

# Outcome harvesting evaluation for the “Building resilience in the Education Sector” project in South Sudan from 2018 to 2021



The project is implemented by ADRA South Sudan and ADRA Denmark with support from Danida. This evaluation is prepared by Mads Gottlieb in collaboration with Karen Ansbaek from ADRA Denmark.

The report was finalized on April 19, 2022.

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## RECOMMENDATIONS

Outcome harvesting is a utilization-focused method designed to promote learning and participation. This page summarizes recommendations within this framework. Therefore, the project's main results are presented next to issues that needs to be monitored. Secondly, next steps are proposed, to increase the use of the findings.

Results to learn from	Opportunities and issues to monitor
Teachers' behavior and knowledge on child protection has improved considerably, mainly because of the work by mentors and community leaders that advocates for by-laws.	The mentorship program is producing many results at the school and community-level, but there is a risk that the cost is too high. Mentored teachers often leave for better paid jobs.
Outcomes indicate that ADRA is having an impact nationally, and through the work with community groups: <ul style="list-style-type: none"> <li>Nationally, by getting in-service teachers from Upper Nile trained at the National Institute and by coordinating with the MoE to bring the South Sudanese curriculum and national P8 exams back to Upper Nile.</li> <li>At the community level, by supporting PTAs and CLGs that helps with school governance, encourages parents to send children to school, and mobilizes people to be volunteer teacher and maintain schools.</li> </ul>	The harvest has identified many outcomes with a positive effect to gender equality. One example is that the project is addressing social norms that negatively affects girls' education, by having advocated for new resolutions against early marriage and teen pregnancy. Another example is the new women's group in Maiwut that is empowering females to get employment, including as teachers. However, 60% of the outcomes does not address nor measure its effect to gender equality, and most outcomes are thus "blind" to its possible effect on gender.
Data on enrollment indicate that the project has a positive effect on children's access to education. The data validity is weak because of a high influx of refugees that creates a natural increase in enrollment and no control group to compare with. However, because the project also intends to introduce development and community support to education and peace, the finding is included here, as it may indicate that the project is successful in its long-term goal.	The project documentation does not collect data on the three typical education indicators: access, learning, and retention. If ADRA starts to collect and monitor these data closely, ADRA may be able to claim even more impact and to learn where to prioritize even more accurately. As an example, the data on enrollment and final exams shows that P5 is where girls begin to leave or fail their exams compared to boys, and that all children have difficulties in passing the national P8 exam.

### Next steps:

- 1) **Ensure usefulness:** Ask about data and challenge negative critique. Suggest corrections.
- 2) **Engage:** Share the report with technical staff, plan an internal workshop to discuss the findings on page 29, and discuss if the evaluation method is useful to the project.
- 3) **Be selective:** Put findings on hold if they have a limited risk or effect and make necessary adaptations to larger risks. The latter may relate to gender reporting, or the mentorship approach and how to mitigate the loss of newly trained teachers.

## EXECUTIVE SUMMARY

The Building Resilience in the Education Sector project (BRES) is implemented by ADRA South Sudan with technical advice and fundraising support from ADRA Denmark. The project was implemented in Juba in 2018, in Maiwut County from 2019 to 2021 with a six-month suspension during which the project was introduced to Nasir County in 2020. The project's overall goal is that *“Conflict-affected children have access to improved and protective education opportunities”*. The project is implemented in three change areas that is:

- 1) Capacity Building conducted for Education authorities
- 2) Facilitate community support to education
- 3) Supported schools provide conducive and protective learning environments

BRES is implemented in a humanitarian post-conflict context with civil wars since 1983. In 2011, South Sudan gained independence, but a new war erupted in 2013. The latest peace agreement was signed in 2018. The country is dependent on oil, but wars were fought in oil fields that impacted the economy and the delivery of services, such as education. Females face a general disadvantage. In education, this means few female teachers and boys-preference over girls. The country is also prone to frequent flooding, with the latest displacing almost 400,000 people across the country.

This evaluation report for the Building Resilience in the Education Sector (BRES) project in South Sudan is carried out using outcome harvesting, with the finding being presented in an outcome harvesting database and this evaluation report. In addition to the harvested outcomes, quantitative data on enrollment and graduation rates from the targeted schools in Maiwut County was made available after the evaluation trip to South Sudan.

Outcome harvesting is a utilization-focused method that promotes learning and participation. Outcome harvesting is made in six steps (from design to data collection, to analysis and use of findings). During the design phase four “harvest questions” were developed that focuses on identifying outcomes in the areas of relevance, sustainability, geographical reach, and the effect on gender equality.

43 outcomes were harvested and 18 substantiated (i.e., adding substance and accuracy through interviews, thereby verifying findings). All outcomes were included into the analysis and in the response to the four questions, which led to four main findings. The first finding is that the outcomes are relevant to the project because they contribute to the overall goal and the three change areas. The link between the contributions by ADRA and the harvested outcomes is found to be strong. Change area 1 (capacity building of teachers and authorities) produced most outcomes, with 49% of all. This is followed by change area 2 (community support to education) that produced 44% of the outcomes. Secondly, the harvest also shows that most outcomes are sustainable with almost half already being “self-sustainable”. However, some outcomes require continued support by ADRA to sustain, especially the mentoring program that has a high cost. Interestingly, the mentorship program also seems to be the most effective way to produce outcomes. The third finding is that the project did produce outcomes at the national level, which includes the dissemination of the new national curriculum and the national program for teacher-training and mentoring. The project also produced outcomes at the regional level, especially through the community leadership component. Lastly, the evaluation also found some outcomes being “gender-transformative”. Transformative outcomes are addressing root-causes or

unequal power-structures that are a barrier to gender equality, with a special emphasis on education. One example is the passing of by-laws that prevent child and early marriage and teen-pregnancies, while another example is the establishment of a women's group in Maiwut that is rapidly and effectively empowering females to seek employment, including as female teachers and in the local government. On the other hand, the harvest also shows that ADRA might be missing out on some positive effect to gender equality as 58% of the outcomes do not report on its effect to females and males reached, or by explaining how the differential needs to females and males has been addressed. This may simply be an issue of non-reporting, but it can also be an issue of other priorities that are implied to benefit girls and boys both, in time. An example to the latter is that Nasir and Maiwut was included into the National Humanitarian Response Plan while another example is the outcome that speaks about the development of a national mentorship-program. None of these includes elements of gender equality, but this may not be a problem. But if ADRA wants to find out, they need to monitor it and report on it more closely.

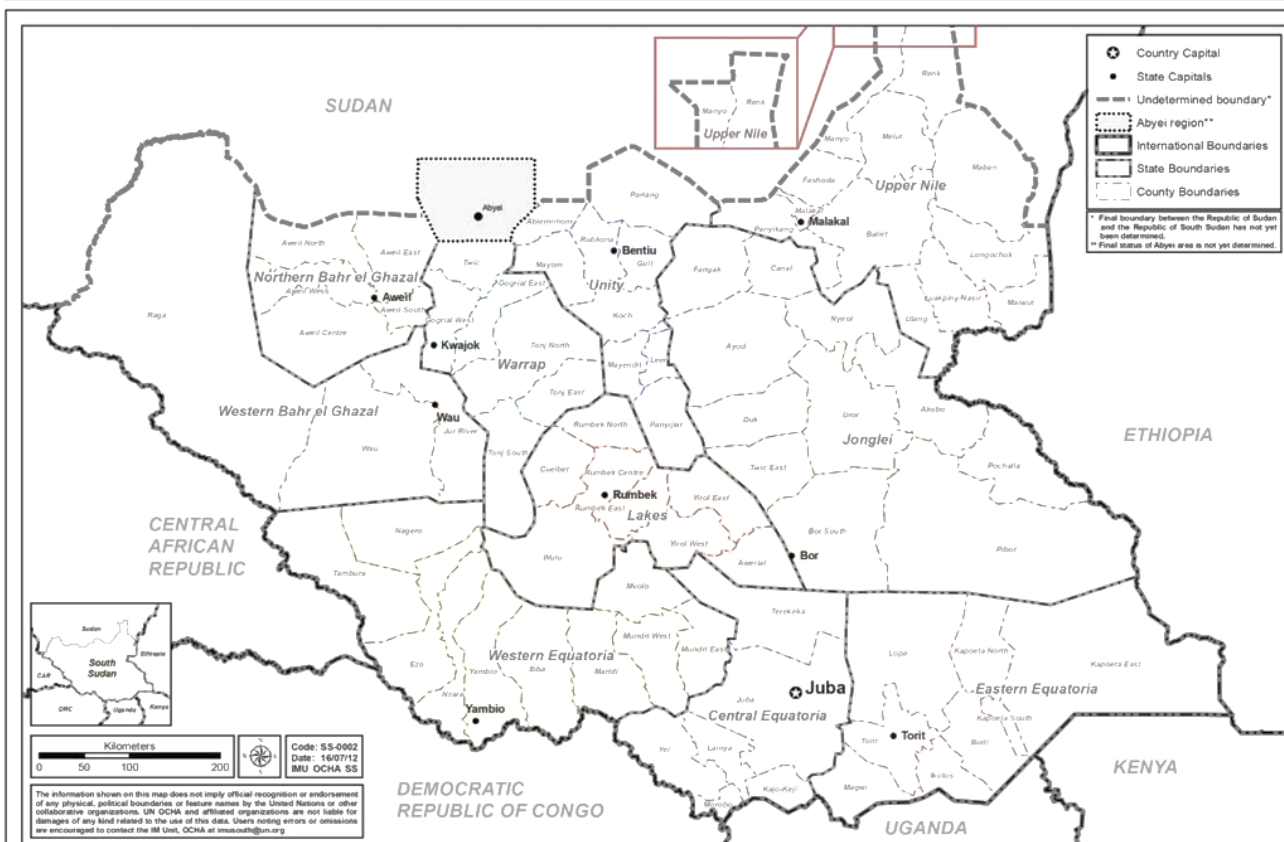
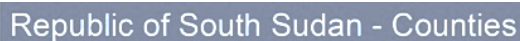
Further, the evaluation finds that ADRA is producing results in all three nexus-areas by promoting peace, by responding to humanitarian needs and by contributing to a development of the education sector, both at a national, regional, and local level. Finally, the evaluation finds that BRES has positively contributed to child protection across all three change areas.

## OUTCOME HARVESTING REPORT

## Background

## Geography and context

South Sudan gained independence in 2011, following a long civil war from 1983 to 2005 that was mainly fought in the South of Sudan. In 2013, a new war started, which didn't end until a peace agreement called R-ARCSS was signed on Sep 12, 2018, which introduced relative peace. Some areas continue to experience armed conflict. South Sudan's economy is highly dependent on oil revenue and the economy still suffers since the wars were fought in oil fields. South Sudan has high rates of poverty, and it is expected that high urbanization rates by IDPs and returnees put additional pressure on the limited resources and public services, which creates reliance on humanitarian support. Females face a disadvantage throughout the country, and the inequality is present in all government institutions, where males dominate the labor force, including in the education sector. Parents send girls to school, but girls rarely complete primary schooling due to social norms, such as high amounts of household chores, teen-pregnancies, and early and forced marriage. The country is prone to flooding. In 2020, OCHA estimated that flooding affected about 856,000 people, displacing almost 400,000. 58,847 of the displaced are from three counties of the Upper Nile State (Ulang, Nasir and Maiwut county), where property was destroyed, and farmlands damaged.



During Covid-19, schools were closed for 14 months (March 2020-April 2021) which added 2 million children to an existing 2.8 million out-of-school children. The closure led to lost learning and increased number of teen-pregnancies. In Maiwut, almost 400 cases of teen-pregnancies were recorded between March and September 2020 and although exact figures from 2019 are missing, teachers and parents confirmed that the numbers are higher. To mitigate lost learning and the vulnerability to child labor, teen pregnancy and early marriage, the Ministry of General Education and Instruction and UNICEF launched a radio program called “Education on Air” with live messages broadcasted on radio. But some parts of the country, like Upper Nile, lacked radios. Therefore, ADRA introduced loud-speakers with solar-powered batteries and pre-recorded lessons to organize home-based learning, which were developed by consultants with good pedagogical and language skills.

Maiwut and Nasir were under opposition-control during most of the country’s independence. Therefore, the government did not access, nor prioritize these two counties. Even after the two counties rejoined government, they continue to lack government-supported services. Basic education has mainly been provided by humanitarian organizations and children constitute the biggest percentage of the population in Upper Nile where there are many widows, elderly, war affected children, orphans, and separated children, because many parents were killed, fled, or trapped in distant locations. Recently, the situation in Upper Nile changed into being free of military confrontation, but the latest fighting was from July to December 2019 in Maiwut County and in 2020 in Nasir County. Cattle raiding and revenge killings created insecurity and the principle of “an eye for an eye” is common in this area and continues to foster violence.

### Project description

The partnership between ADRA South Sudan and ADRA Denmark started in 1997 during the civil war (1983–2005). Since then, ADRA DK has secured funding from Danida for several projects within the education and health sectors. From 2011 to 2015, the Action for Social Change (ASC) project focused on strengthening community groups (PTAs and VSLAs). In 2013, the Building Resilience in the Education Sector (BRES) project was initiated in parallel to the ASC. The location of the first project period (2013-17) was Nasir County of the Upper Nile state. A conflict between the Government and the opposition in December 2013, meant that the project relocated to the county of Maiwut (also Upper Nile). In 2017, a new conflict forced the project to relocate again, this time to Juba. The current BRES-project (2018-21) was designed for Maiwut to provide education to the most conflict-affected children. However, the project started in 2018 in Juba because of ongoing conflict in Maiwut. After a peace agreement was entered in September 2018 it was decided to move the project to Maiwut from January 2019. Nonetheless, from July to September 2019, Maiwut witnessed a violent political shift within the opposition party that resulted in a division and defection of a General that switched side to the Government and caused renewed fighting. BRES was put on a temporary hold in Maiwut in 2019, while it was introduced in Nasir again, this time with ADRA Norway. When the conflict ended, it restarted in Maiwut.

The project operates in a triple nexus setting (HUM-DEV-PEACE) and integrates a humanitarian response with sustainability strategies and capacity development in education. The long-term goal is that “*Conflict-affected children have access to improved and protective education opportunities*”.

Despite new geographical locations, reach, and a temporary fourth change area that emphasize child protection even further, the project continued operating within three change areas that are:

- 1) **Capacity building for teachers and education authorities:** The capacity building focuses on child-centered teaching methods, child protection, psychosocial support, and improved school supervision and management. The target groups are education officials, head teachers, and teachers.
- 2) **Facilitate community support to education:** This includes the establishment, mentoring, and training of PTAs, Community Leaders' Groups, and Women's Groups.
- 3) **Supported schools provide conducive and protective learning environments:** This includes temporary learning spaces, WASH-facilities, and provision of materials (desks, chairs, and books).

The project is implemented in communities around targeted (primary) schools. During the four-year project-period, BRES has supported 7 primary schools in Juba, 8 in Maiwut, and 4 in Nasir.

### Project organization

ADRA South Sudan (SS) is responsible for on-the-ground implementation and manages logistics and resources, monitors project progress, ensures accountability, and identifies lessons learned. ADRA SS also networks with relevant actors and institutions for the purpose of improving coordination and collaboration on issues of implementation, synergy, security, access, permissions, policies, abuse of rights. ADRA SS is responsible for the planning of future projects.

ADRA Denmark (DK) is responsible for the relationship to the donor (Danida) and are involved in the coordination and collaboration with humanitarian actors and stakeholder in South Sudan. ADRA DK provides technical support and plays an advisory role to the implementing and administrative staff from ADRA SS, through field visits, staff trainings, and written and oral communication.

ADRA Norway (NO) is a close partner to ADRA DK, and have collaborated on fundraising, strategic planning, staff training, and in mapping gaps in education provisions in South Sudan. Since 2012, the two organizations have seconded a technical advisor to ADRA SS who supports the work of the two organizations equally.

## Evaluation purpose and data

The overall purpose of the evaluation is to document the outcomes of the BRES project and to guide ADRA SS in the design of their future education and triple-nexus projects in South Sudan. More specifically, this outcome harvest attempts to answer four “harvest questions” that are:

1. To what extent has the outcomes been relevant to the BRES project’s objectives?
2. Are the outcomes sustainable and can some interventions be replicated in other regions or scaled up to national use?
3. Which outcomes have been produced on regional and national levels?
4. Has the BRES project positively changed the gender norms that pose a barrier to education and which approaches have had the most positive effect on gender equality?

## Users and intended use

In outcome harvesting, primary users are included throughout the process to increase relevance and quality in data, and because these users will take actions based on the findings. The primary users are:

- *ADRA DK*: Helene Ellemann-Jensen, Ashton Mandrup, Katrine Skamris, Karen Ansbæk.  
*Use*: To review the BRES project, provide input to the final report, provide information to next project phase, incl. a new focus or an exit-strategy, and to carry out a value-for-money analysis.
- *ADRA SS*: John Mwanza, Simon Namana Mohandis, Alex Tukube, Basilla Ciakuthi Katoni.  
*Use*: To inform a new 4-year SPA-project and their other education/protection programming.

In addition to the primary users, other users are expected to have a high interest in the findings, such as ADRA Norway and the donor (Danida). These “secondary users” are expected to read the evaluation to stay informed about lessons learned and to use it for coordination purposes. In addition, other stakeholders such as ADRA International, the government and education authorities in South Sudan, and local governments from Maiwut and Nasir are assumed to also have an interest, but they may just read the evaluation and it is less likely that they will use the findings directly. However, all actors will receive a copy of the evaluation and are invited to contact ADRA DK.

## Data availability

The documents available for this evaluation includes the project documents, LFA, ToC, and annual progress reports. Further, key informants were interviewed that were:

- ADRA SS Executive Director, Program Director, Maiwut Manager, and Maiwut Education Advisor.
- Head teachers, teachers, and PTAs from Gainen and Kulong primary schools in Maiwut.
- Head teacher from the Gaida girls’ school in Juba.
- Students from a school-club in Gainen primary school.
- Women’s group and a community leader groups in Maiwut.

After the evaluation trip to South Sudan, quantitative data on enrolment and the number of students passing the final exams in the supported schools in Maiwut, were added to the evaluation. These data have been analyzed in excel using pivot-tables and the findings are presented in a separate section.

## Data substantiation

The substantiation was done as interviews with someone who is independent of the project, but knowledgeable about the outcomes and the work of ADRA. The substantiators to the evaluation ended up being the Maiwut County Commissioner, Maiwut Education Director, Food for the Hungry (NGO).

- The outcome is fully substantiated without any need to make changes to the outcome statement. During a substantiation, the individual is interviewed about the outcome and asked to what extent they agree with the statement. The substantiation thus leads to the following classifications:
- The outcome is partly substantiated, which is for outcomes where the substantiator did not fully agree with the outcome statement, the significance, or ADRA's contribution. This label is also given for outcomes with larger reformulations, if such rephrasing did not alter the core of the outcome.
- The outcome is not substantiated if the substantiator disagrees with a core element of the outcome itself and/or the contribution. Such outcomes will be removed from further analysis.
- If the substantiator is not aware of the outcome, it will remain but labelled as non-substantiated.

## Data analysis

In outcome harvesting, outcomes are defined as an observable and verifiable change in a social actor at a given time and place. The harvested outcomes should preferably be useful in answering the four evaluation questions and for those reasons collected data are classified by:

- The type of change, i.e., what changed such as a community action, child protection (e.g., physical punishment, child-friendly spaces), peaceful co-existence, improved women's rights.
- The social actors (who changed), such as community leaders; parents / PTAs; teachers, chiefs, school authorities (Payam + county level), children, community members
- When and where did the change happen
- Was the change relevant to one of the project's three change areas (education, community support, and humanitarian response)
- Other type of information, such as to what extent an outcome is considered sustainable over time, or to what extent an outcome has been made at a regional or national level, i.e., scaled above the project site/local community level.

## Methodology

Outcome Harvesting is a utilization-focused, participatory method that enables evaluators, grant makers, and managers to identify, formulate, verify, and make sense of outcomes they have influenced when relationships of cause - effect are unknown. Unlike other evaluation methods, outcome harvesting does not measure progress towards predetermined outcomes or objectives, but rather collects evidence of what has been achieved, and works backward to determine whether and how the project or intervention contributed to the change. This is unusual compared to evaluation techniques that measure progress towards intended, planned outcomes. Therefore, outcome harvesting's advantage is on learning, as it also captures the unintended (positive or negative) and negative outcomes. Outcome harvesting is initially designed for advocacy and social change projects, while it is considered

less useful for programs that produces large amounts of quantitative data. Education may fall into the latter category, but BRES is a triple-nexus project with development components such as school governance, community mobilization, humanitarian response and peace efforts.

### The 6 steps

Outcome harvesting is an evaluation process carried out in six steps and based on nine guiding principles. The process-steps are shown in the table below, comparing theory with practical adaptations.

STEP	Theoretical approach <sup>1</sup>	Practical adaptations
<b>1: Design the outcome harvest</b>	Design the evaluation, based on what the primary users wants to know, i.e., the “use”, jointly with the primary users. In this step, users, and harvesters also agree on what data to collect, how, from whom, and with which resources. Ultimately, the harvest must respond to the harvest questions.	The evaluation objectives were prepared by ADRA for procurement purposes. Thereafter, the participatory process was used, and the four harvest questions formulated.
<b>2: Review documents</b>	Identify and formulate draft outcomes by reading sources of information such as reports, evaluations, press releases etc. The statements should comprise changes in individuals, groups, communities, or organizations, and how the intervention influenced them. May also contain information on the significance.	No major adaptations. The desk review was carried out by ADRA DK’s MEAL advisor and the consultant, who jointly developed an outcome database with 43 outcomes.
<b>3: Engage with human sources</b>	The harvesters talk to people that are knowledgeable about the intervention, what they have achieved, and how. Such people may be authors of reports or field staff. They review, fill in gaps, and add accuracy to the pre-formulated outcome statements and human sources may formulate new outcomes.	This step was carried out in South Sudan as informal, unstructured interviews.
<b>4: Substantiate with external sources</b>	Substantiate a select number of outcomes. A substantiator is a person knowledgeable about the outcome, but independent of the organization. This ensures accuracy, or a deeper understanding. For example, they may be a social actor that changed behavior, or an ally who collaborated in the intervention. This step ensures credibility and that outcomes can be used as evidence in the next step.	This was carried out in South Sudan in parallel with step 3. The goal was to substantiate at least one outcome per harvest question. 18 out of 43 outcomes were substantiated and all 43 were used in the evaluation, because of the high “full agreement” rate.
<b>5: Analyze and interpret</b>	Organize and categorize outcomes to make them manageable according to evaluation questions. Use the analysis to provide evidence-based answers to the harvest questions. The evidence is the information gathered in step 2 to 4. In this step, the	No major deviations. This work is done by the consultant, with frequent review and feedback from the ADRA DK MEAL Advisor.

<sup>1</sup> Wilson-Grau R. (2019). Outcome Harvesting. Principles, Steps. And Evaluation Approaches, p. 8-9

	lead harvester's role change from a facilitator to that of an evaluator.	
<b>6: Support use of findings</b>	Support that the findings are used and that the answers to the harvest questions will be used by primary users, according to their predefined learning purposes (intended use).	It was agreed that the lead harvester presents recommendations and findings in a report to the primary users, who will follow-up themselves.

As the table shows, the 6 steps deviated only slightly from theory. The consultation with key informants ended up taking longer than assumed and was still ongoing during step 5 (analysis and report-writing). In retrospect, this seems natural, as these two steps needed most planning and coordination and depended on travel plans. The deviation from step 1, is a “design-flaw” in outcome harvesting, when an external harvester is used. Procurement procedures requires pre-defined objectives and an anticipated scope of the assignment.

## The 9 principles

Outcome harvesting comes with nine principles that are intended to bring guidance and clarity to the harvesters on how to adjust the harvest, and what to base those decisions on. The first five principles are on process and thus relevant during the management of the harvest, whereas the last four principles relate to content and take precedence during outcome-formulation, analysis, and report-writing.

The five process-principles are:

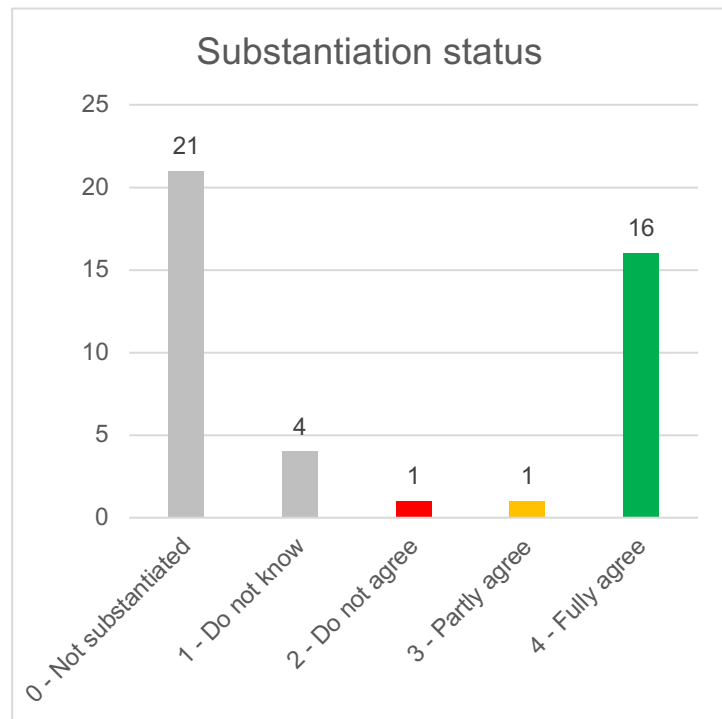
- 1) *Facilitate usefulness throughout the harvest* – involve end-users in important decision
- 2) *Nurture appropriate participation* – the evaluation may be internal or external and formative or summative. Therefore, the primary user's level of participation may differ. What is important is that the participation adds context and reduces the room for interpretations in findings.
- 3) *Coach human sources to formulate outcome statements* – the harvester should provide enough hands-on support to the sources of information, either at the interviews or when outcomes are drafted, to make outcomes credible and verifiable.
- 4) *Strive for less because it will be more useful* – only do what is considered necessary to answer the harvesting questions.
- 5) *Learn outcome harvesting experientially* – harvesting is best learned as learning-by-doing and on-the-job and by reflecting on process and results, ideally with a mentor attached.

The four content-principles are:

- 6) *Harvest social change outcomes* – in outcome harvesting, a change is defined as a social actor modifying their way of doing things and what the intervention has plausibly contributed to.
- 7) *Formulate an outcome as an observable change* – An outcome is a demonstrable new way of doing things by an actor such as an individual, a group, a community, organization, or institution. New or increased knowledge, awareness, or sensitivity does not count as an outcome, unless it is evidenced in a behavior-change.
- 8) *Establish plausible influence of the intervention* - Make sure that there is a reasonable cause-effect relationship between the outcomes and the contributions (outputs and activities).
- 9) *Ensure credible-enough outcomes* – ensure that outcomes are trustworthy and replies to the answers by the primary users (their ‘use’)

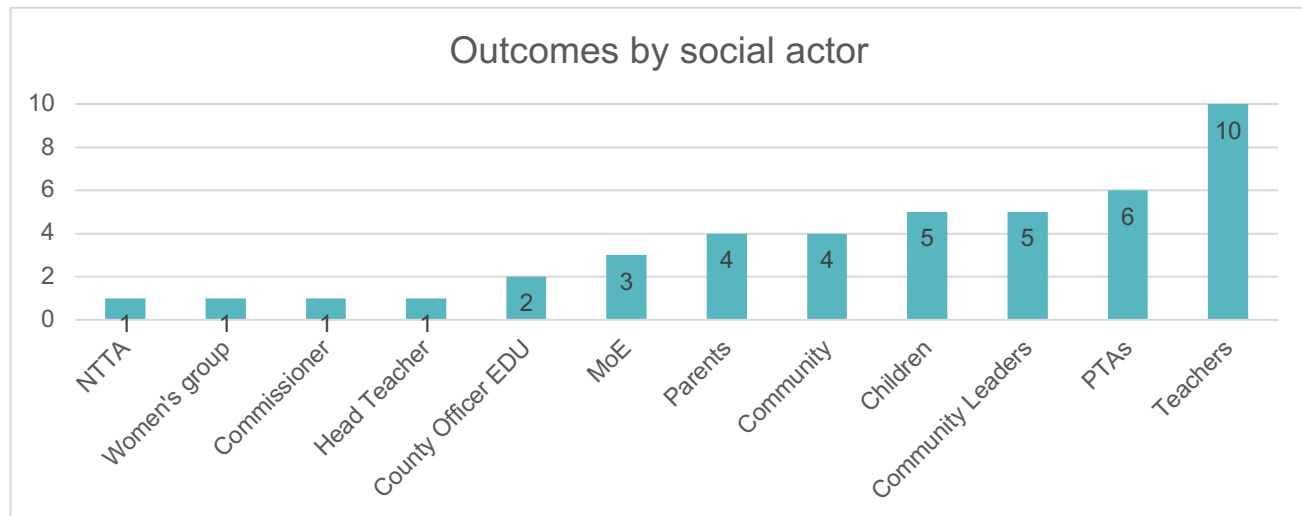
## Key Findings and conclusions:

During the harvest, 43 outcomes were identified. 22 outcomes were *attempted substantiated*, but four outcomes were unknown to the substantiator. Therefore, 18 outcomes were substantiated. One outcome was not agreed with, and one partly agreed with, while 16 outcomes were fully substantiated. Fully substantiated means that the substantiator declares full agreement with the outcome description, significance, and ADRA's contribution. Because only one outcome was not agreed with, it was decided to include all outcomes into the analysis. Initially, the target was to substantiate at least one outcome per harvest question, but this was over-achieved since all outcomes were categorized by the four questions and used in the answers. Importantly, the substantiation also seems to be representative to the different response options under each question, with few exceptions.



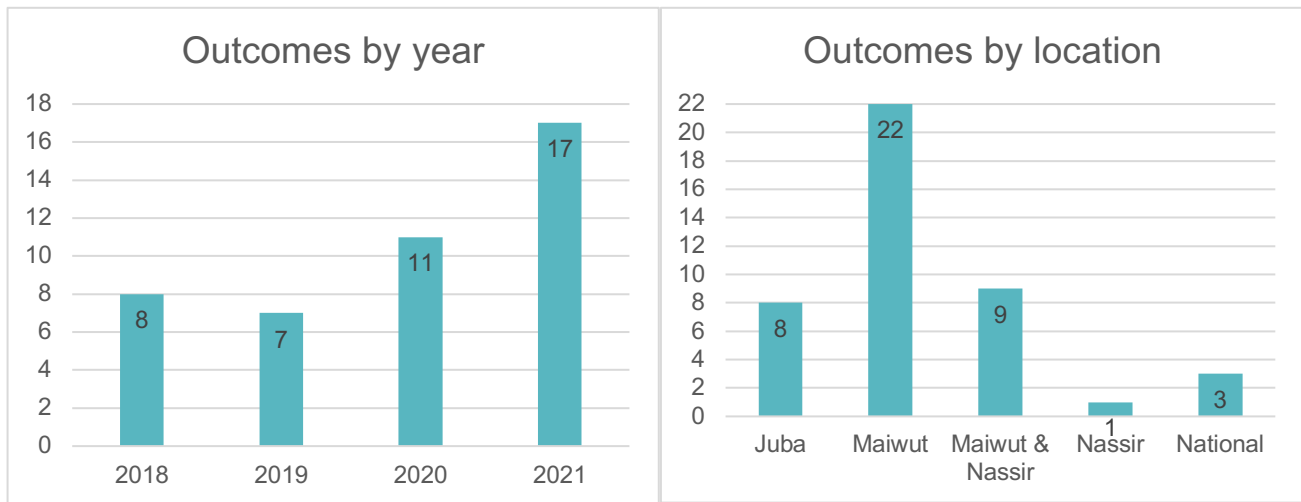
On the relevance harvest question, we can see that 8 out of 21 outcomes in change area 1 was substantiated, that 9 out of 19 outcomes in change area 2 was substantiated and that one out of the three outcomes in change area 3 was substantiated. For the sustainability question we can see that 18 of the 38 outcomes with some degree of sustainability has been substantiated. In contrast, none of the five outcomes that are unsustainable or with a negative effect, were substantiated. For the harvest question on geographical reach none of the outcomes at the national level were substantiated, 6 out of the 13 outcomes at the regional level was substantiated, while 10 of 26 outcomes at the project-site level were substantiated. For the question on gender, 9 out of the 16 outcomes (56%) with a positive effect to gender equality has been substantiated, compared to 9 of the 27 outcomes (33%) that were blind or negative to its gender effect. In summary, the substantiation was distributed almost equally amongst all response options to harvest question 1 (relevance) and 4 (gender), and the findings for these two questions are likely not biased by the substantiation process. However, harvest question 2 (sustainability) and question 3 (geographical reach) may have been slightly biased by substantiation. The findings on sustainability may have negatively biased the evaluation of the BRES project, because none of the outcomes that are un-sustainable, or negative has been substantiated. Substantiation adds substance and accuracy to the outcome statements, which could possibly have had a positive effect to how these outcomes were perceived in terms of sustainability (it couldn't have been worse). On geographical reach, the bias may be the opposite and beneficial to BRES, as none of the outcomes that had an effect at the national level were substantiated. In this case substantiation may have had the opposite effect, had they revealed that the reach of the outcomes was "only" regional. Nevertheless, these biases are of limited effect to the overall findings and will thus not be used as a reflection in the answer to each of the four harvest questions.

The chart below shows the type of social actors mentioned in the outcomes (an outcome is defined as a social actor's changed way of doing things). The social actor that has changed most times are teachers (10 outcomes / 23% of all outcomes), followed by a broad group of actors with 4 to 6 outcomes, being parent-teachers associations (PTAs) and parents, community leaders and the community, and children.



Among teachers, eight of the ten outcomes show evidence of an improved knowledge and behavior on child protection. This include that the teachers know how to identify and manage special needs through e.g., sitting arrangements and ramps (#8), they provide psycho-social counselling on mental health and refer children to hospitals (#12, 22, 38), they stopped using corporal punishment (#26) and sticks (#30), and they are observed to increasingly adhere to codes of conduct (outcome 21 and 35). One outcome (16) shows that teachers are adopting the newly developed South Sudanese curriculum that encourages critical thinking instead of mainly focusing on memorizing things. One of these outcomes is negative; Outcome 17 refers to the reduced payment to teachers, where ADRA's contribution was that they were initially paying teachers USD 100 a month in incentives (an additional pay that was supposed to be a supplement to their salary but ended up being the salary), but they reduced this to USD 40 a month. This was a result of ADRA's role in negotiating a national standard for teachers' salaries, which ADRA did with the MoE and other partners. The teachers that ADRA was paying had to accept a pay-cut, and some left.

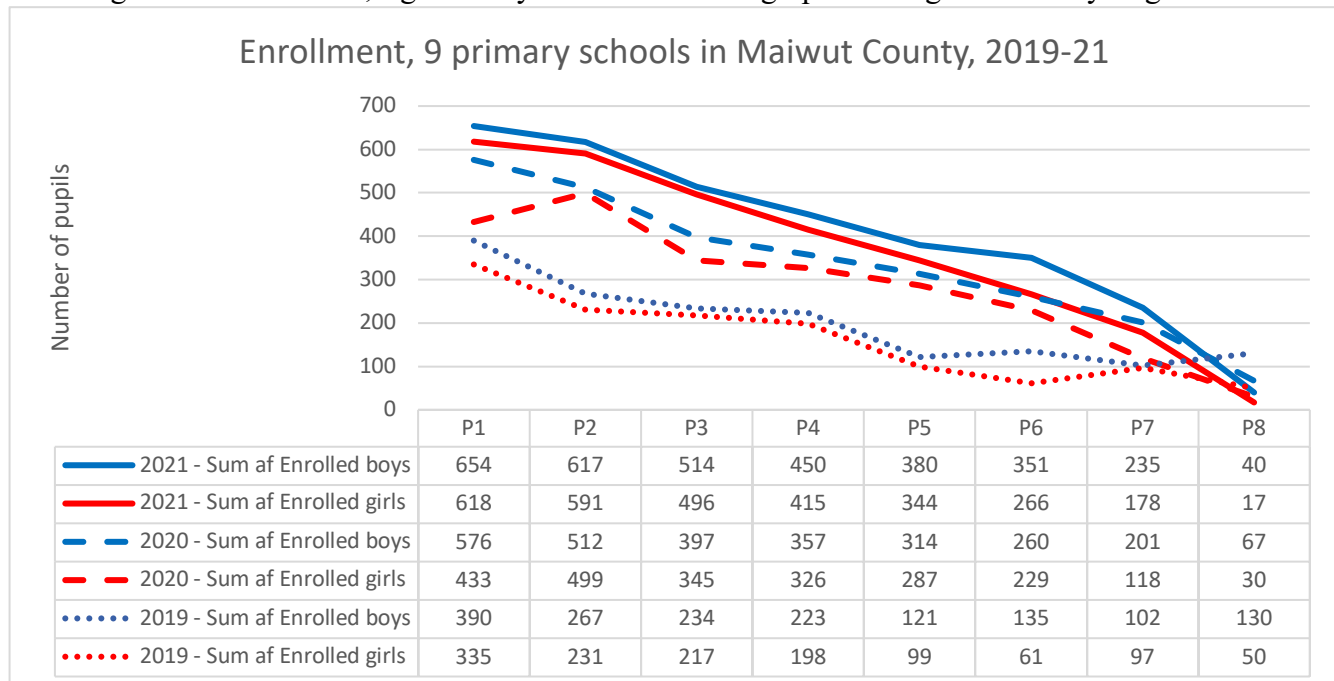
Another interesting finding among the teacher-outcomes is that the main change agent to most of the teachers' improved skills are the mentors. A mentor is a skilled and experienced teacher that ADRA has identified, often from the best private schools. ADRA deploys these to the project-sites for up to three months. During this period, mentors provide side-by-side learning to teachers in the job, they support head teachers with school governance, and they support structures, such as the PTAs, CLGs, and the women's groups.



During the project, ADRA had to change geographical location and the outcomes has therefore also been categorized by year and location. The overview above shows that most outcomes were produced in 2021 and the least in 2019. This is probably directly linked to conflict and peace. The project was supposed to begin in Maiwut, but had to start in Juba in 2018, before being moved to Maiwut in 2019 when relative peace began. BRES then had to stop again six months later for a period of six months, because of new conflict. The situation stabilized in 2020 and the project could increase its number of operations for the next two years. Most outcomes are produced in the county of Maiwut, with 22 being specific to Maiwut only, and with 9 outcomes that are for Maiwut and Nasir jointly. The latter is situations where outcomes have a regional reach, or because an outcome was identical in the two counties (such as an increased number of children being enrolled across the schools in the two areas). The number of outcomes may be biased by the evaluators visiting Maiwut for four days and Juba for one day but did not go to Nasir.

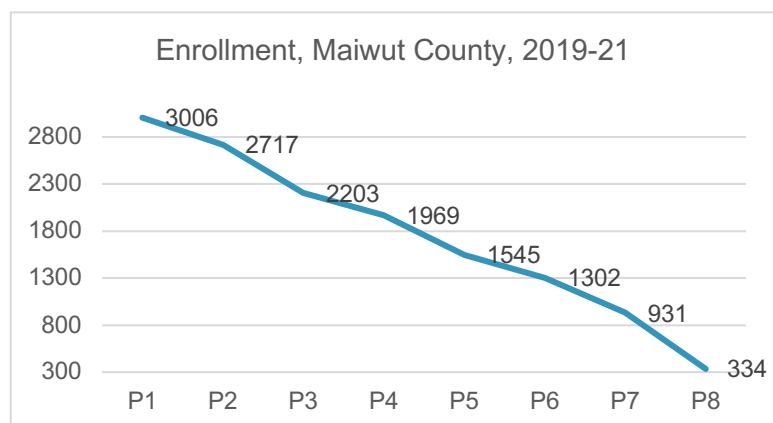
### Quantitative data from ADRA-supported schools in Maiwut County

After the trip to South Sudan, data for the supported schools in Maiwut were collected and analyzed. The findings are used as supporting documentation to the questions on relevance, gender, and sustainability, but not geographical reach. Further, the data will not be used to formulate new outcomes. It is also important to note that data are only available for a three-year period, that we are not comparing the same children from year to year, that we do not have a control group, that the current project intervention started in 2019, and that Maiwut has been through conflicts with people fleeing and returning. For these reasons, figures may also reflect demographic changes caused by migration.



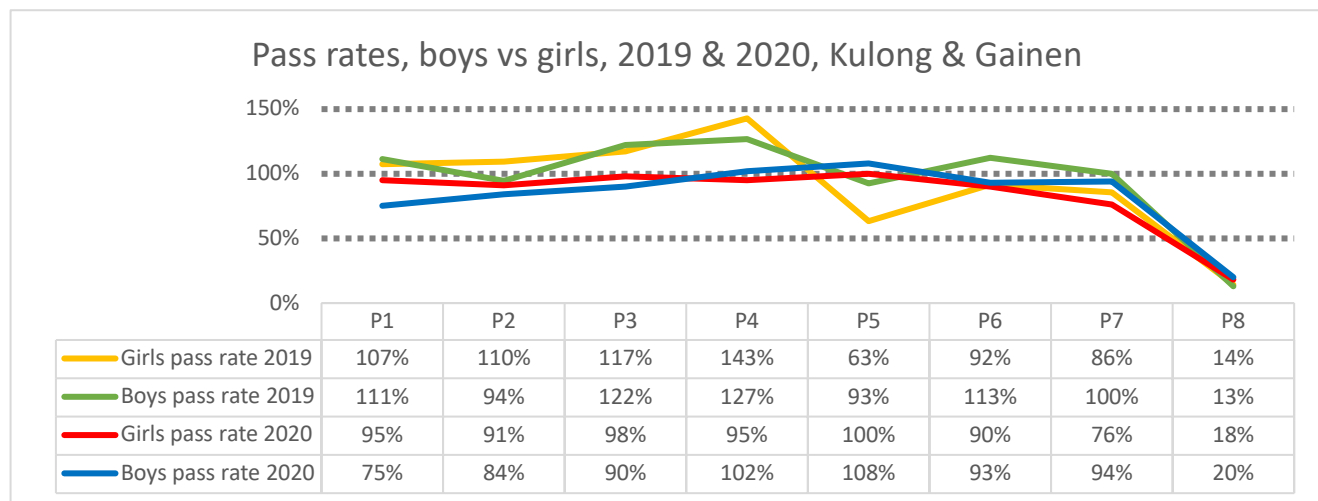
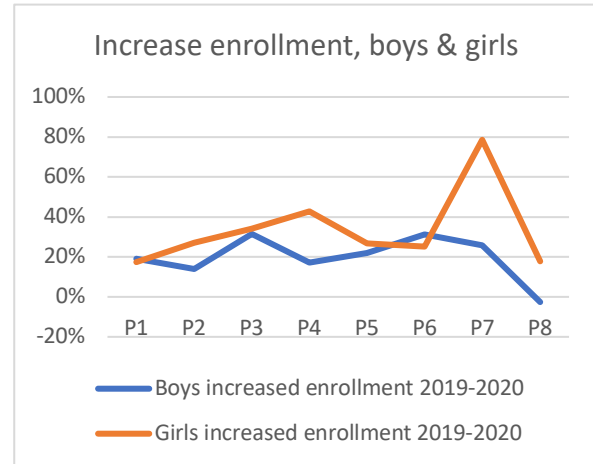
In Maiwut, ADRA supports nine primary schools (Gainen, Kulong, Maiwut Adventist, Pagak, Pinythor, Biyen, Jekou, Malek, and Jotome). Data shows that enrollment increased between 2019 and 2021. In 2019, the number of children was 2,890, in 2020 it was 4,951 (71% increase from 2019) and in 2021 it was 6,166 (25% increase from 2020). Data also shows that the schools support gender equality. From 2019 to 2020, the increase among girls was 76% compared to boys at 68%, and from 2020 to 2021 it was 29% for girls compared to 21% for boys.

The data on enrollment can also be used to calculate the number of students dropping out. The drop-out among P1-P6 students is in average 18% per year (11% to 27%), which increases to 40% from P6 to P7, and then goes up to 179% from P7 to P8.



For two schools (Kulong and Gainen), we also have data on the number of students passing end-of-year exams in 2019 and 2020, respectively. Despite the short timeframe and no control group, data shows that girls are being enrolled to school at higher numbers than boys. These data also provide insight that shows that it is P4, P7 and P8 where girls are enrolled at much higher numbers than boys.

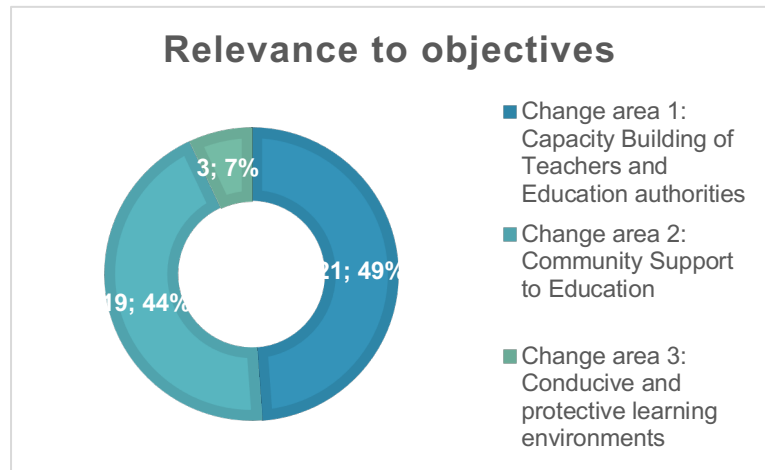
The data from these two schools also enables a comparison of girls and boys that passes the end-of-year exams. In most contexts, a pass rate rarely exceeds 100%, because students are enrolled when the year starts. As our data shows, more students signed up to the final exams compared to the numbers of students that were enrolled when the school year started. This is very visible in 2019, when children returned from refugee camps to Maiwut and signed up for the exams to qualify for next year's school. It is less evident in 2020, but for a few grade-levels (P4 and P5 for girls and P5 for boys) the pass rate is still higher than 100%. These data also shows that P5 may be a tipping point: the average number of students (boys and girls) passing the final exams from P1-P4 is generally higher than P5-P8. A small difference appears between gender, as boys have a constant pass rate until P7, but girls' pass rates begin to decline at P5. What is clear from all data is that the pass rate for P8 is very low.



## Relevance

The first harvest question asks; “*To what extent have the outcomes been relevant to the BRES project’s objectives?*”

Outcome harvesting does not measure progress towards planned outcomes and outputs, and this question is therefore answered primarily by categorizing all the 43 harvested outcomes into one of the three change areas. Secondly, the extent and the depth of the relevance is assessed by looking at the outcomes for each change area, where we will also identify main trends and patterns in the outcomes within these three change categories. As the chart shows, all 43 outcomes are relevant to the project’s



pre-defined objectives, but most outcomes are found within the first change area (capacity building of teachers and education authorities) and the second change area (facilitate community support to education). Only three outcomes were relevant to change area 3 (conducive and protective learning environment). The two negative outcomes are found in change area 1 and 3. The harvested outcomes are thus relevant to the project’s objectives. To measure the extent and the depth of the relevance, we will now look for the trends and patterns in the outcomes in the three change areas.

**Change area 1 - Capacity building of teachers and education authorities:** 21 outcomes were harvested in change area 1, which contributes to improved education in Maiwut and Nasir, through:

**Peace:** Two outcomes (#6 and 23) shows that ADRA is contributing to peace through its component on capacity development of teachers and authorities. This was visible because children and teachers organizes performances (drama, music, poetry) that raise awareness about peace and promotes peaceful coexistence. This happened in different schools in Juba in 2018 and in Maiwut in 2020.

**Education / a strengthened national system:** Some of the biggest results of the project is achieved under this area, in particular the three outcomes at the national level. This includes that ADRA lobbied for Nasir and Maiwut to be included into the national humanitarian response plan (outcome 2), that ADRA lobbied for the government to co-fund the national mentorship program (outcome 3), and that ADRA lobbied for the National Teacher Training Institute and University of Juba to train and examine in-service teachers (outcome 24).

**Education / bringing back government-supported education to Upper Nile:** Another trend under this change area is the work of ADRA in bringing back government-supported primary education to Maiwut and Nasir, which is seen by the fact that mentors introduce the new South Sudanese curriculum in Nasir and Maiwut (outcome 16) and that P8 national exams was re-introduced to Maiwut in 2019 (outcome 9).

**Child protection:** A third group of outcomes in this change area is the improved behavior and skills of teachers in child protection. This is evident in at least six outcomes, which include that teachers were observed to stop carrying sticks and to use positive disciplining methods (outcome # 21, 30, 35), that teachers are identifying children with protection needs (# 12), that teachers are providing counselling services to children with psychological issues (# 22), that teachers refer children with serious mental health issues to health facilities (# 38), that schools abolished the use of corporal punishment (# 26) and that teachers and schools cater for children with physical disabilities, hearing or sight problems through sitting arrangements, ramps and accessible toilets (# 8).

**Change area 2 - Facilitate community support to education:** The 19 outcomes harvested under change area 2 cuts across all three triple nexus areas by promoting peace, responding to humanitarian needs, and providing long-term development in education through teacher training and child protection.

**Peace:** Four outcomes show that ADRA is contributing to bringing back peace to Maiwut. This is evident because community leaders, religious leaders, and youth group leaders from Maiwut, in 2020, signed an agreement to support peaceful coexistence (outcome 18), because people in Maiwut were observed to stop firing guns in 2021 (outcome 27), because a group of leaders decided to prevent revenge killings by introducing material compensation instead of human lives in 2021 (outcome 32), and because a community leader group in Maiwut in 2021 formulated 9 by-laws that include the prevention of rape, revenge-killings, land-grabbing, and the control of guns (outcome 31).

**Humanitarian Response:** Five outcomes demonstrates that ADRA is responding to humanitarian needs that arises because of flooding and war. Outcome 19 shows that PTAs have developed Disaster Risk Reduction Plans for schools. Outcome 41 shows that community members were mobilized to repair a bridge that enabled WFP food relief to return to Maiwut, outcome 42 shows that parents and PTAs are cleaning and refurbishing damaged schools, while outcome 43 shows that PTAs are preventing flooding and constructing temporary learning spaces. Outcome 10 shows that PTAs, leaders, and parents are coordinating efforts and carries out outreach and awareness-raising to bring back internally displaced children to schools.

**Education:** 8 outcomes support access to education. This includes that CLGs passed a resolution to secure that stolen desks and chair were brought back to schools (outcome 14), that community members cleared school compounds to make it accessible (outcome 15), that PTAs developed and implemented school improvement plans and resource mobilization (outcome 13, 19 and 25), that parents constructed school playgrounds (outcome 28) and school gardens (outcome 20), that community members mud walls in learning spaces and construct dykes to prevent flooding of school premises (outcome 33), and that PTAs carried out dialogues on the importance of children's education (outcome 4). One outcome also shows that the community is trying to mobilize more female teachers that are in high demand in Maiwut County. Outcome 40 shows that a women's group in a three-month period empowered and assisted 15 women to seek employment as teachers, health workers and in the local government. Finally, three outcomes includes elements of child protection, such as local leaders (CLG) that formulated nine by-laws that prevent early marriage (outcome 31), and outcome 36 that shows that the commissioner passed a bylaw to prohibit forced marriage and to make it mandatory to send children to school, and that community dialogues that addresses child labor are carried out (outcome 4).

**Change area 3 - Conducive and protective learning environment:** This change area contains three outcomes, of which one was the negative outcome 1 (land dispute over a newly constructed school). Outcome 7 speaks about improved WASH-facilities and hygiene practices to prevent cholera and outcome 37 shows that adolescent girls are increasingly attending lessons daily because of ADRA's intervention on providing dignity kits.

The quantitative data shows that children are increasingly being enrolled to school, which is contributing to the project's overall goal: *Conflict-affected children have access to improved and protective education opportunities*. In 2019, the number of children that were enrolled into the nine supported schools in Maiwut was 2,890, in 2020 it increased to 4,951 (71% increase from 2019) and in 2021 it was 6,166 (25% increase from 2020).

Therefore, the answer to the first harvest question is:

All outcomes are relevant to the project's objectives, in particular change area 1 with 21 outcomes (capacity building of teachers and education authorities) and change area 2 with 19 outcomes (facilitate community support to education). Three outcomes were produced under change area 3\* (conducive and protective learning environments). The analysis of the trends and patterns in the outcomes finds that ADRA's approach is producing results in all three nexus-areas (Peace, Humanitarian Response, and Development), and that change area 2 is particularly strong in this regard and contains outcomes under all three headlines. The analysis also finds ADRA is producing educational outcomes that goes well beyond the scope of the project-sites where they are implementing and benefits the national and regional education system. The evaluation also finds that ADRA is promoting child protection, which is a strong element in all three change areas. Importantly, this sub-analysis indicates that ADRA is accomplishing its **impact** and is contributing to "conflict-affected children having access to improved and protective education opportunities", which is explained by the outcomes but also by the data that finds that enrollment has increased by over 200% in three years.

*\*A possible reason on why change area 3 is producing less outcomes compared to change area 1 and 2, may relate to the nature of outcome harvesting. Outcome harvesting measures changes in social actors that are independent to the intervention (humans or organizations that are not ADRA). The provision of books and desks and the refurbishment of schools (materials) are not defined as outcomes in outcome harvesting, unless it materializes because of the changed behavior, relationship, or skill in a social actor. To exemplify this, several outcomes in this evaluation speaks about a PTA, a group of parents, or community members that have constructed or renovated schools and maintained school gardens and playgrounds. In these instances, outcomes are placed under change area 2 because it was the changed behavior by PTAs, parents and community members that contributed to a "conducive and protective learning environment". In instances where ADRA staff does this work, we did not define this as an outcome, because such change is not an independent social actor and because this type of change is a one-off intervention, and not a "long-term social change".*

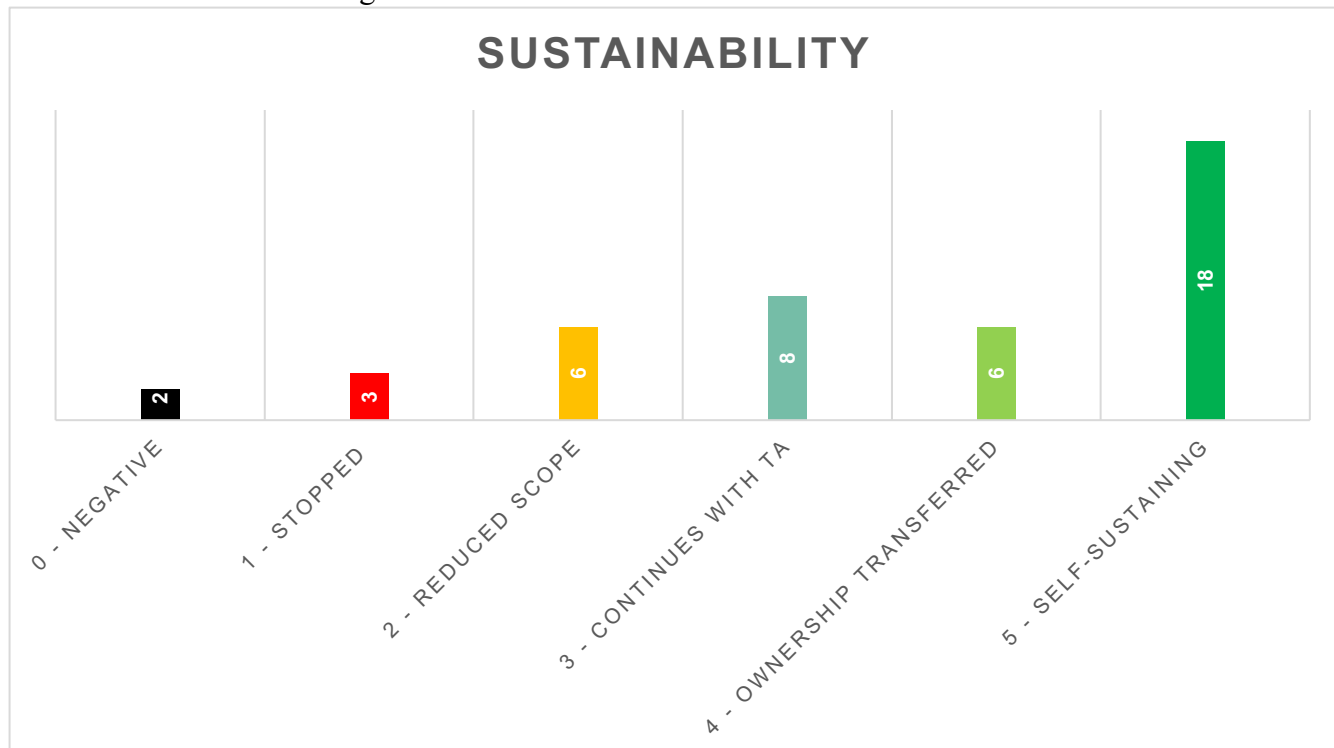
## Sustainability

The second harvest question asks: “*Are the outcomes considered sustainable and can some of the interventions be replicated in other regions or scaled up nationally?*”

The response to this question is also made in two steps. The first part of the question focuses on the sustainability, and a scale from 0-5 was developed for this purpose:

- 0) **Negative:** The outcome describes an unintended permanent change in a situation or relationship into something worse than it used to be. The change is negatively affecting a social actor that the project was trying to support.
- 1) **Stopped:** The outcome (changed behavior or a new way of doing things) stopped/turned back to what it used to be, when ADRA's contribution ended.
- 2) **Reduced scope:** The outcome reduced its scope (less frequency, less quality, decreased geographical reach), when ADRA's technical and financial support ended.
- 3) **Continues with TA:** The changed behavior or condition of a social actor continues when ADRA ends its financial support, but the actor still need technical assistance to continue.
- 4) **Ownership transferred:** The change in a social actor is dependent on a running cost. However, the ownership and the cost has been taken over by another institution or organization which is relevant to the described outcome.
- 5) **Self-sustaining:** The changed way of doing things (the outcome) is self-sustaining and the outcome is considered to continue, even after the contribution from ADRA stops.

The 43 outcomes were categorized into the scale and the visual chart shows the distribution:



The overview shows that 24 outcomes (56%) are considered sustainable, which implies that the change is permanent and that the improved situation continues, should the project end today. This is either because the change is carried forward by the social actor itself, or because someone else took over the ownership or cost that is required to keep the changed situation permanent. Outcome 25 is used as an

example of a self-sustaining change. ADRA supported schools in Juba in 2018, but the PTAs continue to make results:

*In 2021, the PTA at the Juba Giada Girls school carried out resource mobilization and outreach, which included 10 parents volunteering as teachers, getting sports equipment from the MTN phone company, and visiting households and encouraging parents to send their children to school if they observed kids in the house.*

Outcome 24 (ownership transferred) shows an improved way of training and examining teachers. ADRA started training the teachers, but then coordinated and later transferred this role to the NTTA and UoJ:

*“In 2021, the National Teacher Training Institute and the University of Juba started training and examining in-service teachers from schools in Nasir and Maiwut. “*

These two examples show that an outcome that is considered self-sustaining and an outcome that is sustainable because someone else took over the responsibility or the financial cost (such as NTTA and UoJ), leads to equally sustainable interventions. The difference is that one requires volunteerism and is “free”, while the other continues to have a financial cost, but this cost has been transferred to another actor.

8 outcomes (19%) represent a permanent change, should the social actor continue to have access to technical advice from ADRA or a similar organization. An example of this is outcome 40:

*“By December 2021, the Maiwut women's group had helped 7 females applying to become teachers and an additional 15 women are now working as either health-workers or in the Maiwut county's Gender and Equality Commission.”*

6 outcomes (14%) are assessed to continue in a reduced scope or reach, should the project end tomorrow. An example is outcome 39. The reason behind this categorization is that only one female teacher was observed during the entire evaluation visit (at three schools). It may be because it takes time, but for now, the outcome is considered to have a limited scope and reach, nine months after. Outcome 39 reads:

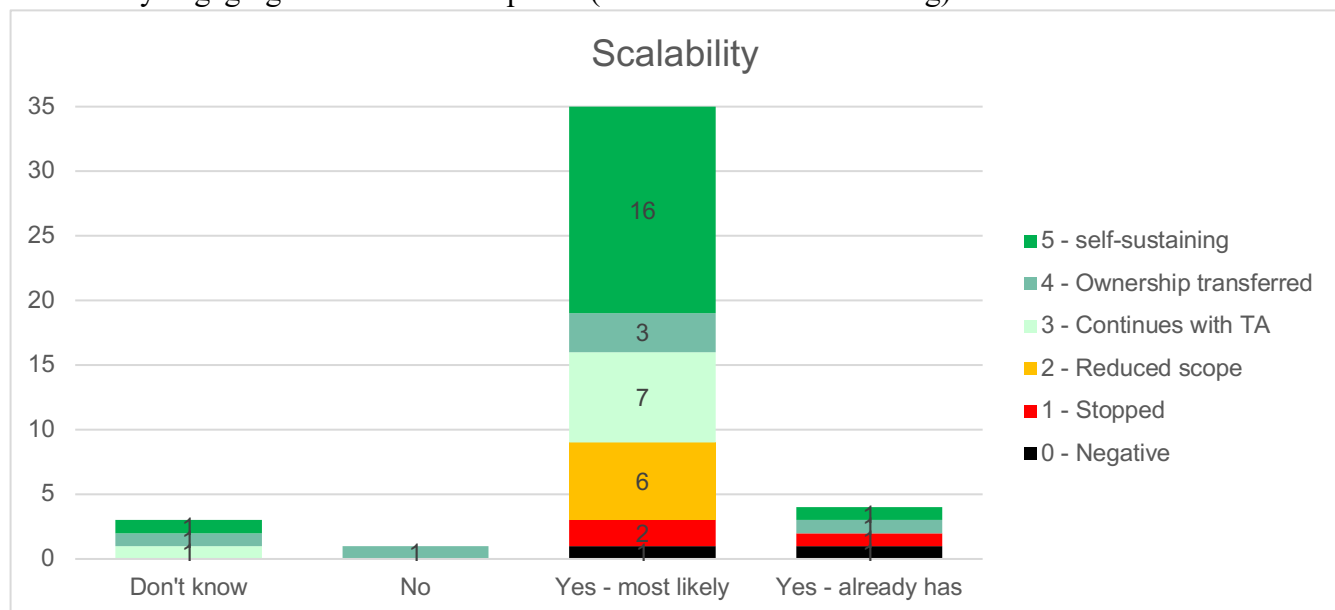
*” At a meeting on March 15, 2021, The Education Director in Maiwut County stated that he wanted to ensure an increased number of female teachers, to encourage girls to enroll and attend school.”*

3 outcomes (7%) seem to come to an end, the day the project ends. An example of this is outcome 3. This is because the government-initiative requires co-funding (possibly also know-how) from ADRA, to sustain:

*In 2018, ADRA brought government officials and teachers together at the national level, where it was agreed that teachers would start receiving support from government-funded and ADRA-paid mentors.*

Finally, there are two negative outcomes. Outcome number 17 (reduced payments to teachers) seems to be a “new normal” and at the national level, and a change to the worse that may affect the entire country. Outcome 1 speaks about a land dispute that was elevated because of a newly constructed school. The outcome was not substantiated, but we were told by ADRA staff that they intervened and that the land dispute came to an end.

The second part of the harvest question asks if the intervention can be “replicated in other regions or scaled up nationally?”. To answer this part of the question, a very simple scale was used. The highest category is “yes – already has” which is given to the 4 outcomes (9%) that are already at the national level. The second highest category is “yes – most likely” which is for the 35 outcomes (81%) that can possibly be copied in another region or scaled up to the country-level. One outcome is considered not to be scalable, and three outcomes are labelled as “Don’t know”. These three outcomes are on the community engaging itself in crisis response (sometimes due to flooding). The overview is:



Consequently, 90% outcomes seem to be possible to replicate or scale up for regional or national use. For this harvest question, data on enrollment and pass rates are not used because they lack the timeframe and control group that makes a sustainability analysis justifiable. Most data are available for one indicator only (i.e., enrollment), while the data on end-of-year examinations are only available for two schools and two years. The lack of a control group is never ideal, especially in a conflict-affected area like Maiwut with large number of students leaving school and returning. This makes it challenging to conclude if a decrease or increase is a result of ADRA’s intervention or a change in population size caused by migration.

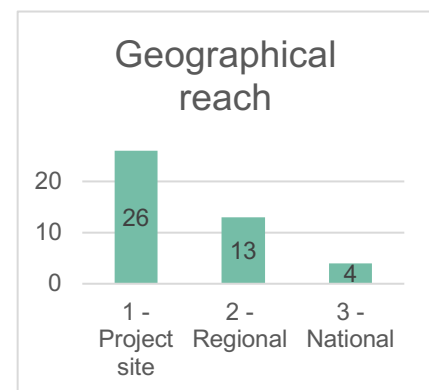
Therefore, the answer to the second harvest question is:

75% of the harvested outcomes show an improved and permanent change in the behavior, relationships or actions of a social actor. Of these 75%, 19% require additional technical advice for a bridging-period. At least 90% of the outcomes have the potential to be elevated from the project-site level to the regional or the national level.

## Regional or national level outcomes

The third harvest question asks: “Which outcomes have been produced on regional and national levels?”

South Sudan is divided into 10 states and 3 administrative areas. These 13 sections consist of three administrative layers, with a county being the largest administrative section, followed by a payam, and then a boma as the smallest. For this harvest, no outcomes speak about bomas, and few mention a payam. For this reason, we use project-site for outcomes that relate to the school and the near community around it, regional for outcomes that are for a payam, county or at the state-level, while outcomes that have a positive effect to the country of South Sudan are classified as “national”.



4 outcomes (9%) had an effect at the national level. An example on this is outcome 2 that reads: “*In 2018 and 2019, the Education Cluster (lead by UNICEF, with ADRA, GoSS and other NGOs) included information on education in Nasir and Maiwut into their nationwide assessment. This enabled that the two counties were included into the National Humanitarian Response plan.*”



13 outcomes (30%) had a regional effect, e.g., outcome 31: “*In 2021, Community Leader Groups (CLGs) in Maiwut county (Maiwut village, Jekow, Pagak, Pinythor, Jotome, Malek, Nyinigok, Lueth and Kierwan, Stephen Dol/Jikmir) formulated 9 bylaws on forced and child marriage (4 bylaws, incl. one on parents’ role and one on the role of the person above 18), rape, revenge killings, gun-laws (2 pieces re. carrying guns and firing a gun) and land-grabbing.*”

Most regional outcomes, except two, relate to the work with payam or county officials and community leaders. The two exceptions are mentors (# 16: mentors introduce a new curriculum in Maiwut) and the women’s group (outcome 40: women’s group mobilizing females to seek employment and be teachers).



For the remaining 26 outcomes (60%), the effect remained at the project-site level. An example is outcome 5: “*During 2018, parents started sending children to school and the enrollment rate in the 7 primary schools in Juba (St. Mark, Kworijik, Redeemer, Libya 1, Giada Boys, Juba Na Bari and Giada Girls - all in Juba) increased by 17,4% in average, of which the increase was 20,5% for girls, and 14% for boys.*”

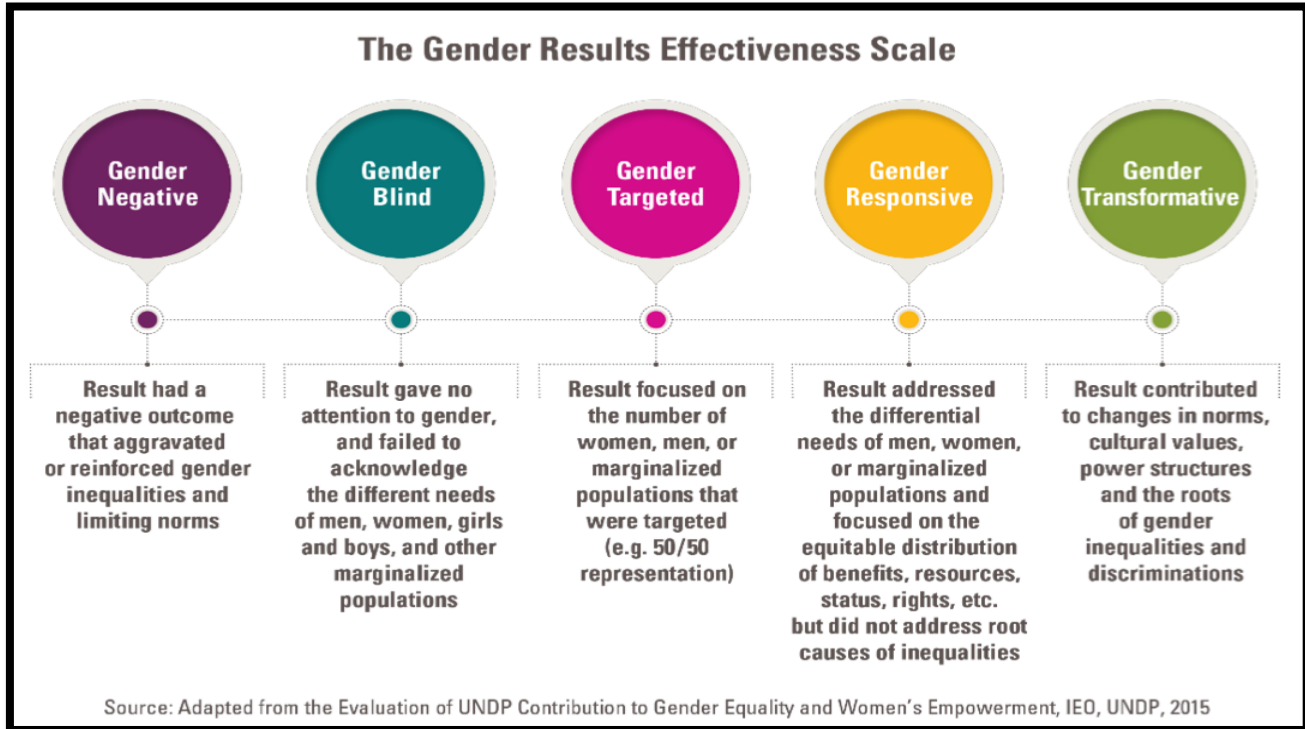
The quantitative data is not used to this question, because data is only available for schools supported by ADRA, which is identical to the “project-site”. The answer to this harvest question is:

3 outcomes are produced at the national level and 13 at the regional level. The changed condition at the national level is a result of ADRA’s role in the national education cluster and the work with the Ministry of Education, while many of the regional outcomes are results of community efforts, in particular the work with the payam or county education officials and the community leader group.

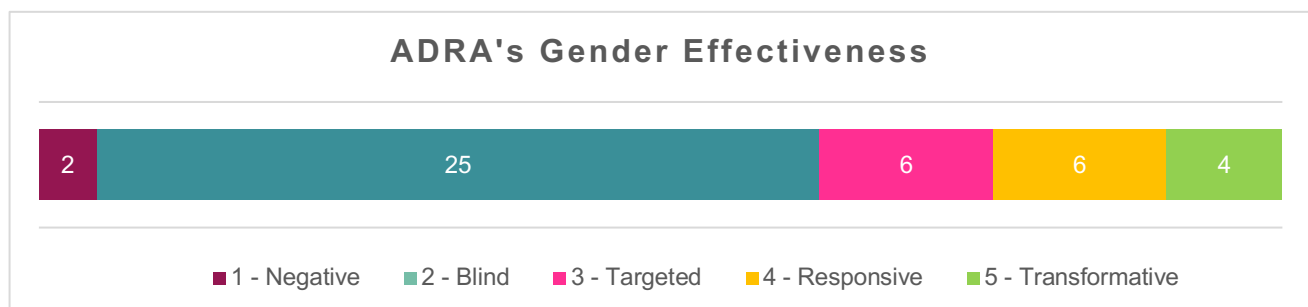
## Gender

The fourth harvest question asks: *“Has the BRES project positively changed the gender norms that pose a barrier to education and which approaches have had the most positive effect on gender equality?”*

UNDP’s Gender Result Effectiveness Scale (GRES)<sup>2</sup> is developed with the purpose of analyzing a project’s gender-response and to capture the variation in the type of results. GRES is a 5-point scale from negative to transformative, and looks as below:



This harvest question consists of two sub-questions. Firstly, we want to know if the BRES project is changing social norms and is removing barriers to education to girls, while we secondly want to identify the most successful approach. The GRES-scale seem capable of answering both questions and the 43 harvested outcomes were categorized from gender negative to transformative.



<sup>2</sup> [http://web.undp.org/evaluation/documents/guidance/gender/GRES\\_English.pdf](http://web.undp.org/evaluation/documents/guidance/gender/GRES_English.pdf) (last visited February 12, 2022)

To answer the first part of this harvest question, we are looking across all 43 outcomes. 16 outcomes (37%) had a positive effect to gender equality and these outcomes may be eliminating barriers to girls' education. These outcomes are either gender targeted, responsive, or transformative. At the next page, we will look more into the responsive and transformative outcomes to identify the most successful approach. What characterizes the gender targeted outcomes are that they are having a focus on the number of females and males supported. Two of the six outcomes address the training and establishment of 8 PTAs that consist of 52 men and 67 women. Two outcomes in this category include the support to a girl's school in Juba, and where PTAs are mobilizing parents to become teachers and they visit households to encourage parents to send girls to school.

25 out of 43 outcomes (58%), did not measure or describe if special attention were given to the differential needs of females and males. These outcomes are labelled as gender blind which may seem like a missed opportunity from a gender perspective. The full potential to gender equality may not have been reached because the implementers did not sufficiently prioritize gender in the planning or when results were reported. However, it does not mean that there is no effect to gender (we just don't know), and neither does it mean that the outcome was negative to the society. Being gender blind may simply be an issue of non- or under-reporting because the documentation does not adequately measure or describe how the differential needs of females or males were reached or addressed, and how.

The last two outcomes (5%) had an (unintended) negative effect to gender equality. The selection of teachers and education authorities that were trained included many more males than females. It may be that there were no female teachers or education authorities to select from. If this is the case, then ADRA should monitor and try to prevent this in future programming, by trying to insist that a minimum of 50% of trained teachers are females. If this is impossible without getting more females to become teachers, then that could be a starting point. Nonetheless, these two gender negative outcomes are reinforcing the advantage that males have over females in the South Sudanese education sector. Outcome 30 is about the training of six payam education officers (all men), while outcome 35 is about teacher-training and reads:

*"In December 2020, 70 teachers (69 males, 1 female) out of 101 trained teachers (96 males, 5 females, i.e., 69%) from the primary schools of Jekow, Biyen, Gainen, Kulong, Pagak, Pinythor, Jotome and Pinythor demonstrated improved professional practices such as quality teaching, adherence to code of conduct and child protection, and they also started using drama and pictures to make lessons more engaging. In 2019, it was 60%."*

The data from Maiwut on enrolled children and the number of children passing the end-of-year exams are also useful to this analysis. The **enrollment** numbers indicate that the project may lean towards being gender responsive because it contributes to an "equitable distribution of resources ". From 2019-20, the number of girls enrolled to school in Maiwut (the 9 ADRA-supported schools) increased by 76%, compared to a 68% increase for boys. From 2020-21 it was a 29% increase for girls compared to a 21% increase for boys. These percentage rates indicate that girls are catching up with boys in the

schools that ADRA supports. The data from Kulong and Gainen were available in a more detailed version and shows that P4, P7 and P8 are the grades where girls are being enrolled relatively more than boys. The data on *passing the end-of-year exams* indicate that while ADRA may be successful in eliminating the barriers that hinders girls from being enrolled to school, there is still work to be done in getting more girls to complete primary education all the way to P8. Girls at the lower grade levels (P1-P4) pass final exams more frequently than boys, but when they get older, then boys pass exams more frequently than girls. The “pass rate” for boys is relative constant until P7, but girls’ pass rates start to decline two years earlier, at P5. It is unknown from data why this is the case, but typical barriers to girls’ education at these grade-levels include taking care of siblings, high number of domestic chores, early marriage and pregnancies and that parents do not prioritize girls’ education in cultures where girls are expected to stay at home once they get married.

The answer to the second part of the question, which is to identify the most successful approaches to gender equality, brings us to the 10 outcomes (23%) that are responsive and transformative. Six outcomes are responsive, because they address the differential needs of men and women and provides more equitable distribution of resources. Three of the gender responsive outcomes focuses on supporting adolescent girls with hygiene kits and better toilet facilities at schools, while outcome 39 is trying to be responsive to the lack of female teachers:

*“At a meeting on March 15, 2021, The Education Director in Maiwut County stated that he wanted to ensure an increased number of female teachers, as a mean to encourage girls to enroll and attend school.”*

Importantly, four outcomes are gender transformative and indicate that ADRA is addressing the social norms, power structures or root causes that leads to gender inequality. One example is outcome 40 and the new (and first) women’s group that is empowering other women to apply for jobs as teachers and in the local government. Maiwut has a huge deficit of female teachers, which is known to be a limiting factor to girls’ education<sup>3</sup>. Outcome 40 reads:

*“By December 2021, the Maiwut women's group had helped 7 females applying to become teachers and an additional 15 women are now working as either health-workers or in the Maiwut county's gender and equality commission.”*

A second example on a gender transformative outcome is number 36 that is trying to transform the laws and practices on early and child marriage:

*“On the 11th of December 2020, by-laws that 1) prohibit child marriage and forced marriage and 2) makes it mandatory to send children to school were passed by the Commissioner of Maiwut County in presence of village chiefs, community leaders and religious leaders.”*

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<sup>3</sup> UNESCO (2008): Advocacy brief (3<sup>rd</sup> edition). *“The impact of women teachers on Girls’ Education”*, p. 8

Therefore, the answer to the fourth harvest question is:

The project contributes to gender equality and 37% of the outcomes have a positive effect. The harvest finds that ADRA may benefit from prioritizing gender equality more, both in the planning of interventions and how results are being reported. 58% of the outcomes are blind to its possible gender effect, because the documentation does not measure the number of females and males reached or because the data did not clarify if and how the different needs of females and males were addressed. The harvest was also able to identify several successful approaches to gender equality, in particular outcome 36 that shows that by-laws against child and forced marriage were passed and outcome 40, which shows that a women's group was established in September 2021. In December 2021, they report to already have had assisted and empowered 15 females to become teachers or to be employed in the local government. Finally, quantitative data shows that ADRA is successful in enrolling girls to school, but the same data also shows that fewer girls than boys pass the final exams at the higher grade-levels.

## Implications of findings and discussion points:

The four harvest questions guided this evaluation. The answers to these four questions are therefore summarized into four main findings, which are proposed as discussion point for the next steps ahead:

1. BRES was implemented in a constantly changing and challenging context. Despite this, ADRA produced 43 outcomes, with a majority towards objective 1 (capacity building of education authorities) and objective 2 (facilitate community support to education). The project mainly produces outcomes, understood as change in relationships, behavior, or actions of a social actor, due to the work of ADRA in the first two change areas, which are capacity building of teachers and community support to education. The infrastructure and enabling learning environment component produced only three outcomes. This may be because of the service delivery nature of the work, which the outcome harvesting method is not designed to capture.
2. 75% of the outcomes show that a social actor has permanently adopted a new and improved behavior or relationship to another actor and thus considered sustainable. 42% of the outcomes are categorized as self-sustaining, which means that ADRA has contributed to a structure that benefits education in South Sudan and that is free of charge. The best example includes the work of the PTAs on supporting school governance and encouraging parents to send their children to school and the work of the CLGs on getting by-laws passed and bringing peace to Maiwut. Most of the outcomes (90%) seem possible to replicate in other geographical locations.
3. Three outcomes had an effect at the national level and 13 outcomes had a regional effect that went beyond the project-site. The changes that ADRA contributed to at the national level are results of ADRA's role in the national education cluster and the work with the Ministry of Education, while the regional outcomes are largely a result of the work with the education officials and community leader groups. These outcomes indicate that BRES is not only producing outcomes but is also having an impact on children's access to education in the counties of Maiwut and Nasir.
4. The project does not adequately document its results on gender equality, and 58% of the outcomes are blind to its possible effect on gender equality. Importantly, BRES is using approaches that are gender transformative. This includes outcome 36 that address child and forced marriage as a root cause to gender inequality, and outcome 40 that attempts to even out the power structures in society by having established a first women's groups that now inform, encourage, and assist females in seeking employment. The latter already had an impact, as seven females became teachers and others work for the local government. Therefore, the project may be having a long-term impact on girls' access to education.

Further, the evaluation has also indicated other important trends and lessons learned, which are:

5. Two outcomes describe negative incidents that need further attention. The issue with teachers receiving a low salary may be a serious risk to the project, as this is influencing one of the projects prime target groups - the teachers. Teachers are behind most of the harvested outcomes, and they are the main actor if ADRA wants to achieve an impact on children's learning and on child protection. During the trip to Maiwut it was observed that many teachers were new in the job. We

were told that the previous teachers had left their jobs to find other (and better paid) jobs in other sectors. It was mentioned that these teachers could do so, because of the training and mentoring they received. This training had developed some of the skills that most employers want, such as language and (classroom) planning and management skills. The other negative incident that occurred was connected to the construction of a school, which extended a land dispute. This lesson seems to be generic to conflict settings with many IDPs and is a risk that ADRA SS and ADRA DK may want to transfer to other countries and projects. ADRA SS may already have learned from this. After the incident occurred, ADRA SS is now carrying out more thorough risk analyses, which is evident from the annual project documents.

6. Teachers are the target group that benefitted most from this project, with 10 outcomes having teachers as the social actors. The training of teachers seems to have a positive effect to child protection and eight out of ten outcomes includes element of child protection, such as teachers identifying children with special needs, that teachers stop using sticks and use positive disciplining, that they provide psychosocial and mental health counselling and that they implement laws against child marriage. The mentorship program is the main reason behind these improvements as mentors are a contribution to six of ten teacher-outcomes. During interviews and visits to schools another positive effect of the teacher training seems to be on more generic skills, such as lesson planning and English skills.
7. PTAs are the second most-benefitting group, with six outcomes mentioning PTAs. Five of these are considered “self-sustaining”, because they continue, sometimes expand, what ADRA encourage them to do, when the project support ends (for instance in Juba, or when mentors go back to Juba after a three-month posting to Maiwut). PTAs thus appear to be a sustainable structure that does not require continued funding to sustain (after they have been established and trained). Importantly, PTAs are not just a beneficiary, but also a change agent to most outcomes produced by parents and the community, which was another pre-stated purpose of supporting the PTAs.
8. Children are the main target group of the BRES project, and the data from Maiwut indicates that BRES is having a positive effect on bringing children back to school, which is evident from the sharp increase in enrollment numbers. Over time, and if ADRA continues to collect data on e.g., the number of students passing the final exams, and possibly adding the number of students transitioning to secondary school or finding paid work may provide additional evidence on the long-term impact on children’s education in the Upper Nile State.
9. Finally, this evaluation is found to be efficient in identifying outcomes but there may be a bias to some findings. As an example, it is difficult to measure a direct impact on children’s education through outcome harvesting, but it is possible to identify outcomes on e.g., teachers and whether they have adopted a new behavior or awareness about child protection and class management techniques. If ADRA wants to measure an impact on education it is necessary to collect data on key education indicators (such as enrollment and graduation rates, divided by grades and gender), to have a control group, and to do so over a longer period (preferably for a period of 8 years if the focus is on primary levels P1-8). The few outcomes on change area 3 (educational infrastructure), may also increase with the collection of quantitative data.

## Annexes:

- 1) OUTCOME HARVESTING DATABASE**
- 2) INTERVIEW GUIDE**
- 3) SUBSTANTIATION GUIDE**

## Annex 1: Outcome database

Outcome number	Outcome description 1-3 sentences describing the new or significantly different behaviour i.e. policy, practice, action or relationship. Be clear who has changed and when.	Where	When	Substantiator	Substantiation status	Social Actor	Outcome family	Outcome type	Significance 1-3 sentences: the difference the outcome made to the previous situation	Contribution of the project 1-2 sentences: Who did what when and where that helped in a some way to bring about the outcome	Relevance to objectives and outcomes	Relevance to outputs and activities	Sustainability	Replicable in other regions or nationally?	Scope	Gender (by sex)	Identifier	Source Document
1	In 2018, a land dispute between people from Terekeke (Juba) and Mundari (outside Juba) was extended because a school was being build. The Mundari people (IDPs) had recently been relocated to the Juba area called Terekeke, where ADRA was building a school. This made the area valuable to the IDPs and the Mundari community didn't want to leave again, when it was safe to go back to where they lived before a conflict forced them to leave.	Juba	01.01.2018	Not substantiated	0 - Not substantiated	Community	Infrastructure & Humanitarian Response	Violence	ADRA SS has started doing more rigid conflict assessments following this negative outcome. The Terekeke community had preferred that the school had been built in Bari. Later, the Commissioner of Juba county intervened, and the Mundari community eventually left.	ADRA SS and ADRA DK had build the school.	Change area 3: Conducive and protective learning environments	1 output	0 - Negative	Yes - most likely	1 - Project site	2 - Blind	MG	Ongoing discussions with ADRA SS and DK staff during field visit
2	In 2018 and 2019 , the Education Cluster (lead by UNICEF, with ADRA, GoSS and other NGOs) included information on education in Nasir and Maiwut into their nationwide assessment. This enabled the two counties were included in the National Humanitarian Response plan.	National	01.01.2018	School Officer, Food for the Hungry	1 - Do not know	MoE	Improved education	Reading materials	Maiwut and Nasir County are located in the Upper Nile state which is bordering Sudan and Ethiopia. Historically, this state has been contested by both countries and were recently under opposition control and therefore not receiving any financial or technical support from the Government of South Sudan. Until 2019, they used learning materials from Ethiopia, as the South Sudanese curriculum had not been implemented in this state. The Commissioner and a mentor both said that new curriculum is stronger on critical thinking, with less emphasis on memorization.	ADRA lobbied the education cluster to include Nasir and Maiwut in the national examinations of P8 students.	Change area 1: Capacity Building of Teachers and Education authorities	1 output	5 - self-sustaining	Yes - already has	3 - National	2 - Blind	KA	Interview with Simon
3	In 2018, ADRA brought government officials and teachers together at the national level, where it was agreed that teachers would start receiving support from government-funded and ADRA-paid mentors.	Juba	01.01.2018	Not substantiated	0 - Not substantiated	MoE	Improved education	Teaching methods & skills	The concept of mentoring was introduced in South Sudan by ADRA SS. ADRA also introduced a mobile teaching component, targeted support for females and e-learning. ADRA considers to second mentors at the MoE to roll the concept out at a national scale. An ADRA mentor said that he normally works for a private school in Juba, but now goes to Upper Nile and trains teachers in English, as many teachers are refugees returning from Ethiopia. Mentoring also focuses on child protection, school environment, how to engage and sensitize the community, and to address girls education. Mentors also trains PTAs, payam members, religious leaders. The mentor says there is a clear link between the mentoring of teachers and students attendance, with the latter increasing from a daily average of 10-15 to 50 (in classes up to 60), before/after the 3-month mentoring.	ADRA SS coordinates and pays for the mentoring and developed the concept. ADRA also mitigated a risk in a poor quality of the mentoring, because locals started complaining about Juba-mentors doing jobs they could do themselves. The locals lacked the same quality but really wanted the jobs. ADRA mitigated this by starting to educate locals as mentors and to use them as assistant mentors.	Change area 1: Capacity Building of Teachers and Education authorities	2 outputs	1 - Stopped	Yes - already has	3 - National	2 - Blind	MG	Informant interviews with Simon, then Alex, then a mentor during the field visit in November 2021.
4	In 2018, the PTAs at seven primary schools (St. Mark, Kworjijk, Redeemer, Libya 1, Giada Boys, Juba Na Bari and Giada Girls) in Juba mobilised parents in school maintenance / implemented action plans on school improvement and carried out two community dialogues on child labour.	Juba	01.01.2018	New Head Teacher from 2019, Gaida Girls School	4 - Fully agree	PTAs	Community support to Edu & Peace	Attendance	Overall enrolment of children reflect both the increased capacity of the teachers, as well as the parents (PTA) increased influence in advocating for the importance of children's education (and the increased acceptance of this in society) School infrastructure, such as roofs are also important, as the classrooms get very hot (35C) and it is tough for the children to stay in a class for 45 min without a break). And it is often one desk for 4 children). 925 students in Gaida School. 411 - fluctuates... One classroom with 45 students in a 6X8 (48 m²); 11 - 40-50m. One P3 class has 110 students, 97 in P7. SS runs 40 per class. 11	The project established and trained PTAs in their roles and responsibilities in school administration, management, disaster risk reduction, and community mobilization. The project rehabilitated eight and constructed six classrooms, supported 14,131 school children with learning and recreational materials and provided 16,364 children with school meal/porridge. Further more 127 teachers were mentored on child centered teaching methods and mentored seven PTA in their roles and responsibilities. Girls education was promoted by PTA, 1,960 dignity kits were	Change area 2: Community Support to Education	2 outputs	5 - self-sustaining	Yes - most likely	1 - Project site	3 - Targeted	CB	BRES yearly report 2018 p. 6 & interview with ADRA SS program director, Simon Namana Mohandis
5	During 2018, parents started sending children to school and the enrollment rate in the 7 primary schools in Juba (St. Mark, Kworjijk, Redeemer, Libya 1, Giada Boys, Juba Na Bari and Giada Girls - all in Juba) increased by 17,4% in average, of which the increase was 20,5% for girls, and 14% for boys.	Juba	01.01.2018	New Head Teacher from 2019, Gaida Girls School	4 - Fully agree	Parents	Improved education	Enrollment	UNESCO found that the number of out-of-school children in South Sudan was 894,162 in 2011, increasing to 1,088,325 in 2015. No later data are available.	The project established PTAs and mentors trained PTAs on their roles in mobilizing children to attend school.	Change area 1: Capacity Building of Teachers and Education authorities	1 output	5 - self-sustaining	Yes - most likely	1 - Project site	4 - Responsive	CB	BRES yearly report 2018 & <a href="http://uis.unesco.org/en/country/ss">http://uis.unesco.org/en/country/ss</a>
6	In 2018, children from the Kworjiek and St. Mark Schools (Juba) started doing peace awareness performances, such as music, drama, poetry and sketches.	Juba	01.01.2018	Not substantiated	0 - Not substantiated	Children	Improved education	School clubs / extracurricular activities	The two schools were located in an area with a high influx of IDPs, which led to a land dispute between host and IDP communities. Children engaging in peace building activities will strengthen the social coherence for the next generations, especially in a context prone to conflict and violence.	These performances was an idea initiated by teachers that had been mentored and trained by ADRA, and following an intervention where ADRA brought in musicians from another area to perform peace songs.	Change area 1: Capacity Building of Teachers and Education authorities	1 output	3 - Continues with TA	Yes - most likely	1 - Project site	2 - Blind	CB	BRES yearly report 2018
7	In 2018, children from the 7 supported primary schools in Juba (4016 children in total) demonstrated improved hygiene practices. Previously, kids went straight from the latrines and back to playgrounds or classrooms, but observations showed that they now made the necessary stop at handwashing stations.	Juba	01.01.2018	New Head Teacher from 2019, Gaida Girls School	4 - Fully agree	Children	Infrastructure & Humanitarian Response	WASH	Cholera was a big problem in 2018, while COVID-19 also heavily impacted Juba schools from 2020 to 2021. Hygiene and sanitation sessions contributed to improved health and wellbeing during epidemic and pandemic settings. Schools now have handwashing stations, the head teacher had facemasks (in a drawer, but not wearing it) and a thermometer for kids feeling sick, but social distancing remained an issue that they cannot solve – Classes are overcrowded and it is 38 C outside. Juba-schools were closed from March to October 2020, when P8 opened again. P1-P7 promoted without an exam, but most P8 also graduated (85 out of 87 in Gaida Girls school).	The project provided WASH facilities and conducted 145 sanitation sessions. The schools were improved with new latrines and hand washing stations.	Change area 3: Conducive and protective learning environments	1 output	2 - Reduced scope	Yes - most likely	1 - Project site	4 - Responsive	CB	BRES yearly report 2018
8	In 2018, teachers at 7 Juba-based schools identified and supported 49 children with special needs in Q4 2018 compared to only 16 children in Q1, Q2 and Q3 (before the teachers were mentored). The support include sitting arrangements for girls with hearing and sight problems, psychosocial counselling to girls with mental health issues and accessibility measures to toilets, such as ramps.	Juba	01.01.2018	New Head Teacher from 2019, Gaida Girls School	4 - Fully agree	Teachers	Improved education	Attendance	It is important to provide special support to vulnerable children, particularly in a context where many children suffer from conflict-traumas, and in a context where children with special needs are often excluded from education. Mental health in girls is taken care of by ensuring that it is a female teachers that talks to female students. Teachers don't feel they have the skills to do so, but they still try. Better hygiene and sanitation in the school environment keeps dangerous animals such as snakes from coming to the school surroundings. Girls being able to attend school consistently in the same way as their male counterparts furthers the equality of the genders as well as giving the girls the increased opportunities that comes with an education.	The project mentored 150 teachers in child protection and psychosocial support approaches .... 13 hygiene and sanitation awareness sessions conducted ..... 900 dignity kits were provided to school girls	Change area 1: Capacity Building of Teachers and Education authorities	2 outputs	2 - Reduced scope	Yes - most likely	1 - Project site	4 - Responsive	CB	BRES yearly report 2018

9	In 2019 and 2020, the Ministry of Education ensured grade 8 examinations were available for all school children in Nasir and Maiwut. (related to outcome 11, but at the MoE level)	Maiwut & Nasir	01.01.2019	Not substantiated	0 - Not substantiated	MoE	Improved education	Graduation	P8 is the final primary level in South Sudan. In Maiwut, they only have one secondary school which is in a very poor condition. In Maiwut, there were no P8 examinations between 2014 and 2018 (because of conflict and schools under opposition control), but the BRES project/ADRA ensured that they began again in 2019. In South Sudan, it is mandatory to complete primary schooling (P1-8 or age 6-14)	ADRA SS through the education cluster (UNICEF, Plan International, Save the Children, Nile Hope, UNCEA, CMD) and donors put pressure on the government to make the exams available in these remote counties (formerly controlled by the opposition)	Change area 1: Capacity Building of Teachers and Education authorities	1 output	4 - Ownership transferred	No	2 - Regional	2 - Blind	KA	Interview with Simon
10	In 2019, 452 new children from Nasir and Maiwut were enrolled to schools for the first time by their parents (or caregivers). PTAs had carried out outreach and dialogues to parents and local leaders to remobilize displaced children back to Maiwut and the school after the conflict ended.	Maiwut & Nasir	01.01.2019	Commissioner of Maiwut County	3 - Partly agree	Parents	Community support to Edu & Peace	Enrollment	Before the PTAs were established it was difficult for BRES to coordinate with the community. The PTAs also contribute to enrolment and retention of children in school, going from 3234 students in February to 4075 in December, 2019. To increase attendance, PTAs move from community to community and tell people to reduce household chores for girls, the importance of education, and to stay away from military activities and prevent children from becoming child soldiers.	8 PTAs (with 119 members (52 males, 67 females)) were established and trained in school administration, school management, community dialogue, and resource mobilisation (such as poles/timbers, physical workers, goats, and monetary resources). 4315 children received learning materials. As an example, the PTA in Gulung meets twice a month as a group with the head teacher and gives feedback on identified needs and priorities.	Change area 2: Community Support to Education	2 outputs	5 - self-sustaining	Yes - most likely	1 - Project site	3 - Targeted		BRES yearly report 2020
11	In 2019, 20 education officers from Nasir and Maiwut Counties provided tutorial support and supervision to teachers in exam management/administration, which enabled 235 P8 students to graduate exams and to complete primary school, unlike 2018 with no examination.	Maiwut & Nasir	01.01.2019	Director of Education, Maiwut County	4 - Fully agree	County Officer EDU	Community support to Edu & Peace	Graduation	Maiwut does not have any functional secondary schools (one defunct), which makes it impossible for students to transit to secondary schooling without moving to another county, which is particularly challenging during conflict (such as the one in Maiwut in 2019). Maiwut currently has only one malfunctioning secondary school. The examination and passing of P8 candidates is expected to put pressure on government to open up or rehabilitate the existing secondary school. The supervision is also expected to increase teachers' attendance.	20 county and payam education officers were trained in school supervision and inspection.	Change area 1: Capacity Building of Teachers and Education authorities	1 output	4 - Ownership transferred	Don't know	2 - Regional	2 - Blind	CB	BRES yearly report 2019
12	In 2019, 46 teachers from Nasir and Maiwut identified 349 (77 under BRES and 272 under EIE) children with protection needs, gave them basic support and referred some to Maiwut PHCU hospital.	Maiwut & Nasir	01.01.2019	Not substantiated	0 - Not substantiated	Teachers	Improved education	Child protection	Vulnerable children needs were addressed and supported accordingly. This is particularly important in a context where many children suffer from war-traumas, and in settings where children with special needs are often excluded from education. The referral of severe cases, enables children with needs to get proper support that is not available in their communities.	22 children with disabilities and 98 vulnerable girls identified and supported through the project. 100 teachers were trained in child centered methods, teachers' code of conduct, child protection, school administration and management. The teachers applied their knowledge in child centered methods, teachers' code of conduct, child protection, school administration and management.	Change area 1: Capacity Building of Teachers and Education authorities	2 outputs	2 - Reduced scope	Yes - most likely	1 - Project site	2 - Blind	CB	BRES yearly report 2019
13	In 2019, PTAs at all supported schools in Maiwut and Nasir coordinated dialogue between parents, ADRA, and the community, on maintaining the school, cleaning the playgrounds and managing the school gardens.	Maiwut & Nasir	01.01.2019	Not substantiated	0 - Not substantiated	Community	Community support to Edu & Peace	School build/renovated	Before the PTAs were established it was difficult for BRES to coordinate with the community. The PTAs also contribute to enrolment and retention of children in school, going from 3234 students in February to 4075 in December, 2019. To increase attendance, PTAs move from community to community and tell people to reduce household chores for girls, the importance of education, and to stay away from military activities and prevent children from becoming child soldiers.	8 PTAs (with 119 members (52 males, 67 females)) were established and trained in school administration, school management, community dialogue, and resource mobilisation (such as poles/timbers, physical workers, goats, and monetary resources). As an example, the PTA in Gulung meets twice a month as a group with the head teacher and gives feedback on identified needs and priorities.	Change area 2: Community Support to Education	1 output	5 - self-sustaining	Yes - most likely	1 - Project site	3 - Targeted	CB	BRES yearly report 2019
14	In 2019, Community Leader Groups from the Maiwut payam (sub-district of the Maiwut county) and 3 payams of Nasir county, passed a resolution that required all school desks that were stolen/taken by the community were brought back to schools, and that bushes and trash around schools had to be removed. 100 desks were returned.	Maiwut	01.01.2019	Not substantiated	0 - Not substantiated	Community Leaders	Community support to Edu & Peace	School utilities	Schools in Maiwut and Nasir are under-resourced, and few classrooms have an adequate number of desks and chairs. The schools in Gainen and Gulung were observed to have very few desks and chairs. Big bushes and trash creates an unfriendly and unsafe environment, where snakes and insects can thrive.	Community Leader Groups (a group of at least 9 local leaders, typically with a payam education committee member, a clan leader/chief, a church leader, and relief and rehabilitation commissioner members) were established and trained in community mobilization, dialogue meetings, and how to develop bylaws and guidelines. This was an initiative created by ADRA SS.	Change area 2: Community Support to Education	1 output	4 - Ownership transferred	Yes - most likely	2 - Regional	2 - Blind	CB	BRES yearly report 2019
15	In 2019, chiefs from communities around targeted schools in Maiwut and Nasir began mobilizing community members to volunteer to clear school compounds.	Maiwut & Nasir	01.01.2019	Not substantiated	0 - Not substantiated	Community Leaders	Community support to Edu & Peace	School build/renovated	The outcome is a reflection of the local leaders taking responsibility for the communities' children's education and prioritizing this. This also shows the understanding of the community that they cannot solely rely on NGOs to "fix" challenges, but that the community should be engaged.	Community leader groups and PTA were established and their capacity strengthened to understand and value the importance of children's education.	Change area 2: Community Support to Education	2 outputs	4 - Ownership transferred	Yes - most likely	1 - Project site	2 - Blind	CB	BRES yearly report 2019
16	In 2020, teachers in Maiwut started using the new South-Sudanese curriculum instead of the Ethiopian.	Maiwut	01.01.2020	Not substantiated	0 - Not substantiated	Teachers	Improved education	Teaching methods & skills	Instead of learning things by heart for the exam, the new SS curriculum encourages analysis and critical thinking	The mentors of the BRES project introduced and coached teachers in the new curriculum. The local mentors are rolling-out the knowledge to other schools.	Change area 1: Capacity Building of Teachers and Education authorities	1 output	5 - self-sustaining	Yes - most likely	2 - Regional	2 - Blind	KA	Interview with Commissioner of Maiwut
17	In 2020, the national education cluster (Unicef, GoSS, Save the Children, ADRA, etc.) decided to standardize payments to teachers across the country, to 40 USD a month. This decision meant that the incentives paid by ADRA to teachers were reduced from 100 to 40 USD a month. The decision caused a conflict among teachers and ADRA and some left for other jobs in other sectors. The incentive paid by ADRA was a monthly fee that was supposed to supplement their base government-paid salary, but instead it became the only payment the teachers received.	National	01.01.2020	Not substantiated	0 - Not substantiated	Teachers	Improved education	Teaching methods & skills	Lack of a functional government in Upper Nile State led to lack of payment of salaries to the civil servants, including the teachers ADRA supports. This posed economic gaps and increased vulnerability to the local population who depend on the family members who are gainfully employed for a living. It is hoped that when the state government is established, salaries and services will trickle down to the local population. These teachers' salary will also be paid by the government relieving the project of the cost for paying teacher incentives. The funds could be used to support other pressing education needs such as construction of classrooms for children in the supported schools.	ADRA paid the incentives, which started at 100 USD a month, and was then reduced to 40 USD after joining the national cluster and coordinating national salary gaps. The government also questioned why ADRA uses USD in Maiwut instead of South Sudanese Pounds (SSP), but now understand that few places in Maiwut accept SSP (they prefer USD or Ethiopian Birr). The teachers also received mentoring support which gave them skills they could use in other jobs.	Change area 1: Capacity Building of Teachers and Education authorities	2 outputs	0 - Negative has	Yes - already has	3 - National	2 - Blind	MG	informant interview
18	In 2020, Maiwut community leaders, religious leaders, and youth groups leaders, signed an agreement to support peaceful coexistence in Maiwut County.	Maiwut	01.01.2020	Commissioner of Maiwut County	1 - Do not know	Community Leaders	Community support to Edu & Peace	Relationship	In the agreement, the two communities stated that they would not be involved in military confrontation. They also committed to respect the cessation of hostility signed in November 2019 between the government and opposition whose leadership are both based in Juba. As a result of the agreement no cases of violence were witnessed in the last months of 2020.	Six Religious leaders groups and 6 youth groups were supported by the project. The groups were trained in peace building and reconciliation, and how to map out drivers of conflict and mitigate conflicts.	Change area 2: Community Support to Education	1 output	5 - self-sustaining	Yes - most likely	2 - Regional	2 - Blind	AK	BRES yearly report 2020, p. 1, 14-15
19	In 2020, 70% of the supported PTAs developed and implemented work plans on school improvement and resources mobilization including school DRR plans (Nyinygok and Lueth in Nasir, and Jekow and Biyen in Maiwut County).	Maiwut & Nasir	01.01.2020	Not substantiated	0 - Not substantiated	PTAs	Community support to Edu & Peace	School build/renovated	Nyinygok and Lueth in Nasir and those from Jekow, and Biyen in Maiwut counties are some of the school communities living near the river Sobat and are prone to flooding. The PTAs in these areas were able to construct dykes near the schools in order for floods not to affect the school compounds. For instance, the PTAs in Kulung, Pagak, Gainen and Pinythor in Maiwut ensured they create trenches around the school compounds as a way of implementing Disaster Risk Reduction (DRR). All the mentioned schools were also able to plan and conduct resources mobilization in terms of cash and man power to clear bushes around the school compounds and establish school gardens.	ADRA and mentors paid by ADRA established and trained the PTAs, including on school management and how to mobilize community members.	Change area 2: Community Support to Education	2 outputs	5 - self-sustaining	Yes - most likely	1 - Project site	2 - Blind	CB	BRES yearly report 2020 (p. 13)

20	In 2020, 45% of the supported PTAs and SMCs in 11 schools in Nassir and Maiwut, established school gardens. The PTAs at the Kulong and Gainen primary schools reports to have raised around 30,000 SSP each in 2021.	Maiwut & Nassir	01.01.2020	Other (replace with name if relevant)	4 - Fully agree	PTAs	Community support to Edu & Peace	School gardens	In Kulong, Jekow and Biyen primary schools of Maiwut county, parents reported having cultivated maize cereal crops, and harvested 10 bags of 50kgs from the school gardens. The parents reported that, once the prices improve in the market by February or March, they would sell the grains and use the money for school development plans. In Nyinygok, their garden was washed away by flood but the PTA members were able to contribute cash amounting to 2,000 Ethiopian Birr (62.5 USD). According to the PTAs/SMCs, in Nyinygok, they will use the money to purchase stationeries and water to facilitate PTAs/SMCs meetings. They also planned to establish another school garden in 2021. PTAs/SMCs Gainen primary school earned 3,500 Ethiopian Birr (109 USD) from sale of their vegetables. They also promised to continue the farming activity in 2021 and they would eject the money they made into farming activity in 2021 to increase yield and productivity that could fetch them more money	PTAs established and trained by mentors (paid by ADRA), including on farming techniques and how to capitalize on harvested goods. They also received some farming materials like pangas, watering cans, bricks and hoes.	Change area 2: Community Support to Education	2 outputs	3 - Continues with TA	Yes - most likely	1 - Project site	2 - Blind	CB	BRES yearly report 2020 (p. 13)
21	In 2020, 101 mentored teachers and head teachers from 8 primary schools in Maiwut (Kulong, Gainen, Pagak, Pinythor, Jekow, Biyen, Kulong, Pagak, Jotome, Malek) were observed to implement new initiatives, such as: keeping school environments clean, protecting school materials from being stolen or vandalized, adhering to child protection issues, having regular attendance at the home based learning centers and adopting and implementing community by-laws on early and forced marriages.	Maiwut	01.01.2020	Not substantiated	0 - Not substantiated	Teachers	Improved education	School management	Some teachers in rural South Sudan lack formal training as teachers (confirmed during observations and by meetings with the Maiwut project manager) with many being parents that volunteer to be teachers, and do not get paid/receives a salary. Some also has limited skills in English, which is the formal language of instruction. Some of the teachers we met, grew up as refugees in neighbouring Ethiopia and learned amharic. Mentoring therefore provides teachers with an opportunity to learn from trained teachers with professional backgrounds, and to learn about school management and child protection.	Mentors (sometimes experienced teachers from private schools) were hired and deployed to schools in Maiwut and Nassir for a 3-month period, where they tutor new teachers, and they establish and train PTAs. Their salaries and other costs were paid for by ADRA. In 2020, ADRA also trained 13 county and payam education authorities in two training and mentoring sessions, on school leadership, management, administration, child protection, peace building, psychological support, quality school supervision and inspection through two training and mentoring sessions. During 2020, these 13 mentors (head teachers/deputies from Juba) trained 101 teachers from eight primary schools in Maiwut County (Jekow, Biyen, Gainen, Kulong, Pagak, Pinythor, Jotome and Pinythor).	Change area 1: Capacity Building of Teachers and Education authorities	2 outputs	1 - Stopped	Yes - most likely	1 - Project site	2 - Blind	CB	BRES yearly report 2020
22	In 2020, teachers in in the 8 supported schools of Jekow, Biyen, Gainen, Kulong, Pagak, Pinythor, Jotome and Malek in Maiwut County, facilitated counseling services to 966 children that were identified to have protection needs and psychological issues.	Maiwut	01.01.2020	Not substantiated	0 - Not substantiated	Teachers	Improved education	Child protection	Vulnerable children needs are addressed and supported accordingly. This is particular important in a context where many children are suffering from traumas due to conflict and where children with special needs are often excluded from education.	School children with protection and psychosocial issues were identified by teachers that had been trained by ADRA.	Change area 1: Capacity Building of Teachers and Education authorities	1 output	3 - Continues with TA	Yes - most likely	1 - Project site	3 - Targeted	CB	BRES yearly report 2020
23	In 2020, four school clubs in Maiwut county carried out 16 initiatives, including poems and drama, singing songs that promotes peaceful coexistence, collecting trash and informing citizens about environmental concerns, and they organized football and volleyball peace tournaments.	Maiwut	01.01.2020	Other (replace with name if relevant)	4 - Fully agree	Children	Improved education	School clubs / extracurricular activities	The peace initiatives encouraged the school children to be peaceful and not be involved in political discussions which most of the time divide the communities and school children.	There were at least 4 school clubs established namely, Debate, Environmental, Peace and, Health and Sanitation and the members were trained and facilitated to promote peace building and life skills in each of the supported schools. Further, they also have football school clubs (with less focus on peace).	Change area 1: Capacity Building of Teachers and Education authorities	1 output	5 - self-sustaining	Yes - most likely	1 - Project site	2 - Blind	CB	BRES yearly report 2020
24	In 2021, the National Teacher Training Institute and the University of Juba started training and examining in-service teachers from schools in Nassir and Maiwut.	National	01.01.2021	Not substantiated	0 - Not substantiated	NTTA	Improved education	Teaching methods & skills	Nassir and Maiwut were due to conflict, cut off from government and national services, and the counties lack trained teachers. During the evaluation visit to Gulong Primary, it was only the head teacher that spoke english, which is the language of instruction. The 7 other teachers that participated in the group-interview did not understand our questions and did not know much about teaching techniques, nor could they recall being mentored. It turned out that most teachers had just started and lacked education. Also, all three schools visited (Gainen, Gulong and Gaidda) said they lacked teachers. Half the teachers (10/21) in Gaidda (Juba) were volunteers/parents, and the Head Teacher at Gainen (Maiwut) says they only have 13 of the required 17 positions filled.	The teachers that were in service were mentored by experienced teachers, paid for by the BRES project. Further, the teachers supported were also given access the official teacher training / certification classes.	Change area 1: Capacity Building of Teachers and Education authorities	2 outputs	4 - Ownership transferred	Yes - already has	3 - National	2 - Blind	KA	Interview with Simon
25	In 2021, the PTA at the Juba Giada Girls school carried out resource mobilization and outreach, which include having 10 parents volunteering as teachers, getting sports equipment from the MTN phone company, and by visiting households and encouraging parents to send their children to school if they observed kids in the house.	Juba	01.01.2021	New Head Teacher from 2019, Gaidda Girls School	4 - Fully agree	PTAs	Community support to Edu & Peace	Community mobilization	South Sudan lacks teachers, and most schools do not have the adequate number of teachers per pupil. At this school, many classes had almost 100 students, despite a national cap of 50. Lack of decent salary is a big issue, and the head teacher that has 36 years of experience reports to receive 4,800 SSP a month (12 USD), and that he during the visit in December, had not received a salary since August, 2021. No salary since August.	ADRA established and trained PTAs in 2018, and paid incentives for teachers salary during 2018. The school has not received any support from ADRA since the year of 2018.	Change area 2: Community Support to Education	2 outputs	5 - self-sustaining	Yes - most likely	1 - Project site	3 - Targeted	MG	Interview with Head Teacher at the Giada Girls school in Juba.
26	In 2021, teachers and head teachers in Jekow, Biyen, Jotome and Malek abolished corporal punishment at schools and implemented four recommendations by the education officials on addressing cases of child abuse in the school communities: 1) child neglect, 2) child marriages, 3) rights of the children, and 4) case of child labour.	Maiwut	01.07.2021	Not substantiated	0 - Not substantiated	Teachers	Improved education	Agreement / resolution	The concept of child protection is a new phenomenon in this community. Though teachers and education officials have understood it well culture continue to be a barrier, there is therefore a need to increase the awareness at all community levels. It is still common that parents use corporal punishment for their children. New teachers and county education officials do not have idea about child protection cases.	6 Payam education authorities trained and mentored on Peace Building, Girls' Education Strategy, Inclusive Education and Risk Communication around COVID 19. The mentoring was conducted from July to September, 2021 at the Payams of Jekow, Jotome and Malek. The mid-term assessment conducted in September for the BRES Project shows that the Payam authorities had knowledge and skills in the concepts they were trained in.	Change area 1: Capacity Building of Teachers and Education authorities	2 outputs	5 - self-sustaining	Yes - most likely	2 - Regional	5 - Transformative	KA	BRES Q3 report 2021 (p. 5)
27	In Q3 2021, community members from Maiwut stopped firing guns, including youths that also used to fire guns.	Maiwut	01.07.2021	School Officer, Food for the Hungry	4 - Fully agree	Community	Community support to Edu & Peace	Violence	Food for the hungry confirms that guns today, are only used to shoot lions that are trying to eat their cows. He says that it has been 4 months since he last heard a shot. An important factor is said to be that Maiwut County is now government controlled. example on the stop of firearms is especially related to people under 18 carrying firearms and identifying children that could potentially be child soldier. He left the army. These events made it easier for the community, NGOs and school children to return to normal business.	Community Leaders Groups (CLGs) established/trained in community mobilization through dialogues including development of by-laws and guidelines. The CLGs of Maiwut and Nassir Counties developed action plans and community dialogues in which they discussed significant community issues such as ways to discourage early marriages so that girls would continue with education, ways to stop violence and unnecessary shooting of guns and carrying of fire arms.	Change area 2: Community Support to Education	1 output	3 - Continues with TA	Yes - most likely	2 - Regional	2 - Blind	KA	BRES Q3 report 2021 (p. 25)

28	In 2021, parents and other community members coordinated efforts and constructed school playgrounds in the primary schools of Gainer, Jotome, Pagak and Pinythor.	Maiwut	01.01.2021	Other (replace with name if relevant)	4 - Fully agree	Parents	Community support to Edu & Peace	School build/renovate d	This adds to the possibility for children to engage in recreational activities and having safe and play spaces in their communities. It also shows the willingness and prioritisation of childrens wellbeing in the community.	PTAs trained in how to manage schools and mobilize community members to maintenance of schools.	Change area 2: Community Support to Education	1 output	5 - self-sustaining	Yes - most likely	1 - Project site	2 - Blind	KA	BRES Q3 report 2021 (p. 25)
29	In 2021, the school day at schools with mentored teachers, PTAs and county education officials, increased from 7 to 10 am, to 7 am to 1 pm. (The county education officer said that it was always the case in Maiwut, while the PTA in Gainer says school hours are 7-12 and had not changed...)	Maiwut	01.07.2021	Director of Education, Maiwut County	2 - Do not agree	Head Teacher	Improved education	Attendance	Pupils receive more schooling and thus learn more. Normal school hours in primary schools in South Sudan is 7 to 12.	ADRA provided mentoring to teachers, PTAs and county officials, including on school management and teaching techniques.	Change area 1: Capacity Building of Teachers and Education authorities	2 outputs	5 - self-sustaining	Yes - most likely	1 - Project site	2 - Blind	KA	BRES Q3 report 2021 (p. 24)
30	In 2021, ADRA observed that mentored teachers from Maiwut and Nasir stopped carrying sticks and started to use positive disciplining methods such as counseling and guiding children on acceptable behaviour.	Maiwut & Nasir	01.07.2021	School Officer, Food for the Hungry	4 - Fully agree	Teachers	Improved education	Child protection	The children are protected in schools and not experiencing violence. The schools function as safe spaces for children who have experienced violence and conflict their whole lives. <b>Children are harmed and not feeling well if they are punished. Positive discipline also makes the children understand what good behaviour is. Creates a better and constructive dialogue with the child about the future, through verbal discussions that develop the kids understanding. The discussion between teacher and student increases the chance that kids are not getting involved as a child soldier. (red text added after interview with FFTH)</b>	6 Payam education authorities trained and mentored. The six Payam education authorities (all men) were able to utilize knowledge and skills in leadership/management and school supervision and inspection. The trained Payam education authorities were able to supervise schools on weekly bases. This led to the Corporal punishment being abolished in schools.	Change area 1: Capacity Building of Teachers and Education authorities	1 output	3 - Continues with TA	Yes - most likely	1 - Project site	1 - Negative	KA	BRES Q3 report 2021 (p. 24)
31	In 2021, Community Leader Groups (CLGs) in Maiwut county (Maiwut village, Jekow, Pagak, Pinythor, Jotome, Malek, Nyinigok, Luth and Kierwan, Stephen Do/Jiemio) formulated 9 bylaws on forced and child marriage (4 bylaws, incl. one on parents role and one the role of the person above 18), rape, revenge killings, gun-laws (2 pieces re. carrying guns and firing a gun) and land-grabbing. <b>Confirmed by Education Director</b>	Maiwut	01.01.2021	Director of Education, Maiwut County	4 - Fully agree	Community Leaders	Community support to Edu & Peace	Agreement	The 9 by-laws are: 1. Girls will only qualify to be considered adults and marry only after attaining the age of 19 years or more. 2. Girls should be allowed to marry the person of their choice at a right age and any parent who will give out a girl for early marriage will be fined two cows and the one that marries the girl would be fined one cow (These cows are usually given to the chiefs according to the cultural norms). 3. If a girl below 18 years decided to marry, the one who marries her will be imprisoned and pay three cows, if both are below 18 years then; they are punished and not allowed to marry each other. 4. Rape case is great violation of rights. The	Community Leaders Groups (CLGs) established/trained in community mobilization through dialogues including development of by-laws and guidelines	Change area 2: Community Support to Education	1 output	3 - Continues with TA	Yes - most likely	2 - Regional	5 - Transformative	KA	BRES Q3 report 2021 (p. 19)
32	In 2021, Community leaders in Nasir County comprising of the chiefs, Payam RRC officials, clan leaders, women and youth groups decided that anyone who had their relatives killed in revenge killing instances receive blood compensation of 50 cows paid to the family of the deceased by the perpetrator in accordance to the Nuer culture.	Nasir	01.01.2021	School Officer, Food for the Hungry	4 - Fully agree	Community Leaders	Community support to Edu & Peace	Reduced violence or peace	The security situation remained calm in both Maiwut and Nasir counties in last part of 2021. Revenge killings is usually a big threat to the peace in Maiwut. FFTH agrees that it used to happen, and he further said that it is not allowed to carry a gun in civil clothes, and if someone does so, then they will be brought immediately to the city of Barak (where they have a prison), instead of simply being detained at the police station in Maiwut. As a sign of increased peace, the staff from FFTH says that he walked 25 km at night in the dark, last night, which used to be	The CLGs, the religious and youth leaders collaborating in the BRES project were part of the community peace dialogues initiated by the Commissioner of Nasir County. The topics discussed, included the prioritising education for Children and restoration of peace in the county by ending revenge killings. The meetings resolved the punishment for revenge killings.	Change area 2: Community Support to Education	2 outputs	5 - self-sustaining	Yes - most likely	2 - Regional	2 - Blind	KA	BRES Q3 report 2021 (p. 1)
33	In 2021, 5 out of 7 of the PTAs from Jotome, Malek, Biyen, Jekow, Jimmir, Luth, and Nyinygok were engaged in activities that contributed to an improved learning environment, such as mudding the walls at the temporary learning spaces, constructed dykes to prevent flood water reaching the school premises, and identifying children with psychosocial issues in the school community and referring them to school counsellors or to health facilities	Maiwut	01.01.2021	Not substantiated	0 - Not substantiated	PTAs	Community support to Edu & Peace	School build/renovate d	This shows the community taking responsibility for the children's wellbeing and physical protection in the school environment. Also shows the community coming together on action plans as common labour, DRR, and child protection - adding to the safety of communities and children.	Establishing and training of PTAs in Child Protection, PSEA, Child Complaint mechanisms and Psychosocial Support.	Change area 2: Community Support to Education	1 output	5 - self-sustaining	Yes - most likely	1 - Project site	2 - Blind	KA	BRES Q3 report 2021
34	From June to December 2020, 4,523 (2,310 males, 2,213 females from P3 to P8) children from eight schools, continued learning during COVID-19 lockdowns and school closures, by listening to recorded lessons on loudspeakers. In February 2021, 235 P8 students attended their final national exams.	Maiwut	jun.20	Other (replace with name if relevant)	4 - Fully agree	Children	Improved education	Attendance	Because of COVID-19 school closures, many teachers went to join their families in Ethiopia or travelled to other places in South Sudan for alternative income sources. The school children were left without formal learning possibilities and became more vulnerable to child labour, early marriage, teen pregnancy and other types of abuse. Initiatives taken by UNICEF and the South Sudan Ministry of Education (MoE) to offer continued access to education were not applicable in the remote areas of Upper Nile State, since there are no radio connection. Thus, ADRA DK and ADRA SS took on the responsibility of leaving no-one behind and addressed the problem in an innovative way through 'Education on Air', which involves low-cost and low-maintenance technical equipment, consultants with strong pedagogical skills and pre-recorded English and math lessons. A Juba headteacher confirmed that the language of instruction in the national e-learning offer was so bad that he didn't understand it himself, and the reception was so poor, that he couldn't get a signal at his house 80 km outside Juba.	1,406 children received learning and recreational materials and 4,523 children received learning and recreation materials during the education on air program. ADRA SS coordinated with parents to identify places and ADRA SS donated and managed the solar-driven loudspeakers. An important element is that ADRA SS identified and trained volunteer teachers and local counsellors (50 teachers and 5 local counsellors) to support homebased learning and catch up in small groups ensuring social distancing.	Change area 1: Capacity Building of Teachers and Education authorities	2 outputs	2 - Reduced scope	Yes - most likely	1 - Project site	3 - Targeted	CB	BRES yearly report 2020 (p. 21)
35	In December 2020, 70 teachers (69 males, 1 female) out of 101 trained teachers (96 males, 5 females, i.e. 69%) from the primary schools of Jekow, Biyen, Gainer, Kulong, Pagak, Pinythor, Jotome and Pinythor (all in Maiwut County) demonstrated improved professional practices such as quality teaching, adherence to code of conduct and child protection, and they also started using drama and pictures to make lessons more engaging. In 2019, it was 60%.	Maiwut	dec.20	Not substantiated	0 - Not substantiated	Teachers	Improved education	Mentorship	Some teachers in rural South Sudan lack formal training as teachers (confirmed during observations and by meetings with the Maiwut project manager) with many being parents that volunteer to be teachers, and do not get paid/receive a salary. Some also have limited skills in English, which is the formal language of instruction. Some of the teachers we met, grew up as refugees in neighbouring Ethiopia and learned amharic. Mentoring therefore provides teachers with an opportunity to learn from trained teachers with professional backgrounds, and to learn about school management and child protection.	ADRA provided mentoring from September to December, 2020 which was a combination of Juba-based mentors and local mentors hired in the field location. ADRA mentored 101 teachers (96 males, 5 females) of which 70 (69 males, 1 female) showed improved teaching techniques. A mentor is an experienced teacher identified by ADRA (sometimes from private schools where teachers earn much more). By December 2021, ADRA SS has mobilized and coordinated the support from 58 mentors.	Change area 1: Capacity Building of Teachers and Education authorities	1 output	1 - Stopped	Yes - most likely	1 - Project site	1 - Negative	CB	BRES yearly report 2020

36	On the 11th December, 2020, by-laws that 1) prohibit child marriage and forced marriage and 2) makes it mandatory to send children to school were passed by the commissioner of Maiwut County in presence of village chiefs, community leaders and religious leaders.	Maiwut	11.12.2020	Commissioner of Maiwut County	1 - Do not know	Commissioner	Community support to Edu & Peace	Agreement	This is crucial to strengthen child protection in the project locations and the communities. It also shows the engagement and willingness of community leaders on this matter and to set an example. The current commissioner did not know about this. He started in Early 2021.	Eight community leader's groups formed with 59% of them developing and implementing action plans on the bylaws. 22 community dialogues were organized to discuss issues relating to child marriage, forced marriages and revenge killings. Further more they conducted awareness campaign against child marriage, sending children to school, covid 19 preventive measures. Finally they were able to develop and implement action plans and by-laws/guidelines on girl child education and CWD. The 22 community dialogues resulted in community leaders developing by-laws on child marriages, forced marriages, and sending children to school.	Change area 2: Community Support to Education	1 output	5 - self-sustaining	Yes - most likely	2 - Regional	5 - Transformative	CB	BRES yearly report 2020 (p. 14)
37	In August 2021, the total number of girls attending lessons on a daily basis in Biyen and Jekow increased from 221 to 248.	Maiwut	aug.21	Not substantiated	0 - Not substantiated	Children	Infrastructure & Humanitarian Response	Attendance	ADRA staff through interviews with girls and success stories found out that distribution of generic hygiene kits helped girls improve cleanliness (with items such as soap, sanitary materials, wrappers, comp, mirror, nail gutter and Vaseline). The dignity kits served a broader purpose as it contained a wider range of items and maintained the dignity of many girls. It also Preserved dignity of adolescent girls, and promotes self-esteem and confidence, which is important in coping up with stressful and potentially overwhelming humanitarian situations. Supporting girls' self-esteem and confidence, also assists in improving performance and provided care and protection to adolescent girls. Dignity kits focus on promoting mobility and safety of girls. The distribution of the kits also served to promote psychosocial support and physical wellbeing by providing information about hygiene, reproductive health and protection information	550 girls in their puberty/adolescent age received dignity kits in Jekow, Biyen and Malek primary schools in the months of July and August 2021.	Change area 3: Conductive and protective learning environments	1 output	2 - Reduced scope	Yes - most likely	1 - Project site	4 - Responsive	CB, KA	BRES yearly report 2020 (p. 18), Q3 report 2021 (p. 23)
38	In September 2021, teachers provided 17 girls from Malek, Jekow, Jotome and Biyen with psychosocial support to their mental health issues. Of these, 15 were directly supported by teachers, while two were referred to other health facilities.	Maiwut	sep.21	Not substantiated	0 - Not substantiated	Teachers	Improved education	Mental health	Mental health issues is particular common in a context where many children are suffering from traumas due to conflict and war, and where children with special needs are often excluded from education.	Four (4) Child Protection Committees with 32 (M=20, F=12) members were established and trained in the four schools of Malek, Jekow, Jotome and Biyen. Further, at the same four schools, child Desks were established, and focal points trained.	Change area 1: Capacity Building of Teachers and Education authorities	1 output	4 - Ownership transferred	Yes - most likely	1 - Project site	4 - Responsive	KA	BRES Q3 report 2021
39	At a meeting on March 15, 2021, The Education Director in Maiwut County stated that he wanted to ensure an increased number of female teachers, as a mean to encourage girls to enrol and attend school.	Maiwut	15.03.2021	Commissioner of Maiwut County	4 - Fully agree	County Officer EDU	Improved education	Gender equality	Having female role models are crucial for young girls. Also, girls may feel more comfortable in brining up reproductive issue and other sensitive issue with a woman. The Commissioner of Maiwut county said that during wartime, it is important to get any teachers, and that it is secondary to find females. Further, there are very few female teachers in the county. Observations during the evaluation field visit, in two schools in Maiwut confirmed this, as only one female teachers were observed among approx. 15 male.	The meeting was facilitated by ADRA and also visited by Food for the Hungry. Payam education authorities were trained and mentored on Peace Building, Girls' Education Strategy and Inclusive Education. The Payam education authorities then brought up the issue of very few female teachers within the county.	Change area 1: Capacity Building of Teachers and Education authorities	1 output	2 - Reduced scope	Yes - most likely	2 - Regional	4 - Responsive	KA	BRES Q1 report 2021 (p. 13)
40	By December 2021, the Maiwut women's group had helped 7 females applying to become teachers and an additional 15 women is now working as either health-workers or in the Maiwut county's gender and equality commission.	Maiwut	dec.21	Not substantiated	0 - Not substantiated	Women's group	Community support to Edu & Peace	Gender equality	Maiwut had a great lack of female teachers as witnessed by two schools only having one female teachers. Having female teachers increases and improves girls education. Women's groups carries out awareness-raising meetings at central places in the Maiwut village. They also visit parents to discuss girls education and the group also mediates between boma's and clans on conflict-issues.	ADRA facilitated the establishment of the first women's group in Maiwut in September 2021, and provided training in carrying out peace messages and in becoming advocates for peace (ToT). Women's groups also asks ADRA for advice if they encounter issues during their mediation that they need assistance with.	Change area 2: Community Support to Education	1 output	3 - Continues with TA	Yes - most likely	2 - Regional	5 - Transformative	MG	Interview with Women's Group in Maiwut in Dec, 2021
41	In Q2 of 2021, community members repaired the bridge between Maiwut and Pagak, which enabled WFP food relief to return to Maiwut again.	Maiwut	01.04.2021	Commissioner of Maiwut County	4 - Fully agree	Community	Improved education	Attendance	This was important as this road is crucial to ensure that food items from WFP to be distributed to the people in need could be transported from Gambela to Maiwut County. Food is important for children to get to school, they are not hungry, so attendance and learning goes up. Girls enrol more than boys until P3, but from P4 it changes to more boys than girls. County Commissioner proposes more focus on school feeding in the future as one of the most important aspects of getting children to school and making them learn. It is especially important when children reaches the age of 11-12, where they see more hungry children leaving school during the day.	Community Leaders Groups (CLGs) established/trained in community mobilization. The repair was an outcome of CLGs coordinating community members, but also that many NGOs (Red Cross, Adra, UN, etc.) contributed, with cash and labor.	Change area 2: Community Support to Education	2 outputs	3 - Continues with TA	Don't know	2 - Regional	2 - Blind	KA	BRES Q2 report 2021 (p. 17)
42	In Q2 of 2021, PTAs mobilized parents from two Maiwut-schools, to contribute resources for school maintenance, such as food (chicken and goats) for volunteer workers that cleaned schools ahead of the reopening in May.	Maiwut	01.04.2021	School Officer, Food for the Hungry	1 - Do not know	Parents	Community support to Edu & Peace	School utilities	The outcome is a reflection of the parents and community taking responsibility and prioritizing childrens education. This also shows the understanding of the community that they cannot solely rely on NGOs to "fix" challenges, but that the community should be engaged.	Training and Mentoring of 4 PTAs/SMCs in schools on their roles and responsibilities (School development and DRR plans and COVID 19 prevention.	Change area 2: Community Support to Education	1 output	5 - self-sustaining	Yes - most likely	1 - Project site	2 - Blind	KA	BRES Q2 report 2021 (p. 16)
43	In Q3 2021, PTAs in Biyen and Jekow constructed dykes around the school and in the community as a measure to prevent flood from reaching the school compound, while PTAs from Jotome, constructed a Temporary Learning Space (TLS) made out of local materials.	Maiwut	01.07.2021	Not substantiated	0 - Not substantiated	PTAs	Community support to Edu & Peace	Temporary learning spaces (TLS)	The dykes prevent floodings to affect the school compounds and the TLS made it possible for children to attend school.	PTAs were established and trained. Four PTAs of Jekow, Biyen, Malek and Jotome developed work plans for back to school campaign.	Change area 2: Community Support to Education	1 output	5 - self-sustaining	Don't know	1 - Project site	2 - Blind	KA	BRES Q3 report 2021 (p. 25)

## Annex 2

### Interview guide Outcome Harvesting

#### Harvesters:

#### Date interview:

#### Name, position and connection to the project of the interviewee:

#### Start of the interview:

- Introductions
- Purpose of the interview
- Explain you will be collecting outcomes, which are observable facts, not opinions.
- Explain the interview will be recorded for transcription purposes, recording will not be kept
- Explain the information he/she will provide goes 'on record'. It will be included in the evaluation report.

#### Harvesting:

- Explain briefly what Outcome Harvesting is
- Show an example of an outcome and explain how an outcome is formulated.
- Ask if the example is correct and whether he has any addition.
- Explain that you're looking for all similar changes he/she can think of.
- Ask if the actor in the example is doing other things differently than before.
- Or, if the outcome is about the person changing ask if he/she can think about what he/she or his/her organisation is doing differently now than before.
- Alternatively, start by asking about the successes of the project.
- Continue by asking more specifically what duty bearers have been doing differently because of the project. You can ask the same question for other social actors.
- Make sure the change he describes is specific enough (see guidelines on how to formulate an outcome).
- Ask why the interviewee thinks the outcome is important (including what the situation was prior to the change)
- Ask how the project contributed to the change
- Ask for every outcome if the interviewee knows who could validate this outcome (outside of the programme)
- Use the outcome leads from the document review to probe further when interviewee does not come up with changes(anymore)

#### Other probing questions:

- Ask about the challenges of the project (see if you can identify any negative outcomes).
- How did the programme contribute to gender equality/social norms?
- How have the approaches used within the ASC programme contributed to ongoing action by community groups even after the end of the programme?

#### Example of outcome statement:

In 2021, Community Leader Groups (CLGs) in In Maiwut centre, Jekow, Pagak, Pinythor, Jotome, Malek, Nyinigok, Lueth and Kierwan, Stephen Dol/Jikmir formulated 9 bylaws to prevent child marriage, rape, revenge killings, gun-firing and land-grabbing.

**Significance:** These by-laws are expected to prevent and reduce child marriage, rape, revenge killing, gun-firing and land grabbing thus contributing to peace in the mentioned communities and respect for women's and children's rights. Moreover, the by-law document was shared with the County Commissioner who is expected to ensure the bylaws will be passed and declared authentic for use in all the payams in the County.

**Contribution:**

Community Leaders Groups (CLGs) have been established and trained in community mobilization through dialogues including in the development of by-laws and guidelines.

**Outcome Template:**

No	Outcome Description	Significance	Contribution
1			
2			
3			
4			

## Outcome Harvesting Evaluation Substantiation Form

Below you will find a sample of the outcomes we collected during this evaluation that relate to the BRES project. We would like to receive your feedback on these outcomes through a short multiple-choice questionnaire.

Please indicate to what extent you agree with the description of the outcomes, its significance and the contribution of the BRES project. The outcome description describes the change, the significance describes why this change is important and the contribution describes what the ASC project did to contribute to this change. Please note that the BRES project is not claiming that the outcomes happened only because of the project. Rather we describe how the BRES project has contributed, perhaps in a small or sometimes indirect way to the outcome.

This is not an anonymous process, since we want to use your feedback to strengthen the credibility and our understanding of the effects of the course's contributions. If this is a problem for you, please mark any response you do not wish to be directly associated with a \*. Your name and title will be included among the list of substantiators for all the outcomes we are substantiating but not directly associated with your starred responses.

Outcome Number	Outcome description (copy from harvesting document)
	<b>Significance:</b>
	<b>Contribution:</b>

The following are questions for you to answer about the outcome above (please highlight).

- On the outcome description: To what degree do you agree that the information is accurate?
  - Fully agree
  - Partially agree
  - Disagree
  - Do not know

Please explain any disagreement you may have with the accuracy of the description of the outcome or present an alternative description or additional information.

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2. On the outcome significance: To what degree do you agree that the information is accurate?

- Fully agree
- Partially agree
- Disagree
- Do not know

Please explain any disagreement you may have with the significance of the outcome or present an alternative description or additional information.

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3. On the contribution: To what degree do you agree that the information is accurate?

- Fully agree
- Partially agree
- Disagree
- Do not know

Please explain any disagreement you may have with how the ASC programme contributed to the outcome or present an alternative description or additional information.

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Outcome Number	Outcome description (copy from harvesting document)
	Significance:
	Contribution:

The following are questions for you to answer about the outcome above (please highlight).

4. On the outcome description: To what degree do you agree that the information is accurate?

- Fully agree
- Partially agree
- Disagree
- Do not know

Please explain any disagreement you may have with the accuracy of the description of the outcome or present an alternative description or additional information.

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5. On the outcome significance: To what degree do you agree that the information is accurate?

- Fully agree
- Partially agree
- Disagree
- Do not know

Please explain any disagreement you may have with the significance of the outcome or present an alternative description or additional information.

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6. On the contribution: To what degree do you agree that the information is accurate?

- Fully agree
- Partially agree
- Disagree
- Do not know

Please explain any disagreement you may have with how the ASC programme contributed to the outcome or present an alternative description or additional information.

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