

HEAR SUDAN

HEALTH, EDUCATION, AND RECONCILIATION

QUARTERLY REPORT 4
AND
FY ANNUAL PROGRESS REPORT

JULY - SEPTEMBER 2009

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**Health, Education and Reconciliation Project – HEAR Sudan Project
4th Quarterly Report
(1st July to 30th September 2009)
and
FY 2009 Annual PROGRESS REPORT
(1st October 2008 – 30th September, 2009)**

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Acronyms and Abbreviations

CAI: Creative Associates International Inc
CHW: Community Health Workers
CEO: Chief Executive Officer
COP: Chief of Party
CEC: County Education Centers
EDC: Education Development Center
ENCAP: Environmentally Sound Design and Management Capacity Building for
Partners and Programs in Africa
ERC: Education Resources Center
ESN: Education Support Network
EMIS: Education Management Information System
GEE: Gender Equity in Education project
HEAR: Health, Education and Reconciliation
ICT: Information Communication and Technology
IRI: Interactive Radio Instruction
JSI: John Snow International, Inc.
LLITN: Long-Lasting Insecticide-Treated Bed Nets
LOP: Life of Project
M&E: Monitoring and Evaluation
NGO: Non Governmental Organization
PTA: Parents-Teachers Association
SGP: Small Grants Program
UNICEF: United Nations Children's Fund
UNMIS: United Nations Mission in Sudan
USAID: United States Agency for International Development
WHO: World Health Organization

I. HEAR Sudan Project EXECUTIVE SUMMARY

Qualitative Impact

At the end of the third year, the project has reached the 'tipping point' of its timeline. The project activities are now grounded, having been tested and adjusted based on experiences. Efforts are now being made to replicate these pilots in the different areas.

While targets have been exceeded on a number of life of project (LOP) indicators, our quest for quality, excellence and sustainability is leading us to adjust project implementation strategies slightly. Teacher training continues to be the major component of the project, and linking this to whole school development through the small grants has brought in parents to support and collaborate with school management to improve school quality. The health component has expanded beyond the mandate of providing Vitamins to pupils, and the link between school and health has been cemented through introducing a Health Education teacher program. These health education teachers encourage the practice of hygienic behavior, mentoring students while providing much needed information on how to deal with HIV and AIDS as well as the N1H1 virus. The Education Resources Centers (ERCs), at which all of our trainings are held, have expanded to being centers for current news about world affairs and diseases and treatments and provide an inexhaustible repertoire of teaching and learning resources to teachers, learners and student teachers. The use of ERCs in service delivery demonstrates the viability of the County Education Centers (CECs) through Education Support network (ESN), proposed by the previous USAID funded project, Sudan Basic Education Program (SBEP).

Quantitative Impact

The Project is on track and has exceeded the target for the year on most indicators. In meeting our FY09 targets, we report that though we reached 26 schools, we have more than made up for not reaching 30 schools (target) as we have trained 248 teachers, an 18% increase over target. We trained 143 head teachers and administrators (59% over target), while reaching an additional 40 PTAs (33% over target) with capacity building to support schools and improve the quality of education. In health, our ability to network and leverage support from other USG and non USG partners has enabled us to provide Vitamin A to 9,404 pupils (target was 2,700). The fact that we were able to train an additional 121 Community Health Workers further allowed us to scale up Vitamin A distribution. We have indirectly impacted the lives of 10, 832 pupils (20% over target).

Project Administration

Project staffing would have been 100% except for the recent resignation of the Abyei ERC Manager. This vacancy will be filled by the end of October 2009. Field offices are fully operational, and in Abyei we have located our office temporarily in our staff quarters. As soon as the ERC is built, we shall re-locate staff there. The project continues to be managed out of the Palm Tree Lodge in Rumbek, Lakes State, where the COP, Senior Health Advisor, Finance and Grants Manager and M&E Coordinator are based. All field offices are currently operational and functioning as planned, except for the Abyei office which is temporarily located at the staff compound.

Next Quarter's Work Plan

Next quarter, the first quarter of the fourth year of project implementation, will concentrate on:

- **Teacher Training:** The project will go deeper and beyond the numbers by adding value to the type of training provided and by making plans for the sustainability of the innovations introduced. Five-day trainings will continue, but they will now include the local Education Officers and slowly develop their skills to be able to continue to offer this and other types of teacher training.
- **Health:** We shall concentrate efforts on getting the school health program established and encouraging the health and education authorities to work together so that preventative health can become part of a core school functions.
- **ERCs:** As training and resource centers, Creative shall reach out to other projects and donors to donate resources to enlarge the collection in the center. Training activities in ICT for Education officers and interested teachers will be held, with the aim of increasing the number of local residents who have the skills to manage the center and offer help to others who want to make use of the electronic resources.
- **Small grants:** To ensure that ownership and by implication accountability in grants management is in place, the project will continue to build the skills of the small grants committees at the County level so they are better able to manage and provide financial oversight to the schools in their use of small grants.
- **Planning and Development:** through the County level EMIS we intend to develop this year, County Education Officers will be trained in how to make use of school data coming from the quarterly school register returns as well as inspectors' reports on school facilities (human and physical) to plan and budget for educational activities within each County.

II. PROGRAM PROGRESS AND KEY ACHIEVEMENTS (Qualitative and Quantitative Impact)

Project Management

With the COP providing leadership, the senior project management team has been able to successfully guide, direct and supervise all field activities. The Creative Home Office and the East Africa Regional Office have continued to provide adequate and necessary technical and administrative support. In the respective field offices, operations have been systematized to follow a collaborative approach, with the ERC Manager responsible for education activities and the Health Coordinator leading the school and community health components and managing the small grants component. Field offices meet regularly and coordinate activities. The Project M&E Coordinator conducts data-verification visits quarterly to the field, while the Finance Manager supervises grants disbursement and conducts site visits to verify expenditures. The Senior Health Advisor leads the health component and provides technical support to field staff in conducting trainings. The COP conducts field visits to participate in the planning and sometimes hosting of trainings, and holds regular meetings with senior-level County Officers to hear their input and brief them on project activities.

Education Resource Centers (ERC)

The ERCs, centerpiece of all project activities, are now hosting all training activities within the region—trainings run by the project, Education Office and other partners operating there. Two of the three ERCs are now functional, with the Kauda ERC (open to the public since June this year) receiving an average of over 200 users weekly even during the school holidays. The Kurmuk ERC, which will be open to users from the 1st of October, is also already generating great interest from amongst NGOs, Education Officers, teachers, parents and students. The team anticipates a spike in utilization of the facilities when schools open on the 15th of October.

The project is already working towards the sustainability of the two centers. Towards this effort, we have requested and received from the Education offices a seconded staff member who is being mentored by the Technology Specialist and ERC Manager on the running of the ERC. After a year or so, we anticipate that the local personnel will be able to take over the running of this facility. To ensure that the center can meet its running cost, we will this year begin working with Education Offices and other local NGOs on ways to make the center self-sustaining.

Teacher Training

Having completed 60% of the project's total life, the project has reached the stage of adding value to the current training we provide to teachers. As part of this, the HEAR training manual has been revised and updated. While the content has not changed drastically, the mode of delivery of the training has. It is now encouraged that the training be adapted based on actual needs. To do this, the Education Officers are consulted on the most important need of the teachers in each Payam, and the training is adjusted accordingly. This was tried out successfully in Abyei; teachers related more to the content than they had before. As the project progresses into the fourth year, staff shall encourage this approach and also begin to mentor Payam supervisors to conduct the trainings with them.

Model School Pilot

As part of our intentions to institutionalize the small grants process, the project has begun to focus on select schools to model an approach of whole school development. A few “model” schools will be identified by Education Officers using established selection criteria. These schools, where school communities--including teachers, parents and pupils--meet to review the whole school and draw up manageable improvement plans, are supported by the project to improve teaching, learning, and making the school environment conducive to learning. This is being piloted in Kauda, where the three schools selected will begin to receive direct support in improved teaching skills, the making of teaching aids, the hosting of school open days and improvement of school facilities through construction by parents and funds from project. The results of these inputs should exemplify good practice; other teachers, parents and head teachers can be brought to and taken around the school and learn how to attain this status.

Small Grants Program

Out of a target of 40 small grants over the lifetime of the project, so far only 16 have been achieved. This slow pace of awarding small grants to PTAs shows that the HEAR project is not in a hurry to give out grants without a system to back up their management and administration. The slow pace is also due to the fact that, in most cases, the project has had to start up PTAs from scratch, and after doing so help them and the school management conduct a school improvement plan out of which the grants proposal emanates. Considering the status of education in the three areas in the recent past, it is clear that this process will be slow and tedious.

Despite these challenges, the project team has set up a grants management systems in Kauda and Kurmuk. The Education Officers are an integral part of the small grants committee, which meet regularly to review and award grants, and also monitor grants implementation through particular financial management. As a result, HEAR has been able to award five new grants this quarter in Kurmuk and will continue to encourage the uptake of small grants by school communities (in particular in Abyei, where the need is most pressing.)

PTA and School Administrator Training

In its attempts to bring the parents closer to the schools, the HEAR project is encouraging schools to collect data to share with parents during PTA meetings and to become part of school development planning meetings. This not only engages parents in meaningful and concrete school activities but also allows them to understand the challenges schools face with student retention. Down the line, this will become part of the PTA training we run. This quarter, with schools closed, the project has not managed to train PTAs in any schools.

School administrator trainings continue according to plan, and school heads have recently begun to be included in normal five day trainings. This provides them with a better understanding of the process so they can support teachers in implementation.

Building Systems

After consolidating all of our training activities and putting the project on a consistent operational footing, the project is now looking to set up systems that will enable the innovations and practices introduced to be sustained. In teacher training, local colleagues' skills are being strengthened so they can run the five day trainings as well as PTA and school administrator trainings. This is done through a mentoring approach, with the first mentoring session held in Abyei in June. As time goes on, this cadre of facilitators will be further supported to improve their workshop facilitation skills. Given the limited number of Payam supervisors in the three areas, staff has begun identifying teachers and head teachers who exhibit promising skills during workshops. The team will advocate with the regional management teams to utilize such staff as workshop facilitators, thereby increasing the number of trainers available to support teachers. To further locate teacher support within local Education Offices, we are working with the seconded local staff to develop the skills needed to manage a functional ERC.

On the planning and development component, project staff has observed a glaring gap. The only plans available for most local Education Offices are plans submitted by projects. To address this gap, HEAR has introduced the basic structures of a County-level Education Management Information System (EMIS), whose main source at the moment is school-level data. This data will address the planning needs of development partners, but--more importantly-- will become a reservoir of information regarding education for the region and can later on be linked to the state-level database. At the moment, training is being planned for local Education Officers and M&E persons on the use of school registers. These trainees will then train head teachers, who will in turn train teachers. HEAR will support the collection, entry, analysis and reporting of the data on a quarterly basis. HEAR will also support County Offices to draw annual plans using the EMIS data as a source. This plan will be based on the needs of the Counties and will inform and be influenced by the various NGO plans.

Having noticed the scarcity of health-related activities within schools, the project health approach has been revised. The Community and School Health Promoters (CSHPs) will continue to support communities and parents with health-related information dissemination and advocacy, and at the school level HEAR is helping with the introduction of a school health program. Each school will be supplied with a first aid kit, and a Health Education teacher from each school will be trained on basic first aid. Each Health Education teacher will lead the health and hygiene efforts within his/her respective schools. Through this two-pronged approach, health and education linkages at the school level will be further strengthened.

Challenges

The lack of a project vehicle at head office in Rumbek has negatively affected our ability to function effectively. Staff continues to rely on lifts and motorbikes to take staff and other project officers to and from the airport as well as picking up supplies. Despite USAID efforts, we are yet to receive the vehicle that USAID has assigned to us. We continue to work with USAID to get the issues resolved.

Cross-Cutting Issues

Gender is an area in which the HEAR team takes special interest. With low girl child enrollment in schools, the project is particularly interested in supporting Counties with strategies to increase girl enrollment, retention and performance in schools. Towards this end, project staff are studying the impediments to girl access to education—including cultural (early marriages, gender roles, etc.) and physical (lack of girl-friendly facilities)—and suggesting solutions. Staff has made plans to sensitize parents through School Open Days on the importance of girl education, and will leverage the support of other USAID projects such as the Gender Equity in Education (GEE) project to provide scholarships to deserving girls and build separate latrines for boys and girls. GEE will also conduct advocacy and training sessions for PTAs so they can share with their members the importance of girl child education.

Environmental Compliance

No pit latrines were constructed in the last quarter, but the project will continue to conduct periodic environmental assessments to ensure that project funds are in compliance with USIAD requirements and do not adversely affect the environment.

Lessons Learned

- The team has recognized the importance of engaging partners and has reached out to engage them in activities. Through various meetings, County-level senior management has come to understand the need to take an interest and own the project's activities. Because past experience has shown that PTAs do not understand the importance of financial prudence, engaging local directors has led to ownership and thereby improvement of the grants management process.
- In order to engage teachers, the team began in Abyei to ask teachers what lesson plans and subjects they preferred to teach. This made teachers at a recent training excited to try out the approaches at the workshop. This is linked to the innovation of bringing in the Payam Officers to co-facilitate trainings, thus strengthening teacher support within each County.

III. PROGRESS ON INDICATOR TARGETS (Quantitative Impact)

Deliverable/Indicator	FY 09 Target	Quarterly achievements				FY09 Achieved	% FY09 achieved	LOP Targets	LOP Achieved	% LOP Achieved
		Q1	Q2	Q3	Q4					
Number of schools supported by the project	30	0	24	2	0	26	87%	120	96	80%
Number of teachers trained, improving teaching quality	210	0	142	106	0	248	118%	898	651	72%
Number of school aged students entering and being retained in primary education system	9,000	0	10,421	0	410	10,831	120%	43,859	33,173	76%
Number of Parent Teacher Associations strengthened and training provided	30	10	22	8	0	40	133%	123	87	71%
Number of school administrators and head teachers trained	90	85	58	0	0	143	159%	292	227	78%
Number of students covered by Vitamin A program	2,700	1,386	0	8,018	0	9,404	348%	14,117	17,063	121%
Number of long-lasting insecticide treated bed nets per student in each household	4,000	0	0	0	1,000	1,000	25%	10,000	1,000	10%
Number of schools and Primary Health care facilities with Latrines and Boreholes	20	0	17	0	0	17	85%	55	27	49%
Number of communities/ locations involved in strengthening school and health services	120	0	122	0	9	131	109%	458	309	67%
Number of Community Health Workers recruited/trained for school linkages	120	17	46	58	0	121	101%	485	326	67%
Number of community development projects completed	18	4	2	1	4	11	61%	40	16	40%

FY 2009 Indicator Table

Summary Indicator Table: The tables below provides the details of the achievement by location and period of the year. The information is disaggregated by gender where applicable

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			Collection of Enrolment data in Schools															
	Blue Nile State, Kurmuk			Collection of Enrolment data in Schools															
	Abyei			Collection of Enrolment data in Schools						July 09		252		158		410			
										Totals		252		158		410			
Results:																			
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods		Reporting Period 31/Dec/08		Reporting Period 31/Mar/09		Reporting Period 30/Jun/09		Reporting Period 30/Sep/09		FY 2009 Target		FY 2010 Target		End of Project Target		
			Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target		Target		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Gender: Female (F), Male (M)	0	0	13,414	8,928	0	0	5,663	4,758	0	0	252	158	6,000	3,000	4,000	2,000	29,239	14,620	
Kurmuk			2,759	1,272	0	0	3,611	3,421	0	0									
Kauda			5,810	3,767	0	0	2,052	1,337	0	0									
Abyei			4,845	3,889	0	0			0	0	252	158							

INDICATOR TITLE: Number of teachers/educators trained																				
UNIT:		DISAGGREGATE BY: Location, event, date and gender																		
Number of teachers trained (Improving Teacher Quality)	Geographic Location				Event						Date		M		F		Sub-total			
	South Kordofan State, Kauda				Teacher Refresher Course 1&2 Training						30 th June - 1 st July 2009		49		3		52*			
	Blue Nile State, Kurmuk				Teacher Refresher Course 1&2 Training															
	Abyei				Teacher Training															
	Totals										49		3		52*					
Results:																				
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods		Reporting Period 31/Dec /08		This Reporting Period 31/Mar/09				Reporting Period 30/Jun/09		Reporting Period 30/Sep/09		FY 2009 Target		FY 2010 Target		End of Project Target	
			Achieved		Achieved		Target		Achieved		Achieved		Achieved		Target		Target		Target	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Gender: Female (F), Male (M)	0	0	316	87					111	31	79	27	0	0	140	70	93	47	59	300
Kurmuk			55	38					75	25										
Kauda			73	11					36	6	21	1								
Abyei			188	38							58	26								

*Refresher Course Trainings are not new numbers of teachers they are teachers who attended earlier trainings

INDICATOR TITLE: Number of Administrators and Officials Trained																					
UNIT:		DISAGGREGATE BY: Location, event, date and gender																			
Number of School Administrators and Head Teachers trained	Geographic Location				Event						Date		M		F		Sub-total				
	South Kordofan State, Kauda				Head Teacher and School Administrators Training																
	Blue Nile State, Kurmuk				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 /08		This Reporting Period 31/Mar/09				Reporting Period 30/Jun/09		Reporting Period 30/Sep/09		FY 2009 Target		FY 2010 Target		End of Project Target	
				Achieved		Achieved		Target		Achieved		Achieved		Achieved		Target		Target		Target	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Gender: Female (F), Male (M)		0	0	78	6	81	4			51	7	0	0	0	0	70	20	47	13	228	64
Kurmuk				8						25	4	0	0								
Kauda				43		22	3			26	3	0	0								
Abyei				27	6	59	1					0	0								

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		PTA Training								
	Blue Nile State, Kurmuk		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	Reporti ng Period 31/Dec /08	This Reporting Period 31/Mar/09		Reporting Period 30/Jun/09	Reportin g Period 30/Sep/0 9	FY 2009 Target	FY 2010 Target	End of Project Target
			Achieved	Achieved	Target	Achieved	Target	Target	Target	Target	Target
			Total	Total	Total	Total			Total	Total	Total
Total	0	0	47			22	8	0	30	20	123
Kurmuk			9			9					
Kauda			18	10		13					
Abyei			20				8				

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		Monitoring visit to confirm completion of small grants project to PTA organization								
	Blue Nile State, Kurmuk		Monitoring visit to confirm completion of small grants project to PTA organization			Sept 09		4			
	Abyei										
	Totals							4			
Results:											
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseli ne		Results Achieved Prior Periods	Reporti ng Period 31/Dec /08	This Reporting Period 31/Mar/09		Reporting Period 30/Jun/09	Reportin g Period 30/Sep/0 9	FY 2009 Target	FY 2010 Target	End of Project Target
			Achieved	Achiev ed	Target	Achieved	Achieved	Targets	Target	Target	Target
			Total	Total	Total	Total			Total	Total	Total
Total	0	0	5	4		2	1	4	18	14	40
Kurmuk			4	1			1	4			
Kauda				3		2					
Abyei			1								

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		Teacher/Head Teacher/Adm/PTA Training			NA						
	Blue Nile State, Kurmuk					NA						
	Abyei		Teacher/Head Teacher/Adm/PTA Training			NA						
						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 /08	This Reporting Period 31/Mar/09		Reporting Period 30/Jun/09	Reporting Period 30/Sep/09	FY 2009 Target	FY 2010 Target	End of Project Target	
			Achieved	Achieved	Target	Achieved	Achieved	Achieved	Target	Target	Target	
			Total	Total	Total	Total			Total	Total	Total	
	0 0		70			24	2	0	30	20	120	
Total		0	0	70			24	2	0	30	20	120
Kurmuk				10			10					
Kauda				30			14					
Abyei				30				2				

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		Sub-total			
	South Kordofan State, Kauda		Distribution of Vitamin A drugs to school aged children								
	Blue Nile State, Kurmuk		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 /08	This Reporting Period 31/Mar/09		Reporting Period 30/Jun/09	Reporting Period 30/Sep/09	FY 2009 Target	FY 2010 Target	End of Project Target
			Achieved	Achieved	Target	Achieved	Achieved	Achieved	Target	Target	Target
			Total	Total	Total	Total			Target	Target	Target
Total	0	0	7,659	1,386			8,018	0	2,700	1,800	14,117
Kurmuk			2,851				6,584				
Kauda			3,000	1,386			1,434				
Abyei			1808								

INDICATOR TITLE: Number of Community Health Workers recruited/Trained for School Linkages																					
UNIT:		DISAGGREGATE BY: Location, event, date and gender																			
Number of Community Health Workers Trained	Geographic Location			Event						Date		M		F		Sub-total					
	South Kordofan State, Kauda																				
	Blue Nile State, Kurmuk			Community Health Worker Training																	
	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 /08		This Reporting Period 31/Mar/09				Reporting Period 30/Jun/09		Reporting Period 30/Sep/09		FY 2009 Target		FY 2010 Target		End of Project Target	
				Achieved		Achieved		Target		Achieved		Achieved		Achieved		Target		Target		Target	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Gender: Female (F), Male (M)		0	0	124	81	5	12			25	21	35	23	0	0	80	40	54	26	32	161
Kurmuk				27	6					25	21										
Kauda				55	31	5	12					35	23								
Abyei				42	44																

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		Data collection on the availability of Boreholes and latrines in schools								
	Blue Nile State, Kurmuk										
	Abyei										
					Totals						
Results:											
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseli ne		Results Achieved Prior Periods	Reporti ng Period 31/Dec /08	This Reporting Period 31/Mar/09		Reporting Period 30/Jun/09	Reportin g Period 30/Sep/0 9	FY 2009 Target	FY 2010 Target	End of Project Target
			Achieved	Achiev ed	Target	Achieved	Achieved	Achieved	Target	Target	Target
			Total	Total	Total	Total			Total	Total	Total
Total	0	0	10			17	0	0	20	15	45
Kurmuk			5			7					
Kauda						10					
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		Data collection of the number of communities around schools and Health services								
	Blue Nile State, Kurmuk										
	Abyei					July 09		9			
					Totals		9				
Results:											
Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		Results Achieved Prior Periods	Reporting Period 31/Dec /08	This Reporting Period 31/Mar/09		Reporting Period 30/Jun/09	Reporting g Period 30/Sep/09	FY 2009 Target	FY 2010 Target	End of Project Target
			Achieved	Achieved	Target	Achieved	Achieved	Achieved	Target	Target	Target
			Total	Total	Total	Total			Total	Total	Total
Total	0	0	178			122	0	9	120	80	458
Kurmuk			39			49					
Kauda			76			73					
Abyei			63								

IV. MONITORING

- Following the review of the Data Quality Assessment, some of the recommendations were put into practice. The project acquired an external data storage system to back up information and reports in case any circumstances occur.
- A training manual for data collectors was also developed for the staff involved in data collection. The data training manual is a simple manual that can be used by field staff to better understand the project's data flow system and required data needs.

Data quality through validation continues to be a key activity of the project. We have confirmed and validated all data and are confident that what we have reported is a true and accurate picture of realities on the ground.

M&E Assessment

With calm returning to the troublesome area of Abyei, the HEAR team made an assessment of the work done in Abyei before and after the conflict to assist with the re-engagement in the area. The results were encouraging, and a plan to continue with activities has been developed.

V. NEXT QUARTER'S WORK PLAN

Activity	Abyei	Kauda	Kurmuk
School holiday			
Teacher Training	Nov, Dec	Oct, Nov, Dec	Oct, Nov, Dec
Model School Activities	Dec	Nov	Nov
School Open Days		Nov, Dec	Nov, Dec
PTA Training	Nov, Dec	Dec	Dec
Small Grants	Nov, Dec	Nov, Dec	Nov, Dec
Capacity Building for local Officers	Nov	Nov	Nov
Health Surveys	Dec	Dec	Dec
Community and School Health Promoters Training	Nov, Dec	Dec	Dec
Health Ed. Training for Teachers	Nov	Nov	Nov
Area EMIS including School Register trainings	Nov, Dec	Nov, Dec	Nov, Dec
USAID Mid Term Evaluation	Nov, Dec		

VI. PROJECT ADMINISTRATION

Security Update

Security of life and property appears to be stabilizing in the Abyei area with the acceptance by all parties of the recent arbitration judgment. In Kauda and Kurmuk, the situation continues to be that of peaceful coexistence between the tribes in the various communities where we work. In Lakes state, inter tribal fighting continues to increase. Though recently Rumbek seems peaceful, with no fighting or other security incidences reported, we continue to keep our ears to the ground and rely on the UNMIS security bulletin and adhere to its advice. A recent update indicates that there is an increase in house break-ins in Rumbek. The Malteser and Save compounds were broken into the week of September 28th. No theft was reported as the security guards were able to chase the intruders away. As further security advice suggests, we are in process of activating all of our radios so they can be linked to the UNMIS frequency.

Personnel

The ERC Manager for Abyei, who had been a long-serving member on the team, resigned recently on health grounds. The position is soon to be filled. Staffing is otherwise at maximum level.

Home Office and Regional Office Support

The HEAR Sudan Project continues to receive excellent technical support from Creative's East African Regional Office in Nairobi in all areas of program implementation, monitoring and evaluation. The Regional office also supports the project in terms of procurement and flights. Regional staff medical and other HR-related issues are also handled from the Regional office.

Creative's home office support continues to be timely and high-quality. The Project continues to benefit from the large array of expertise in the various technical areas of Creative's portfolio. Creative's Communication Division helped produce periodic project flyers and fine-tune project reports and success stories. The division also regularly features the HEAR project on Creative's website. The Finance division consistently responds to queries and helps field staff respond accurately to USAID. The Education Mobilization and Communication Division has supported the project with programmatic advice on program implementation such as the Piloting of the Model School concept, and will soon be helping with the setting up of the County level EMIS. Finally, the project's Home Office backstop has been and continues to be critical to keeping the project on track with targets and other deliverables. Home office regularly provides feedback, advice and comments on matters requiring headquarters input.

Sub Contractors

Education Development Center: Work with EDC on setting up the ERCs has been very successful thanks to the ability of the EDC Nairobi management team to respond to specific needs. Creative and EDC were able to speed up the launch of the Kurmuk ERC by almost a year due to this excellent relationship.

John Snow International, inc.: Though operating outside Sudan, JSI's input to the project in the health area has been very instrumental in broadening the scope and reach of health interventions. The health manual has been revised and made more responsive to the local context, and new areas of Maternal and Child health and HIV and AIDS have been added all due to the inputs from a JSI consultant who worked with our Sudanese partners. JSI will also be able to offer technical support as the project recruits health education teachers,

Partner Collaboration

HEAR staff has concluded plans with EDC's SSIRI project to share office space in Abyei and is still discussing the modalities of sharing staff in Kurmuk to help carry out SSIRI's interventions.

HEAR has had initial discussions with the Gender Equity in Education project management regarding working together to improve girl access to schools. The two projects will pilot the initiative during the school open day in Kauda next quarter.

The project continues to enjoy the support of other partners, particularly UNICEF, as it distributes to pupils Vitamin A and mosquito nets obtained from them. The Creative/HEAR project is now a member of the NGO Health forum in South Sudan and continues to benefit from the services and facilities available to members of this forum. Recently the COP attended the monthly NGO forum meeting in Juba; his travel was funded by WHO.

Contract modifications and amendments

Not anticipated

VII. FINANCIAL INFORMATION FOR INTERNAL USAID USE ONLY

Cash Flow Report and Financial Projections (Pipeline Burn-Rate)

Table 2: Budget Details

Obligation	Expenses at end FY '08 (Sep '08)	1st Quarter FY '09 Actual Expenditures (Oct-Dec '08)	2nd Quarter FY '09 Actual Expenditures (Jan-Mar '09)	3rd Quarter FY '09 Projected Expenditures (Apr-Jun '09)	3rd Quarter FY '09 Actual Expenditures (Apr-Jun '09)	4th Quarter FY '09 Projected Expenditures (Jul-Sep '09)	Total Expenses and Projections at end Sep '09
\$5,500,664	2,357,569	351,483	317,598	576,050	467,674	481,094	3,974,214
Total Direct Labor	343,954	78,274	64,889	98,982	65,475	69,738	622,330
Fringe Benefits	111,503	25,580	20,891	30,620	21,436	22,190	201,599
Overhead	143,670	33,658	27,903	42,562	28,154	30,126	263,483
Allowances	68,773	20,066	25,324	44,564	21,946	26,578	162,686
Consultant	25,970	2,574	7,218	3,000	0	0	33,761
Travel and Per Diem	244,575	21,698	36,711	38,702	50,953	44,902	398,840
Other Direct Costs	410,285	52,297	34,042	69,960	112,516	61,065	670,203
Subcontracts	382,688	19,785	39,732	84,000	29,430	56,629	528,265
Activities	157,367	32,176	13,414	41,570	47,320	72,910	323,464
Sub-Total	1,888,786	286,107	270,125	453,960	377,230	38,4138	3,204,631
G&A	321,094	48,638	45,921	77,173	64,129	65,304	544,821
Grants	36,466	0	-13,971	18,000	2,986	9,000	34,481
Fee on Grants at 2%	729	0	-279	360	60	180	690
Fee at 5%	110,495	16,737	15,802	26,557	22,068	22,472	187,473
Total Cost	2,357,569	351,483	317,598	576,050	466,474	481,094	3,974,215