



ADRA South Sudan

Final Project Evaluation

Eastern Equatoria Sustainable Education System
(EE SES) Project

Contract No: 07NOR-DEV003

Basic Services for the Reintegration of Returnees
(BSRR) in Maiwut County, Upper Nile State

Contract No: 19NOR-DEV006

PRESENTED BY

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LIST OF ACRONYMS

ADRA	Adventist Development and Relief Agency
AES	Alternative Education System
AIDS	Acquired Immune Deficiency Syndrome
BTTC	Budi Teachers Training College
BSRR	Basic Services for the Reintegration of Returnees
Budi SES	Budi Sustainable Education System
CEO	County Education Office
CPA	Comprehensive Peace Agreement
DAC	Development Assistance Committee
EFA	Education For All
EMIS	Education Management Information System
EO	Education Officer
EWC	Education for Women and Children
FGD	Focus group discussions
GER	Gross Enrolment Rate
GESP	General Education Strategic Plan
GoRSS	Government of the Republic of South Sudan
HIV	Human Immunodeficiency Virus
INGO	International Non Governmental Organisation
INSERT	In-Service Teacher Training
IEC	Intensive English Course
KII	Key Informant Interviews
KTTC	Kapoeta Teachers Training College
MDGs	Millennium Development Goals
NER	Net Enrolment Rate
NGO	Non Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
PTA	Parents Teachers Association
SMoE	State Ministries of Education
SPSS	Statistical Package for Social Sciences
TOR	Terms of Reference
TSPs	Teacher Support Programs
UNDP	United Nations Development Programme
UNICEF	United Nations Children Fund

EXECUTIVE SUMMARY

The Eastern Equatoria Sustainable Education System (SES) Project was a three year project of ADRA Norway implemented by ADRA South Sudan. The project was implemented in Budi County and Kapoeta North Counties of Eastern Equatoria State, South Sudan. The Basic Services for the Reintegration of Returnees and the Host Community Project was a one year project implemented in Maiwut County in Upper Nile State. These regions had very high illiteracy rates as a result of the many years of war, neglect and destruction of the education system in South Sudan. The projects was funded by NORAD through ADRA Norway.

The goal of the projects was to ensure that the target communities had a good-quality primary education system that serves the population of school age children in a sustainable and gender-equal way and promotes HIV/AIDS awareness as well as hygiene and sanitation. The objectives of the project included: An increased number of boys and girls are able to attend quality primary school (grades 1-8); Pupils learn about HIV/AIDS and hygiene and sanitation, reaching out to communities to spread their knowledge, and; Families develop a positive attitude towards education in general and girl education, improving gender balance among pupils.

The purpose of the final evaluation was to collect information to determine the implementation and achievement of the objectives of the project. Specifically, the evaluation was guided by several objectives that included: Assessing project performance at each level (activities, outputs, outcomes and goal) against the indicators set in the latest version of the logframe; Identifying 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; Investigating whether there were unexpected results (positive and/or negative) that were not part of the original project plan; Drawing lessons learnt and/or describing relevant experiences that resulted in a change of strategies/methods in future interventions.

A mixed evaluation design was adopted. The evaluation design adopted incorporated both qualitative and quantitative techniques in data collection in order to identify the evaluation values. Various data collection methodologies were used including review of project documents, focus group discussions, key informant interviews, and observation. A cluster sampling and systematic sampling method were used in the household data collection while judgmental sampling was used for key informant interviews and focus group discussions. The sample size identified for the evaluation was 424 households, 296 primary school pupils, 29 INSERT teachers students, 25 head teachers, and 96 PTA members distributed in different Payams of Budi and Kapoeta North County. For the project in Maiwut, due to the security situation that existed, fieldwork was not done and

therefore secondary data review was undertaken. The Statistical Package for Social Sciences (SPSS) and Microsoft Excel were used to aid in the analysis.

The Tables below provide the findings in comparison with the baseline findings and targets.

Objective 1: An increased number of boys and girls are able to attend quality primary school (grades 1-8)					
Indicator	Target	Baseline	Final	% of Target	% Increase¹
School-age children enrolled by the end of 2013 in Budi	19,000	11,992	10,685	56.20%	-11%
School-age children enrolled by the end of 2013 in Kapoeta North	5,500	702	988	18%	41%
Increase in new enrollments of pupils in Project supported schools in Budi	1,600	0	2,291	143%	100%
Increase in new enrollments of pupils in Project supported schools in Kapoeta North	N/A	0	79	N/A	100%
An increase by 2012 in the intergrade promotion rate for Budi	68.4%	40.4%	77.1%	112.7%	91%
Increase in Gross Enrollment Rates (GER)	55%	44.2%	46.3%	83.7%	5%
Increase in Net Enrollment Rates (NER)	N/A	31.5%	33.1%	-	5%
An increase by 2012 in the intergrade promotion rate for Kapoeta	26%	23.8%	23.7%	89.8%	0%
A dropout rate of 5% or less for the enrolled children for Budi	5%	55.7%	17.1%	29.2%	69%
A dropout rate of 5% or less for the enrolled children for Kapoeta	5%	73.7%	72.7%	6.9%	-1%
Objective 2. Pupils learn about HIV/AIDS and reach out to communities to spread their knowledge.					
Indicator	Target	Baseline	Final	% of Target	% Increase
% of pupils who know at least 3 modes of HIV/AIDS transmission	60%	N/A	67.7%	113%	-
% of pupils who know at least 2 modes of HIV/AIDS transmission	70%	N/A	85.1%	122%	-

¹ Compares the change between the baseline findings and the final evaluation findings. A negative score indicates a decrease or "worsening" of the final situation compared to the baseline

% pupils know at least 3 methods of HIV/AIDS prevention	60%	N/A	30.9%	52%	-
% of pupils who know at least 2 methods of HIV/AIDS prevention	70%	N/A	64.9%	93%	-
% of the population that know at least 3 modes of HIV/AIDS transmission	60%	37.0%	64.1%	106.8%	73%
% of the population that know at least 2 modes of HIV/AIDS transmission	70%	41.0%	83.8%	119.7%	104%
% of the population that know at least 3 modes of HIV/AIDS prevention	60%	50.0%	24.0%	40.0%	-52%
% of the population that know at least 2 modes of HIV/AIDS prevention	70%	76.0%	56%	80.0%	-26%
% of the population who know where they can be tested on HIV/AIDS	50%	32%	29%	57.6%	-10%
Objective 3. Families develop a positive attitude towards education in general and girl education, improving gender balance among pupils					
Indicator	Target	Baseline	Final	% of Target	% Increase
Increase in Girls' net enrollment rate by 2012	N/A	37.70%	40.3%	-	7%
A reduction in Girl dropout rate by 2012 in Budi	5%	12%	11.9%	42.0%	-1%
A reduction in Girl dropout rate by 2012 in Kapoeta North	5%	75%	88.1%	5.7%	-17%

Conclusion and Recommendations

The EE SES project achieved mixed results in terms of the expected deliverables. The project contributed to the quality of the education system in both Budi and Kapoeta North Counties. It helped create an education system that was sustainable by helping build both software and hardware elements of such a system. It also contributed to gender equality in education and awareness on HIV/AIDS pandemic within the communities in Budi and Kapoeta North. From the findings, it was evident that the project helped in increasing enrolments in both Budi and Kapoeta North achieving 143% and 100% respectively in the project supported schools. Quality education was impacted through the provision of textbooks, desks, teaching of teachers, education officials and community actors like advocacy groups and PTA, among other initiatives.

Despite the success in achievements by the project, there were areas of concern. These included issues to do with the design of the project, approach to development, gaps in the M&E system and a lack of more focused participatory monitoring and evaluation approach. All these had an effect on the sustainability of planned initiatives. There was a

generally a high level of reliance on ADRA and even the communities did not seem to own the initiatives.

Several recommendations can be drawn from the final evaluation and these may be useful for consideration in future programming:

Quality and Relevance of Design

- The project should address fundamental aspects of education quality during design stage
- At the design stage plan for functional facilities within the project period as opposed to part provision with the expectation that a future funding would complete the facility
- Ensure that all the initiatives/activities planned for achievement of project activities are linked with appropriate budgets that would support achievement of the expected results.
- At the design stage identify specific roles and contributions by the community of their own community-based resources towards implementation of some project activities.
- Ensure all the initiatives/activities planned for achievement of project goals are linked with appropriate budgets that would support achievement of the expected results.

Teacher Training

- The project should design a retention strategy INSERT students to help mitigate against dropout.
- The project should play a more dominant role in the selection process of INSERT teachers to assure on the quality of participants.

School Infrastructure

- Provide child friendly learning environments by considering the provision of basic utilities such as latrines and water facilities in all the supported schools.
- Where utilities like latrines are provided, the project should adhere to achieve minimum UNICEF, INEE, SPHERE standards.
- To support girls education further, future programming should consider support of the establishment of a primary boarding school for girls.
- In pursuit of quality education and change, the project should consider supporting one of the school in the project area to be a Centre of Excellence.
- Other than classrooms provide other school infrastructure like equipped teachers and head teachers staffroom/offices.

- The project together with the community should in future consider provisioning of teacher accommodation in selected schools.

Education Management

- Empower the PTAs, Payam education officers and even school to mobilize local and supplementary external resources.
- Support behavioral change and adoption of best practices by developing an exchange programme between the different school's PTAs and management so that they can learn from each other.

Sustainability

- All the schools and PTAs should be encouraged to initiate income generating activities (IGA) to help meet their recurrent expenses including incentives for voluntary teachers.
- Develop a community engagement strategy.
- To ensure that parents contributed towards school expenses and especially in paying the volunteer teachers, the project should establish in each supported school a Teacher Support Initiative (TSI) project.
- The project should also support BTTC and KTTC to have business plans / models that will allow them raise funds for maintenance of the facilities.
- For the continuity of initiatives, it is also prudent to develop agreements with the PTAs spelling clearly their roles in maintenance of provided infrastructure.

HIV/AIDS

- To consolidate gains in HIV/AIDS awareness, the establishment of a VCT in Budi and Kapoeta North Counties would be important.

Project Management

- Consider staff welfare issues, security at the Budi staff compound, staff capacity building and especially training on community participatory techniques, and installation of solar lighting and heating facilities at the compound.
- Ensure the right number and quality of staff working in the project including an Education Sector Coordinator and a Project Accountant.
- Streamline the accounting process and remove bottlenecks affecting disbursement of funds to the project as this affected implementation of activities.
- Increase project visibility by branding all the classrooms and toilet, desks and any other possible materials.

Project Monitoring and Evaluation

- Develop a definition of indicators and provide realistic indicators especially high level indicators that measure goal achievement
- The M&E framework should be able to clearly identify the means of verifications for each indicator
- Ensure all the indicators in the logframe and indicator tracker have targets and baseline values.
- The project was too much focused on outputs. It is recommended that the results chain should inculcated more into programming so that the prominence of outcomes is seen.

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1 SECTION ONE: INTRODUCTION

1.1 General Introduction

About South Sudan

South Sudan, officially the Republic of South Sudan, is a landlocked country in northeastern Africa that gained its independence from Sudan in 2011. South Sudan is a vast country with a relatively small but rapidly growing population – estimated between 11 and 13 million² - consisting of 63 ethnic groups (some of which fall into broader tribal families) speaking around 50 indigenous languages. The bulk of the population is rural (83%) and largely dependent on subsistence agriculture³. Despite the presence of significant natural resources, 51% of the population in South Sudan live below the national consumption poverty line, and the country's development indicators are some of the lowest in the world: only 8% of women are literate and one in three children are moderately or severely stunted from malnutrition.

South Sudan has a large territory with a low population density. At 644,000 square kilometers, South Sudan became the 42nd largest country in the world and the 15th largest country in Sub-Saharan Africa upon independence. The population density is only 13 inhabitants per square kilometer, a comparatively low number from an international perspective (the world average is about 50). South Sudan is a landlocked country and is bordered by the Republic of Sudan to the north, Ethiopia to the east, Kenya to the southeast, Uganda to the south, the Democratic Republic of the Congo to the southwest, and the Central African Republic to the west.

Administratively, South Sudan is divided into 10 states, which are subdivided into counties and further divided into *payams* and *bomas*. The 10 states include Central Equatoria, Eastern Equatoria, Jonglei, Lakes, Northern Bahr el Ghazal, Unity, Upper Nile, Warrap and Western Bahr el Ghazal.

Education in South Sudan

Since the signing of the Comprehensive Peace Agreement (CPA) in 2005, the education system has been under significant transformation. Education in South Sudan is managed through the Ministry of Education at the National Level. However, the national system of education is replicated at the state level. States, through their state ministries of education (SMoE), have direct responsibility for operating public primary and secondary schools and Alternative Education System (AES) centers. Their responsibilities include, among others, hiring of teachers and other school-based staff, payroll administration, and

²Ministry of General Education and Instruction, South Sudan (2012), 'General Education Strategy, 2012-2017

³The South Sudan Development Plan (SSDP) 2011-13

disbursement of salaries. The funds for teachers' salaries are received from GoRSS in the form of the "conditional education transfer". These are funds dedicated to salaries for education sector staff. The funds received from GoRSS are not sufficient to pay all staff in the public schools, which continue to employ many employees who are not on the government payroll. Often referred to as volunteers, these members of staff are mostly paid from fees collected from parents.

The GoRSS has developed an education strategy to guide its education sector growth. General Education Strategic Plan, 2012-2017 (GESP) is founded on international education goals and principles. Specifically, it is founded on the universal human right to education, and, as such, the GESP embraces the goals and objectives of the Education For All (EFA) declaration, though acknowledging that because of South Sudan's inherent problems, the goal of 2015 is not feasible. The nation has set 2022 as the target for achieving the Education for All and Millennium Development Goals (MDGs). All of these rights are embedded in the Transitional Constitution of 2011, which guaranteed, *inter alia*, 'free and compulsory education at the primary level'. The long-term vision of the government of the Republic of South Sudan, as stated in South Sudan Vision 2040, is "To build an educated and informed nation by 2040".

Although not yet used by all schools, South Sudan's education system is structured around (a) a system of formal education consisting of eight years of primary school and four years of secondary school followed by higher education (often four years), and (b) a system of non-formal education, known as the Alternative Education System (AES), that provides literacy education to individuals of all ages. In practice, the implementation of this system is still incomplete, as most primary and secondary schools are not yet offering the complete cycles.

With over 50% of the population of South Sudan under 18 years old, an adult literacy rate of 27%⁴, and a primary net enrolment rate of 42.1% (Male 47.3% and Female 36.3%)⁵ there is a huge need and demand for education at all levels. Enrolment has risen rapidly since the Comprehensive Peace Agreement (CPA) in 2005, but primary net enrolment remains the second lowest of 123 countries at 46% and the high drop-out rate means that fewer than half of these children complete four years of primary schooling. In addition, one in ten children finish primary grade 8 with girls being half as likely to complete as boys.

⁴ The Sudan National Household Health Survey 2010

⁵ National Education Statistical Booklet 2012. Ministry of General Education and Instruction 2013

Despite significant school construction programmes, educational infrastructure remains limited with permanent structures making up a third of primary classrooms and over a third are open air , “under a tree”, classrooms. Reported textbook ratios are around one textbook per four students for Mathematics and English, with far higher ratios for other subjects. At least 36% of primary school teachers are untrained and the qualified teacher: pupil ratio is 1:117.⁶

1.1.1.1 About Budi

Budi County is an administrative area of Eastern Equatoria state with headquarters in Chukudum. It is one of the eight Counties in the Eastern Equatoria State, which is situated in the south-eastern corner of Southern Sudan. The county borders Kenya to the east, Uganda to the south, the counties of Kapoeta South to the east and Kapoeta North to the northeast, Lafon to the northwest and Torit and Ikotos to the west. According to the national population census conducted in 2008, the population of Budi is 99,199. Eastern Equatoria, like other states in South Sudan, is sub-divided into counties. These are further divided into Payams, then Bomas. Each county is headed by a County Commissioner, elected by the people of a County as the head of the local government in the County. The county is divided into the payams of Kimatong, Lotukei, Komiri (Chukudum), Loudo, Lauro, Ngarich and Nagishot. The Buya people are 20-30% of the population and the Didinga people 70-80% of the total. The Buya occupy most of the lowlands of the Kimatong and Ngarich payams, in the northern half of the county, and the Didinga occupy the remaining southern payams of the county. Both the Buya and Didinga peoples are agro-pastoralists. The main crops are sorghum, maize, bulrush millet, potatoes, beans and sesame.

1.1.1.2 About Kapoeta North

Kapoeta North County is an administrative division of Eastern Equatoria State. The principal settlement is Riwoto and the largest ethnic group is the Toposa people. Kapoeta North is one of the least developed regions of Eastern Equatoria State. The Toposa's have traditionally lived by herding cattle, sheep and goats. They have a tradition of constant low-level warfare, usually cattle raids, against their neighbors. Education in Kapoeta North is very underdeveloped with about 7 primary schools and 1 secondary school in the whole county⁷. According to the 5th Sudan Population census, Kapoeta North had about 103,085 people⁸. Kapoeta North has six counties including: Chumakori; Karukomuge; Lomeyen; Mosingo; Najie, and; Paringa.

⁶National State Statistical Booklet, 2012

⁷Eastern Equatoria State Statistical Booklet, 2012

⁸Based on the 5th Sudan Population and Housing Census, 2008

1.1.1.3 About Maiwut County

Maiwut County is one of the least served counties in Upper Nile State. It is located on the border between Ethiopia and South Sudan. Available education statistics for 2012 point to an alarming situation with only 35 primary schools in the entire county for 16,443 pupils (10,177 male and 6,266 female). These 35 schools had a total of 74 classes, and 47 of these were conducted in the open air and under trees. Only 7 schools had semi-permanent and 20 permanent classrooms. There was 142 teachers (139 male and only 3 female) in the whole county⁹. Only two schools in Maiwut County had access to safe drinking water and only five schools had latrines, thus creating a serious potential public health situation. This situation was only made worse by the returnees from North Sudan, insecurities in the area and flooding of the county affecting seriously the attendance of the school children especially the ones with classes under trees and in the open air¹⁰.

1.2 Background of the Projects

The EE SES and the BSRR Project were within the broader Education for Women and Children (EWC) Programme. The EWC 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.

1.2.1 Background of the EE SES Project

Goal of the EE SES Project

The goal of the EE SES project was to ensure Budi and Kapoeta North Counties have a good-quality primary education system that serves the population of school age children in a sustainable and gender-equal way and promotes HIV/AIDS awareness.

Objectives and Outputs of the EE SS

1. An increased number of boys and girls are able to attend quality primary school (grades 1-8);
2. Pupils learn about HIV/AIDS and reach out to communities to spread their knowledge;
3. Families develop a positive attitude towards education in general and girl education, improving gender balance among pupils.

Expected Results

The expected results of the inputs of the EE SES project were to ensure that:

⁹ Upper Nile State Education Statistical Booklet 2012. Ministry of General Education and Instruction 2013

¹⁰ ADRA South Sudan Project Proposal

- By the end of the project, 16,000 children of school age (grade 1 – 8) in Budi County have access to improved quality basic education and 5,500 in Kapoeta North County
- By the end of the project, 32,000 people in Budi County have increased knowledge and understanding of HIV/AIDS and STDs
- By the end of the project, 14 education advocacy groups have been strengthened and conducted a one week refresher workshop in six Payams of Budi County with the purpose to increase the awareness of importance of girls' education and education for all among Budi communities.

Expected Outputs of the EE SES

By the end of the project the following results (outputs) were to be achieved for each of the objectives:

Outputs for objective 1

- Output 1.1. Pupils have access to functional classrooms in permanent buildings of good quality
- Output 1.2. Teachers have acquired improved English skills thus being able to apply to the in-service teacher training (INSERT¹¹)
- Output 1.3. Teachers have acquired improved teaching skills through the INSERT
- Output 1.4. Head teachers receive (refresher) training in school management
- Output 1.5. Education officers (school supervisors) from different government levels acquire skills for an effective education management
- Output 1.6. Schools are equipped with textbooks
- Output 1.7. Schools receive sport materials
- Output 1.8. PTA members acquire skills to effectively support school activities and monitor performance
- Output 1.9. PTAs establish teacher support programs (TSPs) to compensate volunteer/poorly paid teachers

Outputs for objective 2

- Output 2.1. Teachers give lessons on HIV/AIDS on a continuous basis
- Output 2.2. School children are given HIV/AIDS lectures during special school days of extra-curricular activities
- Output 2.3. Children and youth are organized in HIV/AIDS clubs

¹¹ The INSERT consisted of a training program that allowed teachers already working in schools to upgrade their education without having to leave work. The program consisted of three intensive sessions per year and each session went for a maximum of 3 weeks during school break. It was conducted at the Budi Teacher Training College (BTTC), which was located in Chukudum.

- Output 2.4. Leaders of HIV/AIDS clubs are trained on peer counseling and leadership skills
- Output 2.5. Teachers support the HIV/AIDS clubs in organizing and implementing activities
- Output 2.6. HIV/AIDS clubs disseminate HIV/AIDS messages (e.g. through songs, poems & dramas)
- Output 2.7. Teachers, PTA members and local authority staff have knowledge about HIV/AIDS
- Output 2.8. Local authorities promote HIV/AIDS awareness on special days and occasions

Outputs for objective 3

- Output 3.1. Existing advocacy groups (established under the previous project) are strengthened
- Output 3.2. Community leaders are aware of the importance of (girl) education and actively support the advocacy work
- Output 3.3. Advocacy activities are carried out in the local communities

1.2.2 Background of the Basic Services for the Reintegration of Returnees (BSRR) Project in Maiwut County

Goal of the BSR) Project

The goal of the Basic Services for the Reintegration of Returnees (BSRR) project was to ensure improved education capacity in Maiwut County that meets education standards for the Republic of South Sudan Ministry of Education and builds a strong Civil Society in South Sudan

Objectives and Outputs of the BSRR Project

Objective 1: To mobilize and strengthen civil society and civil society groups to play an active role in promotion of quality education in general and girls enrollment and retention in schools in Maiwut County

Outputs

- 144 PTA members from 13 schools in Maiwut County (11 from each school) are trained on selected topics
- 5 advocacy groups formed
- 9 Members from each of the advocacy groups formed (45 members) receive training on advocacy skills in 2013
- One national Girls' Education Day is held in the County on 7th July

- 80% of the advocacy groups in Maiwut implement one advocacy activity per quarter for the life of the project

Objective 2: Strengthen capacity of government managers and teachers to deliver quality education services

Outputs

- 34 teachers have successfully enrolled for the INSERT starting 2013
- 34 teachers have successfully concluded the 3 annual sessions of the INSERT in 2013
- 60% of the enrolled teachers have achieved an average score of 60% or more in each end of year exam of the INSERT
- 13 head teachers from 13 schools in Maiwut County receive refresher training in school management in 2013
- 3 female teachers (considered to have the potential to become head teachers) receive training in school management in 2013
- 13 head teachers in Maiwut County implement learned management skills, namely: development of timetable and school year calendar, control of teacher attendance, record keeping, support of girl education and minutes of meetings
- 22 County and Payam education officers and chiefs trained in education management in 2013

Objective 3: To increase access to hygiene and sanitation services for school-going children and the general population of Maiwut County.

- 13 hygiene and sanitation workshops conducted in 13 schools
- Form and train 13 school hygiene and sanitation clubs to continue sensitization on hygiene and sanitation
- 13 hygiene and sanitation clubs implement sanitation and hygiene awareness activities on quarterly basis
- 13 hand washing centers established at schools

1.3 Purpose of the Evaluation

At the end of the project, an end of project evaluation was conducted to assess the success of the project in South Sudan. The purpose of the evaluation was to collect information to determine the implementation and achievement of the objectives of the project. The specific objectives of the evaluation were:

- 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;

- 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;
- Investigate whether there were unexpected results (positive and/or negative) that were not part of the original project plan;
- Draw lessons learnt and/or describe relevant experiences that will result in a change of strategies/ methods in future interventions;
- 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;
- Describe and assess the cooperation between ADRA Norway and the corresponding offices;
- Assess the plans for future intervention and make recommendations in light of the findings of the current evaluation.

Besides addressing the specific objectives, the final evaluation also included a comprehensive analysis of the project based on the five fundamental criteria based on the OECD/DAC evaluation criteria which included: quality and relevance of design; effectiveness; efficiency of planning and implementation; impact; sustainability.

2 SECTION TWO: EVALUATION METHODOLOGY

2.1 Evaluation Design

A mixed evaluation design was adopted. This was because there is no single evaluation method that can document and explain the complexity and richness of a project. The evaluation design adopted incorporated both qualitative and quantitative techniques in data collection in order to identify the final evaluation values. Various data collection methodologies were used including review of project documents, focus group discussions, key informant interviews, and observation.

As an evaluation design, triangulation was used for all areas of focus of the final evaluation. Triangulation is the combination of two or more data sources, investigators, methodology approaches, theoretical perspectives, or analytical methods within the same evaluation. For the baseline evaluation, multiple triangulation was used which included data triangulation, investigator triangulation, methodological triangulation and analytical triangulation. There were several reasons for the choice of triangulation in this evaluation. Triangulation aids in quality control and helps in ensuring the completeness of data; balance and objectivity in an evaluation; reliability of the data (the degree the collected data is consistent among different observers or same observer at different times), and; validity of the results (the extent to which provided data reflects the reality).

***For the BSRR Project. as indicated before, due to the security situation in the Upper Nile State, it was not possible to undertake field data collection. As such the reporting herein will discuss more the evaluation in EES and only make reference to the BSRR Project where necessary more so in the outputs section.*

2.2 Population and Sampling Design

Determination of Population

Due to the nature of the project interventions, several populations were identified as ideal for the final evaluation. These populations included household members, pupils, primary school teachers and head teachers, education officers, local authorities, advocacy groups, parents teachers associations (PTA) committee members and project staff.

Table 1: Population Distribution for Primary Data

Population Group	Population	Comment
Enrolled Pupils	10,685	Total enrollment as at end of 2013
Households	35,195 ¹²	Number of Household in Budi (18,304) and Kapoeta North (16,891)
INSERT Teachers	28	Continuing trainee teachers out of the initial recruited 71 teachers

¹² Based on the 5th Sudan Population and Housing Census, 2008

Population Group	Population	Comment
Head Teachers	51	Representing all the primary schools in Budi and Kapoeta (44 for Budi and 7 for Kapoeta)
PTA	204	Number of PTA members targeted by the project - 4 from each school in Budi and Kapoeta
Education Officers	Several	Includes both Payam and County Education Officers
Project Staff	7	Based at Budi and Kapoeta North
Documents	Several	Sourced from ADRA, government sources, multinational agencies, among others

Sample Size Determination

Choosing the right size for an evaluation study is critical. Various methods were used to determine the sample sizes for each population groups. Both probabilistic and non probabilistic methods were used. For the enrolled pupils, households, teachers and head teachers, since the populations were known, the sample size was determined by using scientific methods.

2.2.1.1 Computation of the Pupils Sample Size

The number of pupils to be interviewed was determined by computing the sample size using the proportion method that would yield a sample size that will be able to obtain meaningful results and in the interest of careful use of the limited resources. The first step included using a statistical formula that assumes normal distribution known as the use of Simple Random Sample (SRS) to calculate the sample size: $n = (z^2 p q)/d^2$, where n was the sample size, $z = 1.64$ for 95% confidence level in a one tail test, $p = 0.5$, $q = (1 - p)$ (where p and q were probabilities of observing the variables of interest and by default ; the value are set at 0.5 in order to compute the maximum sample size), $d = 0.05$ for +/- 5% (on absolute scale) for the degree of precision, which by default is 0.05. Substituting the values of the parameters in the above formula the value was computed to be: $n = (1.64^2 \times 0.5 \times 0.5) / 0.05^2 = 268.96$. An insurance factor of 10% was added to this figure to account for the non-responses, bringing this figure to 296 for pupils.

2.2.1.2 Computation of the Households Sample Size

For household, the evaluation adopted a recommended scientific determination method specific to studies that focus on households. The appropriate sample size was determined by use of a sample calculation formula as below.

$$n = \frac{(z^2 pq)}{e^2}$$

Where n = sample size; z = confidence level (95% - 1.96); p and q = probabilities of success and failure respectively ($p = 0.5$; $q (1-p) = 0.5$); e = desired level of precision at 0.5. Using the formula the following was arrived at as the sample size for households.

$$n = \frac{(z^2 pq)}{e^2} = \frac{(1.96)^2 (0.5)(0.5)}{(0.05)^2} = 385$$

In order to compensate for any unusable questionnaires, a 10% insurance factor was computed and added to the sample size to account for non-response, giving a final household sample size of 424.

Table 2: Sample Size

Population Group	Population	Sample Size	Method
Enrolled Pupils	10,685	296	Scientific Determination
Households	35,195 ¹³	424	Scientific Determination
INSERT Teachers	29	29	Census
Head Teachers	51	25	Judgemental
PTA	204	96	Scientific Determination
Education Officers	Several	4	Judgemental
Project Staff	7	7	Census

Sampling Technique

For the households, to ensure a complete representation on the population, after determining the sample size in each cluster, the households were determined using the systematic sampling method. The sample was chosen by selecting a random starting point and then picking every n^{th} household in succession. The n^{th} household was determined by identifying the sampling interval, by dividing the cluster size N by the sample size n and rounding to the nearest integer.

For pupils, the sample size was distributed proportionately to the Payams within Budi and Kapoeta North counties. From the Payams, various schools were selected and questionnaires administered to the pupils within the school compound. At the same time PTA committee members were requested to avail themselves in the schools selected and were interviewed after the pupils interview. The final interview within the schools was conducted with all the head teachers of the schools selected. For the INSERT teachers, the questionnaires were administered to them at the Budi Teachers Training College (BTTC) as they were already in session.

2.3 Data Collection

Several data collection methods were used in line with the data triangulation evaluation design. The use of multiple sources of data collection and tools ensures reliability of the data collected. By combining multiple/mixed methods, the evaluation was able to overcome the weakness or intrinsic biases and the problems that come from single-method and single-observer studies. The different methods helped to obtain confirmation of findings through convergence of different perspectives at which point the perspectives convergence was seen to represent reality. The main methods of data collection methods used are discussed below.

¹³ Based on the 5th Sudan Population and Housing Census, 2008

Document Reviews

Existing documents were reviewed to provide insights into the project through an exploratory research. Records were collected from outside (external of ADRA) and within (internal) of the project setting. The existing documents provided a setting that could not be observed or noted in another way. This information was found in documents associated with the project as provided by ADRA Norway and ADRA South Sudan. Other documents that provided information included those from the Government of South Sudan and its agencies and other development agencies like UNICEF, United Nations and UNDP. Documents reviewed were mainly:

- Project proposal and log-frame
- Project Baseline Evaluation
- Annual reports and Quarterly reports
- Detailed Implementation plans
- South Sudan's General Education Strategic Plan 2013 - 2017
- South Sudan Vision 2040
- South Sudan National Education Statistic for 2010, 2011 and 2012
- Eastern Equatorial Education Statistic for 2010, 2011 and 2012
- Eastern Equatorial Education Sector Strategy
- Other documents identified as relevant for understanding the project and its context.

Focus Groups Discussions (FGD)

Judgmental/purposive sampling was used to determine the number of focus group discussions to conduct. This was based on ensuring that the targeted groups were the precise groups able to provide the required information that would have ensured a better understanding of the operations of the project and its outcomes. The FGDs were used to generate data and insights that were unlikely to emerge without the interaction found in a group. In order to collect the desired data, several FGD Guides were developed and are attached in the Appendix. A total of 6 FGDs were conducted focusing on different stakeholders within the sector. This information is provided in the table below.

Table 3: FGDs Conducted

FGD Group	Payam
Advocacy Group	Komiri Budi
Advocacy Group	Riwoto Kapoeta
PTA	Piobokoi P. S
PTA	Paringa
Education Officers	Komiri Budi
Project Staff	ADRA Budi and Kapoeta

Key Informants Interviews (KII)

KII are qualitative, in-depth interviews of people selected for their first-hand knowledge about a topic of interest. Ten key informants were interviewed for the evaluation. Several KII Guides were developed to aid in the data collection based on the area of expertise of the respondent. These included key personnel from the Ministry of Education, county leadership, officers from the supported teacher training colleges and ADRA project implementing staff, as indicated in the table below:

Table 4: Key Informant Interviews

Key Informant	Number
Education Officers	5
County Executive	1
Teacher Training Admin	2
Budi SES project staff	2
Total	10

Surveys

Surveys were conducted to collect data from households, primary school pupils, teachers, head teachers and PTA members. Different questionnaires focusing on each respondent category were developed. The questionnaires are provided in the appendix.

Observation

Due to the nature of the interventions, it was imperative to conduct an observation of the physical structures that had been constructed by the project. An observation form/checklist was developed that captured data on specific parameters including the school building, classes, availability of desks and blackboards, pupils and teachers latrines, among others.

Data Collection Methods, Tools and Sample

As discussed in the sections above, various data collection methods were used supported by relevant tools. The choice of the methods and tools were highly influenced by the objectives of the evaluation. The adopted approach in data collection management is presented in the table below.

Table 5: Data collection Methods and Tools

Data Collection Method	Data Collection Tool
Document Review	Checklist
Focus Group Discussion	FGD Guide
Key Informant Interviews (KII)	Interview Guide
Household Survey	Questionnaire
Observation Guide	Observation Guide

2.4 Fieldwork Management

In order to ensure a successful data collection exercise, 32 qualified research assistants were recruited. The research assistants were trained on qualitative and quantitative data collection techniques. After the training the research assistants were engaged in pretesting the questionnaires that had been developed for the exercise. After the pre-test the questionnaires were reviewed and adjusted based on feedback from the pre-test. The enumerators were distributed into different Payams in Budi and Kapoeta North counties. A supervisor was appointed for each region with specific quality assurance mandates. Quality control of data was two pronged: field quality control by both the supervisor and consultant and central office quality control by the consultant.

2.5 Data Analysis and Presentation

Once the fieldwork was completed, the data was edited before entry. Data processing and analysis was undertaken using the Statistical Package for Social Sciences (IBM SPSS version 21.0) software. Descriptive statistics were computed to examine the state of the different variables. For the qualitative data obtained from key informant interviews, focus group discussions and unstructured interviews, content analysis was used to establish recurring patterns, trends and relationships. Presentation of the findings is in line with the objectives of the evaluation and as stated in the terms of reference TOR. For the quantitative data from the household survey, the findings were presented in the form of tables and figures.

2.6 Organization of the Report

This report is organized and presented in two main sections; the preliminary pages which includes the executive summary, abbreviations, table of contents, etc, and; the body of the report which presents an introductory section on South Sudan, the project including the purpose of the evaluation, the second section on the evaluation methodology, the third section on the evaluation findings, the fourth section on conclusions and recommendations. The last section provides various appendices.

2.7 Challenges

During the evaluation, various challenges were encountered. These included:

- Distances and accessibility of some of the Payams. Lack of any motorized means as well as accessibility hampered reach. Some Payams were excluded as they were too far and would take several days to reach them by walking
- Insecurity - Both Budi and Kapoeta North counties have high levels of insecurity. Inter-clan fighting and cattle rustling largely contributed to the levels of insecurity which was exacerbated by the fact that most of the residents owned guns.
- There was also unrest in South Sudan and especially in Upper Nile State that made it difficult to conduct primary data collections
- Language - Though the national language for South Sudan was English, few in the rural areas were able to converse in the same. Arabic was an alternative but was also not prevalent among all the rural communities in the remote Payams. As such, interpretation services were sought especially during KIIs and FGDs
- Availability of KIIs - Some of the KIIs were not available and as such it was difficult to access all the required information
- Cultural Issues - due to some cultural issues, the research assistants found it more difficult to ask sensitive questions especially those related to HIV/AIDS
- Respondent fatigue - Some respondents indicated some elements of fatigue as a result of being continuously subjected to surveys by different organizations. Such respondents were non-cooperative.
- Data reliability - data from different levels of government differed. For example some enrollment data differed between the County data, State data and National data.

In order to address a number of the above challenges and especially those related to methodological orientation and data integrity, data triangulation was used.

3 SECTION THREE: EVALUATION FINDINGS

3.1 Introduction

Section 3 details the findings of the evaluation. The section addresses the response rate, socio-demographic characteristics of the evaluation sample and finally an analysis based on the final evaluation objectives. The findings presentation will also be guided by the expected project results. A baseline study was conducted in 2011 providing key indicators for measurement. The findings where applicable were used to assess the findings of the final evaluation to illustrate whether change was recorded as a result of the project interventions. On the other hand, a comparison with set targets in the project proposal and logframe will be used to determine which indicators were achieved and which ones were not.

3.2 Respondent Demographics

Response Rate

There were different respondents that were targeted in the evaluation. The primary respondents for the final evaluation were household members, pupils, teachers, head-teachers and PTA members. In addition, officials in local government representing the community and the education docket at sub-national level were interviewed to add value to the findings. There was a high response rate for four out of five categories of respondents namely the households (94.3%), Pupils (97.3%), Teachers (96.6%), Head-teachers (96.0%). The PTA committee members had a response rate of (71.2%) which although is high, was much lower than the other response rates from the key respondents.

Table 6: Response Rate of Primary Respondents

	Sample Size	Response	Response Rate
Households	424	400	94.3
Pupils	296	288	97.3
Teachers	29	28	96.6
Head teachers	25	24	96.0
PTA Committee	132	94	71.2

Profile of Pupils

The evaluation collected data from 288 out of 296 targeted pupils in five different schools in Kapoeta North County and 20 primary schools Budi County. There were more male pupils interviewed than female counterparts. Out of the 288 pupils that took place in the evaluation, 60.5 percent were male and 39.5 percent female as shown in the table below. Overall the ratio of male to female pupils interviewed was 3:2 which is consistent with the national male to female ratio which at 3:2 (National Education Statistics, 2012).

Table 7 Response Rate of Pupils (by gender)

	Frequencies	Percent
Male	174	60.5
Female	114	39.5
Total	288	100

3.2.1.1 Pupils Distribution by Payam

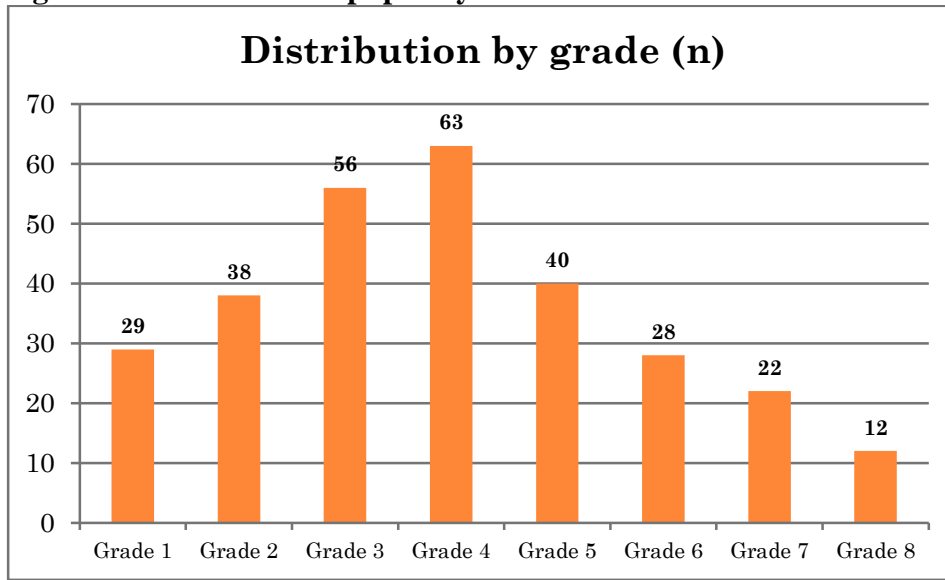
The distribution of pupils sampled by Payam showed moderate variation with the highest representation from Komiri and Najie (12.5 per cent) and the lowest Lomeyan (5.9 per cent).

Table 8: Response Rate (by Payam)

Payam	County	Frequency	Percent
Komiri	Budi	36	12.5
Lokwamor	Budi	19	6.6
Lomeyan	Budi	17	5.9
Lotukei	Budi	28	9.7
Ngauro	Budi	27	9.4
Loudo	Budi	27	9.4
Nahichod	Budi	26	9.0
Kimatong	Kapoeta North	27	9.4
Ngarich	Kapoeta North	27	9.4
Paringa	Kapoeta North	18	6.3
Najie	Kapoeta North	36	12.5
Total		288	100.0

3.2.1.2 Pupils Distribution by Grade

The distribution across grades varied greatly from as low as 4.1 percent (n=12) in grade 8 to 21.9 percent (n=63). Overall there were more pupils in lower grades than in higher grades. Grades 1-4 accounted for 64.6% percent (n=186) of the respondents in contrast to 35.3 percent (n=102) of the respondents from Grades (5-8). This is consistent with the programme interventions that focused on new enrolments at lower grades.

Figure 1: Distribution of pupils by Grade

3.2.1.3 Age of Pupils

The largest representation of pupils was in the 13-15 years of age that comprised of 43.6% constituting of pupils in grades 3, 4 and 5. The lowest representation of age brackets was the (6-9 years) and the over 19 years that comprised of (1.4 & 4.9) percent of the total number of pupils respectively.

Table 9: Distribution by Age

Age Brackets	Frequency	Percent
6 - 9 years	4	1.4
10 - 12 years	76	26.4
13 -15 years	125	43.6
16 -18 years	69	24.0
Over 19 years	14	4.9
Total	288	100

Classrooms

The classrooms from the sampled schools in the project varied from under a tree to permanent blocks and iron sheets. Most classrooms in the assessment were permanent blocks and iron sheets constituting 70.1 per cent, followed by classrooms under a tree (26 per cent) finally mud and grass structures 3.9 per cent as shown in the table below.

Table 10: Types of Classroom Structure

	Frequency	Percent
Mud and grass	11	3.9
Blocks and iron sheets	200	70.1
Under Tree	74	26.0
Total	259	100.0

3.2.1.4 Availability of Desks

The supporting infrastructure for classrooms comprises of desk and chairs and was critical in assessing the learning environment. During the assessment, over half of the pupils interviewed stated they sat on desks (54.2 per cent) whereas (45.9 per cent) sat on the floor or on stones.

Table 11 Classroom Sitting

	Frequency	Percent
Sit on Desk	156	54.2
Sit on the floor /stones	132	45.8
Total	288	100

Profile of In-service Teacher Training Program (INSERT) Teachers and Head Teachers

3.2.1.5 Gender of INSERT Teachers and Head Teachers

The profile of INSERT teachers and head teachers had a similar trend in gender representation. About 85.7 per cent of teachers were male whereas 91 per cent of head teachers were male. Only (n=4) 14.3 INSERT teachers and (n=2) 9.3 per cent of the head teachers were female as shown in the table below.

Table 12: Gender of Respondent Teachers and Head Teachers

	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
Male	24	85.7	22	91
Female	4	14.3	2	9
Total	28	100.0	24	100

3.2.1.6 Highest Level of Education

The level of education among teaching staff is one of the indicators of the quality of education. With the historical challenges in South Sudan, education has been a challenge and as shown the table below, most teachers have primary grade 8 (71.4 per cent) as their

highest level of education, with a further 14.3 per cent holding form four (secondary education) and 14.3 having qualifications from a teachers' college. There were no teachers who had a university degree from the sample. The trend varies slightly with head teachers with most having gone to a teachers' college (62.5 per cent) and at least 2 (8.3 per cent) holding a University degree. There were only two who had their highest education level as primary grade 8.

Table 13: Level of Education: Teachers and Head teachers

	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
Primary Grade 8	15	71.4	2	8.3
Form Four	3	14.3	5	20.8
Teacher College	3	14.3	15	62.5
University	-	-	2	8.3
Total	21	100.0	24	100.0

3.2.1.7 Years of Teaching Experience

The assessment found that most teachers and head teachers had at least three years of experience in teaching. Most teachers ranged from 3-6 years with very few (19.2 per cent) holding 7-8 years. Most head teachers' had 5-8 years of experience with only 12.5 per cent holding 1-2 years.

Table 14: INSERT and Head teachers – Years of Experience

	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
1 - 2 Years	3	11.5	3	12.5
3 - 4 Years	10	38.5	5	20.8
5 - 6 Years	8	30.8	8	33.3
7 - 8 Years	5	19.2	8	33.3
Total	26	100.0	24	100.0

3.3 Evaluation of Project Performance

This section details the findings of the evaluation in line with the project expected outcomes and outputs. The section is guided and based on the final evaluation objectives as well as the OECD/DAC evaluation criteria which include: quality and relevance of design; effectiveness; efficiency of planning and implementation; impact, and; sustainability.

3.4 Quality and Relevance of Design

Quality and relevance of design addresses the appropriateness of project's objectives to the real problems, needs and priorities of its target groups/beneficiaries and the quality of the design through which these objectives are to be reached.

The EE SES Project was conceived to address the high levels of illiteracy in South Sudan especially in children and as a contribution to addressing poverty in the country. Through various initiatives, the project focused on addressing both software and hardware elements in an education system in pursuit of strengthening the system to address the gaps identified. South Sudan education system is recovering from years of neglect and destruction during the civil wars. According to the National Baseline Household Survey (2009), 27% of the 15 years and above population is literate. The literacy rate for males is 40% compared to 16% for females. About 53% of the urban adult population is literate, compared to 22% of the rural adult population. On the other hand, 40% of the population between 15-24 is literate. The literacy rate for males in this age group is 55% compared to 28% for females.

The dire need of interventions in South Sudan was also supported by the fact that only 13% of primary schools offer the full primary cycle, from grade 1 to 8; 70 per cent of children aged 6–17 years have never set foot in a classroom; the completion rate in primary schools is less than 10 per cent, and; gender equality only 33 per cent of girls in schools.

The objectives were relevant to the needs of the community. They addressed: Findings in baseline and previous project evaluations. They also addressed the South Sudan General Education Strategic Plan, 2012-2017 and Eastern Equatoria State Education Plans.

The recent rapid growth after a long period of stagnation has resulted in a concentration of students in the early grades, a high proportion of overage students, repetition, and dropout. The schooling profile, based on data from the Education Management Information System (EMIS), shows that few students attend the upper primary grades, resulting in a primary completion rate that is still very low at only 26 percent for grade 6 and 8 percent for grade 8¹⁴.

The situation described above indicates critical gaps that existed and continue to exist that require interventions. From available statistics, South Sudan is one of the poorest countries in the world, a problem attributed to the civil wars that affected the country. Education infrastructure was run down and in some instances non-existent. This situation and its attendant results made it more relevant for the project to focus on education for children.

¹⁴World Bank. 2012. *Education in the Republic of South Sudan: Status and Challenges for a New System*. Washington, D.C.: World Bank.

The project design was focused at addressing various issues affecting education in South Sudan as identified above. The project design involved the development of infrastructure by building classes, toilets and teacher training college facilities. It also intervened in the quality of education by training teachers, headteachers, PTA committee members, provision of desks, blackboards, sports materials and textbooks. On the other hand the project supported increased enrollment of children especially girls child by creating and supporting advocacy groups, education officers and local administration officials.

The objectives of the programme were still valid and would be used for further programming as the project only contributed to the situation and there is still need for further interventions in education. This is visible through the low enrolment and retention levels in primary and transition levels to secondary school.

The project was also in line with the global, regional and local priorities. It addressed issues raised in global, regional and local policy frameworks and declarations. In terms of global priorities, the project contributed to the attainment of the objectives of the Education for All (EFA), the Millennium Development Goals (MDG) and the African Union (AU) Plan of Action for the Second Decade of Education for Africa (2006 to 2015). In terms of the EFA, the project addressed Goal 2 on ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality; Goal 3 on ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes; Goal 5 on eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; Goal 6 on improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

In terms of local priorities, the project contributed in the achievement of the South Sudan's Vision 2040; the South Sudan Development Plan; the General Education Strategic Plan 2013 - 2017; the South Sudan National Textbook Policy; the Eastern Equatorial State Education Strategic Plan; among others.

The choice of geographical scope was appropriate for the project since the two counties of Budi and Kapoeta North had some of the greatest gaps in education. For example in Kapoeta North despite the expansive and populations of the county, there was no school that had reached grade 8 by 2013. In terms of population scope, the main focus of the project was on children though there was indirect interventions for women and the larger

community. Other than addressing issues of education, the project was able to address other cross cutting issues including child education rights issues, and health issues specifically on HIV/AIDS.

Though infrastructural provision is important, it is however not sufficient to make schools functional. The design did not address some major gaps identified including: ensuring holistic child friendly environments (helps effectively pull together the various dimensions of quality to make schools functional); child rights; conducive school environment; school administration facilities; active community participation and ownership of initiatives/interventions, and; educational support interventions like teacher facilities, teacher living quarters, volunteer teacher incentives among others. In designing the project, it would have been imperative to consider the UNICEF Child-friendly schools Framework; The Inter-Agency Network for Education in Emergencies (INEE) minimum standards; the SPHERE standards relating to water, sanitation and Hygiene in schools; among others.

Other issues that would have been considered in project design include ensuring that at the design stage the facilities provided were of functional level for instance the design had the building of teacher quarters in BTTC which were not in use at the end of project for there was no provision of toilets, bathrooms and a kitchen; linking all initiatives with budgets at design e.g. some major initiatives like HIV/AIDS in the proposal did not have budgets, and; including the role and contributions of community own resources to ensure sustainability of interventions.

3.5 Project Effectiveness

This section is organized and presented based on the objectives of the project. The section will highlight quantitative findings from the various surveys conducted and then provide a comparison between the baseline values and the final evaluation values. The project objectives are summarized in the table below.

Table 15: Summary of Objectives

Objective 1: An increased number of boys and girls are able to attend quality primary school (grades 1-8)
<ul style="list-style-type: none"> • Output 1.1: Primary School Facilities: Pupils have access to functional classrooms in permanent buildings of good quality.
<ul style="list-style-type: none"> • Output 1.2: Student teachers and tutors have improved facilities in teacher training centers (Budi & Kapoeta) by building permanent facilities
<ul style="list-style-type: none"> • Output 1.3: Teachers have acquired improved English language skills as prerequisite to apply to the INSERT
<ul style="list-style-type: none"> • Output 1.4. Teachers have acquired improved teaching skills through the INSERT in Budi County
<ul style="list-style-type: none"> • Output 1.5. Head teachers receive (refresher) training in school management
<ul style="list-style-type: none"> • Output 1.6. Local Education officers and chiefs from different government/community levels have acquired skills for an effective education management (Budi and Kapoeta)

• Output 1.7. Schools are equipped with textbooks
• Output 1.8. Schools have received sport materials
• Output 1.9. PTA members have acquired skills to effectively support school activities and monitor performance
Objective 2. Pupils learn about HIV/AIDS and reach out to communities to spread their knowledge
• Output 2.1. Teachers have been giving lessons on HIV/AIDS on a continuous basis
• Output 2.2. School children have been given HIV and AIDS lecture and videos on HIV and AIDS during special school days of extra-curricular
• Output 2.3. Children and youth have organized into HIV/AIDS clubs
• Output 2.4. Leaders of HIV/AIDS clubs have been trained on peer counseling and leadership skills
• Output 2.5. Teachers have been supporting the HIV/AIDS clubs in organizing and implementing activities
• Output 2.6. HIV/AIDS clubs have been disseminating HIV/AIDS messages (e.g. through songs,)
• Output 2.7. Teachers, PTA members and local authority staff have knowledge about HIV/AIDS
• Output 2.8. Local authorities promote HIV/AIDS awareness on special days and Occasions
Objective 3. Families develop a positive attitude towards education in general and girl education, improving gender balance among pupils
• Output 3.1. Existing advocacy groups (established under the previous project) are trained
• Output 3.2. Community leaders are aware of the importance of (girl) education and actively support the advocacy work
• Output 3.3. Advocacy activities are carried out in the local communities

An increased number of Pupils are able to attend quality primary school (Objective 1)

This objective was designed to ensure that the project will lead to increased enrolment and quality of education. In the indicator tracker, the measure for the achievement of this objective is as follows:

- School-age children are enrolled by the end of 2013 (disaggregated by gender) - 19,000 for Budi and 5,500 for Kapoeta North
- An increase by 2012 in the inter-grade promotion rate by 20% from the current average rate of 68.4%
- Increase in Gross Enrolment Rates
- A dropout rate of 5% or less for the enrolled children (disaggregated by gender)

3.5.1.1 School Enrollment - Budi County

The project aimed at increasing enrolment of primary school children in Budi and the target was set 19,000¹⁵ for Budi (13,000 male and 6,000 female). Only 18 per cent of the

¹⁵ This was a very over ambitious target that was not realistic and attainable.

overall target had been met at the end of the project. Based on this target, the project did not lead to significant increase of pupils enrolled with figures rising in 2011 and 2012 only for a drop in 2013 particularly for boys. This led to an insignificant increase in total enrolment of pupils at the end of the project and a 6 per cent decrease in enrolment of boys from 6,698 to 6,535 in 2011 and 2013 respectively. The number of girls increased slightly from 3,968 to 4,150 (1.6 per cent increase). As previously indicated, one of the challenges faced is the credibility of data received from the education officials in Eastern Equatoria. The 2013 data did not seem to include all the schools in Budi and thus the reported decline in numbers.

Table 16: School Enrolment in Budi

	2011	2012	2013	2013 (Target)	% Achieved
Boys	6,956	7,301	6,535	13,000	50.3%
Girls	4,092	4,203	4,159	6,000	69.3%
Total	11,048	11,504	10,685	19,000	56.2%

3.5.1.2 Increase in Enrolment in Project Supported Schools

The project had targeted an increase of 1,600 new enrolments in project supported schools. This target was achieved and surpassed as indicated in the table below. According to data on enrolments from the Budi County Education Office, about 2,291 new enrolments was recorded in the schools supported by ADRA. This represented a 143% achievement of target. The increase is in line with the 2012 State statistics that showed an increase of 2,648 (1,578 Male and 890 female) new enrolments in Budi County.

Table 17: New Enrolments in Project Supported Schools

School	Boys	Girls	Total
Nakuwa Memorial	483	392	875
Piobokoi	106	140	246
Lorema	476	389	865
Loriyok	194	111	305
Total	1259	1032	2291
Target			1600
Achievement			143%

3.5.1.3 Pupil's Enrolment- Kapoeta North

The project aimed at increasing enrolment of primary school children in Kapoeta North to 5,500 for by project end in 2013. This target for Kapoeta North was rather too ambitious holding the the project was only for two years. On the other hand, the project was only constricting 1 school in Kapoeta North which would not have led to such drastic

increase in enrolments. Based on historical data, by 2011, the total pupils in Kapoeta North was 1,504 and in 2012 had gone down to 421 according to the state education statistics. It would then have been impossible to increase this number by over 5,000 pupils within one year. Nevertheless, the end term evaluation found that only 18 per cent of this target had been met. In the 2012-2013 period, there was a 140 per cent increase in boys from 289 to 715 and 170 per cent increase for girls. The overall increase for all pupils enrolled for this period by 150% from 390 to 988. Despite improved enrolment rates the project did not achieve the intended target. In terms of project supported schools in Kapoeta North, as a result of the new classrooms built, enrolment at St Mary's Magdalene Primary School increased by 100% from zero pupils in primary school to 79 enrolled in 2013.

Table 18: School Enrolment in Kapoeta North

	2012	2013	2013 Target	% Achieved
Boys	289	715	3,000	23.8%
Girls	101	273	2,500	10.9%
Total	390	988	5,500	18.0%

3.5.1.4 Changes in Gross Enrolment Rates

Gross enrolment rate (GER) is used to show the general level of participation in a given level of education. A GER value of 100% indicates that a country is, in principle, able to accommodate all of its school-aged population. The “official school-age” for primary education in South Sudan is 6-13. The formulas for primary GER is:

Equation 1: Gross Enrolment Rate

$$\text{Primary GER} = \frac{\text{Total number of pupils of all ages in primary school}}{\text{Population of ages 6-13 children}} \times 100\%$$

The project aimed at contributing to an increase in the GER by 25% (It is important to note that such an increase maybe impossible within a period of 3 years). Due to the complexity and variables required to calculate a GER, National or State data is normally used. To calculate the county GER would be an expansive exercise since data on population of children aged 6-13 would be difficult. Therefore the reporting underneath is on State versus National GER.

The composite GER for Eastern Equatoria increased from 44.2% to 46.3% in 2011 and 2012 respectively. The GER for boys increased by 1.9% whereas that for girls increased by 2.6% in 2011 and 2012 respectively. At the national level, the increases in GER was very minimal as indicated in the table below.

Table 19: Gross Enrolment Rate in Eastern Equatoria (2010-2012)

Year	Eastern Equatoria GER			National GER		
	Composite	Boys	Girls	Composite	Boys	Girls
2011	44.2	49.9	37.7	63.5	73.3	52.5
2012	46.3	51.8	40.3	63.6	73.3	52.7
2013	n/a	n/a	n/a	n/a	n/a	n/a

3.5.1.5 Changes in Net Enrolment Rates

As stated under GER, Net enrolment rate (NER) calculation for a county would be difficult and thus the discussion is in State and National data. NER shows the proportion of children of school age who are enrolled in school. NER applies only to children of official school age. NER below 100% provides a measure of school age children who are not enrolled in school. As NER only accounts for pupils of “official school-age,” NER is always less than or equal to GER. The “official school-age” for primary education in South Sudan is 6-13. The formulas for primary NER is:

Equation 2: Net Enrolment Rate

$$\text{Primary NER} = \frac{\text{Total number of pupils in school of ages 6-13}}{\text{Population of ages 6-13 children}} \times 100\%$$

The Primary NER for South Sudan for years 2010 - 2013 as shown below shows a decrease in the composite for Eastern equatorial from 36.7 to 33.1 showing a similar decrease boys and girls from 42.3 to 36.4 and 32.4 to 29.5 respectively. There was also a decrease in the National NER with the composite rate from 44.4 to 42.1 from 2011-2012. The Budi project by ADRA also witnessed declining enrolment rates that led failure to meet the project targets on enrolment as discussed previously.

Table 20: Net Enrolment Rate Eastern Equatoria (2010-2012)

Year	Eastern Equatoria NER			National NER		
	Composite	Boys	Girls	Composite	Boys	Girls
2010	37.6	42.3	32.4	44.4	50.8	37.1
2011	31.5	34.9	27.7	42.9	48.0	37.1
2012	33.1	36.4	29.5	42.1	47.3	36.3
2013	n/a	n/a	n/a	n/a	n/a	n/a

3.5.1.6 Inter-Grade Promotion Rate

The project desired to achieve an increase in the Inter-grade promotion rate by 20% from the current average rate of 68.4% by 2012.

The Promotion rate measures the phenomenon of pupils from a cohort moving up a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the

education cycle. Promotion rate ideally should approach 100%; a low promotion rate signals problems in the internal efficiency of the education system. Decreasing promotion rates serve as an early warning that the system is experiencing capacity constraints. When compared across grades, the patterns can indicate specific grades for which there is lower promotion, hence requiring more in depth study of causes and possible remedies. The formula for calculating the promotion rate is:

Equation 3: Promotion Rate

$$\text{Promotion Rate} = \frac{\text{Enrolment in cohort in (y+1)} - \text{Repeaters in (y+1)}}{\text{Enrolment in cohort in y}} \times 100\%$$

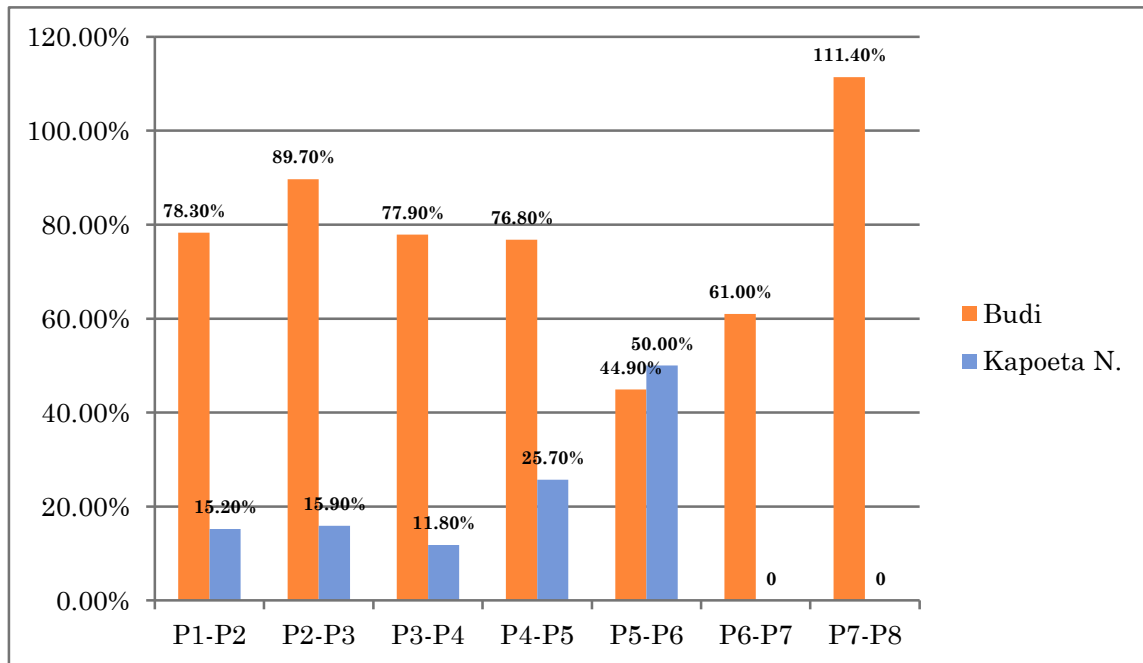
The promotion rate in Budi and Kapoeta from national education reports shows inconsistent trends for Budi a rate of 78.8% for P1-P2; 86.7% for P2-P3; and 77.9% for P3-P4; 76.8% for P4-P5; 44.9% for P5-P6; 61% for P6-P7, and; 111.4% for P7-P8.. The distinct trend is the drop in inter-grade promotion in P5-P6 and P6-P7 which was contrary to Kapoeta where the inter-grade promotion was increasing in those categories on average by 2 per cent from P1-P2-P3 but increases much higher from P4-P5 (26.1 per cent). Various reasons were identified in interviews as contributing to the promotion trends declining in upper classes including:

- Early marriages - When girls reach certain ages, they are withdrawn from school to be married off. Early marriages are a cultural practice that is used to enhance family wealth in the dowry price paid
- Fending for the family livelihoods - Boys are removed from school to tend to livestock while girls accompany their mothers to look for food and firewood
- Due to the migratory nature of the pastoralist communities in Budi and Kapoeta North looking for pastures and water for livestock. This activity removes children from school.
- Initiation rites - in some communities, boys are removed from school to undergo initiation rites to manhood after which most do not return to school
- In Kapoeta North, the young boys stop schooling to engage in cattle rustling
- Lack of school infrastructure for higher classes prevent boys and girls who would have wanted to proceed to do so. For example in Kapoeta North only two schools had grades above the fifth grade
- lack of child friendly environments affected promotions especially for girls who upon maturation are affected by lack of amenities in the schools
- Some parents enrolled and retained their small children in school due to the school feeding program. When such a program was unavailable the children were withdrawn from school. Some also felt that the bigger boys and girls could fend

for themselves and thus did not need to be enrolled in school to access the school feeding program.

In terms of the target, the average promotion rate for Budi in 2012 was 77.1% against the target of 82%. This was an achievement of 93.8%. For Kapoeta North, the promotion rate for 2011 was 23.7%. In 2012, the same rate was achieved. The figure below shows the promotion rates for Budi and Kapoeta North for 2012.

Figure 2: Inter grade promotion for Budi and Kapoeta North (2012)



Generally, Kapoeta inter-grade promotion is more consistent increasing towards higher grades as shown in the figure and tables below. The high inter-grade promotion in lower grades in Budi County is expected where it is should ideally be 100 per cent. The trend in Kapoeta however is worrying as, the early inter-grade promotion is low (sub 20 per cent) and increases in higher grades. Budi promotion rate (77.1%) for 2012 was higher than that of the State (68.1%) but slightly lower than national average (78%). Budi also recorded an increase in promotion from an average of 40.4% in 2010/2011 to 77.1% in 2011/2012 again a similar consistent increase observed in the State and National promotion rates when the two periods are compared. The increased promotion rate in higher grades can be attributed to the fact that there were only a few students in this grades and thus much support by the community and school was geared towards the few who had made it to the higher levels. It could also be explained that the pupils at these

grades had parents who supported them and understood the need and importance of education.

Table 21 : Primary school promotion rate by county and grade, 2011-2012

	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8	AVG
Budi	78.30%	89.70%	77.90%	76.80%	44.90%	61.00%	111.40%	77.1%
Kapoeta	15.20%	15.90%	11.80%	25.70%	50.00%	-	-	23.7%
State	65.50%	76.10%	75.00%	66.30%	63.60%	60.80%	69.20%	68.1%
National	67.0%	93.7%	89.1%	77.3%	76.2%	76.8%	65.6%	78.0%

Table 22: Primary school promotion rate by county and grade, 2010 -2011

	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8	AVG
Budi	53.40%	61.40%	56.20%	51.30%	25.90%	13.30%	21.30%	40.4%
Kapoeta	28.30%	32.60%	18.70%	15.40%	-	-	-	23.8%
State	56.9%	68.0%	72.3%	60.3%	55.6%	49.2%	54.7%	59.6%
National	60.2%	73.0%	70.85	58.4%	59.0%	61.5%	68.6%	64.5%

3.5.1.7 Dropout Rates

Dropout rate monitors education system coverage and student progression by measuring the proportion of students in a given cohort dropping out of—or leaving—the system altogether. The formula for dropout rate is:

Equation 4: Dropout Rate

$$\text{Dropout Rate} = \frac{\text{Dropouts in cohort in } \gamma+1}{\text{Enrolment in cohort in } \gamma} \times 100\%$$

a) Overall Dropout Rate

The dropout rate in Budi was found to be much lower than both Kapoeta North and State dropout averages. The dropout rates in Budi as shown below on average are 17% with the highest dropout rates recorded in P5-P6 (50.7%). In Kapoeta North statistics are only available for P1-P6 rates in which the average dropout rate was 72%. The dropout rates peak in P3-P4 at 86.4%. Budi's average dropout rate is lower than that of National and State statistics. However, Kapoeta North, records a very high dropout rate of 72% compared to National and States 33.8% and 22.9% respectively.

Table 23: Dropout Rate Statistics (County, State and National) (2012)

	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8	Ave
Budi	16.8%	3.9%	16.3%	17.1%	50.7%	35.1%	-20.0%	17.13%
Kapoeta North	81.1%	79.0%	86.4%	67.1%	50.0%	-	-	72.72%
County	26.2%	15.7%	16.3%	24.2%	26.2%	29.5%	22.2%	22.90%
National	30.2%	70.1%	21.1%	32.1%	29.5%	30.2%	23.7%	33.8%

b) Gender Desegregated Dropout Rate

When disaggregated by gender the dropout rates in males is higher than those of females in Budi but higher in females in Kapoeta North as shown in the tables below. In Budi the average dropout rate for males is 19.6% whereas in Kapoeta North was 68.8%. Budi County dropout rates for males are lower on average than the State dropout rates whereas in Kapoeta North the average dropout rate (68.8%) is three times the state average (23.5%).

Table 24 Dropout Rate (County, State and National) for Males- 2012

	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8	Ave
Budi	15.1%	7.0%	16.8%	19.6%	57.1%	34.1%	-11.4%	19.76%
Kapoeta North	77.2%	75.0%	79.0%	63.2%	50.0%	-	-	68.88%
State	24.9%	17.0%	17.6%	25.7%	27.4%	30.3%	21.6%	23.50%
National	29.6%	16.8%	20.9%	32.7%	30.4%	29.9%	22.9%	26.2%

Table 25: Dropout Rate Statistics (County, State and National) (2011)

	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8	Ave
Budi	39.0%	33.6%	39.1%	44.3%	71.0%	84.7%	77.9%	55.7%
Kapoeta North	70.0%	63.5%	76.5%	84.6%	-	-	-	73.7%
State	32.9%	22.7%	17.5%	27.9%	31.3%	39.6%	35.7%	29.7%

The female dropout rates Budi are lower than those for males however the Kapoeta North dropout rates are lower than females. As highlighted Kapoeta North has disproportionately high dropout rates compared to state and national levels.

Table 26: Dropout Rate (County, State and National) for Females- 2012

	P1-P2	P2-P3	P3-P4	P4-P5	P5-P6	P6-P7	P7-P8	Ave
Budi	19.9%	-1.5%*	15.5%	12.1%	35.0%	36.7%	-	11.87%
Kapoeta North	86.4%	84.9%	96.5%	84.6%	-	-	-	88.10%
State	28.0%	13.7%	14.5%	21.9%	24.4%	28.3%	23.45%	22.04%
National	31.0%	17.4%	21.5%	31.1%	27.9%	30.6%	25.6%	26.4%

* Negative dropout rates occur due to high increase in enrolment between 2011 and 2012. The achievement of Objective 1 was measured by nine outputs that look at increased physical infrastructure, improved capacity of INSERT teachers hence increased gross enrolment of pupils in the two Counties.

Output 1.1: Pupils Have Access to Functional Classrooms in Permanent Buildings of Good Quality.

Functional classrooms comprising of permanent building with the requisite fittings underpin the success of an education system. At the start of the project it was identified that four classroom blocks would be added in Budi, and 2 blocks in Kapoeta each with four classrooms. Each classroom block was to be outfitted with school desks and blackboards to support the objective on increased enrolment in schools.

The assessment found that classrooms were constructed for pupils in Budi and Kapoeta. According to the project targets 100% of all the targeted classrooms in Budi were constructed whereas only 50% of the classrooms in Kapoeta. This is indicated in the table below

Table 27: Construction of Classrooms - Budi

Indicator	Target	Performance	% Achieved
# of classroom blocks constructed (each with 4 classrooms)	4	4	100
# of classrooms in the completed blocks outfitted with school desks and blackboards immediately after completed	16	16	100

Table 28: Construction of Classrooms - Kapoeta North

Indicator	Target	Performance	% Achieved
# of classroom blocks constructed (each with 4 classrooms)	2	1	50%
# of classrooms in the completed blocks outfitted with school desks and blackboards immediately after completed	8	4	50%

3.5.1.8 Changes in Number of Classrooms in Budi County

From the State Education statistics, at the county level, the largest proportions of classrooms remain under the open air category (50.6%) and permanent structures at 26.5% by 2012. Permanent structures have gradually increased with semi-permanent structures gradually decreasing over the past four years. In Budi, the ADRA project (2011-2013) led to 16 new classrooms for pupils contributing to a 29 per cent increase

over the project period. It can thus be concluded that all the new classes built in Budi County were by ADRA South Sudan.

Table 29: Classroom statistics for Budi County

	Permanent	Semi Permanent	Open Air	Other	Total	PCR
2009	54	69	90	16	229	102.8
2010	48	40	80	38	206	166.9
2011	53	26	120	23	222	143.6
2012	62	23	117	29	231	151.0
2012 Percent	26.5%	10.0%	50.6%	12.6%	100%	

Source: Eastern Equatoria State Education Statistics Report (2011 & 2012)

3.5.1.9 Pupils to Classroom Ratio (PCR)

The table above also indicates the Pupil to Classroom (PCR). PCR measures the level of basic facilities available in terms of number of classrooms in relation to the size of the pupil population. The higher the PCR, the lower is the relative access of pupils to classrooms. It is generally assumed that a low PCR signifies an environment more conducive to learning, likely in the long run to result in a better performance of the pupils. To support the education reform towards providing all students with stable learning spaces, this report counts only permanent and semi-permanent classrooms in the calculation.

Equation 5: Dropout Rate

$$\text{PCR} = \frac{\text{Total number of students}}{\text{Total number of perm. and semi-perm. classrooms}}$$

On average in Budi county there were 151 pupils for each classroom available. This was a large number of pupils for classrooms. According to the data, the number of pupils/classroom has been increasing from 2009-2012 by about 47.2 per cent. This means the rate of growth of pupils is much higher than that of classrooms to support. This could potentially contribute to reduced gross enrolment rates due to limited capacity. Global best practices recommend an average of 40 - 60 pupils in a classroom for quality education delivery.

3.5.1.10 Changes in Number of Classrooms in Kapoeta North County

The education statistics in Kapoeta North however indicate most classrooms were of permanent structures. However, the number of these structures was about half of those found in Budi County. The number of classrooms that have students under semi-permanent, open air and other categories are minimal. The capacity would explain the

low inter-grade promotion in lower primary which is usually attributed to lack of capacity.

From the state statistics, due to the low levels of enrollment in Kapoeta North, the PCR appeared better than that of Budi County. However, the data did not seem to represent the actual situation on the ground in as far as classrooms were concerned.

Table 30: Classroom statistics for Kapoeta North County

	Permanent	Semi Permanent	Open Air	Other	Total	PCR
2009	24	2	2	0	28	
2010	29	0	5	1	35	95.2
2011	32	0	5	1	38	47.0
2012	24	3	-	-	27	15.6

Source: Eastern Equatoria State Education Statistics Report (2011 & 2012)

Despite significant progress in the construction of the buildings through the ADRA project, there were some challenges noted. There was no provision of office and storage facilities and as a result, some schools turned some of the classes built for pupils into stores and office for the Head teacher and class teachers as the pupils learnt under trees. Due to further lack of provision for fittings for teachers, some of the desks provided were used as seats in the staffroom; others were used to hold books in the offices.

3.5.1.11 Construction of Pit Latrines

The project also intended to support learning by construction of toilets. The target was to construct 2 pit latrines each with 4 doors in Budi. All the targeted pit latrines were achieved.

Table 31: Construction of Pit Latrines

Indicator	Budi Target	Achieved	%
# of pit latrines constructed (each with 4 doors) – Nakuwa and Lorema PS	2	2	100

The targeted construction was in two schools - Nakuwa and Lorema Primary Schools. However, the toilet situation in all the ADRA supported schools was wanting as some did not have even a single pit latrine. Lack of appropriate toilet amenities is some of the barriers to girls attending school. The recommended pupils to toilet ratio (PTR), according to the guidelines of WHO (2009), is one toilet for 25 girls and one for 30

boys¹⁶ (may go up to 50 for boys when a urinal is available)¹⁷. Despite achieving the target on toilets, they lacked in most schools – e.g. Piobokoi does not have a single functional toilet for either teachers or pupils yet ADRA provided 8 classrooms in last 6 years. As mentioned before the design of the project should have considered strongly a child friendly environment that meets the education standards as enumerated by UNICEF¹⁸, INEE¹⁹ and SPHERE²⁰. Where toilets were provided the following ratios were achieved:

Table 32: Ratio of Pupils to Toilets by Gender

Primary School	Number of Pupils		Toilets		Teachers		PTR	
	Girls	Boys	Girls	Boys	Number	Toilet	Girls	Boys
Nakuwa	320	420	1	2	19	1	1:320	1:210
Lorema	273	414	1	1	18	2	1:273	1:414

According to the state statistics, 45 % of schools in Eastern Equatoria have access to latrines in school. In Budi, only 23.3% of the schools have access to toilets whereas in Kapoeta North 60% of schools have access to latrines. The national statistics and recommended ratio of pupils to toilets illustrate that there is a huge gap that needs addressing.

Table 33: Access to Latrines in Eastern Equatoria - 2012 Data

Indicator	Schools	Access		No Access	
		Count	% Total	Count	% Total
Budi	43	10	23.3%	33	76.7%
Kapoeta North	5	3	60.0%	2	40.0%
State	302	136	45%	166	55%

Source: Eastern Equatoria State Education Statistics Report (2011 & 2012)

¹⁶WHO (2009). Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings.http://www.who.int/water_sanitation_health/publications/wash_standards_school.pdf

¹⁷ UNICEF 2011. Wash in Schools Monitoring Package.

¹⁸ UNICEF 2011. Wash in Schools Monitoring Package.

¹⁹ <http://www.ineesite.org/en/minimum-standards>

²⁰ <http://www.sphereproject.org/handbook/>

Output 1.2: Student teachers and tutors have improved facilities in teacher training centers

In line with improving facilities for pupils, this objective under this output also targeted improving facilities for student teachers and tutors in the teacher training centres both for Budi and Kapoeta North through the construction of permanent facilities.

3.5.1.12 Budi Teachers Training College (BTTC)

For BTTC, one guest house was to be constructed for male and female trainers. For the teacher trainees, one set of dormitory, kitchen and bathrooms (male and female) were to be constructed. The assessment on the achievement of this output found that Budi targets were fully achieved with one guest house, a set of dormitory, kitchen and bathrooms for both male and female constructed at BTTC. This is indicated in the table below.

Table 34: Construction of Infrastructure in BTTC

Output	Target	Achieved	% Achieved
# of rooms (guest house) constructed for male and female trainers	1	1	100%
# of sets of dormitory, kitchen and bathrooms (male and female) constructed	1	1	100%

Despite completing the guest houses as planned for BTTC, the same was not being utilized due to lack of various functional amenities. The lack of utilization was due to the following factors:

- Lack of kitchen
- No toilets
- No fenced compound

It was observed that these functional amenities were not included in the project planning. As discussed under design, it is imperative to consider the functionality of an amenity within the project period and provide for the same.

3.5.1.13 Kapoeta Teachers Training College (KTTC)

For KTTC, the plan was to provide 2 guest houses with 6 rooms for male and female tutors as well as 2 sets of bathrooms and pit latrines for both male and female tutors. By the project end, only one guest house out of the targeted 2 was constructed. The guest house had 3 rooms and this meant a shortfall of 3 rooms. The plan was to provide for both male and female rooms. However, only those for men were provided. The plan to construct two bathrooms/pit latrines was not done but in its place, compound fencing was done. Project staff indicated that since there existed one toilet block, in consultation with education officials it was decided to instead provide fencing to the compound.

Table 35: Kapoeta North TTC

Output	Targets			Achieved			% Achieved
	Male	Female	Total	Male	Female	Total	
# of rooms constructed for trainers	3	3	6	3	0	3	50%
# of bathrooms/ pit latrines constructed	1	1	2	0	0	0	0%

The guest house in KTTC was completed and in use. However, due to lack of a kitchen, the tutors were using the veranda of the guesthouse as the kitchen which in the long term will have an effect on the building. At design stage more consideration should have been given to the design of these buildings to ensure complete functionality of the same.

Output 1.3: Teachers have acquired improved English language skills as prerequisite to apply to the INSERT

The quality of education provided to pupils is directly affected by the quality of teachers' capacity to deliver it in a competitive language. It was therefore critical for the project to ensure that one of the key skills (English) was transferred to teachers as a pre-requisite to apply to the INSERT course.

The government of South Sudan had adopted English as the official language. However, not all teachers could teach in English and since INSERT was instructed in English, it was imperative to provide an Intensive English Course (IEC) as a precursor to joining INSERT. The INSERT consisted of a training program that allowed teachers already working in schools to upgrade their education without having to leave work. The program aimed at enrolling teachers for three continuous years and consisted of three intensive sessions per year and each session went for a maximum of 3 weeks during school breaks.

Through a 3-month IEC, the project targeted at strengthening the capacity of 30 candidates in Kapoeta North and further qualify them for entry into formal teacher training. The focus was on improving English skills (e.g. grammar, vocabulary, pronunciation, text composition, written and listening comprehension etc.) which were necessary for the INSERT and in teaching.

The effect of this output was that 11 teachers from Kapoeta North completed a 3 months intensive English course. This achievement translated to 36.7 per cent attendance in the IEC.

Table 36: English language skills

Output	Target	Achieved	%
# of teachers (Kapoeta North) that have completed a 3 months intensive English course	30	11	36.7
% of the trained teachers that have improved English skills (i.e. scored above 70%)	?	0	0

3.5.1.14 Performance in IEC Examination

The teachers attending the IEC were subjected to examinations to measure the level of improvement of English skills. It was expected that the majority of the teachers would achieve a score of 70% and above. However, none of the teachers achieved that score. Most of the teachers achieved a score between 40% - 49% and 20% - 29%. Only 6 of the 11 teachers who took the IEC obtained a score of over 40% as indicated in the table below.

Table 37: IEC Examination Performance

Marks Scores	No. of Candidates	Percent
Over 70%	0	0.0
60% - 69%	2	18.2
50% - 59%	1	9.1
40% - 49%	3	27.3
30% - 39%	1	9.1
20% - 29%	3	27.3
10% - 19%	1	9.1
Total	11	100.0

The poor performance by the teachers was attributed to various reason including:

- Poor quality of the nominated teachers by the County education office
- Lack of commitment from the teachers - most of them were volunteer teachers who were in teaching since they had nothing else to do
- Inconsistent attendance by the trainee teachers
- Lack of any strong incentives for the teachers to learn other than as a prerequisite to join INSERT.

Output 1.4: Teachers Have Acquired Improved Teaching Skills Through the INSERT in Budi County and Maiwut County

Teaching skills underpin the success of pupils and therefore was a critical aspect in the project. The INSERT course consists of a training program that allows teachers already working in schools to upgrade their education without having to leave work. It was conducted at the BTTC located in Chukudum and the Maiwut Teacher Training Centre in Maiwut County. It was the intention of the program to enrol teachers for three continuous years and consisting of three intensive sessions per year with each session running for a maximum of 3 weeks during school breaks. The improvement of skills was undertaken through 3 annual sessions for INSERT in 2011, 2012 and 2013.

The INSERT had 4 expected outputs including:

- a) 100 teachers that have successfully enrolled for the second intake of trainees, starting in 2011 in Budi; 34 teacher to have enrolled in Maiwut County
- b) 95 of teachers that have successfully concluded the 3 annual sessions (second intake of trainees); 34 teachers that have successfully completed the 3 annual sessions in Maiwut County
- c) 60% of the enrolled teachers that have achieved an average score of 60% or more in each end-of-year exam in both Budi and Maiwut County
- d) 90% of the teachers who sat for the national teacher exams pass and qualify as professional teachers

Overall, the project improved teaching skills of trainees over the three year project. Out of the targeted 100 teachers in Budi County, 71 teachers successfully enrolled for the second intake of trainees in 2011 representing an achievement rate of 71% while in Maiwut, 100% was achieved. In addition, 50.5% of a targeted 95 teachers successfully concluded the 3 annual sessions in Budi while 70.6% did so in Maiwut. Among the enrolled teachers 66.7% of the targeted population achieved an average score of 60 per cent or more in each end of year exam in Budi County and 28.6% in Maiwut County. Due to policy changes by the ministry the INSERT students were to sit for the national examinations at the end of an additional 4th session. As such it was not possible to report on the output (d) above on national exams as none of the teachers had sat for the said exams.

Table 38: Objective 2 Output Indicators for Budi and Maiwut Counties

Indicator	Budi County			Maiwut County		
	Target	Achieved	% Achieved	Target	Achieved	% Achieved
# of teachers that have successfully enrolled for the second intake of trainees, starting in 2011	100	71	71.0%	34	34	100%

	Budi County			Maiwut County		
# of teachers that have successfully concluded the 3 annual sessions (second intake of trainees)	95	48	50.5%	34	24	70.6%
% of the enrolled teachers that have achieved an average score of 60% or more in each end-of-year exam	60%	66.7%	111.2%	60%	28.6%	47.7%
% of the teachers who sat for the national teacher exams pass and qualify as professional teachers	90%	0%	0%	n/a	n/a	n/a

As can be observed in the table above, key outputs were not achieved. Based on interviews, various reasons were found out affecting attendance and dropout including: teachers dropout to pursue other careers especially employment by government and NGOs; some teachers did not report due to conflicting social economic activities like when a session coincided with a farming season; some did not attend due to lack of means; others were discouraged by the long period it took to complete the course; among other reasons. It is worth noting that most of the INSERT teachers were volunteer teachers and thus did not have a constant source of income.

An interaction with the INSERT students also revealed that most of the students could still not comprehend reading and writing in English. The quality of the teacher students was very low. This was attributed to the selection process. Despite the existence of a selection criteria, some of the students teacher selected by the county education office did not seem to meet even the minimum criteria.

Output 1.5 Head teachers receive (refresher) training in school management

School management and administration was identified as a critical need for schools in both Budi and Kapoeta North. Good school management is important to improve the quality of the education being offered, which in turn will be reflected in pupils' academic performance. The refresher training was to focus on school management (including work with PTAs and communities), reporting, record keeping, government policies, communication, HIV/AIDS awareness, health education, and community participation in the school and vice versa.

This output targeted 44 head teachers in Budi county; 14 head teachers from Kapoeta North County, and; 13 head teachers for Maiwut County to receive (refresher) training in school management in 2012. To ensure gender inclusion and support girl child education, 2 female teachers who were considered to have the potential to become head teachers

were to receive training in school management in Kapoeta North and 3 in Maiwut County.

3.5.1.15 Budi Head Teacher Refresher Training

The head teachers in Budi were targeted for training in various topics including: development of timetable; development of school year calendar; keeping of pupil and teacher attendance register; financial record keeping; keeping minutes of meetings; among others.

In Budi, of the targeted 44 head teachers, only 29 attended the refresher training. Some of the reasons advanced to this included the non availability of some head teachers, distance to the training venue, lack of facilitation fees to attend the training, among others. The achievement rate for Budi County was as such modest with 66.0 per cent of head teachers completing the training in school management. To identify those who had implemented learned management skills, visits were conducted by project staff to different schools with the aim of establishing who among the trained head teachers was implementing the training. From the analysis 88.6 per cent of 44 trained head teachers in Budi County were found implementing learned management skills.

Table 39 : Head Teachers Refresher Training in School Management (Budi)

Output	Target	Achieved	% Achieved
# of head teachers that have receive (refresher) training in school management	44	29	66.0
# of head teachers that implement learned management skills	44	44	88.6

3.5.1.16 Kapoeta North Head Teacher Refresher Training

Just like in Budi, teachers in Kapoeta North were trained in various topics in school management. In Kapoeta as shown in the table below, the target was fully achieved in terms of training where 14 out of 14 head teachers targeted received refresher training in school management. In Kapoeta, there were two female teachers that were identified to have the potential to become good head teachers. They both received training in school management. However, when visits to schools were conducted to find out whether trained skills were implemented, only five out of a total of seven targeted head teachers were found to be implementing the learned management skills.

Table 40 Head teachers receive (refresher) training in school management Kapoeta)

Output	Target	Achieved	% Achieved
# of head teachers that have receive (refresher) training in school management	14	14	100
# of female teachers (considered to have the potential to become head teachers) receive training in school management	2	2	100
# of head teachers that implement learned management skills	7	5	71

3.5.1.17 Maiwut Head Teacher Refresher Training

The head teachers in Maiwut were also targeted for training in various topics including: development of timetable; development of school year calendar; keeping of pupil and teacher attendance register; financial record keeping; keeping minutes of meetings; among others. Fourteen head teachers attended the training out of the targeted 13. Out of the three female teachers (considered to have the potential to become head teachers) targeted for training, only one attended the training.

Table 41 : Head Teachers Refresher Training in School Management (Maiwut)

Output	Target	Achieved	% Achieved
# of head teachers that have receive (refresher) training in school management	13	14	107.7
# of female teachers that have receive (refresher) training in school management	3	1	33.3
# of head teachers that implement learned management skills	13	14	107.7

From data collected through the head teacher questionnaires in Budi and Kapoeta North, 22 teachers representing 91.7% indicated that they had received some training on school management as indicated in the table below.

Table 42: Status of Head Teacher Training

	Frequency	Percent
Received training	22	91.7
Had not received any training	2	8.3
Total	24	100

In terms of the areas of training, most of the teachers (79.2%) indicated that they had received training in development of school and class timetable as well as in school record keeping. This was followed by keeping of pupils and teachers register. Other areas of

training identified by the head teachers included development of school year calendar, keeping of minutes of meetings, supporting the girl child education as well as HIV/AIDS activities in the school all rated at 54.2%. The details are highlighted in the following table:

Table 43: Areas of Training

Areas Trained	Frequency	Percent
Development of Timetable	19	79.2
School Year Calendar	13	54.2
Pupil Attendance Register	16	66.7
Teacher Attendance Register	15	62.5
School Record Keeping	19	79.2
Keep Minutes of Meetings	13	54.2
Support of Girl Education	13	54.2
Support of HIV/AIDS Activities	13	54.2

Output 1.6: Local Education officers and chiefs from different government/community levels have acquired skills for an effective education management in Budi, Kapoeta and Maiwut Counties

Strengthening the education system also requires capacity building for government officials involved in education. As a result, the project targeted Education officers from different government levels with the aim of ensuring that they have acquired skills for an effective education management. For the education officers, the training covered different topics including: national teachers' education policy; M&E, issues related to South Sudan's school curriculum, report writing, management and data collection and analysis. For the community leaders, the training covered: Importance of education; the need to educate children and especially the girl child; the need for parents to support schools; among other topics.

In the tables below, Budi County targeted 17 and trained 12 (76 per cent achievement rate) whereas Kapoeta targeted 10 and trained 24 surpassing their targets by 140 per cent. In Maiwut, 22 education officers were targeted and trained achieving 100% success rate. In addition to the education officers targeted, Village chiefs who are local leaders were also targeted in education management to ensure buy in from a socio-cultural perspective. In Budi county 7 out of 7 (100 per cent) village chiefs were trained whereas in Kapoeta, 5 out of a targeted 4 village chiefs (125 per cent) were trained. This output was well achieved in Kapoeta and in contrast Budi fell short of its proposed targets but was still well achieved.

Table 44: Education Officers and Village Chiefs Trained

Output Indicator	Budi			Kapoeta			Maiwut		
	Target	Achieve	%	Target	Achieve	%	Target	Achieve	%
# of education officers that are trained in education management	17	12	76	10	24	240	22	22	100
# of village chiefs that are trained in education management	7	7	100	4	5	125	-	-	-

Output 1.7 Schools are Equipped with Textbooks

Availability of learning materials particularly textbooks enhance the quality of education afforded to students as it enables them to read extensively after classroom sessions. This was therefore a critical indicator in education quality which Objective 1 aimed to achieve. The assessment found that from the 288 pupils sampled, only 46.8 per cent felt they had the materials they needed to support learning such as books, pens, rubber among others. Only (51.4 percent) responded favorably to the availability of textbooks in their classes. However, an overwhelming majority (86.6 per cent) had a blackboard in their classroom with only 13.4 per cent stating they did not have.

Table 45: Access to Learning Materials

Statement (n = 288)	Yes	No
Do pupils in your class have the materials they need to support their learning e.g. books, pens, rubber, etc.	46.8	53.2
Do you have textbooks in your class (e.g. for Maths, English, science, social studies)?	51.4	48.6
Does your classroom have a blackboard?	86.6	13.4

In Budi, 6131 books in Mathematics, Science and Social studies were distributed to each school. In Kapoeta, a total of 2,324 books were distributed to each school. In the assessment, 86.4 per cent of the schools (n=44) in Budi received the books distributed whereas in Kapoeta 100 per cent of all the schools (n=7) received the books circulated by the project

Table 46: Text Books and Sports Materials in Budi and Kapoeta at Project End

Indicator	Budi			Kapoeta		
	Target	Actual	%	Target	Actual	%
# of schools that received textbooks of math, science, social studies and English	44	38	86.4	7	7	100
# of books of math, science, social studies and English distributed to each school	N/A	6131	-	N/A	2324	-

There were Challenges on Textbooks noted nevertheless. Whereas textbooks were a great idea and received well in schools with almost all schools visited by the evaluator indicating that they had most if not all the books, distribution processes was not efficient. Schools were given books for all grades up front regardless of whether they had pupils in the grades that those books were meant to serve. For instance a school with grade 1-4 only received books from grade 5-8 as well. This led to inefficiencies in utilization. The table below illustrates this situation.

Table 47: Textbooks Distributed by Grade

School	School Highest Grade	Books Provided for Grade
Riwoto pry	P7	P8
Lokwamor pry	P1	P5
Lomeyen pry	P3	P5
Paring a pry	P5	P8
Nangoletirae pry	P2	P5
St. Mary Magdalene	P1	P8

3.5.1.18 National, State and County Statistics on Textbooks

Textbook statistics in the country are measured using the Pupil-Textbook Ratio (PTextR). PTextR measures the level of learning materials available in terms of number of textbooks in relation to the number of pupils. The higher the PTextR, the lower is the relative access of pupils to textbooks. It is generally assumed that a low PTextR signifies a condition more conducive to learning, likely in the long run to result in a better performance of the pupils. To support the education reform towards providing all students with textbooks for core subjects, this report counts only English and Mathematics textbooks in the calculation. The formula for PTextR for English and Math textbooks are:

Equation 6: PTextR (Pupils to Text Book Ratio)

$$\text{PTextR (English)} = \frac{\text{Total number of students}}{\text{Total number of English textbooks}}$$

$$\text{PTextR (Math)} = \frac{\text{Total number of students}}{\text{Total number of Math textbooks}}$$

The statistics from the national and sub-national education statistics show that at State Level, the pupil to textbook ratio for Maths and English was 3.2 and 3.5 respectively in 2012. In 2011, the PTextR fro Budi county for Maths and English was 4.5 and 4.7 respectively whereas for Kapoeta North County, the ratios were 0.9 for both. This is an

indicator that Kapoeta North pupils have higher access to textbooks however the number of pupils is significantly lower than that of Budi County. There is still a gap in the provision of textbooks as seen in the table below which could be a focus for further programmatic interventions.

Table 48: Pupil to Textbook Ratios (Maths and English)

Year	Enrolment	English Textbooks	PTextR	Maths Textbooks	PTextR
Eastern Equatoria (2012)	103,161	32,678	3.2	29,366	3.5
Budi (2011)	11,345	2,531	4.5	2,390	4.7
Kapoeta North (2011)	1,504	1,638	0.9	1,606	0.9

Source: Eastern Equatoria State Education Statistics Report (2011 & 2012)

Output 1.8 Schools have received sport materials

Emphasis on sports is critical in providing an all rounded education experience that promotes both intellectual and physical stimulation in child centered learning. This output was therefore critical in achieving that balance among the pupils.

From the table below only 36.4 per cent of schools in Budi received sports material such as footballs, volleyballs and volleyball nets. In Kapoeta, a higher target of 85.7 per cent (n=7) received the same. Only six items were delivered to schools in Kapoeta whereas 49 sport items were distributed in schools in Budi. The diversity of sports materials in Kapoeta was low in contrast to Budi despite having more schools receive these materials.. During the evaluation, it was also evident that most schools had also received sports materials from UNICEF and as such it would have been more prudent for the project to have worked closely with the county education office to compliment or supplement those distributed by UNICEF.

Table 49: Distribution of Sports Materials

Output Indicator	Budi			Kapoeta		
	Target	Achieve	%	Target	Achieve	%
# of schools that have received sport materials (e.g. footballs, volleyballs and volleyball nets)	44	16	36.4	7	6	85.7
# of sport materials (e.g. footballs, volleyballs and volleyball nets) distributed to each school	N/A	49	-	N/A	6	-

Output 1.9: PTA members have acquired skills to effectively support school activities and monitor performance

The involvement of the Parents, Teachers Association (PTA) is critical in facilitating sustainability of the project once donor funding comes to an end. Their capacity and understanding of education quality is therefore pivotal in ensuring their contribution to the schools in Budi and Kapoeta adds value. This output was implemented through training of PTA members and facilitating peer to peer sessions for knowledge sharing.

In total, 176 PTA members from 45 schools in Budi, 77 PTA members from 7 schools in Kapoeta North County (4 from each school) and 144 PTA members in Maiwut are trained on selected topics. In Budi, the target achievement was 106.3 per cent, 113 percent for Kapoeta and 99.3 percent for Maiwut. Seventy seven per cent of the PTA members shared their information with their peers in Budi County while in Kapoeta 87 per cent managed to share information with their peers. The tables below illustrate these findings.

Table 50 PTA Members Trained and Knowledge Sharing

Output Indicator	Budi			Kapoeta			Maiwut		
	Target	Achieve	%	Target	Achieve	%	Target	Achieve	%
# of PTA members (at least 4 from each school) trained on selected topics	176	187	106.3	77	87	113.0	144	143	99.3
# of trained PTA members that share their knowledge with their peers	100	77	77.0	77	87	113.0	-	-	-

3.5.1.19 Findings on PTA Committee Members Trained

Individual PTA members were interviewed during the assessment with 63.8 per cent of those sampled (n=60) affirming that they had received training as a PTA member and 36.2 per cent stating they had not received training. All 60 respondents who had received training confirmed that they had shared information with other parents.

Table 51 PTA Committee Members Who had Received Training

	Frequency	Percent
Yes	60	63.8
No	34	36.2
Total	94	100.0

3.5.1.20 Areas PTA Committee Members Training

Out of those who had been trained, the highest number were trained on the importance of the girl child education (88.3 per cent, n=53), followed by the roles of PTA members (75.0 per cent, n=45) then School Maintenance (71.7 per cent, n=43). Other courses that the PTA members had been trained on included School administration (55 per cent, n=33), and HIV and AIDS (58.3 per cent, n=35).

Table 52 :Summary of PTA Members Training

n=60	Frequency	Percent
Roles of PTA Members	45	75
Importance of Girl Education	53	88.3
School Administration	33	55.0
School Maintenance	43	71.7
HIV/AIDS	35	58.3
Total	94	100.0

3.5.1.21 Roles of PTA Committee Members in Schools

From the analysis of interviews with PTA members, PTAs in schools were found to play two major roles which were School maintenance (84 per cent, n=79) and advocacy on child education (87.2 per cent, n=82). School administration (71.3 per cent, n=67) was also mentioned as a key role of the PTA. Creating awareness on HIV and AIDS was the lowest ranked role of the PTA as illustrated in the table below:

Table 53 Role PTA Plays Schools

	Frequency	Percent
School Administration	67	71.3
Advocacy on Child Education	82	87.2
Creating Awareness on HIV/AIDS	52	55.3
School Maintenance	79	84.0

3.5.1.22 Community Contribution Towards School Recurrent Expenditure

Sustainability of education can only be guaranteed when the community buys into the system by subsidizing funding. Therefore the role of PTAs in mobilizing parents and the community towards contributing money to meeting the expenses of the school is critical. At the end of the project only 39.4 per cent (n=37) of the schools represented by the PTAs interviewed were contributing money to meet expenses of the schools. The majority of the schools represented by 60.6 per cent of the PTA members did not contribute towards expenses of the school. Sustainability therefore requires more focus in future interventions.

Table 54: Community Contribution to School Expenses

	Frequency	Percent
Community Contributes	37	39.4
Community does not contribute	57	60.6
Total	94	100.0

Further analysis of the contribution by the PTAs show that most associations that contributed finances to meet school expenses contributed under 20 per cent of the total budget with only a few 2.1 per cent (n=2) contributing up to 50 per cent of the school's total budget as illustrated in the table below. Therefore, despite almost 40 per cent of the PTAs contributing funding to their schools, there is room for improvement in terms of proportions to the entire budget provided.

Table 55: Percent (%) Contribution to School Recurrent Expenses

Percentage of Contribution	Frequency	Percent
Nothing	9	9.6
1%-10%	11	11.7
11%-20%	6	6.4
21%-30%	2	2.1
31%-40%	1	1.1
41%-50%	2	2.1
Non Response	63	67.0
Total	94	100.0

In the household survey, the women respondents were asked if they contributed any money to support the running of schools. The willingness to contribute is an indicator for increased support for education in the community as well as sustainability of the education system after donor support is no longer available. From the findings, at least half of the parents indicated that they contributed money for the development and running of the school where their children attended. There is still a huge gap to address when it comes to greater support from parents in contributing to expenses for education.

Table 56 : Proportion of Parents That Contribute to Recurring School Expenses

Do you Contribute?	Frequency	Percent
Yes	202	49.6
No	205	50.4
Total	407	100

Objective 2: Pupils learn about HIV/AIDS and reach out to communities to spread their knowledge

3.5.1.23 HIV and AIDS Knowledge on Transmission, Prevention and Testing

One of the most important prerequisites for reducing the rate of HIV infection is accurate knowledge of how HIV is transmitted and strategies for preventing transmission. Correct information is the first step toward raising awareness and giving people the tools to protect themselves from infection.

Misconceptions about HIV are common and can confuse women and hinder prevention efforts. Different regions are likely to have variations in misconceptions although some appear to be universal (for example that sharing food can transmit HIV or mosquito bites can transmit HIV). The UN General Assembly Special Session (UNGASS) on HIV and AIDS called on governments to improve the knowledge and skills of its citizen to protect them from HIV. The indicators to measure this goal as well as the MDG of reducing HIV infections by half include improving the level of knowledge of HIV and its prevention, and changing behaviors to prevent further spread of the disease. The HIV questions were administered to women aged 16 years and above to test HIV awareness, knowledge, prevention, treatment, level of stigmatization and testing.

3.5.1.24 HIV and AIDS Awareness

When asked whether they had heard about HIV and AIDS or not, 57.9.0% of the household respondents had heard about it while 65.3% had heard about it. On both cases knowledge on HIV and AIDS existence is slightly higher than it was at baseline but pupils' knowledge was higher than that in households. This is consistent with later findings on source of information where most stated they heard about the HIV epidemic from schools. This information is as indicated in the table below.

Table 57: Knowledge on existence of HIV and AIDS

	Baseline	Final Evaluation	
	Percent	Pupils	Households
Yes	51	65.3	57.9
No	49	34.7	42.1
Total	100	100	100

3.5.1.25 Source of information on HIV and AIDS

The research investigated further where those respondents who were aware of the infection heard it from. As outlined in the table hereunder, most of the respondents had heard about HIV and AIDS from school (56.4%) for the pupils whereas from households most had heard about HIV from classmates, friends and peers. For the pupils the second most common source of information was the classmates and friends whereas in the

household respondents the second most common source of information was community meetings (35%). Radio and television was the least common source of information for HIV and AIDS at the household level (12.4%) and among the pupils (9.6%) sampled for this evaluation. Overall the sources of information at baseline that decreased in prominence included classmates, radio, television and church. School and community meetings however increased as shown in the table below:

Table 58: Source of information on HIV and AIDS

	Baseline	Final Evaluation	
		Households	Pupils
Classmates and Friends/Peers	52%	48.7	45.7
Radio/Television	25%	12.4	9.6
Church	32	17.5	16.0
School	47	-	56.4
Community Meetings	35	44.9	38.8
Hospitals/Health Post/Centre	-	38	29.4
Government campaigns	-	21.8	15.0
Peer Educators	-	13.2	15.5

3.5.1.26 Transmission of HIV and AIDS - Perceived Causes

Household respondents as well as pupils were asked whether they knew of the causes of HIV transmission. The 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. Household respondents had the following as the most common causes of HIV transmission: Sharing contaminated sharp objects like needles/ other sharps (44.4%), Unprotected sex with HIV positive person (36.9%) and exposure to infected blood (30.7%). Only 4.4% believed one can get HIV from witchcraft. According to the pupils, the following were cited as the most common causes of HIV transmission: Sharing contaminated sharp objects like needles/ other sharps (76.1.4%), unprotected sex with HIV positive person (54.4.9%) and exposure to infected blood (36.4%). Only 1.1 % believed one can get HIV from witchcraft. Overall, knowledge among pupils was more than household respondents as shown in the table below.

Table 59: Awareness of HIV and AIDS Transmission (Unaided Recall)

	Household (%)	Pupils (%)
Exposure to infected blood	30.7	36.4
Mother to child – pregnancy	25.8	13.9
Mother to child - birth/delivery	26.2	22.2
Mother to child – breastfeeding	29.8	26.1
Any type of sex	25.8	19.9
Unprotected sex with HIV positive person	36.9	54.4

	Household (%)	Pupils (%)
Multiple sexual partners – opposite gender	27.6	14.2
Multiple sexual partners – same gender	11.6	8.0
Sharing contaminated sharp objects like needles/ other sharps	44.4	76.1
Person can get HIV from mosquito bites	18.2	3.4
Contact of any type with an infected person	10.2	15.9
Can get infected with HIV through Witchcraft	4.4	1.1
Don't Know	21.3	9.7

3.5.1.27 Knowledge of Multiple Transmission Methods

An analysis of data collected indicated that about 11% of the household respondents and 10.6% of pupils did not know of any methods of HIV and AIDS transmission. About 88.9% of household respondents and 89.4% of pupils knew of only one method of transmission while only 83.8% of household respondents and 85.1% of pupils knew of at least two methods of transmission. Only (88.9%) household respondents knew of either three or more than three ways that HIV/AIDs can be transmitted. This information is provided in the table below.

Table 60: Knowledge of Multiple HIV and AIDS Transmission

Knowledge of...	Household	Pupils
Did not know any method of Transmission	11.1%	10.6%
At least 1 methods of HIV/AIDS transmission	88.9%	89.4%
At least 2 methods of HIV/AIDS transmission	83.8%	85.1%
At least 3 methods of HIV/AIDS transmission	64.1%	67.7%

3.5.1.28 Mother-to-Child Transmission (MTCT)

Details on knowledge of mother-to-child HIV transmission are presented in the table below. 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 infection of the baby. It is important for respondents to be aware that HIV can be transmitted during pregnancy, delivery, and through breastfeeding. Overall, 44% (households) and 47% pupils knew that HIV could be transmitted from mother to child during pregnancy, 67% (households) and 64% (pupils) during delivery and 69% (household) and 82% (pupils) during breastfeeding as indicated in the Table below.

When compared to the baseline, the final evaluation points to a decline in terms of knowledge of MTCT in all categories except pupils' knowledge on breastfeeding which increased slightly from 80% at baseline to 82% at the end. The detail of findings on this is summarized in the table below.

Table 61: Mother-to-Child Transmission

	During Pregnancy	During Delivery	During Breastfeeding	Knows at least 3 ways	Knows at least 2 ways
Pupils	47.3%	64.9%	82.4%	27.2%	63.3%
Households	44.2%	67.5%	69.4%	23.5%	60.7%
Baseline	59%	75%	80%	43%	76%

3.5.1.29 Knowledge on HIV and AIDS Prevention

One indicator which is both an MDG and UNGASS indicator is the comprehensive and correct knowledge of HIV prevention and transmission. Household respondents and pupils were asked whether they knew of the main ways of preventing HIV transmission – having only one faithful uninfected partner and using a condom every time one had sex. Promoting safer sexual behaviour is critical for reducing HIV prevalence. The use of condoms during sex, especially with non-regular partners, is particularly important for reducing the spread of HIV. Information on knowledge of preventing HIV transmission is presented in table below.

A comparison on the knowledge of preventing HIV and AIDS between the baseline and final evaluation indicates that there was a slightly higher knowledge level at the final evaluation (69%) for household respondents and 64 % for pupils compared to baseline which was 61%.

When asked whether one can prevent AIDS by having one uninfected partner who has no other partners 69.9 % of the pupils and 64.5% of the pupils said “Yes”. When asked whether people reduce their chance of getting the AIDS virus by using a condom properly every time they have sex 62.9% of the pupils and 54.7% of the household respondents said yes. This illustrates that there is a gap in knowledge as most if not all people should know condoms reduce the chance of getting infected with HIV.

Table 62: Comparison between Baseline and Final on HIV/AIDS Prevention

Preventive Measures	Baseline	Final	
		Pupils	Households
Can prevent AIDS by having one uninfected partner who has no other partners	61%	69.9%	64.5%
Can people reduce their chance of getting the AIDS virus by using a condom properly every time they have sex?	55%	62.9%	54.7%

Accurate and comprehensive knowledge on HIV and AIDS prevention methods is critical as it provides the basis of curbing the epidemic in a population. The findings of the assessment showed that there was a decrease in knowledge in HIV prevention methods with 100% knowing at least one method of prevention at baseline however only 79.3% of household respondents and 85.6% of pupils who knew the same at the final evaluation.

Similar trends were noted in the knowledge of at least two methods and knowledge of at least three methods as illustrated in the table below.

Table 63: Comparison on HIV and AIDS Prevention Methods

Knowledge of...	Baseline	Household	Pupils
Did not know any method of Prevention	-	19.7%	14.4%
At least 1 methods of HIV/AIDS Prevention	100%	79.3%	85.6%
At least 2 methods of HIV/AIDS Prevention	76%	56%	64.9%
At least 3 methods of HIV/AIDS Prevention	50%	24%	30.9%

3.5.1.30 HIV and AIDS Misconceptions

This section presents the percentage of household respondents and pupils who 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 women know that HIV cannot be transmitted by sharing food, and the possibility for a healthy looking person to have HIV.

There was improvement in the percentage that could identify misconceptions such as HIV cannot be transmitted through witchcraft from 49% to 73.9 % (pupils) and 61.5% (households). There was minimal improvement in the perception of HIV transmission by mosquitoes. From the table below only 49% of pupils and 55.8% of household respondents identified this as a misconception translating to roughly half the population that still cannot identify this as a falsehood. There was a much higher proportion of respondents that however knew that one cannot get HIV by sharing food with an infected person with 66.3% of pupils and 64.4% of the household respondents spotting this misconception. There however remains a huge gap in knowledge on HIV in the study area.

Table 64: HIV/AIDS Misconceptions Comparisons

Misconception	Baseline	Final	
		Pupils	Household
HIV cannot be transmitted through witchcraft or supernatural means	49%	73.9%	61.5%
HIV cannot be transmitted by mosquito bites	48%	49.0%	55.8%
Cannot get HIV by sharing food with a person who is infected.	-	66.3%	64.4%

3.5.1.31 Attitudes towards 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. Stigma and discrimination are low if respondents report an accepting attitude on the following four statements:

- i) I would buy fresh vegetables from a vendor who is HIV positive;
- ii) A teacher who is HIV positive should be allowed to teach in school;
- iii) I would not keep HIV status of a family member a secret, and;
- iv) I would be willing to care for a household member who is sick with HIV and AIDS.

Information on attitudes towards people living with HIV and AIDS is presented in the table below. Among respondents who had heard about HIV and AIDS, only 54.8% (household respondents and 58.7% (pupils) who agreed that a teacher with AIDS virus should be allowed to continue teaching while About 67.3% (household respondents) 54.3% (pupils) would not buy food from a shopkeeper or a food seller who has HIV and AIDS. Another 46.9% (household respondents) 50.3% (pupils) reported that if a family member was sick with HIV and AIDS they would want to keep it a secret. On the other hand, 65.4% (household respondents) and 72.1% (pupils) were willing to take care of a family who became sick with AIDS. The information is indicated in the table below.

Table 65 Attitudes towards People Living with HIV and AIDS

Discriminatory Statement	Baseline	Pupils	HH
If a teacher has the AIDS virus but is not sick, should she be allowed to continue teaching in school?	53%	58.7	54.8
Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus?	51%	54.3	67.3
If a member of your family got infected with the AIDS virus, would you want it to remain a secret?	-	50.3	46.9
If a member of your family became sick with AIDS, would you be willing to care for her or him in your own household	-	72.1	65.4

There was a marked improvement between the baseline and final attitudes towards people with HIV and AIDS. At baseline, only 53% indicated that a teacher with HIV should be allowed to continue teaching. In contrast at the final evaluation an average of 56% of both respondents supported this. There was a marked improvement in attitudes of household respondents during the final evaluation (67.3%) on those who would not buy food from a shopkeeper or a food seller who has HIV and AIDS than those at baseline (51%). In terms of treatment of family members who have been affected by the HIV epidemic, 46.9% household respondents and 50.3% pupils indicated that they would keep it a secret if a member of the household had HIV. Instructively, during the final

evaluation, more household respondents (65.4%) indicated that they would be willing to care for a family member with HIV. This is indicated in the table below.

3.5.1.32 Knowledge and Practice in Regards to HIV and AIDS Testing

Another important indicator is the knowledge of where to be tested for HIV and use of such services. Voluntary counseling and testing (VCT) is now acknowledged as an effective strategy for HIV prevention. HIV testing through VCT or in clinical settings is essential for access to AIDS care.

In order to gauge the coverage of HIV testing, the household respondents and pupils were asked if they had ever been tested to see if they had the AIDS virus. Those who had been tested were asked whether they had received their results. Information on whether they have ever been tested is presented in the Table below. Only 21.5% of the household respondents and 13.4% of pupils had been tested. This is an indication of a very high level of ignorance on HIV and AIDS testing. Of those tested, just over half of the respondents (58-59%) of both respondents knew their status as they were told of the results.

Table 66: HIV and AIDS Testing Status among the Respondents

	Ever been tested (%)		Was told results (%)	
	Pupils	Household	Pupils	Household
Yes	13.4	21.5	58.6	59.1
No	86.6	78.5	41.4	40.9
Total	100	100	100	100

3.5.1.33 Knowledge on where to go for HIV and AIDS Testing

The survey revealed that 72.1% (Pupils) and 71.2% (Household respondents) did not know the places where they could get tested, while 27.9% (Pupils) and 28.8% (Household respondents) of them knew where to get a HIV test.

Table 67: Knowledge on where to go for HIV and AIDS Testing

	Pupils	Households
Yes	27.9	28.8
No	72.1	71.2
Total	100	100

Comparison with Baseline

During the final evaluation, less people were found to know of a place where they would get tested as compared to the baseline evaluation findings. According to the baseline 32% of the respondents knew where to get tested but at the final evaluation on 27.9% of the pupils and 28.8% of the household respondents knew where to get one. At baseline 17%

had been tested for HIV however at the final evaluation, only 13.4% of the pupils and 21.5% of the household respondents had been tested. The final evaluation results finally show that those that had been informed of results during the baseline were more than those at baseline as indicated in the table below.

Table 68 : HIV and AIDS Testing

	Baseline	Pupils	Household
Know a place to get tested	32%	27.9%	28.8%
Have been tested	17%	13.4%	21.5%
If tested, have been told result	94%	58.6%	59.1%

Output 2.1. Teachers have been giving lessons on HIV/AIDS on a continuous basis

The impact of HIV and AIDS epidemic on the African continent has been devastating over the last two decades. The resultant efforts have been to continuously increase awareness and promote preventive measures.

The target of this output was to ensure that 70% of the teachers trained in the in-service course teach their pupils timetabled lessons on HIV/AIDS each quarter. From the project documents, about 58% of the teachers were found to teach HIV/AIDS lessons. This figure is consistent with survey data collected from the 28 INSERT teachers of whom 53.6% indicated that they taught timetabled HIV/AIDS lessons. The same was also indicated by 58.8% of the head teachers who stated that HIV/AIDS was taught as a class lesson in their schools. However, only 38.9 per cent of the pupils stated that they had been taught about the pandemic in school by a teacher. This information is presented in the table below.

Table 69 Perspectives of Pupils, Teachers and Head Teachers on HIV/AIDS Lessons

	Percent
Pupils: Are you taught HIV/AIDS in class by teacher?	38.9%
Teachers: Do you teach HIV/AIDS as a class lesson?	53.6%
Headteachers: In your school, is HIV/AIDS taught as a class lesson (It is in the class timetables)?	58.3%

Output 2.2. School children have been given HIV and AIDS lecture and videos on HIV and AIDS during special school days of extra-curricular activities

This output aimed at achieving a minimum number of HIV/AIDS lectures delivered to

the school children in each of the 51 schools (44 in Budi and 7 in Kapoeta North) each year. The targets on HIV/AIDS lecture and videos to improve awareness on the pandemic were not achieved for both Budi and Kapoeta North as indicated below. This was partly as explained by the project officers due to lack of funding for HIV/AIDS activities. For Kapoeta North the low levels of achievement could also be attributed to the fact that most schools had only pupils in lower primary who would not have formed an appropriate target audience for the lectures and video shows.

Table 70 Delivery of HIV/AIDS Lectures and Video Shows

Budi	Year	2011	2012	2013
	Achieved	76	101	39
	Target	176	176	176
	Percent Achieved	43%	57%	22%
Kapoeta	Year	2011	2012	2013
	Achieved	-	4	2
	Target	-	56	56
	Percent Achieved	-	7%	3.5%

Output 2.3. Children and youth have organized into HIV/AIDS clubs

3.5.1.34 Formation of HIV/AIDS Clubs

One component of advocacy and awareness creation requires engaging pupils in activities to address the HIV epidemic is a more effective way to ensure the message is carried home. As a result this output sought to establish and organize a minimum of 44 HIV/AIDS clubs in the Budi schools. From the project records, in total, 42 clubs were established in the different Payams in Budi County. This was an achievement of target by 95.5%. The clubs were composed of 500 boys and 194 girls as indicated in the table below.

Table 71 HIV/AIDS Clubs Formed

Payam	Clubs	Gender		Total
		Boys	Girls	
Komiri	11	118	71	189
Lotukei	7	109	24	133
Lauro	6	57	19	76
Loudo	9	99	38	137
Nagishot	5	60	29	89

Payam	Clubs	Gender		Total
		Boys	Girls	
Kimatong	2	29	2	31
Ngarich	2	28	11	39
Total	42	500	194	694

3.5.1.35 Survey Responses on HIV/AIDS Clubs

The school pupils who participated in the evaluation survey were asked as to whether they belonged to any club; if they had heard of the HIV/AIDS club; whether they belonged to the club; and, whether they had ever attended any activity by the club. About 36.6% of all the pupils who responded belonged to a club with only 39 per cent belonging to the HIV/AIDS club. However, about 72 per cent had heard of the HIV/AIDS club. About 38% of those who had heard about the HIV/AIDS club had at one time attended the activities of the club.

Table 72 Perception on HIV/AIDS Clubs

	Percent
Belong to any club in you school (n= 100 out of 273 pupils)	36.6%
Ever hear of the HIV/AIDS Club in the school (n=100)	72%
Belong to the HIV/AIDS club	39%
Ever attended any activity or training by the HIV/AIDS club	38%

Output 2.4: Leaders of HIV/AIDS Clubs Have Been Trained on Peer Counseling and Leadership Skills

Building the capacity of leaders of HIV/AIDS clubs on peer counselling and leadership skills was an output under this objective. This was to facilitate further advocacy through fellow pupils on the HIV epidemic. The target was to train at least 3 members of each HIV/AIDS club in methods of HIV/AIDS prevention, on peer counselling and leadership skills in each ADRA supported school in Budi County. For the 3 years, about 168 members were trained against the intended target of 132 achieving a 127% of target. The table below indicates performance per year.

Table 73 HIV/AIDS Clubs Leaders Trained

Year	Number Trained
2011	86
2012	48
2013	34
Total	168

Output 2.5: Teachers Have Been Supporting the HIV/AIDS Clubs in Organizing and Implementing Activities

In addition to building capacity among pupils, further support from their teachers was a critical component. Teachers were to support HIV and AIDS clubs in organizing and implementing activities. At least 2 teachers from each of the ADRA supported schools were expected to provide support to the HIV/AIDS clubs in organizing and implementing activities of the clubs. According to documentation, a cumulative number of 88 teachers were reported to be supporting the HIV/AIDS Clubs. This indicated an achievement of target by 200%.

To validate the findings in the project documentation, the teachers and head teachers were asked to indicate whether they did support the HIV/AIDS Clubs. The proportion of teachers and head teachers supporting pupils in HIV/AIDS activities were 32.1 per cent and 58.3 per cent respectively. Whereas the project reports indicated that support was provided in all schools by the teachers, there was evidence that many schools may not have had teacher support provided to HIV and AIDS clubs as indicated in the table below.

Table 74 Support to HIV/AIDS Clubs

Do you support the pupils in HIV/AIDS activities?	Percent
Teachers	32.1%
Head teachers	58.3%

Output 2.6. HIV/AIDS clubs Have Been Disseminating HIV/AIDS Messages

To support the overall objective, one of the outputs required that HIV and AIDS messages be disseminated through various activities like songs, drama and poems by HIV/AIDS clubs. This increases the coverage of the message in a format that the young people are likely to listen to, appreciate and understand. By the end of the project, it was found that 43 of the 44 HIV/AIDS clubs in Budi County were engaged in these activities. The activities that were undertaken happened mostly during special days like the SPLM Day celebrations; the South Sudan Independence Day, and; the World AIDS day. Such special occasion provided the clubs with an opportunity to reach larger sections of the population as they were public events organized by state and county administrations. The table below indicates that different clubs were involved in different quarters.

Table 75 HIV/AIDS Clubs Disseminating Messages

Year	Number of HIV/AIDS Clubs Disseminating Messages			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2011	14	11	8	40
2012	20	24	22	0
2013	31	27	33	43

Output 2.7: Teachers, PTA Members and Local Authority Staff Have Knowledge About HIV/AIDS

Knowledge on HIV is critical in enhancing the correct message on the modes of transmission and the requisite treatment gets to the grassroots level. PTA members and teachers were targeted in this regard and a test to gauge their knowledge levels was established. It was found that trained teachers, PTA members and local authority officers have post-test average score of 70% on HIV and AIDS after the training (for the illiterate PTA members a verbal test was conducted).

From the project records, in Budi, a total of 62 teachers, 92 PTA, and 12 Education supervisors were trained and managed a post test average score of 70% on HIV/AIDS. In Kapoeta, 67 PTA members, 6 education supervisors, 5 chiefs and 7 women leaders from Kapoeta North were trained and had a post-test average score of 70% on HIV/AIDS. In addition 11 intensive English Course teachers from Kapoeta North trained achieved a post-test average score of 70% on HIV/AIDS. This information is provided in the table below.

Table 76 HIV/AIDS Knowledge Levels

# trained who have minimum post-test average score of 70%	Budi			Kapoeta North		
	Target	Achieve	%	Target	Achieve	%
# of local government officers trained	20	12	60%	n/a	12	-
# of teachers trained	168	62	36.9%	n/a	11	-
# of PTA members trained	176	92	52.3%	n/a	67	-

From the survey conducted on PTA, teachers and head teachers, 46.6%, 59.6% and 87.5% respectively indicated that they had been trained on HIV/AIDS. The table below provides this information.

Table 77 Survey Response on HIV/AIDS Training

Have received HIV/AIDS Training	Percent
Teachers (INSERT)	46.6%
PTA	59.6%
Head Teachers	87.5%

Output 2.8. Local Authorities Promote HIV/AIDS Awareness on Special Days and Occasions

Targets were also set for the local authorities to give public lectures about HIV and AIDS at least once each quarter in both Budi and Kapoeta North. The special occasions were identified as during national celebrations like the SPLM Day, the South Sudan Independence and the World AIDS day. The expectations from this output was that the messages about HIV/AIDS were likely to be accepted more by the communities especially if the same was given by local authorities. From the project documents, the local authorities in Budi promoted HIV/AIDS awareness in 11 of the 12 reporting quarters of the project implementation. In Kapoeta North messages were promoted in 4 quarters out of 8 in the project lifetime. This information is given in the table below.

Table 78: Local Authority Involvement in HIV/AIDS Awareness

County	Target	Achieved	% Achieved
Budi	12	11	92
Kapoeta	8	4	40

Objective 3. Families Develop A Positive Attitude Towards Education in General and Girl Education, Improving Gender Balance Among Pupils

The positive attitude towards education in a community ensures sustainability of education based programmes. The ability for parents to find value in education and its impact on society ensures that pupils are supported to continue with education especially the girl child. This objective was particularly targeted at promoting girl education and improving gender balance among pupils a deficit situation that was noted during the baseline evaluation.

The approach towards this objective was to develop and strengthen advocacy groups already formed in the previous project. In particular community leaders were targeted in awareness on the importance of girl education and how to actively support this cause. The advocacy efforts were also targeted at the community at large.

Output 3.1: Existing advocacy groups (established under the previous project) are trained

Under this output it was expected that 4 Members of the existing 14 advocacy groups in Budi (56 in total); 84 advocacy members in Kapoeta North, and; 45 members belonging form 5 advocacy groups formed in Maiwut (9 from each group) were to receive training on advocacy skills. From the project reports, this target was surpassed by 70 per cent in Budi, 100 per cent in Kapoeta and 6.7% in Maiwut as shown in the table below:

Table 79: Advocacy Group Members Trained

County	Target	Trained			Achieved
		Male	Female	Total	
Budi	54	75	17	92	170%
Kapoeta	84	*	*	168	200%
Maiwut	45	*	*	48	106.7%

*Data was not segregated by gender

Output 3.2: Community leaders are aware of the importance of (girl) education and actively support the advocacy work

At the larger community level, local leadership including local administrators and village elders were targeted on training on the importance of girl education and their roles in the advocacy work. The legitimacy of local leaders helps improve the uptake of girl education in the region. This was therefore very critical. From the assessment 12 local administrators and village elders' leaders in both Budi and Kapoeta North were trained on the importance of (girl) education and their roles in the advocacy work. There was no target given for this output for both Budi and Kapoeta North.

Output 3.3. Advocacy activities are carried out in the local communities

Advocacy activities were held annually across all Payams. The activities were focused on prompting girl education directly to the community members in the setting of a public gathering and public activities. From the assessment it was found that the one national girl education day was held in each Payam every July 7th (Budi & Kapoeta North).

In Budi, one Girls' Education Day was conducted in 2011, 2012 and 2013 while in Kapoeta North one national girl education day was celebrated in 2012 and 2013. In addition to the public activities, each of the 14 advocacy groups in Budi and 6 in Kapoeta North were expected to implement 2 advocacy activities per quarter for the life of the project. In Budi, 3 advocacy activities were conducted by each of the 14 advocacy groups in 2011, 2012 and 4 advocacy activities in 2013. In Kapoeta North, one education advocacy rally was held in 2012; whereas a total of 2 education advocacy rallies were held in Kapoeta North in 2013 against a target a 24 - a situation that was explained as resulting from the short project period and budgetary limitations in the formation and support of the groups. In Maiwut, as targeted, one national girl education day was held in 2013. There was no indication if any of the groups in Maiwut implemented activities in the county. This information is presented in the table below.

Table 80 Advocacy Activities Undertaken

Output Indicator	Budi			Kapoeta			Maiwut		
	Target	Achieve	%	Target	Achieve	%	Target	Achieve	%
One national girl education day is held in each Payam every July 7th	3	3	100	2	2	100	1	1	100
Each of the advocacy groups implements 1 advocacy activities per quarter for the life of the project	168	140	83	24	3	12.5	16	n/a	-

3.5.1.36 Survey findings on Advocacy

During the evaluation, the community through the households and no state actors like PTA and advocacy groups were asked about their perception on education. The impact on the ground has been largely positive. Advocacy and trainings on girl education was targeted at changing behavior among the community members ensuring that education was not viewed as a gender specific social good. The perceptions as measured at the end term evaluation show that PTA members and parents had high approval for equal rights for girls and boys to education.

3.5.1.37 Perception on Child Education

As illustrated in the table below, all the PTA members agreed that girls have the same rights as boys as opposed to parents where 81.8 per cent agreed with the same statement. The PTA further felt that boys and girls should be treated equally in giving them education (100 per cent). However, only 71.8 per cent of the parents agreed with this statement. Overall the 76.5 per cent of the parents felt that the community valued educating the girl child.

Table 81 Perception or Education of Children

Statement	PTA	Parents
Do the girls have the same rights as boys?	100%	81.8%
Do you think both boys and girls should be treated equally in giving them education	100%	71.8%
Do you think the community values educating the girl child?	-	76.5%

When the household respondents were asked whether who between the boys and girls should be given priority in education, the majority (59%) indicated that both boys and

girls should be given equal priority. However, 20 percent were of the view that boys should be given priority while another 20 percent vouched for girls. The findings of this assessment are that despite great strides in improving the perceptions of parents and community members on the importance of the girl child in education, there remains a gap that requires further BCC strategies.

Table 82 Between boys and girls who should be given priority in education

	Frequency	Percent
Boy	81	20.4
Girl	82	20.6
Both	59	59.0
Total	235	100

3.5.1.38 Perception on Early Marriages

Cultural barriers such as early marriages have been a key challenge in the promotion of girl child education. The assessment looked at the perceptions on this with the question on whether girls should be married off as soon as they reach puberty (14 years). The responses from household respondents was overwhelmingly against that sentiment. However, 24.7 per cent of the sampled responses supported this position. The improved advocacy on girl education has been critical in enhancing the enrolment of girls in school though there is still some work to do with about 20 per cent of the population that still holds to this culturally restrictive view.

Table 83: Perceptions on Whether Girls Should Be Married on Reaching Puberty

	Frequency	Percent
Yes	99	24.7
No	302	75.3
Total	401	100

3.5.1.39 Hygiene and Sanitation for School Children and Community in Maiwut County

Hygiene and Sanitation was an objective in the BSRR Project in Maiwut County aimed at increasing access to hygiene and sanitation services in the county. It was planned that various hygiene and sanitation workshops were to be conducted in the 13 schools in the county. From document analysis, 13 hygiene workshops were held, 13 school sanitation and hygiene clubs were formed and who were expected to implement various hygiene and sanitation activities in the schools and community. This information is provided in the table below.

Table 84: Local Authority Involvement in HIV/AIDS Awareness

County	Target	Achieved	% Achieved
Hygiene and sanitation workshops conducted in schools	13	13	100
Form and train school hygiene and sanitation clubs	13	13	100
Hygiene and sanitation clubs implement sanitation and hygiene awareness activities	13	13	100
Hand washing centers established at targeted schools	13	13	100

3.6 Efficiency (Cost Effectiveness)

This section tries to find out whether the available financial resources and other inputs were used in the most economical way to achieve desired results. It will also address whether there were any opportunities that existed between projects that could have improved resource use. It is important to note that the discussion here does not address issues that can or could be addressed in a financial audit.

The project was implemented in the most efficient way. From interviews conducted and documents analyzed it was evident that funds were disbursed in a timely manner to ADRA South Sudan. However, there were delays from the head office to the project which affected the project performance. It was estimated that approximately 2 months in a year were wasted waiting for funds to support project activities.

In terms of human resources, the project was operating at the most minimal level of human resources. The project staff had the right skills required in the project. However, lack of some key staff affected delivery. The project would have done exceptionally well if it had an Education Coordinator focusing on external linkages and providing strategic and technical support on matters education. For the better part of the project period there was no Project Accountant. To address this, the project used a project technical staff as the accountant thus affecting some project deliverables. Though the project worked closely with one local CBO, there was minimal interaction with other NGOs and INGOs. For example, UNICEF and the Ministry of Education were distributing text books to all schools while the same was being undertaken by the project and this *might* have led to duplication of efforts. Coordination and interaction was necessary to know what has happening and to avoid duplication of efforts and ensure coordination, synergy and leveraging of resources. There was also minimal coordination between the different programmes within ADRA South Sudan. Such coordination and working together would have led to sharing of information and lessons learnt not mentioning the shared use of resources to achieve greater performance.

The project had a monitoring and evaluation (M&E) system. Required data was collected and stored and segregated by gender where required. An M&E Plan enabled tracking of activities in the project. The project had the support of ADRA South Sudan's M&E Manager and Officer. Quarterly reports tracking key output indicators were developed and shared with key stakeholders. At the beginning of the project, a baseline study was conducted. However, the M&E system had its own challenges which in a way would have affected appropriate reporting on the indicators. As identified before, there were some unrealistic indicators at a high level that should not have gone undetected by the M&E office. Some indicators in the log frame did not have targets and baseline values and thus making it more difficult to evaluate the performance of such indicators at the final evaluation level.

Most of the project objectives were to be achieved through the use of the county ministry of education, local authority leaders and non state actors like the advocacy groups and PTAs. This was a very efficient way to achieve desired results by empowering these groups of people who are members of the community and who would in turn reach the different target groups within the community. Even in the long term, any skills and competencies acquired by these stakeholders would benefit the society wherever such officers and community members worked. It would have not been possible for the project officers to do so directly and thus the strategy chosen was the most appropriate. In terms of relationships with key stakeholders, the project developed and maintained good working relations with the same. There was a good working relationship between the project and the State, County and Payam Education officers.

There existed a good relationship between the ADRA South Sudan head office and the project office. However, two areas of concern including delays in disbursements as noted earlier and limited field visits by head office especially program staff, logistics and administration. In project management, supervision and feedback as a result of interacting with the field officers is critical. It also acts as a motivator especially when the project is located in a hard to reach or difficult operating environment.

3.7 Impact

The impacts of the project can be gauged on the basis of key expected deliverables. Based on the main development goal, the Budi SES project contribute in a very substantial extent to the quality of the education system in both Budi and Kapoeta North Counties. It helped create an education system that was sustainable by helping build both software (teacher, head teacher and education officers training; provision of textbooks; etc) and hardware (classrooms and teacher training centres) elements of an education system. Far and large the focus on gender equality in education and awareness on HIV/AIDS pandemic ensured that the communities were empowered with knowledge

that influenced their perspectives and practices leading to a longer impact of interventions in the community. Specifically, some of the impacts included:

- Increased enrolments in schools
- Development of permanent school infrastructure
- Improved learning environment through provision of various learning materials
- Improved quality of teaching through teacher trainings

From the findings, it is evident that the project helped in increasing enrolments in both Budi and Kapoeta North. For Budi, during the project period, there was a recorded 143% increase in new enrolments in the project supported school. This can be attributed to the provision of school infrastructure as well as other interventions including advocacy. For Kapoeta there was an overall increase of enrolments by 149% from 2012 to 2013. This increase coincided with the project period. Within the school supported with infrastructure, there was a recorded 100% increase in enrolment. Quality education was impacted through the provision of textbooks, desks, teaching of teachers among other initiatives. There was also some increase and decreases on other objectives as indicated in the table below.

Table 85: Summary of Impact

Objective 1: An increased number of boys and girls are able to attend quality primary school (grades 1-8)					
Indicator	Target	Baseline	Final	% of Target	% Increase²¹
School-age children enrolled by the end of 2013 in Budi	19,000	11,992	10,685	56.20%	-11%
School-age children enrolled by the end of 2013 in Kapoeta North	5,500	702	988	18%	41%
Increase in new enrollments of pupils in Project supported schools in Budi	1,600	0	2,291	143%	100%
Increase in new enrollments of pupils in Project supported schools in Kapoeta North	N/A	0	79	N/A	100%
An increase by 2012 in the intergrade promotion rate for Budi	68.4%	40.4%	77.1%	112.7%	91%
Increase in Gross Enrollment Rates (GER)	55%	44.2%	46.3%	83.7%	5%

²¹ Compares the change between the baseline findings and the final evaluation findings. A negative score indicates a decrease or "worsening" of the final situation compared to the baseline

Indicator	Target	Baseline	Final	% of Target	% Increase ²²
Increase in Net Enrollment Rates (NER)	N/A	31.5%	33.1%	-	5%
An increase by 2012 in the intergrade promotion rate for Kapoeta	26%	23.8%	23.7%	89.8%	0%
A dropout rate of 5% or less for the enrolled children for Budi	5%	55.7%	17.1%	29.2%	69%
A dropout rate of 5% or less for the enrolled children for Kapoeta	5%	73.7%	72.7%	6.9%	-1%
Objective 2. Pupils learn about HIV/AIDS and reach out to communities to spread their knowledge.					
% of pupils who know at least 3 modes of HIV/AIDS transmission	60%	N/A	67.7%	113%	-
% of pupils who know at least 2 modes of HIV/AIDS transmission	70%	N/A	85.1%	122%	-
% pupils know at least 3 methods of HIV/AIDS prevention	60%	N/A	30.9%	52%	-
% of pupils who know at least 2 methods of HIV/AIDS prevention	70%	N/A	64.9%	93%	-
% of the population that know at least 3 modes of HIV/AIDS transmission	60%	37.0%	64.1%	106.8%	73%
% of the population that know at least 2 modes of HIV/AIDS transmission	70%	41.0%	83.8%	119.7%	104%
% of the population that know at least 3 modes of HIV/AIDS prevention	60%	50.0%	24.0%	40.0%	-52%
% of the population that know at least 2 modes of HIV/AIDS prevention	70%	76.0%	56%	80.0%	-26%
% of the population who know where they can be tested on HIV/AIDS	50%	32%	29%	57.6%	-10%
Objective 3. Families develop a positive attitude towards education in general and girl education, improving gender balance among pupils					
Increase in Girls' net enrollment rate by 2012	N/A	37.70%	40.3%	-	7%
A reduction in Girl dropout rate by 2012 in Budi	5%	12%	11.9%	42.0%	-1%
A reduction in Girl dropout rate by 2012 in Kapoeta North	5%	75%	88.1%	5.7%	-17%

²² Compares the change between the baseline findings and the final evaluation findings. A negative score indicates a decrease or "worsening" of the final situation compared to the baseline

3.8 Sustainability

In this section, the various sustainability mechanisms adopted by the EWC Project and their relevance are evaluated. The section also addresses the extent to which the interventions introduced by the project can continue once the support ceased. Three types of sustainability are discussed including service sustainability, financial sustainability, organizational/institutional sustainability and how they were addressed in the project.

Service sustainability means that the services provided, and/or the impact made, continue long after the original or primary donor funding is withdrawn. This can be achieved by building and sustaining a broad-based community support and by cultivating key champions within the communities. This to a very commendable extent was visible during the evaluations. The training of teachers, head teachers, PTAs and education officers from the community would be expected to ensure that there was long lasting capacity embedded in the community able to continue offering the services long after ADRA had left the community. It was however noted that the community ownership and support was very weak despite ADRA's effort in capacity building the PTA, CEO, PEO, Head teachers. Such training would also contribute towards lifting the quality of education. On the other hand, due to the permanency of the infrastructure (classes, toilets) provided by ADRA, it is expected that learning will continue in as long as the infrastructure is taken care of by the community.

Financial sustainability looks at a long-term perspective to financing activities, cultivating multiple diverse sources of revenue to maintain financing at sufficient levels. It is about being able to generate sufficient income to meet operating payments, financial commitments and, where applicable, to allow growth while maintaining service levels. Although self-sufficiency is the ultimate goal, in the nearer term financial sustainability is the ability of a project or initiative to mobilize and efficiently use local and supplementary external resources on a reliable basis to achieve current and future target levels of performance.

Towards financial sustainability, the Budi SES project trained the PTA committees on resources mobilization. Due to teacher constraints in most schools, it was expected that the parents through PTAs would contribute funds towards paying incentives to teachers, provide teacher accommodation and contribute to the schools' recurrent expenditures. During the evaluation, it was evident that the PTAs and the schools were not in a position to mobilize funds as expected and thus financial sustainability was not achieved. The ability of the MOE and parents to support the schools is in doubt. The ability, willingness and commitment to contribute by parents was lacking with most parents expressing that it was the role of ADRA and the government to provide all education needs. There was too much dependent on ADRA to support them financially even for the most mundane tasks

as fixing a leaking roof or broken door. The PTAs, Payam education officers and even school administration seemed to lack the capacity to mobilize local and supplementary external resources. The lack of willingness to contribute towards education was an indication of lack of ownership of initiatives by the community, perhaps as a result of lack of a deliberate community engagement strategy by the project in all the initiatives.

3.9 Cross-Cutting Issues

Gender

The project pursued a dominant gender sensitive approach from design to implementation. At the design stage there was a focus on the education of both boys and girls as well as focusing on men and women. It encouraged increased enrolment and learning spaces for both boys and girls. There was also a deliberate attempt by the project to encourage women at all levels of school administration from the PTA committees, class teachers and head teachers to be involved in training and other educational functions. Community training and awareness was also focused on both men and women. In other interventions like advocacy, the project targeted the whole community without segregating on gender. Reporting on interventions was also tracked and disaggregated by gender.

However, there were areas of gender insensitivity including distribution of sports materials where only those focusing on boys were given to schools and also in the provision of toilet facilities where even the minimum sphere standards were not adhered to thus largely disadvantaging the girls in schools.

Conflict Sensitivity

The project was operating in an area of conflict and fragile relative peace. The project played a role in strengthening the “connectors” and weakening the “dividers” among various groups within the local community. By construction of the schools, the project supported creating a place where children and parents with common interest would meet. The schools were thus playing the role of “connectors” which would allow members of different communities to work together for a common interest and in due process create a peaceful co-existence. The HIV/AIDS clubs in primary schools were also “connectors” as they provided an environment of bringing school children together.

By helping formation of PTAs and their functionality, the PTAs acted as connectors as they brought together members of the communities to deliberate on various educational issues. On the other hand, the advocacy groups provided space for different community members to meet and address issues affecting them and thus strengthening relationships. Further, advocating on importance of education helped weaken reliance on livestock

which is a major community divider. It is however recommended that to weaken dividers further the advocacy groups required training on peace building and conflict resolution.

One of the identified "dividers" was as a result of the selection of teachers for training. The other "divider" was the selection of schools to support with the feeling by some clans/communities that the school should have been in their Payam. Not all teachers in a school were selected for training by the project. As a result, the training and the building of classes could be regarded as "dividers". In totality, the project can be regarded to have had very strong "connectors" and weak "dividers".

Climate or Environmental Impact

The project did not have any direct contribution to environmental protection. However, there some indications of lack of environmental consciousness in the project. The project depended on diesel generators to generate power. However, it would have been more prudent to have solar lighting facilities and other forms of green energy. For water heating, firewood was used which is a major contributor to environmental degradation. Again solar water heating would have sufficed. Being in a rural set up with no piped water, it would have also been environmentally conscious to practice water harvesting during the rainy season.

Strengthening of Civil Society/NSA

The project contributed to the strengthening of civil society as discussed elsewhere. This was more evident in the role it played in the establishment and training of the PTAs and the advocacy groups. Some of these groups were either not there or inactive but as a result of the various capacity building initiatives by the project, the same were strengthened.

Coordination with Government/other NGOs

The project fitted with the government's priorities and official plans and goals. The design and implementation of the project initiatives was done in close coordination with the County Education Office (CEO) County. The achievements and success of the project would not have been realized with the isolation of the CEO and its Payam EOs as well as the local administration. The project would however had greater success if it had coordinated with other NGOs and INGOs more especially in education support and material distribution.

4 SECTION FIVE: CONCLUSIONS AND RECOMMEDATIONS

4.1 Conclusion

As indicated in the report, the Budi SES project achieved mixed results in terms of the expected deliverables. The project contributed to the quality of the education system in both Budi and Kapoeta North Counties. It helped create an education system that was sustainable by helping build both software and hardware elements of such a system. It also contributed to gender equality in education and awareness on HIV/AIDS pandemic within the communities in Budi and Kapoeta North. From the findings, it was evident that the project helped in increasing enrolments in both Budi and Kapoeta North achieving 143% and 100% respectively in the project supported schools. Quality education was impacted through the provision of textbooks, desks, teaching of teachers, education officials and community actors like advocacy groups and PTA, among other initiatives.

Despite the success in achievements by the project, there were areas of concern. These included issues to do with the design of the project, approach to development, gaps in the M&E system and a lack of more focused participatory monitoring and evaluation approach. All these had an effect on the sustainability of planned initiatives. There was a generally a high level of reliance on ADRA and even the communities did not seem to own the initiatives. This could have been due to lack of a deliberate sustainability strategy that among other things would have ensured a high level of community participation in all the aspects of the project. There is therefore a very strong need for the project to consolidate gains of the last 6 years in education by supporting, involving and strengthening further both institutional and community sustainability structures.

4.2 Recommendations

Several recommendations can be drawn from the final evaluation and these maybe useful for consideration in future programming:

Quality and Relevance of Design

- The project should address fundamental aspects of education quality during design stage
- At the design stage plan for functional facilities within the project period as opposed to part provision with the expectation that a future funding would complete the facility
- Ensure that all the initiatives/activities planned for achievement of project activities are linked with appropriate budgets that would support achievement of the expected results.

- At the design stage identify specific roles and contributions by the community of their own community-based resources towards implementation of some project activities.
- Ensure all the initiatives/activities planned for achievement of project goals are linked with appropriate budgets that would support achievement of the expected results.

Teacher Training

- The project should design a retention strategy INSERT students to help mitigate against dropout.
- The project should play a more dominant role in the selection process of INSERT teachers to assure on the quality of participants.

School Infrastructure

- Provide child friendly learning environments by considering the provision of basic utilities such as latrines and water facilities in all the supported schools.
- Where utilities like latrines are provided, the project should adhere to achieve minimum UNICEF, INEE, SPHERE standards.
- To support girls education further, future programming should consider support of the establishment of a primary boarding school for girls.
- In pursuit of quality education and change, the project should consider supporting one of the school in the project area to be a Centre of Excellence.
- Other than classrooms provide other school infrastructure like equipped teachers and head teachers staffroom/offices.
- The project together with the community should in future consider provisioning of teacher accommodation in selected schools.

Education Management

- Empower the PTAs, Payam education officers and even school to mobilize local and supplementary external resources.
- Support behavioural change and adoption of best practices by developing an exchange programme between the different school's PTAs and management so that they can learn from each other.

Sustainability

- All the schools and PTAs should be encouraged to initiate income generating activities (IGA) to help meet their recurrent expenses including incentives for voluntary teachers.
- Develop a community engagement strategy.

- To ensure that parents contributed towards school expenses and especially in paying the volunteer teachers, the project should establish in each supported school a Teacher Support Initiative (TSI) project.
- The project should also support BTTC and KTTC to have business plans / models that will allow them raise funds for maintenance of the facilities.
- For the continuity of initiatives, it is also prudent to develop agreements with the PTAs spelling clearly their roles in maintenance of provided infrastructure.

HIV/AIDS

- To consolidate gains in HIV/AIDS awareness, the establishment of a VCT in Budi and Kapoeta North Counties would be important.

Project Management

- Consider staff welfare issues, security at the Budi staff compound, staff capacity building and especially training on community participatory techniques, and installation of solar lighting and heating facilities at the compound.
- Ensure the right number and quality of staff working in the project including an Education Sector Coordinator and a Project Accountant.
- Streamline the accounting process and remove bottlenecks affecting disbursement of funds to the project as this affected implementation of activities.
- Increase project visibility by branding all the classrooms and toilet, desks and any other possible materials.

Project Monitoring and Evaluation

- Develop a definition of indicators and provide realistic indicators especially high level indicators that measure goal achievement
- The M&E framework should be able to clearly identify the means of verifications for each indicator
- Ensure all the indicators in the log frame and indicator tracker have targets and baseline values.
- The project was too much focused on outputs. It is recommended that the results chain should inculcated more into programming so that the prominence of outcomes is seen.

APPENDICES

Appendix I: Terms of Reference

Appendix II: Data Collection Tools

BUDI SUSTAINABLE EDUCATION SYSTEM (BUDI SES) FINAL EVALUATION SURVEY

Informed Consent and Cover Page

Hello. My name is _____. I am working with Budi SES team of ADRA South Sudan in this area. In order to get more information about Education issues in this region, we are conducting a survey of households in the area. Your household has been selected by chance from all households in the area. I would like to ask you some questions related to education and other areas.

The information you provide will be useful to find out the status of the quality of education in your community, and will be used to plan future programs in this area and also in the state.

Participation in the survey is voluntary, and you can choose not to take part. All the information you give will be confidential. The information will be used to prepare general reports, but will not include any specific names. There will be no way to identify that you are the one who gave this information.

If you have any questions about the survey, you can ask me, my survey field supervisor who is here with the survey team, or one of the development workers at ADRA in Budi. At this time do you have any questions about the survey?

Respondent agreed to be interviewed **YES** **NO**

Signature of interviewer: _____ **Date :** _____

Start Time: _____ **End Time:** _____

Payam: _____ **Village:** _____

Supervisor Name: _____ **Signature:** _____

HEAD OF HOUSEHOLD EDUCATION		ED
<i>This module is to be administered to all women with children of age 6 – 18 years</i>		
ED1. HAVE YOU EVER ATTENDED SCHOOL	Yes 1 No 2	
ED2. DO YOU HAVE CHILDREN BETWEEN 6 – 18 YEARS?	Yes 1 No 2	1⇒ED3 2⇒ED8
ED3. ARE THERE ANY OF YOUR CHILDREN BETWEEN 6 – 18 YEARS WHO ARE NOT IN SCHOOL?	Yes 1 No 2	1⇒ED4 2⇒ED5
ED4. WHAT ARE THE REASONS MAKING THEM NOT ATTEND SCHOOL? <i>MORE THAN ONE ANSWERS POSSIBLE</i>	Distance From Schools 1 No Schools In The Area 2 Domestic Duties 3 MARRIAGE 4 FAMINE/ LACK OF FOOD 5 Lack Money 6 ILLNESS 7 Looking After Livestock 8 Parents Not Interested – No Need 9 Initiation or Passage Rights 10 Pregnancy 11 Insecurity 12 Other (specify) _____	
ED5. DO YOU HAVE ANY CHILD WHO HAS DROPPED FROM SCHOOL?	Yes 1 No 2	1⇒ED6 2⇒ED8
ED6. HOW MANY OF YOUR CHILDREN HAVE DROPPED OUT OF SCHOOL:	_____	
ED7. IF THERE ARE ANY DROPOUTS FROM SCHOOL, WHAT ARE THE REASONS? <i>MORE THAN ONE ANSWERS POSSIBLE</i>	Initiation/Passage Rights 1 Poor Academic Performance 2 It's A Waste Of Time 3 Poor Health 4 Lack Of Money 5 Lack Of Safety For child 6 To Get Married 7 Pregnancy 8 Other (specify) _____	
ED8. DO YOU THINK THE COMMUNITY VALUES EDUCATING THE GIRL CHILD?	Yes 1 No 2	
ED9. DO YOU THINK EDUCATING THE GIRL CHILD IS VERY IMPORTANT	Yes 1 No 2	
ED10. DO YOU AGREE THAT BOYS AND GIRLS SHOULD BE TREATED EQUALLY IN GIVING THEM EDUCATION	Yes 1 No 2	
ED11. BETWEEN BOY AND GIRL WHO SHOULD BE GIVEN PRIORITY IN SCHOOL	Boy 1 Girl 2 Both 3	
ED12. SHOULD GIRLS BE MARRIED OFF AS SOON AS THEY REACH PUBERTY (14 YEARS)	Yes 1 No 2	
ED14. DO YOU CONTRIBUTE/PAY MONEY FOR THE DEVELOPMENT AND RUNNING OF THE SCHOOL WHERE YOUR CHILDREN GO?	Yes 1 No 2	

HIV AND AIDS MODULE

This section is to be filled by **WOMEN OVER 15 YEARS who are Head of the Households** (see HH Q 104)

HIV/AIDS	HA	
HA1. NOW I WOULD LIKE TO TALK WITH YOU ABOUT SOMETHING ELSE.	Yes..... 1	1⇒HA2
HAVE YOU EVER HEARD OF AN ILLNESS CALLED AIDS?	No..... 2	2⇒END INTERVIEW
HA2. WHERE DID YOU HEAR IT FROM? More than one answers possible	Friends..... 1 Radio 2 Church 3 NGO Meeting 4 Community Meeting..... 5 Hospital/Health Centre 6 Government Campaign..... 7 Peer Educators 8 Others (specify)_____	
HA3. CAN YOU NAME AT LEAST THREE (3) WAYS HIV/AIDS IS TRANSMITTED? MORE THAN ONE ANSWERS POSSIBLE DO NOT READ THE OPTIONS	Exposure to infected blood 1 Mother to child – during pregnancy.....2 Mother to child – during birth / delivery.....3 Mother to child – through breast milk/ breastfeeding.....4 Any type of sex.....5 Unprotected sex with an HIV positive person 6 Multiple sexual partners – opposite gender..... 7 Multiple sexual partners – same gender.....8 Sharing contaminated sharps (needles, razor blade).....9 Mosquito bites.....10 Contact of any type with an infected person.....11 Witchcraft.....12 Other _____ Don't know / no answer.....30	
HA4. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING THE AIDS VIRUS BY HAVING JUST ONE UNINFECTED SEX PARTNER WHO HAS NO OTHER SEX PARTNERS?	Yes.....1 No.....2 Don't Know.....3	
HA5. CAN PEOPLE GET THE AIDS VIRUS BECAUSE OF WITCHCRAFT OR OTHER SUPERNATURAL MEANS?	Yes.....1 No.....2 Don't Know.....3	
HA6. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING THE AIDS VIRUS BY USING A CONDOM EVERY TIME THEY HAVE SEX?	Yes.....1 No.....2 Don't Know.....3	
HA7. CAN PEOPLE GET THE AIDS VIRUS FROM MOSQUITO BITES?	Yes.....1 No.....2 Don't Know.....3	
HA8. CAN PEOPLE GET THE AIDS VIRUS BY SHARING FOOD WITH A PERSON	Yes.....1 No.....2	

WHO HAS THE AIDS VIRUS?	Don't Know.....3	
HA9. IS IT POSSIBLE FOR A HEALTHY-LOOKING PERSON TO HAVE THE AIDS VIRUS?	Yes.....1 No.....2 Don't Know.....3	
HA10. CAN THE VIRUS THAT CAUSES AIDS BE TRANSMITTED FROM A MOTHER TO HER BABY: READ BELOW OPTIONS		
[A] DURING PREGNANCY?	Yes No Don't Know During pregnancy 1 2 3	
[B] DURING DELIVERY?	During delivery..... 1 2 3	
[C] BY BREASTFEEDING?	By breastfeeding..... 1 2 3	
HA11. IN YOUR OPINION, IF A TEACHER HAS THE AIDS VIRUS BUT IS NOT SICK, SHOULD SHE BE ALLOWED TO CONTINUE TEACHING IN SCHOOL?	Yes.....1 No.....2 Don't Know.....3	
HA12. WOULD YOU BUY FRESH VEGETABLES FROM A SHOPKEEPER OR VENDOR IF YOU KNEW THAT THIS PERSON HAD THE AIDS VIRUS?	Yes.....1 No.....2 Don't Know.....3	
HA13. IF A MEMBER OF YOUR FAMILY GOT INFECTED WITH THE AIDS VIRUS, WOULD YOU WANT IT TO REMAIN A SECRET?	Yes.....1 No.....2 Don't Know.....3	
HA14. IF A MEMBER OF YOUR FAMILY BECAME SICK WITH AIDS, WOULD YOU BE WILLING TO CARE FOR HER OR HIM IN YOUR OWN HOUSEHOLD?	Yes.....1 No.....2 Don't Know.....3	
HA15. I DON'T WANT TO KNOW THE RESULTS, BUT HAVE YOU EVER BEEN TESTED TO SEE IF YOU HAVE THE AIDS VIRUS?	Yes.....1 No.....2	1⇒HA16 2⇒HA18
HA16. WHEN WAS THE MOST RECENT TIME YOU WERE TESTED?	Less than 12 months ago..... 1 12-23 months ago..... 2 2 or more years ago..... 3 Can't Remember..... 4	
HA17. I DON'T WANT TO KNOW THE RESULTS, BUT DID YOU GET THE RESULTS OF THE TEST?	Yes.....1 No.....2	
HA18. DO YOU KNOW OF A PLACE WHERE PEOPLE CAN GO TO GET TESTED FOR THE AIDS VIRUS?	Yes.....1 No.....2	

End of questionnaire. Thank the respondents for their co-operation.

PUPILS		PU
<i>This module is to be administered to all PUPILS from different CLASSES/GRADE in the school</i>		
PU1. NAME OF SCHOOL: _____		
PU2. THE TYPE OF SCHOOL STRUCTURE	Mud and grass..... 1 Blocks and iron sheets 2 Sticks/straws and grass 3 Others: _____	
PU3. GENDER OF PUPIL	Male 1 Female 2	
PU4. WHAT IS YOUR AGE? <i>IF PUPIL DOES NOT KNOW AGE PROVIDE AN ESTIMATE</i> _____ YEARS	6 - 9 years.....1 10 - 12 years.....2 13 - 15 years.....3 16 - 18 years.....4 Over 19 years.....5	
PU5. WHAT GRADE ARE YOU IN?	Grade One.....1 Grade Two.....2 Grade Three.....3 Grade Four.....4 Grade Five.....5 Grade Six.....6 Grade Seven.....7 Grade Eight.....8	
PU6. WHEN DID YOU JOIN THIS SCHOOL?	Year: _____	
PU7. DO YOU THINK BOTH BOYS AND GIRLS SHOULD BE TREATED EQUALLY?	Yes 1 No 2	
PU8. DO PUPILS IN YOUR CLASS HAVE THE MATERIALS THEY NEED TO SUPPORT THEIR LEARNING (EG BOOKS, PENS, RUBBER, ETC.)	Yes 1 No 2	
PU9. DO YOU HAVE TEXTBOOKS IN YOUR CLASS (EG FOR MATHS, ENGLISH, SCIENCE, SOCIAL STUDIES)?	Yes 1 No 2	
PU10. WHAT IS THE NATURE/TYPE OF YOUR CLASS?	Mud and grass..... 1 Blocks and iron sheets 2 Under a tree class..... 3 Others: _____	
PU11. WHEN IN CLASS, DO YOU SIT ON A DESK OR ON THE FLOOR?	Sit on Desk..... 1 Sit on the Floor/Stones..... 2	
PU12. DOES YOUR CLASSROOM HAVE A BLACKBOARD?	Yes 1 No 2	
PU13. DO YOU PARTICIPATE IN ANY SPORTS IN SCHOOL?	Yes 1 No 2	
PU14. NAME THE SPORTING ACTIVITY THAT YOU ARE INVOLVED IN WHILE AT SCHOOL	Football 1 Volleyball 2 Rope Skipping/jumping 3 Net Ball 4 Athletics (Running, jumping, etc)..... 5 Others _____	
PU15. DOES THE SCHOOL HAVE SPORTING MATERIALS FOR YOUR SPORT ACTIVITY (EG BALLS, NETS, ETC)	Yes 1 No..... 2	

PU16. DO YOU BELONG TO ANY CLUB IN YOUR SCHOOL?	Yes 1 No 2	
PU17. HAVE YOU EVER HEARD OF THE HIV/AIDS CLUB?.	Yes 1 No 2	
PU18. DO YOU BELONG TO THE HIV/AIDS CLUB?.	Yes 1 No 2	
PU19. HAVE YOU EVER ATTENDED ANY ACTIVITY OR TRAINING BY THE HIV/AIDS CLUB?.	Yes 1 No 2	
PU20. ARE YOU TAUGHT IN CLASS ABOUT HIV/AIDS BY YOUR TEACHER?	Yes 1 No 2	
PU21. WHAT CHALLENGES/PROBLEMS DO YOU FACE AT SCHOOL THAT AFFECT YOUR LEARNING AND PERFORMANCE IN SCHOOL?	PU22. What do you think the school administration should do to make learning conducive?	

This section is to be filled by ANY PUPIL BETWEEN 10 - 18YEARS OLD (FROM GRADE 4 TO GRADE 8)

HIV/AIDS	HA	
HA1. NOW I WOULD LIKE TO TALK WITH YOU ABOUT SOMETHING ELSE. HAVE YOU EVER HEARD OF AN ILLNESS CALLED AIDS?	Yes 1 No 2	1⇒HA2 2⇒END INTERVIEW
HA2. WHERE DID YOU HEAR IT FROM? More than one answers possible	Classmates and Friends..... 1 Radio..... 2 Church 3 School.....4 Community Meeting 5 Hospital/Health Centre 6 Government Campaign 7 Peer Educators 8 Others (specify)_____	
HA3. CAN YOU NAME AT LEAST THREE (3) WAYS HIV/AIDS IS TRANSMITTED? MORE THAN ONE ANSWERS POSSIBLE DO NOT READ THE OPTIONS	Exposure to infected blood 1 Mother to child – during pregnancy.....2 Mother to child – during birth / delivery.....3 Mother to child – through breast milk/ breastfeeding.....4 Any type of sex.....5 Unprotected sex with an HIV positive person 6 Multiple sexual partners – opposite gender..... 7 Multiple sexual partners – same gender.....8 Sharing contaminated sharps (needles, razorbrade).....9 Mosquito bites.....10 Contact of any type with an infected person.....11 Witchcraft.....12 Other _____ Don't know / no answer.....30	
HA4. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING THE AIDS VIRUS BY HAVING JUST ONE UNINFECTED SEX PARTNER WHO HAS NO OTHER SEX PARTNERS?	Yes.....1 No.....2 Don't Know.....3	
HA5. CAN PEOPLE GET THE AIDS VIRUS	Yes.....1	

BECAUSE OF WITCHCRAFT OR OTHER SUPERNATURAL MEANS?	No.....2 Don't Know.....3																	
HA6. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING THE AIDS VIRUS BY USING A CONDOM EVERY TIME THEY HAVE SEX?	Yes.....1 No.....2 Don't Know.....3																	
HA7. CAN PEOPLE GET THE AIDS VIRUS FROM MOSQUITO BITES?	Yes.....1 No.....2 Don't Know.....3																	
HA8. CAN PEOPLE GET THE AIDS VIRUS BY SHARING FOOD WITH A PERSON WHO HAS THE AIDS VIRUS?	Yes.....1 No.....2 Don't Know.....3																	
HA9. IS IT POSSIBLE FOR A HEALTHY-LOOKING PERSON TO HAVE THE AIDS VIRUS?	Yes.....1 No.....2 Don't Know.....3																	
HA10. CAN THE VIRUS THAT CAUSES AIDS BE TRANSMITTED FROM A MOTHER TO HER BABY	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Don't Know</th> </tr> </thead> <tbody> <tr> <td>During pregnancy</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>During delivery.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>By breastfeeding</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2..3</td> <td></td> </tr> </tbody> </table>		Yes	No	Don't Know	During pregnancy	1	2	3	During delivery.....	1	2	3	By breastfeeding	1	2..3		
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During delivery.....	1	2	3															
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HA14. IF A MEMBER OF YOUR FAMILY BECAME SICK WITH AIDS, WOULD YOU BE WILLING TO CARE FOR HER OR HIM IN YOUR OWN HOUSEHOLD?	Yes.....1 No.....2 Don't Know.....3																	
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HA16. WHEN WAS THE MOST RECENT TIME YOU WERE TESTED?	Less than 12 months ago..... 1 12-23 months ago..... 2 2 or more years ago..... 3 Can't Remember..... 4																	
HA17. I DON'T WANT TO KNOW THE RESULTS, BUT DID YOU GET THE RESULTS OF THE TEST?	Yes.....1 No.....2																	
HA18. DO YOU KNOW OF A PLACE WHERE PEOPLE CAN GO TO GET TESTED FOR THE AIDS VIRUS?	Yes.....1 No.....2																	

PTA MEMBERS	PT
<i>This module is to be administered to only PTA Members only</i>	
PT1. NAME OF SCHOOL: _____	
PT2. GENDER OF PTA MEMBER	Male..... 1 Female 2
PT3. WHAT IS YOUR HIGHEST LEVEL OF EDUCATION?	Grade One.....1 Grade Two.....2 Grade Three.....3 Grade Four.....4 Grade Five.....5 Grade Six.....6 Grade Seven.....7 Grade Eight.....8 Secondary Education 9 Post Secondary Education 10 Never Gone to School 11 Other (specify): _____
PT4. YEARS OF EXPERIENCE AS A PTA MEMBER	Below 1 Years.....0 1 - 3 Years.....1 4 - 6 Years.....2 7 - 9 Years.....3 Over 9 Years4
PT5. STATE YOUR ROLES AS A PTA MEMBER	1. 2. 3. 4. 5.
PT6. HAVE YOU EVER RECEIVED ANY TRAINING AS A PTA MEMBER?	Yes..... 1 No 2
PT7. PLEASE STATE THE AREAS YOU HAVE BEEN TRAINED IN. <p style="text-align: center;"><i>DO NOT READ THE CHOICES</i></p>	Roles of PTA Members.....1 Importance of Girl Education.....2 School Administration.....3 School Maintenance.....4 HIV/AIDS.....5 Others _____ _____
PT8. DO YOU SHARE KNOWLEDGE ON WHAT YOU WERE TRAINED ON WITH OTHER PARENTS WHO DID NOT ATTEND TRAINING?	Yes..... 1 No 2
PT9. HOW OFTEN DO YOU MEET AS PTA MEMBERS?	Once a Week.....1 Twice a Month.....2 Once a Month.....3 Once a Term.....4 As and When there is a Need.....5 We don't Meet6

	Others _____																					
PT10. DO THE GIRLS HAVE THE SAME RIGHTS AS BOYS IN THIS SCHOOL?	Yes..... 1 No..... 2																					
PT11. DO YOU THINK BOTH BOYS AND GIRLS SHOULD BE TREATED EQUALLY IN GIVING THEM EDUCATION?	Yes..... 1 No..... 2																					
PT12. WHICH OF THESE ROLE DOES THE PTA IN YOUR SCHOOL PLAY? (READ THE CHOICES)	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> <th style="width: 10%; text-align: center;">DK</th> </tr> </thead> <tbody> <tr> <td>1. SCHOOL ADMINISTRATION</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>2. ADVOCACY ON CHILD EDUCATION</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>3. CREATING AWARENESS ON HIV/AIDS</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>4. SCHOOL MAINTENANCE</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>		Yes	No	DK	1. SCHOOL ADMINISTRATION	1	2	3	2. ADVOCACY ON CHILD EDUCATION	1	2	3	3. CREATING AWARENESS ON HIV/AIDS	1	2	3	4. SCHOOL MAINTENANCE	1	2	3	
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OTHER (SPECIFY):	Other (specify): _____																					
PT13. DOES THE COMMUNITY THROUGH THE PTAS CONTRIBUTE MONEY TOWARDS MEETING THE EXPENSES OF THE SCHOOL	Yes..... 1 No..... 2																					
PT14. APPROXIMATELY WHAT PERCENT (%) OF THE TOTAL SCHOOL RECURRENT EXPENSES IS CONTRIBUTED BY THE PTAS?	Nothing.....1 1% - 10%.....2 11% - 20%.....3 21% - 30%.....4 31% - 40%.....5 41% - 50%.....6 Over 50%.....7																					
PT15. DO THE PUPILS IN THIS SCHOOL HAVE ADEQUATE LEARNING MATERIALS	Yes..... 1 No..... 2																					
PT16. DO PUPILS IN YOUR CLASS HAVE THE MATERIALS THEY NEED TO SUPPORT THEIR LEARNING EG BOOKS, PENS, RUBBER, ETC.	Yes..... 1 No..... 2																					
PT17. HAVE YOU RECEIVED ANY TRAINING ON HIV/AIDS?	Yes..... 1 No..... 2																					
PT18. WHAT RECOMMENDATIONS DO YOU HAVE THAT CAN HELP IMPROVE THE QUALITY OF TEACHING IN THIS SCHOOL?																						

HEAD TEACHERS		HT
<p><i>This module is to be administered to only HEAD TEACHERS only. In the event that the head teacher is not available, then the deputy can answer. Tick this box if it's the Deputy Headmaster .</i></p>		
HT1. NAME OF SCHOOL: _____		<input type="checkbox"/>
HT2. GENDER OF HEAD TEACHER	Male..... 1 Female 2	
HT3. WHAT IS YOUR HIGHEST LEVEL OF EDUCATION?	Primary Grade 8 1 Form Four 2 Teacher Training College 3 University 4 Other (specify): _____	
HT4. YEARS OF TEACHING/ EDUCATION ADMINISTRATION EXPERIENCE	Below 1 Years.....0 1 - 3 Years.....1 4 - 6 Years.....2 7 - 9 Years.....3 Over 9 Years4	
HT5. HAVE YOU EVER RECEIVED ANY TRAINING ON TEACHING SKILLS?	Yes..... 1 No 2	
HT6. HAVE YOU EVER RECEIVED ANY TRAINING ON EDUCATION ADMINISTRATION AND MANAGEMENT?	Yes..... 1 No 2	1⇒HT7 2⇒HT8
HT7. AS A RESULT OF TRAINING, WHICH OF THE FOLLOWING ACTIVITIES DO YOU DO IN YOUR SCHOOL? (TICK AS MANY AS POSSIBLE) <p style="text-align: center;"><i>DO NOT READ</i></p>	Development of Timetable.....1 School Year Calendar.....2 Pupil Attendance Register.....3 Teacher Attendance Register.....4 School Record Keeping5 Keep Minutes of Meetings6 Support of Girl Education.....7 Support of HIV/AIDS Activities.....8 Other (specify): _____	
HT8. HOW MANY TEACHERS DO YOU HAVE IN THIS SCHOOL SEGREGATED BY GENDER? TOTAL: _____	Male Teachers: _____ Female Teachers: _____	
HT9. HOW MANY TEACHERS IN YOUR SCHOOL HAVE RECEIVED TRAINING SEGREGATED BY GENDER? TOTAL: _____	Male Teachers: _____ Female Teachers: _____	
HT10. HOW MANY TEACHERS IN YOUR SCHOOL HAVE ATTENDED INSERVICE TEACHER TRAINING (INSERT) TRAINING SEGREGATED BY GENDER? TOTAL: _____	Male Teachers: _____ Female Teachers: _____	

HT11. HOW MANY PUPILS DO YOU CURRENTLY HAVE IN THIS SCHOOL SEGREGATED BY GENDER? TOTAL: _____	Boys: _____ Girls: _____	
HT12. DO THE GIRLS HAVE THE SAME RIGHTS AS BOYS IN THIS SCHOOL?	Yes..... 1 No 2	
CT13. DO YOU THINK BOTH BOYS AND GIRLS SHOULD BE TREATED EQUALLY IN GIVING THEM EDUCATION?	Yes..... 1 No 2	
HT14. DOES THE SCHOOL HAVE DIFFERENT SPORTS FACILITIES	Yes..... 1 No 2	1⇒HT15 2⇒HT16
HT15. NAME THE SPORTS IN THE SCHOOL	Football.....1 Volleyball2 Rope Skipping/Jumping3 Net Ball.....4 Athletics (Running, jumping, etc).....5 Others _____	
HT16. HAVE YOU EVER RECEIVED ANY SPORTS MATERIALS FROM ADRA SOUTH SUDAN?	Yes..... 1 No 2	1⇒HT17 2⇒HT18
HT17. PLEASE NAME THE SPORTS MATERIALS RECEIVED FROM ADRA SOUTH SUDAN	Footballs1 Volleyballs.....2 Nets.....3 Others _____	
HT18. DOES THIS SCHOOL HAVE A FUNCTIONAL PARENTS TEACHERS ASSOCIATION (PTA)?	Yes..... 1 No 2	1⇒HT19 2⇒HT22
HT19. HAVE THE PTAS RECEIVED ANY TRAINING ON SCHOOL MANAGEMENT?	Yes..... 1 No 2	
HT19. WHAT ROLE DOES THE PTA IN YOUR SCHOOL PLAY? <i>MULTIPLE ANSWERS ALLOWED</i>	School Administration.....1 Advocacy on Child Education.....2 Creating Awareness on HIV/AIDS.....3 School Maintenance.....4 Other (specify): _____	
HT20. DOES THE COMMUNITY THROUGH THE PTAS CONTRIBUTE MONEY TOWARDS MEETING THE EXPENSES OF THE SCHOOL	Yes..... 1 No 2	1⇒HT21 2⇒HT22
HT21. APPROXIMATELY WHAT PERCENT (%) OF THE TOTAL SCHOOL EXPENSES IS CONTRIBUTED BY THE PTAS?	Nothing.....1 1% - 10%.....2 11% - 20%.....3 21% - 30%.....4 31% - 40%.....5 41% - 50%.....6 Over 50%.....7	

	Contributions in Kind.....8	
HT22. DO THE PUPILS IN THIS SCHOOL HAVE ADEQUATE LEARNING MATERIALS	Yes..... 1 No..... 2	
HT23. DO PUPILS IN YOUR SCHOOL HAVE THE MATERIALS THEY NEED TO SUPPORT THEIR LEARNING EG BOOKS, PENS, RUBBER, ETC.	Yes..... 1 No..... 2	
HT24. HAVE YOU RECEIVED TEXTBOOKS FOR VARIOUS SUBJECTS(EG FOR MATHS, ENGLISH, SCIENCE, SOCIAL STUDIES) FROM ADRA SOUTH SUDAN?	Yes..... 1 No..... 2	
HT25. DO PUPILS IN YOUR CLASS SIT ON A DESK OR ON THE FLOOR?	Sit on Desk 1 Sit on the Floor/Stones 2	
HT26. DO CLASSROOMS IN THE SCHOOL HAVE A BLACKBOARD?	Yes..... 1 No..... 2	
HT27. DO TEACHERS AT THIS SCHOOL HAVE THE RESOURCES THEY NEED TO PLAN EFFECTIVE LESSONS?	Yes..... 1 No..... 2	
HT28. HAVE YOU RECEIVED ANY TRAINING ON HIV/AIDS?	Yes..... 1 No..... 2	
HT29. IN YOUR SCHOOL, DO YOU HAVE A HIV/AIDS CLUB?.	Yes..... 1 No..... 2	
HT30. DO YOU HELP/SUPPORT THE PUPILS IN THE HIV/AIDS CLUB IN ORGANIZING AND IMPLEMENTING ITS ACTIVITIES?	Yes..... 1 No..... 2	
HT31. IN YOUR SCHOOL, IS HIV/AIDS TAUGHT AS A CLASS LESSON (IT IS IN THE CLASS TIMETABLES)?	Yes..... 1 No..... 2	
HT32. WHAT CHALLENGES/PROBLEMS DO YOU FACE IN MANAGING THIS SCHOOL?		
HT33. WHAT RECOMMENDATIONS DO YOU HAVE THAT CAN HELP IMPROVE THE QUALITY OF LEARNING IN THIS SCHOOL?		

CLASS TEACHERS		CT
<i>This module is to be administered to class Teachers under INSERT Training.</i>		
CT1. GENDER OF TEACHER	Male 1 Female 2	
CT2. WHAT IS YOUR AGE?	20 - 25 years.....1 26 - 30 years.....2 31 - 35 years.....3 36 - 40 years.....4 41 - 45 years.....5 46 - 50 years.....6 Over 50 years.....7	
CT3. WHAT IS YOUR HIGHEST LEVEL OF EDUCATION?	Primary Grade 8 1 Form Four 2 Teacher Training College 3 University 4 Other (specify): _____	
CT4. YEARS OF TEACHING EXPERIENCE	Below 1 Years.....0 1 - 3 Years.....1 4 - 6 Years.....2 7 - 9 Years.....3 Over 9 Years4	
CT5. HAVE YOU EVER RECEIVED ANY TRAINING ON TEACHING?	Yes 1 No.....2	
CT6. IN WHICH LANGUAGE DO YOU CONDUCT YOUR LESSONS	English 11 Arabic.....12 Local Language 13	
CT7. HAVE YOU EVER RECEIVED ENGLISH SKILLS TRAINING?	Yes 1 No.....2	1⇒CT7 2⇒CT8
CT8. PLEASE STATE AS TO WHAT LEVEL THE ENGLISH SKILLS TRAINING HAS HELPED IMPROVE YOUR ENGLISH	I cannot read and write 11 I can read and write with some difficulty 12 I am fluent in reading and writing 13	
CT9. WHEN DID YOU JOIN THE INSERT TRAINING?	Year: _____	
CT10. WHAT LEVEL AND STAGE IN INSERT ARE YOU?	Stage: _____ Session: _____	
CT11. DO PUPILS IN YOUR CLASS HAVE THE MATERIALS THEY NEED TO SUPPORT THEIR LEARNING (EG BOOKS, PENS, RUBBER, ETC.)	Yes 1 No.....2	
CT12. DO YOU HAVE TEXTBOOKS IN YOUR CLASS (EG FOR MATHS, ENGLISH, SCIENCE, SOCIAL STUDIES) ?	Yes 1 No.....2	
CT13. DO PUPILS IN YOUR CLASS SIT ON A DESK OR ON THE FLOOR?	Sit on Desk 1	

	Sit on the Floor.....2		
CT14. DO YOUR CLASSROOMS HAVE BLACKBOARDS?	Yes1 No.....2		
CT15. DO TEACHERS AT YOUR SCHOOL HAVE THE RESOURCES THEY NEED TO PLAN EFFECTIVE LESSONS?	Yes1 No.....2		
CT16. AS A TEACHER ARE YOU PROVIDED WITH AN EFFECTIVE CURRICULUM TO GUIDE YOUR TEACHING.	Yes1 No.....2		
CT17. DO YOU HAVE THE RIGHT MATERIALS AVAILABLE TO HELP YOU IN IMPLEMENTING THE CURRICULUM WELL?	Yes1 No.....2		
CT18. DO YOU THINK BOTH BOYS AND GIRLS SHOULD BE TREATED EQUALLY?	Yes1 No.....2		
CT19. DO YOU UNDERSTAND CHILDREN RIGHTS	Yes1 No.....2		
CT20. ARE GIRLS IN THIS SCHOOL ALLOWED TO PARTICIPATE IN PHYSICAL EDUCATION (PE AND SPORTS) JUST LIKE BOYS DO?	Yes1 No.....2		
CT21. DO YOUR PUPILS PARTICIPATE IN ANY SPORTING ACTIVITY	Yes1 No.....2	1⇒CT22	2⇒CT23
CT22. NAME THE SPORTING ACTIVITY THAT YOUR PUPILS ARE INVOLVED IN WHILE AT SCHOOL	Football1 Volleyball.....2 Tennis.....3 Net Ball4 Athletics (Running, jumping, etc).....5 Others.....		
CT23. HAVE YOU RECEIVED ANY TRAINING ON HIV/AIDS?	Yes1 No.....2		
CT24. IN YOUR SCHOOL, DO YOU HAVE A HIV/AIDS CLUB?	Yes1 No.....2		
CT25. DO YOU HELP/SUPPORT THE PUPILS IN THE HIV/AIDS CLUB IN ORGANIZING AND IMPLEMENTING ITS ACTIVITIES?	Yes1 No.....2		
CT26. DO YOU TEACH HIV/AIDS AS A CLASS LESSONS (HIV/AIDS LESSON IS ON YOUR CLASS TIMETABLE)?	Yes1 No.....2		
CT27. WHAT CHALLENGES/PROBLEMS DO YOU FACE IN THE INSERT COURSE?			
CT28. WHAT DO YOU THINK SHOULD BE DONE TO IMPROVE THE INSERT COURSE?			

END OF QUESTIONNAIRE. THANK THE RESPONDENTS FOR THEIR CO-OPERATION.