



# **Final Evaluation**

## **Education for Woman and Children (EWC) - Sudan**

**BY**

**EoP Report - EWC Sudan**

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## Table of Contents

|   |    |
|---|----|
| Executive Summary .....   | 2  |
| Acknowledgments .....   | 6  |
| SECTION ONE: INTRODUCTION AND METHODOLOGY .....   | 8  |
| 1.0 Introduction.....   | 8  |
| 1.1 The Project Area .....  | 8  |
| 1.2 Program Objectives and Components.....  | 9  |
| 1.3 Evaluation Goals .....  | 10 |
| 1.4 Methodology .....   | 10 |
| 1.5 Challenges Encountered During the Data Collection .....   | 12 |
| SECTION TWO: PRESENTATION OF EVALUATION FINDINGS.....   | 13 |
| 2.0 Performance of Education for Women and Children (EWC).....  | 13 |
| 2.2 Vulnerable women and children have access to REFLECT literacy circles <b>Feil! Bokmerke er ikke definert.</b> |    |
| 2.3 Increasing the Livelihood Coping Mechanisms for Low Income IDPs .....   | 23 |
| 2.4 Environmental Reclamation Is Enhanced Through Awareness Raising Campaigns .....                               | 26 |
| 2.5 Increase the level of awareness on the prevalence and prevention measures for HIV and AIDS .                  | 28 |
| 2.6 Unexpected Events of Significant Character .....  | 34 |
| 2.7 Quality and Relevance of Design .....   | 34 |
| 2.8 Efficiency in Planning and Implementation.....  | 36 |
| 2.9 Implementation efficiency compared to alternatives.....   | 36 |
| 2.10 Monitoring and Evaluation Plans .....  | 37 |
| 2.12 Sustainability .....   | 38 |
| 2.13 Relationship Between ADRA Sudan and ADRA Norway .....  | 39 |
| 2.14 Cross-cutting issues .....   | 39 |
| SECTION THREE .....   | 42 |
| 3.0 LESSONS LEARNED AND RECOMMENDATIONS.....  | 42 |
| 3.1 Lessons Learned .....   | 42 |
| 3.2 Recommendations.....  | 43 |
| 3.3 <i>CONCLUSION.</i> .....  | 47 |
| Appendix 1 : ToR of the EoP .....   | 48 |

## List of Tables

|  |    |
|--|----|
| Table 2. 1 Characteristics of the Households.....  | 13 |
| Table 2. 2 Number of Newly Contracted and Rehabilitated Learning Shelters .....              | 15 |
| Table 2. 3 Newly Constructed and Rehabilitated Learning Shelters.....                        | 15 |
| Table 2. 4 Summary of construction and rehabilitation of the learning centers.....           | 16 |
| Table 2. 5 Number of facilitators trained per year .....                                     | 18 |
| Table 2. 6 Number of women who attended Literacy Circles.....                                | 21 |
| Table 2. 7 Children Enrollment in Circles .....  | 23 |
| Table 2. 8 The constructed Vocational Training Centers .....                                 | 24 |
| Table 2. 9 The number of beneficiaries per skills training. ....                             | 25 |
| Table 2. 10 Number of beneficiaries whose level of income increased .....                    | 25 |
| Table 2. 11 Performance indicators for environmental activities. ....                        | 28 |
| Table 2. 12 Awareness of HIV and AIDS .....  | 31 |
| Table 2. 13 Awareness of HIV and AIDS transmission.....                                      | 31 |
| Table 2. 14 Awareness of HIV and AIDS preventive measures .....                              | 32 |
| Table 2. 15 HIV and AIDS misconceptions.....   | 32 |
| Table 2. 16 Knowledge of Mother-to-Child Transmission .....                                  | 33 |
| Table 2. 17 Attitudes toward people living with HIV .....                                    | 33 |
| Table 2. 18 Knowledge in Regard to HIV AND AIDS Testing .....                                | 34 |
| Table 2. 19 Different figures for the indicators in different editions of the log frame..... | 38 |
| Table 3. 1 Differences in wording of the objectives .....                                    | 45 |

## List of Photos

|   |   |
|---|---|
| Photo 1 Girls learning in one of the shelters .....   | 1 |
| Photo 4 A site of one of the learning shelters that was destroyed after the rains.....            | 1 |
| Photo 2 Boys learning in one of the shelters .....  | 1 |
| Photo 5 a learning shelter partially destroyed after the rains and ready to be rehabilitated..... | 1 |
| Photo 3 Local mud blocks used to rehabilitate or construct the learning shelters.....             | 1 |
| Photo 6 Some of the cement and sand blocks that are locally available .....                       | 1 |
| Photo 7 one of the Learning shelters made of some permanent structures .....                      | 2 |
| Photo 10 the two toilets constructed in a VTC .....   | 2 |
| Photo 8 One of the VTC sponsored by ADRA Sudan.....   | 2 |
| Photo 11 One of the rooms in VTC .....  | 2 |
| Photo 9 A signage in one of the VTC.....  | 2 |
| Photo 12 Three other rooms on teh VTC.....  | 2 |
| Photo 1 Girls learning in one of the shelters .....   | 3 |
| Photo 2 Boys learning in one of the shelters .....  | 3 |
| Photo 3 Local mud blocks used to rehabilitate or construct the learning shelters.....             | 3 |
| <i>Photo 13 Benches used for training in the VTC.....</i>   | 3 |
| Photo 14 Utensils used in Home economics session .....  | 3 |
| Photo 15 final products for home economics training .....   | 3 |
| Photo 16 A sample of a certificate of completion offered to the women participants.....           | 4 |
| Photo 19 equipment used in Home economics session .....   | 4 |
| Photo 17 The initial site of the VTC that was pulled down after being partially constructed.....  | 4 |
| Photo 20 sewing machines used in tailoring session.....   | 4 |
| Photo 18 The VTC that is 90% complete .....   | 4 |
| Photo 21 A leather work session taking place at a VTC.....  | 5 |
| Photo 22 A facilitator demonstrating how to make a sandal .....                                   | 5 |

Photo 23 a leather work session in a VTC ..... 5  
Photo 24 A trainee puts the final touches on a sandal ..... 5  
Photo 25 some of the trees planted by the community members ..... 5

## Executive Summary

The Education for Women and Children Programme (EWC) is part of a regional intervention by ADRA Norway, with other countries being Sudan (Water, Education, Health and Environmental Awareness), South Sudan (Budi Sustainable Education System); and Somalia (Education for Women and Children). The Sudan intervention was located in three of the displaced resettlement areas of Umbadda (Al Bougaa unit), Kerery, and Haj Yousif localities. ADRA has been operating in these localities since 1994 with interventions that aimed to improve the self-reliance of IDP women and their families through activities such as literacy, credit and loan scheme, HIV AND AIDS campaigns etc.

The project was designed as follows:

### **Goal:**

Improved standard of living for low-income IDP families in the IDP resettlement areas of Al Bougaa, Kerery and Haj Yousif localities, Khartoum State within the period of three years

### **Objective(s): literacy, livelihood**

- 1) To increase the level of literacy of 2250 participants (1250 women able to read, write and do simple numeracy and, 1000 children of age 9-16 years old that qualifies children to enter the Formal school system) in project communities over the three years period.
- 2) To increase livelihood coping mechanisms for 1440 low income IDPs through skills training in tailoring and sewing for 540 (90% women), leatherwork for 360 (50% women) and handicrafts for 540 (100% women) over a period of three years.
- 3) To increase the level of awareness on the prevalence and prevention measures for HIV AND AIDS for 1500 women in three project areas through awareness raising campaigns.
- 4) To improve environmental reclamation through awareness raising campaigns for 2250 literacy participants (1250 women and 1000 children) through 33 cleaning campaigns and planting 2000 fast growing tree seedlings within the three years project period.

### **Highlights of key achievements:**

At the end of the project the following are some of the key achievements:

#### **Literacy shelters**

A total of 16 literacy shelters were either constructed or rehabilitated in the project area. ADRA recruited 31 facilitators and trained them in REFLECT methodology to facilitate in the learning shelters. A further 1,328 women were enrolled and 774 graduated, while 1, 242 children (794 girls) were enrolled in the literacy circles and 967 (667 girls) transited to the primary schools in the localities.

#### **Vocational Training Centres**

Two vocational training centres had been constructed while the third one was 90% completed at the time of undertaking the End of Project evaluation. A total of 440 women graduated in Tailoring and Sewing, while 282 graduated in leatherwork; 987 in handicrafts and home economics and 257 in beautician courses.

## **Environmental Reclamation Awareness Raising**

Through the literacy circles and community campaigns environmental reclamation awareness was enhanced with 13 cleaning campaigns conducted and 4,387 people participated in cleaning campaigns over the life of the project. A total of 200 seedlings were planted by pupils in ten primary schools while 1,431 women were involved in planting 2,031 trees in the targeted area. .

## **HIV and AIDS Awareness Raising Sessions**

A total of 30 facilitators were trained in STAR methodology of facilitating HIV and AIDS. They raised awareness to 2,506 women participants in the literacy shelters. A total of 13 campaigns were conducted in the community where 4,487 people participated.

## **Lessons Learned**

1. In order to improve enrollment in the learning circles, they should introduce income generating projects such as handicraft, needle work and sandque (revolving saving fund), monthly savings for the purchase of kitchen equipment.
2. Bringing together people from different regions and tribes promoted peaceful coexistence and joint planning towards the wellbeing of the society.
3. Initially the registration of the children literacy circles faced some challenges but when the project staff involved the adult education departments and PPC to talk to the parents there was a surge in the number of children enrolled in the circles.
4. The attendance of children became consistent when the facilitators met with parents of the children enrolled in the learning circle. In future interventions it is important to schedule meetings with the parents consistently so as to enhance attendance by the children.
5. The items in Dar al salam VTC were stolen when the watchman had gone to say his prayers at the local mosque. It is recommended that :
  - a. All the watchmen be advised to say their prayers inside the VTC
  - b. The budget for all the VTC should include security grills for the windows and doors which will enhance the security of the items in the VTC
6. Some of the facilitators agreed to be paid 50% of the fees paid by the participants. This proved to be an innovative method of remuneration since the facilitator had to deliver so that he could have her salary increased.

## **Recommendations**

1. As in most cases in Africa, the older children are given the responsibility of looking after the younger children (mostly between the ages of 2 to 6 years). It was established that the older children, more so girls, attend the literacy circles with the younger children, and the literacy circles therefore act as a kindergarten for the young children. In addition, the children who attend the literacy circles vary in ages from 6 to 17 years. Children in these age group need to have a clear and practical set-up of hygiene and sanitation facilities that need to offer well-

integrated solutions for hand washing, and waste disposal. The facilities should also offer some privacy, including from members of their own gender. Hence the need to build toilet facilities in the literacy circles and playing grounds for the children. The challenge is to have a shelters big enough to accommodate the playing ground and the toilet facilities. However this can be solved by engaging the PPC and the ministry of education.

2. In all the nine learning shelters that were visited by the consultant, none of them had any ADRA signage. It is recommended that in future, the signage be made mandatory, otherwise other NGO can take over the learning shelters and claim credit to constructing them.
3. Some of the participants would have liked to pursue further studies, but there were no known opportunities. There is need to link them up with the adult education offices where they can be advised on how to join the formal adult education system and sit for exams.
4. The sustainability of the learning shelters was an issue, since ADRA was supporting the shelters for only one year, and once they moved on, the facilitators had to search for other donors. There is need to design courses that would initiate income to the learning circles so that sustainability would be enhanced.
5. Delays due to failure by the contractors to observe the time schedule lead to delay in starting some of the learning circles. It is recommended, that a contractor with the capacity to handle all the rehabilitation and construction be identified so learning can start as planned which will mean that time is equally saved.
6. ADRA Sudan implements different projects at any one time, and it is recommended that though the projects calendar may differ with the academic calendar, it may be necessary to set aside operational funds for three months and the funds be administrated by other ADRA interventions.
7. The baseline figures were higher than the targets, it is recommended that in future, where the baseline figures are high, targets be adjusted so that they could be higher than the baseline figures.
8. The log-frame refers to the number of beneficiaries who graduate from the livelihood skills training and are utilizing the skills acquired to generate incomes for themselves and their families. The implication here is that once they acquire the skills they are able to do business. There is the need to introduce a business related course as a core course that will training them among other things:
  - Rudimentary skills in bookkeeping
  - Customer care
  - Pricing and costing
  - Estimating demand etc.
9. The VTC need to have a committee that will guide its operation, the committee can have their membership drawn from opinion shapers in the community.

## Acknowledgments

The consultant acknowledges the collaboration of a number of people whose support enabled him to

successfully undertake this final evaluation of Education for Women and Children in Sudan. In particular, he is grateful to the people of the three target area namely Haj Yousif Locality (Shegella South and East); Umbadda Locality (Wad Al Bashir Camp in Dar Al Salam Hara from 51- 52 and Amir Villages) and Kerery Locality (Mabruka) who openly shared their views with him. They spared time to discuss their perspectives on the intervention implemented by the ADRA Sudan team. The consultant recognizes the support accorded to him at different levels by the ADRA team. At the NORAD office, the support of Birgit Philipsen, Danilo Avileis and Jonathan Telfer is highly appreciated. The consultant would also like to recognize the support of Slessor Ooko in Nairobi, ADRA Somali office. At the Khartoum office, the support of John Sanko, John Mwanza, Anneclaire Bremard , Eiman Fath Alaleem Moh.Khalid, Rawan Mabrouk and Ahmed Eljack and all the ADRA Sudan staff who played a role in one way or another is highly appreciated. 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

### 1.0 Introduction

The Education for Women and Children Programme (EWC) is part of a regional intervention by ADRA Norway, with other countries being Sudan (Water, Education, Health and Environmental Awareness), South Sudan (Budi Sustainable Education System); and Somalia (Education for Women and Children). In Sudan, the over 20 years war has left over 10 million people internally displaced, a number of which settled around Khartoum in IDP camps that today have been declared as settlements for IDP. More than 90% of these are either farmers and/or herders and, lack other marketable skills to earn a livelihood. This increased their vulnerability in staying in the city. Their only hope has been on petty income generating activities such as selling tea, working as domestic servants in the homes of the well-to-do or micro enterprises (buying and selling assorted goods) in which competition in the market is high and consequently profit margins low. The effects of this have not only been drastically low conditions of living, but equally on the domestic and educational support for children. Majority of their children cannot go to schools in Khartoum because of lack of space for accommodation but principally also due to high school fees which they cannot afford. Hence illiteracy rates among them are very high. According to UNDP (Human Development Report 2007) about 35% of children are unable to complete Primary 5 in Sudan. Adult illiteracy rate is 53.9% and there is a large disparity between male and female illiteracy (65% female/55.7% male). This rate is lower among the displaced people. Many of their children are found around market places, lorry parks or busy streets either as street vendors of items like cookies, plastics etc, looking for petty jobs or begging for alms

### 1.1 The Project Area

Most of the Khartoum state lies in the climatic semi-desert region, while the northern areas lie in desert zones. The climate ranges from hot to very hot. The weather is rainy in summers, cold and dry in winters. Average rainfall reaches 100 mm –200 mm in the north-eastern areas and 300–200 mm in the North Western areas. The temperature in summer ranges between 25-40 degrees in the months of April to June, and 20-35 degrees in the months from July to October. In winter (November to March), temperatures continue to decline between from 25–15 degrees. The main livelihood of people living in this harsh environment is livestock keeping and the farming of maize, haricot beans and sorghum.

Kerery locality is located in the far northern part of Omdurman. It is characterised by a large expanse of land that covers more than 65 blocks. The project will target the blocks that are earmarked by the GoS for permanent settlement of families who previously were living in areas that had been used as waste disposal areas. Other blocks targeted are the industrial areas of Omdurman and the Gamair Squatters areas at the beginning of the 1990s. However, there are new resettlement areas that are mushrooming in the far north of the locality called Al Fetehi and many of the IDPs from Darfur are settling in this area which translates to an increase in the population. The population of the IDPs in these blocks is estimated at 700,000 by local authorities.

Haj Yousif locality is located in the eastern part of Khartoum North. It comprises six displaced squatter areas. The project, however, will target five out of these six areas. They are; Dar al Salam, Takamol, Al Bashir, Taawedat and Shigla. The Popular Committee has estimated that Dar al Salam has a population of 56,000. Takamol population is estimated at 18,500 and Al Bashir has an estimated population of 15,000. Taawedat is an IDP resettlement area located in the south eastern part of Dar al Salam. This area was designated for IDPs who were affected during the demarcation of their area into plots. Shigla

is in the northern part of Takamol. It was a squatter area which has now been converted into a permanent settlement area, and is divided into southern, northern and eastern Shigla. The project will target Shigla south where the population of IDPs is remarkably high.

### 1.1.1 Project Location

The intervention was located in three of the displaced resettlement areas of Umbadda (Al Bougaa unit), Kerery, and Haj Yousif localities. ADRA has been operating in these localities since 1994 with interventions that aimed to improve the self-reliance of IDP women and their families through activities such as literacy, credit and loan scheme, HIV AND AIDS campaigns etc. The project will be located in the same areas, but with expansions to new block/areas. The proposed new blocks or areas in these localities are:

1. Haj Yousif Locality - Shegella South and East
2. Umbadda Locality - Wad Al Bashir Camp in Dar Al Salam Hara from 51- 52 and Amir Villages.
3. Kerery Locality - Mabruka,

## 1.2 Program Objectives and Components

The project was designed as follows:

### **Goal:**

Improved standard of living for low-income IDP families in the IDP resettlement areas of Al Bougaa, Kerery and Haj Yousif localities, Khartoum State within the period of three years

### **Objective(s): literacy, livelihood**

1. To increase the level of literacy of 2250 participants (1250 women able to read, write and do simple numeracy and, 1000 children of age 9-16 years old that qualifies children to enter the formal school system) in project communities over the three years period.
2. To increase livelihood coping mechanisms for 1440 low income IDPs through skills training in tailoring and sewing for 540 (90% women), leatherwork for 360 (50% women) and handicrafts for 540 (100% women) over a period of three years.
3. To increase the level of awareness on the prevalence and prevention measures for HIV AND AIDS for 1500 women in three project areas through awareness raising campaigns.
4. To improve environmental reclamation through awareness raising campaigns for 2250 literacy participants (1250 women and 1000 children) through 33 cleaning campaigns and planting 2000 fast growing tree seedlings within the three years project period.

### 1.2.1 Expected Results

By the end of the project the following results (outputs) will be achieved in each component:

- i. 1000 children attended literacy sessions in three years
- ii. 600 children enrolled into the regular school system within a period of three years.
- iii. 1250 women attended literacy sessions in three years
- iv. 1000 (80%) women are able to read and write and do simple numeracy over the three years period
- v. 540 persons trained in advance tailoring and sewing
- vi. 400 IDPs (90% women) raised their income level and livelihood through tailoring and sewing over the three years period

- vii. 360 persons trained in leather works skills over three years
- viii. 200 IDP women increase their income and livelihood through leatherworks over the three years period
- ix. 540 persons trained in handicrafts and home economic
- x. 400 IDPs (50% women) increase their income and livelihood through handicrafts over the three years period
- xi. Result for HIV and AIDs based on the total number of beneficiaries 1500 women
- xii. Result for environmental reforestation through awareness raising of 1250 women and 1000 children, 33 cleaning campaigns and (2000 tree seedlings planted) in addition to the beneficiaries' contributed total number of seedlings to be planted

### 1.3 Evaluation Goals

Evaluation's main goals

- i. Assess project performance at each level (activities, outputs, outcomes and goal) against the indicators set in the latest version of the log frame, with emphasis on the outcome/objective level
- ii. Identify possible unexpected events of significant character (positive and/or negative) outside the project that have contributed to the project's progress or lack of progress
- iii. Investigate whether there were unexpected results (positive and/or negative) that were not part of the original project plan
- iv. Draw lessons learnt and/or describe relevant experiences that will result in a change of strategies/ methods in future interventions, and verify whether they are common to other local organizations engaged in the same thematic area/ beneficiary population;
- v. Mention the evaluations that took place in the run-up to the project or during the project period, and identify the extent to which they resulted in changes/improvements to the project implementation or design
- vi. Describe and assess the cooperation between ADRA Norway and the corresponding African offices, especially the former's added value to the project; emphasize sharing of responsibility and work, dialog, meeting arenas and competence building of each respective partner office by ADRA Norway
- vii. Assess the plans for future intervention and make recommendations in light of the findings of the current evaluation.

A comprehensive ToR is attached at the end of the report.

### 1.4 Methodology

A number of methodologies were used to collect, collate and analyze data. These included a desk review of the secondary data from project documents such as the design document, quarterly reports and the final baseline report for Education for Women and Children Programme (EWC), ADRA SUDAN. Methodologies for primary data collection included household surveys, Focus Group Discussions (FGD), Key Informant (KI) interviews and Observations. This data collection was undertaken by both the consultants and ADRA Sudan recruited enumerators and facilitators.

#### 1.4.1 Recruitment of Enumerators and Facilitators

A criterion for the selection of enumerators and facilitators was developed by the ADRA Ethiopia Project Manager. Twelve enumerators and two supervisors were recruited for household (HH) data collection. The selected enumerators were drawn from the local project area and they worked in various organizations within Khartoum State. All the enumerators were university graduates. Two

facilitators and four recorders were recruited to form two teams that collected information from FGD participants.

### 1.4.2 Sample size

The number of households to be interviewed was determined by computing the sample size using the 2 step 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 an 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  $n = (1.642 \times 0.5 \times 0.5) / 0.05^2 = 268.96$ . 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.

### 1.4.3 Selection of the Households

This survey employed the Probability Proportional to Size (PPS) Cluster Sampling method, where more clusters were selected from larger groups and few clusters from smaller groups. A sample of 300 households was selected from the three localities. Data collection from the households commenced on the 19<sup>th</sup> of January 2014, and was conducted for seven days ending on the 24<sup>th</sup> of January 2014 with a break on the Saturday. During the actual data collection, a total of 314 households were interviewed. After keying in the data and cleaning it, only 305 HH questionnaires were found to be useful, as nine questionnaires were incorrectly filled or over 80% incomplete, while for 2 HH the enumerators did not fill the locality. This sample (with a 95% confidence interval and an error margin of <5%) was considered representative and statistically significant, allowing valid inferences to be made to the beneficiary population of EWC regarding the indicators under investigation.

*Table 1. 1 Household Population Distributions per Locality*

| # | Locality   | Estimated Population | Planned HH | Actual HH | Actual Proportion |
|---|------------|----------------------|------------|-----------|-------------------|
| 1 | Umbadda    | 700,000              | 163        | 122       | 40%               |
| 2 | Kerery     | 500,000              | 116        | 103       | 34%               |
| 3 | Haj Yousif | 89,500               | 21         | 78        | 26%               |
| 4 | Missing    |                      |            | 2         | 1%                |
|   | Totals     | 1,289,500            | 300        | 305       | 100               |

### 1.4.4 Selection of FGD participants

FGD participants were selected using purposive sampling. The selection criterion was based on the areas of intervention under investigation, namely literacy and livelihood. Other areas considered included HIV and AIDS and tree planting which were identified as cross cutting issues.

### 1.4.5 Data Collection

Key data collection methods included household field surveys, FGDs and KI interviews. In addition to 305 HH questionnaires, 17 FGDs were held with members of the community to verify EoP information of the interventions, possible challenges that were encountered and sustainability of the projects. FGDs were also used both to reinforce and fill in the gaps identified in the quantitative data. A total of 23 key informant interviews was also conducted with locality officials, opinion shapers and ADRA Sudan implementing staff. See table 1.2 below.

Table 1. 2 Data Collection Methods Used

| # | Data collection method used | Frequency |
|---|-----------------------------|-----------|
| 1 | Household data collection   | 305       |
| 2 | Focus group discussions     | 17        |
| 3 | Key Informant               | 23        |
| 4 | Documents reviewed          | 15        |

#### 1.4.6 Qualitative Data Analysis

Qualitative data was analyzed using data reduction, data display, conclusion drawing and verification. Data reduction involved selecting, focusing, simplifying, abstracting, and transforming the data into themes based on field notes or transcriptions.

#### 1.4.7 Quantitative Data Analysis

Quantitative data that was collected was entered and cleaned in a statistical retrieval data package. The IBM Statistical Program for Social Sciences (SPSS 21) and Excel 2013 were used to aid the analysis of the data. Descriptive and inferential statistics were used.

#### 1.4.8 Data Presentation

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

### 1.5 Challenges Encountered During the Data Collection

In the process of collecting data for EoP, the evaluator encountered one challenge:

- 1) Some of the files in the office were in Arabic. The FGD were conducted in Arabic and notes taken in the same language. While every effort was made to ensure that the translation was factual, it was inevitable that some meaning and the color of the language would be lost in the translation.

The impact of the challenges was minimized by the use of multiple triangulation methods and did not affect the quality of the data collected

## SECTION TWO: PRESENTATION OF EVALUATION FINDINGS

### 2.0 Performance of Education for Women and Children (EWC)

This section covers the general performance, success and challenges and or constraints experienced during EWC of implementation. The section is divided into demographics, enrollment of women and children, vocational training centers, environmental awareness and HIV and AIDs. Specific achievements of the interventions are compared against the set targets and any deviations are discussed.

#### 2.1 Demographics

A total of 2,147 people resided in the 305 households where the data was collected. This works out to an average household size of 7 people. In some cases it was established that two households would reside in one homestead. All the respondents were female as the project targeted women and children. Of those whose gender was recorded, 15% were heads of the household, while 40% of the population was of children aged between 5 to 19 years (school going age). The population that was in the age bracket considered economically active stood at 46%. The enumerators did not record the ages of 2% of the members of the household. Table 2.1 summarises the above information.

Table 2. 1 Characteristics of the Households

|   |                                     | Gender |        | Total |
|---|-------------------------------------|--------|--------|-------|
|   |                                     | Male   | Female |       |
| 1 | Head                                |        | 15%    | 15%   |
| 2 | Spouse                              |        | 13%    | 13%   |
| 3 | children above 5 years but below 19 | 18%    | 22%    | 40%   |
| 4 | Children 5 years and below          | 5%     | 5%     | 10%   |
| 6 | Adult between 20 and 60 years       | 23%    | 24%    | 46%   |
| 7 | Above 60 years                      | 1%     | 2%     | 2%    |
| 8 | Missing                             |        |        | 2%    |

The marital status of the community had not changed significantly during the three year project implementation. 46% of the population in the target area was married compared to 48%, during the baseline survey, whereas 50% had not married by EoP compared to 47% during the baseline survey. It should be noted that divorce or separation cases in the Muslim community are rare as polygamy is very common. Hence the low figures of divorced, separated or widowed. Graph 2.1 displays the above information.

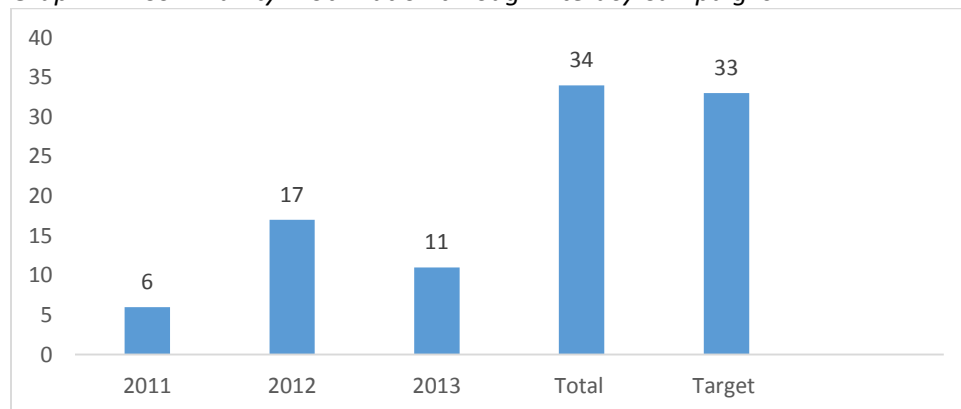
#### 2.2 Vulnerable women and children have access to REFLECT literacy circles

The section below discusses the results of objective one where 2,700 participants were targeted to be enrolled in the REFLECT literacy circles; with a focus on increasing girl child enrollment. In order to achieve the above objective, literacy shelters had either to be rehabilitated or constructed, women and children mobilized to attend learning circles and facilitators trained and assigned to learning shelters. Once the women and children were enrolled it was expected that learning circles would take place in the shelters and the women would graduate while the children would be enrolled in the formal state school system. All these activities would be supported by Literacy campaigns that would be conducted in the community. Each of the above activities is discussed below.

### 2.2.1 Community Mobilization through literacy campaigns

In order to achieve the target of enrolling 2,700 participants in the learning circles, a total of 34 community mobilization activities were conducted against a planned 33. This was a 103% achievement rate for the activity. The community mobilization aimed at minimizing the resistance that the women and community at large exert on the potential participants to the learning circles. The discouragement results from the customary roles of women and family responsibilities that require them to stay at home as well as discouraging the education of the girl child. The community mobilization involved addressing village gatherings, discussing with the People Popular Committee, village elders, and opinion shapers during special days such as the National AIDS day, National literacy days etc. As can be seen in Graph 2.2 more campaigns were conducted in 2012 and the impact on the enrollment of the girl child was significant and yielded an increase of 37.5% and 227% in boy child enrollment (see table 2.4 below). During the FGDs and also discussions with key informants, it was established that the community mobilization was slowly changing the attitude of the parents and the community at large about the girl child education. However, not everyone had completely changed as some of the men were hesitant to educate the girl child as they argued that the academic certificate would be eventually hang on the wall and would not be used to economically empower the girl child as she was expected to be staying at home looking after the welfare of the family members.

Graph 2. 2 Community Mobilization through Literacy Campaigns



### 2.2.2 Construction and or rehabilitation of the learning shelters

It had been planned that five new learning shelters would be constructed and five rehabilitated annually during the three year life of the project. In order to achieve this, ADRA coordinated with the locality adult education officials and they approached the locality PPC within the target IDP communities so as to identify sites for the construction of the new learning shelters and rehabilitate existing ones. In case of a new learning shelter, the PPC paid the government registration fees as their contribution towards the construction of the shelter. Once the sites had been identified; constructors were identified through the approved bidding process and once approved they were awarded the construction or rehabilitation of the shelters. Table 2.2 below summarizes the number of learning shelters that were constructed and rehabilitated during the life of the project. It should be noted that 18 learning shelters were constructed while 16 learning shelters were rehabilitated. This translated to an achievement rate of 120% and 107% for constructed and rehabilitated learning shelters.

Table 2. 2 Number of Newly Contracted and Rehabilitated Learning Shelters

| Details   | 2011        | 2012        | 2013       | Total       |
|---|-------------|-------------|------------|-------------|
| <b>1 Planned New Learning shelter</b>           | <b>5</b>    | <b>5</b>    | <b>5</b>   | <b>15</b>   |
| <b>2 Actual New Learning shelter</b>            | <b>10</b>   | <b>7</b>    | <b>1</b>   | <b>18</b>   |
| <b>3 Achievement</b>                            | <b>200%</b> | <b>140%</b> | <b>20%</b> | <b>120%</b> |
| <b>4 Planned Rehabilitated Learning shelter</b> | <b>5</b>    | <b>5</b>    | <b>5</b>   | <b>15</b>   |
| <b>5 Actual Rehabilitated Learning shelter</b>  | <b>11</b>   | <b>5</b>    | <b>0</b>   | <b>16</b>   |
| <b>6 Achievement</b>                            | <b>220%</b> | <b>100%</b> | <b>0%</b>  | <b>107%</b> |

Evidently, within the first two years all learning shelters were constructed and or rehabilitated and in the last year of the project there were no new construction or rehabilitation of the learning shelters. The need to build and rehabilitate more learning shelters at the beginning of project was informed by the depreciation of the local currency. As table 2.3 shows, the cost of constructing the new learning shelters ranged from SDG1,243 to SDG1,405. In 2012, these costs increased. They ranged from SDG1,403 to SDG6,115 for newly constructed learning shelters and from SDG510 to SDG2,000 for the rehabilitation of existing learning shelters. The increase in cost could be attributed to the depreciation of the local currency from 2.68 to 5.71 Sudanese pound per dollar between in June 2011 and December 2012. This implied that the rehabilitation and or construction was higher than that budgeted.

Table 2. 3 Newly Constructed and Rehabilitated Learning Shelters

| #           | Constructed Learning shelters |         | Rehabilitated Learning Shelters |         |
|-------------|-------------------------------|---------|---------------------------------|---------|
|             | Lowest                        | Highest | Lowest                          | Highest |
| <b>2011</b> | 1,243                         | 1,405   | 350                             | 1,050   |
| <b>2012</b> | 1,430                         | 6,115   | 510                             | 2,000   |

An addition of the 19 and 16 constructed and rehabilitated learning shelters indicates that 34 learning would be available for the circles formation. However, it should be noted that since shelters were constructed with locally available materials (mud bricks) they could not withstand the adverse climatic conditions such as heavy rains. Therefore, some shelters would need to either be rehabilitated or re-constructed a fresh depending on the degree of destruction that occurred during the rainy season. An analysis of construction, rehabilitation and re- construction cycle for the learning shelters indicated six possible permutations of construction and rehabilitation. These are:

1. Shelters constructed only once
2. Shelters constructed and rehabilitated after the rainy season.
3. Shelters constructed and rehabilitated after minor damages during the rainy season but the second rainy season destroyed them and they had to be reconstructed afresh.
4. Shelters constructed and constructed a fresh once again after being completely damaged during rainy season
5. Shelters rehabilitated but damaged during the rainy season and they were rehabilitated again
6. Shelters rehabilitated and ruined during the rainy season and they had to be constructed afresh
7. Shelters rehabilitated only once



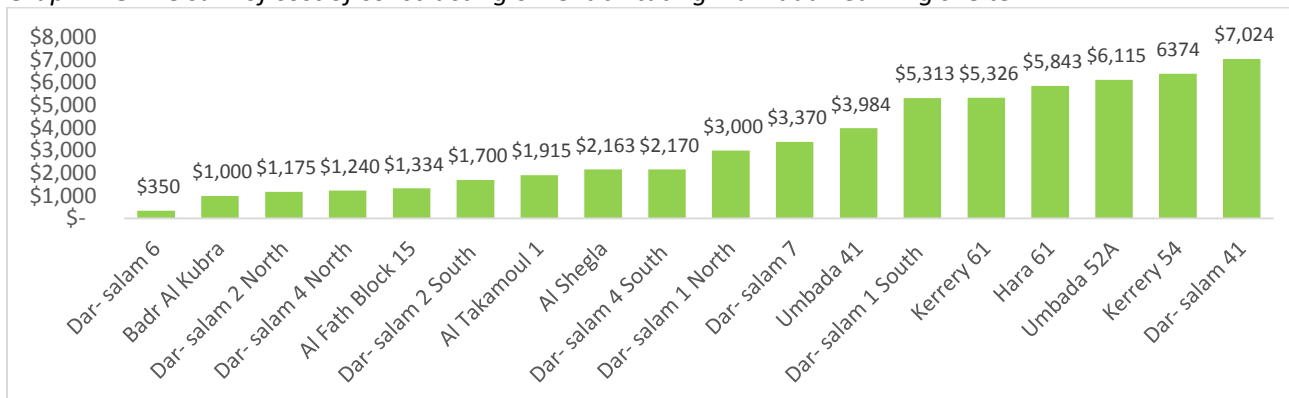
Table 2.4 below summarizes the number of shelters that were constructed and rehabilitated during the life of the project. Out of the total 18 learning shelters that were in the project area, five were constructed only once, while two were rehabilitated only once during the life of the project. One was only constructed once and thereafter rehabilitated after minor damages by the rains. Another three were constructed, but were damaged during the rainy season and they were rehabilitated. However, during the subsequent rainy seasons the shelters were destroyed completely and they had to be rehabilitated afresh. Another three were rehabilitated twice after they were damaged by the rains while a similar number were rehabilitated but damaged during the rainy season and had to be reconstructed afresh. Table 2.4 summarizes the above information.

Table 2. 4 Summary of construction and rehabilitation of the learning centers.

| # | Details  | Frequency |
|---|--|-----------|
| 1 | Shelters constructed only once   | 5         |
| 2 | Shelters constructed and rehabilitated after the rainy season  | 1         |
| 3 | Shelters constructed and rehabilitated after minor damages during the rainy season but the second rainy season destroyed them and they had to be reconstructed afresh. | 3         |
| 4 | Shelters constructed afresh after being completely damaged during rainy season   | 1         |
| 5 | Shelters rehabilitated but damaged during the rainy season and they were rehabilitated again   | 3         |
| 6 | Shelters rehabilitated and ruined during the rainy season and they had to be constructed afresh  | 3         |
| 7 | Shelters rehabilitated only once   | 2         |
|   | Totals   | 18        |

The multiple rehabilitation or reconstruction of the learning shelters pushed up construction cost substantially. Six shelters incurred cumulative costs that ranged between SDG5,000 and SDG7,000 per shelter, whereas three other shelters incurred cumulative costs of above SDG3,000 per shelter and two had cumulative costs of above three thousand per shelter. A total of six shelters had cumulative cost of one thousand and above per shelter, while only one learning shelter had a rehabilitation cost of SDG350.

Graph 2. 3 The sum of cost of constructing or rehabilitating individual learning shelter



### 2.2.2.1 Challenges Encountered in Constructing Literacy Shelters

1. Due to the depreciation of the Sudanese pound the cost of all the inputs more than doubled. This led to an increase in the cost of rehabilitating or constructing a new shelter.
2. During the hot season, the cost of water increases and this led to the increased cost of construction.
3. There were delays in completing the rehabilitation or construction of the shelters as per the agreed schedule. This had a negative impact as it caused delays in starting the learning circles.
4. The best practice approach dictates that the learning shelter be constructed using locally available materials. Initially, this was interpreted to mean using the same materials that were being used to construct the houses for the target population. The challenge was that the materials (mud bricks) could not withstand the adverse climatic condition and they needed to be rehabilitated or reconstructed every so often. This meant that learning shelters needed to be rehabilitated or constructed afresh more than once. Apart from the delays in availing learning space the cost incurred was very high

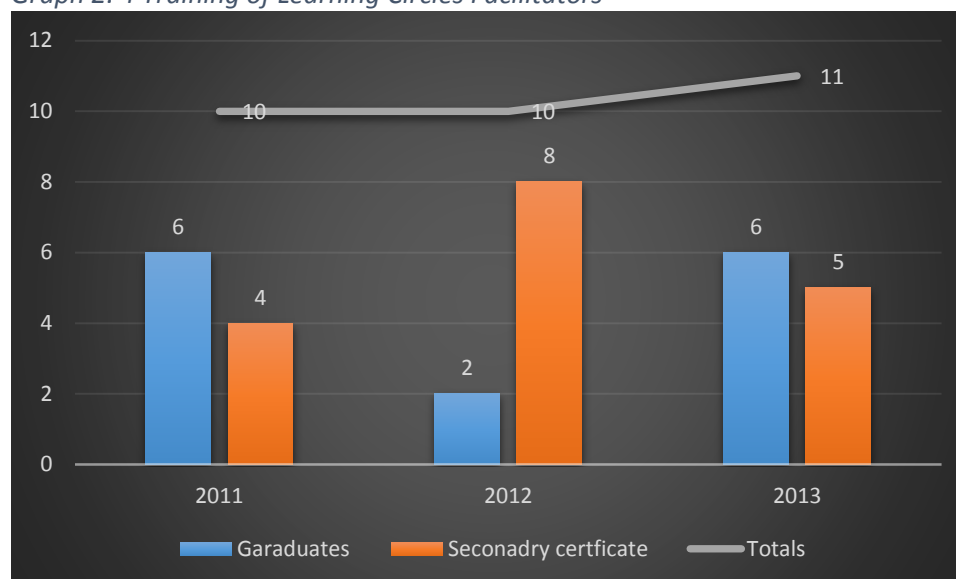
### 2.2.3 Selection and Training of Facilitators

It had been planned that the project implementers would select 15 new literacy facilitators annually and they would be trained in PRA/PLA tools and the REFLECT methodology for a period of 14 days in the first and second year of the project. The facilitators were recruited by ADRA after they were nominated by the PPC who using the following criteria:

1. The facilitator must be a woman
2. She must reside in the locality
3. She must have attained a minimum of secondary level of education
4. She must have been of good standing in the community

Using the above criteria, 31 facilitators were selected against the planned 30 with the training being undertaken three times as opposed to the planned two. A total of 17 facilitators were graduates while 14 had attained a minimum secondary school level of education. All the three training sessions were facilitated by Pamoja Sudan Network and were monitored by MoE adult education officers. The training was conducted by three trainers (2 female and one male). All the trainers had a background in education and were skilled Trainers of Trainers (ToT). The first training took place in the third quarter of 2011, while the other two subsequent training sessions took place in the first quarter of 2012 and 2013. The training lasted 14 days and entailed building the capacity of the facilitators in conducting PRA /PLA tools, and practicing with the units they will facilitate - especially the link with literacy and numeracy. The principles of respect for the participants was stressed upon to the facilitators. All the selected facilitators did not have any previous experience of teaching, which was an added advantage in absorbing a methodology so different from that of the top-down formal education system. The trained facilitators were tasked with the responsibility of contacting their PPC so as to identify locations where they could start literacy circles. Subsequently and with the help of ADRA, they met one day a month in which facilitators shared their experiences and planned for the coming weeks. The graph below illustrates this further.

Graph 2. 4 Training of Learning Circles Facilitators



As table 2.5 shows, the actual training sessions were 3 against a targeted two, and the number of facilitators trained was reduced to ten per year. The deviation of five facilitators could be attributed to the fact that the trainers recommended that an ideal training number should be ten. Six of them were drawn from the ministry of education, department of adult education and five were nominated by the PPC and were trained to meet the expected needs in the new targeted areas in Umbadda locality. The MoE adult education department requested to be trained so that they could acquire skills in the reflect methodology. This would enable them to supervise and or monitor the facilitators. At the time of undertaking the evaluation three facilitators had dropped out. One got married, one become pregnant and one went searching for better employment citing low allowances provided by ADRA.

Table 2. 5 Number of facilitators trained per year

| # | Year   | Target | Trained | Achieved  |
|---|--------|--------|---------|-----------|
| 1 | 2011   | 15     | 10      | 67%       |
| 2 | 2012   | 15     | 10      | 67%       |
| 3 | 2013   | 0      | 11      | Over 100% |
|   | Totals | 30     | 31      | 103%      |

### 2.2.3.1 Support provided by ADRA.

1. ADRA provided incentive payments to facilitators of 250 Sudanese pounds (equivalent to about SDG50 a month), a manual, a blackboard and some large pieces of Manila paper for each facilitator.
2. Monthly visits where revision of the first and second level manual was undertaken depending on the circles.
3. They also assisted in the preparation of the training materials that was coordinated with each trainer and was based on the felt need of the participants.

### 2.2.3.2 Challenges Encountered by the Facilitators

1. As indicated in section 2.2, there were some delays in the construction and rehabilitation of the learning shelters. As such the circles could not start on time and this interfered with the planned activities of the learning circles.
2. Some of the participants in the learning circles were not prompt. This affected the allocated time for the implementation of the plan or activities of the manual thus making it a challenge to finalize the training.
3. Some of the facilitators who were trained did not initiate any learning circles. Some cited lack of learning shelters, while other stated that the allowance paid by ADRA was too low and it needed to be increased, while others got married and or pregnant consequently quitting the facilitation.
4. Some of the participants expected that there would be writing on the first day, but since the reflect methodology uses PRA/PLA tools their expectations were not met. In subsequent discussions with the ADRA project staff, it was agreed that minimal writing be introduced in the initial lessons so as to meet their expectations of the participants.
5. Few of the facilitators had problems in planning the unit of the manual properly. However, this was rectified by having refresher training for the few facilitators who were facing challenges.

### 2.2.4 Women Learning Circles

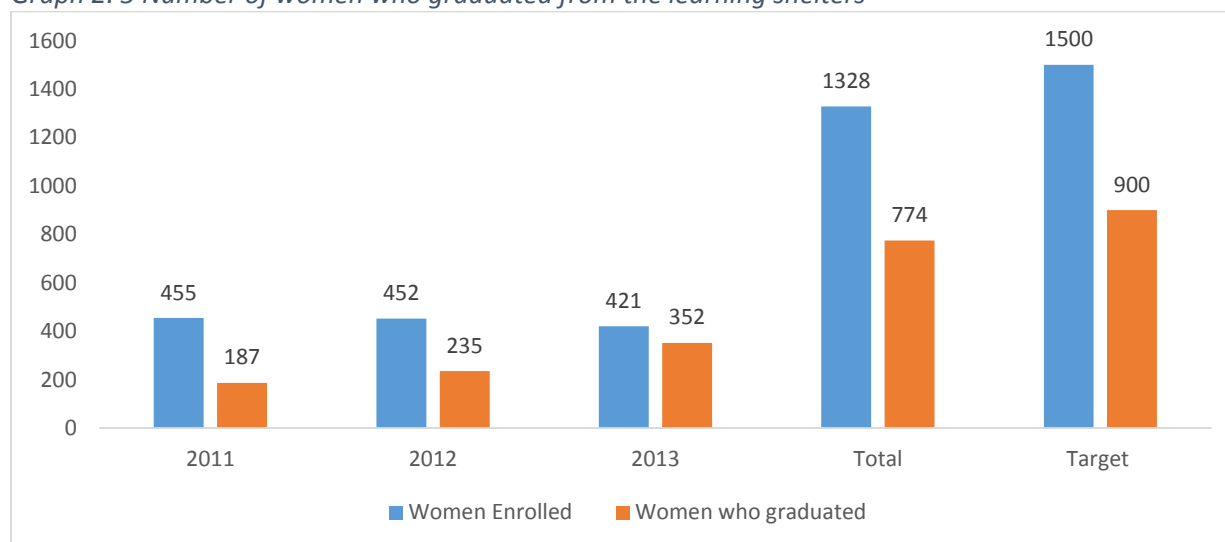
The project implements had planned that women learning circles would be established in the learning shelters where each of the literacy circles was to enroll a maximum of 25 women. The women participants were to meet at least four days a week for two hours in a day during a time that was to be agreed upon by the participants. In nearly all the circles the women participants opted to attend the sessions in the late afternoon so that they could undertake the normal household chores in the morning and for those who were the main bread winners, to embark on their trade in the neighborhood. As planned the participants attended the first level for nine months. In the second and third years, they would attend the advanced literacy level over a period of eight months. The literacy sessions involved discussions, analysis, reading and writing. In addition, the women agreed to add extra activities such as clothes saving, revolving saving fund, home economics (baking cakes, dry vegetables), health awareness (HIV and AIDS awareness) and breast cancer, needle work and how to make monthly savings to purchase kitchen equipment. The role of ADRA staff was to monitor the women's attendance and the coverage of the manuals course work. They also assisted the women circles to implement their action plans on issues discussed in the manuals. The staff was also tasked with visiting those that had dropped out from the literacy circles in order to understand why they dropped out, and in most cases to encourage them to re-enroll in the program. The women also produced simple monthly newsletters. A target was set at 1,500 women enrolling in the literacy circles over the three year period. A total of 1,328 women enrolled thus achieving 89% success rate over the three year period.

It was planned that by the end of each literacy level, participants would sit for proficiency tests set and marked by the MoE adult education office. As planned those who passed the tests were awarded with certificates of completion and graduated to the next level while those who failed were awarded with certificates of attendance and were retained in the same level in the subsequent year. These certificates were awarded in December every year when ADRA staff organized a graduation ceremony where certificates were distributed to the successful women. The graduation ceremony also included exhibitions where the trained women displayed and marketed their products. Ministry of Education

officials from the Adult Education Office graced the occasion alongside other opinion shapers in the community. ADRA used the occasion to also mobilize new participants in the learning circles.

Graph 2.2 shows that a total of 1,328 women enrolled in the learning circles, however only 62% graduated. The dropout rate of 38% could be attributed to the fact that some of the women only intended to achieve a level of functional literacy and they would subsequently drop out of the circles, while others were the sole bread winners in their households and the pressure to provide basic needs was at times too high and they had to drop out the circles so that they could concentrate on earning an income in order to do so. As stated above those who did not graduate were retained in the same level. However, the project implementers did not have a tool that captured those who dropped out and those who repeated a level. The women were happy with the learning shelters and some of them stated that they could now sign their own names when they attended the school meetings for their children and that they were able to read the Quran and letters as opposed to when they had to get someone to read the letters for them in the past.

*Graph 2. 5 Number of women who graduated from the learning shelters*



As indicated above, a total of 1,328 women were enrolled against a set target of 1,500 translating to an achievement rate of 89%. There exists two target figures, one at ADRA Norway level (1,500) and another one at the project level (1,250). If the project figure been used, then the achievement would have been 106%. However, the consultant did not access any document that showed a reduction on the targets. It was also planned that 60% of those who enrolled would graduate. Only 774 graduated which was a success rate of 86%. Additionally, if a base of 1250 had been used a success rate of 103% could have been achieved. The purpose of enrolling the women to the learning circles was to improve their literacy skills in reading, writing and numeracy. All the two of three variable's (reading and numeracy skills) had baseline figures that were higher than the targets. Using the targets figures, the project achieved 166.75%, 180% and 322% achievement for reading, writing and numeracy. As has been established in the baseline survey, the women exhibited high numeracy skills. This can be attributed to the fact that most of them engage in petty trade and lots of mental arithmetic is involved in the process. However a, reduction of 7.1% could be attributed to the high mobility of the target population as most of them travel back to their original homes once comparative peace is established.

Table 2. 6 Number of women who attended Literacy Circles

| # | Details   | Baseline | Target | EoP    | Achieved |
|---|---|----------|--------|--------|----------|
| 1 | Number of women who attend literacy circles initiated by the project  | 0        | 1,500  | 1,328  | 89%      |
| 2 | Number of women graduating from the literacy circles initiated by the project (60% of those attending learning circles) | 0        | 900    | 774    | 86%      |
| 3 | Proportion of women that can read   | 61.50%   | 40%    | 65.70% | 166.75%  |
| 4 | Proportion of women that can write  | 9.10%    | 40%    | 72%    | 180%     |
| 5 | Proportion of women that can undertake simple numeracy  | 72.60%   | 20%    | 64.50% | 322%     |

#### 2.2.4.1 Unplanned achievements in Literacy Shelters

1. The women in the literacy circles initiated coffee gathering ceremony once a week where they invited other women from the community. They discussed important issues related to their families and lives. This motivated other women to join the literacy circles.
2. The women had an opportunity of enhancing their social cohesion as participants met during the month of Ramadan to have joint breakfast.
3. Small-scale income-generating activities such as selling of tea were initiated. These created an opportunity to explore the use of livelihood activities to enhance the financial sustainability of the learning circles.
4. The women participants homes were cleanly maintained as they implemented some of the hygienic activities they had learnt in the reflect methodology.
5. The women who also attend the learning circles often encouraged their children to go to school and more often than not, they ensured that their children complete their home work every evening, thereby enhancing their academic performance.
6. There were demonstration effects in the three regions as some blocks started new circles in temporary locations provided by PPC. Subsequently ADRA constructed or rehabilitated the literacy shelters.

#### 2.2.4.2 Challenges encountered in the literacy circles.

1. Most of the women in the literacy circles were the bread winners in their homes and in the morning hours they were involved in petty trade of selling tea and other items. Sometimes the trading activity interfered with their household chores that needed to be performed before they attended the learning circles. This made them to come late or miss the day sessions in the literacy circles and this affected the coverage of the material in the session.
2. Some of the women were left with little time to participate in educational activities due to the customary roles of women's and family responsibilities. This prevented the women from participating in their 'circles' as regularly as they would want to and some of them even had to drop out.
3. The ideal number of women participants in a circle is 25, however there were some occasions where the number was not immediately achieved and the facilitators started the circles with a minimum of 15 participants. In such cases registration was left open and late comers were enrolled until the circles attained 25 participants. This meant that the coverage of the manual was delayed and the manual took longer time cover than planned.
4. Some of the women dropped out during the holy month of Ramadan. This reduced the

number of women participating in the circles to levels below the minimum number of a class (sometimes as low as six to eight) and when they came back after the Ramadan, they slowed down the pace of the participants who were left behind.

5. It is customary in Sudan for parents to travel with their children to their home towns to spend the long vacation. This affected the attendance of women and children during the long vacation and in such cases attendance in the learning shelters was very poor in the three circles.
6. Mothers withdrew the girl child from the learning circles so that they could take care of the young ones as they undertook their trade in towns.
7. There were some delays in issuance of permits by HAC for the local ADRA staff and at times they did not have a permission to go to the field for two week .
8. In quarter 3, 2013, the riots over the removal of government subsidies on petroleum led to the Security Department limiting the movement of people including project staff for a week. This temporary situation hindered the activities of the learning circles. However, permission was soon granted to enable staff movement in and out of the project locations.
9. There was a conflict between the academic year and the project year. The project year was similar to the Georgian calendar and run from January to December, while the academic year started from July to March. The implication was that in the last year of the project, the last three months were unsupported by ADRA and there was no monitoring and provision of any support to the facilitators.

### 2.2.5 Enrollment and Transition of Children into Formal Education

It had been projected that a total of 1,200 children (67% girls) would attend literacy circles over the three year period. This was to be accomplished by having 15 circles (10 circles for girls) in the three localities registering children aged between 9 to 16 years of age (co-education does not exist in Sudan). Table 2.4 below shows that as was planned, the mobilized and recruited number of children in the second year was comparatively more in both genders as opposed to the first year. This figure gradually declined in the third year. The increase in enrollment in the second year was attributed to the fact that there were children who completed the first level literacy manual and had transited to the second level. At the same time, there were new children admitted as well as re-admission of the children who had dropped out in the first year. The children were trained using reflect methodology where they learned literacy and numeracy skills. In addition, the ADRA staff assisted then to develop story books as well as organized and financed visits to places of historic importance. The ADRA staff also visited the parents of the children who had dropped out and requested them to re-enroll them to school. Though the target for the number of boys to be admitted in the intervention was lower than girls, the project achieved the target and exceeded it by 15%. In contrast, although the number of girls enrolled was more than the boys, however, the achievement of the target was lower by 1%.

After completion of the planned level one and two of the children reflect manual, the pupils were to sit for an exam that was set by the adult education office. Once they passed they would be placed in primary schools that were in their neighborhood. It was targeted that of the planned 1,200 pupils enrolled, 600 children (33% boys) would transit to formal education system in the neighboring primary schools. The project achieved 150% targets for the boy child enrollment and 81% targets for the girl's child enrollment. The under achievement for the girls child transition to formal school could be attributed to cultural practices where the societies where does not encourage the girls child to go to school. More so their fathers do not want to send them to school as they want to marry them off at an early age. In one case a president of a PPC stated that "There is no point in sending a girl child to school as once she is through, she will just hang the certificate in the wall of the house after she gets

married”

Table 2. 7 Children Enrollment in Circles

| # |                 | 2011 | 2012 | 2013 | Total | Target | Achievement |
|---|-----------------|------|------|------|-------|--------|-------------|
| 1 | Girls enrolled  | 232  | 319  | 243  | 794   | 800    | 99%         |
| 2 | Boys enrolled   | 72   | 236  | 150  | 458   | 400    | 115%        |
| 3 | Girls Transited | 45   | 125  | 170  | 340   | 420    | 81%         |
| 4 | Boys transited  | 49   | 95   | 126  | 270   | 180    | 150%        |

The children who were enrolled in the formal education system were happy as they were now attending primary schools like any other child, more so since the program provided alternative documents that were required so that they could enroll in formal primary schools as theirs had had been destroyed or lost during the war. The teachers who were facilitating them in the formal education school stated that they performed well academically and in some cases even outperformed some of the children that they met in class.

#### 2.2.5.1 Unintended Benefit of Children Literacy Circles

1. Some of the children who were enrolled in the program tended to be undisciplined. However, after some time into the program, they acquired discipline which was important to them in order to perform better in education.

#### 2.2.5.2 Challenge Encountered in Children Literacy Circles

1. Some of the children who sat for and passed the exams hoped to get enrolled in the formal education system. However, they faced the challenges of lack of space in the local primary school. In some cases they would be forced to wait up to one year before space was found.

### 2.3 Increasing the Livelihood Coping Mechanisms for Low Income IDPs

The project planned to increase the livelihood coping mechanisms of 1440 low income IDPs through skills training in tailoring and sewing, leatherwork and handicrafts over a period of three years. In order to achieve this, three vocational training centers were to be constructed, facilitators trained and women participants enrolled for the training. The section below discusses the implementation of this objective.

#### 2.3.1 Construction of Vocational Training Centers

It had been planned that the project would be implemented in three centers in Al Bougaa, Kerery and Haj Yousif localities. Two centers were planned to be constructed in 2011 and one in 2012. Further each center was to consist of one big hall which was to be sub-divided into three smaller halls where the participants would be trained and two small rooms which would be used as an office for the VTC administrator and the trainers. The third room would be used as a store for the center’s material & equipment. It was agreed that once a site for the VTC was identified then the government registration fees would be paid by the PPC as their contribution towards the construction of the VTC.

The VTC in Haj Yousif was constructed and handed over to the community in 2011 and in 2012, the Umbadda VTC was also constructed and handed over to the community. In 2012, the project manager negotiated with Kerery PPC for a site, however the PPC and the local government failed to provide a site. The project implementers discussed with the MoE Adult Education officer and a site was



allocated for the construction of the VTC. Construction commenced on the new site, but when the building was over 50% complete, the Ministry of Physical Planning- Khartoum State advised ADRA that the building was put up in an industrial zone and they had either to pay some 90,000 Sudanese pounds or bring it down. After a cost benefit analysis was undertaken, it was decided that another site would be secured and an Adult Education official secured another one, obtained a title deed and ADRA commenced construction. At the time of undertaking the EoP, the new VTC was 90% and the MoE had agreed to finance the remaining 10%. This yielded an achievement rate of 97%. Table 2.8 summarizes the above information. Once the contractors finished the construction, the VTC was handed over to the community and new participants were admitted as it became operational.

*Table 2. 8 The constructed Vocational Training Centers*

| # | Planned VTC | Planned Year of completion | Actual year Completed | Number of VTC completed | Achievement |
|---|-------------|----------------------------|-----------------------|-------------------------|-------------|
| 1 | Haj Yousif  | 1                          | 2011                  | 1                       | 100%        |
| 2 | Umbadda     | 1                          | 2011                  | 1.9                     | 190%        |
| 3 | Kirery      | 1                          | 2012                  | 0                       | 0           |
|   | Total       | 3                          |                       | 2.9                     | 97%         |

All the VTC were equipped with two pit latrines (one for each gender), and washing taps. ADRA supported the VTC with equipment, machines, and the material needed for the activities, promoted the center activities in the literacy circles and credit associations' centers and also paid the facilitators, the watchmen and the VTC administrator as well.

and handicrafts for 540 (100% women) over a period of three years. Table 2.6 indicates the number of beneficiaries who benefited from the skills training. It should be noted that even though tailoring, sewing and leatherwork targeted men, none of the two VTC enrolled men in the training. Discussions with some men indicated that they were uncomfortable being trained together with women while others stated that they were busy during the day undertaking activities that would provide for their families. Discussions with the facilitators and the focus group indicated that tailoring and sewing was the least popular course because it was expensive to buy the sewing machines. In addition, the market for clothes was populated by cheap imports. Analysis of the figures indicated that the course was the least popular as it had achieved 81% on the planned enrollment. In as far leather work was concerned, the target of 360 participants was achieved although men did not enroll into the program. Handcraft was the most popular course as it had an achievement rate of 183% of the target. The course proved to be popular since it required minimal raw materials and the women could use the skills acquired to beautify their homes, bake biscuits for their children and also prepare decent quality food for their families as well. The two VTC also introduced a Beautician course which they started to train and the course proved to be popular since at the time of undertaking the evaluation, a total of 257 participants had been trained. It should be noted that all the targets were achieved with only two VTC, if three had been set up, then it is probable that all of them could have been achieved.

### **2.3.2 Building the Skills of Participants**

The intervention intended to increase the livelihood coping mechanisms for 1440 low income IDPs through skills training in tailoring and sewing for 540 (90% women), leatherwork for 360 (50% women).

Table 2. 9 The number of beneficiaries per skills training.

| Courses being offered          | Gender | Planned | Achievement |            |
|--------------------------------|--------|---------|-------------|------------|
|                                |        |         | Frequency   | Percentage |
| Tailoring and Sewing           | Women  | 486     | 440         | 91%        |
|                                | Male   | 54      | 0           | 0%         |
| Sub Totals                     |        | 540     | 440         | 81%        |
| Leatherwork                    | Women  | 180     | 282         | 157%       |
|                                | Male   | 180     | 0           | 0%         |
| Sub Totals                     |        | 360     | 282         | 78%        |
| Handicrafts and home economics | Women  | 540     | 987         | 183%       |
| Beautician                     |        |         | 257         | Over 100%  |
| Grand Total                    |        | 1440    | 1966        | 137%       |

### 2.3. 3 Raising the Income Level and Livelihood of Benefices

It had been planned that 1, 000400 IDPs (240 men) would raise their income level and livelihood through tailoring and sewing (400 of which 90% were women), 200 women through leatherworks and 400 (50% women) through handicrafts over the three years period. As the table below shows, at the end of the intervention only 17 had established tailoring and sewing business, 36 were employed in a local shoe factory that make sandals while one beneficiary started her own school and another beneficiary was hired as a facilitator in one of the VTC. A further 84 beneficiaries started small scale enterprises of making confectionaries. In addition, there was the unquantifiable financial benefits of the money saved by the household when the 937 women made cakes, bread and biscuits for their family ether for daily consumptions or for the occasional festive events that are held in their homes. It should be noted that men did not attend any of the training offered at the VTC and therefore their income level and livelihood was not raised.

Table 2. 10 Number of beneficiaries whose level of income increased

| # | Course                         | Planned | Actual | Achieved (%) |
|---|--------------------------------|---------|--------|--------------|
| 1 | tailoring and sewing           | 400     | 17     | 4%           |
| 2 | Leather work                   | 200     | 39     | 20%          |
| 3 | Handicrafts and home economics | 400     | 84     | 21%          |
|   | Totals                         | 1,000   | 137    | 14%          |

### 2.3.4 Challenges Encountered in Increased Livelihoods.

1. Delayed resale of funds delayed the starting of the construction of the first VTC, this also lead to delays in starting the skill training courses.
2. Some of the graduates in leather work started their own programs charging a lower rate than the VTC. They attracted potential participants in the VTC hence endangering the sustainability of the VTC
3. One of the VTC centers had their equipment stolen. They had hired a watchman, however, the items were stolen as he had gone to say his prayers at the mosque.
4. The depreciation of the Sudanese pound against the dollar led to construction cost escalations for the VTC. This also effected the prices for the training material which shot high and the project had to provide support for both centers.

5. Some of the facilitators had challenges in facilitating one VTC. The participants rejected one of the facilitators. However, it was a challenge to get a qualified facilitator and they resulted in hiring one of the ex-students to facilitate the course.
6. Some of the facilitators were charging very expensively and the administrator of the VTC were of the opinion that they could not afford paying the salaries for some of them once ADRA support came to an end.

## 2.4 Environmental Reclamation Is Enhanced Through Awareness Raising Campaigns

The third component of the intervention aimed at enhancing the environmental reclamation through awareness raising campaigns for 2,700 literacy participants (1,500 women and 1,200 children) through 33 cleaning campaigns and planting 2000 fast growing tree seedlings within the three years project period. The section below discusses the two elements of this component.

### 2.4.1 Learning Circles and Environmental Reclamation Awareness Raising.

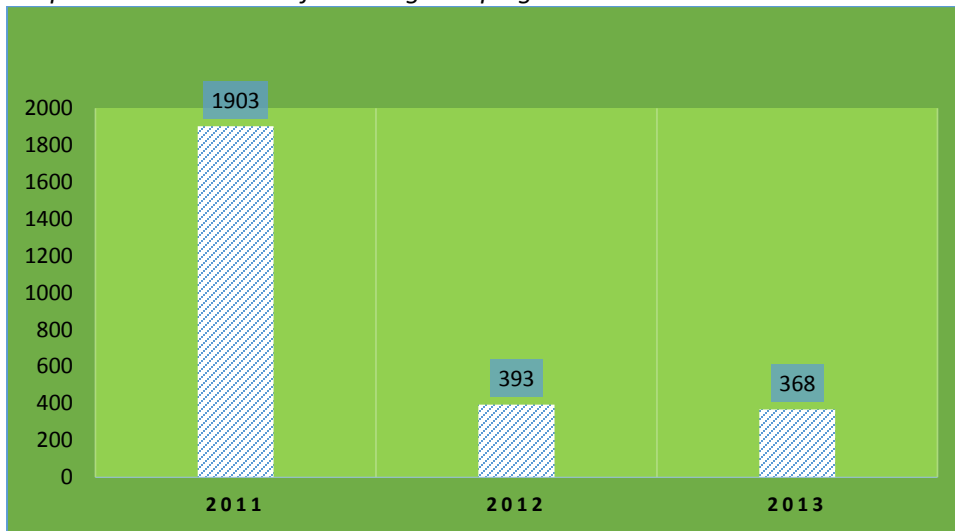
The REFLECT manual that was used in the literacy circles included units 3 and 12 on the environmental hygiene. This involved encouraging each literacy circle to identify one of the environmental hygienic problems in their block and draw action plans to solve it. In addition, the facilitators in one locality drew joint action plans for four cleaning campaigns to be carried out in each locality. ADRA supported the action plans by providing cleaning materials and also mobilizing the health department in each locality to support the campaigns.

As a direct learning activity the participants had their level of awareness on environmental reclamation raised and the need for a clean environment and tree planting enhanced. Since all the participants who enrolled for the literacy circles covered the environmental issues in the REFLECT manual, a total of 2, 580 participants were reached by the messages against a planned 2,700. This yielded an achievement rate of 96%. The achievement figure differs from the figure given by the project implementers of 2,330. However, the consultant has adopted the figure of 2,580 as this is the number of participants who were enrolled in the literacy shelters. The women who attended the literacy circles exhibited confidence in executing their action plans on environmental hygiene practices. This included cleaning their homes and taking their litter to a designated waste pit in the neighborhood. As indicated in section 2.2, the women who were enrolled in the literacy circles had their homes comparatively cleaner compared to those who did not attend the literacy shelters.

### 2.4.2 Cleaning Campaigns Conducted.

It was planned that a total of 33 cleaning campaigns would be conducted throughout the life of the project. The 33 campaigns took place in all the three localities as intended. During the campaigns, the area surrounding the houses were sprayed with anti- mosquito sprays. This was done in conjunction with the Ministry of Health's Malaria Department in each locality. As graph 2.6 shows, during the first years of the project implementation a total of 1,903 people were involved in the cleaning campaign. However, in the second and third year, the limited budget lead to minimized mobilization and the number of people attending the environmental, cleanings campaigns was reduced quite significantly.

Graph 2. 6 The number of Cleaning Campaigns Conducted.



### 2.4.3 Tree Planting Exercise

The project planned to distribute 666 seedlings in the three localities. The distribution was to be undertaken by the literacy shelter facilitators. The seedlings were to be planted along the streets of the localities by the literacy circle participants. Additionally, the ADRA staff were to provide 200 seedlings to primary school students. Ten schools were selected and 20 trees were distributed to students in grade 6 and 7. The trees were sourced from the from the Ministry of Forestry, Food and Agricultural Organization and environmental societies. ADRA also monitored the progress and survival of the planted trees. Graph 2.x shows the number of women who were involved in the tree planting exercise. It can be seen that in the first year every woman who was involved in the tree planting exercise got one tree to plant, while in year three every woman got three trees to plant.

Graph 2. 7 Number of tress distributed



#### 2.4.4 Performance Indicators for Environmental Awareness Rising Campaigns

As can be seen in table 2.11 below, the involvement by ADRA in the environmental component paid some dividend. At the start of project 19.4% of the respondents in the target area were involved in environmental conservation as opposed to 39.3% at the end of the project. An increase of 4% of the respondents who were involved in cleaning the surrounding environment in the target area was also noted. However, there was a reduction in the number of people who planted trees, and this could be attributed to a reduction of the budget in the environmental activity. However, there was an increase in the proportion of the respondents who attended an awareness campaign or training by 15%. This was despite of the reduction in funds in the second and third year of the intervention. The campaigns also paid off since there was a reduction on the number of respondents who were of the opinion that the government and mothers were responsible in environmental conservation. The reduction was by 3% and 2% respectively, however the proportion of people who thought that it was everyone's responsibility to conserve increased by 16%. There was an increase of more than 5% and 10% respectively of the population that became aware of the relationship between the environment and availability of food and pasture for animals as well as how the conservation of the environment would subsequently lead to more water. The implied that the message for environmental hygiene was having a positive effect on the community.

Table 2. 11 Performance indicators for environmental activities.

| #  | Aspect   | Baseline | Eop   |
|--|--|----------|-------|
| 1  | Involvement In Environmental Conservation  | 19.4%    | 39.3% |
| 2  | Cleaning The Surroundings  | 92%      | 96%   |
| 3  | Planting Trees   | 11%      | 6%    |
| 4  | Attended An Awareness Campaign Or Training   | 31.5%    | 46.6% |
| <b>Whose Role To Conserve Environment</b>            |  |          |       |
| 1  | Government   | 23%      | 20%   |
| 2  | Everyone   | 48.6%    | 64%   |
| 3  | Mothers  | 10%      | 8%    |
| 4  | Don't Know   | 7.9%     | 8%    |
| <b>Ways In Which People Conserve The Environment</b> |  |          |       |
| 1  | Relationship Between Environment And Availability Of Food And Pastures For Animals | 80.1%    | 85.9% |
| 2  | If We Conserved The Environment We Would Have More Water                           | 80.7%    | 92%   |

#### 2.4.5 Challenges encountered in Environmental Reclamation

1. In one primary school where the tress had been distributed, the trees had dried. The headmaster stated the trees had dried because they were not being watered as the hose pipe could not reach where the trees had been planted.
2. On the second and third year of the project implementation, budgetary constraints limited the full implementation of the same component.

### 2.5 Increase the level of awareness on the prevalence and prevention measures for HIV and AIDS

The fourth component of the intervention was a cross cutting issue and it was intended to increase the level of awareness on the prevalence and prevention measures for HIV AND AIDS for 1500 women in the three project areas. This was to be achieved through training of HIV and AIDS facilitators in

STAR (S – Situation, T – Task, A – Action, R – Result or Outcome) methodology facilitation skills, the incorporation of special HIV and AIDS sessions in the literacy shelters and HIV and AIDS awareness raising campaigns in the community. Each of these components is discussed below.

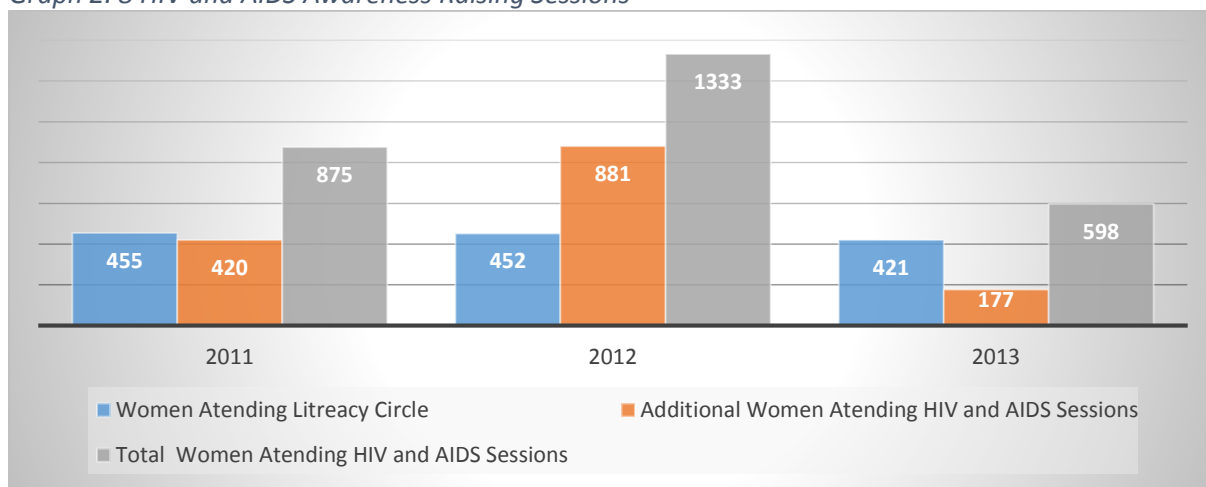
### 2.5.1 HIV and AIDS Facilitators Training:

As was planned, the project implementers selected and trained 30 facilitators on the HIV and AIDS awareness raising using STAR methodology. A total of 15 facilitators were trained in the first and the second year of the project for a period of ten days and most of them had come from the MoE Adult Education department. The training was facilitated by the project staff and facilitators from the HIV and AIDS program of the Ministry of Health, Khartoum State. The facilitators stated that the training was useful; especially the STAR methodology that equipped them with skills to adequately facilitate HIV and AIDS awareness sessions to the women. They did not face any challenge in facilitating but only encountered some timidity from the participants since HIV and AIDS is still a sensitive issue that is not openly discussed within the community. The participants were also happy with the facilitation as they stated that they were able to discuss trying issues such as transmission and protection of HIV and AIDS.

### 2.5.2 HIV and AIDS Awareness Raising Sessions

The project implementers mainstreamed HIV and AIDS into the project activities by incorporating this component in the literacy circles and the training centers. The literacy facilitators collaborated with the HIV facilitators in scheduling these sessions on Fridays as planned. The session included other community members, post-literacy and literacy circle attendants. ADRA supported the interventions by providing HIV and AIDS materials such as posters for demonstrations and awareness raising. The materials were obtained from the HIV and AIDS program in the Ministry of Health. A total of 2806 women attended the HIV and AIDS awareness sessions against a target of 1,500. This was a 187% achievement of the set target and partly explains the increase in proportion of women who know where they can get tested for HIV and AIDS from 3.8% at the beginning of the project to 39.3% at the end of project. As graph 2.8 shows, the number of additional women who attended the HIV and AIDS increased from 420 in 2011 to 881 in 2012. However, the number declined in 2013 to 198. This could be attributed to the limited mobilization that took place due to budget limitations.

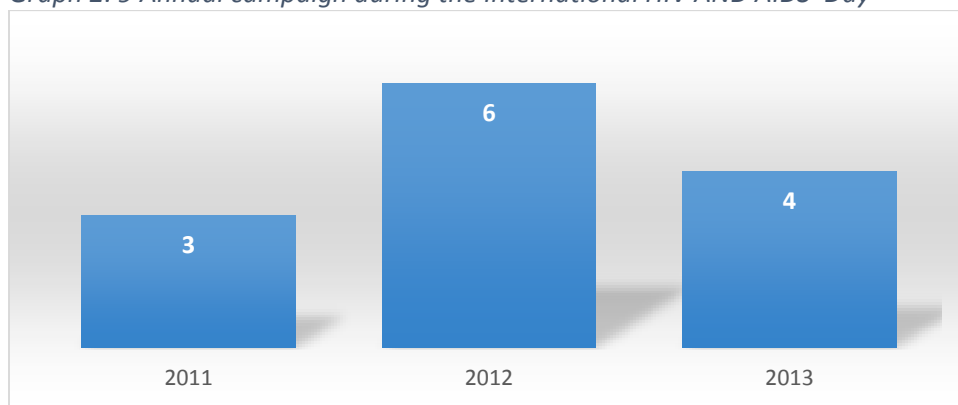
Graph 2. 8 HIV and AIDS Awareness Raising Sessions



### 2.5.3 HIV and AIDS Campaigns:

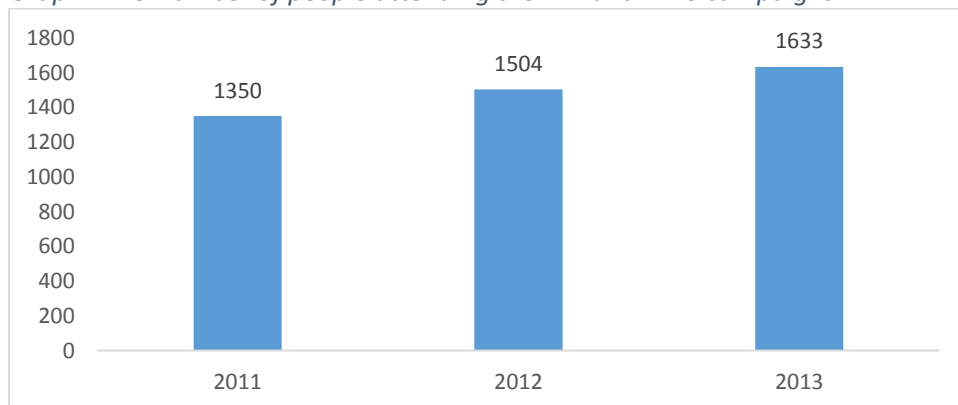
In addition to the sessions conducted in the circles, one HIV and AIDS campaign was conducted in each of the three localities every year, and a joint campaign was conducted during the HIV and AIDS International Day. A total of 750 people were targeted through the campaigns annually in the targeted three localities. A total of 2250 persons will attend in three years (same and different people will be attending these campaigns). In 2011, three campaigns were conducted in the three localities on the 4<sup>th</sup> quarter while in 2012, 6 campaigns were conducted (one in each locality during the 2<sup>nd</sup> and 3<sup>rd</sup> quarter). In 2013, two localities combined three activities in the 2<sup>nd</sup> and 3<sup>rd</sup> quarter, hence only 4 campaigns were conducted. It should be noted that only one campaign could be held in 2011 as the project commenced in the 2<sup>nd</sup> quarter of the year.

Graph 2. 9 Annual campaign during the International HIV AND AIDS Day



The number of people who attended the campaigns is displayed in graph 2.10. It can be noted that the figure for attendance was on the rise throughout the three years of the project, with the highest number being recorded in the third year. Though discussions with some members of the PPC indicated that some members of the community still believed that HIV and AIDS was not in existence in Sudan, the attendance of campaigns is an indication that the people were starting to view it as a concern in the society

Graph 2. 10 Number of people attending the HIV and AIDS campaigns



## 2. 5.4 Performance indicators for HIV and AIDS Component

### 2. 5.4.1 Awareness of HIV and AIDS

The proportion of the respondents who had heard about HIV and AIDS increased marginally from 93% during the baseline survey to 94.3% during the EoP evaluation. The most common source of information was radio with one out of very two respondents stating that they heard it from the radio. This was also a marginal increase as the EoP figure was 47.1%. Those who stated NGOs as a source of information increased from 12% to 42.3%, while those that responded that hospitals and health centers were sources of information came third at 24%. It should be noted that those that used community meetings as sources of information increased from 14.6% during the baseline studies to 19.1%. Since the data was collected from the targeted areas it implies that the 13 HIV and AIDS campaigns effectively increased the proportion of participants who heard about HIV and AIDS. Table 2.12 below summarizes the above information.

Table 2. 12 Awareness of HIV and AIDS

| #                            | Aspect                        | Baseline | EoP   |
|------------------------------|-------------------------------|----------|-------|
| 1                            | Ever heard of HIV and AIDS    | 93%      | 94.3% |
| <b>Source of Information</b> |                               |          |       |
| 2                            | Radio                         | 47.1%    | 51.8% |
| 3                            | Hospital and or Health Centre | 23.1%    | 24%   |
| 4                            | Peers and Friends             | 21.6%    | 21.6% |
| 5                            | During community meetings     | 14.6%    | 19.1% |
| 6                            | NGO meeting                   | 12.0%    | 42.3% |
| 7                            | Government Campaigns          | 5%       | 8.3%  |
| 8                            | Religious institutions        | 4%       | 5.2%  |

### 2.5.4.2 Awareness of HIV and AIDS Transmission

Women in the target areas were asked whether they knew the various forms of HIV and AIDS transmission. Their knowledge was tested by asking them to state at least three ways of transmission. Information on knowledge of HIV transmission is presented in the table below. The three most stated methods of transmission included exposure to infected blood (67.2% up from 45.6% during baseline study) having any type of sex (49.5% up from 46% during baseline studies), Unprotected sex with a HIV positive person (33.1% up from 11.4% during baseline studies). It should be noted that misconceptions about HIV and AIDS modes of transmission still exist in the target area with 3.3% of the population holding the opinion that HIV and AIDS can be transmitted through mosquito bites. Table 2.13 summarizes the above information.

Table 2. 13 Awareness of HIV and AIDS transmission

| # | Aspect                                       | Baseline | EoP   |
|---|--|----------|-------|
| 1 | Any type of sex                              | 45.9%    | 49.5% |
| 2 | Exposure to infected blood                   | 45.6%    | 67.2% |
| 3 | Injecting drugs – sharing needles            | 45.0%    | 30.8% |
| 4 | Unprotected sex with HIV positive person     | 11.4%    | 33.1% |
| 5 | Mother to child - breastfeeding              | 4.1%     | 11.1% |
| 6 | Mother to child - pregnancy                  | 2.9%     | 8.9%  |
| 7 | Contact of any type with HIV positive person | 2.6%     | 2.3%  |



| #  | Aspect                                    | Baseline | EoP  |
|----|---|----------|------|
| 8  | Multiple sexual partners – of same gender | 1.5%     | 3.9% |
| 9  | Mother to child - birth/delivery          | 0.9%     | 8.5% |
| 10 | Multiple sexual partners – opposite sex   | 0.9%     | 3.9% |
| 11 | Mosquito bites                            | 0.9%     | 3.3% |
| 12 | Through Witchcraft                        | 0.6%     | 0%   |

### 2.5.4.3 Awareness on HIV and AIDS Prevention

Women were requested to state whether they knew the two main ways of preventing HIV transmission – having only one faithful uninfected partner and using a condom every time one had sex. During the baseline study 77% of those who answered this question said that HIV AND AIDS could be prevented by having one uninfected partner who has no other partners. This figure rose to 85.6% during the EoP evaluation. During the baseline survey it was established that 36% of the women identified the use of a condom as a preventive measure. However, during the final evaluation, it was felt that this question was too sensitive and that it caused some difficulties during the baseline studies. Therefore it was dropped from the data collection tool.

Table 2. 14 Awareness of HIV and AIDS preventive measures

| Preventive Measures |  | Baseline | EoP   |
|---------------------|--|----------|-------|
| 1                   | Can prevent HIV by having one uninfected partner who has no other partners | 77%      | 85.6% |
| 2                   | Can prevent HIV by using a condom for every sexual encounter               | 36%      |       |

### 2.5.4.4 HIV and AIDS Misconceptions

The women were requested to provide information that inform on the proportions that could correctly identify misconceptions concerning HIV and AIDS. The indicator is based on the two most common and relevant misconceptions: that HIV can be transmitted by supernatural means and mosquito bites. The table also provides information on whether the women knew that HIV is not transmitted by sharing food, and there is a possibility that a healthy looking person can have HIV.

During the baseline intervention, it was established that 58.6% of the respondents knew that HIV and AIDS could not be transmitted through witchcraft and supernatural means. This figure rose to 69.2% during the EoP. Another 49.6 were aware that HIV could not be transmitted through mosquito bites and this figure rose to 56.1% during the EoP. The major improvement on the misconception occurred on the indicator that stated “A healthy person can be a carrier of HIV and AIDS”. During the baseline studies, it was established that 19.7% of the women were of the opinion that a healthy looking person can have HIV and AIDS. This figure improved by nearly 30% to stand at 49.5%. As shown in table 2.15 below, it is also evident that the knowledge in regard to misconception, had improved over the three year period of the intervention.

Table 2. 15 HIV and AIDS misconceptions

| # | Aspect   | Baseline | Eop   |
|---|--|----------|-------|
| 1 | Can get infected with HIV through witchcraft or supernatural means | 58.6%    | 69.2% |
| 2 | Can get HIV from mosquito bites                                    | 48.6%    | 56.1% |
| 3 | Can get HIV by sharing food with an HIV infected person            | 55%      | 61.6% |
| 4 | Possibility for a healthy looking person to have HIV               | 19.7%    | 49.5% |

#### 2.5.4.5 Knowledge of Mother-to-Child Transmission

Knowledge of mother-to-child transmission of HIV is an important first step for women to seek HIV testing when they are pregnant, to avoid infecting the baby. Women should know that HIV can be transmitted during pregnancy, delivery, and through breastfeeding. During the baseline survey, 67% of women knew that HIV could be transmitted from mother to child during pregnancy. This figure marginally reduced to 64.4%, which could be attributed to a sampling error. The proportion of women who identified that HIV and AIDS could be transmitted to a child during delivery marginally rose from 56% to 70% during the EoP evaluation. The indicator for mode of transmission by breast feeding also improved from 52% during the Baseline to 63.5% during the EoP evaluation. There was also an improvement on the proportion of women who knew at least TWO modes of transmission from 46.1% (Baseline study) to 66% (EoP evaluation). Table 2.16 below summarizes the above information.

Table 2. 16 Knowledge of Mother-to-Child Transmission

| # | Aspect                    | Baseline | EoP   |
|---|---------------------------|----------|-------|
| 1 | During Pregnancy          | 67%      | 64.4% |
| 2 | During Delivery           | 56%      | 70%   |
| 3 | By Breastfeeding          | 52%      | 63.5% |
| 4 | Know at least TWO methods | 46.1%    | 66%   |

#### 2.5.4.6 Attitudes toward those with HIV and AIDS (Stigmatization)

The indicators on attitudes toward people living with HIV measure stigma and discrimination in the community, and gauge the care, support and protective environment available to the population living with HIV and AIDS. Among the women who had heard about HIV and AIDS, only 63% would have agreed that a teacher with HIV should be allowed to continue teaching during the baseline studies. However, this figure changed to 73.1% at EoP. About 42% stated that they would not buy food from a shopkeeper or a food seller who has HIV and AIDS but this figure changed to 53.8% at the EoP. Over 49% reported that if a family member was sick with HIV and AIDS they would want to keep it a secret, but the indicator declined to 62.3%. The above three indicators show that there are high levels of stigmatization in the community as was evidenced by a discussion with some religious leaders who stated that there is no HIV and AIDS and that this was a western word diseases. During the Baseline studies, 82% reported that they would care for a family member who was sick with HIV and AIDS. This figure marginally improved to 86.6% by EoP. Table 2.17 indicates that attitudes toward HIV and AIDS in the target population were improving.

Table 2. 17 Attitudes toward people living with HIV

| # | Aspect  | Baseline | EoP   |
|---|---|----------|-------|
| 1 | A teacher with HIV should be allowed to continue teaching                           | 63.3%    | 73.1% |
| 2 | Would buy food from a shopkeeper or a food seller who he/she knows has HIV AND AIDS | 41.8%    | 53.8% |
| 3 | If a member of a household had AIDS would you keep it a secret                      | 49.4%    | 62.3% |
| 4 | Willing to take care of household member who had AIDS in the household              | 82%      | 86.6% |

#### 2.5.4.7 Knowledge in Regard to HIV and AIDS Testing

Voluntary Counseling and Testing (VTC) is now acknowledged as an effective strategy for HIV prevention. HIV testing through VTC or in clinical settings is essential for access to HIV and AIDS care.

Only 32.4% knew where they could get tested at the beginning of the project, the figure improved to 41.7% at EoP. As table 2.18 shows and similar to other aspect on HIV and AIDS, the indicators on knowledge in regards to HIV and AIDS shows a marked improvement which is testimony of the success of the project.

Table 2. 18 Knowledge in Regard to HIV AND AIDS Testing

| # | Indicator                | Baseline | EoP   |
|---|--------------------------|----------|-------|
| 1 | Know where can be tested | 32.4%    | 41.7% |
| 2 | Has ever been tested     | 3.8%     | 39.3% |

## 2.6 Unexpected Events of Significant Character

Three unexpected events occurred. First, it had been planned that each Locality would have its own VTC. However, the Kirery PPC locality official delayed and eventually stated that they locality was new and they could not get a site where the VTC could be established. With approval from the donors, it was agreed that a second VTC could be set up in Umbadda. The MoE adult education office consulted with the PPC and they identified a site for the construction of the VTC. Approval were sought from the Ministry of Education and ADRA started to construct the VTC. When the building was over 50% complete, the Ministry of Physical Planning Khartoum State advised ADRA that the building was put up in a an industrial zone and they had either to pay some astronomical amount, or they were to bring it down. After a cost benefit analysis was undertaken, it was decided that another site be sought and the Adult Education official secured another one, obtained a title deed and ADRA commenced construction. At the time of undertaking the EoP, the new VTC was 90% and the MoE had agreed to finance the reaming 10% .

The second event of significant was the depreciation of the Sudanese pound. The official exchange rate provided by the central bank of Sudan was 2.67 Sudanese pound for one dollar at the start of the project. This figure depreciated to 4.42 Sudanese pound for one dollar and at the EoP evaluation had climbed up to 5.21 Sudanese pound for one dollar. The deprecation led to an escalating cost for constructing the learning shelters, the VTC and also the cost of mobilizing for all the components of the project. One way in which the project undertook was to ensure that all constructions be completed in the first two years of the project. The third event that had an impact on the project implementation was that in 2011, some of the project South Sudanese staff who were responsible to implement some component left the organization and returned to South Sudan. Though the project hired new staff, there was a gap and lack of continuity of the implementation. However, the new staff were able to fill the gaps and the project was implemented smoothly.

## 2.7 Quality and Relevance of Design

In order to address the relevance of the project, the following three issues needed to be addressed;

- i. The appropriateness of the activities in addressing the original problems and needs of the community.
- ii. Project components that were missing or redundant
- iii. The appropriateness of the approach used to accomplish the planned activities.

The objective of the intervention was “Women and children's expanded access to education improves both their social and economic contribution to society. The objectives were therefore, relevant to the needs of the targeted beneficiaries

### *2.7.1 The appropriateness of the component*

#### Learning circles for women and children

Sudan is one of the few countries in the world that has endured decades of violent and destructive armed conflict in some parts of the countries. A particularly negative impact of these vicious cycles of armed conflict is that many women (and indeed men) have been displaced and deprived of their childhood educational opportunities. This, coupled with the effects of poverty and socio-cultural practices which tend to promote the education of the boy rather than the girl, has resulted in high illiteracy rates among women. Estimates suggest that literacy rates for females in Sudan stand at about 52%<sup>1</sup>. Therefore there was the need to have an intervention that would reduce the illiteracy rates. More so since there has been documented evidence on the statistical correlation between women's literacy and health indicators, particularly decreased fertility, child mortality and increased life expectancy. The improvement on this indicators is independent on the source of literacy (either formal system or adult education). The project therefore intended to raise to functional level the literacy standard of 1,500 women in order to enhance their life style and business opportunities. This was to be achieved through the construction of literacy shelters where learning circle meetings would take place. In addition ,as in many other war situation refugees academic records is any are destroyed during the war, as such it is difficult for the children to enroll in any formal education. The children literacy provided a much needed alternative of determining the academic level of the children and therefore being placed them in the right class.

#### Vocational Training Centers

The project proposal states that the over 20 years war in Sudan left over 10 million people internally displaced, a number of which settled around Khartoum in IDP camps. They have been declared as settlements for IDP. One common aspect of the IDP is that more than 90% of these were either farmers and/or herders and, lacked other marketable skills to earn a livelihood. This increased their vulnerability in staying in the city. This explains why a majority of the women are involved in petty income generating activities such as selling tea, working as domestic servants in the homes of the well-to-do or micro enterprises (buying and selling assorted goods) in which competition in the market is high and consequently profit margins low. The project give the beneficiaries an alternative source of income in form by building their capacity in skills training in tailoring and sewing, leatherwork and handicrafts. This has improved their livelihood coping mechanisms.

### *2.7.2 Missing Components of the Intervention*

In the consultant's opinion, there were no components that were redundant. However, the following components were missing;

- The learning shelters needed to be child friendly, there were no toilets, no playground and child friendly furniture.
- The literacy circles did not have a financial sustainability component, though the ladies introduce income generating activities s, this was through their own initiative. It would have been advisable that interventions that would economically empower women groups, such as merry-go-rounds that would form investment clubs would provide the much needed income that would pay the facilitators.

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1:<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/>:REFLECT Literacy and Livelihood Programme

- There was also the need to have a component of building the capacity of the VTC facilitators. Some of them were very versed in the trade that they were facilitating but they lacked the skills of facilitating adult classes

### 2.7.3 Appropriateness of the approaches

#### Women and Children Literary Circles

The involvement of the MoE adult education officials ensured that ADRA would be complementing the activities of the government thereby obtaining full cooperation. The involvement meant that the project would be sustainable as they had been involved from the beginning. In the event that ADRA pulled out, the project would still be left running. For example, the involvement of the MoE officials ensured that the facilitators would be paid for the three months that the project was not paying the facilitators. In addition although the selection of women was the main focus of the project, the whole family benefited as issues addressed in the literacy circles befitted the whole family since they covered health, hygiene and environmental issue. In addition, the main objective of the children literary circles was to ensure that the children would join formal education. By investing in in such an endeavor, ADRA is basically promoting future equality of employment opportunities in Sudan and strengthening economic growth. Further, ADRA has contributed to the increase in cognitive and non-cognitive skills, helped to improve productivity of the future workforce and provide boys and girls with a foundation of further developing their knowledge and skills throughout their lives..

## 2.8 Efficiency in Planning and Implementation

### 2.8.1 Cost Efficiency of the Activities

#### 2.8.1.1 Construction of the Literacy Shelters

In the consultant's opinion, the initial cost of the Literacy Shelters was uneconomical Although the cost partly escalated due to the deprecation of the local currency, the main reason as to why the cost increased so much was because, as stated earlier, some learning shelter had to be constructed anew more than once or rehabilitated more than once as they were constructed using mud blocks. The blocks disintegrated when they were rained on and depending on the level of destruction, the shelters would be rehabilitated or constructed anew. This could have been avoided if the shelters were constructed using the type of blocks that were used to construct the vocational training centers.

#### 2.8.1.2 Construction of Vocational Training Centers.

The cost of building the Vocational Training Centers was, in the opinion of the consultant quite cost efficient. The budgeted cost of building was minimized as there were no reworks when compared to construction of the literacy shelters. The only missing part of the construction was the security grills which would have provided security for the equipment used to training the participants.

## 2.9 Implementation efficiency compared to alternatives

### 2.9.1 Literacy Shelters

The cost effectiveness of this component could have been improved if the shelters had been constructed with more permanent materials that was available locally. The requirement that the literacy shelters need to be built using locally available needs to be balanced with the cost of rehabilitating or reconstructing the shelters.

## 2.9.2 Vocational Training Centers

In the opinion of the consultant, the Vocational Training Centers were constructed using high quality input materials and the cost were quite appropriate.

## 2.9.3 Human Resource Skills, Resources and Systems

### 2.9.3.1 Project Director

The team was led by a very able and competent director, he has had vast experience in implementing projects within and outside ADRA. He has over the years accrued first-hand experience in working in education, women and children sectors with beneficiaries. He has also enhanced the performance of the team through in-service training more so in M and E.

### 2.9.3.2 Project Manager

In the opinion of the consultant, the PM was very qualified and implemented the projects in the right way. She had a good working relationship with the government official at the MoE, PPC and Humanitarian Aid Commission (HAC), Ministry of Social Welfare specifically the Departments of Women Affairs and Associations Registration and Ministry of Health who provided voluntary counseling and testing services to clients wishing to be tested for HIV and AIDS.

### 2.9.3.3 Monitoring and Evaluation Officer

The project did not have an M and E officer, and though the Project Manager assisted in carrying out the duties, her other work took priority. As such it is advisable that in the next phase of implementation, a M and E officer be employed.

The rest of the HR personnel (project officer , community mobilizer , Janitor and Security Guard) met the required qualifications and carried out their duties diligently.

## 2.10 Monitoring and Evaluation Plans

The regional project had a well-articulated M and E framework with suitable indicators that were well defined and measurable. The indicators captured both the impact and process indicators. The monitoring plans were well documented and the objective of the M and E activity well-articulated however there was some areas that needed to be improved.

### 2.10.1 Areas of improvement

1. The Physical Action Plan needed to be populated and needs to be updated on a regular basis. The Tracker was also not updated in the relevant areas.
2. The reporting format varied from period to period and in some cases, e.g. in the 3rd Quarterly Report of 2011, new activities were introduced, while other activities were not mentioned in the reports. There were some mix up of results for various objective. The numbering of the activity need also to be changed such that the first digit would indicate which objective is being addresses while the second would indicate the activity and the third digit the sub activity and so on. For example 2.3.1 would indicate that the issue being discussed pertain to objective 2 activity 3 sub-activity 1.
3. There was need to harmonize 3 indicators in the different editions of the log-frame. For example while the regional log frame had an indicator for component 1 that stated that 1,250 women who successfully completed a literacy and numeracy programmed, the log-frame in ADRA sedan office sated that the number should be 2,250. Further, the regional log frame indicator for activity 1 b : “An increased number of women and children are enrolled in literacy and numeracy courses” had a figure of 1,250 while the Sudan office indicator read

as 1,5finally activity 3b : Advocacy for girl education is conducted at the local level hand an indicator : # of sensitization campaigns carried out which in the regional log-frame was indicated as 33 while the log frame had a figure 18. The figures should have been harmonized when filling the indicator tracking table. It is recommended that the figures that were used when signing the contract for the project should be the ones to be used.

Table 2. 19 Different figures for the indicators in different editions of the log frame

| # | Activity / Sub Activity   | Log-frame |            | Difference |
|---|---|-----------|------------|------------|
|   |   | Regional  | ADRA Sudan |            |
| 1 | Component 1. Indicator : # of women who successfully completed a literacy and numeracy programme  | 1250      | 2250       | 1,000      |
| 2 | 1.b: An increased number of women and children are enrolled in literacy and numeracy courses ( indicator: # of women who attend literacy and numeracy classes | 1,250     | 1,500      | 250        |
| 3 | 3.b : Advocacy for girl education is conducted at the local level ( indicator : # of sensitization campaigns carried out)                                     | 33        | 18         | 15         |

4. The project implementers needed to track the increase in income and also the number of children who were still enrolled in school three months after being reintegrated.

## 2.12 Sustainability

### 2.12.1 The social and political acceptance of the program.

Social acceptance (defined here as societal consensus on the planning, construction, and operation of projects implemented by ADRA) is quite high in three localities. Discussion with the different stakeholders indicated that the project had generated a lot of goodwill among the beneficiaries and the community and was complementing the activities of the government. The involvement of opinion shapers (Ministries of Health, Ministry of Education, PPC etc ) in the implementation process has also generated the required goodwill to the social sustainability of the project. Further, it should be noted that the project cannot proceed without the government approving the intervention. Therefore, political acceptance was existing during the approval phase of the project.

### 2.12.2 Benefits of the program likely to continue after donor funding ceased

The continuous consumption of the benefit of the program after the funding has ceased can be assessed through three main dimensions. These are managerial, technical, and financial sustainability.

#### Managerial sustainability

For continuous delivery of the benefits to the project beneficiaries and/or other constituencies, the day-to-day operations must be planned, organized, directed, and controlled. This is the management functions of any project. Though line ministry officials have been involved in the management of the interventions, ADRA needs to ensure, the community is involved through the creation of a governing body that is composed of the direct beneficiaries. As it was during the EoP evaluation, the supervisor of the VTC and the facilitators of the learning shelters are in charge of the management of the institutions. There is the need for each T literacy shelters and VCT to have a governing body that will provide strategic direction and support the facilitators in the day to day management of the institutions.

#### Technical sustainability

In ensuring the project components are technically sustainable, the project used locally available designs and materials. The technology used to implement the different components of the project did

not exceed the levels of complexity that match the expertise levels of people involved (users, contractors, implementers etc.). The project manager also used the already available suppliers in the market, supply chains and service chains. Further, she adhered to local rules, regulations and standards, while the technology used was in compliance with the needs of the community. For example, in VTC, the technology used was affordable and easy to maintain.

#### Financial Sustainability.

Financial sustainability refers to the ability of a project meeting all the financial obligations even after the donors cease to provide funding. The literacy shelters were introducing causes that could help generate income for the participant while the VTC were already offering skills that were 100% recovering costs incurred. The monies were being managed by the supervisors of the institutions while the MoE and PPC were supervising the institutions.

### 2.13 Relationship between ADRA Sudan and ADRA Norway

In order to describe and assess the cooperation between ADRA Norway and ADRA Sudan office, several factors will be taken into consideration. This will include ADRA Norway's added value to the project; (emphasizing sharing of responsibility and work), dialog, meeting arenas and competence building of each respective partner office by ADRA Norway.

#### 2.13.1 ADRA Norway added value to the project.

ADRA Norway provide managerial support that is required, or even point out the areas that may require improvement. Once these are agreed upon, they then chart a way forward for the enhancement of the capacity of the implementing office. A case in point are the two workshops that have been held in Ethiopia for the project implementers, and the recent engagement of a consultant in assisting the process of the new regional education project. In addition, ADRA Norway, does not undertake budgets cuts but rather supplements the funds to the project when they become available. The only area that needs improvement is in releasing of funds in time.

#### 2.13.2 Dialog, Meeting Arenas and Competence Building

The channels of communication are open and do not follow a bureaucratic process, but rather the communication between ADRA Norway and ADRA Sudan is held on a need to know basis. As such e-mail are copied to the relevant personnel if there is a need for them to know what is happening. This ensures that information flow within the project is optimized. In addition, a minimum of two meetings have been held to discuss the implementation of the project.

### 2.14 Cross-cutting issues

#### 2.14.1 Gender

A gender sensitive program recognizes that women's role is as important as men's in addressing development issues. It acknowledges that, because they have different roles, women and men may have different needs, which must be addressed in order to achieve sustainable development. The section below analyzes the integration of a gender perspective in the EWC project.

##### 2.14.1.1 A gender analysis

The integration of a gender perspective in the programming process requires a gender analysis related to the sector of intervention in this case literacy shelters and VTC. It should start with an appreciation of gender issues in the justification or situational analysis part of the project proposal. In EWC, the justification part of the project is discussed in page 6 to 7 of the project proposal. They categorically state that since women are the most vulnerable group in the IDP setting, the primary recipients of the



program would be women. Men will be encouraged though, to attend the various awareness campaigns, however there was no evidence of any analysis being undertaken campaigns.

#### 2.14.1.2 The composition of the implementation and management team

It should be noted that the implementing team was composed of the project manager, project officer, community mobiliser and back up from the ADRA Sudan head office. For the purpose of implementing the project “the front office” staff that come into contact with the project beneficiaries included one male and two female. This shows that the implementing and management team was gender balanced and reflected ADRA commitment to women issues. This is a key element in reaching out to women and it improved the capacity of the program to interact with them, understand their issues, and involve them to ensure that they benefit from the program interventions.

#### 2.14.2 Establishing the baseline

The project undertook a baseline which provided a basis for the monitoring and evaluation of projects. Data collected during the baseline established then levels of the direct aspect of the project.

The above five dimensions imply that though the documentation may not have explicitly stated it, the intervention was undertaken using a gender-sensitive approach.

#### 2.14.3 Conflict sensitivity

The “Do no harm” approach in project implementation reduces the chance of conflict arising from an intervention carried out by ADRA. The project was being implemented in an area where there was no conflict. As such, “dividers” such as issues or people who create division and problem in the local areas and therefore cause tension were absent. Though they were not called upon to intervene and resolve any problems, had such problems arisen, the PPC would have created connections (connectors) and resolved problems in the local area. However, it should be noted that a do no harm analysis was not undertaken.

#### 2.14.4 Climate or Environmental Impact

The EWC program intended to make direct contribution to environmental protection. Environmental protection was part of the title and the goal of the project. Further, the project aimed at improving environmental awareness through the REFLECT methodology and also community mobilization of cleaning the environment and planting trees.

#### 2.14.5 Strengthening of Civil Society:

In order to assess if EWC strengthened the capacity of civil society, there is need to operationalize the term civil society. The consultant has adopted the World Bank definition<sup>2</sup> of civil society, as such the women groups that were formed by women participating in the learning circles. ADRA needs to take advantage of the new groups and ensure social, financial and managerial sustainability. In addition some women from the VTC were also forming groups that were starting business. ADRA needs to train them on group dynamics. For example, Tuckman’s theory of group development argues that nearly all groups pass through the following stages during their development: formation (forming), conflict (storming), structure development (norming), productivity (performing), and dissolution (adjourning). In the forming stage, the group members become oriented toward one another. In the storming stage, conflicts surface in the group as members vie for status and the group sets its goals. These conflicts

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<sup>2</sup><http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/CSO/0,,contentMDK:20101499~menuPK:244752~pagePK:220503~piPK:220476~theSitePK:228717,00.html>

subside when the group becomes more structured and standards emerge in the norming stage. In the performing stage, the group moves beyond disagreement and organizational matters to concentrate on the work to be done. The group continues to function at this level until it reaches the adjourning stage, when it disbands. The storming stage is a critical point, because if the conflicts are not managed properly, groups may disintegrate, thereby endangering the sustainability of the groups. In future project, ADRA should strengthen emerging the women group by building there capacity of understanding the different phases they will undergo and equip them with the skills of avoiding the pitfalls of the storming stage, where if not handled properly, the groups may disintegrate.

### 2.15 Coordination with government/other NGOs:

It should be noted that in Sudan, before any projects are implemented, the government and the INGO have to sign a project agreement. This ensures that EWC fitted with the government's priorities and official plans and goals. ADRA Sudan also coordinated with the Pamoja Sudan REFLECT Network, clinics and hospitals that assisted in HIV and AIDS testing. However, in the literacy circles and VTC the consultant did not find any evidence of ADRA seeking to cooperate and coordinate efforts with other NGOs that are implementing such projects in the region.

## SECTION THREE

### 3.0 LESSONS LEARNED AND RECOMMENDATIONS

This section discusses the lessons learnt and recommendations.

#### 3.1 Lessons Learned

##### 3.1.1 Enrollment and transition of children into formal education

1. In 2012, a decision was taken where the literacy center was constructed using materials that could withstand the adverse climatic condition and hence assure sustainable use of the shelters. This was made possible by operationalizing the terms locally available materials to mean materials that could be availed locally rather than the materials that the local population used to construct their own houses. This led to a reduction in overall cost of rehabilitating the learning shelters as the rehabilitations or construction took place only once.
2. It was established that the women participants had a busy schedule as they undertook petty trade in order to feed their families. In addition they had to undertake their normal household chores. It was therefore important to let them identify the best time they could attend the circles as this maximized their attendance and reduced dropout rates.
3. In order to improve enrollment in the learning circles, some of the learning circles should introduce income generating projects such as handicraft, needle work and sandque (revolving saving fund), monthly savings for the purchase of kitchen equipment.
4. ADRA project staff worked in close collaboration and coordination with government and local authorities officials. This created goodwill to the project activities and created credibility to the project activities.
5. Bringing together people from different regions and tribes promoted peaceful coexistence and joint planning towards the wellbeing of the society.
6. Initially the registration of the children literacy circles faced some challenges but when the project staff involved the adult education departments and PPC to talk to the parents there was a surge in the number of children enrolled in the circles.
7. The attendance of children became consistent when the facilitators met with parents of the children enrolled in the learning circle. In future interventions it is important to schedule meetings with the parents consistently so as to enhance attendance by the children.

##### 3.1.2 Environmental Reclamation Is Enhanced Through Awareness Raising Campaigns

1. The items in Dar al salam VTC were stolen when the watchman had gone to say his prayers at the local mosque. It is recommended that :
  - c. All the watchmen be advised to say their prayers inside the VTC
  - d. The budget for all the VTC should include grills for the windows and doors which will enhance the security of the items in the VTC
2. Some of the facilitators agreed to be paid 50% of the fees paid by the participants. This proved to be an innovative method of remuneration since the facilitator had to deliver so that he could have her salary increased.

## 3.2 Recommendations

### 3.2.1 Enrollment and transition of children into formal education

1. As in most cases in Africa, the older children are given the responsibility of looking after the younger children (mostly between the ages of 2 to 6 years). It was established that the older children, more so girls, attend the literacy circles with the younger children, and the LS therefore act as a kindergarten for the young children. In addition, the children who attend the LS vary in ages from 6 to 17 years. Children in these age group need the LS to have a clear and practical set-up of hygiene and sanitation facilities must offer well-integrated solutions for hand washing, and waste disposal. The facilities should also offer some privacy, including from members of their own gender. Hence the need to build toilet facilities in the LS and playing grounds for the children. The challenge is to have a LS big enough to accommodate the playing ground and the toilet facilities. However this can be solved by engaging the PPC and the ministry of education.
2. In all the nine learning shelters that were visited by the consultant, none of them had any ADRA signage. It is recommended that in future, the signage be made mandatory, otherwise other NGO can take over the learning shelters and claim credit to constructing them.
3. The aspect of using children as agents of change is very important and needs to be factored in the program. Therefore there should have been a component of proving the children with trees for planting in their home should have been incorporated in the intervention.
4. All the VTC and the learning shelters did not have any GPRS setting. It is recommended that in future, GPRS position be taken for all the learning shelters and vocational training constructed by the project.
5. As would have been expected, the ten day period for training was not enough to adequately equip the facilitations with adequate facilitation skills for adult learning. Since, the area planned monthly meetings, it would be advisable to have refresher training courses based on areas of improvement that may have been identified during the weekly monitoring as identified by the ADRA staff.
6. Some of the participants would have liked to pursue further studies, but there were no known opportunities. There is need to link them up with the adult education offices where they can be advised on how to join the formal adult education system and sit for exams.
7. The sustainability of the learning shelters was an issue, since ADRA was supporting the shelters for only one year, and once they moved on, the facilitators had to search for other donors.
8. There is need to design courses that would initiate income to the learning circles so that sustainability would be enhanced.
9. Delays due to failure by the contractors to observe the time schedule lead to delay in starting some of the learning circles. It is recommended, that a contractor with the capacity to handle all the rehabilitation and construction be identified so learning can start as planned which will mean that time is equally saved.
10. The PM needs to identify sites for all the learning shelters that need to be rehabilitated or constructed in any one year. Once this is done a bill of quantity should be computed and all the items be procured at once in order to take advantage of quantity discounts. This will bring down the cost of constructing or rehabilitating the learning shelters.
11. The construction and rehabilitation of the learning shelters should be planned in such a way that it will take place at the end of the rainy season. This will have two effects;

The newly constructed learning shelters made of dry mud blocks will not be destroyed by the rains even before they are used and

The cost of water will be very low as it will be easily available.

12. None of the learning shelters were child friendly, for example, there were no toilets in the learning shelters, nor was there any playground for the children. It is recommended that since the project is targeting children, all the learning shelters where children are enrolled should have safe water and sanitation facilities, first aid supplies and age-appropriate furniture, and resources within reach (bookshelves, chalkboards).
13. ADRA Sudan implements different projects at any one time, and it is recommended that though the projects calendar may differ with the academic calendar, it may be necessary to set aside operational funds for three months and the funds be administrated by other ADRA interventions.
14. The baseline figures were higher than the targets, it is recommended that in future, where the baseline figures are high, targets be adjusted so that they could be higher than the baseline figures.
15. It had been planned that 60% of enrolled women enrolled would graduate from the literacy circles. However it was not clear whether the 40% would be dropouts or if they would not pass the exams or a combination of both. It is important to disaggregate the 40% so that the proportion of drop out ( for example 5% of the enrolled participants) can be minimized , while if 35% of the participants did not pass the academic test then this would show a deficiency in facilitation and collective action can be taken.

### **3.2.2 Building the skills of women participants**

1. The log-frame refers to the number of beneficiaries who graduate from the livelihood skills training and are utilizing the skills acquired to generate incomes for themselves and their families. The implication here is that once they acquire the skills they are able to do business. There is the need to introduce a business related course as a core course that will training them among other things:
  - Rudimentary skills in bookkeeping
  - Customer care
  - Pricing and costing
  - Estimating demand etc.
2. Care should be taken to ensure that skills for particular courses are limited. For example, if everyone becomes a baker or an expert in leather work then the demand for their services will be reduced significantly.
3. The VTC supervisor needs to be trained in management since they will be entrusted with managing the VTC facilities
4. The facilitators need to have their capacity in facilitation enhanced.
5. In future plans there is need to construct a tuck shop where things that are made at the VTC are sold to the members of the public. This will also generate income for the VTC and will help create sustainability
6. The VTC need to have a committee that will guide its operation, the committee can have their membership drawn from opinion shapers in the community

### **3.2.3 Environmental Awareness Rising Campaigns**

1. The target of 1500 women and 1000 children attending environmental hygiene and sustainable practices sessions was to be achieved through attendance in the literacy circles,

consequently, the number of participants who enrolled in the learning shelters should be the same number of the participant's whose awareness on environmental issues was raised. However, the project implementers provided different figures, and in the consultant's opinion the two need to be harmonized.

2. As pointed out, in one school some trees had dried up, and the reason given was that they were not being watered. In distributing the trees, there was need to consider the source of water that will be used to water the trees. Where it is identified that the tree would not be watered, then it is recommend that an alternative site be chosen where the water can be easily accessed.

### 3.2.4 M and E system

1. The construction of three pit latrines was placed under program outputs for component 1, which dealt with learning shelters, while it should have been under component 4 which dealt with vocational training centers. In any case, it would have been difficult to justify the selection of three learning shelter out of 15 being chosen to have pit latrines being selected.
2. The reports need to be comprehensive. For example in 2013 qtr 3, where 225 women some school children were provided with tress to plant. However, none of this appears anywhere in the report. The omission of this important activity this denies the program the credit it deserves.
3. The objectives of the project proposals and the report differ. As the table below shows. The difference is that objective two and three have been interchanged in project proposal and the reports. The other difference is the project report objectives are more specific geographically as opposed to the project proposal. However the fourth objective of the project proposal was never mentioned in the quarterly reports. The consultant is not has not seen any document that discusses the rewriting of the project proposal and recommends that in future should there be any changes they be documented in the reports and or a new edition of the proposals be circulated.

*Table 3. 1 Differences in wording of the objectives*

| Objective number | Project proposal  | Project report   |
|------------------|---|--|
| 1                | To increase the level of literacy of 2250 participants (1250 women able to read, write and do simple numeracy and, 1000 children of age 9-16 years old that qualifies children to enter the formal school system) in project communities over the three years period. | By the end of the project, 1 250 vulnerable women and 1000 children in Umbadda, Kerery & Haj Yousef IDP communities have access to REFLECT literacy circles; with a focus on increasing girl child enrollment. (Regional Component 1 & 3)                                    |
| 2                | To increase livelihood coping mechanisms for 1440 low income IDPs through skills training in tailoring and sewing for 540 (90% women), leatherwork for 360 (50% women) and handicrafts for 540 (100% women) over a period of three years.                             | By the end of the project, 1 500 people in Umbadda, Kerery & Haj Yousef IDP communities have increased knowledge and understanding of cross cutting issues such as: HIV/AIDS, health & hygiene, girl child education and environmental awareness. (Regional Component 4 & 5) |
| 3                | To increase the level of awareness on the prevalence and prevention measures for HIV/AIDS for 1500 women in three project areas through awareness raising campaigns.  | By the end of the project, at least 1 440 women and their families (approximately 9 000 total) in Umbadda, Kerery & Haj Yousef IDP communities will have improved living conditions through  |

| Objective number | Project proposal  | Project report  |
|------------------|---|---|
|                  |   | livelihood training in handicrafts (540), tailoring (540) and leatherwork (360). (Regional Component 5) |
| 4                | To improve environmental reclamation through awareness raising campaigns for 2250 literacy participants (1250 women and 1000 children) through 33 cleaning campaigns and planting 2000 fast growing tree seedlings within the three years project period. |   |

4. Objective 1 in both the project proposal and quarterly report state that 1250 women able to read, write and do simple numeracy and, 1000 children of age 9-16 years old that qualifies children to enter the formal school system, while the log frame states that 1,500 women and 1,200 children are targeted. This is a difference of 250 women and 200 children. The consultant has not seen any documents reconciling the two different figures. It is recommended that in future such differences be reconciled since they may affect the level of performance.
5. Objective 1 dealt with learning circles while objective two dealt with the improved lively hood. The reports tended to mix activities in the two objectives. For example from starting quarter 2 2012 up to the end of the intervention period, “double pit latrines constructed to accompany training centers” and the construction of the vocational training centers were considered to be part of the first objective, while they were activities in the second objective. In reality, none of the learning shelters had any latrines and therefore it was a misnomer to state that there were pit latrines in learning shelters. It is recommended that activities be listed as per the objectives of the report.
6. In the reports, there is a section advising on activities started this quarter. The activity 1b for quarterly report of Quarter 3 and quarter 4 report of 2011 are identical and they read:
  - Facilitate the opening of new women circles in south and east Shagla, Mabroka and blocks 51 and 52 in Umbada in collaboration with the Popular Committees.
  - Mobilize women to register for new circles in east and south Shagla, Mabroka and Blocks 51 and 52 in Umbada.

In the consultant opinion, it is not possible to facilitate the opening of new women circles in the same region at two different quarters. This could have been an oversight on the side of the project implementers who stated that the same activity was conducted in two subsequent quarters. It is recommended that the project implementers be more vigilant when writing the report.

### 3.2.4.1 Missing indicators

1. The proposal states that 25 participants will be registered per women circle and that 10 new circles were to be established in each of the three localities in first year and five circles in each locality in the second and third years. The proposal continue to state that the participants would attend the first level for nine months. In the second and third years, 15 circles (those who will have completed the first level literacy manual) will attend the advanced literacy level over a period of eight months. This implies that’s several indicators could have been computed for the implementation of this component. These are:

- a. The number of participants per circles
- b. The number of circles per year set up against a target of 30, 15 and 15 in the first , second and third year respectively
- c. The proportion of drop out per circle per level
- d. The proportion of women who transited from level one to two
- e. The proportion of women who graduated from the learning shelters.

#### 3.2.4.2 M and E Plans

ADRA Norway needs to develop a template for quarterly reports for all their projects so that there is ease in comparison as well as consistency of reporting.

#### 3.3 CONCLUSION.

The project intervened I four main areas, namely literacy circles for both women and children, Vocational Training Centers, Environmental Awareness and HIV and AIDS . In the opinion of the consultant all the intended objective were achieved and the recommendations should guide future interventions designed along similar objectives to ensure maximum impact and sustainability.



## I. CONTEXT

### 1.1 Programme Background

The Education for Women and Children Programme is a regional programme encompassing the countries of Sudan, South Sudan, Ethiopia, and Somalia in the Horn of Africa. The programme has focused on non-formal and formal education for women and children adapted to best address the local needs. The programme builds on earlier projects supported by ADRA Norway, some in cooperation with Norad. The period of 2011-2013 has been a period of transition from previous and existing projects toward a true unified programme.<sup>3</sup> During this period yearly workshops have been held to facilitate the sharing of lessons learned and best practices and have helped to consolidate the move to a programme.

The regional programme was initially composed of four projects (the duration schedules are given in Appendix A):

- Ethiopia: ATJK Water, Education, Health and Environmental Awareness (ATJK WEHEA I & II<sup>4</sup>);
- South Sudan: Budi Sustainable Education System (Budi SES)<sup>5</sup>;
- Sudan: Education for Women and Children – Sudan (EWC Sudan);
- Somalia: Education for Women and Children – Somalia (EWC Somalia)<sup>6</sup>.

In 2012 the South Sudan project expanded into Kapoeta, which is to be included in the final evaluation. In 2013 ADRA South Sudan began a teacher training project in Maiwut, however this project is not to be included in the final assessment, as it will be peer-reviewed by ADRA Denmark. In 2013 ADRA increased its activity in Somalia, incorporating the regions of Mogadishu, Afgoye and Baidoa with a focus on primary education.

The Horn of Africa can generally be described as an area struggling with poverty, weak governance, marginalized ethnic groups, and chronic food insecurity. These problems are exacerbated by high

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<sup>3</sup> ADRA Norway has been able to apply for additional funding in the course of the programme, thus enabling its expansion to further localities in South Sudan and Somalia

<sup>4</sup> The last year of the first ATJK WEHEA project is deemed as part of the 2011-2013 programme. See Appendix A for more details.

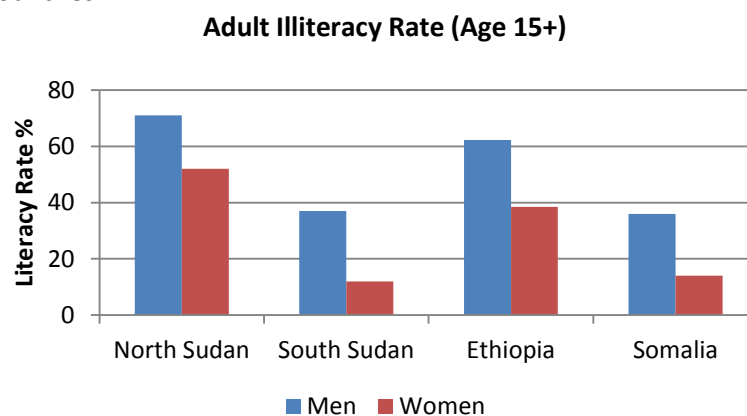
<sup>5</sup> Including expansions to Kapoeta. See Appendix A

<sup>6</sup> Including expansion to Mogadishu, Afgoye and Baidoa Regions. See Appendix A.

population growth rates, limited water resources, and environmental degradation. The majority of the regions inhabitants are either subsistence farmers or pastoralists. These difficulties and challenges exemplify the need for development.

Despite these severe challenges there is now clear research linking higher education levels of women to improved levels of health for women and their families, increased use of family planning and thus decreasing population growth rates, increased immunization rates of children, and improved economic status.<sup>7</sup> The coupling of women and girl’s education with women’s social and economic empowerment can play a large role in improving lives and attaining the Millennium Development Goals. Therefore, ADRA Norway’s strategy to focus on women and children in these sectors is well suited. Thus, the expansion of existing projects and unifying objectives, across the Horn of Africa, is a logical approach for the Education for Women and Children Programme in Sudan, South Sudan, Ethiopia, and Somalia.

The literacy rate of adults above age 15 is a basic indicator of education level. Illiteracy and associated low numeracy skills represent the existence of barriers to women accessing information, education, and employment opportunities. Unfortunately not only are these rates generally low in the region, they are also often unavailable and unreliable. As seen in the table below, women’s literacy rates in the Horn of Africa lag behind men’s literacy rates by approximately 20% and are below 50% in most of the identified countries.



Source: see footnote 6

Achieving the Millennium Development Goal (MDG) of universal basic education is at the heart of ADRA’s Horn of Africa Education Programme. Access to higher levels of education is the key to long-term development and it has been shown to increase income, improve hygiene and nutrition practices and contribute to decision making power and slow population growth rates. Sub-Saharan Africa has shown remarkable progress improving from 60% net enrolment rate in 2000 to 77% in 2011 but it continues to lag behind the rest of the world, most of which has rates above 90%.<sup>9</sup> The Horn of Africa has the largest number of children who are not enrolled in school. The table below provides comparative data both in terms of demography and primary education enrolment at programme start.

<sup>7</sup> What will it take to achieve the MDGs, International Assessment, UNDP 2010

<sup>8</sup> UNFPA, State of the World’s Population 2010, CIA World Factbook, MDG Database

<sup>9</sup> The Millennium Development Goals Report 2013

|                               | Population<br>2005<br>(millions) <sup>10</sup> | Population<br>2010<br>(millions) <sup>6</sup> | Population<br>Growth Rate<br>(2005-2015) <sup>6</sup> | Primary Education<br>Enrolment<br>(2000-2007) <sup>11</sup> |        |
|-------------------------------|--|---|---|---|--------|
|                               |  |   |   | Male  | Female |
| Ethiopia                      | 77.4   | 85  | 2.6%  | 45%   | 45%    |
| Somalia                       | 8.6  | 9.4   | 2.3%  | 24%   | 20%    |
| Sudan<br>(North and<br>South) | 40.2   | 43.2  | 2.2%  | 56%   | 52%    |
| Kenya                         | 33.8   | 40.9  | 2.6%  | 79%   | 79%    |
| Tanzania                      | 36.5   | 45  | 2.9%  | 71%   | 75%    |
| Uganda                        | 26.9   | 33.8  | 3.3%  | 83%   | 82%    |
| Norway                        | 4.6  | 4.9   | 0.9%  | 98%   | 98%    |

## 1.2 Programme Objectives and Components

The timeframe of the project was from January 1st, 2011 to December 31st, 2013 (3 years). The total budget was NOK 29.7 million (6.2 million in 2011, 8.2 million in 2012 and 15.3 million in 2013), provided by Norad (Norwegian Agency for Development Cooperation) and ADRA Norway.

ADRA Norway's Education for Women and Children Programme has reinforced existing projects as well as expanded to new focus areas, each working to improve the development of local communities and beneficiaries' access to basic education.

This programme has focused on children of primary school age and women who are marginalised and lack access to basic education options. Furthermore ADRA prioritizes Internally Displaced Persons (IDP), refugees, and returnees. The selected target group in Sudan has focused on communities largely made up of displaced persons from South Sudan and Darfur who live in communities on the periphery of Khartoum. South Sudan has targeted children's, specifically girls', access to quality education. Somalia has focused on non-formal literacy training for women and out of school children in Puntland and Mudug, as well as primary education in Mogadishu, Afgoye and Baidoa. Finally, in Ethiopia ADRA has targeted the community as a whole, advancing the education status of children (especially girls) and focusing on women as agents of change. The advocacy and awareness-raising component of the programme has included men and the larger community throughout the region.

The overall programme includes five basic components selected to fit the local situation (see programme objective, page 4). Ethiopia and South Sudan has focused their attention on capacity building within schools and the government as well as basic education infrastructure development. In contrast, for Somalia and Sudan, where the governments' efforts to provide basic education remains limited or where there are significant marginalized groups, ADRA has continued to work in literacy and numeracy programmes through the innovative REFLECT Circle methodology<sup>12</sup>, as well as

<sup>10</sup> 2005 World Population Data Sheet

<sup>11</sup> State of the world's children 2009, Maternal and Newborn health, UNICEF

<sup>12</sup> Reflect is a structured participatory learning process which facilitates people's critical analysis of their environment, placing empowerment at the heart of sustainable and equitable development, social change and action. Additional material on the REFLECT methodology can be found at [www.reflect-action.org](http://www.reflect-action.org).

increasing primary school access. Through this method, adults acquire literacy and numeracy skills to improve their quality of life and children are empowered with the necessary skills to eventually re-enter the formal education system. The second and third components have complemented the primary education component through advocacy and awareness building, targeting the beneficiaries as well as the men in the communities to inform and sensitize the general population on the benefit of educating women and children. The fourth and fifth components have not only provided insight into the intent of the programme, but have also offered education on a variety of cross cutting issues such as hygiene and sanitation, basic health awareness, including HIV/AIDS and overall environment concerns.

The underlying goal of building capacity and strengthening each government's education system is apparent throughout the programme, which has incorporating appropriate authorities at all levels. In south Sudan the focus has, and continues to be, on primary education, including building schools and training teachers, PTA groups and government officials, all coordinated with local government. In Sudan ADRA has constructed literacy and vocational training centres, and trained teachers. In Somalia, the focus has been to promote uniform teaching materials, provide adult teaching methodologies and policy development to encourage adult female literacy and education for all, as well as facilitating towards a peaceful transition through increased primary school access. In Ethiopia, where the Ministry of Education has a clear, well-outlined strategic plan, ADRA has sought to strengthen the quality and availability of basic education in the form of school infrastructure and teacher training.

The project was designed as follows ([please refer to Appendix B for a more detailed logframe](#)):

**Goal:** Women and children's expanded access to education improves both their social and economic contribution to society.

**Objectives:**

By the end of the intervention, women and children have attained a higher education level and have knowledge on crosscutting issues such as hygiene and sanitation, health care awareness (including HIV/AIDS and STDs) and environmental protection.

The programme objectives are divided into 5 different components:

- 1) Women and children have basic literacy and numeracy skills;
- 2) Provision of basic primary education by local government strengthened in coverage and quality;
- 3) Families support to enrol their girls for primary education;
- 4) Local populations have a clear understanding about HIV/AIDS transmission and prevention;
- 5) Families enjoy better preconditions for learning due to increased quality of life.

**Outputs:**

*Component 1 - Literacy and Numeracy*

- Output 1.a. Women and children have a place sheltered from sun, wind and rain in which they can attend literacy, numeracy and HIV/AIDS awareness sessions
- Output 1.b. Women and children are trained on literacy and numeracy

*Component 2 - Strengthening government basic education*

- Output 2.a. Pupils have access to functional classrooms in permanent buildings of good

- quality
- Output 2.b. Teachers have acquired improved teaching skills through in-service teacher training course
- Output 2.c. Tutors who minister in-service teacher training courses reside in good-quality living quarters by the Training Centers.
- Output 2.d. Head teachers acquire improved skills in school management
- Output 2.e. Civil society groups receive training to ensure an effective functioning of the education system
- Output 2.f. Education officers from different government levels acquire skills for an effective education management

*Component 3 - Advocacy for Girls Education*

- Output 3.a. Community leaders are aware of the importance of education – especially for girls – and support local advocacy activities for girl’s education
- Output 3.b. Advocacy for girl education is conducted at the local level

*Component 4 - HIV/AIDS awareness*

- Output 4.a. Key actors are trained on HIV/AIDS awareness
- Output 4.b. Women, children and local community members are taught on HIV/AIDS

*Component 5 - Awareness-raising on cross cutting issues – WASH, environment protection, health and skills training*

- Output 5.a. Population has access to clean potable water
- Output 5.b. Local community members are taught on basic health, hygiene, family planning and environmental protection
- Output 5.c. Trainees have access to good training and skills development facilities
- Output 5.d. Local community members have received skills training

**II. EVALUATION GOALS AND ISSUES TO BE STUDIED**

**2.1 Final Evaluation**

**2.1.1 Evaluation’s main goals:**

- i. Assess project performance at each level (activities, outputs, outcomes and goal) against the indicators set in the latest version of the logframe, with emphasis on the outcome/objective level;
- ii. Identify possible unexpected events of significant character (positive and/or negative) outside the project that have contributed to the project’s progress or lack of progress;
- iii. Investigate whether there were unexpected results (positive and/or negative) that were not part of the original project plan;
- iv. Draw lessons learnt and/or describe relevant experiences that will result in a change of strategies/ methods in future interventions, and verify whether they are common to other local organizations engaged with the same thematic area/ beneficiary population;
- v. Mention the evaluations that took place in the run-up to the project or during the project period, and identify the extent to which they resulted in changes/improvements to the project implementation or design;

- vi. Describe and assess the cooperation between ADRA Norway and the corresponding African offices, esp. the former's added value to the project; emphasize sharing of responsibility and work, dialog, meeting arenas and competence building of each respective partner office by ADRA Norway;
- vii. Assess the plans for future intervention and make recommendations in light of the findings of the current evaluation.

#### 2.1.2 Issues to be covered:

Besides clearly addressing these main objectives, the final evaluation will also include a comprehensive analysis of the programme based on the following five fundamental criteria based on the OECD/DAC evaluation criteria (which may or may not overlap with the objectives laid out above): quality and relevance of design; effectiveness; efficiency of planning and implementation; impact; sustainability. The specific questions to be addressed are provided below. The inferences drawn must be underpinned by sufficient analysis/justification.

#### *Quality and Relevance of Design*

- 1.a) **To what extent were the objectives relevant to the needs of the beneficiaries?**
- 2.b) Were there any major gaps (in terms of needs) that were not addressed by the programme?

#### *Effectiveness*

- 2.a) To what extent was the purpose of the programme achieved? Refer to quantitative assessments as far as possible (baseline values and end-line values of the indicators). Include also qualitative assessments e.g. opinions on the programme's effectiveness based on impressions and interviews with direct and indirect beneficiaries (both male and female), government employees, local leaders, community members etc.
- 2.b) What were the major factors influencing the achievement or non-achievement of each objective component?
- 2.c) Describe any major failures of the programme, explaining why they have occurred.
- 2.d) Describe any unforeseen results (whether positive or negative).
- 2.e) Identify any exceptional experiences that should be highlighted e.g. case studies, stories, best practice.

#### *Efficiency of Planning and Implementation*

- 3.a) Were activities cost-efficient?
- 3.b) Was the programme implemented in the most efficient way compared to alternatives?
- 3.c) Did the programme have the right HR skills, resources and systems in place to achieve the objectives?
- 3.d) Does the programme 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 teams (including not only the local project teams but also the supporting staff from the main country offices)?
- 3.f) How were working relationships with stakeholders e.g. government offices, local leaders, community members etc.

## Impact

- 4.a) To what extent has the programme succeeded in improving women's livelihoods and their ability to participate socially and economically in their society?
- 4.b) Do children enjoy better perspectives for the future due to improved access to/quality of education?

## Sustainability

- 5.a) What is the social and political acceptance of the programme?
- 5.b) To what extent are the benefits of the programme 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 programme?

### 2.1.3 Cross-cutting issues:

- *Gender:* did the programme pursue a gender-sensitive approach?
- *Conflict sensitivity:* did the programme succeed in strengthening the "connectors" and weakening the "dividers" existing among social groups within the local community? Did the programme inadvertently cause any tensions, or did it contribute to further peace and harmony among people in or around the intervention area?
- *Climate or environmental impact:* did the programme make any direct or indirect contribution to environmental protection? If so, how? Were there any negative environmental impacts of the programme?
- *Strengthening of civil society:* did the programme contribute to the strengthening of civil society (in the local community or at a higher level)? If so, how?
- *Coordination with government/other NGOs:* did the programme fit with the government's priorities and official plans and goals? Did ADRA, particularly the project team, seek to cooperate and coordinate efforts with other NGOs active in the same intervention area? Give examples.

## 2.2 Intended use of results

The most straightforward use of the evaluation results is expected to be in terms of future programme design and implementation, particularly of follow-up programmes in the same geographical and/or thematic area. The evaluation report is likely to be accessed mostly by ADRA; nevertheless it will be made available to all interested parties.

In this sense the report will also be used as a key accountability tool, not the least to the main programme donor, namely Norad, which will post it on its website for free download. Thus the results will potentially achieve a broader public and be useful to other NGOs engaged in similar areas of work.

## III. EVALUATION PRINCIPLES

The evaluation will be guided by the following ethical rules/considerations:

- *Openness* – of information given, to the highest possible degree to all involved parties;
- *Publicity/public access* – to the results when there are not special consideration against this;

- *Broad participation* – the interest parties should be involved when relevant/possible;
- *Reliability and independence* – the evaluation should be conducted so that findings and conclusions are correct and trustworthy.

#### IV. METHODOLOGY AND ACTIVITIES

The final evaluation will rely on a quantitative survey and qualitative methods, involving the main local stakeholders. Specifically, the following main activities will be carried out (this list is not necessarily chronological, nor exhaustive, and should be adapted by the evaluation team as needed):

- 4.1 Review of programme documentation:** Review existing programme documents (Norad and ADRA programme proposals, logframes, budgets, M&E plans, programme agreements etc.), DIPs and, if necessary, quarterly narrative and financial reports and midterm evaluation reports (ongoing projects), final evaluation of preceding projects, MoU with governments, government’s policy documents and other documents seen as relevant for understanding the programme and its outcomes;
- 4.2 Preparation:** At a preliminary phase, the evaluation team will perform thorough stakeholder identification and develop survey questionnaires. If judged relevant by the evaluator, qualitative evaluation tools for focus group discussions (FGDs) and key informant interviews (KIIs) will also be developed at this point. Examples of stakeholders are: ADRA’s staff members, government offices (e.g. ministry of education, local government etc.), local community leaders, members and representatives etc. The evaluation team will also develop a detailed plan for the evaluation, including activity schedule;
- 4.3 Qualitative and quantitative survey/ field visits:** Random sampling and implementation of the survey; household interviews; *in situ* visit of the projects for observation of activities and outputs (pictures should be taken if necessary); (ii) In-depth interviews with key informants identified by the evaluation team; (iii) Focus-group discussions with key stakeholders or groups. Selected groups may be invited to more in-depth discussions, triggered by using visual/ PRA (participatory rural appraisal) tools such as Venn diagrams, matrix and ranking. “Most significant change (MSC) stories” constitutes a further qualitative evaluation method that may be used.
- 4.4 Data analysis and drafting of the final evaluation reports.**

#### V. DELIVERABLES

The following are to be delivered by the evaluation team to the local ADRA office management:

- *Preparation documents:* main documents used to guide the evaluation process and specific activities, specifically survey questionnaires, evaluation plan and activity schedule;
- *Oral/Power Point presentation:* the evaluation team will present to the management and key staff of the local ADRA office the main preliminary findings, conclusions and recommendations;

The following are to be delivered by the evaluation team to ADRA Norway:



- *Final report for organisations with a cooperation agreement (Norad):* A consolidated report for the whole programme using Norad’s format<sup>13</sup> (See Appendix C).
- *Four Final evaluation reports (one for each country in the programme):*<sup>14</sup>

The content of the report should include at minimum:

- ✓ Executive summary
- ✓ Summary of project/project activities
- ✓ Evaluation methodology
- ✓ Results and findings
- ✓ Discussion
- ✓ Conclusions and recommendations

The appendices should include, besides other pertinent technical or supporting documentation, the following:

- ✓ ToR for the evaluation;
- ✓ A list of places visited;
- ✓ A list of persons interviewed
- ✓ A list of documents reviewed;
- ✓ Data collection instruments.
- ✓ Pictures showing results

## **VI. CHARACTERISTICS OF THE CONSULTANCY**

- 6.1** ADRA Norway requests the consultant(s) to prepare a tentative timeframe for the completion of the assignment. The consultant(s) are to commence with the assignment as soon as possible.
- 6.2** ADRA Norway requests that the Consultant(s) prepare a cost analysis for the entire assignment, including travel costs.
- 6.3** The consultant(s) will be supervised by ADRA Norway. The consultant(s) will work closely with the local ADRA team, having the Programme Director as the primary contact.
- 6.4** The consultant(s) will work out of their home location, with travel to Ethiopia, Sudan, South Sudan and Somalia.
- 6.5** Payments. The consultant(s) will be paid in the following manner: (i) 20% upon signature of the contract; and (ii) 80% upon submission and ADRA Norway’s approval of all outputs listed under section 5 above.
- 6.6** Qualifications and experience. The consultant(s) assigned to the job must have demonstrated knowledge of current evaluation theory and practice and several years of experience in evaluating development projects, preferably those that are related to the field of education and community development. The consultant(s) should have a good understanding of countries located in the horn of Africa.
- 6.7** The consultant(s) should present a proposal to ADRA Norway briefly outlining (i) a methodology for conducting the work under this consultancy (max 2 pages); (ii) a proposed work plan (max 5 pages); (iii) the names and CVs of the individual consultants to be assigned

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<sup>13</sup> To include regional programme logframe containing targets, baseline and endline values for each indicator

<sup>14</sup> To Included project logframe, containing targets, baseline and endline values for each indicator

to the job; (iv) the estimated number of days that each of the consultants will work on the assignment; and (v) an itemized budget and indication of the total cost of the proposed work plan. ADRA Norway will under no circumstances increase the agreed amount of the consultancy once a contract has been drawn up.

## **VII. DUTIES AND RESPONSIBILITIES**

### **7.1 ADRA Norway**

- a) Provide all the required information and documents to the consultant(s);
- b) Coordinate the process
- c) Approve final reports.

### **7.2 Local ADRA office (Ethiopia, Sudan, South Sudan and Somalia)**

- a) Provide leadership and coordination throughout the planning and execution of the process and supervise the entire process;
- d) Coordinate the entry briefing and provide additional programme documents requested by the consultant(s);
- e) Introduce consultant(s) to partners;
- f) Chair regular review meetings on the progress of the activities once the process commences at the project level;
- g) Mobilize the community and leadership;
- h) Inform the community about the final evaluation and prepare them for the various roles they will play;
- i) Ensure all relevant authorization for the final evaluation is sought beforehand from the community elders;
- j) Mobilize participants taking part in household interviews, FGDs and KII;
- k) Arrange meetings with the FGDs participants;
- l) Ensure full and timely participation of key stakeholders;
- m) Identify, recruit the enumerators, facilitators and note takers for data collection;
- n) Agree with the terms of payment before the evaluation process starts;
- o) Pay enumerators, facilitators and note takers after the successful completion of the evaluation;
- p) Review the report and provide feedback.

### **7.3 Consultant(s)**

- a) Get input on purpose and objective from partners;
- b) Prepare detailed plan for data collection and analysis to achieve final evaluation objectives;
- c) Develop a detailed timeline to facilitate information collection and reporting;
- d) Review all relevant secondary sources of data and any relevant information for the final evaluation;
- e) Develop all necessary data collection tools and present them for review by ADRA team and stakeholders before use;

- f) Develop a final evaluation plan and compute;
- g) Train the enumerators , facilitators and note takers on how to collect data;
- h) Conduct key informant interviews;
- i) Conduct data analysis and write a draft final evaluation report;
- j) Present draft report to ADRA team and key stakeholders for review and inputs;
- k) Incorporate the feedback into the report and develop a final evaluation report.

## VIII. LIST OF CONTACTS

### ADRA Ethiopia:

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## Appendix III: List of Photos

*Photo 1 Girls learning in one of the shelters*



*Photo 2 A site of one of the learning shelters that was destroyed after the rains*



*Photo 3 Boys learning in one of the shelters*



*Photo 4 a learning shelter partially destroyed after the rains and ready to be rehabilitated*



*Photo 5 Local mud blocks used to rehabilitate or construct the learning shelters*



*Photo 6 Some of the cement and sand blocks that are locally available*





Photo 7 one of the Learning shelters made of some permanent structures



Photo 8 the two toilets constructed in a VTC



Photo 9 One of the VTC sponsored by ADRA Sudan



Photo 10 One of the rooms in VTC



Photo 11 A signage in one of the VTC



Photo 12 Three other rooms at the VTC



*Photo 13 Girls learning in one of the shelters*



*Photo 14 Boys learning in one of the shelters*



*Photo 15 Local mud blocks used to rehabilitate or construct the learning shelters*



*Photo 16 Benches used for training in the VTC*



*Photo 17 Utensils used in Home economics session*



*Photo 18 final products for home economics training*



Photo 19 A sample of a certificate of completion offered to the women participants



Photo 20 equipment used in Home economics session



Photo 21 The initial site of the VTC that was pulled down after being partially constructed



Photo 22 sewing machines used in tailoring session



Photo 23 The VTC that is 90% complete



some of the finished products of a tailoring class



Photo 24 A leather work session taking place at a VTC



Photo 25 A facilitator demonstrating how to make a sandal



Photo 26 a leather work session in a VTC



Photo 27 A trainee puts the final touches on a sandal



Photo 28 some of the trees planted by the community members

