



ADRA SUDAN
Functional Literacy Project

Project No. SDN-05/002

Evaluation Report

By: Leila Bashir Gamil and Joy Ezibon

Pamoja Sudan REFLECT Network

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LIST OF ABBREVIATIONS

CPA	Comprehensive Peace Agreement
FGD	Focused Group Discussion
GOS	Government of Sudan
HIV	Human Immune Virus
IDP	Internally Displaced People
MDG	Millennium Development Goals
NCLAE	National Council for Adult Education
NGO	Non Governmental Organisation
PRA	Participatory Rural Appraisal
SPLA	Sudan People's Liberation Army
SPLM	Sudan People's Liberation Movement
UNDP	United Nations Development Programme
WUS	World university Services

EXECUTIVE SUMMARY

ADRA REFLECT Programme (Regenerated Fererian Literacy through Empowerment Community Techniques) has had significant impact on improving literacy among women, participants are able to read and write to the accepted standard. The approach to literacy tuition has been eclipsed by Participatory Rural Appraisal (PRA) exercises and discussion. In many cases group size is too large and membership levels are mixed resulting in inadequate member/facilitator contact. Facilitators in some cases have misunderstood or misinterpreted the tools presented in training and have lost out on opportunities to increase impact. Literacy monitoring and evaluation needs to be improved due to the fact that number of circles is big and distributed in a large area.

Adolescents' circles are of great benefit for displaced children who have missed the opportunity to join basic education institutes due to insecurity and lack of services in Darfur, Blue Nile, southern Sudan and Nuba Mountains. More than 60% of the participants completed two years in ADRA's REFLECT programme have been enrolled in the government basic schools. The participants are enrolled in different classes ranging from class 2 to 5. The adolescents' parents appreciated what ADRA has done to help the displaced people in educating their children.

ADRA REFLECT Programme also has had significant impact on improving the development of sustainable livelihoods of participants. Women's contribution to household income has increased substantially as result of micro-finance activities. The increase in disposable income and its trickledown effect has impacted positively on spending patterns on expensive and nutritious food items and health. Attitudes towards traditional harmful practices and contraception have positively changed.

Women feel empowered that they now have a 'voice' and sense of involvement in the community and decision making has improved in addition, meeting other women from different tribes daily has helped provide a vital social and peace building tool to the community.

CHAPTER ONE

INTRODUCTION

1.1. Background:

Overview of Sudan:

Sudan is the largest country in Africa, covering an area of 2,505, 813 square kilometres. The current estimates put population at 38 million people. The population of metropolitan Khartoum (including Khartoum, Omdurman, and Khartoum North) is growing rapidly and ranges from six to seven million, including around two million displaced persons from the southern war zone as well as western and eastern drought-affected areas.

Despite the lack of availability of solid data on development across Sudan, it is clear that poverty is widespread and deep. Net primary school attendance is 53% overall. Health indicators reveal a similar picture with respect to high variation by state.

Sudan's development present far more than usual challenges given that several sectors have been devastated by decades of conflict, destruction of physical and human resources. The Comprehensive Peace Agreement (CPA) signed in 2005, between the Government of Sudan (GOS) and the Sudanese People's Liberation Movement (SPLM), includes a set of protocols covering, among other things, a development path.

For purposes of relevance to this report, analysis is limited to the supporting policy environment for the education sector: It should also be noted that is difficult to ascertain recent data on national development policy frameworks.

In October 2003, the federal Ministry of Education developed the National Plan for Education with support from UNESCO and UNICEF. As promoted at the Dakar 2000 forum, this education plan outlines the national strategy for achieving access to education for all Sudanese by the year 2015. For northern Sudan, the aim was to increase the Gross Enrolment Ratios to 72.5% by 2007 and to 87.5% by 2015 – and to raise literacy rates among youth and adolescents to 67% by 2007 and to 95% by 2015* The Government has already taken the preliminary steps to formulate and finalize its policy frameworks and planning outlines for Education for All (EFA) and has embarked on the process of state level planning and implementation.

*UNESCO Institute for Statistics, Literacy and Non-formal Education Section, *Youth (15-24) and Adult (15+) Literacy Rates by Country and by Gender for 2000-2004*, published August 2005

Development and priorities:

The Millennium Development Goals (MDGs) provide the internationally agreed targets against which the needs of the people of Sudan can be assessed, and reveal that rapid acceleration of development is needed, particularly in war-affected and disadvantaged regions.

Peace Building – Two decades of internal strife, created large populations of internally displaced people (IDPs), and also had a damaging effect on education. It is much more difficult to ensure that all children receive an education in a situation of instability and when populations are constantly on the move. Building lasting peace would put in place measures to address the underlying challenges to reach all people and also create a suitable environment for education infrastructural development.

Overall poverty – Many families cannot afford the indirect school fees for more than one of their children. At the same time sending their children to school entails high opportunity costs, since they lose the children's work contribution. Measures to further minimize or completely remove all hindering costs especially for the children from poor families would enable more access to education attainment. Creation of special education programmes particularly targeting women and adolescent girls will go a long way to counter this problem and to give them a second chance to make a "meaningful" life ahead of them.

1.2. REFLECT approach and programme areas:

REFLECT is an innovative approach that ensures that literacy and adult education form an integral part of community development. The REFLECT approach acknowledges the fundamental links between literacy, power, development and change. REFLECT recognizes that many different forms of communication practice are implicated in the literacy process and all of these are closely linked to power and people's ability to handle their own affairs.

More precisely REFLECT is a structured participatory learning process that facilitates people's critical analysis of their own environment and issues. REFLECT uses participatory approaches within an extended educational and development process that is self-managed by the community. It also involves widening the understanding of literacy. There is no simple line to be crossed from illiteracy into literacy and more so literacy can no longer be seen as simply mastering the alphabet. Rather literacy is an extended process involving a complex set of communicative practices – all of which have an impact on people's ability to assert their rights or to actively engage with others.

1.3. Formulation of ADRA REFLECT programme:

ADRA/Sudan began its REFLECT literacy intervention since 2001 among displaced person in Khartoum State. It started literacy as a supplement component to its micro credit project where it uses REFLECT approach. REFLECT is one of the empowerment tools that mobilize the community to participate actively through participatory rural appraisal (PRA) tools and thus the technique helps in the community empowerment. REFLECT is an evolving process that must be continually recreated for each new context. Innovation and change is integral to the process. It started as Literacy component and was evaluated in June 2002 in which, the recommend nation of developing advanced facilitator's manual for those who completed the first level manual came up and it has been implemented. The activities expanded to Haj Yousif in 2004 with replication of the same approach.

ADRA Norway and NORAD operated in the three localities where ADRA had its micro credit activities and other literacy component but in different blocks. With its two components, currently operates in Al Bougaa, Umbadda locality at the western part of Omdurman, Kerery locality, north of Omdurman and in Haj Yousif locality at Khartoum North. As the third year of the project period is ending, an external evaluator was hired to look at the achievement of the literacy objective, effectiveness of the approach used and its impact on the literacy participants and their environment.

Project Goal:

To empower internally displaced people of Al Bougaa, Kerery and Haj Yousif localities in Khartoum State, through capacity building in functional literacy over a period of three year.

Objectives:

Train at least 1,125 women in functional literacy in the localities of Al Bougaa, Kerery and Haj Yousif, to a functional literacy level in order to enhance their life style over a period of three year.

Raise the standard of literacy of 1,000 girls (ages 10-15) to that of level four of Sudanese Primary School standard to enable admission of at least 50% of them for continuation with formal education in the schools over a period of three years.

1.4. Justification for the review:

ADRA has implemented REFLECT in the three mentioned areas for the last three years ending March 2008. Given that this programme is ending the need to assess its performance is inevitable. This evaluation tries to measure the project performance in relation to its goals and objectives.

To evaluate the REFLECT programme, this exercise ascertains the planning and implementation processes, drawing lessons and providing key recommendations on constraints, threats and opportunities for further consolidation and expansion of the programme.

Objectives of the evaluation:

1. To assess the effects of the REFLECT Functional Literacy project literacy on the targeted group; acquiring of literacy skills: reading, writing and numeracy.
2. To assess the literacy skills of girls who join the schools and how they are progressing.
3. To measure the uses of the acquired literacy skills in the clients' keeping of records, health, education of children, etc.
4. To assess empowerment of women; awareness on women health, bad habits, education of women and children, women participation in their communities, etc.
5. To identify weakness and strengths in the implementation of the project and make recommendations for improving this component in the future.

In 2005, the program started a three years REFLECT functional literacy project funded by ADRA Norway and NORAD in the three localities where it operates its

micro credit activities and other literacy component but in different blocks. With its two components, currently operates in Al Bougaa, Umbadda, Kerery locality, north of Omdurman and Haj Yousif locality. As the third year of the project is ending, the project is going to conduct an external evaluation to look at the achievement of the literacy objective, effectiveness of the approach used and its impact on the literacy participants and their environment.

The most marginalized areas in Khartoum state were chosen for the implementation of the programme. The selection of these areas was based on the fact that several factors cause the population to fluxgate including immigration from Darfur and the movement of people who already live in Khartoum.

The majority of the population are IDPs from Kordofan, Nuba Mountain, Darfur, and south Sudan as well as people who are originally from West Africa – Hawsa and Flata. These IDPs immigrated to Khartoum as a result of drought, famine and civil war.

1.5. Specific targeted areas:

The REFLECT project has been implemented in three areas: Al Bougaa, Umbadda locality, Kerery locality and Haj Yousif locality. The project in these areas has target women and girls and boy (ages 7-15) who did not have chance of schooling or some are dropped out of schools due to the fact that their parent having not access to school fees.

Al Bougaa, Umbadda locality:

Al Bougaa, Umbadda locality is at the western part of Omdurman which is about 25 km North West Khartoum centre. The programme targeted women and adolescents in the following blocks: Dar Al Argam 41, Hara 14 Manara, Sahawa Islamiya, Dar Mustafa, and Al Wehida 43.

Kerery locality:

Kerery locality, is at north of Omdurman, its' 30 km north of Khartoum. The programme target women and adolescents in Fetehi one; 2, 7, Fetehi two: blocks 13, 19 25, and Kerery blocks 47, 54, and 61. Adolescents' circles are in blocks 48, 54, 61

Haj Yousif locality:

Haj Yousif locality, East of Khartoum North the programme targeted women and adolescents in Dar Al Salam block 4, 5, 6, 7, 8, Bashir 2, Takamol 4 and 5 and the girls circle is in Al Bashir.

CHAPTER TWO

METHODS AND INSTRUMENTS

2.1. Methods and instruments:

The study used a variety of approaches to obtain both qualitative and quantitative data. The methods and tools that were used are briefly described below:

- a. Semi structured interviews were used for community leaders and educational officers. The semi structured interview guide is attached.
- b. The REFLECT circles and parents of the adolescent/girls formed a bulk of the FGDs that were conducted in this evaluation.
- c. Observation was used to collect information on various aspects of literacy such as literacy aspects, indicators of awareness of endemic diseases and other physical data.
- d. Facilitators' matrix.
- e. Photographic documentation.

These were used to capture information and participants' perceived changes.

2.2. Sampling:

The sample population involved in the evaluation can be divided in to two groups:

- Direct targeted groups: women and adolescents participants in the project.
- Indirect beneficiaries: participants' relatives and local community members.
- Authorities who are mainly, popular committees and Government adult education departments: Interviews.
- Project circles' facilitators.

Table 1: list the of different categories of the study population

No	Population Category	Status
1	REFLECT circle participants	Main population
2	REFLECT facilitators	2 nd most important
3	REFLECT team	3 rd
4	Adolescents parents	4 th
5	Community	5 th
6	Officials of departments of adult education and literacy	6 th

- a) REFLECT circles participants – women and adolescents - were those that had completed at least two years in REFLECT programme.
- b) In every area circles were purposively sampled for varying reasons including accessibility given time constraints.
- c) Local leaders sampled where those involved in adult literacy issues in the project site or had a direct bearing on community development where the circles are concentrated.
- d) At community level key informants were identified based on their interaction with the REFLECT circles.
- e) Girls' parents were interviewed to discuss the weaknesses and strengths of the programme.
- f) REFLECT facilitators' and staffs were interviewed.

Table 2: Sample of circles for the evaluation

Area	Circle	Characteristics
Al Bougaa, Umbadda locality		
	Dar Al Argam 41	Women's circle
	Dar Mustafa	Women's circle
	Dar Mustafa	Boys' (7 – 14 age)
	Dar Al Argam 41	Girls' circle (7 – 12 age)
	Hara 14 Manara	Girls' circle (7- 15)
Kerery locality		
	Block 54	Girls' circle (7- 15)
	Block 54	Boys' (7 – 14 age)
	Block 61	Women's circle
	Block 54	Women's circle
Haj Yousif locality		
	Takamol 4	Women's circle
	Bashir 2	Women's circle
	Bashir	Girls

Note: during the evaluation the adolescent circle in Haj Yousif was not functional, due to the fact that the circle facilitator was on marital leave.

2.3. Outcome of using the methods:

Given the size and scope of the programme, the methodology chosen has proved to be manageable in terms of data collected and collated, and has given clear and measurable results. Interview and focus group discussion guides were developed with the programme objectives and the evaluation objectives in mind and were pre-tested with first group visited in the targeted areas.

2.4. Organisation of the report:

This report is organized in six main chapters each feeding into the other to make flow and meaning of the evaluation. Chapter one introduction and formulation of the project, giving its background, and lists its specific objectives, highlights the national development framework and how ADRA's REFLECT programme can contribute to the development priorities. Chapter two highlighted the methodology and tools used in data collection and analysis explains the evaluation target population, contribution of the target group and participation in the circle. Chapters three presents the target population; contribution of the target group, participation/attendance in the circles, changes in attitudes and behaviours. It also elaborates Implementation of the project; number of participants, percentage of literate participants, quality of charts/posters developed, deviation from the plan and effectiveness of the approach used. Chapter 4 introduces; management of the projects, skills of literacy facilitators, monitoring system. Chapter five introduced results & impacts, qualitative results have been achieved, the objectives been achieved, the project contribute to women empowerment. And factors that contributed in positive or negative ways to reach the objectives the projects. Chapter six presents conclusion and recommendation for the project future.

CHAPTER THREE

TARGET POPULATION

3.1. Contribution of the target group:

a. Target of project Participants:

The project specifically targeted women: these included those missed education or have no access to Education. Most of the women involved are in areas that that hosted displaced from areas which have been affected by insecurity due to civilian war in Dar Fur, South Sudan, Nuba Mountains and Blue Nile. Selection of participants was undertaken after a baseline survey that was able to plot the situational analysis of literacy in areas and factors affecting women participation. In all areas the women and adolescents were people who have failed to access education.



The project specifically targeted women and adolescents. These included those marginalized from access to Education. The targeting of the participants was undertaken after a baseline survey that was able to plot the situational analysis of literacy in areas and factors affecting women participation and children education. In all areas the women and girls targeted were the girls or women who have failed to access education as a result of conflict or as a result of poverty.

b. Community and stakeholders involvement:

The community and stakeholders have been instrumental for the success of the project: Local government education departments have been closely involved in all the programmes initiatives; adult education officers in ADRA programme three locations are knowledgeable about all REFLECT initiatives and shows collaborative will. Local leadership and popular committees were very instrumental in the mobilization and involvement in the project. The community appreciation of the project stems from the ability of the local leadership to support the project and to mobilize the local communities. However, the community members are highly supported the programme activities particularly in the identification of places of for circle meetings, assist in the construction of rakubas/shelters and participation in community events organized by REFLECT groups. Adult education officers support the technical supervision; provide approvals, enhanced enrolment of adolescents participants in government schools. Overall, involvement was positive in terms of how the communities view the programme, with men and women seeing it as useful in literacy and poverty irradiation. On the other hand, the community leaders said there was a sense that the circle participants are respected and admired as educated people and are sharing with their family members, friends and neighbours in what they are doing in REFLECT circles. Few circles have done little progress in terms of sharing ideas or incorporating with their communities.

3.2. Participation in the circles:

A lot of stakeholder participation was evident throughout the project sites. The community leaders for instance knew in detail what takes place in the REFLECT circles. The women union in Al Bougaa showed a remarkable involvement in the mobilization of communities towards REFLECT activities. The women leaders noted their desire to integrate project activities in their overall area plans for women which was a good indicator of project spread and impact. While these are good signs for the sustainability of the project, there is need to develop a more structured strategic approach of how the stakeholders should be involved in the project activities. The directorate of adult education was familiar with activities of the REFLECT project. They were involved by being given information and by participation in the implementation of the project.

REFLECT project produces graduates who need integration in formal schooling system and the adult education offices have good input in supporting this process particularly for children and adolescents. ADRA REFLECT programme has also good relationship with other REFLECT practitioners such as organizations like GOAL Sudan and Pamoja Sudan network in exchange of experience. The programme needs to explore more linkages in the future in order to get the best out of the exercise.

Cooperation between ADRA and the participants in establishing the programme since the beginning of the programme through; ADRA providing flipcharts and markers, the black board and chalk and construction of meeting shelters. The participants purchase stationary such as exercise books and pencils etc. Such participation will sustain the circle activities. Planning for registration of the participants and facilitators REFLECT CBO is another evident that their participation will be fruitful.

3.3. Changes in attitudes and behaviours:

Attitudes and opinions were measured allowing the researcher to gauge behavioural change and empowerment.

3.3.1. Harmful traditional practices:

Seventy percent of respondents claimed that female circumcision was bad and would not practice it on their girl children. Many women cited complications at child birth due to circumcision. The 70% said that their opinion had changed since joining the group.

19% supported the reduced version in keeping with culture. 11% supported full-scale circumcision. On discussing this topic with the group, normally lead to animated debate. Which lead the researcher to conclude that old traditions run deep and will take a generation or so to change.

3.3.2. Collective Action:

18 out of the 21 circles interviewed undertook some form of community action during the project period. Most common actions were cleaning campaign, the members claimed that they felt stronger as a group and as a result were able to put pressure on neighbours to clean the surroundings.

3.3.3. Relationship with family members:

Relationships with male members of the household husbands, brothers and fathers have improved. All respondents claimed that males members now

- Respect them more.
- Encourage them to attend circles and admonish them if they miss a session.
- Take interest in what they have learned.
- Happy that children are healthier and cleaner.
- Happy the wife is contributing in the household income.

3.3.4. Future needs of members:

All groups surveyed requested ADRA to increase credit for income generation. In addition vocational training in crafts and food production were suggested. All the groups visited had ideas for expanding existing group projects.

Adolescents requested ADRA to add classes up to primary full level; continue and introduce system of uniform. Adolescents parents requested for more qualified teachers, learning materials, integration of REFLECT approach and formal education curriculum to enable their children join high education institutes. They also added that ADRA to support children getting birth certificates, identity cards and nationality cards.

68% of respondents from the south and Nuba Mountains want to stay in Khartoum as they said most of people who return to their original home have come back due to inadequate services particularly education and employment opportunities. 90% of the girls' parents are displaced people from Dar Fur, claimed not to return home due to insecurity.

3.4. Implementation of the project:

3.4.1. Number of participants:

Table 3: Sampled Enrolment figures in the programme areas Showing 6 out of the 24 women circle enrolment figures

#	Area	Circles	Enrolment at Start	Current Attendance	Number Dropout
	Al Bougaa, Umbadda				
1		Dar Mustafa	26	22	4
2		Dar Al Argam 41	25	22	3
	Kerery				
3		Block 61	27	23	4
4		Block 54	26	21	5
	Haj Yousif				
5		Takamol 4	23	20	3
6		Bashir 2	25	16	9
	Total		152	124	28

- This table shows that 82% of the participants have regular attendance to meet for the programme activities.
- The highest rate of drop out in Bashir 2 is due to the fact that some participants have returned to their original home in Nuba Mountains to attend the national census there. Their colleges reported they are expected to come to Khartoum because their children are still at home.

- Three women groups in Haj Yousif have been phased out due to different reasons such as facilitators and participants and absenteeism.

3.4.2. NUMBER OF ADOLESCENTS WHO JOINED FORMAL EDUCATION SCHOOLS

Table 4: Sample of girls enrolment figures in the programme areas Showing 6 of the 10 girls groups enrolment, dropout (circles started in 2006\ 2007)

#	Area	Circles	Enrolment At Start	Current Attendance	# dropout
	Al Bougaa, Umbadda				
1		Dar Mustafa \Girls	41	21	4
2		Dar Al Argam 41\Boys	54	25	3
3		Hara 14 Manara\Girls	49	21	3
	Kerery				
4		Block 54\Girls	34	19	6
5		Block 54\Boys	29	13	11
	Haj Yousif				
6		Takamol 4	25	18	7
	Total		232	117	34

- Average enrolment at beginning was 38, participants per circle.
- The current average attendance has fallen and now stands at 19 participants' who continue for the third year aiming at strengthening their level to enable them join the formal education for higher level of education.
- 83% of the adolescents' participants are children in the basic schooling age 6 – 9 years old. 17% of the ages vary between 10 – 18 years.
- 10 older male participants 15 – 17 years old, who completed ADRA programme two years gained good literacy level have joined vocational training course conducted by Chinese\Swedish childcare institution in Omdurman. 6 of them have completed a course of three months on electricity, car mechanics and black smiths work. Five of them the passed the final test with excellent degree. And they are already involved in labour market with the assistant of the Chinese\Swedish support.
- 5 old female 18 -19 years old graduated from ADRA programme, three of them are now working in Umbadda hospital and two joined the midwives-training course in Khartoum north hospital.
- 62 young participants (women) who completed literacy level two and graduated, joined the formal education in Al Bougaa



They are happy, but they want ADRA to support them to wear school uniform

Most of the parents discussed the benefits of the programme in terms of their children, which is a very encouraging outcome in terms of the programme impact on a wider range of children education with ADRA circles for girls. Women also mentioned that they have been able to help their children with their homework, or following up their work by checking the dates in their school books. Women talked about passing on knowledge they had gained in the circle to their husbands and children.

“I can’t, imagine how it would be concerning my children education without ADRA’s support

Adolescents' parent – Kerery

However, the participants, girls' parents and the community members expressed strong desire to expand the programme and also noted that REFLECT has been the most effective for them in terms of having women, children and adolescents in literacy circles. For example the community leaders requested the evaluation team to pass on a formal request for the expansion of the programme to enable the participants continue in ADRA circle to help them sit for the final exam which will enable them to join higher education levels mainly the secondary school.



Adolescents want to continue with ADRA circle till the secondary school level

3.4.3. Implementation of the REFLECT approach and quality of charts and posters developed:

a. Implementation of REFLECT approach:

In the application of the reflect approach the facilitators were following the REFLECT manual quite well and attained results that were varying across the project areas. In Haj Yousif El Bashir there was remarkable improvement in the literacy of participants within just seven months. Participants were able to read and write with good level making sentences with new words. This clearly points to the effectiveness of the facilitators and also to the appropriateness of the guide as a tool of standardization and direction.

However in terms of application of the REFLECT approach there was a tendency to resort to focus on reading and writing process. However, there is need for the ADRA team and local supervisors to emphasise more the use of participatory tools – quality of charts, deep discussion and actions & problem solution. In addition the REFLECT programme has not gone a step further to take up the advocacy role to influence other institutions {government and nongovernmental} to change the status quo on adolescents particularly girls rights to equitable education.

b. Facilitators views on the on the implementation REFLECT approach:

The evaluators asked the facilitators to list activities and strengths that were carried out in the circle to find out whether they are implementing REFLECT approach perfectly or not. Their responses proofed that have good understanding and practices. Their answers include the following:

- Using REFLECT approach which links literacy to the participants daily needs makes learning easy and fast.
- Using different literacy techniques exercises led to good quality of literacy skills.
- Drawing of graphics helps in improvement of literacy skill.
- Discussion has led to participants' self-confidence and good level of awareness.
- Writing texts and plans describing actions addressed by circles.
- Practice of the gained literacy skills through real reading materials such as vaccination cards, certificates and identity cards.
- Good and respectful facilitators' performance.
- Topics introduced in the facilitator's manual help participants to develop enough number of reading texts, stories and poems.
- Using the gained numeracy skills in keeping accounts of the micro finance small projects.

However, facilitators are conversant with the methodology and on the whole apply it effectively. They have facilitators guide that enables standardization. There has been on-going mentoring and support to facilitators on the use of the application for two days per month this involves giving tips and guidance to facilitators on REFLECT methodology

However there were a number of observations that require improvement to ensure maximum quality in the use of the methodology. 26% of REFLECT circles have tended to concentrate on literacy as in reading, writing and numeracy as the critical learning need at the expense of general learning that the REFLECT approach emphasises. The circles do not reflect further on their environment- how critical

community or social problems can be solved. Indeed during FGDs literacy acquisition was more pronounced than any other achievements: livelihood, health and nutrition environment etc.

c. Deviation from the plan:

REFLECT circles in all areas visited meet on average four times a week at time which identified by the participants themselves in the case of the women circle. Most of the children and adolescents circles choose to have working hours at the morning hours and this help to the participants to feel that they have the same opportunity for education like the other children. Most REFLECT sessions last on average two hours. However in the wet seasons the regularity of the meetings becomes less frequent as most participants are busy in maintenance of their houses and also bad drainage and may lack of suitable shelters. The circles meetings are held in a common strategically located shelter that has been constructed by the communities with logistical support from ADRA.

The context of operation in Haj Yousif makes the REFLECT programme implementation was facing some difficulties due to some reasons such as irregular participants attendance mainly due to being busy running business for their families survival.

In general the project has had high retention rates for circles especially in Umbadda; Al Bougaa and Kerery Strong participants' cohesion and the realization of their common accomplishment were evident. However the plan of the programme was implemented in the three locations as it has been planned with few reasons differences such as facilitators' performances and participants' irregular attendance.

d. Effectiveness of the approach used:

The project currently has 36 facilitators who have substantial experience in the use of REFLECT in Sudan and is the major reason for the success of the project. Facilitators that are recruited for the project are secondary school graduates, which is very important for their being able to facilitate and understand the whole process. There is a strong correlation between the facilitator educational background and their performance

Broadly there is a significant improvement in the literacy and numeracy skills of the REFLECT participants in all project sites although Al Bougaa REFLECT participants have performed better than the other two areas.

However, the community and authorities expressed strong desire to expand the programme and also noted that REFLECT has been the most effective for them in terms of having women and adolescents enrol in literacy classes. The community leaders and girls' parents requested the evaluation team to pass on a formal request for the expansion.

CHAPTER FOUR

MANAGEMENT OF THE PROGRAMME

4.1 Project structure and management:

4.1.1. Project structure:

The programme is headed by an ADRA coordinator who has a total of four staff leading the progress of the two components; implementation of small enterprises and literacy part using REFLECT approach.

- Responses of programme managers and also discussion made by the local supervisors and the adult education officers with the evaluation team revealed that a monthly meeting was available. These meetings provided space for the implementing staff to review progress and plan for the next month.
- Despite the fact that that the REFLECT project is to some extent integrated into the micro finance interventions. However there is still need to fully integrate all aspects of the programme.

4.1.2 Financial resource management:

Project budgets are well balanced on the whole and have been able to meet the basics of the project. The whole project budget is well managed by ADRA office, putting enormous responsibility on the REFLECT team. The evaluators were not able to examine budgets and assess overall budget performance, but it seems to them this issue has been done in a well manner.

4.2. Skills of literacy facilitators:

The project currently has 36 trained facilitators most of them with very experience in the use of REFLECT in Sudan and is the major reason for the success of the project. Facilitators that are recruited for the project are secondary school graduates, which is very important for their being able to facilitate and understand the whole process. There is a strong correlation between the facilitator educational background and their performance.

The evaluators were amazed to see some of the circles participants in the first year in El Haj Yousif – El Bashir- being able to read and write at least a sentence on topical issues concerning them. This pointed to the facilitators' ability to impart these skills on one hand and the desire of the learners.

Training and Refresher activities for Facilitators:

The project carried out an initial training of facilitators for two weeks in 2005 following a baseline survey of what issues should be incorporated in the training manual. Since then there has been on-going mentoring and support on two days per month basis and this basically:

- Involves giving tips and guidance to facilitators on adult learning.
- Review of facilitator's challenges and finding solutions.
- Planning and drawing actions for the next month.
- Developing plans for the project area for feeding project management plans.

These monthly meetings have proven to be effective at galvanizing the project against challenges that it faces in terms of effective facilitation. There have also been

occasional field support visits that are conducted to provide technical oversight. However, many of the Facilitators in the field expressed need for more field support from the REFLECT Team in Khartoum in order to be able to address their context specific challenges of reducing numbers of participants, adaptations to the facilitation guides among other things.

Despite, the good performance of most of the facilitators there are some signs which show that the graphics are not constructed seriously or not done in some circles. Discussion some is circles haven't been carried deep enough and accordingly the group had not been able to come up with action for problem solving. Literacy in these circles was also not linked to discussion of relative topics and this affected the progress in these circles.

4.3. Monitoring system:

The project has four ADRA and three adult education staff trained in REFLECT and each assigned a specific area for supervision and mentoring. Among these is a Project Field Supervisor of REFLECT who is responsible for overall management of the programme. Monthly meetings are conducted to support the facilitators and these have proven crucial for the exchange of ideas among facilitators and also for the technical team to impart skills where necessary and address the concerns of the Facilitators.

There is very good adherence to monthly reporting procedures. This gives a lot of vigour and vibrancy to the programme as a whole in terms of monitoring and knowing what happens.

However sharing of lessons with strong REFLECT networks with Pamoja Sudan and Pamoja Africa need to be strengthened further to ensure cross more learning and programme development. By broadening the scope of sharing lessons with key stakeholders, through an agreed mechanism would be ideal to ensure image building in the provision of adult education and therefore create avenues of its taking leadership in the sector and securing more funding in the wake of reconstruction in Sudan at the moment.

CHAPTER FIVE

RESULTS AND IMPACTS

5.1. Qualitative results achieved:

It was evident in all circles visited by the evaluators that the beneficiaries feel their health awareness has been increased through the programme, and considers this among the key benefits. This is partly explained by the fact that health concerns are critical within the community and are easily applied to homesteads. Malaria and diarrhoea were found to be the common diseases and where participants showed remarkable mastery of their management. In the case of Malaria many understood its causes and the options to prevent the disease. Many participants mentioned sleeping under the mosquito net.

It is also observed that women in REFLECT circle have gained a lot of confidence which is encouraging and signifies the strength of the REFLECT methodology and this has brought them a lot of respect from their husbands and the community in general. It is therefore not surprising to see more than a 53% rate of women being involved in taking key decisions at the Household level. Given the conservative nature of the community that the women live in, this success is quiet significant but faces difficulties in terms of their ability to influence the surrounding communities.

The evaluation shows that ADRA programme with its two components; Literacy and small enterprises; from the participants point of view enterprises are seen as vehicles for further empowerment and welfare of the women particularly for women in Haj Yousif - Takamol. However these small income generating project have given to the women in all programme areas a lot of empowerment is evident, for example many women in all. Locations particularly in Haj Yousif were able to cater for the family despite the absence of the husbands / fathers from the home for years.

5.2. Achievement of the programme objectives:

Adult education officers, community representatives and the direct target groups have reported that ADRA programme has 83% achieved its objectives. Their comments were summarized as follows:

- ADRA programme has a very good impact on participants and their communities in terms of literacy and income generating, which means that the programme activities will be sustainable.
- Good cooperation between ADRA and adult education department in Haj Yousif, Kerery and El Bougaa has lead to the successful programme.
- Good opportunity for the Government authorities to use REFLECT approach which has proved to be more attractive than the conventional literacy techniques.
- Involvement of community leaders in establishing the programme provides solidarity among the target group and thus it enhances the progress in the circles.
- Good number of trained facilitators was one of the main factors that lead to the achievement of the objectives.
- Adult education department has benefited from the trained ADRA facilitators in organizing REFLECT workshops to train others aiming at expanding the use the approach in their locality.

- Providing shelters for groups meetings, which is not common for adult education, particularly for women.

5.3. Contribution of the programme to women's empowerment:

There are positive results on all the programme objectives which shows that the programme has good contribution on women empowerment such as the good progress on literacy and numeracy skills. The participants are motivated enough to learn more and are keen to continue to improve their skills. They also reported that they are doing their best to use the gained numeracy skills in keeping records regarding their small projects

Impact of the programme on the community seems to be increasing in all the locations. Participants as well as community members gave a good range of information related to community level events and participation.

Household participation in decision-making was well reported and was linked to conflict reduction, with women citing new skills in terms of handling situations where conflict is likely to arise, and in feeling more confident to deal with conflict and with taking a role in decision making at home and community.

The project activities seems to be sustainable due to strong indicators of establishment of organized groups which have been able to mobilize the community members and involve the authorities in the circles activities

All these are evidences indicate that ADRA programme has a very good impact on women and adolescents participants' empowerment

However, adult education officers in the three programme locations appreciate ADRA REFLECT programme and reported that it is critical for participants' and community empowerment.

5.4. Factors the contributed in positive or negative ways to reach the objective:

Factors that affected the programme were reported by the adult education supervisors as follows:

- The manual does include literacy target but there are different in the reading and writing skills from one area to another. This is related to individual efforts and skills of each one of the facilitator creativity.
- The ongoing training has not clear guideline
- Lack of transportation means for adult education has negative impact on supervision.
- Adult education supervisors are not involved fully in the ongoing facilitators training.

However other factors can also be added such as; The Literacy activities and ADRA micro finance programme have not clear integration procedure; this may affect the impact on literacy skills also the implementation of the peace agreement between SPLAM and the government has lead to returnees drop out

The participants groups were asked to describe the problems they have faced in continuing with the circle for a long time.

Problems	Frequency
Business	21%
Sickness	9%
Delivery/pregnancy	8%
Domestic work	19%
Sickness of family members	7%
Funerals	11 %
Weddings	12 %
Facilitators absenteeism	9%
Difficulty of learning	9%

Table 10: Problems mentioned by participants

All groups were fairly consistent in the problems they described. Poverty, Domestic work, sickness and social occasions are the key difficulties, facilitator absenteeism of, giving birth and difficulty with learning, are also considered as problems by the focus group participant.

About the factors that affected the programme impact positively, the groups mentioned that the encouragement and seriousness of the facilitator in carrying out her work, was a fact among their reasons for attending when they first joined the circle. 79% of the participants said they have a facilitator who attends regularly.

These points re-confirm the importance of the facilitators and their commitment and ability to do a good job.

5.4.1. Factors that affected the programme positively:

A lot of critical success factors for the sustainability of the project are in place. The current wave of achievements and appreciation of the project are pointers to the sustainability of the circle activities. Stakeholder involvement in the project seems to be well planned and implemented due to availability of funds and qualified staff. Ownership of the project by the communities is also visible, but there is need to realign the project activities to be well suited to the community needs changes. it is also important to advocate and integrate the REFLECT project activities within the wider education sector issues such as youth employment and accelerated learning

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6. Conclusion:

In this report, we have addressed two general questions: Has the REFLECT programme been implemented as planned? Is the programme in alignment with the course to achieve its goals and objectives? Based on our analysis of this evaluation data, we draw some conclusions.

The evaluation ascertained that the project was conceptualized well and the process of implementation followed the conceptual framework as presented in the project proposal document. The three project sites were established and an exclusively women and girls- adolescents- focused REFLECT project implemented. Preparatory activities were done at the appropriate time and the implementation process guided principally within the framework of the REFLECT methodology. However, learning the reading and writing skills tended to stand-out over and other aspects of lifelong learning are also have good impacts: adolescents joined formal education, life skills, health and nutrition, building capacities of women to take individual decisions that affect their lives. Not to say that these were not regarded at important but the facilitation process over time tended to take the most plausible aspects to the community in the short run.

The outcomes and impact of the programme have begun to be realities to the community particularly in Al Bougaa in Umbadda.

The adult education department supervisors highly appreciated the role played by ADRA regarding literacy good progress. They mentioned that lack of planned literacy target and dependence on the creativity of facilitators is the main reason for the slow progress in some circles.

In addition to the good progress of literacy skills in the women's circles, the programme has a good impact in terms of children's and adolescents' education with many participants reporting benefits related to ADRA circles and the fact that the participants are now able to follow up with their children education.

Impact of the programme on the community seems to be increasing in all the locations. Participants as well as community members gave a good range of information related to community level events and participation. Decision-making was well reported and was linked to conflict reduction, with women citing new skills in terms of handling situations where conflict is likely to arise, and in feeling more confident to deal with conflict and with taking a role in decision making at home and community level.

The capacity of facilitators to do their work is identified as a key necessity to a successful circle.

The project activities seem to be sustainable due to strong indicators of establishment of organized groups, which have been able to mobilize the community members and involve the authorities in the circles activities.

The adult education authorities highly appreciated the role played by ADRA regarding literacy good progress adult and girls' education. They mentioned that lack of planned literacy target and dependence on the creativity of facilitators is the main reason for the slow progress in some circles.

General recommendations

Project structure and management

- More capacity building should be created for the programme implantation/supervision staff to enhance sharing of experiences and for cross learning between the different locations. This should be done by arranging learning and sharing workshop for the staff from all locations at least three times a year.
- Support organizing, planning and implementation where REFLECT participants are given space suggest practicable options, which help to create community ownership hence sustainability. REFLECT circles should also be given space to contribute to development of messages and actions alongside for the benefit of the wider community.
- Increase the facilitators' incentive to match at least with lowest payment which is identified by Sudanese law of labour with payment in time.
- Involve the participants and their communities in the construction of learning shelters.

Community and stakeholders involvement:

- Deliberate effort should be made to involve organisations and government institutions that are directly or indirectly linked to the circles. This should be done in a gradual process where the REFLECT teams conduct mapping exercises to understand those organisations' programmes and identify which ones present partnership opportunity to strengthen REFLECT initiatives. Partnerships could be direct with ADRA or linked to the REFLECT circles themselves: Such could be organisations that can provide direct material support to the circles or additional training to facilitators in technical subjects.
- Organise corroboration meetings with local government to strengthen support for circle activities.
- Facilitators' incentive to be revised to match with amount identified by the law labour in the Sudan. Seniority needs to be considered for motivation of the workers.

Use of REFLECT methodology:

- Two sets of trainings should be conducted: The first training should target the REFLECT field team to give the new staff a complete understanding of the approach but also to refresh the already trained staff with some new concepts and experiences from other practitioners. The second training should target other potential partner organization and local government to orient them on the approach, drawing more on its potential to the adolescents' education, empowerment of women and as a stimulant for wider development.

- The REFLECT team should design strategic approach and developing participatory monitoring and evaluation systems. This system should involve other technical partners; adult education- to improve and enrich the facilitators' skills. It will also ensure the follow up of the project activities through reports and case study documentation.
- The facilitators' selection and training process should take consideration {where possible} of educational qualification to a level that is re-trainable and would be able to conceptualize REFLECT approach. However more facilitators should be trained to avoid the gaps created due to absenteeism or drop out of facilitators for whatever reasons
- The facilitators already undergo re-fresher and ongoing trainings on annually and monthly bases respectively. These workshops should have a focus on the capacity building needs especially to help the team to conceptualize aspects of Reflect that stimulate critical reflection, analysis, and learning form participants experiences and realities thus solve problems and appropriately participate in development
- To avoid the problems that lead to participants drop out of circles identify and train a number of facilitators that exceed the needed number for easily replacement and filling gaps happened for whatever reason e.g. due to absenteeism of facilitators, some circles have stopped meeting in Kerery and Haj Yousif
- More supervision visits by adult education partners to help setting realistic agenda for facilitators' monthly training.
- ADRA and adult education department to organize REFLECT TOT workshops to fill the gap of trainers to sustain the programme activities if ADRA withdraw from the area
- Integrate the REFLECT project activities within the wider education sector issues such as integration of REFLECT with primary school curriculum, vocational training for youth employment and accelerated learning
- Bad facilitators performance in few circles in the three locations needs to be addressed

Linkages:

- Sharing of lessons with strong REFLECT networks such as Pamoja Sudan and Pamoja Africa needs to be strengthened further to ensure more learning and programme development.
- Seek establishment of linkages between ADRA and other partners/donors to assist the facilitators' idea of registration of REFLECT CBO and establishment of a women's centre for parallel education, capacity building on income generating and other social activities. Also adolescence centres to help them continue to finish their basic education in the same circle

Specific recommendations:

Women's circles:

- Provide circles with additional reading materials on selected topics in response to participants learning needs: particularly reproductive health and child care
- Organise exposure visits for facilitators and participants to exchange experiences among the circles in different locations in ADRA programme or other REFLECT programmes in Khartoum.
- Provide support {material and technical} to circles to organize and implement community level actions to enhance wider effect and impact.
- Document all project experiences operational and programmatic for learning and sharing.

Adolescents' circles:

- Identify displaced communities and establish more circles.
- Update the learning units to include the contextual aspects of peace building, conflict resolution, integration of formal education curriculum; English and other subjects
- It is important to initiate boys circles; separately and joint boys and girls circles
- Identify other organisations engaging in women's rights to organise a campaign for adolescents' rights to equitable education. REFLECT participants should be at the forefront of the campaign to influence community change and local government policy provisions to ensure adolescents access to and retention in school.
- Support establishment of parents' committees to participate in solving problems facing the circles and strengthen the voice to the adolescents' rights to education.
- Organize campaigns to help the adolescents own birth certificates.
- As some of the participants are considered to contribute in family's economics vocational training, planning and implementation of small business is preferable.
- Sport activities and picnics will add more for the circles life.
- ADRA to provide especially training for the Adolescent facilitators in Adolescent teaching.
- Increase the learning period into three years to stringent the Adolescent literacy and numeracy skill, in order to join parallel education.
- Provide drawing and colouring materials for Adolescent.
- Provide uniform to create feeling of formal education learning.
- Provide breakfast.

APPENDICES

ANNEX A: TERMS OF REFERENCE FOR PROJECT EVALUATION

Functional Literacy Project
Project No: SDN-05/002

Evaluation Term of Reference

Project Background:

ADRA Sudan began its REFLECT literacy intervention since 2001 among displaced persons in Khartoum State. It started literacy as a supplement component to its micro-credit project where it uses REFLECT (Regenerated Fererian Literacy through Empowerment Community Techniques) approach. REFLECT is one of the empowerment tools that mobilize the community to participate actively through participatory rural appraisal (PRA) tools and thus the technique helps in community empowerment. It started as literacy component and was evaluated in June 2002 in which, the recommend nation of developing advanced facilitator's manual for those who completed the first level manual came up and it has been implemented. The activities expanded to Haj Yousif in 2004 with replication of the same approach.

In 2005, the program began a three year REFLECT functional literacy project funded by ADRA Norway and NORAD in the three localities where it operates its micro-credit activities and other literacy components but in different blocks. With its two components, it currently operates in Al Bougaa, Umbadda locality at the western part of Omdurman (Blocks: Dar Al Argam 41, Hara 14 Manara, Sahawa Islamiya, Dar Mustafa, and Al Wehida 43), in Kerery locality, north of Omdurman (in Fetehi one blocks 2, 7, Fetehi two blocks 13, 19 25, and Kerery 47,54, and 61), and Haj Yousif locality (blocks of Dar Al Salam 4, 5, 6, 7, 8, Bashir 2, Takamol 4 and 5). The project in these areas has target women and girls (ages 10-15) who did not have the chance of schooling or have dropped out of school. The blocks where there are girls circles are Dar Al Argam, Manara, Sahawa Islamiya and Al Wehida-Nahda in Al Bougaa, Kerery locality blocks 48, 54, 61, and Haj Yousif in Al Bashir. As the third year of the project is ending, the project is going to conduct an external evaluation to look at the achievements of the literacy objective, effectiveness of the approach used and its impact on the literacy participants and their environment.

Project Goal:

To empower internally displaced people of Al Bougaa, Kerery and Haj Yousif localities in Khartoum State, through capacity building in functional literacy over a period of three year.

Objectives:

Train at least 1,125 women in functional literacy in the localities of Al Bougaa, Kerery and Haj Yousif, to a functional literacy level in order to enhance their life style over a period of three year.

Raise the standard of literacy of 1,000 girls (ages 10-15) to that of level four of Sudanese Primary School standard to enable admission of at least 50% of them for continuation with formal education in the schools over a period of three years.

Objectives of the evaluation:

1. To assess the effects of the REFLECT Functional Literacy project literacy on the targeted group; acquiring of literacy skills: reading, writing and numeracy
2. To assess the literacy skills of girls who join the schools and how they are progressing.
3. To measure the uses of the acquired literacy skills in the clients' keeping of records, health, education of children, etc.
4. To assess empowerment of women; awareness on women health, bad habits, education of women and children, women participation in their communities, etc.
5. To identify weakness and strengths in the implementation of the project and make recommendations for improving this component in the future.

Topics for evaluation:

Formulation of the project

- Objectives
- Methodology/approach

Target Population:

- Contribution of the target group
- Participation in the circles
- Changes in attitudes and behaviours

Implementation of the project

- Number of women in the circles(women and girls)
- Number of girls who are able to join the schools
- Percentage of literate participants
- Quality of charts/posters developed
- Deviation from the plan
- Effectiveness of the approach used

Management of the project

- Skills of literacy facilitators
- Monitoring system/end of unit meetings

Results & impacts:

- What qualitative results have been achieved?
- Have the objectives been achieved
- To what degree did the project contribute to women empowerment

Factors that contributed in positive or negative way to reach the objectives

Recommendations for the future of the project and conclusions

Procedure:

A local Adult education/REFLECT specialist/s or consultant/s in Sudan will carry out the evaluation. ADRA Sudan will appoint two of its staff to join the evaluation.

The evaluation will be carried out in December 2007 for one month. An evaluation report with the main conclusions and recommendations will be prepared and discussed with SED staff and the management of ADRA Sudan, before submission to ADRA Norway/NORAD.

Budget:

Budget of the evaluation is limited but we would like to give as your estimate cost for this evaluation

November 20, 2007