



USAID
FROM THE AMERICAN PEOPLE

SOUTH SUDAN

HEALTH EDUCATION AND RECONCILIATION (HEAR) SUDAN PROJECT

ANNUAL PERFORMANCE REPORT, FY12

OCT' 2011 – SEPT' 2012



October 2012

This publication was prepared for review by the United States Agency for International Development.
Prepared by Creative Associates International.

Health, Education and Reconciliation (HEAR) Sudan Project
Fourth Quarter and Annual Report
(1st October 2011 – 30th September 2012)

Report Type: Annual Report
Task Order Award No. EDH-I-00-05-0026
Task Order No. EDH-1-00-05-00026-01
Period Ending: September 30th, 2012

Prepared for
Ezra Simon, COR
November 2, 2012

American Consulate General
USAID/South Sudan Compound
Juba, Sudan

Prepared by
Creative Associates International
5301 Wisconsin Avenue, NW, Suite 700
Washington, DC 20015

TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS.....	3
I. EXECUTIVE SUMMARY	4
Qualitative Impact:.....	4
Quantitative Impact:.....	4
Project Administration:.....	5
Next Quarter’s Activities:.....	6
II. PROGRAM PROGRESS AND KEY ACHIEVEMENTS.....	7
(QUALITATIVE AND QUANTITATIVE IMPACT)	7
<i>Temporary Learning Center</i>	<i>7</i>
<i>Distribution of Training Manuals/Books to Schools</i>	<i>7</i>
<i>Teacher Training TOT.....</i>	<i>7</i>
<i>School Administrator Training</i>	<i>7</i>
<i>HEAR Teacher Training</i>	<i>8</i>
<i>Intensive English Language Training in Agok.....</i>	<i>8</i>
<i>Psychosocial Support TOT Training</i>	<i>9</i>
<i>English Language TOT Training.....</i>	<i>9</i>
<i>Community and School Health Promoters (CSHPs) Training</i>	<i>9</i>
<i>Distribution of Vitamin A and Deworming Tablets</i>	<i>9</i>
<i>Bed-Nets Distribution</i>	<i>10</i>
<i>PTA Training</i>	<i>10</i>
<i>Small Grants Program and School Open Days</i>	<i>10</i>
<i>School Visits.....</i>	<i>10</i>
<i>School Assessments.....</i>	<i>11</i>
Challenges.....	11
Lessons learned.....	11
III. PROGRESS ON INDICATOR TARGETS (QUANTITATIVE IMPACT)	12
IV. MONITORING	26
V. NEXT QUARTER’S WORK PLAN.....	26
VI. PROJECT ADMINISTRATION	26
Project Management	26
Security Update.....	27
Contract Modification and Amendment	27

ANNEX A: FINANCIAL SUMMARY

Acronyms and Abbreviations

CHW:	Community Health Workers
CSHP:	Community School Health Promoters
COP:	Chief of Party
EDC:	Education Development Center
HEAR:	Health, Education and Reconciliation
IDP:	Internally Displaced Person
M&E:	Monitoring and Evaluation
PMP:	Performance Management Plan
PTA:	Parent Teacher Association
PIRS:	Performance Indicator Reference Sheet
TOT:	Training of Trainers

I. EXECUTIVE SUMMARY

During this reporting fiscal year, the HEAR project has undergone some transformations related to the size and geographic coverage of activities. While the overall aim of the project has remained the same, a cost and time extension was granted in June 2012 that has allowed the project to reach new target populations in the northern states of South Sudan that border Sudan and the project has been extended until September 29, 2013. The HEAR team has been successful in achieving its planned targets and where there were shortfalls, plans have been made to make up for the difference in the coming quarters.

Qualitative Impact:

Throughout the first three quarters of FY'12, the project continued its activities in the Agok area. Staff trained teachers on the topics contained in the HEAR teacher training package, and teachers were also invited to participate in refresher training courses. School administrator training focused on leaders from the Bomas and schools to enhance the management of the schools at community levels. The HEAR project carried out training to improve the understanding of community leaders on their roles and responsibilities to the schools and to their children's education. Project staff also finalized the distribution of donated books to schools around the Agok area. In promotion of hygiene and sanitation, Community and School Health Promoters were trained to address the ever increasing need of the Agok IDPs and returnees. The large participation in the training was encouraging and increased the pool of people available to respond to the needs in the area. Vitamin A supplements, deworming drugs and long-lasting insecticide-treated bed nets (LLITNs) were also distributed to children in schools to prevent malaria and increase children's attendance in school. Parent Teacher Associations (PTA) were trained on school development plans, small grant opportunities, community participation in school management, and basic peace building skills. The project also held several successful school open days during this fiscal year, which allowed communities in Agok to come together to appreciate the education of their children and to understand its important role in the school community. The small grants program saw the completion of six projects including construction of classrooms, a staff room for teachers, hand washing facilities, and a school library.

Midway through the year, teacher training activities slowed to prepare for project closeout and the project focused on conducting final school visits to collect necessary data. At the end of the third quarter, the project requested and received approval from USAID for a cost extension through September 2013, and the project quickly focused on expanding operations to the new target areas. To best respond to the needs of teachers in the new target areas, the HEAR team worked in Q4 to revise the HEAR teacher training modules to include important psychosocial training for teachers. This training will enable teachers to identify the specific psychosocial needs of students in the border states and will give teachers the necessary skills to support their students' wellbeing. HEAR staff worked with education stakeholders in the new target areas to identify target schools and assess the teacher training needs. The project also revised the training modules for school administrators and head teachers to best support educational officials at the state, county, and payam levels.

Quantitative Impact:

As shown in Table 1, the project achieved almost all its intended targets for this fiscal year. In the Agok area, the project targeted five schools and trained their PTA members. The project has reached almost all of the schools in the Agok region over the life of the project. Six small grants projects were completed as targeted during this year. The project trained 27 teachers (34% of the

target for the year) and 19 school administrators (70% of the target for the year). The project did not reach its target for these trainings due to the fact that initial assessments of the schools indicated that there would be more teachers and administrators in the Agok area as a result of the anticipated influx of IDPs and returnees to the area. However, there were fewer new teachers than anticipated. Most of the teachers and administrators in the area had already attended the HEAR project trainings and therefore only participated in refresher trainings. Indicators concerning the number of learners in schools, the number of children receiving Vitamin A supplements, and the number of Community and School Health Promoters recruited and trained all exceeded 100% of the targets. There were more children in the population who joined target schools as IDPs in Agok, and the project was able to provide supplements to this greater number. Also, the project's advocacy efforts within the community was very successful in mobilizing a larger number of community members than expected to assist with the promotion of hygiene and sanitation messages to reduce the spread of diseases in the IDP camps.

Table 1: Summary of Accomplishments for Project Year 6

PMP Deliverable Indicators	Target FY'12	Actual FY'12	Percentage Achieved FY'12
Number of schools supported by the project	5	5	100%
Number of teachers trained, improving teaching quality	80	27	34%*
Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings	8000	9,694	121%
Number of Parent Teacher Associations strengthened and training provided	5	5	100%
Number of school administrators and head teachers trained	27	19	70%*
Number of students covered by Vitamin A program	5,000	5,725	115%
Number of long-lasting insecticide treated bed nets per student in each household	3,000	2,830	94%
Number of Community Health Workers recruited/trained for school linkages	25	29	116%
Number of Teachers Reached with English Language Professional Development Courses	95	75	79%*
Number of community development projects completed	6	6	100%

* Targets set for the number of teachers and school administrators trained were based on the anticipated number of teachers in Agok from the returnee and IDP populations. However, many of the teachers and school administrators in the Agok area had been previously trained by the project in Abyei, so they could not be recounted as new beneficiaries.

Project Administration:

The HEAR project made changes to project management after it received the contract modification, expanding the project's scope of work and carrying activities through September 29, 2013. Creative hired an education specialist, Ms. Leila Said Bogoreh, to serve as the project's Chief of Party (COP) during the extension phase. Ms Bogoreh came on board in August 2012. A work planning workshop was held in August 2012 to determine the activities and targets for the coming year. Ms. Bogoreh has worked with the team leaders to travel to three of the four states (Warrap, Western Bahr el Ghazal, and Northern Bahr el Ghazal) to meet with Ministry officials

to discuss project activities in the workplan. The project also relocated the hub office from Rumbek, where it has been located for the past six years, to Juba. This move has allowed for more frequent and easy coordination with USAID South Sudan and collaboration with other education partners. The project has also opened offices in Wau, Western Bahr el Ghazal and Aweil, Northern Bahr el Ghazal. The field teams work closely with the State Ministries of Education officials in each of the states. They inform the education officials of all upcoming activities and work with them as partners to plan and implement activities, to improve chances of the project’s success and sustainability.

Next Quarter’s Activities:

As activities are now underway in South Sudan, activities will focus on continuity of implementation. More focus will be placed on training teachers, cluster selection in Turalei and Leer, Unity state, and English language weekly support for teachers by the Tutors who attended the TOT training for the English language course.

Table 2: Highlights of Year 7 Q1 Activity Plan

1. Finalize the set up of offices in Kwajok, Turalei and Leer
2. Finalize recruitment for two vacant positions in Aweil and Juba
3. Conduct teacher training on teaching methodology and psychosocial support in all field locations
4. Conduct School Administrator training in Unity state
5. Set up clusters of schools in Turalei, Kwajok, and Leer (Unity state)
6. Conduct teacher training for English language facilitated by Tutors in all project locations
7. Conduct assessment in the new selected clusters of schools as a baseline
8. Conduct monitoring and school visits

II. PROGRAM PROGRESS AND KEY ACHIEVEMENTS

(Qualitative and Quantitative Impact)

Temporary Learning Center

Following the independence of South Sudan in July 2011, the HEAR project shifted all project activities to the Agok area and negotiated with local authorities to facilitate the renovation of a school library to act as a temporary learning center, to serve in a capacity much as the Education Resource Centers acted in Southern Kordofan, Blue Nile, and Abyei before independence. The project discussed the use of the Agok primary school library with the Education office in Agok to be renovated and used as the Learning Center. The project renovated the building and stocked it with books, including mathematics books for grades 4, 5, and 6, English books, and general literature books for children. The library also contains two Eastern Africa atlases and an Oxford English Language Dictionary. Additionally, reference books for South Sudan's curriculum and the HEAR Sudan training manuals and handouts developed by the trainers were made available for teachers' use in the library. Local leaders attended the opening ceremony and shared their thoughts on what a great development this was for the education sector in the Agok/Abyei area. Following the ceremony, the library was opened to the public. The project has since handed over the library to the Ministry of Education, Abyei Area Administration. The HEAR project has worked with the education authorities to establish a system to guarantee the safety of the books. The project has worked in the community for a long time and has seen that safeguarding resources of the community is a responsibility taken seriously by community members. If put into good use, the library will enhance the reading culture in the area and promote interest in education in the whole region. Students and teachers have frequently visited the library to check out books, which has been very encouraging.

Distribution of Training Manuals/Books to Schools

A total of 180 books and training manuals were distributed equally to nine schools in Agok, each receiving 20 training manuals. The HEAR training manuals were donated to schools so that the teachers use them as reference materials. They contain useful information on lesson planning, teaching methodology (pupil centered instruction), and teaching using local teaching aids, among other topics. Additionally, the HEAR project collaborated with Mercy Corps and received some donated books from them. The books from Mercy Corps and some books previously donated by Brothers Brother Foundation were distributed to schools in the Agok area. The distribution of these books and training materials has boosted teachers' confidence in classroom teaching.

Teacher Training TOT

A training of Master Trainers was conducted from October 13 – 15, 2011, attended by 25 participants (22 male and 3 female). The participants were drawn from the Local Ministry of Social Services (Health and Education). The training was organized in collaboration with the Director of Education, who will be responsible for similar trainings once the program ends. Participants were trained on the use of the HEAR project training manuals, enabling them to be able to continue to train teachers, PTAs and health workers after the HEAR project ends.

School Administrator Training

During this reporting year, the project implemented a Head Teacher and School Administrator training in Agok. Community leaders from the Boma level did not really appreciate their responsibilities to the schools in their areas prior to the HEAR project training. Nineteen Head Teachers and Boma Administrators (13 male and 6 female) attended the training. Topics covered

in the training included: school management; the role of community, teachers, and students; team work; discipline; and time management, among others. The training was extremely successful and encouraged most of the administrators to participate more fully in creating a positive learning environment for the students of their villages. Most participants requested that HEAR project staff conduct another training to continue to help them improve their work. Following the first school administrator training, the project conducted a refresher training for all participants that had attended any administrator trainings before in the region. The training was conducted from May 2 – 4, 2012 for Deputy Head Teachers, Payam/Boma administrators, community leaders, and women representatives. Thirty people attended the refresher training (23 male and 7 female). During the 3 days of training, experience sharing was encouraged to improve the skills of those administrators and payam supervisors who may be less experienced in their field of work. Administrators addressed feedback from community members stating concerns regarding lack of resources for implementing school development plans in order to create a safer learning environment for students. School administrators brainstormed about how to come up with innovative ideas to improve the school environment. The participants appreciated the HEAR project for improving their capacity to be better leaders in their schools.

HEAR Teacher Training

HEAR staff facilitated a training on the 7-day teacher training package from October 17 – 23, 2011. A second group of teachers was trained from October 25 – 29, 2011. A total of 139 individuals (117 male and 22 female) were trained in the following areas: effective communication, theories of motivation, school records, extracurricular activities, effective testing tools, micro-teaching and inter-teacher debates (aimed to boost self-confidence and language articulation), teaching methodology, lesson planning, and schemes of work. The Agok Education Officer, Mr. Cirillo Chol Mangom, ended the training sessions with words of encouragement to the teachers to actively participate during the trainings, particularly emphasizing the strengths of the micro-teaching method. Out of the 139 participants, only 27 teachers had not attended a teacher training session with the HEAR project before the conflict in Abyei. Two subsequent refresher trainings to support the initial teacher trainings were conducted in February and May of 2012. Refresher trainings support the teachers' retention of information learned in the training and allow them to share their experiences in implementing the strategies learned and discuss best practices. Teachers in Agok have now completed the entire HEAR teacher training package. Several school visits are expected to be conducted in the coming year to ascertain how the knowledge gained is being put into practice by the teachers.

Intensive English Language Training in Agok

An intensive English language training was designed during the HEAR modification of the no cost extension in September 2011. The program sought to reintegrate and empower Arabic speaking teachers with better communication skills and a basic command of the English language. The first 15-day training commenced on November 24, 2011 and a second 15-day training commenced on February 14, 2012. Although the program was designed to target Arabic speaking teachers, those who attended the training included teachers who sought to improve their communication skills and their practical application of the English language. Almost all of the 75 attendees (59 male and 16 female) had at least a limited command of the English language. Those teachers who completed the program were awarded completion certificates in a ceremony attended by the Director General of Education in Abyei. In his closing remarks, the Director General congratulated the trainees for completing the course and encouraged them to continue

learning on their own. Officials from all levels of the local government in Agok stated that the training was so well received that it would be in high demand to cover a wider geographic area.

Psychosocial Support TOT Training

The HEAR project will include training on psychosocial support for teachers as part of its HEAR training package during the latest program extension. From August 13 – 16, 2012, twelve HEAR staff gathered in Juba for a training of trainers' workshop on the psychosocial support training component. Creative engaged a consultant to prepare the training based on best practices of other implementers in South Sudan, including resources from the South Sudan Education Cluster. The training was designed as a simulation for the staff's training to teachers and was carried out over four days.

English Language TOT Training

As part of its latest program extension, the HEAR project will include a long-term English language training component for teachers. Teachers will receive weekly support from tutors trained by the HEAR project. The project hired a consultant to develop initial training materials for the tutors from the target project locations. From September 22 – 26, 2012, five tutors from each site and project staff gathered in Wau for a training of trainers for the English language component. Education officials helped the project identify tutors in each site to act as mentors and teachers for the beneficiaries of the English program. Creative's consultant traveled to Wau to train the tutors. In the coming months, these tutors will provide weekly support to the teachers enrolled in the program and a follow up training for tutors and teachers will be conducted in January/February 2013.

Community and School Health Promoters (CSHPs) Training

Sanitation and hygiene concerns are poorest in IDP settlements. Given that a large portion of those living in Agok are IDPs from around the Abyei region, the training of Community and School Health Promoters (CSHPs) to deliver messages on the importance of good sanitation practices has been essential. The project trained 29 CSHPs (14 male and 15 female) from seven schools. Participants discussed hygiene and sanitation promotion and how to link the schools to the community for hygiene promotion in the area. The CSHPs showed commitment to changing people's attitudes and behaviors in schools as CSHP volunteers. The project continued to hold the CSHPs monthly meeting during the year. Prevention of malaria and other diseases in the community were always discussed and advised on by the Health Coordinators. A refresher training course was held in January 2012, which was attended by 28 trainees (19 male and 9 female). The refresher course focused on empowering CSHPs with strategies to most effectively present information on health and sanitation to the communities.

Distribution of Vitamin A and Deworming Tablets

The project continued to support school children's wellbeing and promote attendance by distributing essential food supplements to those in school. The project team distributed Vitamin A supplements and deworming tablets to a total of 5,725 school children over the course of the year in accessible schools in Agok. Due to the rainy season and security concerns, some schools were not physically accessible in the Agok area. During the distributions, community members, school administrators, and pupils were sensitized on the importance of administering medicine to children to support attendance, cognitive, and general health. The project received capsules of Vitamin A from the Ministry of Health in Agok and worked with the Health and Education departments to distribute the drugs.

Bed-Nets Distribution

The distribution of long-lasting insecticide-treated bed-nets to prevent malaria has been an important activity to support children's attendance in school. The project distributed a total of 2,830 bed-nets to ten schools in Agok during this project year. As not enough bed nets were procured for each pupil, the project's team prioritized distribution to children in lower primary school and pre-school, as they are more vulnerable to contracting malaria.

PTA Training

The training of Parent Teacher Associations (PTAs) has proven to be an effective means of engaging community members to become involved in improving the quality of education and to promote accountability within the schools. The process of engaging PTAs to partake in school improvement projects has been critical in the Agok area, not just as a method of producing tangible results for schools, but to promote ownership of schools and peace and reconciliation within the community at large. The project conducted trainings for nine schools' PTAs between November 8 - 10, 2011. A total of 33 members (21 male and 12 female) participated to discuss topics ranging from making school development plans, identifying resources to benefit schools and communities, roles and responsibilities to the school, and basic skills on peace building and conflict resolution. PTAs submitted proposals for various activities under the small grants component. In the second quarter of the year, the project organized a two-day refresher course for PTA members from seven schools in Agok. In total, 32 PTA members (13 male and 19 female) participated in the refresher training. PTA trainings continue to play an important role in the development of schools in Agok, particularly in the absence of a well-developed government system in the Abyei/Agok region.

Small Grants Program and School Open Days

Over the course of the year, the project completed all six small grants that were targeted for the year. The first grant was the construction of a staff room at Comboni Primary School, which has enabled teachers to prepare their lessons in a secure working environment. Prior to the building of the staff room, the school had no permanent structures for teachers. During the hot dry months and the rainy season, the teachers had a hard time preparing lessons. Additionally, the Comboni School was hosting hundreds of IDP pupils at the time, and the teachers were overburdened. The second small grant was the provision of hand washing kits to eight schools in the area in order to promote better hygiene and sanitation. The kits and hygiene stations are managed by the teachers and have helped encourage healthy behaviors by the children. The third grant was the renovation of the library at Agok primary school, which was then stocked with books to serve the school students and community members. A fourth small grants program was the renovation of classrooms at Juljok primary school. The grant rehabilitated the roofs of four classrooms to provide the much needed shelter for approximately 2,000 pupils who previously were sitting under trees. A fifth grant supported the construction of a classroom at Nyiel Primary school. Finally, a sixth grant supported a School Open Day at Wunpeth Primary School in June 2012 where PTA members, parents and other members of the community gathered to listen to the program. Representatives from the government and local churches made speeches and pupils sang songs, presented traditional dances, and performed drama plays and poems. Gifts were also given out for the best pupil performances.

School Visits

The HEAR project team visited all of the schools in Agok during the reporting period to follow up with teachers, PTA members, and CSHPs after various trainings. The purpose was to identify

any gaps in their understanding and to address those needs. During the school visits, it was noted that despite the overcrowding in schools (classes in the lower primary level sometimes contain over 200 pupils per room), the hand washing kits and clean drinking water containers were being used successfully in the schools. Teachers were also found to be attending school duties as expected.

School Assessments

In the fourth quarter, the project focused on preparing for operation in the schools in the new target areas during the extension period. Project staff conducted school assessments to select the intervention schools and their respective clusters of ten schools in about half of the new geographical areas covered by the project during the extension. The project completed assessments in Wau, Aweil and Kwajok and the clusters of 10 schools were formed in each area. Similar school assessments will be conducted for the remaining areas of operation at the start of the next reporting period.

Challenges

The Education Office in the Agok and Abyei areas was not able to provide sufficient supervision to the schools in the region. As a result, some teachers who participated in the HEAR program activities did not receive sufficient guidance and supervision from the education officials and there were cases of teacher absenteeism. Teacher transfers are also common, which makes it difficult to track the progress of the project. In addition, the Education Office has not finalized the school calendar, which has made it difficult to plan upcoming activities. Prices of commodities, such as fuel, have also negatively impacted the small grants program, making it difficult and expensive to deliver needed resources. Lastly, the political situation in South Sudan has caused certain constraints. The conflict between Sudan and South Sudan in the border areas has affected activities as civilians from the nearby Unity State and Heglig entered the Agok area for safety and security. As such, the project activities near the conflict areas were suspended as most schools were used as settlement areas. This also restricted the movement for project staff in some parts of Agok due to the security concern.

Lessons learned

In a constantly changing environment like South Sudan, it is crucial to plan ahead and yet remain flexible in the development of project activities. The long rainy season causes delays in some activities and in the procurement of certain goods as it is difficult to move about the country on the poorly constructed roads. The project staff have adapted to the constraints that arise from working in this environment and have learned to adjust their activity plans to use the time during stable, dry days more efficiently in order to carry out and finish major activities.

III. PROGRESS ON INDICATOR TARGETS (Quantitative Impact)

Table 3: Summary Indicators: 2012

Deliverable Indicators	Progress through Year 5	Target Year 6	Achieved Year 6	Achieved through to Sept 30, 2012	Year 7 Targets	LOP Targets (through September 2013)	Comments
Number of Learners Enrolled In Primary Schools and/or Equivalent Non-School-Based Settings With USG Support	47,268	8,000	9,694 (121%)	56,962	25,500	82,462	More pupils in schools due to IDPs in Agok
Male	27,217	5,360	5,291	32,508	14,025	46,533	
Female	20,051	2,640	4,403	24,454	11,475	35,929	
Number Of USG Supported Schools or Learning Spaces Meeting Criteria for Safe Schools Program	146	5	5	151	60	211	
Number of Teachers/Educators/Teaching Assistants who Successfully Completed In-Service Training or Received Intensive Coaching or Mentoring with USG Support	1,104	80	27 (34%)	1,131	350	1,481	Fewer new teachers were found in the schools who had not been previously trained by the project
Male	819	66	17	836	245	1,081	
Female	285	14	10	295	105	400	
Number of teachers in USG supported programs trained on how to support learners' psychosocial well-being	N/A	N/A	N/A	N/A	350	350	
Male					245	245	
Female					105	105	
Number of teachers reached with English language professional development courses	N/A	95	75	75	275	350	
Male		67	59	59	186	245	

Deliverable Indicators	Progress through Year 5	Target Year 6	Achieved Year 6	Achieved through to Sept 30, 2012	Year 7 Targets	LOP Targets (through September 2013)	Comments
Female		28	16	16	89	105	
Percentage of teachers showing improvement in English language skills	N/A	N/A	N/A	N/A	50%	50%	
Number of Administrators and Officials Successfully Trained With USG Support	441	27	19 (70%)	460	162	622	Many administrators left to other areas, so fewer available for training than expected.
Male	396	18	13	409	130	539	
Female	45	9	6	51	32	83	
Percentage of target schools displaying the teacher's code of conduct	N/A	N/A	N/A	N/A	90%	90%	
Number of Textbooks and other Teaching and Learning Materials (TLMS) Provided with USG Assistance	2,027	0	0	2,027	5,000	7,027	
Number of Parent-Teacher Associations or Similar 'School' Governance Structures Supported	140	5	5 (100%)	145	50	195	
Number of community development projects completed	47	6	6 (100%)	53	5	58	
Number of School Open Days held	N/A	N/A	N/A	N/A	6	6	
Number of students covered by Vitamin A program	22,087	5,000	5,725 (114%)	27,812	0	27,087	
Number of long-lasting insecticide treated bed nets per student in each household	19,174	3,000	2,830 (94%)	22,004	0	22,174	
Number of schools and Primary Health care facilities with Latrines and Boreholes	48	0	0	48	0	48	

Deliverable Indicators	Progress through Year 5	Target Year 6	Achieved Year 6	Achieved through to Sept 30, 2012	Year 7 Targets	LOP Targets (through September 2013)	Comments
Number of communities/ locations involved in strengthening school and health services	550	0	0	550	0	550	
Number of Community Health Workers recruited/trained for school linkages	589	25	29 (116%)	618	0	618	More women were willing to participate in the schools' health training
Male	333	12	14	347	0	347	
Female	256	13	15	271	0	271	

INDICATOR TITLE: Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings

UNIT: Number of school-aged students entering primary education system	DISAGGREGATE BY: Location, event, date and gender					
	Geographic Location	Event	Date	M	F	Sub-total
	South Kordofan State, Kauda County	Collection of Enrolment data in Schools				
	Blue Nile State, Kurmuk County	Collection of Enrolment data in Schools				
	Abyei	Collection of Enrolment data in Schools	November 2011	5,291	4,403	9,694
				Totals	5,291	4,403

Results:

Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods		Reporting Period 31/Dec/11		Reporting Period 31/Mar/12		Reporting Period 30/Jun/12		Reporting Period 30/Sep/12		FY 2012 Target		End of Project Target	
			Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Gender: Female (F), Male (M)	0	0	27217	20051	5291	4403							5,360	2,640	46,533	35,929
Kurmuk			9736	7200												
Kauda			11706	8354												
Abyei			5775	4497	5291	4403										

INDICATOR TITLE: Number of teachers/educators trained																		
UNIT: Number of teachers trained (Improving Teacher Quality)	DISAGGREGATE BY: Location, event, date and gender																	
	Geographic Location			Event				Date		M		F		Sub-total				
	South Kordofan State, Kauda County			Teacher Training														
	Blue Nile State, Kurmuk County			Teacher Training														
	Abyei			Teacher Training				17-23 Oct 2011		117		22		139				
								Totals		117		22		139				
Results:																		
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods		Reporting Period 31/Dec/11		Reporting Period 31/Mar/12		Reporting Period 30/Jun/12		Reporting Period 30/Sep/12				FY 2012 Target		End of Project Target	
			Achieved		Achieved		Achieved		Achieved		Achieved				Target		Target	
	M	F	M	F	M	F	M	F	M	F	M	F			M	F	M	F
Gender: Female (F), Male (M)		0	0	819	285	117	22								66	14	1,081	400
Kurmuk				231	148													
Kauda				300	61													
Abyei				288	76	117	22											

*Refresher Course Trainings are not open to new groups of teachers, but rather for teachers who attended earlier trainings.

INDICATOR TITLE: Number of Administrators and Officials Trained

UNIT: Number of School Administrators and Head Teachers trained	DISAGGREGATE BY: Location, event, date and gender							
	Geographic Location		Event		Date	M	F	Sub-total
	South Kordofan State, Kauda County		Head Teacher and School Administrators Training					
	Blue Nile State, Kurmuk County		Head Teacher and School Administrators Training					
	Abyei		Head Teacher and School Administrators Training		6-8 Dec 2011	13	6	19
	Totals					13	6	19

Results:

Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods		Reporting Period 31/Dec/11		Reporting Period 31/Mar/12		Reporting Period 30/Jun/12		Reporting Period 30/Sep/12		FY 2012 Target		End of Project Target		
			Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Gender: Female (F), Male (M)	0	0	396	45	13	6								18	9	539	83
Kurmuk			113	18													
Kauda			197	20													
Abyei			86	7	13	6											

INDICATOR TITLE: Number of PTAs Supported									
UNIT: Number of Parent Teachers Associations Strengthened and training provided	DISAGGREGATE BY: Location, event, date and gender								
	Geographic Location		Event		Date		Sub-total		
	South Kordofan State, Kauda County		PTA Training						
	Blue Nile State, Kurmuk County		PTA Training						
	Abyei		PTA Training		8-10, Nov 2011		5		
	Totals							5	
Results:									
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods	Reporting Period 31/Dec/11	Reporting Period 31/Mar/12	Reporting Period 30/Jun/12	Reporting Period 30/Sep/12	FY 2012 Target	End of Project Target
			Achieved	Achieved	Achieved	Achieved	Achieved	Target	Target
			Total	Total	Total	Total	Total	Total	Total
Total	0	0	140	5				5	195
Kurmuk			37						
Kauda			68						
Abyei			35	5					

INDICATOR TITLE: Number of Community Development Projects Completed

UNIT: Number of Small Grants Completed	DISAGGREGATE BY: Location, event, date and gender			
	Geographic Location	Event	Date	Sub-total
	South Kordofan State, Kauda County	Monitoring visit to confirm completion of small grants project to PTA organization		
	Blue Nile State, Kurmuk County	Monitoring visit to confirm completion of small grants project to PTA organization		
	Abyei		June 2011	2
	Totals			2

Results:

Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods	Reporting Period 31/Dec/11	Reporting Period 31/Mar/12	Reporting Period 30/Jun/12	Reporting Period 30/Sep/12	FY 2012 Target	FY 2012 Target	End of Project Target
			Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
			Total	Total	Total	Total	Total		Total	Total
Total	0	0	47	3	1	2			6	58
Kurmuk			22							
Kauda			20							
Abyei			5	3	1	2				

INDICATOR TITLE: Number of Schools Supported by the Project

UNIT: Number of Schools Supported by the Project	DISAGGREGATE BY: Location, event, date and gender			
	Geographic Location	Event	Date	Sub-total
	South Kordofan State, Kauda County	School Assessment Survey		
	Blue Nile State, Kurmuk County	School Assessment survey		
	Abyei	School Assessment Survey	November 2011	5
	Totals			5

Results:

Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods	Reporting Period 31/Dec/11	Reporting Period 31/Mar/12	Reporting Period 30/Jun/12	Reporting Period 30/Sep/12	FY 2012 Target	FY 2012 Target	End of Project Target
			Achieved	Achieved	Target Achieved	Achieved	Achieved	Target	Target	
	Total	Total	Total	Total	Total	Total	Total	Total	Total	
Total	0	0	146	5					5	211
Kurmuk			39							
Kauda			72							
Abyei			35	5						

INDICATOR TITLE: Number of students covered by Vitamin A program

UNIT: Number of Students covered by Vitamin A program	DISAGGREGATE BY: Location, event, date and gender					
	Geographic Location	Event	Date	M	F	Sub-total
	South Kordofan State, Kauda County	Distribution of Vitamin A drugs to school aged children				
	Blue Nile State, Kurmuk County	Distribution of Vitamin A drugs to school aged children				
	Abyei		January 2012	55	84	139
	Totals			55	84	139

Results:

Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods	Reporting Period 31/Dec/11	Reporting Period 31/Mar/12	Reporting Period 30/Jun/12	Reporting Period 30/Sep/12	FY 2012 Target	FY 2012 Target	End of Project Target
			Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
			Total	Total	Total	Total	Total		Total	Total
Total	0	0	22,087	5,586	139				5,000	27,087
Kurmuk			11,933							
Kauda			7,366							
Abyei			2,788	5,586	139					

INDICATOR TITLE: Number of Long Lasting Insecticide Treated Bed Nets per Student in each household

UNIT: Number of Students covered by Vitamin A program	DISAGGREGATE BY: Location, event, date and gender			
	Geographic Location	Event	Date	Sub-total
	South Kordofan State, Kauda County	Distribution of Bed Nets per household		
	Blue Nile State, Kurmuk County	Distribution of Bed nets per household		
	Abyei	Distribution of Bed nets per household	Jan 2012	150
	Totals			150

Results:

Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods	Reporting Period 31/Dec/11	Reporting Period 31/Mar/12	Reporting Period 30/Jun/12	Reporting Period 30/Sep/12	FY 2012 Target	FY 2012 Target	End of Project Target
			Achieved	Achieved	Achieved	Achieved	Achieved	Target	Target	
	Total	Total	Total	Total	Total	Total	Total	Total	Total	
Total	0	0	19,174	2,680	150				3,000	22,174
Kurmuk			8,070							
Kauda			8,464							
Abyei			2,640	2,680	150					

INDICATOR TITLE: Number of Community Health Workers recruited/Trained for School Linkages

UNIT: Number of Community Health Workers Trained	DISAGGREGATE BY: Location, event, date and gender							
	Geographic Location		Event		Date	M	F	Sub-total
	South Kordofan State, Kauda County		Community and school Health Promoters Training					
	Blue Nile State, Kurmuk County		Community and school Health Promoters Training					
	Abyei		Community and school Health Promoters Training		15-18 Nov 2011	14	15	29
	Totals					14	15	29

Results:

Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods		Reporting Period 31/Dec/11		Reporting Period 31/Mar/12		Reporting Period 30/Jun/12		Reporting Period 30/Sep/12		FY 2012 Target		FY 2012 Target		End of Project Target	
			Achieved		Achieved		Achieved		Achieved		Achieved				Target		Target	
	M	F	M	F	M	F	M	F	M	F	M	F			M	F	M	F
Gender: Female (F), Male (M)	0	0	333	256	14	15									12	13	347	271
Kurmuk			93	74														
Kauda			167	120														
Abyei			73	62	14	15												

INDICATOR TITLE: Number schools and Primary Health Care facilities with Boreholes and Latrines

UNIT: Number of Schools and Health facilities with Boreholes and Latrines	DISAGGREGATE BY: Location, event, date and gender			
	Geographic Location	Event	Date	Sub-total
	South Kordofan State, Kauda County	Data collection on the availability of Boreholes and latrines in schools		
	Blue Nile State, Kurmuk County			
	Abyei			
				Totals

Results:

Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods	Reporting Period 31/Dec/11	Reporting Period 31/Mar/12	Reporting Period 30/Jun/12	Reporting Period 30/Sep/12	FY 2012 Target	FY 2012 Target	End of Project Target
			Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
			Total	Total	Total	Total	Total		Total	Total
Total	0	0	48						-	48
Kurmuk			23							
Kauda			20							
Abyei			5							

INDICATOR TITLE: Number of Communities involved in Strengthening Schools and Health Services

UNIT: Number of communities around Schools and Health facilities	DISAGGREGATE BY: Location, event, date and gender			
	Geographic Location	Event	Date	Sub-total
	South Kordofan State, Kauda County	Data collection of the number of communities around schools and Health services		
	Blue Nile State, Kurmuk County			
	Abyei			
	Totals			

Results:

Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods	Reporting Period 31/Dec/11	Reporting Period 31/Mar/12	Reporting Period 30/Jun/12	Reporting Period 30/Sep/12	FY 2012 Target	FY 2012 Target	End of Project Target
			Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
			Total	Total	Total	Total	Total		Total	Total
Total	0	0	550						-	550
Kurmuk			190							
Kauda			275							
Abyei			85							

IV. MONITORING

Throughout the reporting year, the project's monitoring plan was implemented by the M&E Advisor. However, given the changes in the project's scope and implementation plan, the monitoring structures have been adapted to fit with the changes of the project goals. New tools have been designed or updated for data collection and reporting. The project maintains frequent reports from the field locations to the hub office. Data quality assessment remains a key component of the M&E system and the M&E Advisor is responsible for verifying data sources and checking and cleaning data to ensure there are no reliability issues.

After the extension of the project was approved, the project developed new targets and indicators and has revised the Performance Monitoring Plan. A new Performance Indicator Reference Sheet (PIRS) was developed to explain and define each of the new indicators. Data collection methods explained and the new Performance Monitoring Plan (PMP) giving full details of the indicator targets and implementation plan were also developed to help with monitoring of the project.

V. NEXT QUARTER'S WORK PLAN

Table 5: Activities and Timeline for FY13 Q1

Activity	Timeline
Teacher Training in all field locations	October – November 2012
English Language Tutoring of Teachers	October – December 2012
Psychosocial Support training to teachers	December 2012
School Administrator training	November 2012
PTA training	December 2012
Cluster selection of schools	October 2012
Hire new staff in Aweil and Juba	October 2012
School visits, monitoring and monthly meetings	October – December 2012

VI. PROJECT ADMINISTRATION

Project Management

At the start of the year, project activities resumed only in Agok due to the inaccessibility of the Three Areas from the South after South Sudan's independence in July 2011. The HEAR management team worked to ensure that all project interventions would be completed in Agok and strategized on post-referendum options. Midway through the fiscal year, the project began preparing for closeout. In Quarter 3, Creative Associates submitted a request for a 15-month cost extension,

which was approved in June 2012. Once the extension was approved, the project moved forward with developing work plans for new activities, opening up new offices, and bringing new staff on board to carry out the activities in new areas of South Sudan. The project has opened offices in Juba, Wau, and Aweil and is implementing activities in Wau, Aweil, Turalei, Kwajok, Agok, and Leer. Among the new staff, the HEAR project hired education expert Ms. Leila Said Bogoreh to serve as COP during the project extension. In August 2012, the HEAR team held a planning meeting in Juba to finalize the workplan and the Performance Monitoring Plan for the extension period. The Project Director and the program backstop traveled to South Sudan to facilitate the workshop and help finalize the plans for reaching project deliverables. The workshop meeting was attended by representatives from the State Ministry of Education from several of the new project locations. The Director General of Education, Western Bahr el Ghazal, the Director of Planning Warrap State and Director of Planning, Northern Bahr Ghazal State attended the meeting. USAID was invited to review the workplan and PMP at the end of the workshop and was represented by Mr. Anyieth Ayuen and Mr. William Osafo.

Security Update

The prevailing conditions in and around Agok area over the year have been very tense with security concerns steaming from the border conflicts between Sudan and South Sudan and the complicated situation of the Abyei region. Following the border conflicts, part of the population in the nearby Unity state counties fled into the Agok area, increasing the security burden on the already dense population and affecting mobility for the project's staff. The withdrawal of the South Sudan police forces from the Abyei/Agok area during the reporting period was also a major concern. UNISFA forces entered the main part of Abyei town, but remote areas have no police or UN presence. The Agok airstrip remained operational much of the year which eased some of the security concerns in case there was a need to relocate the staff. The Creative security team always remained alert to respond to any danger that may have affected the project staff.

Contract Modification and Amendment

In May 2012, Creative Associates received a Request for Task Order Proposal from USAID to extend the HEAR project in South Sudan through September 2013. Creative Associates responded to the request with a proposal detailing activities that would achieve new targets and objectives in new regions of the country. A technical and cost proposal was submitted to USAID and a modification for the 15-month cost extension was approved and signed on June 20, 2012. The new ceiling of the HEAR Sudan project is \$11,509,098 with an end date of September 29, 2013.