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# HEALTH, EDUCATION AND RECONCILIATION SUDAN PROJECT (HEAR) PROJECT

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**Health, Education and Reconciliation Project – HEAR Sudan Project**

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## Acronyms and Abbreviations

CHW:	Community Health Workers
CSHP:	Community School Health Promoters
COP:	Chief of Party
EDC:	Education Development Center
ERC:	Education Resources Center
EMIS:	Education Management Information System
GEE:	Gender Equity in Education project
HEAR:	Health, Education and Reconciliation
IDP	Internally Displaced Person
JSI:	John Snow International, Inc.
KCC:	Kurmuk Community Center
LLITN:	Long-Lasting Insecticide-Treated Bed Nets
M&E:	Monitoring and Evaluation
MoEST:	Ministry of Education, Science and Technology
NGO:	Non Governmental Organization
PTA:	Parents-Teachers Association
REO:	Regional Education Office
SGP:	Small Grants Project
SOH:	Secretariat of Health
SSIRI:	South Sudan Interactive Radio Instruction
SRRC	Sudan Relief and Rehabilitation Commission
TT	Teacher Training
UNICEF:	United Nations Children's Fund
UNMIS:	UN Mission in Sudan
USAID:	United States Agency for International Development
WHO:	World Health Organization

## **I. EXECUTIVE SUMMARY**

In project year 5, the focus of HEAR activities has been meeting all LOP targets and institutionalizing project interventions so that local authorities sustain them after closeout. Having been on the ground for the last five years, HEAR activities have resulted in positive changes in health and education among the communities the project serves.

### **Qualitative Impact:**

Communities' engagement in school affairs and contribution to the improvement of their children's schools has increased. Teachers developed appreciation to learner-centered teaching methodology and some started to practice the skills gained from training. As the result of project's effort in the provision of clean water, Vitamin A tablets and de-worming drugs, students' absenteeism from schools has significantly reduced. ERC establishment has enhanced the culture of reading and the use of internet in the search for materials and ease of communication. Over the past year, there has been significant increase in the number of students and teachers visiting the ERCs in Kauda and Kurmuk. To inform the public about the availability of resources within their reach, the project organized exhibitions in the Education Resource Center (ERC) in Kurmuk – the first of its kind. Information disseminated at the exhibitions enhanced the use of the ERC in Kurmuk and increased demand for more resources and trainings by teachers and students. On-going support and refresher courses provided to teachers and Community and School Health promoters improved their knowledge and skills to deliver better services. The project also held several School Open Days during the year, which brought the community and schools together to discuss education, health and child protection issues and to foster a spirit of conflict resolution through drama performances and games. The small grants project continued to enable communities to take ownership and a leading role in improving their school environment. Finally, the project produced school registers, distributed to schools, and conducted training to head teachers and teachers on how to utilize them to ensure that school level information is documented and shared. Moreover, the health team conducted First Aid trainings to teachers so that teachers and CSHPs make use of the first-aid kits distributed.

### **Quantitative Impact:**

During the year, the project benefited 24 additional schools and strengthened 24 (100% year 5 target) new PTAs. A total of 4,700 users visited and accessed different resources in Kauda and Kurmuk ERCs. A total of 89 (99%) Head teachers and school administrators were trained on school management and 90 (90%) Community and school health promoters were trained for school linkages. In an attempt to improve teaching quality, the project trained 170 (94%) teachers impacting the lives of 6,588 learners in the primary schools. 15 community development projects were completed in the year and 16,000 (84%) insecticide treated bed nets and 2,034 (101%) Vitamin A and deworming tablets were distributed to pupils. The project trained over 92 students and 15 administrators in the basic introduction to computer application module. Moreover, 13 pupils of P7 and P8 were trained in computer basic skills in Kurmuk.

**Table 1: Summary of Accomplishments of Project Year 5**

Deliverable Indicators	Target FY'11	Actual FY'11	Actual % FY'11
Number of schools supported by the project	20	24	120%
Number of teachers trained, improving teaching quality	180	170	94%
Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings	9,320	6,588	71%
Number of Parent Teacher Associations strengthened and training provided	24	24	100%
Number of school administrators and head teachers trained	90	89	99%
Number of students covered by Vitamin A program	2,000	2,034	102%
Number of long-lasting insecticide treated bed nets per student in each household	19,000	16,000	84%
Number of schools and Primary Health care facilities with Latrines and Boreholes	10	13	130%
Number of communities/ locations involved in strengthening school and health services	80	136	170%
Number of Community Health Workers recruited/trained for school linkages	100	90	90%
Number of community development projects completed	13	15	115%

**Project Administration:**

Due to the changing political climate during 2011, close monitoring of changes around project sites was necessary. The Project Director and the COP have conducted scenario analyses and have been briefing staff on possible changes. They attended a series of meetings with the COTR to discuss and understand potential changes expected as the result of the South Sudan's referendum and to manage and coordinate changing situations.

Creative's Security Officer visited Sudan to document necessary security concerns, while the Communication Officer spend some time in-country to document success stories and lessons learned. Following the announcement of the referendum of South Sudan, the M&E and Health Advisors visited the Abyei area to assess the situation of the IDPs. The result of the assessment informed the revision of the project's scope of work and justification for continuation of USAID's assistance in the area. To consolidate project efforts around the Abyei and Agok area, as the result of the closeout of the Kauda and Kurmuk project sub-offices, staff from Kurmuk have been relocated to Agok to increase implementation capacity. Kurmuk and Kauda offices have been closed; assets and activities have been handed over to the local governments. Hand-over documents are dully signed by relevant authorities and ready for formal submission to USAID.

## Next Quarter's Activities:

In year 6, HEAR Sudan will continue its support to teachers, students, communities and local authorities within the context of the security, political and social climate of the Abyei and Agok area. The first quarter of the sixth year project implementation will focus on the following major activities.

**Table 2: Highlights of Year 6 Q1 Activity Plan**

1. Conduct TOT training for selected individuals in Agok to assist with training
2. Conduct a Stakeholders' planning workshop for Agok
3. Provide training for teachers, head teachers/school administrators, PTAs and CSHPs in Agok clusters
4. Conduct refresher training courses for teachers and CSHPs of old clusters in Agok
5. Initiate 3 new grants and conclude all previous small grants projects to schools
6. Distribute 3,000 LLITNs for HEAR school children in Agok
7. Distribute Vitamin A and de-worming for all schools in Agok
8. Provide 7 days of initial training for Arabic pattern teachers in Agok
9. Distribute revised training manuals in Agok
10. Provide English course training for the Arabic speaking teachers from Khartoum
11. Conduct CSHPs monthly meetings
12. Conduct monitoring and School visits

## II. PROGRAM PROGRESS AND KEY ACHIEVEMENTS

### (Qualitative and Quantitative Impact)

#### Education Resource Centers (ERC):

ERCs continued to provide basic computer skills development training programs for teachers and students throughout the year. In Kauda, a total of 92 student teachers from the Kauda teacher training centers were trained on computer basic skills and completed 4 modules including basic introduction to computer hardware and software; introduction to Internet; introduction to Microsoft Excel; and introduction to Microsoft Word. The trainings also supported efforts of teachers in accessing and using teaching materials in the ERCs to support inform their classroom practice and improve their own professional development. In Kurmuk, a total of 15 teachers received similar training on the above mentioned computer application basic skills training modules. An additional 24 teachers from Kauda Teacher training Institute also attended trainings along with 15 trainers from the Regional Education Office. The project also trained 13 students from P7 and P8 on the introduction to computer applications in Kurmuk. The Education Technology Specialist then met with John Granville Secondary School teachers and organized a general introduction to computer training for 25 students of the school.

An ERC exhibition was held during Kurmuk's Literacy Week in May 2011, to inform the community about the availability of ERC materials and equipment. Kurmuk and Kauda ERCs continued to support pupils, teachers, ministry staff and the community with educational and informational materials, which are available in both print and electronic media. A total of 4,735 users were served, 1,789 of whom were girls.

#### ERC Exit Strategy discussions

In spite of the project's effort to ensure sustainability in Southern Kordofan and Blue Nile, security situations in the two areas affected the whole exit strategy process. Kurmuk and Kauda project staff held series of workshops with local authorities in Kurmuk and Kauda to discuss explicit strategies for sustainability. Staff from the local offices were seconded to the project with the understanding that these staff members would continue to manage ERCs' services after the project closeout. With the recent security situation and political dynamics however, it is hard to tell how the project interventions are sustained. In September 2011, the Kurmuk and Kauda project offices were closed out and project assets were officially handed over to the local government.

Exhibition during literacy week boosted use of resource materials at ERCs in Kurmuk

The HEAR Project played a key role in organizing the literacy week in Kurmuk in May 2011. During the literacy week, HEAR organized an ERC exhibition to inform local authorities, education officers, health officers, teachers, students and the larger community about the availability of resource materials in the ERCs and how to make use of them. Since then, the number of users in the ERC has significantly increased.

#### Teacher Training

In anticipation of the January referendum in South Sudan, teacher training activities were accelerated in the first quarter of the year to ensure the project met annual targets. In Kauda and Kurmuk, the project trained 170 teachers (97 male and 73 female) from 24 schools in the revised seven-day teacher training cycle. The training added two days to the previous five-day HEAR training plan and introduced topics such as classroom management, schemes of work, and lesson planning. The trainings generated positive results in addressing teaching methodology and planning for classroom teaching to add to the pupil-centered instructions that existed before.

For the remainder of the fiscal year, the project focused on implementing refresher courses to teachers. In Kurmuk during the second quarter, 45 teachers (1 female and 44 male) participated in a refresher course in Cluster 3. Seventy-four Cluster 4 teachers in the Keli Payam (30 male and 44 female) participated in a four-day refresher course. The Education Officer, Mr. Zayid Saleh also participated. In Kauda, 42 Cluster 6 teachers (34 male and 8 female) from Amdorein Payam participated in two-day refresher training events.

In Abyei, the project conducted a four-day training in and around Agok that focused on classroom management and instruction, including lesson planning. In total, 35 teachers from 10 schools, comprising 31 males and four females participated.

### **School Registry Training**

Project efforts to establish school-level education information documentation system continued in year 5. The school registers developed and produced during the previous year were distributed to new schools. Head teachers and teachers were trained on the importance of information at the school level and on how they can use the school registers.

### **Small Grants Program**

The HEAR Sudan small grants program continued to serve as catalysts for increased community participation to support their schools and the wellbeing of their children. It has been observed that due to the on-going engagement of parents and the larger communities in projects funded by the project, a sense of community belongingness to the schools has develop and attitudes of ownership increased. It is important to note that compared to the projects sponsored by the project in the previous years, where many projects were related to construction of latrines, stores or fences, the projects completed in the fifth year were focused on soft programs.

Over the last year, six grants were completed in the Kurmuk area, including the purchasing of donkey and water carts for Alele and Yabus Kubur Primary schools, School Open Days, and the purchasing of water tanks for Jemam Primary School. HEAR also sponsored a teachers versus students football match in Kurmuk town to promote reconciliation in a healthy competition.

In Kauda, two grants were completed, including the distribution of water tanks and supplies to schools. On March 26, 2011 the project conducted a School Open Day event at a school in Kauda with a prize-giving ceremony for successful projects in the area. Collaborating with the HEAR project, NRRDO (Nubba Relief Rehabilitation Development Organization) contributed SDG 2,000 for roof metal trusses in support of the Small Grant efforts to Arat model primary school in Southern Kordofan. HEAR Sudan contributed SDG 5,500 to renovate the classrooms. The work enabled 200 students to return to school. In Abyei, the Small Grants Committee approved two hand-washing projects in schools, but could not be completed due to the heightened crisis in May 2011.

During the last quarter of the year, the project approved two small grants s in Agok to rehabilitate Juljok and Rumbek Primary schools. Due to weather constraints, the work has not been completed, but the materials have been purchased and are being safely stored until roads to Agok are open once again.

### **School Open Day**

In addition to the School Open Day event mentioned above in Kauda, HEAR conducted events in the other areas as well. In Juljok Primary School, School Open Day brought together different stakeholders including representatives from the Abyei Area Administration Office, the Education Department, Health Department, NGOs, community leaders, PTA members, and pupils. Under

the theme “Together we can make a change,” various representatives gave speeches emphasizing collective efforts to improve the teaching and learning conditions for the children in the school that has over 2,000 students. Students closed the event with drama presentations and songs. In Kurmuk, HEAR sponsored a School Open Day for Mayas Boys and Girls Primary schools. It was attended by 1,200 community members.

## **PTA and School Administrator Training**

### **PTA Training**

As mentioned earlier, increased community engagement in school affairs has been the main outcome of the HEAR Sudan project over the years. Creating awareness about the importance of education of boys and girls has been the main agenda of the project and PTA members were considered as key social mobilizers in the process. Over the past years, a total of 24 PTAs were strengthened and their members trained. Ten PTAs from 10 schools in Kurmuk with 42 PTA members were in attendance (33 male and 9 female) and 14 PTAs from 14 schools in Kauda with a total of 43 members were in attendance (37 male and 6 female). In Abyei, the project provided refresher trainings for PTAs and administrators. Before the conflict broke out in May 2011, 40 PTA members (29 male and 11 female) were trained in the Agok area. After the conflict between August 15 and 17, 2011, 9 PTAs received support and training was conducted in 9 school. 49 participants participated in the training, of which 16 were female. The training event in Agok has also served as a means to engage the Abyei Area Education department officials to restart school activities in the Agok region after the May 2011 conflicts.

### **Head Teacher and School Administrator Training**

In an environment where there is no stability and security is an issue, head teachers and teachers are more responsible for any basic social services at the community level. Ensuring the protection of children coming to school, creating healthy environment within the resources within their reach and coordinating communities’ support falls in their intelligent and creative approaches. Over the project year five, project efforts to improve the capacity of head teachers continued as a key element of project support.

In November, 2010, 46 administrators (36 male and 10 female) participated in trainings in Kauda. In March 2011, the project conducted another training for head teachers and school administrators in Kauda with 5 new administrators in attendance along with 39 people from 15 schools. The Director of Education, Mr. Kuti Ernesto opened and closed the event. Topics included the role of Head Teachers, PTAs and the Community, Leadership and Management, Communication, Time Management, Management of Human Resources, Records Management, Meeting Management, Supervision of Curriculum, and Teaching. The training intended to improve the managerial skills of Head Teachers. In April 2011, 38 head teachers and administrators (28 male and 10 female) participated in a training event in Kurmuk. This completed the cycle of training for Cluster 4 schools in Keli Payam. In Abyei in April 2011, 32 head teachers and administrators (20 male, 12 female) participated in a three-day refresher training.

## **Community and School Health Promoters (CSHP) Training and Health Activities**

The HEAR Sudan project is about creating healthy school environments and improving the health of children so that pupils can attend their classes regularly and actively. Over the last five years, project efforts were effective in addressing basic health issues in all Three Areas.

Accordingly to information informally gathered from some parents and PTA members, project efforts resulted in reduced malaria cases, reduced diarrhea cases and reduced common diseases caused by worms which impact school attendance in beneficiary schools.

During the reporting period, the project's health team continued to meet monthly with trained CSHPs to review their progress at sending out health messages and products. In all Three Areas, the Health Coordinators facilitated the meetings to discuss shared experiences and best practices. The main points of discussion were on ways to support teachers in teaching about health, trachoma, cleanliness, hygiene, and nutrition. Participants received t-shirts and bags to transport their documents. Thirty-six CSHPs (22 male and 14 female) were trained in Kurmuk's Cluster 4 schools in December 2010. Fifty-four CSHPs (15 male and 39 female) were trained in Kauda in December 2010. Lastly, 49 participants (24 female and 25 male) were trained in Abyei for a four-day refresher training in August 2011. The project also conducted first aid trainings in schools and distributed kits.

### **Vitamin A and Deworming Tablets**

In April, 2,034 students received Vitamin A and de-worming tablets in Cluster 4 schools in Kauda. In May, with the help of the Ministry of Health in Juba, the Secretariat of Health in Kauda also received ten cartons of Praziquantel tablets to treat Bilharzias and two cartons of Albendazole tablets for de-worming to use in health units and schools. Additionally, in two Kauda schools, the project treated 293 boys and 217 girls with deworming tablets.

### **LLITN Distribution**

Students in 22 HEAR-supported schools in Kauda and 15 HEAR-supported schools in Kurmuk received 16,000 treated mosquito nets which were donated to HEAR from PSI. Follow up visits to homes of children in Kauda revealed the proper and frequent use of the mosquito nets. Students stated the nets helped prevent mosquito bites and prevent other insects and snakes from disturbing them during the night. 3,000 mosquito nets are expected to be distributed to the Abyei region schools next quarter.

### **Challenges**

In Project Year 5, the normal operations of the HEAR Project were seriously affected by major events such as the South Sudan referendum in January 2011, the Independence Day in July and associated preparations and outcomes that put the Three Areas in difficult situations. As a result, insecurity remains a major challenge to the project. In both Kurmuk and Kauda, heavy fighting took place during the third and fourth quarters of the year, disrupting activities and the handover process. In Abyei and Agok, the Sudan Armed Forces still occupy the north of Abyei town and movement in the area is restricted, causing a majority of the population to live in IDP camps. Heavy rains in Agok have caused flooding, which has closed schools and has made the implementation of activities difficult.

### **Lessons learned**

During the year, the HEAR staff learned that early planning to work in difficult environments paid off. With the ongoing conflict in South Kordofan, the team was able to achieve results before they were evacuated when the security situation worsened. The staff was also able to make arrangements before their relocation for the handover process to the government. Although there were obstacles in the process, documents have been signed in Kauda and Kurmuk and project's assets have officially been handed over to the local governments. Flexibility in the

project design within the project framework also helped. The project was able to continue its support to beneficiaries in the Abyei area even though most of the residents are IDPs and in schools other than their own.

### III. PROGRESS ON INDICATOR TARGETS (Quantitative Impact)

**Table 3: Summary Indicators: 2011**

Deliverable Indicators	Annual Target FY'11	Quarterly Achievements Year 5				Achieved FY'11	% FY11 Achieved	Achieved Previous Years	LOP Targets	LOP Achieved	% LOP Achieved
		Q1	Q2	Q3	Q4						
Number of schools supported by the project	20	24	0	0	0	24	120%	122	140	146	104%
Number of teachers trained, improving teaching quality	180	170	0	0	0	170	94%	934	1,114	1,104	99%
Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings	9,320	6,588	0	0	0	6,588	71%	40,680	50,000	47,268	95%
Number of Parent Teacher Associations strengthened and training provided	24	24	0	0	0	24	100%	116	140	140	100%
Number of school administrators and head teachers trained	90	46	5	38	0	89	99%	352	442	441	100%
Number of students covered by Vitamin A program	2,000	0	0	2,034	0	2,034	101%	20,053	22,053	22,089	100%
Number of long-lasting insecticide treated bed nets per student in each household	19,000	16,000	0	0	0	16,000	84%	3,174	22,174	19,174	86%
Number of schools and Primary Health care facilities with Latrines and Boreholes	10	13	0	0	0	13	130%	35	45	48	107%
Number of communities/ locations involved in strengthening school and health services	80	136	0	0	0	136	170%	414	494	550	111%
Number of Community Health Workers recruited/trained for school linkages	100	90	0	0	0	90	90%	499	599	589	98%
Number of community development projects completed	13	0	7	8	0	15	115%	32	45	47	104%

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													
								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/10		Reporting Period 31/Mar/11		Reporting Period 30/Jun/11		Reporting Period 30/Sep/11		FY 2011 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	23636	17044	3581	3007							6,245	3,075	29,881	20,119	
Kurmuk			8193	5881	1543	1319											
Kauda			9668	6666	2038	1688											
Abyei			5775	4497													

**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 Refresher Course 2 Training					
	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/10		Reporting Period 31/Mar/11		Reporting Period 30/Jun/11		Reporting Period 30/Sep/11		FY 2011 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	722	212	97	73								107	73	829	285
Kurmuk			196	91	35	57											
Kauda			238	45	62	16											
Abyei			288	76													

\*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					
				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/10		Reporting Period 31/Mar/11		Reporting Period 30/Jun/11		Reporting Period 30/Sep/11		FY 2011 Target		End of Project Target		
	Achieved		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	327	25	36	10	5	0	28	10				67	23	394	48
Kurmuk			85	8					28	10							
Kauda			156	10	36	10	5	0									
Abyei			86	7													

**INDICATOR TITLE: Number of PTAs Supported**

<b>UNIT:</b> Number of Parent Teachers Associations Strengthened and training provided	<b>DISAGGREGATE BY: Location, event, date and gender</b>			
	Geographic Location	Event	Date	Sub-total
	South Kordofan State, Kauda County	PTA Training		
	Blue Nile State, Kurmuk County	PTA Training		
	Abyei	PTA Training		
				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/10	Reporting Period 31/Mar/11	Reporting Period 30/Jun/11	Reporting Period 30/Sep/11	FY 2010 Target	FY 2011 Target	End of Project Target
			Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
			Total	Total	Total	Total	Total		Total	Total
Total	0	0	116	24					24	140
Kurmuk			27	10						
Kauda			54	14						
Abyei			35							

**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			
				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/10	Reporting Period 31/Mar/11	Reporting Period 30/Jun/11	Reporting Period 30/Sep/11	FY 2010 Target	FY 2011 Target	End of Project Target
			Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
			Total	Total	Total	Total	Total		Total	Total
Total	0	0	32		7	8			13	45
Kurmuk			16			6				
Kauda			11		7	2				
Abyei			5							

**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		
				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/10	Reporting Period 31/Mar/11	Reporting Period 30/Jun/11	Reporting Period 30/Sep/11	FY 2010 Target	FY 2011 Target	End of Project Target
			Achieved	Achieved	Target	Achieved	Achieved		Target	Target
			Total	Total	Total	Total	Total		Total	Total
Total	0	0	122	24					20	140
Kurmuk			29	10						
Kauda			58	14						
Abyei			35							

**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					
	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/10	Reporting Period 31/Mar/11	Reporting Period 30/Jun/11	Reporting Period 30/Sep/11	FY 2010 Target	FY 2011 Target	End of Project Target
			Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
			Total	Total	Total	Total	Total		Total	Total
Total	0	0	20,053	0	0	2,034			2,000	22,053
Kurmuk			9,899			2,034				
Kauda			7,366							
Abyei			2,788							

**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		
	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/10	Reporting Period 31/Mar/11	Reporting Period 30/Jun/11	Reporting Period 30/Sep/11	FY 2010 Target	FY 2011 Target	End of Project Target
			Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
			Total	Total	Total	Total	Total		Total	Total
Total	0	0	3,174	16,000					19,000	22,174
Kurmuk			70	8,000						
Kauda			464	8,000						
Abyei			2,640							

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					
					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/10		Reporting Period 31/Mar/11		Reporting Period 30/Jun/11		Reporting Period 30/Sep/11		FY 2010 Target		FY 2011 Target		End of Project Target	
	Achieved		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	296	203	37	53									59	41	355	244
Kurmuk			78	35	15	39												
Kauda			145	106	22	14												
Abyei			73	62														

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

<b>UNIT:</b> Number of Schools and Health facilities with Boreholes and Latrines	<b>DISAGGREGATE BY: Location, event, date and gender</b>			
	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/10	Reporting Period 31/Mar/11	Reporting Period 30/Jun/11	Reporting Period 30/Sep/11	FY 2010 Target	FY 2011 Target	End of Project Target
			Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
			Total	Total	Total	Total	Total		Total	Total
Total	0	0	35	13					10	45
Kurmuk			17	6						
Kauda			13	7						
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/10	Reporting Period 31/Mar/11	Reporting Period 30/Jun/11	Reporting Period 30/Sep/11	FY 2010 Target	FY 2011 Target	End of Project Target
			Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
			Total	Total	Total	Total	Total		Total	Total
Total	0	0	414	136					80	460
Kurmuk			124	66						
Kauda			205	70						
Abyei			85							

## IV. MONITORING

Due to insecurity in the Three Areas, field work in the last two quarters of the year was reduced. Kurmuk and Kauda areas were visited in the first two quarters and only Kurmuk was visited in the third quarter. While in the field, the M&E advisor collected data and verified activities that took place. Data collection tools were reviewed and data quality assessment was completed.

After the conflict began in Abyei in May, the M&E Advisor and Senior Health Advisor carried out a rapid assessment of the IDP situation in Warrap State. Information collected during the assessment was submitted to USAID and was used to inform the revised program description for the No Cost Extension proposal.

## V. NEXT QUARTER'S WORK PLAN

**Table 4: Activities and Timeline for FY12 Q1**

Activity	Timeline
TOT Training for selected individuals	October
Teacher Training	October
Small Grants	October – December
PTA Training	November
CSHPs Trainings	November
Mosquito net Distribution	November
Vitamin A Distribution	November/December
Intensive English Course for Arabic Speaking Teachers	November/December
School visits, monitoring and monthly meetings	October – December

## VI. PROJECT ADMINISTRATION

### Project Management

At the start of the year, as the project prepared for the January 2011 referendum, HEAR management strategized post referendum options, anticipating problems in project implementation due to the secession of South Sudan from the North. The Project Director travelled to Sudan for numerous meetings with the USAID COTR and Contract Officers. He presented various options that the project was able to adopt depending on the conditions on the ground after the referendum. He and the COP attended meetings in Juba and Khartoum with various NGOs working in the Three Areas.

Creative sent a Security Officer to Sudan, once in November 2010 and again in April 2011 to Kurmuk and Abyei to carry out contingency planning on the security situation. On the April 2011 trip, Creative's Communications Associate accompanied the Security Officer to Kurmuk and Abyei to document project successes. He is currently working on a short documentary film to be distributed in the coming months.

The project held a planning meeting between June 15 and June 17, 2011, which was attended by all staff, as well as the USAID Mission Director from Khartoum, the COTR, EDC's Regional Director, and USAID's Education Director. Creative's Program Associate from headquarters attended the planning meeting as well to facilitate project projections for the extension request. The team discussed many closeout possibilities in Southern Kordofan and Blue Nile as well as possibilities assisting the Abyei IDPs in Warrap State. Discussions were based upon an assessment conducted by the HEAR Health Advisor, Education Coordinator, Abyei Team Leader and Abyei Health Coordinator.

During the year, the COP also signed an MOU with Mercy Corps in Abyei to share the secured residential area in Agok. The Agok Team now comprises an Agok Team Leader and two HEAR staff members who formerly worked in the Kurmuk office. The team has settled in Agok and has begun planning activities, including the rehabilitation of schools.

### **USAID Partner's Workshop**

On August 10, 2011, the Project Manager, COP, DCOP and M&E Advisor attended the Annual USAID Education partner's workshop in Juba. The COP presented a report on the HEAR program deliverables to date, the situation in Abyei/Agok and discussed the No Cost Extension proposed by the HEAR project which has since been approved.

### **Handover process for Blue Nile and South Kordofan**

Meetings were held in Kauda with the Regional Education Office (REO), facilitated by the South Sudan Relief & Rehabilitation Commission (SRRC) office to hand over HEAR project resources. Documents have been signed and scanned copies have been sent to the Rumbek office and forwarded to USAID. Hard copies are forthcoming and will be sent to either the Rumbek or Nairobi office. In Kurmuk, the handover process was disrupted by fighting, but the HEAR team was able to meet with the County Director who signed the documents, which were then verified by the SRRC director.

### **Security Update**

There were a number of incidents throughout the region this year. As a result of fighting in Abyei, the HEAR staff relocated to Agok, where they operate from tents in the Mercy Corps compound. Additionally, fighting throughout Blue Nile and particularly Southern Kordofan created problems for the smooth transition of project activities to the regional governments.

### **Procurement**

The project procured a number of items this year, including 3,000 bed nets, t-shirts for community workers, three tents for staff offices in Agok, 5,000 books, 80,000 Praziquantel tablets and 51,000 Albendazole tablets.

### **Contract modifications and amendments**

The project prepared a No Cost Extension proposal for USAID's review requesting the use of funds to improve the living conditions of the displaced population from Abyei. The proposal was submitted and approved to extend the project activities in the Abyei region to June 2011.

## VII. FINANCIAL SUMMARY

### HEAR SUDAN

#### Quarterly Report Financials

Obligation	Expenses at end FY '10-Q4 (Sept '10)	FY11-Q1 Expenditures (OCT-DEC'10)	FY11-Q2 Expenditures (JAN-MAR'11)	FY11-Q3 Expenditures (APR-JUN'11)	FY11-Q4 Expenditures (JUL-SEPT'11)	Total Expenses as at SEPT'11
<b>\$8,509,098</b>	5,895,454	505,251	378,923	463,210	478,285	7,721,122
<b>Total Direct Labor</b>	970,528	94,212	79,907	99,711	101,266	1,345,625
<b>Fringe Benefits</b>	307,925	29,088	24,449	24,265	29,870	415,597
<b>Overhead</b>	413,097	40,511	34,360	29,858	42,046	559,873
<b>Allowances</b>	250,048	27,858	18,728	26,290	20,843	343,767
<b>Consultant</b>	36,733	7,700	2,750	-	1,300	48,483
<b>Travel and Per Diem</b>	573,214	56,005	38,242	32,910	38,130	738,501
<b>Other Direct Costs</b>	969,579	97,041	74,779	64,252	85,063	1,290,713
<b>Subcontracts</b>	757,667	9,038	33,297	21,246	24,843	846,090
<b>Activities</b>	458,127	45,188	-	71,892	40,527	615,733
<b>Sub-Total</b>	4,736,917	406,640	306,513	379,144	383,888	6,204,382
<b>G&amp;A</b>	805,276	69,129	52,107	62,257	65,261	1,054,030
<b>Grants</b>	74,657	5,582	2,325	8,720	6,547	97,831
<b>Fee on Grants at 2%</b>	1,493	112	47	174	131	1,957
<b>Fee at 5%</b>	277,111	23,789	17,931	21,634	22,457	362,922
<b>Total Cost</b>	5,895,454	505,251	378,923	463,210	478,285	7,721,122

## ANNEXES AND ATTACHMENTS

### Annex 1: Success Stories



#### HEAR Sudan PTA Training and Community Support Improves School Classrooms

Rumbek primary school located southeast of Agok town in the Abyei region has become a center of attraction after a PTA training conducted by the HEAR Sudan project. Under the responsibility of a female PTA chairperson, the school led a team of teachers, school administrators and community members to the HEAR project field office to discuss burning issues in the school.

The school had no classrooms and only had the semblance of a structure constructed from old metal poles donated by UNICEF in 2008. Pupils and teachers sit under poles and trees to hold classes. Represented by a majority of women, the community voiced their concern that 4 classrooms should be properly constructed so that the children were in a safe learning environment.



After a series of meetings with the PTA and school administration, the chairperson with the support of other female members in the community agreed to contribute by participating in the construction of the classrooms. With the skills acquired during the PTA training and the support of the HEAR project, they were able to construct four classrooms using local materials. The community contributed grass, poles and ropes while HEAR project paid for labor and doors.



This construction effort was a great achievement in the area. The community has become more engaged in the operations of the school, which was observed by the HEAR project team on their most recent visit. This also encouraged the Abyei Education Inspectorate to visit the school as well as other NGOs like Catholic Relief Services, Save the Children and UNICEF. The project has helped to motivate PTA members from the school and from the surrounding communities to unite and initiate similar

projects. The status of health and education services can be improved by the active participation of community members led by a competent PTA chairperson. It also motivated other NGOs to plan for more developmental activities in the school, including improving sanitation and hygiene, and providing teaching and learning materials to the school. The project received enormous attention in the area and will serve as a model for future development.