



ADRA Denmark
ADRA South Sudan

Building Resilience in the Education Sector (BRES)

Review Report

October 2016

**Review of the BRES Project:
Building Resilience in the Education Sector
Maiwut County, Upper Nile State, South Sudan**

**An evaluation carried out by John Fox of iDC and Bjørn Johansen, ADRA Denmark
from 2 to 14 October 2016. Photo credit: Bjørn Johansen.**

Acknowledgement

I would like to thank most sincerely Bjørn Johansen, Programme Coordinator of ADRA Denmark, for all the bouncing of ideas we enjoyed in the days in Pagak and back in Juba. And then the staff of ADRA SS, especially Simon Namana, Kennedy Taban, Tukube Alex Rombe and Allen Jorgensen, who were so warm in their welcome, so supportive in the fieldwork, and so patient in responding to so many questions and requests for documentation.

Contents

Acknowledgement	iii
Abbreviations.....	i
Executive Summary	ii
Contexts	ii
The project	ii
Recommendations	iv
1. Introduction.....	1
1.1. Objectives of the Review	1
1.2. Approach	2
The Review Team	2
Fieldwork programme	2
Analytical framework	2
Data Collection Methods.....	3
Most Significant Change.....	3
1.3. Structure of the Report	3
2. Contexts	5
2.1. South Sudan and the Project Site	5
Maiwut County.....	6
2.2. ADRA's Experience in South Sudan	7
3. Relevance	10
3.1. Needs Assessment.....	10
3.2. The Response.....	12
Origins	12
Current BRES project.....	12
3.3. Design Issues.....	13
Reflect	13
Gender.....	13
Funding source	14
Adaptations	14
Assumptions.....	14
4. Effectiveness.....	16
4.1. Achievements	16
4.2. Monitoring.....	21
4.3. Financial Matters	21
4.4. Community Dialogues.....	23
4.5. The PTAs, CLGs and SMCs.....	24
4.6. Impact.....	26
Indications	26
4.7. Stories of Change.....	28
A teacher at Kulong Primary School.....	28
4.8. Sustainability	30
5. Recommendations	31
5.1. Community Engagement	31
Recommendations	31
5.2. Capacity Building for PTAs and Teachers.....	31

Recommendations	32
5.3. Use of the CLGs.....	32
Recommendations	32
5.4. Assessing Impact.....	32
Recommendations	33
5.5. Supporting Sustainability	33
Recommendations	33
Annex A: Terms of Reference.....	34
Annex B: Field Programme	39
Annex C: Checklists.....	40
Checklist for Interviews and Meetings with ADRA Staff.....	40
Checklist for Interviews and Meetings with Beneficiaries.....	42
Annex D: Letter from the Director of ROSS, Pagak.....	43
Annex E: Documents Consulted	44

Abbreviations

ADRA SS	ADRA South Sudan
BCS	Budget Control Sheet
BMZ	Federal Ministry for Economic Cooperation and Development (Germany)
BRES	Building Resilience in the Education Sector
CLG	Community Leaders Group
EiE	Education in Emergency
FGD	Focus Group Discussion
FH	Food for the Hungry
GESS	Girls Education South Sudan
iDC	Intermedia Development Consultants
IDP	Internally Displaced Person
LRRD	Linking Relief, Rehabilitation and Development
MoEST	Ministry of Education, Science and Technology
MSC	Most Significant Change
NGO	Non-Governmental Organisation
PLE	Primary Leaving Examination
PTA	Parents and Teachers Association
RT	Review Team
ROSS	Relief Organisation for South Sudan
SMC	School Management Committee
SPLM	Sudan People's Liberation Movement
SPLM-IO	Sudan People's Liberation Movement – In Opposition
SSP	South Sudan Pound
TLS	Temporary Learning Space
ToR	Terms of Reference
UN-OCHA	United Nations Office for the Coordination of Humanitarian Affairs
WFP	World Food Programme

Executive Summary

Contexts

The BRES project is being implemented in Maiwut County of Upper Nile State in South Sudan. Its main objectives are:

- Community members (parent/teacher associations (PTAs), community leaders and parents) promote enrolment, quality, equity, retention and peace building in schools;
- IDP and host community children have access to basic primary education in nine targeted schools;
- Pupils in those schools demonstrate good hygiene and sanitation practices.

It is being implemented in a territory that is under the control of the Opposition: the SPLM-IO. This means that no Government resources reach Maiwut. Teachers have no salaries; schools have no maintenance funds or educational supplies; children are not able to access education. That is, unless international agencies such as ADRA, step in to avail funds and provide some technical support.

Even if there was no political strife, Maiwut's children would still be in need of support. The South Sudan economy has spiraled down; prices have spiraled up; food is in short supply in Maiwut County; there are many IDPs and refugees in the area – and, as mainly a pastoralist society, many parents put a low value on education.

The project

To meet the emergency educational needs, the BRES project has combined a number of critical actions:

- Constructing temporary learning spaces;
- Availing learning materials;
- Providing small financial incentives for the volunteer teachers and county education officials;
- Promoting a basic hygiene programme in the schools and in their communities.¹

To lay the groundwork for more sustained capacity building interventions, the BRES project staff are offering training to PTAs, establishing supportive community leaders groups (CLGs), providing some basic training and mentoring to the volunteer teachers and county education officials; mounting awareness-raising sessions with the communities about the value of education – especially for boys who might be otherwise caught up in the armed groups, and girls who are at risk of early, and often forced, marriage.

¹ There is also a school feeding programme in conjunction with WFP, but this does not fall under the BRES project.

There can be no doubt about the relevance of BRES. Without this project, 5,826 children would not have had the chance of schooling – and 117 education facilitators would not be working.

In its design, BRES is a good example of how the phases of LRRD can – or should – be implemented in parallel rather than in sequence. As a humanitarian intervention it exemplifies the development-oriented ‘bounce back’ concept of resilience; in as much as it also engages in capacity building.

With regard to the project’s effectiveness, there are many achievements that can be highlighted: as well as the 5,826 children enrolled in the nine targeted schools (626 more than the target number) and the 117 supported education facilitators (teachers and education officials):

- 30 community dialogues have been held on education issues;
- Four community leaders groups (CLGs) have been established;
- 13 PTAs have received training, especially in techniques of community engagement;
- 46,000 exercise books have been distributed, plus pens, blackboards, chalks, along with other office supplies and recreational items such as footballs and goalpost nets;
- 3,500 IEC materials have been translated into the Nuer language and used in awareness sessions;
- 670 dignity kits have been distributed to girls in school.

However, the Review Team suggests that a wider range of methods should be used in the community engagement activities – especially community-based drama and other folk media. (ADRA projects have used more imaginative and engaging methods in other countries – especially in the Action for Social Change programmes.) It was found that the community dialogue sessions were transmittal rather than participatory: formal in their *baraza*-style setting², and a matter of making speeches rather than facilitating debates. The main recommendations are concerned with building the capacity of the project staff in relation to project-support communication, so that they can be more active in the community awareness activities.

Also, the staff members need more training support in carrying out the difficult mentoring activities in the schools.

Given that the Girls Education South Sudan (GESS) nationwide programme is re-activating the School Management Committees (SMCs), it will be important for BRES to clarify the support rather than management functions of the PTAs. The RT also found that there seemed to be an overlap in the functions of the PTAs and CLGs. The recommendation is that the project should continue working with the ‘education champions’ among the CLGs, but the CLG ‘institution’ should be discontinued. However, in identifying with BRES, the community leaders, as well as enhancing the credibility of the community engagement

² The *barazas* were a colonial construct – the community meetings held by the visiting district officers. The officials sat behind a table, facing the people who sat on benches or on the ground.

activities, could have an important advocacy role in occasional 'learning platforms' with county education officials and officers of the Relief Organisation for South Sudan (ROSS).

The ADRA SS staff members recognise that the monitoring system has focused almost exclusively on outputs (tracking activities and facilities put in place) rather than on outcomes (changes in attitudes and practices). In the following set of recommendations there are suggestions for how the outcome indicators can be assessed.

Finally, there are two recommendations concerning the need to source funds for activities not in the current EiE components. First, in such a very fertile land it is surprising that there is so little agricultural production, though it should be recognized that this is predominantly a pastoralist culture, and therefore farming is not commonly practised. The schools are supported by a WFP feeding programme – and it was noticed that the project staff were buying fruit and vegetables from across the border in Ethiopia. As a demonstration of how food security can be bolstered, kitchen gardens could be established in schools.

Second, it will be crucial to find resources for counteracting the very sad situation whereby the children in Maiwut County have no opportunity of studying beyond the P6 class – and no chance of taking the school leaving exams. Such children will either stay at home – perhaps taking up undesirable and destructive behaviours – or they will go to refugee camps in Ethiopia.

Recommendations

Community engagement

1. In its awareness-raising activities in the communities – especially about such topics as the negative attitudes related to education and the custom of early marriage for girls – the BRES project could deploy a wider range of community engagement techniques, especially drama, music and songs.
2. As part of the needed capacity-building initiative for ADRA SS staff, the existing Reflect manual should be reviewed and revised in order to not only retain Reflect principles and practices most relevant to the BRES context, but also to add a toolkit section on a wider range of community engagement techniques.
3. Further training for ADRA SS staff is needed on basic project-support communication methods – holding public meetings, managing road shows, making presentations, facilitating discussions, managing drama and role plays, etc.

4. Equipped with such training, the BRES staff should take a more proactive role in the community engagement activities, building the capacity of selected community leaders by including them in the facilitating teams.³
5. It is recommended that the ADRA SS Civil Society Coordinator, who has already worked on guidelines for community engagement, should be involved and mentored in any such training provided for ADRA SS staff – and who could then take a lead in continuing the training of staff in project support communication.

Capacity building for PTAs and teachers

6. In the Topics section of the revised Toolkit or Facilitator's Guide, material should be included from the official and current MoEST manual on PTAs and SMCs, making the distinction between school management and school support functions.
7. Develop guidelines on what mentoring means and how best it can be carried out.
8. Make the revised Toolkit or Facilitator's Guide as participatory, issue-based and interactive as possible.
9. Use video to record clips of community engagement, training and mentoring activities, in order to generate material that can be used in capacity development activities for ADRA SS staff.

Use of the CLGs

10. The RT suggests that the project should hold occasional 'learning platforms' which could include the 'education champions' who were members of the CLGs, county education officials and ROSS representatives – opportunities for advocacy and occasions where emerging education issues could be reviewed and debated.
11. There will be a need to liaise closely with FH (implementing GESS) in order to clarify their strategy for selecting and building the capacity of the SMCs – and identifying how best coordination can take place with the BRES project that is building the capacity of the PTAs.

Assessing impact

12. The RT suggests that the BRES project should establish a number of FGDs (PTAs, women's groups, youth groups) for discussing the key outcome indicators in quarterly meetings and assessing whether there are changes in attitudes and practices related to such matters as school attendance, performance of teachers, and attitudes of parents related to education.

³ It should be noted that it is a requirement of both the Government and the Opposition that local staff should be hired as much as possible. Therefore, the need for training is a quite crucial one.

13. Undertake training in collecting 'stories of change' for those staff members who have the flair for recording and writing up case studies presented as the 'voice' of the beneficiaries.

14. Use such stories in progress reports and for distribution to the media.

Supporting sustainability

15. The RT argues that there should be liaison with WFP to see if funds can be found for establishing school gardens – in a situation where very fertile land is not being exploited for agriculture.

16. ADRA SS should urgently advocate for and seek funding for the provision of P7, P8 classes and the restitution of the primary school leaving exams.

1. Introduction

1.1. Objectives of the Review

The assignment was to carry out a review of the ADRA BRES project in Maiwut County in the Upper Nile State of South Sudan – BRES being ‘Building Resilience in the Education Sector’.

One complicating but most significant factor is that Upper Nile is now under the control of the Sudan People’s Liberation Movement In Opposition – or IO for short. The Government has cut off resources to the area, including all telephone networks. Of direct influence on the project: education officials and teachers receive no salaries, learning materials are not supplied, and school students are not able to take the primary school leaving exams. And so the main objective of the project is to avail access to primary education for children affected by what is now a simmering civil war.⁴

As stated in the ToR, the objectives of the review were to:

- Examine the relevance and effectiveness of the BRES project in terms of covering the need for education in emergency and protection for IDP and host community children in Maiwut County in Upper Nile in the present context – including the support to the civil society desk in ADRA SS;
- Recommend any necessary adjustments for the remaining timeframe of the project;
- Recommend on the focus, priorities and practices that should be included in the design of the new phase of the project.

The ToR are clear about the specific issues to be taken up in the review. In summary, they are:

- On *relevance*: How significant are the needs being addressed? Are gender and vulnerability issues being addressed in the project design? How relevant is the design with regard to meeting the project objectives?
- On *intervention logic*: How plausible is the chain of objectives, results and assumptions set out in the design?
- On *implementation*: How effective is the strategy for implementation, in terms of chosen actors and actions?
- On *methodologies*: In particular, how relevant and effective is the use of community dialogue in engaging with parents and community leaders about the importance of education for the communities’ children?

⁴ One other effect of the political struggle is that the names of states have changed and, instead of ten states, the SPLM government has increased the number to 28, whereas the SPLM-IO makes the number 20. Given the inevitable confusion, the international community has, for the time being, retained the old names of states and counties.

- On *LRRD*: Is the role of the Civil Society Coordinator effective in those awareness-raising components that mark a shift beyond relief and rehabilitation to more development-oriented activities?
- On *effectiveness and efficiency*: To what extent are the envisaged outputs and outcomes being achieved, with value for money, and in view of the prevailing insecurity?
- On *coordination*: How well is the project using the network of agencies engaged in complementary education work?
- On *funding source*: Does the project belong to the humanitarian or development aid sector?
- On *lessons learnt*: What best practices (or not-so-good practices) can be identified for application in future programming?

It can be seen, then, that two main questions underlie the review:

- With regard to relevance, is the project doing the right things?
- With regard to effectiveness, is the project doing things right?

The full ToR are given in Annex A.

1.2. Approach

The Review Team

John Fox, the external consultant from iDC, was accompanied in the field by Bjørn Johansen, ADRA Denmark Programme Coordinator; from ADRA SS, Allan Jorgensen, Project Supervisor; Simon Namano, Education Coordinator; Kennedy Taban, M&E Manager.

The Review Team (RT) was in Maiwut County from 3 to 11 October.

Fieldwork programme

The RT held discussions with BRES project staff, visited four primary schools supported by the project (Kulong, Gainen, Pinythor and Pagak), held focus group discussions with teachers, students, members of parent teacher associations (PTAs), members of a community leaders group (CLG), interviews with County Education Officers, and interviews with officials of the Relief Organisation for South Sudan (ROSS) both in Maiwut and Pagak.

The detailed fieldwork programme is given in Annex B.

Analytical framework

In the collection of data and in the writing of this report, the underlying analytical framework is drawn from the 'big five' DAC criteria of relevance, efficiency, effectiveness, impact and sustainability – the same evaluation themes implied in the ToR. Within this framework all the specific ToR issues noted above have been taken up. It has guided all the consultations, whether in interviews or in FGDs, and it has provided the main structure for the evaluation report:

- **Relevance:** The appropriateness of objectives to the problems and potentials that the BRES project is designed to address – and to the physical, security and policy environments within which it operates.
- **Efficiency:** The cost, speed of response, and ability of project management, in relation to the way inputs are being utilised.
- **Effectiveness:** An assessment of the degree to which outputs are being realised and the appropriateness of the approaches being used in the various project components.
- **Impact/degree of change:** The likely longer-term effect of the project on its target groups and wider communities.
- **Sustainability:** The likely continuation of the stream of benefits produced by the project.

The checklists to be found in the Annex C were framed according to the above evaluation themes.

Data Collection Methods

The review team used, as much as possible, a range of methodologies to ensure triangulation of information gathered. These included:

- **Documentary evidence:** The variety of documents identified in the ToR – the project document, its logframe and budget; needs assessments and progress reports.
- **In-depth interviews:** One-on-one discussions and group meetings in Juba and in the project sites in Upper Nile State, with ADRA project managers, other relevant development agencies, representatives of local authorities, teachers, children and community members.
- **Focus group discussions:** With project field staff and with beneficiary groups.
- **Observations:** Carried out during field visits of ongoing project activities.
- **Presentations:** To stakeholders at the end of country fieldwork.

Most Significant Change

To collect additional qualitative data on progress and impact, the RT used the ‘Most Significant Change’ (MSC) approach – a qualitative methodology of collecting, analysing and selecting stories about the progress and impact of a project. Alongside gathering data about work plans and their implementation, targets and achievements, the review team also focused on the children’s and parents’ perceptions of the impact of the project on their aspirations and practices.

1.3. Structure of the Report

Chapter 2, **Contexts**, begins with a situation analysis, focusing on Upper Nile State and Maiwut County in particular; it then briefly reviews ADRA’s work in South Sudan and in the project area.

Chapter 3, **Relevance**, is concerned with the significance of the needs that the BRES project is addressing – and how well the project is designed to achieve its objectives.

Chapter 4, **Effectiveness**, focuses on the achievement of envisaged results and on the implementation strategy.

Chapter 5, **Recommendations**, reviews the lessons learnt and presents the RT's recommendations.



2. Contexts

2.1. South Sudan and the Project Site

The whole of South Sudan is in dire straits. It has been in a state of simmering civil war since the outbreak of fighting between the forces of President Salva Kiir and Riek Machar that erupted in December 2013. It erupted in Juba again in July of this year. Over 300 soldiers were killed in this latest attack and, at the time of the review, the walls of the Presidential Palace were still pock-marked with bullet holes. Since the end of 2013, about 1.5 million people have been displaced; tens of thousands have been killed; schools and hospitals have been destroyed. For the period of the review, Juba was rife with rumours: that the President was sick and, like Machar, he had left the country for treatment; that the President was dead. What was not a matter for rumour was that people were being ambushed and killed along roads leaving the capital city. And there were reports of skirmishes in different parts of the country.

Upper Nile is the northernmost state of South Sudan; it is the homeland of the Nuer people now led by Machar. It is regarded as the hardest hit by the armed conflict. And it is also one of South Sudan's 'hard to reach' areas, given its physical, communication, security, social and economic conditions. Even before the open conflict between the Government and the Opposition it had a very poor level of public service.



Upper Nile State borders the Sudan states of South Kordofan, Blue Nile and White Nile. And Ethiopia is to the East. Within South Sudan, Upper Nile borders Unity and Jonglei States – parts of which are under government control. So there is the challenge of accessibility; the only way into the project site is by air. As it is an IO-held area, Upper Nile has no access to telecommunication services, because these are controlled by government.

Moreover, Upper Nile is plagued with insecurity: with inter-clan clashes and cattle raids. The one long rainy season leads to flooding, especially in the months from June to November, and this further hampers access. Economic activities have also suffered; the markets have collapsed. As is almost always the case in such spiralling-down situations, it is the women and children who suffer the most.

Despite a number of peace efforts, sporadic fighting continues to disrupt livelihoods, displaces people, and prevents them from accessing urgently needed services, such as primary health care and basic education. The situation was made worse by the government's devaluation of the South Sudan Pound by 84% in December 2015, spiking inflation, especially for food and other basic things in the local markets. In May 2016, inflation hit an all-time high of 295%. National oil production has almost ceased due to low market prices, and the country is virtually bankrupt. Civil servants have not been paid for months. There is uncertainty about how the political crisis can be resolved. There is a pervasive mood of resignation. And the humanitarian crisis is likely to worsen, given the low levels of agricultural productivity and the displacements resulting widespread conflicts.

Maiwut County

Since the outbreak of the conflict in South Sudan in December 2013, many people from Maiwut County crossed to refugee camps in Ethiopia; other internally displaced persons (IDPs) from Malakal, Nassir, Maban and Renk Counties moved and settled in Maiwut. No proper tracking records have been kept, but it is reckoned that there are over 32,000 people living in the county.

The near-collapse of the economy has meant that many people are not able to afford basic goods, even food – let alone the costs of educating their children. And so people are on the move in search of food. Many have crossed again into Ethiopia, and there the living conditions in refugee camps can be quite appalling.

Even in Ethiopia there are security concerns. In April 2016 there was cattle raiding, abduction of children and ethnic clashes. Some of those affected were South Sudanese Nuer people who had crossed to Ethiopia in search of water and pasture for their animals – as well as those who had crossed over for security reasons. Over 2,000 individuals, mainly women and children, returned to Maiwut County. Many of the returnees believed that the signing of the Compromise Peace Agreement in August 2015 between the SPLM government and those in opposition would lead to peace.

However, the economic situation has worsened in Maiwut. The South Sudan pound (SSP) is no longer regarded as a valid currency in Maiwut; only the Ethiopian Birr or the United States dollar are in common use. Since the value of the SSP is so low, there is no case for supporting schools in SSP. However, the export of goods from Ethiopia is permitted only to traders who have import and export licences. These big traders only supply items in bulk. Therefore, there is smuggling of goods into Maiwut, where they are sold at inflated prices. It has meant that some people have re-crossed the border back to Ethiopia. The situation in Maiwut was made worse in the current year because there was little harvest of maize as a result of flooding and the destruction of much of the crop.

On 5 June, 2016, the Nuer and the neighbouring Brun people conducted a peace dialogue and resolved that the people of Kigile (an old payam) who were displaced as a result of local conflict should return to their payam. And so the return of refugees from Ethiopia and the return of Brun people from their hiding places to Kigile, meant that many more children – over 1,500 – would be in need of education support.

The SPLM-IO institutions in Maiwut were confident that peace was imminent and, therefore, schools would be supported by the Transitional Government of National Unity. They thought that teachers would get their salaries again; education supplies would be available; exams would be taken again. But these hopes have been dashed; in all the schools in Maiwut County, there was no office furniture – teachers were using some of the pupils' desks that were distributed to the schools in 2015.

Also, the majority of the volunteer teachers now working in the 15 schools in the county have poor, if any, educational qualifications. They need financial and capacity building support, just as their pupils need a place for learning and materials to reinforce that learning. Moreover, as is the case for pastoralist societies anywhere, many of the Nuer parents placed quite a low value on education.

2.2. ADRA's Experience in South Sudan

ADRA South Sudan (ADRA SS) has been operating in South Sudan since 1994 – in seven out of its ten states, and carrying out assignments in the sectors of education, primary health care, livelihoods, food security, and emergency response. Since 1997, it has implemented a number of Danida-funded projects, both long-term and short-term, in support of basic education. These have included training of teachers, parent/teacher associations (PTAs) and school managers, provision of educational materials, establishment of learning spaces/classrooms, and empowerment of civil society with regard to education issues.

Currently, as well the BRES project in Maiwut County, ADRA SS is implementing an education project funded through ADRA Norway. It has also just completed a USAID-funded project, 'Room to Learn', in Eastern Equatoria. Furthermore, ADRA SS is the lead agency in Warrap State for the DfID-funded, nation-wide, Girls Education in South Sudan programme (GESS).

In Nasir County, in Upper Nile, ADRA SS is implementing an 'Emergency in Education and Peace-Building Project' (EEPB) funded by UNICEF, which is supporting 19 schools with temporary learning spaces, scholastic and recreational materials, as well as providing incentives to teachers. In the same county, it is also implementing a UNHCR-funded protection project, a WFP-funded food security project, and a food security and livelihoods project funded by BMZ.

So ADRA SS was very well placed to respond to the needs of teachers, children and parents in Maiwut County. It had already been working there; it had built a very good relationship with the communities. It had a sound understanding of the local context, enjoyed the confidence of the local leadership and community members, and it was able to work through established political and educational structures and networks.



During the first day in the ADRA compound in Pagak, the project staff members were engaged in a SWOT exercise. This was the result:

<p>Strengths</p> <p>Funds and technical support are made available through ADRA Denmark;</p> <p>The local staff, both in Upper Nile and in Juba, are committed to their work;</p> <p>The respect and regard for Christian values is ‘the glue that binds’;</p> <p>Through many years of working in South Sudan and Upper Nile, ADRA has sound knowledge of the local cultural, economic and political contexts;</p> <p>Programming is flexible, according to changing circumstances and needs;</p> <p>Currently, the security situation is relatively stable.</p>	<p>Weaknesses</p> <p>Funds can be delayed from Juba to Upper Nile;</p> <p>The humanitarian and development needs in the education sector are so many and so varied – from missing school infrastructure to lack of qualified teachers and county officials – that it can cause uncertainty and frustration among the staff;</p> <p>Many of the local people, particularly the pastoralists, place a low value on schooling and education;</p> <p>Certain cultural practices have a negative influence – seeing cattle as main source of wealth, for example, and the early marriage for girls (‘Girls are seen as a source of income’);</p> <p>The coordination at the cluster level is weak at the state level, with regard to information exchange, prioritization of interventions, and logistical issues.</p>
<p>Opportunities</p> <p>The coordination platform, through the clusters, can be strengthened for better information flow and joint planning;</p> <p>There are in-country funding opportunities that can be; for example, WFP for school feeding interventions;</p> <p>Champions for supporting ADRA’s BRES can be found and encouraged; for example, the County Commissioners.</p>	<p>Threats</p> <p>A serious escalation of the political and ethnic conflict – war – is possible;</p> <p>The payment of incentives, especially if they are reduced in line with cluster decisions, could be very damaging to the project;</p> <p>There might be cuts in the assistance coming from Denmark</p>

Most of these points are taken up and elaborated in the two chapters that follow.

3. Relevance

Is the project doing the right things?

3.1. Needs Assessment

The BRES project document quotes the UN-OCHA estimate that, since the eruption of the conflict in 2013, at least 1.7 million children and adolescents were in need of emergency education, including some 400,000 who had dropped out of school. Many of them were unable to access learning due to displacement; others were out of school due to the impact of conflict on their communities, or they were living in host communities where education resources were much overstretched and the value put on education was low, especially in the pastoralist communities. Many children, and especially girls, had been denied the right to learning. This in itself was a security risk. Idle, they could be tempted to join militias – or they might turn to undesirable and even criminal activities.

As noted above, Maiwut County is controlled by the Opposition. On the corridor into Gambela in Ethiopia, it has experienced a high influx of IDPs that had either settled temporarily or crossed the border into Ethiopia in search for protection and food. And it should be emphasised again that, as an Opposition area, it was not receiving Government support, and the provision of education, as with other services, was dramatically affected.

Even if the area had been supported by the Government, that support would have been very low. The Government was highly dependent on income from oil production; however, particularly the steep decline in oil prices had reduced its already insufficient financial resources. Even in the Government-controlled areas, only 5% of the national budget was being allocated to education – as against 42% allocated for security.

As noted in the project document, the constant violence, insecurity and recurring displacement had had a profound effect on an already weak and nearly non-existent education system in Maiwut. By the end of 2015, many children in Maiwut County were unable to access safe learning environments. Over 60% of children of school going age were not in school.

There was a clear gender disparity in relation to education access. This was also perceived as a result of cultural practices that do not favour girl child education, but rather promote early/forced marriage and early pregnancy. Girls are married early to create an income for the families, and the dropout rate is high from classes above P4. It was reckoned that this scenario was worse among the pastoralist communities, when compared with those more settled communities practising farming.

Because of the conflict many teachers crossed into Ethiopia; others joined the conflicting parties. The current teachers were those few who remained in the county and volunteers from the communities. None of them were receiving a salary from either the Government or the Opposition. They were teaching on a voluntary basis and only supported by incentives from ADRA SS. Also ADRA SS, with support from Danida and NORAD, had been meeting some of the education needs, especially through the construction of temporary learning spaces (TLSs), provision of scholastic materials, rehabilitation of boreholes, the construction of latrines in schools, the training of PTAs, and the training of the volunteer teacher (called education facilitators in BRES) in relation to the basic skills relevant for EiE.

Both the Government and the Opposition have tried to change the administrative structures in the country. While the Government has divided the country into 28 states, the Opposition made 21 instead of the current 10. According to the SPLM-IO, Maiwut now comes under Adar State, and the former Maiwut County is divided into five counties: Maiwut, Jekou, Pagak, Jotome and Thoch. The changes of administrative structures have created a major challenge with regard to ensuring sufficient education officials with administrative skills.

The project document identified a range of needs to justify a proposal for an Education in Emergency situation. In summary, they are:

- The capacity of teachers (many of them unqualified volunteers), education officials and PTAs was very low.
- Food security had worsened due to the conflict. Children going to school hungry could not learn effectively – and many preferred to stay home in search for food. But WFP had committed to take on food distribution to the Maiwut schools in 2016.
- SPLM-IO did not have resources to support the education system.
- The learning spaces were inadequate and insufficient. There were only four permanent schools in the whole county. ADRA SS had constructed 15 TLSs with 30 classrooms to accommodate 7,000 children, but many children were still learning outside in an open area or under trees.
- Scholastic materials were inadequate. And parents, whether IDPs or from host communities, were not able to afford to buy such materials.
- The awareness of hygiene issues was very weak.
- Though some latrines had been constructed in the schools by ADRA SS, the number remained insufficient.
- There were no primary school P8 classes available and only one school had a P7 class; pupils from Maiwut County were not able to take the Primary Leaving Examination (PLE), because this had been blocked by the Government.
- There were few, or no, co-curricular activities in the schools.
- There were no secondary education options in Maiwut County; children had to either cross to Ethiopia or drop out of schooling.

- Civil society structures were weak, not only in Maiwut but in many parts of the country.

3.2. The Response

Origins

The BRES project under review – a partnership between ADRA Denmark and ADRA SS – is in its fourth phase. The first phase was initiated in 2013 and it was planned to target communities around Ulang, Nasir County, also in Upper Nile State. However, due to the outbreak of civil war in December 2013 only the first phase was implemented there. Fighting and insecurity resulted in huge numbers of people fleeing the area and finding refuge – many of them moving to Maiwut County. It became impossible to continue with implementation in Nasir County. Many parents and their children had left the area. Also, many of the teachers became refugees.

ADRA was allowed by the donor to relocate the project to a different accessible area – to Maiwut County. But it was recognised that the situation had changed from a fragile to an emergency one. And so ADRA redesigned the programme, by taking an Education in Emergency (EiE) approach, by focusing on improving the learning environment in six schools in Maiwut County in order to better cater for the influx of IDPs, and by providing support for the children affected by the civil war.

A third phase was developed for 2015 with matching funds from the Norwegian Government. It made it possible for ADRA to continue the support to the six schools and also to expand the number to 15. Other relevant components were included: provision of incentives for education facilitators and a school feeding programme. The overall objective of this joint intervention was that 15 learning spaces should accommodate 8,000+ IDP and host community school-age children.

Current BRES project

For the fourth phase – the project under review – the three main objectives are:

- Community members (community leadership groups, PTAs, parents, etc.) in Maiwut County promote enrolment, quality, equity, retention and peace building in schools;
- IDP and host community children have access to basic primary education in the nine targeted schools;
- Pupils in the nine targeted schools demonstrate good hygiene and sanitation practices.

Clearly, the current BRES project is addressing the needs identified above: in ensuring that IDP and host community children can have access to basic education, through the construction of TLSs and the provision of learning and co-curricular materials; by availing incentives to the teachers (called education facilitators); in supporting the education facilitators through the payment of incentives, capacity building and mentoring; in raising

awareness among the communities about the importance of education – mainly through support to PTAs and by establishing community leaders groups (CLGs) to bolster the community engagement.

Perhaps the best way to appraise the relevance of BRES is to recognise that, without the project, over 5,000 children would not have the opportunity of going to school at all.

The effectiveness of the BRES activities noted above – the extent to which its targets have been achieved – is taken up in the next chapter. But, before that, there are a few issues to be discussed related to the appropriateness of the project design.

3.3. Design Issues

Reflect

The methodological framework applied for orienting project staff and community members engaged in awareness raising about educational issues is Reflect. The RT argues that this is an unnecessary, and perhaps confusing, approach. Reflect has grown out of the Paulo Freire ‘conscientisation’ method for facilitating a discussion of essentially political issues in the context of teaching literacy. Through a ‘codification’ process – using stories, say, or photographs as triggers – community members are encouraged to identify the underlying causes of their poverty and marginalisation. And so it prompts a reflection on power dynamics and other political economy issues.

However, the issues that the BRES project are raising with the communities are not so open and not so political – they are related to the values people put on education, the benefits of schooling, the undesirable consequences of youngsters staying idle at home, the traditional attitudes related to girls’ education, and problems associated with the early, and sometimes forced, marriage of girls.

In this regard, it is significant that the facilitators of the Reflect training provided for the BRES staff noted that they decided to miss out five of the themes usually covered in the orientation to the Reflect approach. And the RT suggests that the training for community engagement could be a much simpler matter of demonstrating and practising basic approaches to holding community meetings and facilitating discussion of the key education issues – taking up, in other words, only some of the very basic methodological principles of Reflect... But this is a matter taken up in more detail in the next chapter.

Gender

The RT observed that there are many women involved in the PTAs and participating in a number of school support activities, as well as in the community outreach activities. Also, a good number of women took a vocal part in the FGDs with PTAs.

However, it was seen that very few women were among the education facilitators. This, the RT found quite surprising, in that in most societies around the world women outnumber men in primary school teaching. Also, the RT suggests that a more equal balance of men and women teachers would be desirable – especially to the benefit of the girls in the schools.

Funding source

The RT was asked to comment on whether the project is a humanitarian or development initiative.

It is clearly and mainly a humanitarian intervention. The construction of TLSs and latrines, the provision of learning materials, the school feeding programme, the payment of incentives to secure teaching in the schools – all these fit with the relief and rehabilitation objectives of the LRRD spectrum. They relate to the ‘bounce back’ concept of resilience in humanitarian projects.

However, in as much as there are important awareness raising and capacity building components, these move the project to the development objectives of LRRD. And this relates to the ‘bounce back better’ concept of resilience that fits with development projects.

BRES, then, is a very good example of how LRRD need not – should not – be seen as phases in sequence rather than in parallel.

Adaptations

The RT recognises that the BRES project is being implemented in most difficult and trying circumstances. Given the split – and constant possibility of open conflict – between the Government and the Opposition, it is crucial that ADRA SS maintains a neutral stance. In doing so, however, it has to solve recurring problems of how to transfer funds and equipment from Juba to Pagak.

The project’s transport in Pagak was requisitioned and has not been restored. At the time of the review, the recently purchased quad bike was in need of repair. The RT has noted how the project staff members have shown remarkable flexibility in continuing to reach the targeted schools – some of them at considerable distance from the ADRA SS compound in Pagak.

Assumptions

The key assumption of the project is that the security situation will allow activities to proceed. In this regard, the thinking of the project managers is in line with the three

scenarios model set out in Danida's Interim Country Policy for South Sudan.⁵ In this, the situation stays as it is now, improves or worsens. The scenarios, then, are:

Status quo: Within which emergency components are possible, with some groundwork for more sustained capacity development interventions;

Improving: With the implementation of the Peace Agreement, there could be advocacy for restoring, for example, the salaries of teachers and the resumption of primary school leaving exams – and more sustained capacity building for education officials and teachers;

Worsening: With widespread outbreaks of violence across the country, the only option would be withdrawal.

The BRES project, in the main, is doing the right things. The following chapter explores the possibilities for more effectively doing things right.



⁵ Denmark-South Sudan: Interim Country Policy Paper 2016-2018, Danida, January 2016

4. Effectiveness

Is the project doing things right?

4.1. Achievements

The following table is a record of achievements against the targets envisaged in the project logframe. It was compiled by project staff from progress reports and in discussion with the RT:

Objectives and Outcomes	Indicators and Activities	Achievements (January-June 2016)	Comments
Overall Objective: 5200 conflict-affected children in Maiwut county are enrolled and retained in a safe and secure learning environment	Indicators: # of conflict-affected children enrolled and retained in schools and participating in learning	5826 conflict-affected children are enrolled in the nine targeted schools, and are participating in learning.	An increase of 12% over the target
1: Community members (Community Leadership Groups, PTAs, Parents etc.) in Maiwut county promote enrolment, quality, equity, retention and peace building in schools	Indicators: # of dialogues/meetings held to discuss issues related to education # of actions taken by community members to improve education facilities	30 community dialogues were conducted by the Community Leaders Groups, in which eight were in Turu, seven in Maiwut, eight in Pagak, and seven in Jotome .	Some outcome information has been missed out due to modifications in the project logical framework that now also focuses on outcomes, and yet the existing M&E system captured more in the way of output results. The M&E system is being modified to match the new logical framework.
1.1: Four Community Leaders Groups (each comprising nine members) are established, trained and functioning	Activities: Four CLG groups are formed in four locations of Pagak, Maiwut, Turu, and Jotome; 36 CLG members are trained and are actively doing promotion and advocacy; ADRA staff are monitoring and supporting the CLG activities Indicators: # of CLG Meetings held # of CLG action plans developed	Four CLGs of 36 members (five females and 31 males) established and trained in: Maiwut – nine members (eight males and one female); Pagak – nine members (eight males and one female); Turu – nine members (seven males and two females); Jotome – nine members (eight males and one female) All the four CLGs have developed action plans	From discussions with CLG members in Pagak, it seemed that there was no clear distinction between the mandates of the CLGs and the PTAs

1.2: PTA members are aware of the value of education and have the skills to support education initiatives in their localities and promote peace building	<p>Activities: PTAs in nine schools of Maiwut county are trained in the role of a PTA, the value of education, and how to engage community members; ADRA staff are monitoring and supporting the PTA activities</p> <p>Indicators: # of PTAs that have a work-plan that illustrates the promotion of quality, equity, enrolment, retention and peace building, resource mobilisation for maintenance, establishment of TLSs, etc; # of PTA meetings held per term</p>	<p>PTA members were given refresher training in school management, roles of PTAs, peace education, importance of girl child education, and education resources mobilisation</p> <p>The 13 PTAs, comprising 117 members, have developed work plans that were organised and kept by the head teachers of the schools</p> <p>Total of 36 meetings have been held by PTAs in the nine targeted schools from January till June 2016</p>	Given the low literacy levels of PTA members, minutes of PTA meetings are written by the head teachers and kept in their offices
1.3: Communities are able to engage relevant actors in dialogue around education issues	<p>Activities: PTAs and CLGs are trained in conducting awareness campaigns and community dialogues</p> <p>Indicators: # of community dialogues about education issues conducted by a CLG # of resolutions generated in community dialogues # of community meetings (general PTA meetings) about education issues conducted by a PTA; three awareness campaigns per term conducted by each CLG</p>	<p>All the targeted 13 PTAs and four CLGs received training in conducting awareness campaigns and community dialogues</p> <p>Total of 30 community dialogues were conducted by the Community Leaders Groups in which eight were in Turu, seven in Maiwut, eight in Pagak, and seven in Jotome</p>	It should be noted that the CLGs and PTAs are mainly composed of members with poor education backgrounds, and thus they are constrained in documenting their community-based activities/events.
2: IDP and host community children have access to basic primary education in the nine targeted schools	Nine targeted schools are opened throughout the official school year, and offer education according to curriculum	The schools are open and they are offering the basic education curriculum	

<p>2.1: 110 education facilitators are teaching in the nine schools according to the curriculum</p>	<p>Activities: Provide incentives to the education facilitators; Distribute textbooks and teaching and learning materials; Mentor education facilitators; Monitor teachers 'and pupils attendance in schools</p> <p>Indicators: Education facilitators conduct classes regularly; Instructional materials follow the official curriculum and in use; Education facilitators conduct classes according to the developed schemes of work and lesson plans; Education facilitators demonstrate ability to include children with special needs</p>	<p>All the education facilitators received all their monthly incentives from January to June; All the teachers and the county education officers received textbooks to improve their scheme of work and lesson plans, and all the text books follow the official South Sudan curriculum; 117 education facilitators are actively engaged in teaching of the school children and managing the schools; 110 are teachers who are actively engaged in classrooms on a daily basis, and seven are county education supervisors who help with the general supervisory role in the schools; 76 teachers received mentoring related to schemes of work, lesson plans, and class management – done by ADRA staff through school visits; 69% of the education facilitators conducted classes according to developed schemes of work and lesson plans</p>	<p>Without direct observation – or study of video recordings – it is not possible to assess the quality of the mentoring activities; however, conversations with the project staff revealed that they do find the mentoring a difficult task – and they themselves lack experience in such delicate supervision work</p>
<p>2.2: Seven education managers are supporting the teaching staff in nine schools in providing education according to curriculum</p>	<p>Activities: Provide incentives to education managers; Mentor them in developing and updating school statics and in supervising and mentoring education facilitators</p> <p>Indicators: # of M&E and mentoring visits to schools; # of teachers participated in mentoring sessions; school statistics updated and analysed in County</p>	<p>All seven education managers received all their monthly incentives; All seven received mentoring in school management and updating school statistics; Also conducted joint mentoring visits with project staff to a total of 76 education facilitators; All the nine targeted schools and the county education department have updated school statistics</p>	<p>Again, it should be noted that the education officials also lack qualification in the management of education facilities; Also, because of the fluid political situation, there are frequent changes of positions</p>

	Education Office		
2.3: Essential teaching, learning and recreational materials facilitate teaching and learning process in the nine supported schools.	<p>Activities: Procure, preposition and distribute essential teaching, learning and recreational material to the schools</p> <p>Indicators: % of the pupils using exercise books, pens, pencils, rulers, during school; % of teachers using teaching materials; % of pupils in each school engaged in recreational activities using recreational materials</p>	<p>20,300 exercise books (the balance from 2015) were distributed to 5,823 pupils – with each pupil getting about four exercise books; Additional 26,000 exercise books were procured in 2016 and distributed to the same pupils; 15,600 pens, 15,600 pencils were also procured and distributed; The following teaching materials were distributed to the schools: nine cartons of assorted chalks, 10 blackboards, and 2,311 textbooks; The county education office received seven counter books, nine packets of envelopes, 18 reams of duplicating papers, nine packets of ruled papers; The following recreational materials were procured and distributed to the schools: 18 footballs, nine volley balls, six goal post nets, 18 whistles and nine pressure pumps</p>	<p>Again, it should be noted that some outcome information has not been captured due to modifications in the project logical framework that now mainly focuses on outcomes; The existing M&E system captured more in the way of output results; The M&E system is currently being modified to match the new logical framework, and it should be better able to focus on outcomes – the changes in attitudes and behaviours</p>
3. Pupils in the nine targeted schools demonstrate good hygiene and sanitation practices	When in need pupils are using latrines and hand washing facilities	The RT observed that the latrines were in use by the staff and pupils – and children were queuing to wash hands before meals	
3.1: Pupils in the nine targeted schools and their parents are aware of good hygiene and sanitation practices	<p>Activities Produce IEC materials for hygiene and sanitation promotion; Conduct hygiene and sanitation awareness in schools and communities</p> <p>Indicator: 40% of the pupils and their parents are able to explain key concepts of</p>	<p>3,500 existing IEC materials for hygiene and sanitation were translated from English language to the Nuer language and were produced with hygiene messages to be used during awareness sessions in schools and communities; 9,699 people have been</p>	<p>Hygiene promotion activities have taken place, but no survey has been carried out to test the indicator related to knowledge gain</p>

	good hygiene and sanitation practices.	reached with hygiene messages; 5,826 (2,435 females and 3,391 males) were school children and 3,873 (2,031 males and 1,842 females) were community members/parents	
3.2: Girls in the nine schools who are in their puberty have access to dignity kits	Activity: Procure, preposition and distribute dignity kits Indicator: % of adolescent girls in need for dignity kits in nine primary schools have received kits	670 dignity kits were procured and distributed to girls in five primary schools of Pagak, Pinythor, Turu, Gainen and Kulong, and were received by total of 300 girls.	
3.3: Pupils in the nine schools have access to segregated latrines and hand-washing facilities	Activities: Establish segregated temporary latrines in two schools lacking them; Sensitise community members to re-establish hand washing facilities Indicators: # of functional segregated latrines and hand-washing facilities in each school	No latrines have been established in 2016; Six of the nine targeted schools have functional pit latrines established by previous projects; however, not all are segregated: four of the six latrines are segregated.	The RT observed the latrines in the four schools visited, and they were assured that they are well used; Certainly, the hand washing facilities were being used; But the RT was surprised at the untidy state of some of the schools visited – graffiti on the walls and littered classroom floors

In summary, then:

- 5,826 conflict-affected children are enrolled in the 9 targeted schools, and are participating in learning – against target of 5,200;
- 30 community dialogues have been conducted;
- Four community leadership groups (CLGs), comprising 36 members, five females and 31 males, have been established and trained;
- 13 PTAs given refresher training;
- 117 education facilitators are engaged in teaching or supervision and supported with incentives;
- 9,699 people, in schools and in the communities, have been reached with hygiene messages.

It should also be noted that WFP is providing food for the school kitchens.

4.2. Monitoring

As noted above, the main focus of the existing M&E system has been on tracking the achievement of outputs – the activities carried out and the facilities put in place. But the logframe has been modified to include more outcome indicators – means of assessing changes in attitudes and behaviours. And the ADRA SS M&E Manager is now tasked with modifying the monitoring system in order better to track these new outcome indicators.

The RT suggests that there are three ways in which the monitoring could be improved.

First, though the RT notes that the project is already collecting small case studies, it recommends that there could be more emphasis placed on this activity, particularly through the recording of ‘stories of change’. This is a matter of noting beneficiaries – or other stakeholders – who have something interesting to say about the way in which a project has impacted on the lives or livelihoods. They are then engaged in an extended interview or conversation, which is recorded. It is written up as in the ‘voice’ of the person – ideally with a photograph.

Such stories can not only illuminate impacts a project is achieving, they are also good material for distribution to the media – not just for increasing the ‘visibility’ of a project but also for extending the ‘reach’ of its key messages.

Second, video recording could be made of activities – particularly of the conduct of community dialogues or of the mentoring of education facilitators. These could be invaluable materials for any capacity development activities.

Third, as a tool for structuring project staff meetings related to the findings of monitoring activities, one staff member could be given the responsibility for drafting a brief ‘issues paper’ as the agenda for the meeting.

4.3. Financial Matters

None of the project staff stated that the allocated funds were not sufficient for carrying out the envisaged activities. However, with regard to any ‘value for money’ assessments, the rapidly changing exchange rates (particularly the SSP against the USD) make such assessments very difficult. And, as noted above, the prices of goods procured from Gambela in Ethiopia are also rising steeply.

The following figures (as up to the end of September) can be indicative of the project’s state of implementation:

- The total project budget: DKK.5,343,152
- Transferred: DKK.4,330,178
- Spent: DKK.3,700,917

The indication, then, is that the implementation is broadly on track.

With regard to accounting, as with all ADRA projects, BRES uses the Budget Control Sheet (BCS), which is a detailed but elegant system for tracking expenditure on a monthly and accumulated basis. The BRES BCS shows that 68% of the money spent relates to actual project activities, as against administration – which, given the context, is a satisfactory ratio.

4.4. Community Dialogues

The RT attended only one of the important community dialogues – arranged at Pagak Primary School. We are mindful that we should take care in drawing conclusions from only one occasion. But conversations with the project staff confirm that many things we saw were not untypical.⁶

As you can see from the photograph, the layout was the baraza-style⁷: a table and chairs under the shade of a tree for the three CLG members; a big gap before the community members sitting on rows of benches.



In no sense was it a dialogue. After initial remarks by members of the CLG, turn-and-turn about, members of the audience came to stand out front and make brief speeches. There was no facilitation: no shaping of the discussion; no development of an argument; no summarising of points made.

There is a case here for capacity building. And, perhaps, primarily for the ADRA SS project staff. The RT argues that, rather than handing over the responsibility for the community dialogues to community members after a brief orientation, the BRES staff should be taking a

⁶ The RT appreciates that this particular community dialogue was arranged especially for the RT's benefit, and the ADARA SS staff members were particularly concerned not to be seen in a leadership position. Nevertheless, the RT assumes that the setting and the 'transmittal' nature of the occasion would be quite typical of similar events organised through the project.

⁷ The barazas go back to the colonial days, when the District Officer went round his district and addressed public meetings.

lead themselves, and including community members in the facilitating team – and so coaching them and bringing them on gradually.



4.5. The PTAs, CLGs and SMCs

The RT met with PTA members in all four primary schools visited. They are clearly performing important roles in supporting their schools:

- Assisting in identifying and prioritising development needs of the school;
- Helping in the construction of TLSs;
- Running the school kitchens;
- Monitoring the performance of the schools, particularly the attendance of the children;
- Raising awareness in their communities about the importance of education.

However, when we met with CLG members, together with PTA members at Pagak, they described the same set of functions. And the situation will be further complicated by the reactivation of the School Management Committees (SMCs) in primary schools that is happening through the nationwide GESS programme.

There is a need, then, to clarify and distinguish between the roles and responsibilities of the SMCs, PTAs and CLGs. In the Ministry of Education Science and Technology (MoEST) manuals, the distinction is clear:

Parent Teacher Association: The Parents Teacher Association is a voluntary association composed of parents whose children attend the primary or secondary school, teachers and any member of the community who is interested in the promotion of the general welfare of children in the school.

School Management Committee: The School Management Committee in a primary school is a governing body responsible for running the school on behalf of the Ministry of Education, Science and Technology. The committee consists of key individuals representing the local community, the PTA, interest groups, teachers and learners of the school, who are appointed by the Government.⁸

And so the role of the PTA is to support; the role of the SMC is to manage. But the following extract from an interview with a PTA chairman in one of the schools visited by the RT shows how the distinctions can be blurred:

What does the PTA do? Well, look over there... We have constructed that kitchen. We clear the compound. And you see that rack over there, where they put plates after washing? We made that.

We also mobilise the pupils to come to school. You know, sometimes young children don't want to come to school. They would rather be out playing. So we talk to the parents.

We also keep an eye on the teachers. If a teacher is not behaving well – coming late, say, or being rude to a parent – we sometimes talk to that teacher directly. Sometimes we report to the headmaster. If that doesn't work we report to authority – to the Chief.

Do we have a school management committee? Yes, we have. But the PTA and the management committee are all mixed up – it is the same. And the PTA and management committee have the responsibility for appointing teachers.

ADRA has taught us how to own the school.

Food for the Hungry (FH) is the implementing agency for GESS in Maiwut County. From the interview with the FH representative in Pagak, as well as interviews with GESS staff in Juba, it emerged that any GESS training of school management committees training is brief and mainly focused on the mechanism for qualifying for the programme's capitation grant. But,

⁸ Parent Teacher Association Training Manual, Ministry of Education, Science and Technology, USAID and Winrock University, December 2015

in the further phase of BRES, it will be important to liaise closely with the GESS initiative and work together in building strong PTAs and SMCs.

As for the CLGs, any project needs to find ‘champions’ among the community leaders. BRES has done well in this respect by establishing the CLGs. However, the RT maintains that, to avoid confusion about responsibilities and overlapping of functions with the PTAs and SMCs, a different role should be ascribed to those community members recruited for the CLGs – and the CLGs should be discontinued as separate ‘institutions’. It will still be desirable that a few of their members should enhance credibility by participating in the community dialogues. But there could also be an opportunity to hold occasional ‘learning platforms’ which bring together county education officials, the kind of community leaders recruited for the CLGs, and prominent PTA members, to discuss issues emerging related to the education of children in the county.

4.6. Impact

Indications

The RT observed many factors that indicate a positive impact of BRES:

- The number of children enrolled in the schools;
- The volunteer teachers at work despite having no salaries;
- The queues of children to wash their hands at meal times;
- The enthusiasm and energy of the PTAs and CLGs, when working in the schools and in the communities;
- The appreciation expressed by county education officials, for the capacity building they are receiving;
- The support being given by the ROSS officers.

On this last point, we have put in Annex D a letter from the ROSS Director in Pagak. He was taking the opportunity of the RT’s presence to canvass for a geographical extension of the project, but it also shows his appreciation of the project’s work.



4.7. Stories of Change



Pal Kawich Dong
A teacher at Kulong Primary School

”

I enjoy teaching. It is a good job.

I graduated from the University of Juba. I was there for four years, and I graduated with qualifications in Education. I got good knowledge there. But I don't want that knowledge to stay inside my head.

I want to also give it to the children. I want children to have the same advantage I had. And some of them will go beyond what I have been able to do. Teaching is a very important job.

I was supposed to go to teach at secondary level. But this crisis we are experiencing has prevented that. And there are very few pupils in secondary schools these days.

Here, also, the pastoralists don't value education all that much. Partly because they don't stay in one place. During the dry season, the people move to another place to find water and grass for their cattle.

If a father has two boys at home – and lots of cattle – he will keep the sharp guy to look after the cattle. Often the parents don't know what education can do for their children. So they keep the sharp guy looking after the cattle. But, of course, it's the sharpest guy who should be sent to school.



Nyanhial Koang
Head Girl of Pagak Primary School

”

Until two years ago I was in a refugee camp in Ethiopia. It was not easy there. But I might have to go back if I want to continue my education. Here, there are no classes after P6. I don't want to go back, but I might have to. Many children are now going to Ethiopia so that they can get an education.

We live alongside the airstrip here. We see how important the planes are that bring in people and things. Perhaps that's why I would like to be a pilot. It would be good to fly people to other places.

But to make the dream come true I need education. I need to go to secondary school and beyond. I wish we had uniforms here. It would show that we are different from those who don't go to school. Perhaps it would encourage others to go to school. Because it is true that many children are not going to school.

*The problem is the parents. They make their children do work at home.
'You can go to school when you have fetched water' – and it's too late to go.
'You go and look after the animals' – and then there's no chance to go to school.
Many parents don't know the importance of education.*

4.8. Sustainability

Three of the main factors affecting a project's sustainability are:

- Whether it is in line with Government policy and receiving Government support;
- Whether capacities have been built for those expected to carry on with activities that should be carried on;
- Whether funds will be available.

Of the first of these, the lack of Government support is what makes BRES an Education in Emergency project. The RT commends ADRA SS for the way in which it can work in an SPLM-IO area but maintain a neutral stance.

The payment of incentives (100 dollars a month) is, of course, not sustainable – but it will need to be continued unless Scenario 2 is realised. However, the capacity building elements of the project – supporting teachers, education officials, and PTAs – are laying some groundwork that can be built on in more development-oriented interventions.

One major factor working against sustainability is that there are no opportunities for students to attend classes P7 and P8 – and they are not able to take the important leaving exams. This is a sad and quite dangerous situation, as argued above, in that idle and frustrated youngsters could turn to undesirable activities.



5. Recommendations

5.1. Community Engagement

The BRESS programme is relying on the adapted Reflect discussion-based method in its awareness-raising activities in the communities. And yet the RT has seen a wide range of community engagement methods being successfully used by ADRA staff in countries such as Malawi, Sudan and Uganda – community-based theatre, for example, and other folk media. It seems that the BRES project staff members have not been exposed to such methods – or even have been little exposed to techniques of facilitating community dialogue.

Recommendations

- In its awareness-raising activities in the communities – especially about such topics as the negative attitudes related to education and the custom of early marriage for girls – the BRES project could deploy a wider range of community engagement techniques, especially drama, music and songs.
- As part of the needed capacity-building initiative for ADRA SS staff, the existing Reflect manual should be reviewed and revised in order to not only retain Reflect principles and practices most relevant to the BRES context, but also to add a toolkit section on a wider range of community engagement techniques.
- Further training for ADRA SS staff is needed on basic project-support communication methods – holding public meetings, managing road shows, making presentations, facilitating discussions, managing drama and role plays, etc.
- Equipped with such training, the BRES staff should take a more proactive role in the community engagement activities, building the capacity of selected community leaders by including them in the facilitating teams.
- It is recommended that the ADRA SS Civil Society Coordinator, who has already worked on guidelines for community engagement, should be involved and mentored in any such training provided for ADRA SS staff – and who could then take a lead in continuing the training of staff in project support communication.

5.2. Capacity Building for PTAs and Teachers

The RT has found that the mandates of the PTAs will need to be clarified, especially in relation to the likely re-activation of the SMCs through the GESS programme. Also, it seems that there is need for more training in relation to the difficult task of mentoring.

Recommendations

- In the Topics section of the revised Toolkit or Facilitator's Guide, material should be included from the official and current MoEST manual on PTAs and SMCs, making the distinction between school management and school support functions.
- Develop guidelines on what mentoring means and how best it can be carried out.
- Make the revised Toolkit or Facilitator's Guide as participatory, issue-based and interactive as possible.
- Use video to record clips of community engagement, training and mentoring activities, in order to generate material that can be used in capacity development activities for ADRA SS staff.

5.3. Use of the CLGs

Especially with the reactivation of the SMCs, there will be increasing possibility of confusion over mandates and overlap of functions carried out by PTAs, SMCs and CLGs.

Recommendations

- The RT suggests that the project should hold occasional 'learning platforms' which could include the 'education champions' who were members of the CLGs, county education officials and ROSS representatives – opportunities for advocacy and occasions where emerging education issues could be reviewed and debated.
- There will be a need to liaise closely with FH (implementing GESS) in order to clarify their strategy for selecting and building the capacity of the SMCs – and identifying how best coordination can take place with the BRES project that is building the capacity of the PTAs.

5.4. Assessing Impact

The logframe has been adjusted to include more outcome-oriented indicators (appraising changes in attitudes and practices) rather than only output indicators (tracking achievement of activities and construction of facilities). The monitoring system is being adjusted in order to better match the revised logframe. But there is a need to undertake more innovative methods of monitoring to assess impact. In particular, the RT suggests that there are many illuminative stories to be collected that could illustrate the influence the project is having on the lives of children and their families.

Recommendations

- The RT suggests that the BRES project should establish a number of FGDs (PTAs, women's groups, youth groups) for discussing the key outcome indicators in quarterly meetings and assessing whether there are changes in attitudes and practices related to such matters as school attendance, performance of teachers, and attitudes of parents related to education.
- Undertake training in collecting 'stories of change' for those staff members who have the flair for recording and writing up case studies presented as the 'voice' of the beneficiaries.
- Use such stories in progress reports and for distribution to the media.

5.5. Supporting Sustainability

There are two areas where funds could be sought for components not included in the current EiE project. First, the RT has observed that, even though the land is very fertile, there is very little agriculture. The schools are supported by a WFP feeding programme – and it was noticed that the project staff were buying fruit and vegetables from across the border in Ethiopia. As a demonstration of how food security can be bolstered, kitchen gardens could be established in schools – also in the ADRA SS compound!

Second, it will be crucial to find resources for counteracting the serious negative consequences of children not being able to continue their studies beyond P6.

Recommendations

- The RT argues that there should be liaison with WFP to see if funds can be found for establishing school gardens – in a situation where very fertile land is not being exploited for agriculture.
- ADRA SS should urgently advocate for and seek funding for the provision of P7, P8 classes and the restitution of the primary school leaving exams.

Annex A: Terms of Reference

Review of the Project “Building Resilience in the Education Sector (BRES)”

Background

ADRA Denmark (ADRA DK) is presently in partnership with ADRA South Sudan (ADRA SS) implementing the fourth phase of a project named Building Resilience in Education Sector (BRES). This phase of the project is as the two previous phases implemented in Maiwiut County, Upper Nile State, South Sudan. The objective of the project is to increase access and enrolment of children affected by the civil war in primary education in Upper Nile State where the education service had been more or less neglected for decades. The project phase is developed based on the lessons learned from the previous phases where it was found that besides the poor school structures and low capacity of the education facilitators the general low value of education in the population seems to be critical factor in ensuring pupils access to and participation of education. Thus this project phase includes strong focus on the civil society as actor in supporting education. In relation to this the project supports a civil society desk in ADRA SS with the purpose of engaging CS not only in this project but in the ADRA SS project portfolio at large. Though the context is fragile and asking for emergency responses ADRA found that it was important to link support to the education sector with empowering of CS and thereby apply LRRD. This could raise the question if it can be justified that the project is funded by humanitarian funds.

As funding for 2016 was reduced compared to 2015 it became critical that ADRA selected the most critical components. It is an important part of this review to assess if and to what extent ADRA has made the right choices.

History of BRES

The first phase of the project was initiated in 2013 and planned to target communities around Ulang, Nasir County, Upper Nile State. However due to the outbreak of civil war in December 2013 only the first phase was implemented there. Fighting and insecurity resulted in huge numbers of people fleeing the areas where the fighting took place which included the project area for BRES. Because of this it became impossible and irrelevant to continue with the originally strategy as children, together with their parents left the area. Also the teachers became refugees and the education management structures together with other government institutions to a high degree dissolved.

ADRA was allowed by the donor to relocate the project to a different accessible area and also to reconsider the activities to make sure they were relevant for the new context as it had changed from been fragile situation into a humanitarian crisis.

In the second phase ADRA therefore decided to move the activities to Maiwut County, Pagak, which is on the corridor into Gambella, Ethiopia, a corridor that many refugees used to in search for protection. Some of the individuals or families however settled in Maiwut around Pagak. The area was relatively accessible and secure.

ADRA redesigned the program into an Education in Emergency approach focusing on improving the learning environment in six schools in Pagak to better cater for the influx of IDPs and to provide support the children affected by the civil war. The intervention included basic training in EiE curriculum for volunteering education facilitators of which some were teachers. Also provision of learning material, sport equipment and establishment of latrines and rehabilitation of water pumps was included. Also PTA training was a part of the intervention.

A third phase was developed for 2015 with matching funding from the Norwegian government. It made it possible for ADRA to continue the support to the six schools and to expand the number to a total of fifteen and to include other relevant components such as incentives for education facilitators and school feeding. The overall objective of this joint intervention was that 15 learnings spaces should accommodate 8,000+ IDP and host community school aged children.

The objectives in the present project phase which is subject of the review are:

- 1) Community members (Community Leadership Groups, PTAs, parents, etc.) in Maiwut County promote enrolment, quality, equity, retention and peace building in schools.
- 2) IDP and host community children have access to basic primary education in the 9 targeted schools.
- 3) Pupils in the nine targeted schools demonstrate good hygiene and sanitation practices

Objectives of the Review

1. to examine the relevance and the effectiveness of the BRES project in terms of covering the need for education in emergency and protection for IDP and host community children in Maiwut County, Upper Nile in the present context. This includes the support to civil society desk in ADRA SS.
2. to recommend on any necessary adjustments for the remaining time frame of the projects.
3. to recommend on the focus, priorities and practices that should be included in the design of the new phase of programming.

Scope of Work

The review will cover all aspects of project effectiveness, efficiency, impact, sustainability and relevance.

In addition, the projects will be assessed in terms of its performance on crosscutting issues such as *gender equality* and *social inclusion*.

The review has the following specific questions:

1. On *Relevance*: To what extent can the needs that the project is trying to address be verified? To what extent have the needs been specified in relation to vulnerability and gender? Are the needs of the IDP children and the host community children equally addressed.? How well are the needs described in project documents? How relevant are the chosen designs and methodologies of the projects for covering the needs? What are the most pressing needs to be addressed in a future phase?
2. On *the Logic*: Is the project logic plausible? Are there any unforeseen/unintended consequences of the project? Analysis here will include the assessment of indicators, risks and the assumptions. Which changes are recommended for the next phase?
3. On *Implementation*: Are all the components critical to the success of the project being implemented and in addition to this are all the components critical? To what degree does the target population participate in and feel ownership of the activities? Is there the right staff mix/quality to implement the projects? Which changes in implementation should be made for the next phase/phasing out?
4. On *Methodologies*: Are the methodologies used in the project appropriate. A specific interest is on the relevance and effectiveness of using community dialog as a means towards creating ownership among the community members including leaders, parents to problem identification and engagement in addressing the identified problems relating to the children's access to basic education.
5. Are the elements of engagement of civil society and LRRD relevant and verifiable? To what extent is the inclusion of supporting an ADRA SS Civil Society coordinator relevant for this project and for other projects in the given national context.
6. On *Effectiveness and Efficiency*: Has the project achieved its intended outcomes? Can the project outcomes/impact be achieved at lower cost? To what extent has effectiveness and the efficiency been influenced by insecurity and the logistic challenges?

7. On *Coordination*: Have the networks of people/organization required to achieve the program objectives been identified? How well is the Technical Project Steering Committees functioning? How well are the clusters informed about in the project? Which changes are recommended for the second phase?
8. On *Funding*: How well do the projects belong to humanitarian or development agendas?
9. How can ADRA upscale best practices of this approach in other projects in South Sudan? Which changes are recommended for the next phase/phase out?

Method of Work

The review will adopt a participatory approach and use triangulation as a key method for validation of information and evidence. It will follow a consultative, iterative and transparent approach with internal and external stakeholders throughout the whole process. The logical framework for the project will be used as an analytical basis for the review. The assessment shall consider both primary and secondary sources of data, primarily beneficiaries who have been supported by ADRA in Maiwut. Primary data gathering will be undertaken using a combination of key informant, focus groups and interviews with the different groups including education authorities, education facilitators, PTAs, leaders and pupils.

The review will include data from at least six out of the nine schools that are included in the project. Primary data will also be gathered from other stakeholders (UN, CSOs and other NGOs and implementing partners).

Outputs

1. An initial brief *inception report* describing in more detail the methodology to be applied is required before mid-September 2016.
2. A *debriefing* note with main conclusions and findings will be presented to ADRA during a *debriefing*, while the external consultant is still in South Sudan.
3. A *draft report* should be submitted to ADRA SS and ADRA DK not later than the 26th of October.
4. The *final review report* should be submitted immediately after feedback has been received from ADRA (DK/SS). It will illustrate the evidence found that responds to the review issues and the review criteria listed in the ToR. The report will be clear and concise and will be a self-standing document. It should not exceed 30 pages excluding annexes. It will include an executive summary. Supporting data and analysis should be annexed to the report when considered important to complement the main report and for future reference. The report will be prepared in English. Translation into other languages if required will be the responsibility of ADRA.

Composition of team

The review will be conducted by John Fox, who is an international expert with good knowledge of South Sudan. He is specialized in rural livelihoods, WASH, agriculture, pastoralism, research, participatory approaches and the project cycle. Resource persons from ADRA South Sudan and ADRA Denmark will assist the consultant.

The consultant is responsible for conducting the review, applying the methodology as appropriate and producing the review report. The resource persons will participate in briefing and debriefing meetings, discussions and field visits, and will contribute to the review with written inputs for the draft and final report.

The ADRA Denmark Programme Coordinator is responsible for initiating the review process, developing the Terms of Reference, recruiting the external consultant and support his work during the mission. He has a quality assurance role on the final report in terms of presentation, compliance with the ToR, timely delivery, quality of the evidence and analysis done. The office of ADRA South Sudan is responsible for logistics in consultation with the review team, and provision of in country support including, where relevant, participation in meetings with the review consultant, making information and documentation available as necessary, and to comment on the final draft report.

Timing

The total duration of the assignment is 20 days during September/October 2016.

- Preparation for the review – desk review and development of data collection tools: 3 days
- Field mission in Maiwut County, Upper Nile State and in Juba, Central Equatoria: 12 days
- Debriefing at Juba level: 1 day
- Report writing and travel: 4 days

Background information

- Project documents
- Progress and final reports
- Needs assessment reports
- Budget
- Actual expenditure reports

Timeline

Date	Activity
2.10	Arrival Juba, Briefing and team building in Juba
3.10	Travel to Pagak Briefing in Pagak Field mission in Maiwut County, Upper Nile State: Schools, and stakeholders, ADRA SS staff
4.10	Field mission in Maiwut County, Upper Nile State: Schools, and stakeholders
5.10	Field mission in Maiwut County, Upper Nile State: Schools, and stakeholders
6.10	Field mission in Maiwut County, Upper Nile State: Schools, and stakeholders
7.10	Field mission in Maiwut County, Upper Nile State: Schools, and stakeholders
8.10	
9.10	Field mission in Maiwut County, Upper Nile State: Stakeholders
10.10	Field mission in Maiwut County, Upper Nile State: Schools, and stakeholders
11.10	Debriefing Pagak Travel back to Juba, Field mission Juba, Central Equatoria: Stakeholders, NGOs, ADRA SS staff
12.10	Field mission Juba, Central Equatoria: Stakeholders, NGOs
13.10	Field mission Juba, Central Equatoria: Stakeholders, NGOs
14.10	Debriefing Juba

Annex B: Field Programme

Date	Activity
Sunday 2 October	Arrive from Nairobi; Briefing with Bjorn Johansen of ADRA Denmark and Allan Jorgensen of ADRA South Sudan; Meeting with Steen Larsen, Senior Country Adviser, Danida Coordination Office, and Gunvor Skanke, Counsellor, Royal Norwegian Embassy
Monday 3 October	Fly to Pagak; Protocol meeting with the Relief Organisation for South Sudan (ROSS) in Pagak; Meeting with staff of ADRA South Sudan: review of the review strategy and a SWOT analysis focusing on BRES
Tuesday 4 October	Drive to Maiwut; Meeting with ROSS Maiwut County; Visit to two primary schools: Kulong and Gainen, and FGDs with teachers and PTAs
Wednesday 5 October	Meeting with Pagak ROSS; Visit to Pinythor Primary School and FGDs with teachers, PTAs and school children
Thursday 6 October	FGDs with teachers, PTAs and CLGs of Pagak Primary School in ADRA compound; Meeting with Maiwut County Education Officers
Friday 7 October	Observing 'community dialogue' at Pagak Primary School led by CLG and PTA members; Discussion with Head Girl and Head Boy
Saturday 8 October	Reflections on fieldwork; Transcripts of interviews
Sunday 9 October	Discussion with project staff on issues arising from the field visits
Monday 10 October	Presentation to project staff on preliminary findings from the fieldwork
Tuesday 11 October	Return to Juba
Wednesday 12 October	Meeting with project managers of the GESS programme: Wim Groenendijk, Deputy Team Leader, and Tim Monybuny, M&E and Education Advisor; Meeting with David Luger, WFP Representative
Thursday 13 October	Meeting with Vinoba Gautem, UNICEF Education Manager, Emergency, CFS and EC; Preparation of outline report: main findings, key issues and recommendations
Friday 14 October	PowerPoint presentation to staff of ADRA SS

Annex C: Checklists

Checklist for Interviews and Meetings with ADRA Staff

Relevance

- Is the project addressing the most relevant educational needs of the target communities, especially the children of IDPs and the host community?
- Is the design well conceived in order to address the identified educational and other needs, and is this made clear in the project document?
- Was the assessment of needs sensitive to gender and vulnerability issues?
- How well does the project fit within a humanitarian or development agenda?
- How well have the activities adapted during implementation to new emerging needs?
- How valid were the assumptions and risks identified at the outset of the projects?
- What are the most pressing needs to be addressed in any future phase of the project?

Efficiency

- Are inputs (funds, equipment, etc.) sufficient and available when needed?
- Are project activities on time, at planned cost, and well managed on a day-to-day basis?
- Could the intended outputs (facilities or services) and outcomes (changes in attitudes and practices) be realised at a lower cost?
- Is the project able to deploy staff with the required technical competencies?
- How well is the Technical Project Steering Committee functioning?
- How inclusive and flexible are the M&E and reporting systems being used?
- How precise and useful is the formulation of the indicators for assessing achievements?

Effectiveness

- Are the envisaged outputs, as identified in the logframe, being achieved?
- Are the strategies of the project appropriate, and how critical to the success of the project are all the components?
- In particular, how effective are the community dialogues for creating a sense of ownership on the part of parents and community leaders?
- To what extent does the target population participate in and feel an ownership of the activities?
- To what extent are cross-cutting issues – related to governance, gender and environment – being taken into account?
- What best practices for improving children's access to basic education can be identified that can be adopted or adapted elsewhere?
- To what extent is the project's strategy for engaging civil society effective and, in particular, the support of an ADRA SS Civil Society Coordinator?
- To what extent is the hygiene component in the schools effective?
- How effective are any capacity building initiatives being undertaken?
- What specific challenges are being faced in relation to insecurity and logistical difficulties?

Impact/degree of change

- What longer-term impacts can be identified (in particular, changes in the communities' views about the value of education)?
- What changes in people's lives and livelihoods are being made – changes to which the project can be said to be contributing?
- If there are wider unplanned effects, are they positive or negative?

Sustainability

- What is the quality of local ownership and what are the prospects of more institutional sustainability at the local level?
- What is the level of cooperation and coordination with other relevant agencies working in the area and with the same or similar objectives related to improving access to basic education?
- What is the likelihood of the positive changes continuing in future?
- Are lessons learnt being documented and communicated, lessons that can inform any future programming in South Sudan and elsewhere?
- In particular, what lessons can be learned for strengthening the LRRD strategies of ADRA in South Sudan and elsewhere?

Checklist for Interviews and Meetings with Beneficiaries

Relevance

- What problems, in relation to children's access to basic education, would you say this project is addressing?
(Ask the respondents to describe the situation at the onset of the project's phases)

Efficiency

- From your perspective, how well is the project being implemented?
(Prompt them, by asking whether activities are on time, in the right kind of place, well managed on a day-to-day basis, etc)
- Have you been involved at all in any monitoring activities?

Effectiveness

- What activities have you observed and what outputs have you seen being put in place?
- Have you any views about the appropriateness of the methods/strategies the project is using?
(Ask them, for example, about the awareness raising through civil society organisations and the hygiene awareness component)
- To what extent do you think the children involved in the project are receiving a good and useful education through the project?
- Would you say that the different needs and interests of IDP and host community families being addressed?
(Explore how the needs of each of these are being addressed)
- Are the educational needs of girls and children of vulnerable being catered for?
- If ADRA was to carry out a similar project elsewhere, what changes would you recommend?
- What do you think about the qualifications and competencies of those doing the teaching?

Impact/degree of change

- What longer-term impacts do you think this project is achieving?
- Do you think there are changes in the communities' attitudes to the need for, and usefulness of, education?
- In general, have there been any unplanned effects, and are they positive or negative?

Annex D: Letter from the Director of ROSS, Pagak



Annex E: Documents Consulted

Project Document: Building Resilience in Education (BRES), January – December 2016

Denmark-South Sudan, Interim Country Policy Paper 2016-2018

South Sudan Humanitarian Response Plan, Sectoral Response Plan – Education

Toolkit for Community Empowerment: The Reflect Approach, ADRA South Sudan (undated)

Context Analysis of Maiwut County, ADA Sudan staff, 2016

Training Guide for Parent Teacher Associations and School Management Committees, Ministry of Education, Science and Technology, Juba, Southern Sudan, January 2008

Room to Learn South Sudan, Parent Teacher Association Training Manual, USAID and Winrock International, December 2015

School Governance Toolkit: Guide for School Management Committees and Boards of Governors, GESS, 2015

Civil Society Q2 Progress Report, 1 April – 30 June 2016, Helen Atiol

Community Dialogue, Guidelines for ADRA Staff, Helen Atiol, 2016

Advocacy Guidelines, for effective civil society programming in ADRA South Sudan, Helen Atiol, 2016

GESS Project Presentation (PPT), Simon Namama, 2016