness. There were a total of 3 such occasions in 2008 and 26 in 2009.

2.3.7 Head Teacher Promote HIV and AIDS Awareness.

Head teachers in 33 schools had been tasked with annually holding three sessions, where they would encourage teachers and student groups to participate in promoting HIV and AIDS awareness in the schools and communities. In 2008, 12 head teachers in 12 Primary Schools held seasons where they stressed the need for the teachers and students' groups to participate in promoting HIV and AIDS awareness in their school and the communities. In 2009 the number of head teachers holding such sessions increased to 20. This was a negative variance of 64% in 2008 and 39% in 2009. The negative variances could be attributed to some head teaches not being paid which demoralized them and prevented them from discharging their duties. Table 2.27 below summarizes the above data.

Table 2. 27 Head Teachers promote HIV and AIDS Awareness

| | Targeted | Achieved | Variance |
|------|----------|----------|----------|
| 2008 | 33 | 12 | 64% |
| 2009 | 33 | 20 | 39% |

2.3.8 Students are trained and have Increased Knowledge of HIV/AIDS and STD Awareness

It was planned that 15,142 students would be trained and that 70% would have increased knowledge of HIV and AIDS and STD awareness. Table 2.28 below indicates that 9,865 were trained in the first year , 11,377 in the second year and 12,697 in the third year . This was an accumulative total of 24,840 students. Given that by the end of 2009, there were only 12,697 students in the Budi County, it implied that the students must have been trained at least twice during the life the project.

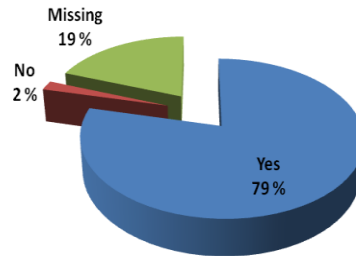
Table 2. 28 Student Trained on HIV and AIDS Awareness

| Year | Actual Student Population | Achieved | Cumulative |
|------|---------------------------|----------|------------|
| 2007 | 9,865 | 8,141 | 8,141 |
| 2008 | 11,377 | 6,252 | 14,393 |
| 2009 | 12,697 | 10,447 | 24,840 |

2.3.8.1 Awareness of HIV and AIDS

During the HH collection, all the children who were of school going age were interviewed on their knowledge of HIV and AIDS. It was established that 79% were aware of HIV and AIDS, while 2 % had never heard of it and 19% declined to respond. This was confirmed in an FGD with some of the students, as they exhibited high knowledge levels of HIV and AIDS and STI awareness

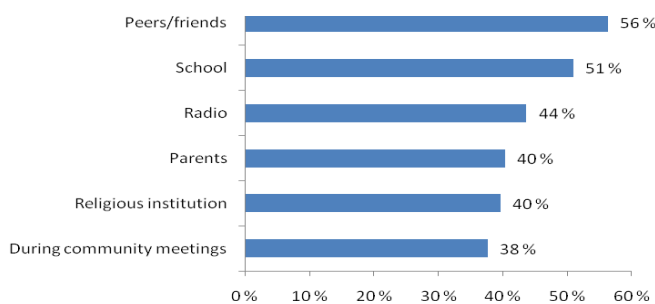
Chart 2. 11 Knowledge of HIV and AIDS



2.3.8.2 Source of Information about HIV and AIDS

The students had heard about HIV and AIDS from various sources. Friends and peer were the highest source of information at 56% , followed by 51% from school while 40% of the students were told by their parents and 38% heard about it during community meetings. The fact that the peers and friends were the highest source of information implies that the students' AIDS groups are one of the best channels of informing students about the dangers of HIV and AIDS.

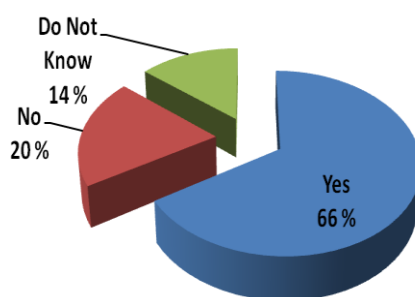
Chart 2. 12 Source of Information about HIV and AIDS



2.3.8.3 Avoidance of HIV and AIDS.

Chart 2.13 shows that a total of 66% of the students knew that one can avoid getting HIV and AIDS, while 20% stated that one cannot avoid getting HIV and AIDS and 19% did not know. This compares favourably to the baseline findings where 27% of the participants new of at least 2 methods of preventing HIV and AIDS. The implication is that despite all the campaigns, a third of the students still do not know about the methods of transmission of HIV and AIDS.

Chart 2. 13 Avoidance of HIV and AIDS



2.3.8.4 Methods of Transmission for HIV and AIDS.

The students were asked question which would test their knowledge on the methods transmission for HIV and AIDS. A total of 63% (baseline 9%) stated that a mother can infect a child during delivery, However, 31 % (baseline 7%) and 24 % (baseline 0%) thought that one can get HIV and AIDS from mosquito bites or supernatural means respectively. The increase in the proportion of number of people who thought that they can get HIV and AIDS from mosquito bites and supernatural means could be attributed to the baseline figures only dealing with adults as compared to the final evaluation which specifically targeted students as per Outputs 4 of HIV and AIDS awareness objective in the log frame. However during an FGD with the students HIV and AIDS group, they stated correctly that one cannot get HIV and AIDS from either mosquito bite or supernatural means. Table 2.29 below summarises the above data.

Table 2. 29 Methods of Transmission on HIV and AIDS

| Source of HIV and AIDS | Baseline survey | Final evaluation |
|---|-----------------|------------------|
| Mother to a child at delivery | 9% | 63% |
| Mother to a child | N/A* | 49% |
| Mother to a child through breast milk | N/A* | 49% |
| Mother to a child during pregnancy | N/A* | 43% |
| Get the aids virus from mosquito bites | 7% | 31% |
| Get infected with the aids virus through supernatural means | 0% | 24% |

*data not available from the baseline survey

2.3.8.5 Methods of Prevention on HIV and AIDS

In addition the students were also tested on their level of knowledge on methods that the can apply in order to avoid getting infected with HIV and AIDS. A totals of 61 % (baseline 62%) stated abstinence, and 55% (baseline 51%) knew that even a healthy looking person can have HIV and AIDS. A further 49% (baseline 13%) stated that aids can be avoided by using a condom correctly every time they have sex, and 36% stated that HIV and AIDS can be prevented by having one uninfected sex partner who also has no other partners. Table 2.30 below shows the above details.

Table 2. 30 Methods of prevention for HIV and AIDS

| Source of HIV and AIDS | Baseline Survey | Final Evaluation |
|---|-----------------|------------------|
| Mother to a child at delivery | 9% | 63% |
| Protect themselves from getting infected with the aids virus by not having sex at all | 62% | 61% |
| Possible for a healthy-looking person to have the aids virus | 51% | 55% |
| By using a condom correctly every time they have sex | 13% | 49% |
| Having one uninfected sex partner who also has no other partners | 23% | 36% |

2.3.8.6 Increase in Knowledge for Transmission and Prevention Method of HIV and AIDS

In order to assess the achievement of the 70% target in increase in knowledge for HIV and AIDS, the consultant compared the baseline and end of project evaluation figures. However, the baseline figures only computed two methods of transmission and prevention and dealt with the total population rather than students only. This was contrary to the log frame indicators which specifically targets 70% of the students who can state 3 methods of transmission and prevention. Table 2.31 below, displays the statistics for this objective and uses the population figures as a proxy for the student figures. It can be seen that the baseline proportion of the student who knew at least two methods of transmission and prevention are 41% and 27% respectively, while at the end of the project this figures had risen to 55% and 66%. This was a negative variance of 15% and 4% respectively. The transmission variance could be attributed to a delay in the start of the project and the period in which the BESP did not have a HIV and AIDS officer while the prevention variance was less than 10% hence insignificant.

Table 2. 31 Increase in knowledge for transmission and prevention method of HIV and AIDS

| | Baseline Evaluation (2 methods) | End of Project Evaluation (3 methods) | Target (3 methods) | Variance |
|--|-----------------------------------|--|---------------------|----------|
| Proportion of student who know methods transmission of HIV/AIDS | 41% | 55% | 70% | 15% |
| proportion of student who know methods of prevention of HIV/AIDS | 27% | 66% | 70% | 4% |

2.3.8.7 Stigmatization

During the same HH survey, stigmatization of a person with HIV and AIDS was tested. A total of 38% of the schools going aged children stated that they would avoid a shopkeeper or food seller who had AIDS. This is a marginal improvement on the stigmatization of HIV and AIDS since during the baseline survey 48% of the participants had stated that a teacher with HIV and AIDS should not teach. A further 30.5% of the student advocated for people with HIV and AIDS to be isolated compared to 33% of the baseline survey respondents who sated that people with HIV and AIDS should be blamed. This was also confirmed during the FGD discussion as some of the student stated that they would not buy from a shop of a person they knew to have HIV and AIDS. Table 2.32 summarizes the above findings.

Table 2. 32 Stigmatization of People with HIV and AIDS

| Source of HIV and AIDS | Baseline | Final Evaluation |
|---|----------|------------------|
| A teacher with HIV and AIDS should not teach / would not buy food from a shopkeeper or food seller who had AIDS | 48% | 38.40% |
| a person who has AIDS should be blamed / isolated | 33% | 30.50% |

2.3.9. Awareness Campaigns Conducted on Special County Days

Six awareness campaign (2 per year) were held against a target of 6. The awareness campaigns were conducted on special county days where the community and school children would actively participate in composing and singing songs and acting out drama on HIV and AIDS. ADRA project staff held meetings with County Education Officials were held in preparation of the special occasion such as Girls Day, World AIDS day and SPLM day. During this special occasion Government officials, elders, women group leaders, chiefs, youth, NGO's representatives were given a chance to address the local community and discuss issues that were of concern to the county, HIV and AIDS being one of them.

2.4.0 Advocacy:

This section discusses Objectives 3 which dealt with Advocacy. The objective stated that "By the end of the project, 12 education advocacy groups have been created and trained in the six Payams of Budi Country with the purpose to increase the awareness of the importance of girl's education and education for all among the general population".

2.4.1 Education advocacy groups Formed

Twelve education advocacy groups were established against a planned 12. There are some contradictions between the project proposal document and the log frame. Page 9 of the project proposal document acknowledges the existence of 7 Payams and in page 6 of the project log frame the 1st Outputs advocacy objectives states that: “12 education advocacy groups established (two in each Payam in Budi County). The implication is that the target should have been 14 advocacy groups resulting into a negativities variance of 2 advocacies. . A total of 72 members of advocacy groups were trained on how to carry out girls’ education advocacy in particular and education advocacy in general. In early 2007, planning meetings for the advocacy groups were held between ADRA project staff and County Gender Education Coordinator. A selection criteria was decide upon (one must be of high standing in the community such that he can shape opinion) and 2 advocacy groups of 5 members each were formed in each Payam.

Challenges faced when forming the advocacy groups.

The plan to hold the advocacy group workshop in September did not succeed as this was the harvesting session and effected women mostly as they are involved in the harvesting activities.

2.4.2 National Girl’s Education Day

The girl’s education day is a day set aside by the GoSS with the intention of advocating and encouraging parents to send their children especially girls to schools. One national girl’s education day was held in each Payam every 7th of July of each year for 3 years of the project life. Planning meetings to celebrate and create awareness were held with Local authorities and County Education Staff. In all the three occasion, ADRA planned and in some cases executed the mobilization of the county education authorities, Payam administrators, chiefs, women groups, student groups and Payam education supervisors in each Payam. Further, in 2008 ADRA supported the celebration with T-shirts, caps and food and nonfood items. In 2008, three Payams contributed bulls and goats which were cooked for the occasion. High ranking official from the GoSS, NGO and leaders provided moral support for the parents and local authorities in the County to send girls to schools

Challenges encountered when holding National aids days

Insecurity and heavy rain has resulted to the delay conducting these activities on time in 2007. However, the County authorities re-scheduled the occasion to take place in October.

2.4.3 Conducting Advocacy Activities

A total of 227 advocacy activities were held against a planned 144. This was a positive variance of 57.4%. Prior to the implementation of the advocacy work ADRA team held planning meeting and supported the advocacy groups with T shirts and transport where possible. In 2007, 35 such activities took place and this was a negative variance of 27% which could be attributed to the fact that the training took place in October 2007, and the group had only 2 months to organize the advocacy activity. In 2008, the advocacy group took advantage of any public gathering to advocate for education and this resulted in a positive variance of 192%. This approach was also followed in 2009, when the advocacy group held 10 activities in relief food distribution centers. Table 2.33 summarize the above information.

Table 2. 33 Conducting Advocacy Activities

| Year | Planned | Achieved | Variance |
|--------|---------|----------|----------|
| 2007 | 48 | 35 | -27.08% |
| 2008 | 48 | 140 | 191.67% |
| 2009 | 48 | 52 | 8.33% |
| Totals | 144 | 227 | 57.64% |

The advocacy activities involved giving speeches to community members during the public rallies that were held during the celebration days, and also during the school parents' day. Additionally, they also visited households in their localities to mobilize them so that they could send their children to schools, specifically the girl child rather than retain them at home for household chores. Further, the advised young girls against early marriages. Meetings with elders, women group leaders, Payam chiefs, administrators were also held in order to seek their moral and physical support in the advocacy work. Other advocacy activities were conducted in market places, churches or any public gathering in the areas. Messages were packaged and delivered through the composition of songs (in their mother tongue) that highlighted the benefits of education.

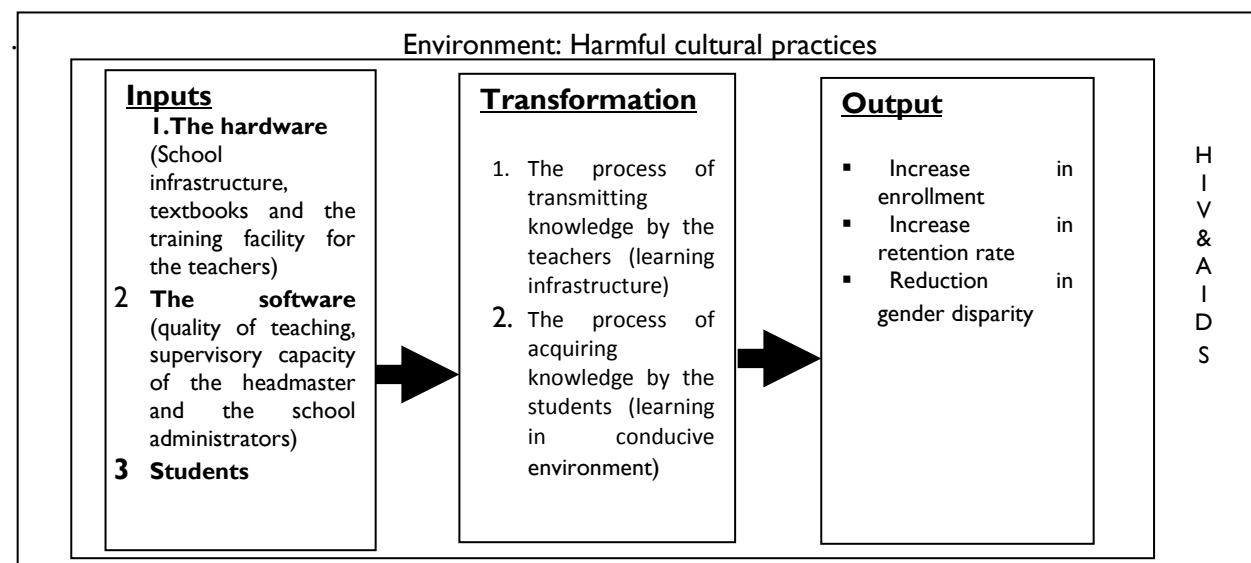
Challenges encountered by the advocacy group.

1. The advocacy activities were affected during the rainy season as most of the women in the advocacy groups and the household were involved in the farming activity.
2. The group lacked a central place where people would get them in case they were needed
3. They did not have any identification items e.g. T-shirts, and as such people who knew of their existence but did not know them would find it difficult to approach them.
4. They faced transport challenges more so during the rainy season as their movement was hampered.
5. This was a new concept to the advocacy group and as such they required regular refresher courses. However as at the time of carrying out the final evaluation, the project had not conducted any refresher course for the advocacy group.
6. They lacked stationery materials to write on, and they did they have any carriers bags to carry any advocacy materials that they had.

2.5 Relevance of Design

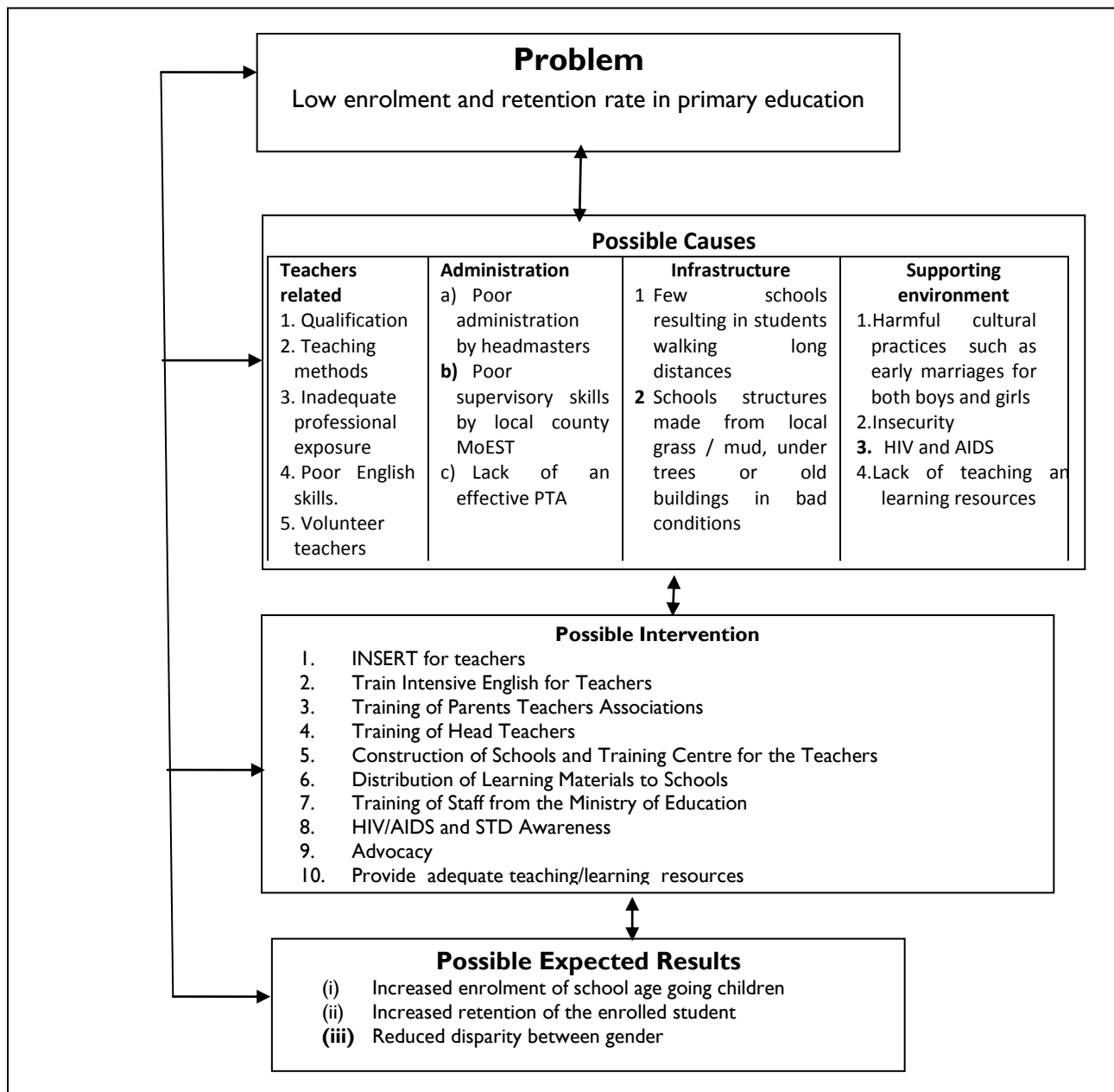
In a needs assessment that was carried out in 2006, the community and the government authorities requested that ADRA intervene in the education sectors. Subsequently, a rapid assessment was carried out in the same year, and it was establishment that the enrolment rate for the school children was 20.2% and only 3.7% of the teacher were certified. Therefore there was an urgent need to solve the education system problems and hence the intervention. Education in the County can be viewed as a system with four main components. These are the inputs, the transformation process, the outputs and the environment. Figure 2.1 shows the relationship between the different components of the system. It can be seen that the transformation process is dependent on the inputs, and will also influence the outputs. The system theory allows for identification of and enables the upgrading of subsystem in order to optimize the education system as a whole.

Figure 2.1 The Education System.



The challenges being face by Budi County with respect to education system could be divided into the four sub system. The possible cause of the problem in education are the inputs such as the hardware, the software and the raw materials (students), the transformation process and the environment in which the student was learning. The relevance of the project was manifested when the intervention targeted the upgrading of the any of the subsystem such as inputs and transformations in figure 2.1 above , as this would lead to the achievement of increased enrolment and retention; and provision of good quality education. This was done in order to ensure that the overall goal of **“Improved access to quality basic education for children of school going age and performance of the education system as a part of poverty eradication and sustainable development of local communities in Budi County”** was achieved. Therefore different subsytem of the education system had to be upgraded. The implementaion of Budi Country Education project theferore was relevant as it aimed at upgarding all the critical componenet of the education system in the county. Figure 2.2 summarisses the problem of education system in Budi County.

Figure 2.2 Conceptual Framework showing the relevance of for Budi Education Support Program



The relevance could further be explained by:

1. In-Service Training for Teachers

Initially when Southern Sudan was at war, schools were operated by catechists who were not equipped with teaching skills nor did they have the relevant knowledge for teaching some subjects. Additionally, some of the teachers had only attained Primary Grade 4 level of education. During this time they were being paid in kind, for example with soap and salt. After the peace agreement, GoSS decided to reward them by including them on the payroll. However though they were known as teachers by virtue of teaching in primary schools very few of them were trained and the INSERT intervention intended to bridge the skills gap in primary schools and therefore this component of the intervention was quite relevant. More so, since this component of the intervention had a double objective of equipping the teachers with the relevant skills of teaching and also when participants will sit for the teacher training exam and pass they would be hired as qualified teachers and they would be absorbed by MoEST and receive monetary wages.

2. Train Intensive English for Teachers

Some of the teachers were very poor in English because of the previous education had an Arabic orientation, and hence they could not be able to communicate effectively with their students. The building of the capacity in IET was very relevant as it enabled some of them to enroll for in service, and for those who were not enrolled they would have their English skills enhanced.

3. Training of Parents Teachers Associations

The Parent and Teachers Association can become a building block of a school's overall development. If well-functioning, PTA promotes organized monitoring of the child's activities at school and at home, which may otherwise get neglected, more so for parents who may not be interested in the education of their children. The training of the PTA is also one of the strategies that will enable the sustainability of the school project even after the donor pulls away. PTA activities also provides a stop gap measures for the teacher support program that has enabled the schools to support the upkeep of the volunteer teachers by paying them in kind or with some money.

4. Training of Head Teachers

In nearly all the school in Budi County, the head teachers were appointed to their position by the community, and more often than not the criteria for being appointed would be that they come from the region and that they would be willing to work as headmasters. In some cases the willingness would be manifested by them volunteering to become teachers. Currently, according to the State Director of Education, the Budi community is not willing to let qualified Head teachers or teachers from other community to come and teach their children as they state that the teaching jobs in Budi County should be the preserve of the natives of the region, and therefore the only available option is to build their capacity and ensure that they have basic management skills and tools such as timetable, registers for student and teachers attendance and record keeping among other management tools that are maintained in school.

5. Construction of schools.

Currently schools have no capacity to absorb large numbers of the population in Budi County and the issue of construction of schools was relevant since there was a growing population, that is compounded by the return of IDPs and refugees that had been displaced into neighbouring countries. They are currently learning in temporary structures, often under trees. The construction of schools enhances the learning environment and also acts as a magnet to draw the out of school children to attend classes and hence increase enrollment.

6. Teacher Training Centre.

Currently MoEST recognizes two forms of teacher training, namely the pre-service Teacher Education Programme and the INSERT Teacher Education Programme. The pre-service training targets secondary schools levels, while the in service training targets those who are already in the field teaching and they have graduated from primary level of education but they have not completed secondary school education. The Pre service is being undertaken at Arapi Teacher Training Institute (ATTI) while the Pre-service is being conducted at Ikotos County Education Centre (ICEC). Both institutions are located far away, they have limited facilities and in the opinion of the consultants, the construction of a teacher training centre that would target teachers from Budi only was the best option for this intervention. The other alternative would have been to sponsor participants to the two existing institutions but the cost would have been prohibitive.

7. Distribution of Learning Materials to Schools

In order to improve the quality of teaching there was the need to distribute learning materials. Currently the government is relying on the donors to supply the textbooks and the distribution capacity of the MoEST requires some improvement. Yet without textbooks to learn and the distribution of other learning enhancement materials the objective of providing quality education may not be achieved. Hence, there was need for the project to intervene by providing this critical component.

8. Training of Staff from the Ministry of Education Science and Technology

Building the capacity of institution and staff is necessary for the achievement and sustainability of the project. Hence the capacity building for the MoEST officials was quite relevant for the project.

9. HIV and AIDS and STD awareness

The materials used to teach HIV and AIDS and STD was of high quality and could bench mark against the best practices in the world. The student's level of knowledge on HIV and AIDS and STI was very high safe for stigmatization. This is an indicator of the high quality and relevance of the training

10. Advocacy

In some schools the enrollment of the girl child is quite low. The advocacy training was very effective in mobilizing the members of the community so that they can take the children, especially the girl child to school. The advocacy group is one of the home grown solutions that will ensure the advocacy activity will also be sustainable.

2.6 Quality of the Intervention.

The quality of the intervention could be examined from the main interventions of the project.

1. INSERT for teachers

The INSERT for the teachers was using the appropriate curriculum from the MoEST, and at the inception of the project, the training duration had to be increased from three to four years so that the trained teachers could achieve the desired quality of teacher training education. Furthermore, the participants could be able to answer some of the past paper examination obtained from ATTI for the course, this was an indication that the material taught in the course was of the expected standard.

2. Train Intensive English for Teachers

The subject covered in Intensive English for Teachers was of the right quality as the textbooks used are among the best in the world and hence the quality of teaching provided was high.

3. Training of Parents Teachers Associations and Advocacy group

Given the challenges that could be attributed to the low academic levels of the PTA and advocacy group participants, the training was of high quality and this is manifested by some of the PTA members initiating their own SDP and TSP and the increase in enrollment in some institutions in Budi County where no new infrastructure were developed.

4. Training of Head Teachers

Most of the head teachers had never attended the training of headmaster's administration and they found this to be quite an eye opener. Further the topics taught were of the bear minimal in as far as school administration is concerned. The quality of the training was high, but the implementation of some of the concept trained depended on the caliber of the participants.

5. Construction of Schools and Training Centre for the Teachers

The construction of schools and the training centers though meeting the standards of the local area could have done with better finishing. For examples in some cases the paint inside the classes was white wash and this would fade very fast.

6. Distribution of Learning Materials to Schools

The learning materials distributed were of good quality as they were recommended by MoEST, however the volumes of the books distributed to each school would not be enough as the sharing ratio at times was as low as 1 book for every 40 students.

7. Training of Staff from the Ministry of Education.

In order to enhance the ability of MoEST to supervise the learning and administration in schools, the capacity of the local officers had to be enhanced. In the words of the officers, the training was of high quality and they were able to exercise their mandate without encountering any challenges.

8. HIV/AIDS and STD Awareness

HIV/AIDS and STD education is critical to preventing the spread of HIV. Effective HIV and AIDS education can help prevent these infections by providing people with information about HIV and how it is passed on, and in doing so equipping individuals with the knowledge to protect themselves from becoming infected with the virus. HIV and AIDS and STD education also plays a vital role in reducing stigma and discrimination. In Budi County there is stigmatization of people living with HIV, which is fuelled by misunderstanding and misinformation. This not only has a negative impact on people living with HIV, but can also fuel the spread of HIV by discouraging people from seeking testing and treatment.

The consultant is of the opinion that given the constraints of lack of promotional materials and transport support for the community members (Advocacy Group), the quality of the HIV and AIDS and STD awareness was below average and this component has room for improvement in the next intervention.

2.7 Effectiveness

The effectiveness of the intervention will be discussed in line with the three main objectives of the project namely basic education, HIV and AIDS awareness and advocacy.

2.7.1 Objective I: Basic education.

The objective for basic education was to have 15,142 children of school age (grade 1 through 8) in Budi County have access to improved quality basic education. The effectiveness of this objective was to be assessed mainly through three indicators: reduction in drop-out rate, increase in enrolment for both boys and girls and increase in willing for parents to take their children to school. On aggregate there was no dropout of students since the increase in enrolment for 2008 was 24% higher than the previous

years while in 2009 it was 14% higher. However in some individual schools the drop out ranged from 1% to 66%. This could be attributed to some students migrating from one school to another, harmful cultural practices, such as early marriages, taking care of livestock and domestic chores. The MoEST officials were of the opinion that it would be quite difficult to get the actual figure of the students who dropped out since some of them were migrating from one school to another and the system the currently have may not be able to capture such movement.

The overall enrolment in the schools increased by 27% against a set target of 150%. This was a negative variance of 123%. The enrolment of girls increased by 21% against a set target of 60% with a negative variance of 39%. This could be attributed to a combination of a high target that was set, initial figures used being too high and the community unwillingness to drop harmful cultural practices that prevent children to attend school. The number of parents who wanted their children to go to school increased by 88% against a set target of 50%. The positive variance of 38% could be attributed to the successful advocacy work of the PTA and Advocacy group. In all the indicators there were no baseline or midterm figures to compare with. Table 2.34 below shows the above details.

Table 2. 34 Indicators for Objective One

| | Target | Achieved | Total Variance |
|--|--------|----------|----------------|
| Reduction in student drop out | 20% | 0 | 20% |
| Increase in enrolment for both boys and girls | 150% | 27% | -123% |
| Increase in enrolment for girls | 60% | 21% | -39% |
| Increase in number of parents who wants their children to go to school | 50% | 88% | 38% |

2.7.1.1 Sub-objectives of Objective One.

Apart from the enrolment of teachers in the in-service course, and the construction of schools and training centre where there was no variation all other indicators were over achieved with positive variances ranging from 5% to 89%. However, in the teacher trainees receiving supervision and appropriate tutoring once a quarter, there were only 20 teachers who met on their own for discussions, but they did not receive any supervising and tutoring. Table 2.35 below summarises the above findings.

Table 2. 35 Indicator for Sub Objective One of One

| | Target | Achieved | Total Variance |
|---|----------|----------|----------------|
| Teachers enrolled in INSERT | 120 | 120 | 0% |
| Teachers who earn an average score of 70% or more in their In-service courses are attached to Juba University for research program | 80% | 50% | 30% |
| Number of teachers who successfully complete 3 stages of in-service teacher training earn an average grade of 70% or more | 80% | 50% | 30% |
| Number of teacher trainees received supervision and appropriate tutoring once a quarter. | 120 | 20 | -88.3% |
| Number teachers completed a three-month Intensive English course scoring an average of 70% | 70% | 83% | 13% |
| Number of PTAs leaders trained in education principles, school management and community relations | 120 | 143 | 13% |
| Number of trained PTAs leader are working with PTA members and local authorities to instituted a functioning teacher support system | 30 | 34% | 13.30% |
| Number of trained PTAs follow their self-developed action plan for school improvement | 18 | 34 | 89% |
| Number of Head Teacher management training course during year one | 30 | 36 | 20% |
| Number of Head Teacher management training course during y year three. | 30 | 32 | 7% |
| Number of head teachers implementing earned management skills in their schools | | | |
| Number of teacher training facility constructed | 1 | 1 | 0% |
| Number of primary schools constructed | 5 | 5 | 0% |
| Number of primary schools outfitted with school desks and blackboards | 5 | 5 | 0% |
| Proportion schools received sports balls and other school environment enhancing materials. | 20 (67%) | 72% | 5% |
| Number of education authorities personnel have improved capacity in education management | 20 | 22 | 10% |

2.7.2 Objective 2. HIV and AIDS Awareness

By the end of the project 30,000 people (21.4% of population) in Budi County should have increased their knowledge and understanding of HIV and AIDS and STDs. Table 2.32 displays the achievement of the indicators and shows that there was a 20% increase of the population who know 2 modes of prevention of HIV and AIDS, and a reduction of 2% of the people who have heard about HIV and AIDS and STDs. This could have been attributed to a sampling error either on the baseline survey findings or end of project evaluation. Table 2.36 below summarizes the above details.

Table 2. 36 Objectives 2 Indicators

| | Base line | End of project | Change |
|---|-----------|----------------|--------|
| Increase in percentage of population who knows 2 modes of prevention of HIV. | 41% | 61% | 20% |
| Increase in percentage of the population who has heard about HIV/AIDS and STDs. | 81% | 79% | -2% |

Table 2.37 shows that out of 8 indicators 5 were achieved. Only the indicators for active promotion for HIV and AIDS by PTA and students listing 3 major ways of transmission had a negative variance of more than 10%. This can be attributed to HIV and AIDS being a taboo topic in the community. The commissioner of Budi County elucidated the ignorance of the local community by giving an example of how some local argue that HIV is better than malaria since HIV and AIDS kills in 5 or more years yet Malaria kills in a few weeks.

Table 2. 37 Indicators for Sub Objectives of Objective 2

| | Baseline | Target | Achieved | Variance |
|--|----------|--------|----------|----------|
| Proportion of teachers, PTA members, and local authority personnel who knows 3 ways HIV can be transmitted (2 ways for baseline) | 41% | 80% | 100% | 20% |
| Proportion of teachers, PTA members, and local authority personnel who knows 3 modes of prevention of HIV/AIDS(2 ways for baseline) | 21% | 80% | 100% | 20% |
| Proportion of the Teachers who are active promoters of HIV/AIDS awareness and prevention. | N/A* | 60% | 60% | 0% |
| Proportion of PTA members who are active promoters of HIV/AIDS awareness and prevention. | N/A* | 60% | 48% | -12% |
| Proportion of local education authorities who are active promoters of HIV/AIDS awareness and prevention. | N/A* | 60% | 100% | 40% |
| Proportion of students who can list 3 major ways that HIV/AIDS and STDS are transmitted (2 ways for baseline) | 41% | 70% | 55% | -15% |
| Proportion of students who know 3 modes of prevention of HIV/AIDS (2 ways for baseline) | 21% | 70% | 66% | -4% |
| Awareness campaigns conducted by pupils, teachers, PTA members and local authority staff. | 0 | 6 | 6 | 0 |

*the figures for baseline survey were not available

2.7.3. Advocacy Group

As can be seen from Table 2.38, objective 3 had two indicators and all of them were achieved. In addition the number of advocacy events was over achieved by 92% and this could be attributed to the diligent work undertaken by the advocacy group.

Table 2. 38 Indicators for Objective 3

| | Target | Achieved | Variance |
|---|--------|----------|----------|
| Number of education advocacy groups established and trained | 12 | 12 | 0 |
| Number of advocacy events | 144 | 277 | 92% |

All the beneficiaries spoke highly of the interventions and stated that despite the hardships that they encountered in implementing the project activities, they were satisfied with outcome of the project.

2.7.4 Gender Disparity between Boys and Girls Enrolment

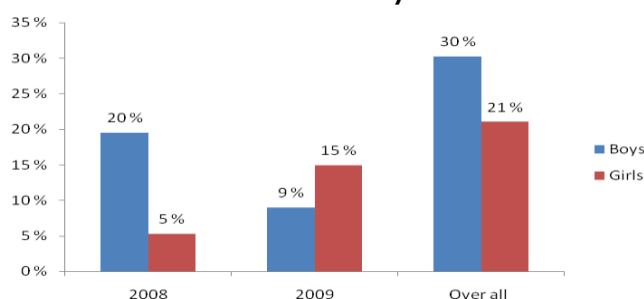
At the end of 2007, 36.4% of the student were enrolled in primary schools in Budi County were girls and by the end of 2009, they had dropped 34.7%. This was an aggregate reduction in disparity of 1.7%. A closer examination of the disparity indicated that, 51% of the schools reduced the disparities, while in 49% of the schools, the disparities increased. Table 2.35 summarises the above details.

Table 2. 39 Gender Gap between Boys and Girls Enrolment

| | Schools | Percent |
|---|---------|---------|
| Gender disparity increased by greater than 10% | 7 | 17% |
| Gender disparity increased by between 0% to less than 10% | 13 | 32% |
| Gender disparity reduced by between 0% to less than 10% | 14 | 34% |
| Gender disparity reduced by more than 10% | 7 | 17% |
| Totals | 41 | 100% |

An examination of the enrolment in primary schools in Budi County show that in 2008 there was an increase of 20% in enrolment in boys compared to 5% in girls, while in 2009 more girls (15%) enrolled in schools compared to boys (9%). When the increase in enrolment is compared between 2007 and 2009, more boys were enrolled in schools (30%) than girls (21%), and this could be attributed to the harmful cultural activates that discriminate against the girl child. In conclusion a majority of schools in the project area (51%) had their gender disparity between girls and boys reduced. Chart 2.14 below summarises the above findings

Chart 2. 14 Enrollment of Students in Primary Schools Between 2007 and 2008



2.7.5 Major Factors Influencing the Achievement of Objectives.

The achievement and non-achievement of objectives can be attributes to several factors, some of which are:

1. The thirst for knowledge by the teachers , headmasters, local education officials , PTA members and Advocacy groups
2. The willingness of parents to send their children to schools and wanting the best for their children
3. The change in attitude of the children in that they were willing to attend school due to peer pressure.
4. The desire for some parents to change and stop practising harmful cultural practises.
5. Appropriateness of the project design
6. The soft ware and hardware components of the project
7. Positive governments support from MoEST and politicians

However, there were some factors that prevented some of the objectives to be achieved and this

included:

1. The unwillingness of some parents to change from the harmful cultural practises by some parents
2. The low academic qualification for some of the teachers and headmasters
3. The prevailing food insecurity situation in the county
4. The prevailing poverty levels in the county.

All the outputs of the projects are being utilised as they were intended and some have even been utilised by the members of the communities for other beneficial activities. For example, the evaluation team found a mobile child immunization team using one of the schools fields as a filed immunization centre. There was no major failure by the project since all the outputs that were not achieved could be attributed to external factors that were beyond the control of ADRA staff. For example, due to the low academic qualification of the teachers, 50% of them could not attain an average grade of 70%.

2.7.7 Unforeseen Impacts of the Project

There were several unforeseen impacts of the project.

Unforeseen positive impacts:

- The governments interest in the Training facility
- The willingness of the community to be trained

Unforeseen Negative impacts:

- The danger of entrenching dependency syndrome among the beneficiaries
- PTA members who were not trained being unhappy, and some of them were de-motivated such that they were unwilling to develop the TSP and SDP.

It should also be noted that the involvement and collaboration of local education authorities, elders, and teachers by the PTA members ensures the success of the TSP as evidenced in 2008 and 2009, when the targets for the establishment of a TSP were surpassed by 83% and 188% respectively.

2.8 Efficiency of Planning and Implementation

The activates were cost effective compared to alternative options , for example if ADRA had decided to sponsor the INSERT in another institution, the number of trained teachers would not have been 120 and more so the cost incurred would have been very high. The building of the training centre was also cost effective and the bidding process was **transparent and** above board.

The project had the right HR skills though there was change in the administration as the education coordinator at Juba level had resigned in early 2009 and this has resulted to some delay in following up matters with MOEST as planned. However, the position was later filled up. The working relationship within the team (including those based both in Juba and Budi) is quite good and the team spirit should be maintained. In addition , the The project had a good set of M&E plans, and the monitoring data was collected as planned, stored and used to inform future plans. For example the first school constructed had wooden doors and windows, which were susceptible to white ants; therefore subsequent schools used thin metal plates. However, the M and E plan needs to differentiate between output and outcome a case in point is output 4 and 5 for objective 2 which can be viewed as outcomes of output 2 of the same objectives. Table 2.40 (Page 41) displays a sample of such an activity.

Table 2. 40 The Outcome and Output for Objective 2

| RBM | Output 20. | Output 21. |
|----------|--|--|
| Impact | Reduction in HIV and AIDS risky behavior | Reduction in HIV and AIDS risky behavior |
| Outcome | 15,142 students are trained (taught) on HIV and AIDS and STD. Measure of success : 70% have increased knowledge of HIV/AIDS and STD awareness | Awareness campaigns conducted on special county days by local authorities. Measure of success. 6 campaigns conducted |
| Output | Knowledgeable teachers on HIV and AIDS and STD awareness (output 2) | Knowledgeable local authorities on HIV and AIDS and STD awareness (output 2) |
| Activity | Train Teachers on HIV and AIDS and STD awareness | Train Local authorities on HIV and AIDS and STD awareness |

2.9 Impact of the intervention

At the beginning of the project 9,865 children of school age in Budi County had been enrolled, while at the end of the project 12,697 were enrolled against a set target of 15,142. This yielded an increase in enrolment of 29% **but** had a negative variance of 16%. This could be attributed to the prevailing food insecurity, harmful cultural practices, and a target based on data that may need to be verified.

Due to the training for the local education officials and headmasters there has been a marked improvement on the management and delivery of educational activities in Budi County. For example, prior to 2007, some of the headmasters were operating schools without time tables and mixing different curricula, after the training 88% of the headmasters now have a time table displayed in their schools. A total of 108 teachers have been trained and records show that at least 95% of the participants score above 40% (pass mark) and therefore the management of the learning institutions will be easier as 108 more staff have be trained. In addition PTA and Advocacy group also help to monitor the teachers and have regular meeting between themselves and the teachers to discuss matters appertaining to the administration of the schools. All this is currently possible due to the capacity building that has been undertaken by BESP.

By providing quality education for the children of Budi the project has contributed to the medium and long term poverty eradication and sustainable development of local communities in Budi County.

2.10 Sustainability

Sustainability of the project was assessed through the following 3 components:

- A. Character and Composition of institutions developed.
- B. Functioning of the Formed Groups
- C. Networking and Resource Mobilization

A. Character and Composition of Institutions Developed

A total of 4 institutions were developed namely the Training Centre for Teachers, PTA, HIV and AIDS student groups and the Advocacy groups. The consultant has no opinion to state in as far the HIV and AIDS student groups are concerned as the student groups he met were not representative and the officer in charge was not available to give his opinion on the groups. The sustainability of the remaining institutions group will be discussed next.

I. Teacher Training Centre.

As mentioned earlier the Teacher Training Centre was constructed using permanent materials at the beginning of the project and it was envisioned to last for another 25 years. However it should be noted that the structures though necessary, does not provide the sufficient conditions to ensure sustainability of the project. This is because the usefulness of the structure will depend on how the training center

will be used. From the discussion held with H.E. the Commissioner of Budi County there was political goodwill on the part of the State and they are ready for the handing over of the training center. However, it should be noted that the Southern Sudan government is at its nascent stage, and does not have enough resources to deliver on the education needs of the nation. Therefore any help from the established development partners like ADRA SS is highly appreciated and hence the eagerness for the continuation of the education project. Since the next phase of the project is the last intervention, ADRA SS should start holding talks with the office of commissioner on the exit strategy to adopt. Several options are available and these include;

1. Full Cost Recovery of the Training Expenses Incurred

This is an option where the participants have to pay the full cost of the training. However, the consultant is of the opinion that given the current poverty levels in the region, and the non-payment of the volunteer teachers, very few teachers can afford such an option and the enrolment will drop drastically.

2. Cost Sharing of the Training Expenses Incurred

This is where the government can partly pay for the training and the participants pay a subsidized fee. Again given the low levels of poverty, and the non-payment of the volunteer teachers, the consultant is of the opinion that this option may lead to low enrolment levels that may be unable to economical sustain the BTTC.

3. The Creation of a Revolving Fund

This an option that will involve the creation of a revolving fund where the teachers will be trained at full cost recovery option. The teachers who cannot afford to pay the full cost will be given a loan that will be paid to BTTC to cover for the full cost of the training. After the teachers graduate, they will be recruited by the government and the loan will be recovered directly from their salaries and paid into the revolving fund. The seed money for the revolving can be obtained as a long term loan from any of the development banks. This would entail the Commissioner's office, in conjunction with the MoEST and the GoSS to negotiate with development banks such as International Monetary Fund (IMF), World Bank, International Finance Cooperation (IFC) or any other institutions that can provide the seed fund. Since the lead time for negotiating such loans may take a considerable period of time, it would be advisable that this option be discussed at the earliest opportunity with the commissioner's office. This will ensue that adequate time is available for the implementation of this option should it be successful.

4. Identification of other Development Partners.

The option will entail the commissioner's office approaching one or more of the international development partners to finance the operations at BTTC. In 2008⁴, there were 5 potential development partners that were involved in education sector in Budi County. These were Africa Educational Trust (AET), Catholic Relief Services (CRS), Humanitarian Assistance for South Sudan (HASS), Mazzoldi -Sudan Initiative Program (M-SIP), SNV Netherlands Development Organization (SNV Netherlands) and United Nations Children's Fund (UNICEF). These institutions can be approached so that they can finance the education project. As is the case with option 3 above, there is the need to discuss this option with the commissioner's office as early as possible so that negotiations can commence so as to allow for the smooth transition of the project.

⁴ UNITED NATIONS Office for the Coordination of Humanitarian Affairs, Information Management Unit/South Sudan Office, ORGANISATION ACTIVITIES IN SOUTHERN SUDAN Southern Sudan 3W - (Who is doing What Where) Database, NOVEMBER 2008

Of the four options presented, the consultant is of the opinion that the viable options are limited to the 3rd and 4th options and ADRA SS should consider discussing these options with the commissioner's office.

2. Parents Teachers Association and Advocacy groups.

In examining the sustainability of the PTA and Advocacy groups that have been developed, the following dimensions were used:

- a) Representation and involvement of community members,
- b) Leadership ,
- c) Decision-making,
- d) Gender profile and roles ,
- e) Groups vision and purpose

a) Representation and Involvement of Community Members

Based on the sample of the PTA group that were interviewed and discussions with Key Informants, it was established that despite the groups being formed in participatory manner, there were some members who generally felt that the PTA did not represent their interest. This could partly be attributed to the fact that, some of them did not have any children in the schools that they were representing, and partly because only a few of them were trained. In addition, although different social, economic, ethnic, and age groups were represented among the membership, some of them were not office-bearers or in the leadership. In order to enhance the sustainability and hence the continuation of the TSP that is being managed by the PTA group , it is the consultant opinion that all the PTA members should be trained on issues pertaining to governance and their role and responsibility in the school administration. As it is at the moment any person can become a PTA member even if s/he has no child or children in the school. The consultant recommends that PTA members should be selected among the current parents of a school and this requirement should only be relaxed where the PTA member is a key opinion shaper.

In as far as the Advocacy group is concerned, the representation was balanced and since all of them were trained, there were no ill feelings between the members.

b) Leadership

In the PTA group, leaders have good relationships with members and the socio-economic gap between them was normal. There was some established process for selection of leaders, though not democratic or regular. At the time of conducting the EoP evaluation there had been no leadership changes due to failure of holding any elections. In order to ensure sustainability of the PTA members there is need to have a clear, regular, and democratic process for selection and replacement of leaders which is well understood by members. The consultant is of the opinion that the Advocacy group had no leadership issues.

c) Decision-making,

Since some PTA members had absconded their duties the leaders make decisions with limited involvement of members. Plans are based on the trained leader's priorities, although they may be developed by an assigned person such as the head master or one of the teachers. In order to enhance the sustainability of the PTA groups, the consultant is of the opinion that trained and no trained members should actively participate in decision-making, including the development of plans. The primary

role of the officials should be to facilitative. It should be noted that should the recommendation of training all the PTA members will be adopted, all the members will be involved in decision making. In regards to the Advocacy group since every member had been trained, all of them were involved in decision making and therefore in this regards the groups are sustainable.

d) Gender profile and roles

A closer examination of the structures of both the PTA group and the Advocacy group indicate that there are a few office-bearers who are women. It was apparent on both groups that although women members were active, they were relegated to roles that are considered to be less important such as assistant chairman person, or secretary to the organization. None of them were in positions of a chairperson which was deemed to be an important position. In order to have gender balance in the leadership and the membership, there is the need to educate the membership of the PTA on issues of leadership and gender equality. This can be done during the recommended refresher courses that are to be given to the two groups.

e) Groups vision and purpose

Though not in writing the purpose and objectives of the two groups are clear; both leaders and some members are involved and are aware of these. The Vision and purpose are focused on the physical and some transformational (relationships, attitudes, values) aspects of education, including the well-being of children. The consultant is of the opinion that the groups have a long term vision and this will increase the chances of sustainability of the group.

B. Functioning of the Formed Groups

The functioning of the groups was examined through the following three dimensions.

- i. Management of the groups
- ii. Group meetings
- iii. Relationship between BESP and the organization

i) Management of the Groups

During FGD and KI discussion, it became apparent that there is some delineation of roles and responsibilities in the Advocacy and PTA groups. Nominated office-bearers were aware of their area of responsibility; however this was not clearly spelled out as there were no clear Job description for the office bearers and the members. In some groups, records existed but they were not well maintained. In enhancing the sustainability of the groups, there is the need to develop clear roles and responsibilities in the groups. Detailed job descriptions should be developed for the office-bearers, who are selected through clear and transparent nomination exercises. Procedures and records should be well developed, observed and maintained. This requires the groups to have their capacity built in record keeping and management.

ii) Group meetings

According to the FGD discussions with both the Advocacy and PTA groups, meetings were not regularly held and attendance was poor, and participation very limited. There were no minutes, no follow up or planning of meetings. As par the recommendation on the training and refresher course, the groups should be trained on how to conduct meetings, and at the end of any training and they should be encouraged to draw action plans on the number and frequency of meetings to be held in a year. The meeting should take into consideration the seasonality calendar of the area so that when there are a lot

of activities either on the farm or community few meetings should be scheduled. The agenda should be prepared ahead of time by the officials, with input from members. Further, the training should include the importance of minutes which should be kept and available to members when the need arises. This will enable the members to follow up on agreed actions. If this is implemented, it will encourage most members to attend and participate actively. The office bearers will then be able to facilitate discussions so that decisions can be made together hence enhancing sustainability.

iii) Relationship between BESP and the Groups

The consultant established that there was low dependency on program for management of the groups, but high dependency for material support. Further it was established that the project staff participate in important meetings, but do not lead them. The consultant did not come across any initiatives that have been taken without BESP support. In fact nearly all the groups and institutions that were interviewed by the consultant requested material support from the project. In order to enhance sustainability of the groups there should be a move towards making the groups highly independent in materials support. This can be done by training groups in proposal writing and other methods of resource mobilization. Project staff should encourage the groups to take initiatives without BESP support.

C) Networking and Resource Mobilization

The networking and resource mobilization component of sustainability was examined using two dimensions namely;

- i. External linkages
- ii. Resource mobilization

These two dimensions are discussed below.

i) External linkages

The consultant established that the groups formed had informal, irregular relationships and networks with the government and non-government agencies. The groups are not legally registered, but are recognized by the government. Occasionally government and non-government agencies are approached for specific support such as girl child education initiative. The BESP should encourage the formed groups to move towards formal, regular relationships and networks with local government and non-government agencies. The different groups should be legally registered and should aim at having agreements with other NGOs'. In order to achieve these groups need to be trained on how to actively approach the government and also form network with other agencies on local /national education issues.

ii) Resource Mobilization

The consultant is of the opinion that the groups totally depend on BESP for all resources. Apart from the teacher support programs which is specifically directed to paying the volunteer teachers, there are no resources that are mobilized from community or other agencies by the groups. In the final phase of the project, the BESP should build the capacity of the groups on resource mobilization. This will enable the groups to have a diverse and sound resource base, develop long-term plans for resource mobilization and management. Besides mobilizing community and other internal resources, the groups should also be trained to regularly tap resources from other agencies so that they can operate their own development funds. This will enable them to undertake initiatives without the support of BESP.

Enhancing Sustainability of the Budi Education Project.

Any institution such as BESP can be viewed as a system, which has levers, or places where a "small shift in one thing can produce big changes in everything". There is the need to critically examine the

institutions that have developed by the project and identify these shifts, where they are and how the project can use them. In the consultant opinion the some aspect of the project are sustainable while others are not.

Sustainable component of the project.

The sustainable components can be divided into the hard and soft component.

Hard Components.

The schools and the training center are sustainable as they have a 25 year life span.

Soft Components.

All the training that was undertaken in the Training Centre are sustainable as the capacity of the participants were enhanced and use of appropriate teaching method ensured that the issues learned will be remembered by the participants.

Components that Require Interventions so that Sustainability can be Enhanced.

It is the consultant's opinion that the groups' management skills and resource mobilization are the two most critical levers where a small shift will bring all the changes that may enhance sustainability. Hence in the last phase of the project, emphasis should be laid on group management and team building skills. But the most important component that will enhance sustainability will be capacity building in resource mobilization. Without the financial component, none of groups and schools assisted will be able to be sustainable.

SECTION THREE: LESSONS LEARNT AND RECOMMENDATIONS

3.1 Lessons Learnt

The overall implementation of the project has provided ADRA SSS with an opportunity to test the project model/design. A number of lessons have been learnt in the 3 year period that is worth noting for future improvement. These include:

1. Weather patterns and climatic conditions should be important considerations when setting out monitoring activities in Budi county
2. Effective Peace building and conflict resolutions should be integrated in all the projects in order to minimize the negative effects of insecurity in the community.
3. An integrated approach of projects by ADRA SSS within the county is important to take advantage of limited resources and create synergy.

3.2 Recommendations

The recommendations are categorized in the following areas; the interventions, evaluation, organization of the interventions and the duration of the project.

In-Service and Intensive English Course Training.

1. The project was designed immediately after the peace agreement was signed, and the new government of Southern Sudan did not have any policies in place that would guide the implementation of the intervention of this nature. However, they have now developed new policies that will guide the setting up of a teachers training program. One of the important criteria in the new policy is that participant willing to enroll in INSERT course must have achieved a minimum of primary certificate. It is advisable that in future projects, MoEST be involved and the project should follow policy guidelines that would enhance the achievement of stated objective in line with the governments stated goals.
2. The participants who were admitted in the INSERT had stated that they various levels of academic qualification, which could not be verified by any certificates. This is because most of the vital certificates were destroyed during the civil war. In future it is recommended that in addition to such participants stating their academic qualification, they should undertake an entry examination that would consist both written and oral. The examination would be of similar standards as that would enable the participants to enroll in such courses elsewhere.
3. As shown in table 2.7, the number of participants that completed each stage varied up and down throughout the different stages and session. Since there were no remedial classes for the participants who missed some sessions, it is evitable that some of the participants missed some components of the teaching. This means that the project didn't stipulate that a participant must have attended the previous sessions as a prerequisite to being promoted to the next session. The implication is that there would be gaps in the knowledge acquired by the participants and at the end of the training the participants who missed some session would not be fully trained. The consultant is of the opinion that some remedial work should be given to such participants with a valid reason of missing the cases, further they should sit for the end of session exams in which they missed and should they fail such an exam they should be discontinued form the training.

4. A total of 36% of the participants who were enrolled in IEC scored a grade of 70% or over, the implication was that in that particular intake 24 participants were over qualified to undertake the course. As has been suggested in the INSERT, the project staff should develop and administer entry level examination to avoid such scenarios where some more deserving cases would be left out.
5. It is always expected that in any training performance will vary among the participants. As has been demonstrated in some session it is possible for the participants to all score above 40%, while in some other cases there has been cases where as high as 5% of the participants have scored below 5%. In order to avoid such performance in the future, it should be stated that as a policy all the participants who will score less than 40% should be given a supplementary exam and when they fail they will then be discontinued. This will act as a motivator for the academically poor participants to work extra hard and avoid such low marks.
6. There is the need to continue enhancing the capacity of teachers in implementing appropriate teaching methods even after the project comes to an end. This can be achieved by assisting the teachers to set up a professional body such as a teachers association. The association would draw its membership from the trained teachers in the County. Among its key function would be to organize exposure visits to schools within Southern Sudan where the best practices in classroom management and teaching delivery are being practiced. In addition the association would assist the teachers to enhance the development of curricula, synchronize the teaching calendar, develop new instructional programs and plan for professional development for the trained teachers.

Head Teachers Training

As Table 2.15 (page 16) shows, 49% of the headmasters who were invited for the training on school administration had academic qualification of below primary 8. Therefore the management concepts that they were being trained in may be quite a challenge to follow. It is the consultant opinion that such headmasters should be attached to ALAP unit and if they achieve a primary 8 certificate they can then join the INSERT.

PTA Training

1. Currently some of the PTA members do not have children in the schools and neither are they teachers of the said schools. As a result they do not see any direct benefit to them if they continue with their role as PTA members. To compensate, they are asking to be remunerated for the service they lender to the schools. Further some of them do not support the TSP, as they state that this will directly benefit the volunteers' teachers. It is therefore important to ensure that apart from the key opinion shapers, all other PTA members must either be teachers or parents with children in the school.
2. It is important to have gender balance in the PTA membership, as it was noted by the MoEST officials that the female PTA members could be quite good advocates for the implementation of the TPS. This could be explained by the fact that most of the time women in this community undertake domestic and farm work and as such are the main contributors of the payment in kind such as cereals, working in the teachers' farms, etc.
3. One of the reasons that the PTA members trained exceeded the 120 mark was that in some cases some school sent up to 8 or 6 members of the PTA. The explanation given was that the

MoEST officials invited them and it would be deemed inappropriate to turn some of them away. In future ADRA project staff should form a committee with the MoEST officials and have an input in the selection of future PTA participants given the deviations from the targets will have a negative impact on the budget.

4. The PTA organ in schools administration is a relatively new concept and as such one training for 4 PTA members would not achieve the desired goal. In addition most of the PTA members may be illiterate, may not have appropriate skills in transferring learned skills and this may bring bad blood between the PTA members. There is need therefore to:
 - a. Have at least one refresher course for the trained PTA members. This would be an opportune time to get feedback on the challenges the trained PTA members are facing in the field and or if the skills they were equipped with are effectively assisting them to undertake their duties effectively
 - b. Develop an action plan once the PTA members are through with the training, the action plan would show, among things, a training schedule where the trained members would go back home and train the other PTA members who were not trained. The training should be supported by the project staff that would ensure that if the trained PTA members were encountering any challenges inform of communication or imparting skills in an appropriate manner, they would then step in and rectify the situation. In addition, it had been stated that one source of disappointment for the non-trained PTA members was that they were not given any T-shirts similar to the ones given to the trained PTA members. It is also the consultant opinion that the support provided to the re training of the PTA members should include the giving out of small tokens such as T- shirts to the participants.
 - c. Depending on whether the budgets would allow, the consultant is of the opinion that all the PTA members should be trained by the BESP and this should done either in lots of 15 school (3 trainings for the entire 44 schools) or 3 trainings where 4 members will be trained per each cohort for all the PTA members in the county.

Enhanced capacity for local education officials

1. In order to enhance the capacity for local education officials to monitor schools there is the need to provide motor bikes for the team members. This would ensure that they are able to access the remote and hilly areas where the schools are located.
2. The education officials' team needs to be provided with tents so that they can spend some days in the field as they monitor the activities of the schools to be visited.

Construction of Schools

1. Due to the long distances to schools and insecurity that is revealing in some areas, it is recommended that feeder schools should be constructed in the villages. The feeder schools would have up to lower classes (P1 to P3), and at the completion of P3 the students would be old enough to walk to the schools that are located in far distances. This would not only increase the numbers children enrolled in schools but would also lower the ages of the children enrolled in primary and reduce the chances of the girl child being married while still in primary schools as by the time the she completes P8, she would be 13 years old. This is lower than the average marriage age of 15 years.
2. Due to the challenges that were encountering in the constructed of schools and the training centre during the rainy session it is recommend that building activities should be undertaken during the dry seasons (end of October to December or January to May)

3. There is need to ensure that the land contributed by the community does not have any dispute. This is to avoid a repeat of the situation where one of the schools was delayed in being constructed after one of the community members claimed that the land was his and he wanted to be compensated. The project had to involve the office of the commissioner to solve this dispute and for the construction to go on.
4. If funds would become available, it would be advisable to construct boarding schools for girls. The community should be requested to provide enough land that would be used to produce the schools own food. Also an income generating activity for the boarding school can be established so that it can finance all it activities.

HIV and AIDS awareness

1. The HIV and AIDS component in the project needs to enhance it communication strategy. There were no posters or any other form of communication materials, either in the office or in schools that communicated on the dangers of HIV and AIDS. Yet this materials can be obtained free of charge form the UN agencies and they can be distributed to schools.
2. It had been planned that ADRA SSS will deliver HIV/AIDS awareness programs in primary schools in Budi County. Through video shows, lectures, and dramas, it is expected that the students will be able to gain adequate knowledge on the disease and disseminate the information to their communities. Further ADRA SSS in collaboration with the schools would organize thirty student groups in thirty primary schools of the county to deliver HIV/AIDS awareness campaigns during important occasions such as the AIDS Day. This is an important activity and very effective tool in enhancing awareness of HIV and AIDS in the community. However, despite this activity being carried out, there were no out puts in the log frame, nor was there a measure of success of the activity of forming student groups in the county. It is recommended that :
 - i. The formation of such groups be included in the outputs of the activities
 - ii. For effective peer counseling to take place the leadership of the students groups needs to be trained in basic skills of training so that the groups can have maximum impact on creating awareness among fellow students. The training should be undertaken at the beginning of the school year, which should focus on enhancing the student's life skills, listening skills, importance of confidentiality, techniques for modeling behavior, handling negative criticism and understanding of others. The mode of training should be through discussions, exercises and role play.

Advocacy

1. In all activities being undertaken that involve the local community, a PLA or PRA tool such as seasonality calendar should be used to establish the best timing of the mobilization activities. For example the assumption that the local community can be mobilized throughout the year does not consider that during the rainy season the household are busy with farming activity and any mobilization will be considered an intrusion in this important livelihood activity.
2. Use of formal and informal networks to pass on the message should be encouraged. At the moment the project is creating its own institutions in the project area such as advocacy groups. It would be advisable to enhance this activity with the involvement of local administrators such as chiefs and their juniors and elders in the community. This will create synergy in the projects activity. The involvement of the local administration can be mainstreamed by inviting them for the joint advocacy training.
3. From the experience of advocacy group it can be seen that women are better at mobilizing the

community members in enrolling their “girl child” to school. It is therefore advisable to enroll more women in the advocacy groups more so in areas that have a gender disparity in enrollment.

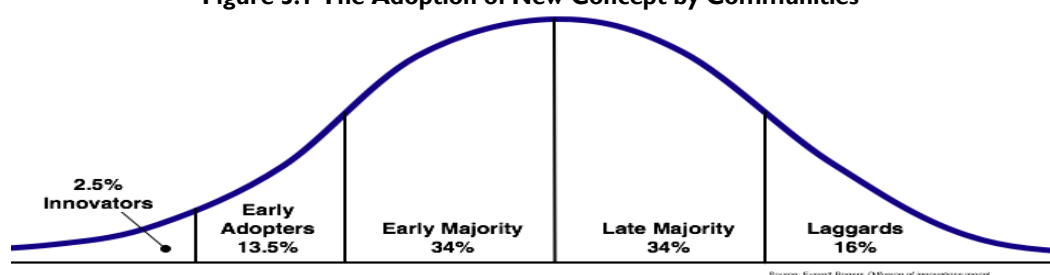
4. In order to increase the enrollment of the girl child in primary schools some specific intervention targeting the girls should be designed. This would include:
 - i. Special ration for the girls child who has a certain level of attendance per month
 - ii. Allowing for policies where even if a girl gives birth she can still go back to school
 - iii. Target the husbands of the girls who were dropped out of school so that they can get married. The husband should be requested to send their young wife’s to school, and they should be tasked with responsibility of ensuring that their wives attend schools.

5. The advocacy should also be extended to advising the parents to allow qualified teachers from other parts of Southern Sudan. According to the director in charge of education for the Eastern Equatoria the parents were not happy when trained teachers from other parts of the country came to teach primary schools located in Bui County. The parents stated that the teachers were coming to take up jobs for their children and they did not welcome the teachers. In addition to the advocacy and subject to funds being available, ADRA can supplement the salaries for the teachers by paying them a hardship allowances so that they can be motivated to stay in Budi County.

Monitoring and Evaluation.

1. One of the challenges in the implementation of the project was the natural resistance to change by the parents. In any community, change is adopted in a progressive manner. As has been noted earlier there were harmful cultural practices that prevented sending the children to school, and what the project was proposing was a relatively new concept to the target population. As Figure 3 shows, the adoption of new concept in the community is a process where innovators and adopters are the first ones to embrace a new concept and they constitute 16% of the community. In setting targets that, the project designers should have considered the innovators and early adopters only and set targets at 16% to 20%. Targets of increases of 50% to 60% implies that the project is targeting innovators to early majority, which may be quite a challenge in projects with a life span of 3 years.

Figure 3.1 The Adoption of New Concept by Communities ⁵



2. Some of the indicators for the output were not smart. For example Output 3 for objective 2 stated that 60% (174 people) of 290 people (the 120 teachers, 120 PTA members, 20 local authorities and 30 head teachers) are active promoters of HIV/AIDS awareness and prevention. The term promotion needed to be defined, as the 290 participants had different foras in which they could promote the HIV and AIDS awareness and prevention.

⁵ This follows the sociological model for adoption of concepts that was originally developed by Joe M. Bohlen and George M. Beal in 1957

3. While the targeted schools were 30 in the project proposal the number of schools increased to 42 during the implementation of the project, the indicators in the log frame should also have been adjusted accordingly in order to reflect the increase of the number of schools.
4. Output 4 for objective 2 had some challenges in being measured. The target of 15,142 students trained and 70% have increased knowledge of HIV/AIDS and STD awareness needs to be relooked again. The actual number of children who have attained the schools-going age (6-18) should be obtained from the Southern Sudan Centre for Census Statistics and Evaluation in Juba and appropriate targets set. Further the concept of “70% have increased knowledge of HIV/AIDS and STD awareness” needs to be made more specific. For example in quarter 4, 2008 it is reported that 6,252 students were trained and 2,370 pupils scored 70% or more which is equal 23.4% of students have increased knowledge on HIV/AIDS and STDs (emphasizes by the consultant). The target had not been a score of 70%, but rather that 70% of the student would increase their knowledge of HIV/AIDS and STD awareness. That is to state that if for example a student scored 10% in the pre-test and during post tests he scored 60%, the student should be considered to have increased their awareness of HIV and AIDS awareness. Further it is also the consultant opinion that this should have been an outcome indicator for output 19 (a) where 72 teachers continue to teach HIV/AIDS awareness lessons in schools as this output would have yielded the increase in awareness.
5. There had been some reporting that has mixed up the variables being examined, a case in point has the target of 15,142 students increase in awareness, and the output results have been on the schools being visited. The absence of the actual students trained could not enable the computation of the achievement of this objective as one would only be able to estimate the success rates.
6. In future it should be planned that the monitoring of the outputs for schools in the hilly mountainous areas and those located in far away from the ADRA office be undertaken during the beginning of the term/dry season and the ones in the flat areas be conducted later in the term or during the dry season.
7. There is the need for key project staff to be trained in M and E so that the issue of setting targets, indicators, activity, output, outcome, and impact can be addressed.

Organization and Duration of the Interventions

There were many interventions in Budi County and each operates like an independent unit. For example the water, sanitation and health and any other project in Budi County should be operated under one manager in order to create synergy and reduce the operational cost.

The Evaluation process

1. There is need to have the end of project evaluation done within the life of the project, preferably within the last two months of the project. All key personnel should be available for the evaluation. At the time of conducting this evaluation, the HIV and AIDS project staff was not available and his views and opinions about the project implementation and achievement of the objectives were not incorporated in this report.
2. There is the need to operationalization the indicators at all levels of implementing the project i.e. activity, output, objective and goals. Operationalization is the process that strictly defines each variables or concept into measurable factors empirically and quantitatively. This increases the quality of the results, and improves the robustness of the evaluation. Further, operationalization will determine how the consultant is going to measure a concept, such as increased level of knowledge. Such measurements though arbitrary, will allow others to replicate the evolution, as well as perform

statistical analysis of the results. For example output 4 on HIV and AIDS awareness objective states: “15,142 students trained and 70% have increased knowledge of HIV/AIDS and STD awareness”, however the objective is silent on what is “increased knowledge” and this leaves the concept of increased knowledge to different interpretation. The concept could be interpreted either as increased knowledge in transmission, or in prevention or on mother to child transmission. Further it should be noted that a student can be informed and not understand the meaning of some of the concepts, hence lack the knowledge.

3. The data collection period should be always be done when the schools are in session and just after the long rains since at that time learning will be taking place and the evaluator can observe all aspect of the teaching including, the scheme of work, the lesson plans, the timetable etc.
4. The security of the implementers is paramount and ADRA SS projects vehicles should have the mounted mobile radios repaired. It is worthwhile to note that 2 days after visiting some schools during the data collection period there was an incident of cattle rustling and 1,000 cows were stolen by armed raiders.

3.3 Comments on the TOR.

The ToR was quite exhaustive in the significant areas though there would have been some minor improvements on the some parts. For example:

1. The ToR was silent on the issues of the changes that might have occurred from the original design to the current situation. A case in point is the increase in the number of primary schools from 30 to 44, the current prevailing drought that would have a negative impact on enrollment and retention of the pupils in schools, the impact of returning refugees to the county in general and to BESP in particular etc.
2. Though the quality and relevance of the design was covered key issues that were skipped included :
 - a. What project components were missing/ redundant?
 - b. Was the Monitoring and Evaluation system appropriate to measure the intended indicators?
 - c. Were the indicators appropriate to the objectives/activities?
 - d. How reliable or what was the quality of the monitoring and evaluation information collected during the life of the project?
 - e. To what extent were planned overall annual targets, staff plans and budgets appropriate?
 - f. What lessons were learnt?
 - g. Recommendations for future project design?

In addition the following sections were missing from the ToR.

1. Stakeholders in the Evaluation.

The ToR was silent on who were the major groups of stakeholders and their interest in their evaluation.
2. The qualification of the evaluation team and which might have included the technical competence, in country experience, facilitation skills etc.
3. In the specific objectives of the evaluation a set of questions that would have dealt with the environment should have been added. This would have included.

External and internal factors

- What are the positive and negative effects of the project activities?
- Which measures were taken to identify and reduce the negative effects of the project?
- Which internal and external factors affected the project implementation and outcomes?

- How did BESP respond to external factors?
 - How did the existence of these factors impact on project implementation?
 - What are the limitations and potential of the project to overcome negative external forces?
 - What lessons were learnt?
 - Recommendations for future project design?
4. The proposed methodology that was expected of the consultant was missing for example what would happen in the field? , what documents was the consultant expected to review and analyses before he went to the field, what sites was the consultant expected to visit and finally the format of the reports (maximum number of pages, the font size, the spacing etc)

It is the consultant opinion that should the above issues be addressed in future the ToR will be quite exhaustive and will be able guide the evaluator such that all the critical aspects of the evaluation will be taken into consideration at the planning phase of the evaluation.

3.4 Conclusion

The consultant is in the view that the Budi County education project achieved approximately 80% of its intended objectives. The communities targeted benefited immensely from all the interventions. The learning environment, teaching methods, enrolment and gender disparity improved over the project implementation period. The challenge here is to ensure sustainability of the gains realized through the project. The foregoing recommendations should guide future interventions designed along similar objectives to ensure maximum impact and sustainability. The project component of INSERT should be extended for one more year in order to ensure that the participants complete their course.

Appendices

Appendix A. Southern Sudan Education System.

Education System in Southern Sudan The education Ladder and Cycles⁶.

There are over 1.5 million children who need primary school education in Southern Sudan, and there many more who are returning from neighboring countries following the Comprehensive Peace agreement (CPA). As such unlike developed countries such as Great Britain, where the age of the child determines the level of academic education. Southern Sudan has a guideline where the age of the child may indicate which level they ought to be in and the following is therefore an indication only as adopted from “Fast Track Teacher Education and Training Program”.

Stage 1. Early Childhood Education.

There are 2 options for early childhood education in Southern Sudan. This are:

1. **Nursery or Preschool.**

Children in this category enroll when they are 2 to 3 years and may spend 1 to 2 years. They then join primary school at the age of 5 to 6 years.

2. **Home education**

Children may be educated in the homes and when they attain the ages of 6 to 8 years they then enroll in primary school. If on the other hand they attain the ages of 8 to 12 years they may join non formal or alternative education.

Stage 2. Post Early Childhood Education.

There are three options in this stage.

3. **Primary education.**

The students who enroll in primary schools will normally have graduated from Nursery and preschool (at the ages of 6 to 7 years) or home based early childhood education at the ages of 6-8 years) The time taken in primary schools will depend on the age of the participants. If below 18 ideally they are supposed to attend the normal primary school where they will spend 8 years but if they are over 18 years they adopt the Accelerated Learning Program (ALP) where they take 4 years.

4. **Vocational and Alternative Education.**

The students who enroll in these institutions are either graduates of primary schools or Non formal or alternative education programs who are between the ages of 12 to 18 years. The courses in these institutions normally take 1 to 2 years.

5. **Non Formal or Alternative Education.**

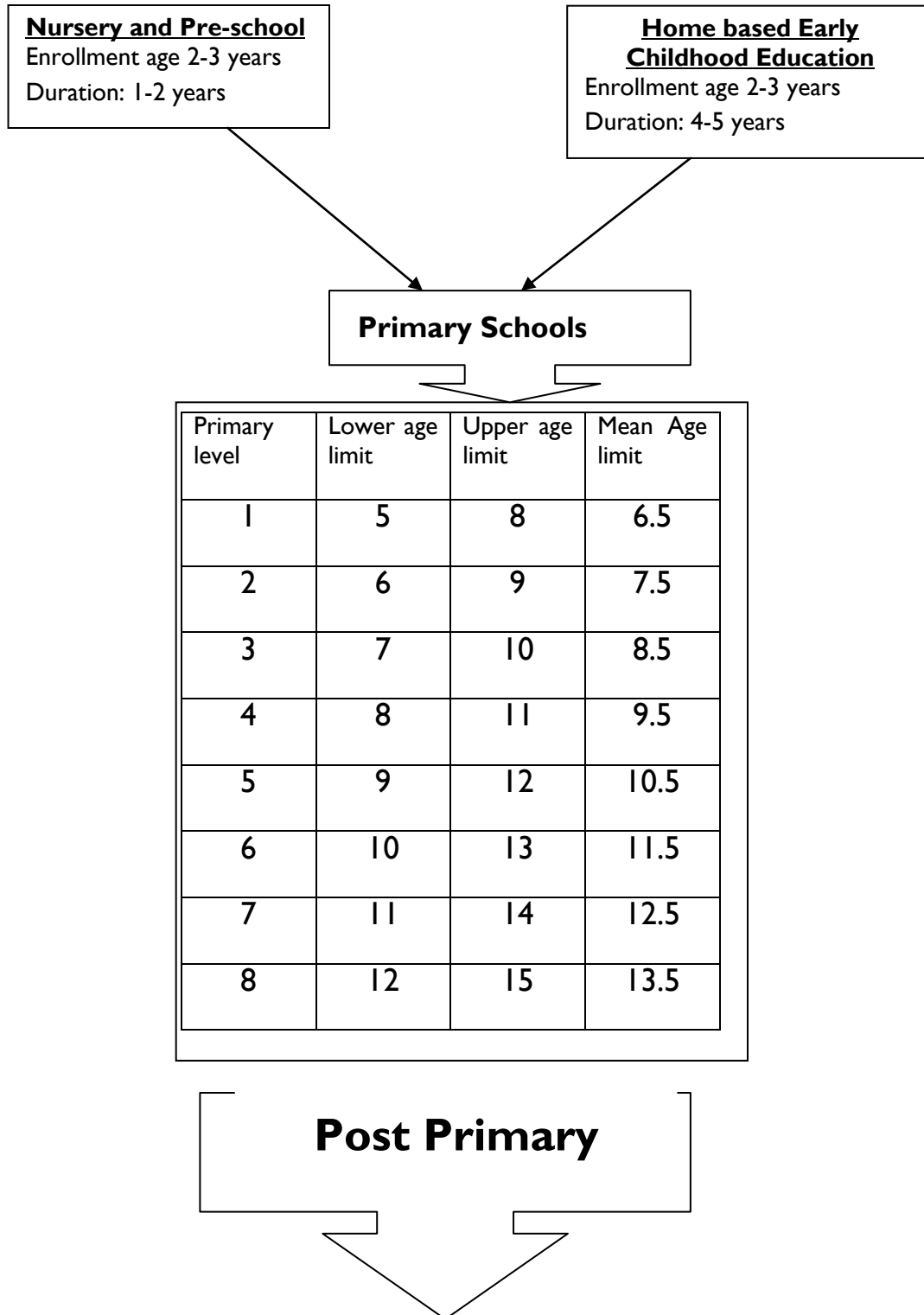
These institutions are offered to graduates of home based early education program who are aged between 8 to 12 years.

Stage 3 post primary educations.

The post primary education include 4 years secondary education system, where upon graduation a student can join university education , or professional colleges.

⁶ Adopted from “Fast Track Teacher Education and Training Program” published by Ministry of Education, Science and Technology ,GOSS (Not Dated)

The figure below displays the education system



Appendix B: Tools used in the Evaluation.

| |
|--|
| <p><u>Budi County</u></p> <p><u>HOUSEHOLD SURVEY</u></p> <p><u>PARENT QUESTIONNAIRE</u></p> |
|--|

House Hold Questions

Informed Consent & Cover Page

Hello. My name is _____. I am working with the development programmes team of ADRA in this area. In order to get more information about development issues and quality of life in <insert the area's name>, we are conducting a survey of households in the area. Your household has been selected by chance from all households in the area. I would like to ask you some questions related to the life and health of your household members.

The information you provide will be useful to find out the status of quality of life in your community, and will be used to plan future development programs in this area and also in the country. It is part of a worldwide survey that ADRA conducts in all areas of the world where the agency facilitates development.

Participation in the survey is voluntary, and you can choose not to take part.

All the information you give will be confidential. The information will be used to prepare general reports, but will not include any specific names. There will be no way to identify that you are the one who gave this information.

If you have any questions about the survey, you can ask me, my survey field supervisor who is here with the survey team, or one of the development workers at ADRA in <insert the name of the town where the office is located>. At this time do you have any questions about the survey?

Signature of interviewer:

Date:

YES

Respondent agreed to be interviewed

NO

Date of interview: _____

| household information panel | |
|---|--------------------------------|
| Start time: | End time: |
| District ____ _ | Division: |
| Village name: | Group Name |
| 2. Household number: ____ _ | Day of interview: |
| Date ____ / ____ / ____ | 4a. Interviewer name: |
| | 4b. Supervisor name |
| 9. Result of HH interview: Completed..... 1 Refused..... 2 Not at home..... 3 HH not found/destroyed..... 4 Other (specify)..... 5 | |
| 15. signature of the supervisor: DATE ____ SING..... | 16. Data entry clerk: |
| Remarks | |

For observation only do not ask questions

| # | Question | Enumerators to fill this part |
|---|--------------------------|-------------------------------|
| 1 | Gender of the respondent | Male1 Female2 |

Enumerator shall ask the respondents the following questions

- 2) What is your Age: _____
 3) How long have you lived in the Budi County? _____ Years/months/days
 4) What do you do to earn a living?

5) Do you have a spouse? Yes No

6) What does your spouse do for a living?

7) How many children do you have?

TOTAL _____

ii) Male _____ Female _____

8) How many of your children are below the age of 6years _____

9a) How many of your children are above the age of 14years _____

9b) How many of your children are in primary school?

TOTAL _____

ii) Male _____ Female _____

9c) which Grade are your children in 9(d) in?

| # | Grade | Male | Female |
|---|---------|------|--------|
| 1 | Grade 1 | | |
| 2 | Grade 2 | | |
| 3 | Grade 3 | | |
| 4 | Grade 4 | | |
| 5 | Grade 5 | | |
| 6 | Grade 6 | | |
| 7 | Grade 7 | | |
| 8 | Grade 8 | | |

10) Which primary schools are your children enrolled in?
(Interviewer may fill in name of school)

11a). Do you have children who are out of school and are of school going age? (6-14 years)

-  Yes
-  No

11bi) How many are they?

TOTAL _____

ii) Male _____ **Female** _____

11c) Give reasons why they are out of school _____

12a) Have any of your children benefited from primary Education Programme in Budi County?

- Yes
- No

12i) How many? **TOTAL** _____

12 ii) Male _____ Female _____

13) What would you say are the main achievements/benefits of Educating your child.

14) What would you say are the main challenges in children accessing education in Budi County?

15) In your view, what are the main reasons that make children stay out of school in the division?

16) Please rank the above factors in order of severity.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

17) What recommendations would you make to reduce the number of children that stay out of primary school and those that drop out?

18) Do you treat your children equally regardless of gender in accessing education? If no why?

19) Does your community support girl child education?

20) Do the schools in Budi County have enough facilities and teaching staff?

21) Do you think the management of the schools in Budi County is competent and qualified to ensure quality and relevant education is taught in schools ?

22) In your opinion what should be done to improve the management of schools in Budi County?

23) What do you think should be done to attract the out of school youth to embrace education in Budi County?

24) Please provide any other suggestions that you feel players in education should use to ensure that all children in Budi County have access to quality and relevant education?

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HIV/AIDS MODULE

This questionnaire is to be administered to all the youth between the ages of 10 to 18 years in the household

| | Youth 1 | Youth 2 | Youth 3 |
|--|----------------------------|----------------------------|----------------------------|
| NAME OF THE Youth | | | |
| 801. Now I would like to talk with you about what you know about serious illness, in particular, about HIV and AIDS. Have you ever heard of the virus HIV or an illness called AIDS? Yes..... 1 No..... 2 | 1 2 | 1 2 | 1 2 |
| 802. Where did you hear it from? Keep asking for more sources of information until the child cannot recall any additional sources. Circle all sources mentioned, but do NOT prompt with any suggestions. Peers/friends..... 1 Radio 2 Religious institution 3 During community meetings..... 4 School..... 5 Parents..... 6 Others (specify)..... | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| 803. Is there anything a person can do to avoid getting HIV, the virus that causes AIDS? yes.....1 No.....2 DK.....9 | 1 2 9 | 1 2 9 | 1 2 9 |
| 804. Now I will read some questions about how people can protect themselves from the AIDS virus. These questions include issues related to sexuality which some people might find difficult to answer. However, your answers are very important to help understand the needs of people in this area. Again, this information is all completely private and anonymous. Please answer yes or no to each question. Can people protect themselves from getting infected with the AIDS virus by having one uninfected sex partner who also has no other partners? Yes.....1 No.....2 DK..... 9 | 1 2 9 | 1 2 9 | 1 2 9 |
| 805. Do you think a person can get infected with the AIDS virus through supernatural means? Yes.....1 No.....2 DK..... 9 | 1 2 9 | 1 2 9 | 1 2 9 |
| 806. Can people protect themselves from the AIDS virus by using a condom correctly every time they have sex? Yes.....1 | 1 | 1 | 1 |

| | | | |
|---|---|---|---|
| No..... 2 | 2 | 2 | 2 |
| DK..... 9 | 9 | 9 | 9 |
| 807. Can a person get the AIDS virus from mosquito bites? | | | |
| Yes..... 1 | 1 | 1 | 1 |
| No..... 2 | 2 | 2 | 2 |
| DK..... 9 | 9 | 9 | 9 |
| 808. Can people protect themselves from getting infected with the AIDS virus by not having sex at all? | | | |
| Yes..... 1 | 1 | 1 | 1 |
| No..... 2 | 2 | 2 | 2 |
| DK..... 9 | 9 | 9 | 9 |
| 809. Is it possible for a healthy-looking person to have the AIDS virus? | | | |
| Yes..... 1 | 1 | 1 | 1 |
| No..... 2 | 2 | 2 | 2 |
| DK..... 9 | 9 | 9 | 9 |
| 810. Can the AIDS virus be transmitted from a mother to a child? | | | |
| Yes..... 1 | 1 | 1 | 1 |
| No..... 2 | 2 | 2 | 2 |
| DK..... 9 | 9 | 9 | 9 |
| 811. Can the AIDS virus be transmitted from a mother to a child during pregnancy? | | | |
| Yes..... 1 | 1 | 1 | 1 |
| No..... 2 | 2 | 2 | 2 |
| DK..... 9 | 9 | 9 | 9 |
| 812. Can the AIDS virus be transmitted from a mother to a child at delivery? | | | |
| Yes..... 1 | 1 | 1 | 1 |
| No..... 2 | 2 | 2 | 2 |
| DK..... 9 | 9 | 9 | 9 |
| 813. Can the AIDS virus be transmitted from a mother to a child through breast milk? | | | |
| Yes..... 1 | 1 | 1 | 1 |
| No..... 2 | 2 | 2 | 2 |
| DK..... 9 | 9 | 9 | 9 |
| 814. If a person has AIDS or the virus that causes it should he or she be isolated? | | | |
| Yes..... 1 | 1 | 1 | 1 |
| No..... 2 | 2 | 2 | 2 |
| DK..... 9 | 9 | 9 | 9 |
| 815. If you knew that a shopkeeper or food seller had AIDS or the virus that causes it, would you buy food from him or her? | | | |
| Yes..... 1 | 1 | 1 | 1 |
| No..... 2 | 2 | 2 | 2 |
| DK..... 9 | 9 | 9 | 9 |

Thank you very much for taking time to answer our questions.

*****End*****

Education officials Headmasters & Teacher Key Informant Guide and FGD guide

School constructions

1. What resources for learning are there in this community? Probe for facilities e.g. schools (number and size of classrooms), ownership and management of schools, desks etc.
2. Have you received support in the form of construction of the schools? what support did you get (both soft and hard), was it adequate, probe for relevance and suitability for this environment? What support was provided to ADRA, are there any challenges you faced in the schools constructions? Are there areas of improvement that should be done in school construction?
3. Has the construction of the primary education had any impact in the community? Probe for enrolment, retention and completion rate. Probe for both girls and boys

Training

4. What are the challenges facing primary schools in Budi County? Probe for number and competence of teachers
5. Has any Education officials/ Headmasters / Teachers received any training on administration/ teaching that has been sponsored by ADRA? How were the Education officials/ Headmasters / Teachers selected? Probe for age, gender, social standing?
6. Can you list all the different types of the training that you received during training. probe for the different area trained on , probe for memory recall, the duration, methodology and any constraints or limitation , relevance , adequacy, were there any limitation
7. Are there any challenges that you are facing in practicing what you were trained on?
8. Are there any areas that you received training on and you are not currently using? If yes why?
9. Are there any other organizations that are offering similar training?
10. For teachers probe for training facilities and the number that have joined Juba university as a result of the training
11. Are there any areas in the training program that you feel they should be improved on?
12. Are the teachers who have been trained retained in their schools ? (probe whether they have moved to greener pastures.

Enrollments

1. What are the main challenges facing the education of children in this community?
2. What are the trends of enrollment in the school (s)? Probe for both girls and boys
3. What are the trends of retention and completion in your schools? Probe for both girls and boys
4. What factors do you think contributed to the trends above? Probe for both girls and boys
5. To what extend do you think ADRA has contributed to these changes/ factors?
 - a. Probe for hard interventions e.g. construction of classrooms, desks, reading materials, water tanks, latrines etc.
 - b. Probe for soft interventions e.g. training of teachers and school committees (on child rights, school management and HIV and AIDS), provision of uniforms, awarding presents & cash to best performers in exams etc
 - c. Probe for advocacy group, PTA training and children's HIV and AIDS groups training and the role they play in the increase in enrollment. if possible establish the percentage increase.
 - d. Probe for the community participation on the above interventions.
6. Probe whether there are children still not attending school, the approximate number against the total number of children in the community, the reasons as to why they are not attending school. Probe for differences between both girls and boys

7. What is your opinion on cultural practices present in the community, such as early marriage, female circumcision and looking after livestock's?
8. Probe for their impact on enrolment, retention and completion of school.
9. Probe for the effect of the program on the cultural practices.
10. Were equal opportunities created for both boys and girls in the community?
11. What is the role of the school committee in: Managing the schools, Fight against HIV & AIDS (transmission and prevention), Fight against cultural practices that negatively impact on the well being of children (especially the girl child).

MONITORING AND SUPERVISION

1. What is the frequency of monitoring and supervision, (probe for evidence)
2. Who does it , are there any development that can be attributed to the supervisions

FGD and KI for PTA management

8. How was the PTA established? Probe for Selection procedure, Number of members per committee, Composition parameters: gender, age, special skill, Role of ADRA, Ministry of Education, others. How is the organogram of the organization ?How are women represented in the organizational leadership? Are women actively involved in the committee's decision making? How? Give examples.
9. What are your roles as PTA? Probe for frequency of meeting? development of action plan if any – type of activities PTA perform. Are there any linkage to the school and collaboration with head master and teachers
10. Has any group members received any training on school management that has been sponsored by ADRA? Probe for how many? How was the group members selected? Probe for age, gender, social standing?
11. What were they training on (probe the training in education principals, school management and community relations, probe for memory recall),
12. Were there any other support they received? Probe for support such materials, supervision, or any other type of technical assistance? Is the assistance adequate and are there any limitations
13. Did you apply all the training that you received? If yes which ones, and how. probe for education principals, school management and community relations ? If no why?
14. What was the impact of the training (probe on positive and negative impacts)
15. Did you undertake any self development program plan , was it implemented, what was not implemented , did it go as per the plan, what lessons did you learn?
16. Are there issues on school management that are bothering you, which ones and how do you deal with them? Probe for challenges they face in carrying out your duties? How do you overcome them?
17. Have you received support in the form of construction of the schools, what support did you get probe for both soft and hard support , was it adequate, relevant and suitable for this environment? What support did you provide, are there any challenges you faced in the schools constructions ?
18. How does the PTA and Advocacy group relate? On what issues/ activities do they interact?
19. What impact has the advocacy group had on the girl child enrollment (probe for change in attitude of parents willing to take girl child to scale, if possible get a percentage figure)
20. Describe the relationship between the PTA committee & the government (Ministries)? On what issues/ activities do you interact? Probe for institution of a functional teacher support system.
21. What school initiatives and activities have the communities/ villages in your Payam undertaken without the involvement of ADRA? What other sources of funding does the community have for school development activities?
22. Are the initiatives & projects facilitated by ADRA sustainable? Give examples and reasons.
23. What improvement can you suggest for the implementation of the school management program?

24. How has the ADRA interventions generally impacted on the lives of community members? Education and HIV& AIDS probe for the most significant outcome , positive, negative, intended and unintended.
25. Are there any improvements that they would like to be done in the project intervention?
26. What is the level of awareness of HIV and AIDS transmission & prevention in the community, especially among adults, teachers, 5-15's yrs in local primary schools? What role do you play in minimizing the impact of early marriages.
27. What is your opinion on cultural practices present in the community, such as early marriage,? What effect have the practices had on transmission of HIV? How has ADRA interventions impacted on these practices?
28. Is there any other information about the project that you think would be useful for us to know?

Advocacy groups

5. What are the general problems that a girl child faces in this community? (probe for social class , age, geographical location)
6. What can be attributed to the problems (probe for culture , lack of resources)
7. What are the possible solutions to the above issues that have been raised?
8. Has any group members received any training on education advocacy that has been sponsored by ADRA? How many group members were selected? How was the group members selected? (Probe for age, gender, social standing)
9. Can you list all the different types of the training that you received in education advocacy? (probe on both) Probe more on the area(s) trained on , probe for memory recall, the duration, methodology and any constraints or limitation , relevance , adequacy, were there any limitation
10. Are there any other organizations that are offering similar training?
11. What is the role of the Advocacy group? Probe for Major activities, Key messages (including advocacy for girl's education and education for all). Linkages to school, community, authorities. Challenges
12. How many advocacy events have you held? are they successful, where did you get the resources to hold the events? what lessons have you learned from such events ?
13. Are there any issues about advocacy that are bothering you? which ones and how do you deal with them?
14. Have the local people enrolled their girl child in primary schools (probe for who has adopted the idea of enrolling the girl child into school, by gender , social class , age , those who are still refusing to enroll their girls in schools , what do they say about what they have or they have not adopted the idea
15. What was the impact of the training? (positive or negative , intended and unintended. What are the chances that boys are being overlooked?)
16. What improvement can you suggest for the implementation of the program?

Add HIV and AIDS questions

- What are the health problems affecting the youth?
- What do you know about STI (Sexually Transmitted Infections) and HIV and AIDS?
- Where did you hear it from?
- How does a person get HIV (Probe on myths about HIV and AIDS transmission e.g. through mosquito bites, eating, traveling or fellowshipping together)
- How can you differentiate a person with HIV from one without?
- Can you differentiate a person with AIDS form someone with HIV?
- Can children get HIV and or AIDS? How?
- If you knew that your neighbor, friend, teacher, relative or shopkeeper had HIV or AIDS, what would you do?
- What can one do to protect him/ herself from contracting HIV?

- How can one know his/ her HIV status (probe whether any of the participants has ever been tested at a VCT)
- What would you do if you realized you had HIV and or AIDS?
- What is your role as a child in as far as HIV and AIDS is concerned in the community? (Probe on activities addressing HIV and AIDS by the school and the success of the same)
- What challenges are facing the youth in as far HIV transmission and prevention is concerned?
- What challenges are you facing the youth with AIDS Prevention (this is someone with HIV infection already)
- Do you have any other comments that you would like to make

Key Informant for the Tutors of INSERT and intensive English /PTA/Advocacy groups

6. How much training has been done in the last three years? Probe for number of teachers enrolled in the IN-SERT/ English training in the last three years. Disaggregated per year, gender, Payam and containing information on initial levels of education, probe for rate of completion, any drop outs and if so why the dropout?
7. Where was the training site, probe for suitability and adequacy,
8. In the opinion of the tutors what was the impact of the training probe for positive or negative, unintended and intended
9. What were the main challenges faced by trainers and the participants,
10. How were these challenges tackled?
11. Are there any lessons learned?
12. What improvements would you suggest to the program

For inset

13. How was the performance probe for grades of the teachers after training, break it down to quartiles, how many scored 80%, of those who scored 80% how many were attached to Juba University for the research program? are they getting the appropriate support? is the program structured such that it is suitable for them in form of attendance, coverage and adequacy.

For intensive English

14. How was the performance probe for grades of the teachers after training, break it down to quartiles, how many scored 70%, of those who scored 70% how many were attached insert program, are they getting the appropriate support, is the program structured such that it suitable of them in form of attendance, coverage and adequacy.

Document review

1. Student enrollment.

estimate of student in the Budi County? (**TOTALS**) disaggregated by gender, and Payam Estimates of school going children who are not attending schools

2. Training facility

Probe for Construction contracts, Site visits and reports, Photos, financial records and Handover document? was the land provided for free by the local authorities? If so where are the documentation to support this? What support did the local community provide probe for construction support

3. Schools constructed.

- How many schools were targeted? What was the selection criteria? What other support was provided for the schools probe for school desks and blackboards, sports balls and other school environment enhancing materials

4. Education officers

Number of teachers enrolled in the IN-SERT training , Training and attendance records
Monitoring records and School visitors book signing of the people being monitored , evidence of school calendar, teaching timetable, minutes of meetings, record books etc.

5. Head masters training

Number of teachers enrolled in the IN-SERT training , Training and attendance records
Monitoring records and School visitors book signing of the people being monitored , evidence of school calendar, teaching timetable, minutes of meetings, record books etc.

6. Teacher Training

- Number of teachers enrolled in the IN-SERT training in the last three years disaggregated per year , gender, Payam and containing information on initial levels of education . (request for enrollment and attendance records)
- Grades of the teachers after training, break it down to quartiles, how many scored 80%, of those who scored 80% how many were attached Juba University for the research program, are they getting the appropriate support, is the program structured such that it suitable of them in form of attendance, coverage and adequacy. (request for participants grade records, tutoring reports)
- Number of teachers enrolled in the intensive English training in the three years disaggregated per year , gender, Payam and containing information on initial levels of education . probe for their performance .

7. PTA / Advocacy training

Training attendance records and reports , action plan documents , monitoring vists, Photos and PTA records book, check for the implementation of the action planed and any deviations ,

Appendix C : List of FGD and Key Informants

2 FGD With School Students.

| | NAME | AGE | CLASS | PRIMARY |
|----|--------------------|-----|-------|----------|
| 1 | ANYILO KENEDY LINO | 15 | p8 | CHUKUDUM |
| 2 | ROSE NAHUDICI | 17 | p8 | CHUKUDUM |
| 3 | MARK LOJIYE PETER | 16 | p8 | CHUKUDUM |
| 4 | ROME TODO | 16 | p7 | HEHECHI |
| 5 | JAUCLINEOKI | 13 | P8 | HELECIT |
| 6 | ELIZABETH NAKIRU | 15 | p7 | HELECIT |
| 7 | ANJELINE NADAI | 16 | p8 | HELECIT |
| 8 | AWAIDA JEVEVES | 14 | p7 | HELECIT |
| 9 | ELIZABETH ABABU | 15 | p7 | HELECIT |
| 10 | ROSE AKONGO | 16 | p8 | HELECIT |
| 11 | JOSPHINE SUNDAY | 15 | p7 | HELECIT |
| 12 | LUCY NAKHUR | 15 | p8 | HELECIT |
| 13 | GRACE LILI | 15 | p8 | HELECIT |
| 14 | FLORA AYAA | 16 | p8 | HELECIT |
| 15 | BETTY AKONGO | 17 | p8 | HELECIT |
| 16 | SUSAN KULARG | 17 | p8 | HELECIT |
| 17 | WILSON LOMEN PADES | 19 | p8 | HELECIT |
| 18 | PAUL LOCHI | 15 | p8 | HELECIT |
| 19 | PEKI LOPES | 16 | p8 | HELECIT |
| 20 | MARCELO LOKI | 18 | p8 | HELECIT |
| 21 | LOJANA AUSUS FRE | 18 | p8 | HELECIT |
| 22 | PEKI LODAI DOMIMI | 18 | p8 | HELECIT |
| 23 | EMA AKWANG | 16 | p7 | HELECIT |
| 24 | ELIZABETH ABEYO | 14 | P7 | HELELAI |

PTA members at Kikilai Primary School on 18th Jan-2010

| Name | Gender |
|------------------------|--------|
| Chirilo Lokot | Male |
| Orusula Naghai | Male |
| Dominic Lokuju | Male |
| Anna Ikonga | Female |
| Lino Lomilo Lochalamoi | Female |
| Paulo Lodio | Male |
| Ausebuo Lokeny | Male |
| Elithebata Nachai | Female |
| Luchia Naboliala | Male |
| Naomika Nangoko | Male |
| Marta Nakonita | Female |
| Rejina Lokiko | Female |

1ST FGD with Teachers In-service (All Male)

| Name | Primary School | Year Started Teaching | Highest Level Of Education |
|-------------------------|------------------|-----------------------|----------------------------|
| Charles Tito | Chukudum | 2003 | S4 |
| Malco Kabak | Logiden | 1989 | P6 |
| Dalo Kei | Luliong | 1994 | P8 |
| Lomokimol Angelo Antony | Helecit | 2007 | S2 |
| Alkalo Lobok Rocek | Kapua | 1999 | P8 |
| Alkajero Aliko | Betaldo | 1999 | P7 |
| Clemnt Ahul | Naleamu | 2001 | P7 |
| Marino Ukwang | Lulichung | 2003 | P7 |
| Victor Atonge Epul | Rojong | 1998 | P8 |
| Robaro James Sebudo | Betanelo | 2006 | S2 |
| Victor Ruminore | Ejong | 1999 | P7 |
| Gasoline Kaklong Hapoli | Logipo | 2007 | P7 |
| Daniel Loki Joseph | Kilicho | 2002 | P7 |

2ND FGD with Teachers In-service (All Male)

| Name | Primary School | Number Of Students | | | Highest Class In School |
|--------------------|----------------|--------------------|--------|--------|-------------------------|
| | | Male | Female | Totals | |
| Ajalo Gadarl | Lupitong | 297 | 225 | 522 | P5 |
| Pampilion Iko | Lokindong | 136 | 88 | 224 | P4 |
| Dario Lopong Korir | Loigong | 488 | 118 | 606 | P6 |
| Victor Lokoli | Faith | 230 | 120 | 350 | P6 |
| Selist Ambalea | Waregeni | 400 | 45 | 445 | P6 |
| Ejon Lokile | Gatelo | 95 | 86 | 181 | P4 |
| Lilo Kabonye | Nagishot | 451 | 88 | 539 | P6 |
| Linlokil Logorio | Kapate | 300 | 150 | 450 | P5 |

Key informants

| | Name | postion | Institution |
|----|------------------------|-----------------------------------|--------------------------|
| 1 | James Amoko | Director General of Education | Budi County |
| 2 | Ben Salibaa Lagure | Deputy Dean, college of Education | University of Juba |
| 3 | Fr Maurice Loguti | H.E. the Commissioner | Budi County |
| 4 | Taban Wilosn Wai | Trainer | Teachers Training centre |
| 5 | Biringwa Walla | M and E manager | ADRA SSS |
| 6 | Marino Lokulek Vincent | Asst. County Education Director | MoEST |
| 7 | Lino Lopeyo Nicholas | Payam Education Officer | Moest |
| 8 | Adrew Lolei Peter | ToT | MoEST |
| 9 | Pio Lopoho Prim | Payam Education Supervisor | MoEST |
| 10 | Victor Akok Anei | Director Teacher Education | MoEST |
| 11 | Ande Loki Peter | Trainer | Teachers Training centre |
| 12 | Dominc Lujilo | Headmaster | Kikelina Primary School |
| 13 | Santos Adaut | Project Manager | Budi Education Project |

Appendix D : Terms of Reference

Budi Education Support Project
Eastern Equatoria State
Southern Sudan

FINAL EVALUATION TERMS OF REFERENCE (TOR)

Nov. 23rd, 2009.

BACKGROUND

ADRA (Adventist Development and Relief Agency) is a non-profit making organisation with a world presence working in different sectors of Education, Food security, Health, Water and Environmental sanitation, Micro Enterprise development, Emergency response to humanitarian crises like refugees situations, flooding, war etc. In Southern Sudan, ADRA is working across six (6) states namely; Western Equatoria, Eastern Equatoria, Central Equatoria, Warap, Jonglie and Upper Nile States.

In 2006 ADRA obtained Norad funding to implement Education Support Project in Budi Eastern Equatoria State Southern Sudan. The goal of the project is to improve access to quality basic education for children of school going age and performance of the education system as part of poverty eradication and sustainable development of local communities in Budi County.

Budi County is one of the six Counties in the Eastern Equatoria State of Southern Sudan. The County borders Kenya in the East, Uganda in the South, Kapoeta County in the north east while Lafon and Torit Counties are in the South west and north west respectively. Population of Budi County is estimated at 140, 443 in the year 2003. However, this figure has increased as the internally displaced persons and the refugees continue to return to their homeland after the CPA (Comprehensive Peace Agreement) in January 2005. Budi County is divided into seven sub-divisions known as Payams. These Payams are Kimatong, Ngirich, Lauro, Komiri, Loudo, Lotukkei and Ngishot. The County can be accessed by road both from Uganda and Kenya. It has one year-round accessible airstrip which is 15x800 meters.

Buya and Didinga are the people of Budi County and this is how the name Bu-Di (Budi County) came to existence. Didinga and Buya ethnic groups are considered agro-pastoralist. The County has a long history of poor education infrastructure, dating back from the colonial times up till the beginning of the current Budi Education Support Project. The pastoral nature of the population compounded by lack of education has created continual cattle rustling conflicts and abject poverty in the area. This in turn caused a lot of social problems.

Economically, livestock is the major economic source for the people of Budi County. Other sources of income include: sells of local tobacco, bamboos firewood and grass to the neighbouring counties in order to supplement their incomes. In Budi gender roles are evenly assigned especially that which is family related. Agriculture is also practiced in Budi County, though it's only for family consumptions with limited surplus for marketing. Cereals, potatoes, and vegetables are the main crops in the County. And for majority of people in Budi, poverty and riches are associated with the number of cattle one owns; and polygamy is common, and considered normal so long as one is able to pay bride price.

Culturally, Budi communities are male dominated. Arranged marriage is a common practice in Budi, and so girls are married at early age of 17 or less. As a result women have limited or no authority in household decision making process. In fact girls are valued in terms of cows because dowry system is cows based. Boys on the other hand get married after they are initiated into manhood by the age of seventeen or sixteen years. Community system in Budi is headed by Chief. Like many other communities in Southern Sudan, Buya and Didinka's socialization process is geared towards respect to elders. Budi community enjoy dancing especially during celebrations; these include harvest, birthdays, and funerals. At those occasions, the community drink local beer. Grazing cattle is the responsibility of boys and girls aged between 14 to 20 years old. Consequently, literacy level in the county is one of the lowest in South Sudan. And worse still culturally, girls are looked upon as means of earning more cattle instead of sending them to school.

On the other hand, leadership of Budi County have set education as their number one priority in social development. At higher level, constitution spells out the guiding principles of service delivery to the

population of South Sudan. Under the “Right to Education” article 33 part one and part two, the constitution states:

- 1) Education is a right for every citizen and all levels of government in Southern Sudan shall provide access to education without discrimination as to religion, race, ethnicity, HIV status, gender or disability.
- 2) All levels of government in Southern Sudan shall promote education at all levels and shall ensure free and compulsory education at the primary level; they shall also provide free illiteracy eradication program.

The constitution also further acknowledges that the Government of South Sudan does not have the resources to accomplish this noble task of providing education to all the citizens of Southern Sudan. Therefore, the GoSS is depending on the support of the international community to achieve its goal of providing primary education for all the children of South Sudan. Furthermore, the Millennium Development Goal (MDG) has set basic primary education for all by 2015 as one of the 8 guiding principles toward poverty reduction. However, according to a World Bank study, “only 37 of 155 developing countries analyzed achieved universal primary completion. Based on the trends in the 1990s another 32 will achieve that goal. But 70 countries risk not reaching the goal unless progress is accelerated for several of them completion rates have stagnated or even fallen in recent years.” The Sudan is rated the lowest of the 70 countries in risk of not reaching the goal. This is even more telling for Southern Sudan than any other parts of the Sudan. It is in this context that ADRA sees this project as contributing to both national and international plan and initiative for educating children.

The main Project Objectives are:

- a) By the end of the project, 15,142 children of school age (grade 1 through 8) in Budi County have access to improved quality basic education
- b) By the end of the project, 30,000 people (21.4% of pop) in Budi County have increased knowledge and understanding of HIV/AIDS and STDs
- c) By the end of the project, 12 education advocacy groups have been created and trained in the six Payams of Budi County with the purpose to increase the awareness of the importance of girl’s education and education for all among the general population.

Scope of Work to be done by the Consultant

Purpose of Final Term Evaluation

Overall objective:

The overall objective of the final term evaluation is to see how far the project has achieved its stated objectives. The evaluation will also reveal if the project was relevant in the community context and also reveal gaps that have been identified or encountered in the course of implementation and then make recommendations about future interventions in the area. The evaluation will cover the accomplishment of all the expected results as outlined in project document and detailed in the annual work plans during the period of March 2007 – December 2009. All the different project components and activities stated in the original log frame will be assessed.

Specific objectives to be achieved by the Consultant:

The project will be evaluated using combinations of qualitatively and quantitatively methodology. Six fundamental criteria will be addressed: quality and relevance of design;

effectiveness; efficiency of planning and implementation; impact; sustainability. The pressing questions of the review will be as follows:

1. Quality and Relevance of Design

1.a) To what extent were the objectives relevant to the needs of the beneficiaries?

2. Effectiveness

2.a) To what extent were the objectives/sub-objectives of the project achieved? Refer to quantitative assessments as far as possible (compare baseline and end-line values of the indicators). Include also qualitative assessments e.g. opinions on the project's effectiveness based on impressions and interviews with PTAs, government employees, teachers etc.

2.b) Is there any evidence that the gender gap between boys and girls has been reduced?

2.c) What were the major factors influencing the achievement or non-achievement of each objective?

2.d) Are the outputs of the project being used by the beneficiaries as intended by the project (e.g. teaching skills by the teachers, school management skills by PTA leaders, teacher training facilities, schools etc.)?

2.e) Describe any major failures of the project, explaining why they have occurred.

2.f) Describe any unforeseen impacts (whether positive or negative).

2.g) Identify any exceptional experiences that should be highlighted e.g. case studies, stories, best practice.

3. Efficiency of Planning and Implementation

3.a) Were activities cost-efficient?

3.b) Was the project implemented in the most efficient way compared to alternatives?

3.c) Did the project have the right HR skills, resources and systems in place to achieve the objectives?

3.d) Does the project have a good set of M&E plans? Was monitoring data collected as planned, stored and used to inform future plans?

3.e) How were working relationships within the team (including those based both in Juba and Budi)?

3.f) How were working relationships with stakeholders e.g. government offices, schools, PTAs etc.

4. Impact

4.a) To what extent has the project improved access to quality basic education for children of school-going age in Budi County?

4.b) To what extent has there been a general improvement in the management and delivery of educational activities in Budi County and at the State level as a result of this project?

4.c) Are there evidences that the project has contributed to poverty eradication and sustainable development of local communities in Budi County?

5. Sustainability

- 5.a) What is the social and political acceptance of the project?
- 5.b) To what extent are the benefits of the project likely to continue after donor funding ceased?
- 5.c) What were the major factors which influenced the achievement or non-achievement of sustainability of the project?

Specific tasks to be undertaken by consultant to achieve evaluation objectives:

Working closely with the Evaluation Team, the consultant will undertake the following tasks:

1. Develop evaluation framework and methodology and with the project team.
2. Develop the evaluation plan;
3. Undertake extensive document review to familiarize with the project;
4. Develop the evaluation tools and conduct validation and field testing of the same;
 - a. Prepare the evaluation draft reports and present the findings to ADRA management
 - b. Prepare and submit final report to ADRA in three hard copies
5. Review project contract from Mar. 2007 – Dec. 2009 (including proposal narrative, logframe, action plan and budget), and other relevant documents.
6. Conduct preliminary planning meetings with key staff to:
 - a) Clarify objectives and performance criteria (indicators and outputs) – (please refer to log frame).
 - b) Identify types of information needed to be collected in the evaluation – (please refer to log frame).
7. Prepare data collection tools (questionnaire) with appropriate data collection techniques.
8. Develop a data analysis plan and discuss with the project management and survey team.
9. Conduct training of staff to be involved in the evaluation (Enumerators and supervisors).
10. Carry out the evaluation in the selected study sites.
11. Describe findings and draw up conclusions (including report writing).

Specific actions to be undertaken by ADRA Sudan Southern Sector to achieve the stated objectives:

1. Hire a consultant(s).
2. Organize logistics for travelling to the target sites.
3. Recruit the relevant personnel to help in the evaluation. This is to be done in close coordination with the consultant.
4. Support and closely monitor the evaluation at every stage.
5. Do the first review of the draft evaluation report before sharing it with ADRA Norway, checking for quality and compliance with the ToR, making corrections and suggesting improvements.
6. Submit the revised draft evaluation report to ADRA Norway.

Specific actions to be undertaken by ADRA Norway to achieve the stated objectives:

1. Provide support by email to the evaluator/ADRA SSS in case of any unclarity in the current ToR or need of technical advice.
2. Review the draft evaluation report, adding to ADRA SSS's comments and suggestions if necessary.

Assessment Team Level of Effort (LOE) and Composition

The survey team will mainly be composed of lead consultant and identified enumerators and supervisors. *M&E Manager* will oversee smooth implementation of the evaluation work in the field; and *Project Manager* will provide assistance as needed, especially in terms of logistics.

Back up Technical assistance and close monitoring of the whole process will be conducted by the *Programs Director* and the *Associate Country Director*. The team members, their areas of competence and their responsibilities in this assessment will be as follows:

External Consultant: Competencies include project design, monitoring and evaluation techniques including design of monitoring and evaluation tools, sampling, training of enumerator/supervisors, data analysis and report writing skills, with experience in evaluating Educational Projects. It is preferable that he/she will have a Masters Degree in Education, Social Sciences, or International Development and/ or Statistics with extensive proven experience in implementing monitoring and evaluating community based educational projects. In addition, the consultant should produce evidence of previous evaluation works (reports). Further, an excellent knowledge of English is a must.

The consultant will be responsible for the overall implementation of the evaluation including:

8. Develop a questionnaire and/or study protocols/instruments
9. Sampling of the target population
10. Facilitate training for data collection team
11. Lead the study team during data collection exercise
12. Analyse data and write a comprehensive assessment report
13. In all the tasks work very closely with the project assessment team and ADRA staff
14. Submit findings in the time frame provided.

Enumerators

ADRA Sudan Southern Sector will explore possibilities regarding hiring literate enumerators in the project area. The number of enumerators needed will be decided when the sample size of the survey has been determined by the consultant. The enumerators and their supervisors will be selected, trained and recruited from the field.

Data entry

Data entry and analysis are the responsibilities of the Consultant.

Programs Director: Will be responsible for closely monitoring every stage of the evaluation process in close coordination with the *Associate Country Director*, and *M&E* personnel working with the consultant in field.

M&E Manager: Will be responsible for hiring of consultant in close coordination with *Programs Director*, *Associate Country Director* and *Project Manager* in consultation with ADRA Norway. He will also assist the consultant in every aspect of the evaluation; with technical assistance from *Programs Director* and *Associate Country Director*.

Project Manager: Will take charge of logistics and administrative arrangements as well as facilitating the implementation of the evaluation. He will be responsible for the selection and recruitment of the enumerators using the criteria designed by the consultant.

Assessment Methodology

The evaluation study should be completed within time frame as spelled in time table below. The evaluation team, will interview ADRA staff project Manager, key project staff and other stakeholders e.g.

county education authorities as seen deem. The team will also review existing project documents.

It is important to note that the team in their investigation especially with the community members as important stakeholders will consider geographical coverage of the areas as represented by the surrounding villages. Data collection tools should include the following among others: questionnaires, structured interviews, field observations and focus group discussion. However, consultant is to decide on appropriate sampling method.

Indicative Budget

Below is estimated evaluation budget:

| | |
|--------------------------------------|------------------|
| External Evaluator(s) | |
| Professional fees (@US\$300/day) | US\$6,300 |
| Accommodation in Juba (@US\$150/day) | 600 |
| Airtfares (return ticket @US\$280) | |
| 560 | |
| SSRRC permit | 100 |
| Registration for Alien | 100 |
| Stationeries (Lump sum) | <u>150</u> |
| Subtotal | US\$7,710 |
| Enumerators | |
| 10 persons @US\$15/day/7) | |
| <u>US\$1,050</u> | |
| Subtotal | US\$1,050 |
| Total | US\$8,760 |

Assessment Schedule of Activities

Proposed Timetable

| Task | Time table | Responsible person |
|--|---|---|
| ADRA Sudan – Southern Sector and ADRA Norway will develop terms and reference/scope of work for the final evaluation | 28 Oct. 2009 | Santos, Clement, Biringwa Baya Walla, Thomas Benton and Danilo, Allan |
| ADRA Sudan –SS will advertise for consultant | 20 th – 27 th Nov. 2009 | Biringwa, Allan |
| ADRA Sudan – SS and ADRA Norway will hire an external consultants to conduct the final evaluation, sign contracts and agreed on the term and reference with the consultant | 30 th Nov. 2009. | Biringwa Baya Walla, Clement and Thomas and Danilo, Allan |
| Organize logistic Arrival to Juba in case the consultant is not hired from within the country | 4 th Jan. 2010 | Biringwa, Allan, and Nimeri |
| Project documents including proposals, log frame, detail implementation plan, previous evaluation report, other reports sent to consultant for review | 4 th – 5 th Jan. 2010 | Santos and Biringwa Baya Walla |
| Preparing data collection tools and obtaining approval from ADRA Norway and ADRA SSS for implementation | 6 th Jan. 2010 | External consultant |
| ADRA Norway will have the first draft of data collection tools. | 6 th Jan. 2010 | Santos, Clement, Biringwa Baya Walla, Tom Benton and Danilo, Allan |
| Data collection approved by ADRA Norway | 7 th Jan. 2010 | Danilo and Thomas Benton |
| External consultant travel to Budi | 8 th Jan. 2010 | Santos, Biringwa and Consultant |
| Field work with relevant staff and Project Manager | 10 th Jan. - 22 nd Jan.2010 | Consultant and ADRA SSS staff |
| Data analysis and reporting | 24 th – 29 th Feb. 2010 | Consultant |
| Travel back to Juba | 31 st Jan. 2010 | ADRA Sudan Southern Sector Project Manager. |
| Fist debriefing | Morning of the 31 th Jan. 2010 | External Consultant |
| Submit the first draft | 1 st Feb. 2010 | |
| Follow up comments by ADRA SS and ADRA Norway | 1 st Feb. – 7 th Feb.2010 | Consultant |
| Submit final evaluation report | 14 th Feb. 2009 | Consultant |

Report and Deliverables

After the end of the assessment exercise, the team will meet with ADRA-SSS management to orally brief them on their findings to date. This meeting will be a closing session where the team is also expected to discuss significant findings, for each component of the project such as: access to improved quality basic education; increased knowledge and understanding of HIV/AIDS and STDs; and improvement in the management and delivery of educational activities in Budi County and at the State level in Eastern Equatoria State as a result of this project; increase the awareness of the importance of girl's education and education for all among the general population.

Reporting Requirements

The final report document will be written in the English language. Appendices should include, among other pertinent technical or supporting documentation, the following documents which will be provided together with the final report by the Consultant:

The review team's scope of work

The methodology employed

The review team's composition and qualifications

A list of places visited

A list of documents reviewed

A list of persons interviewed

All Data collection instruments.

Brief comments on the ToR (assessing the quality and possibly suggesting improvements for future ones)

Appendix D: Photos

Photo 1 Training of the Enumerators



Photo 2 conducting a Teachers FGD



Photo 3 FGD with Students



Photo 4 Staff room for teachers under construction



Photo 5 A Class Room Under the Tree



Photo 6 A simulation of a teacher in a class under the tree



Photo 7 a class room that has been constructed using the local materials



Photo 8 students learning in one of the class room made of local materials, notice the absence of a desk



Photo 9 a well maintained class under a tree



Photo 9 stones that are used as set as by the lower primary



Photo 10 a class room that has been destroyed by white ants and rain



Photo 11 a school under construction



Photo 12 a complete school with four classes and an office in the middle



Photo 13 a school toilet that is disused



Photo 14 an incomplete toilet in one of the schools



Photo 15 a complete classroom with a black board



Photo 16 desks that have been distributed , notice the white ants that are destroying the desks



Photo 17 school material being distributed



Photo 18 INSERT teachers having being trained



Photo 19 a training taking place in teachers training centre



Photo 20 some of the Tobacco that is paid out in a TPS



Photo 21 some of the local building materials that have been brought by the parents in order to repair the school structures



Photo 22 HIV and AIDS awareness Campaign



Photo 23 Drama being acted on a special Occasion



Photo 24 School Children in a Song and dance during a special occasion



Photo 25 A HIV and AIDS awareness Video Show

