



HEAR SUDAN

HEALTH, EDUCATION, AND RECONCILIATION

YEAR 2 ANNUAL REPORT

OCTOBER 2007 - SEPTEMBER 2008



Contract No. EDH-I-00-05-00026-01

This report was produced for review by the United States Agency for International Development. It was prepared by Creative Associates International, Inc.

Health, Education and Reconciliation Sudan Project
(HEAR Sudan)

Annual Report DRAFT

October 2007– September 2008

Submitted to:
United States Agency for International Development, Sudan Mission
Juba, Sudan

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Contract No. EDH-I-00-05-0026
Task Order No. EDH-1-00-05-00026-01

Originally submitted October 31, 2008
Revised February 19, 2009

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Acronyms

AREW: Africa Regional Education Workshop
Creative: Creative Associates International Inc
CHW(s): Community Health Worker(s)
COP: Chief of Party
CTO: Cognizant Technical Officer
EARO: East Africa Regional Office
EDC: Education Development Center
EMC: Education, Mobilization, and Communication
ERC: Education Resource Center
GOSS: Government of Southern Sudan
HEAR: Health, Education and Reconciliation
IRI: Interactive Radio Instruction
JSI: John Snow Inc.
LLITN: Long-lasting insecticide-treated bed nets
LOP: Life of Project
LOU: Letter of Understanding
M&E: Monitoring and Evaluation
MoH: Ministry of Health
MoU: Memorandum of Understanding
NCA: Norwegian Church Aid
NGO: Non-Governmental Organization
PTA: Parent-Teacher Association
REO: Regional Education Office
SGP: Small Grants Program
SSIRI: Southern Sudan Interactive Radio Instruction
SSRRC: Southern Sudan Relief and Rehabilitation Commission
UN: United Nations
UNDRHC: United Nations Deputy Resident and Humanitarian Coordinator's Office
UNICEF: United Nations Children's Fund
UNMIS: United Nations Mission in Sudan
USAID: United States Agency for International Development
WFP: World Food Program
WHO: World Health Organization

I. Executive Summary

The Health, Education and Reconciliation Sudan Project (HEAR Sudan) was initiated by USAID/Sudan to respond to the agency's functional objective of investing in people under the program areas of education and health. The objective of the HEAR Sudan Project is *to provide access to and raise the quality of primary school education and health services for school-aged children* in geographically defined locations within Sudan's Three Areas: Abyei, Southern Kordofan, and Blue Nile. This overall objective is being met through activities that are designed to promote education, promote health, and strengthen school governance through community groups. The three sub-objectives of the HEAR Sudan Project, therefore, are: 1) promoting education, 2) promoting health and 3) strengthening school governance through community groups. The project has designed activities that collectively *"increase the access of healthy girls and boys to quality education through community support and action."*

During the first year of project implementation, the project had achieved significant gains in establishing its presence and rollout of key activities in Abyei for gradual expansion to other geographic focus areas of Southern Kordofan and Blue Nile. Over this reporting period of year 2 project implementation, the project has expanded to Southern Kordofan and Blue Nile and has made significant gains in achieving its targets; in some cases exceeding original LOP targets.

Summary of major Accomplishments over the reporting period.

Education Resources Centers: The ERCs form the centerpiece of the HEAR Sudan Project. During this reporting period, significant progress has been observed in establishing ERCs in all the Three Areas. In Abyei, the Education Office donated one wide room for the establishment of an ERC while HEAR Sudan in return constructed a smaller room to be used by education officers. The effort was discontinued due to the Abyei conflict in May 2008. *(The Abyei conflict in May has destroyed the effort and the project lost all the assets meant for the ERC including three desktop computers).* In Kauda, the Education Office donated an old building and the project renovated it. The total rehabilitation, fencing and signage has now been completed and the center is operating. In Kurmuk construction of a new building is completed and fencing is underway. Both of these centers will provide a valuable training and development resources for the project.

Training: All training programs were initiated and have been conducted successfully. Over the reporting period, the project has organized a number of training events and trained 324 (73 female and 251 male) teachers from 60 beneficiary schools serving about 158 communities/villages. This raises the number of teachers trained by the project in the first two years to 403 (87 female and 316 male) in all the Three Areas. Moreover, 205 Community health workers, 84 head teachers and school administrators received training. The project has also strengthened 37 PTAs to plan, manage small grants and

improve their schools through community support this training period, for a total of 47 to date.

Distribution of Vitamin A Tablets: In an attempt to improve the health of students in beneficiary schools in communities, the project has successfully distributed 6,109 Vitamin A tablets. This brings the total Vitamin A distribution to 7,659 tablets.

Small Grants and Community Participation: Training provided to teachers, community health workers, head teachers and PTA members has raised much community interest in the HEAR Sudan project. This interest has been heightened by the commencement of the Small Grants Program in all three centers. This program allows for the practical application of some of the theories espoused in the training programs and provides an opportunity for communities to be actively involved in creating safe and healthy learning environments for their children. In the second year of project implementation, ten small grants were awarded to PTAs across the three areas and five projects were completed.

Instructional and training materials: A total of about 20,000 resource materials and training guides have been obtained by the project. 11,500 of these materials are books donated by Brothers Brothers Foundation in the US and shipped by Creative Learning to Sudan. The remaining about 8,500 training materials are those developed by the HEAR Sudan project and printed as well as those materials reproduced by the project from the Sudan Basic Education Program work.

Summary of accomplishments: The following reflects the summary of HEAR Sudan's accomplishments over the last year:

Deliverables	Achievements Year 1	Targets Year 2	Achievements Year 2	% of Achievement of Year 2 targets	Project LOP Targets as Revised
Number of schools supported by the project	10	40	60	150%	120
Number of teachers trained, improving teaching quality	79	180	324	180%	898
Number of school aged students entering and being retained in primary education system	3,583	3,000	18,759	625%	43,859
Number of Parent Teacher Associations strengthened and training provided	10	40	37	93%	123
Number of school administrators and head teachers trained	0	90	84	93%	292
Number of students covered by Vitamin A program	1,550	4000	6,109	153%	14,117
Number of long-lasting insecticide treated bed nets per student in each household	0	3,500	0	0%	10,000
Number of communities/ locations involved in strengthening school and	20	80	158	198%	458

health services					
Number of Community Health Workers recruited / trained for school linkages	0	140	205	146%	485
Number of community development projects completed	0	15	5	33%	40

Challenges Encountered

Working in the Three Areas has several challenges. With insecurity being the main challenge, lack of local staff to support program implementation and erratic transportation and communication systems have made project implementation difficult over the past year. In order to improve staffing for project implementation, Creative has made significant efforts to hire regional experts and engage Sudanese from other locations. It has also increased its project support from the Home Office and the East Africa Regional Office. To improve project coordination in the Three Areas and respond to the security situation in Abyei, the project hub office has been moved to Rumbek, in Lakes State. The project procured a vehicle for Kauda and plans to get one for Kurmuk to improve transportation. All locations are equipped with Satellite phones and VSATs for better communication. Plans are also underway to decide how HEAR Sudan can best re-engage in the Abyei/Agok area. While recognizing these areas are politically fragile, the fact that all the Directors have shown interest and support for the project bodes well for future implementation. Additionally, a successful proposal was submitted to and approved by USAID to modify the project's scope of work based on experience gained over the past year, and to extend the project until 2011 with additional funding. The modifications (approved on September 30, 2008) will enter into effect as of October 1, 2008.

Plans for Year 3

The main plans for the coming year are to put into practice the approved modifications, develop concrete plans for re-engagement in the Abyei/Agok area, extend school clusters to more remote areas in Kauda and Kurmuk, increase the resource materials at the ERCs, and further consolidate the small grants program. As the project moves into clusters that are more remote from the main centers, new challenges and opportunities will arise. Staff morale is high and this level and momentum needs to be maintained. Management needs to remain cognizant and proactive in responding to staff needs, all of whom are working in very testing conditions. Overall, as we think back on the events of the past year, there is good cause to appreciate what the project has achieved despite several obstacles, and to look forward to the coming year with optimism and enthusiasm.

Annual Report
Health, Education and Reconciliation Sudan Project
EDH-1-00-05-00026-01
(October 2007 – September 30, 2008)

II. Introduction

a) Background

HEAR Sudan is an initiative of the U.S. Agency for International Development under the Basic Education/Linkages to Education and Health Initiative, known as ABE-LINK. It links community members, state and local authorities, educators and health workers in their efforts to establish sustainable access to quality education and health services.

HEAR Sudan serves the people of the Three Areas of Sudan: Abyei, Southern Kordofan and Blue Nile. The three program components: building capacity, learn and act, and community support link teacher training and student learning to critical reconstruction, reconciliation and development needs in the project's target communities. In focusing on teacher and health worker training at the school level, HEAR Sudan develops resource materials and community-based projects that reinforce student learning, engage service providers in delivering effective health and hygiene messages to community members, and rehabilitating safe schools and health clinics.

b) Objective

The objective of the HEAR Sudan Project is to provide access to and raise the quality of primary school education and health services for school-aged children. This major objective is divided into three sub-objectives including: 1) promoting education, 2) promoting health and 3) strengthening school governance through community groups. The project has designed activities that collectively “increase the access of healthy girls and boys to quality education through community support and action.”

c) Program Components

The Creative Team's approach integrates activities under three program components:

- Building the capacity of complementary education and health stakeholders (local authorities, educators, teachers, health workers, and community members) to plan, implement and monitor education and health services for future sustainability;
- Translating capacity building into action by developing “learn and act” resource materials and community-based projects that reinforce student learning, engage

- service deliverers in delivering effective health and hygiene messages to community members, and restoring safe schools and health clinics; and
- Strengthening community support for school governance and outreach through conflict avoidance and resolution strategies.

d) Major Activities

Over the life of the project, the Creative consortium plans to implement the following major activities:

- Establish 3 Education Resources Centers: one in each of the 3 target areas
- Design, conduct and manage teacher training activities in 120 selected schools
- Train 898 teachers
- Implement Education Technology Support program to the three ERCs
- Design and conduct community health training to 485 volunteers
- Train selected members of 123 Parents Teachers Associations (PTAs)
- Train 292 Head Teachers and School Administrators of 120 HEAR Sudan supported schools
- Distribute insecticide-treated bed nets and Vitamin A tablets to 10,000-15,000 students
- Support PTAs and health facilities with small grants to implement community development projects
- Provide learning resources to schools

These activities link teacher training and student learning to critical reconstruction, reconciliation and development needs in the project's target communities. In focusing on teacher and health worker training at the school level, HEAR Sudan develops resource materials and community-based projects that reinforce student learning, engages service providers in delivering effective health and hygiene messages to community members, and helps rehabilitate schools.

Stakeholders including teachers, school administrators, local authorities and PTAs receive training to improve their knowledge and skills for practical application and delivery of community projects.

III. Performance over the past one year

During the first year of implementation, numerous design ideas were discussed and project features have been developed in light of changing events in the Three Areas. Over this reporting period, these design ideas have been consolidated to form an operational guide for project implementation. While the project's objectives remain the same, new approaches and timelines have emerged as a result of these ongoing discussions and events on the ground. During the past year, the HEAR Sudan activities have continued to

be implemented around the two organizing principles: 5-months cycle and long-term interventions and the project staff ensured that all interventions support the three components of the project mentioned above: Capacity, Building, Learn and Act and Community Support for peace building and service delivery.

This annual report is organized mainly around the three project components, each having sub-topics of its own followed by a reflection on cross-cutting issues including Monitoring and Evaluation and project management.

IV. Project activities and achievements

Component 1. Capacity Building: Improved skills of teachers, health workers and other stakeholders

Component 1 aims to build the capacity of complementary education and health stakeholders (state and local authorities, educators, community health workers, and community members) to plan, implement and monitor education and health services for future sustainability. The purpose of this component is to build up a nucleus of skills, knowledge and good practice utilizing schools as the hub for developments. This is a people-centered component designed to capture the essential elements of healthy schools through teacher training and health worker training. An essential element in this component is to enhance the integration of skills and services.

A major aspect of this component is to establish and populate three Education Resource Centers (one in each Area), which form the hub of project activities. Training activities and community grants are coordinated and managed out of the ERCs. Additionally, the ERCs house learning resources and materials, low cost education technology materials for teachers, local authorities, and community members. Through the formation of clusters of schools (generally 10 schools per cluster), HEAR Sudan conducts a series of trainings, school monitoring visits, and refresher courses. School monitoring visits provide a good opportunity to gather data at the school level, assess teachers' application of the training content, and discuss areas for further assistance and improvement.

Refer to Annex 1 for a graphical representation of the HEAR Sudan Training and Development Cycle.

1. Education Resource Center (ERC) Development

Over the course of this year, considerable progress has been made on Education Resource Center development in all three Areas.

In Abyei, the Education Office provided space to HEAR Sudan for two office rooms and an ERC



*Health, Education, and Reconciliation Sudan Project (October 2005-2010)
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room within its own compound. HEAR Sudan installed a VSAT and generator for use by the project and the Education Office. The project renovated the ERC, office spaces, as well as a third office space for use by the Education Office. The ERC in Abyei was completed and about to be populated when the conflict in Abyei occurred in May 2008. This armed conflict resulted in the destruction of most of the town and caused all civilians to flee to Agok and surrounding areas. The HEAR Sudan ERC, as well as the other buildings in the Education Office and most of the structures in Abyei, were looted and all the contents taken or destroyed. The space has since been cleaned and plans are underway to rehabilitate it. The Education Office authority (Mr. Bulabek Deng) has indicated that it may be available for use by HEAR Sudan whenever the project is able to re-engage in Abyei.

In Kauda, HEAR Sudan reached an agreement with the Regional Education Office (REO) on space for the ERC and offices. The project was given the use of an office space, a suitable location for the ERC, a training hall and two huts for staff accommodation. HEAR Sudan has completed the rehabilitation of the ERC, which is now fully operational. The area has been fenced, signage is in place, and a VSAT and generator have been installed to provide electricity and connectivity to the site. The ERC has since been extensively used, with the REO also holding two trainings in the facilities. Three desktop computers have also been delivered and installed in the ERCs.



Kauda HEAR compound with ERC and offices.



Kurmuk HEAR compound with ERC and offices in construction.

In Kurmuk, unlike in Abyei and Kauda, there was no pre-existing structure that could be rehabilitated for the ERC and a new building had to be constructed. The original site chosen in conjunction with the local authorities was later determined to be unacceptable, as it was being subjected to a considerable degree property damage and vandalism. A new site was agreed upon, and a contractor began construction in July.

This building is now nearing completion, and will include an office, a store, and a training room. Latrines will also be constructed in the compound and the entire area will be fenced and a security guard put in place. The allocation of new land by the Commissioner and the construction of the ERC in such a short period of time, despite the onset of the rainy season, has really been an impressive achievement in Kurmuk.

Once finished, the ERCs will include VSATs, at least three desktop computers, books and other reference materials in appropriate storage units. In the longer term, apart from being a good venue for conducting trainings, the ERCs will host digital libraries and offer a range of resources for teachers, administrators, health workers and trainers.

2. Teacher Training

This year, offices in all Three Areas were set up and operational and training activities went into full swing. The teacher training activities conducted this year have been based on a 5-month cycle consisting of an initial 5-day training, followed by school visits, two days of refresher courses,

Location	Teachers Trained in Year 2		
	Female	Male	Total
Abyei	24	123	147
Kauda	11	73	84
Kurmuk	38	55	93
Total	73	251	324

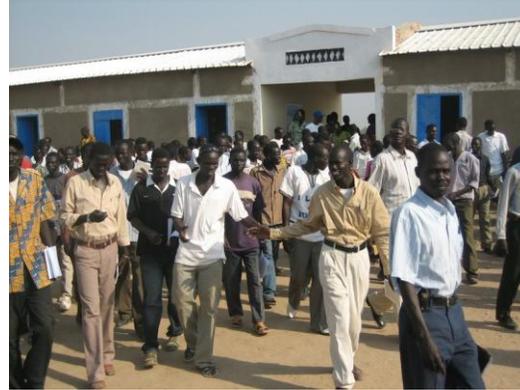
additional school visits, and two more days of refresher courses. This training model has been further enhanced by the development and use of HEAR Sudan manuals and posters and specific training sessions on learner-centered teaching methodologies relating specifically to healthy school practices.

This year, 324 teachers (251 males and 73 females) were trained across the Three Areas, with a total of 403 teachers (316 males and 87 females) trained to date.

In Abyei, the full training program (consisting of the 5-day training, school visits and Refresher Courses 1 and 2) was conducted for Clusters 1 and 2. In March, a month-long intensive teacher training program was held in collaboration with the Abyei Area Education Office and other education implementing agencies. The training was held for all the teachers in the area, which considerably increased the number of teachers trained by HEAR Sudan in Abyei. All Cluster 3 teachers were trained on the content of the 5-day training. Unfortunately, the ensuing conflict prevented the project from conducting any further training activities in the Abyei area.



Speech by a participant at the combined teacher training program at the MulMul primary school in Abyei in March 2008.



Participants leaving at the end of a successful day of training at the MulMul primary school in Abyei, March 2008.

In Kauda, Clusters 1, 2, and 3 teachers received the full training program this past year. Additionally, in July, the ERC Manager and Health Coordinator designed a program for pre-service teachers in the Kauda Teacher Training Centre, which is supported by Nowergian Church Aid (NCA). Participants were trained in the ‘Health Promoting School’ and the topics delivered included a blend of useful content adopted from the ‘Fresh Model’ in the 5-day

HEAR Sudan Teacher Training and some topics from the Refresher Courses. The training was conducted in response to the interest shown by the community and the teacher training center. Since it was an additional activity conducted to add value to the project, these figures were not counted towards the target figure for teachers trained.



HEAR IRI Coordinator conducting a training session in Kauda for Cluster 2 teachers.

In Kurmuk, Cluster 1 teachers received the full training program, and efforts are ongoing to select the Cluster 2 schools. Activities in Kurmuk were somewhat hampered by the census process, but staff have made admirable efforts to continue activities to the extent possible despite the constraints. In an effort to enhance community involvement, HEAR Sudan has been involving community leaders in organizing the project’s training and development programs.



A Refresher Course training in session in the Kurmuk Mixed primary school.

3. School Visits

Regular school visits are undertaken by HEAR Sudan staff to advise and assess activities related to the HEAR Sudan training sessions. As the initial clusters in all Three Areas were geographically close to the main centers of Abyei, Kauda and Kurmuk, these visits have been relatively easy to conduct, despite the lack of vehicles in Kauda and Kurmuk. As the project progresses into further clusters in both Kurmuk and Kauda, the distance will make it more difficult to carry out such visits. Improved transportation will go some way to alleviate this problem; a recently procured vehicle is currently on route to Kauda and the project is hoping to procure another vehicle for Kurmuk in the coming quarter. The coming year must see the completion of transport requirements in all three centers.

4. Community Health Workers Training (CHW)

HEAR Sudan recruits and trains certain community members to be community health workers, whose role is to link the schools and the community and disseminate health messages. Community health workers are trained by HEAR Sudan in basic health dissemination in schools and communities and are also included in health sessions during teacher trainings. Through the CHWs, community members are provided with clear and simple information on preventing and treating common health problems in their own homes. CHWs also attend monthly meetings with the HEAR Sudan Health Coordinator to share their experiences in the field, discuss problems encountered and examine the way forward on project activities. CHWs also assist HEAR Sudan staff with the distribution of Vitamin A and deworming drugs and give teachers guidance on teaching children and adults in their communities about issues related to basic health, cleanliness and nutrition.

This year, 205 community health workers were trained. Despite the CHW position being voluntary, there has always been strong support from communities and elders for CHW training. This year, CHWs reported that some of their main areas of focus were to teach people about hand washing, the importance of using latrines, and ways to prevent malaria, which is rampant during the rainy season.

Location	CHWs trained in Year 2		
	Female	Male	Total
Abyei	44	42	86
Kauda	31	55	86
Kurmuk	7	26	33
Total	82	123	205



HEAR Health Coordinator conducting a hygiene lesson during a visit to the Kolo primary school in Kauda.

Component 2. Learn and Act: Applying Capacity

Component 2 provides opportunities for the practical realization of selected aspects of HEAR Sudan’s central themes and practices. It is designed to add value for schools and communities, translating capacity building into action by developing “learn and act” resource materials and community-based projects that reinforce student learning, engage service providers in delivering effective health and hygiene messages to community members, and restore safe schools. This component also includes the distribution of Vitamin A supplements and long lasting insecticide-treated bed nets (LLITNs) to households in the communities served by the project.

1. Materials development and distribution

A variety of materials and learning resources have been developed by the project this year and used in trainings. These, as well as other learning materials, were also reprinted in larger numbers for distribution to ERCs and schools. In addition to the 5-day teacher training manual developed last year, materials were developed this year for Refresher Courses 1 and 2, on the following topics:

- Refresher Course 1: Teaching about Vitamin A and hygiene; Service learning and school open days; Peace building
- Refresher Course 2: Planning for skills-based instruction on trachoma and HIV/AIDS; Developing teaching and learning aids using local resource

A Teacher’s Health Booklet was also produced by JSI and posters on health education were reprinted for display in classrooms. Additionally, manuals on English language instruction for teachers, school governance, and classroom management and administration developed by the Sudan Basic Education Project were also reprinted, and over 8,000 manuals are currently on route to project sites.

HEAR Sudan also procured a significant numbers of donated books from Brothers’ Brother Foundation, a US-based charity. Approximately 11,500 books (including English, math, science, and art textbooks as well as supplementary reading materials) have arrived in Sudan and are on route to project sites, where they will be distributed to the ERCs and schools, after discussion with the Education Authorities in each Area. Over the course of the project, additional resource materials will be supplied to the ERCs, in order for teachers and administrators to have a well-stocked resource site. Apart from printed materials, HEAR Sudan has also supplied desktop computers to each ERC. As noted above, these computers have already been established in the Kauda ERC and will be installed in the Kurmuk ERC upon completion.

2. Small Grants Program (SGP)

The overall purpose of the Small Grants Program (SGP) is to support and encourage communities to engage in school development activities. This component is primarily run through grants to Parent Teacher’s Associations (PTAs). PTAs submit proposals for school development projects, which are evaluated by a committee consisting of the

HEAR Sudan team and Education Authorities. Feasible projects are identified and the budgets are estimated. A grants manual was developed by HEAR Sudan to guide this process, and includes proposal and grant agreement templates, guidelines for monitoring implementation, timelines for the work, quality assurance criteria and reporting requirements for the grantee. Grants have generally been in the range of up to \$2,000. In some cases where the request exceeds HEAR Sudan's resources, HEAR Sudan has encouraged grantees to link up with other agencies whenever possible. For instance, in Kurmuk, HEAR Sudan collaborated with Mercy Corps in the construction of a school fence and gate for the Kurmuk Model School. HEAR Sudan also signed an MOU with the World Food Program (WFP), who agreed to provide PTA members with food for work to encourage their participation in the construction of school kitchens.

Aside from the practical implementation of these projects, one of the main goals of this program is to instill a sense of ownership of their schools in community members and encourage peace building through participatory activities. Indeed, the program depends on school management organizations such as PTAs to develop appropriate proposals collaboratively and be actively involved in the implementation of the projects.

The SGP has in many cases enhanced the spirit of school ownership as the PTAs have been involved in the process from start to finish, from prioritizing their proposal, monitoring progress and eventually overseeing the handover of the final product. This has worked particularly well in Kauda, where the community has been very engaged in the process. In Abyei and Kurmuk, gaining the enthusiastic involvement of the community has posed more of a challenge. However – even in Kurmuk, the perseverance of the project has paid off as shown by the response of the community to the vandalism of a school gate that was constructed through the grants program (see below).

Examples of small grants include the following:

Abyei: One small grant was used to hold a School Open Day in Abyei Girls' Primary School in December 2007. Seven other grant proposals were approved in Abyei in March 2008 for various initiatives, including rehabilitating school gates and fences and providing clean drinking water to school children. Four of the seven approved proposals were granted funding of \$3,260 in April. The other three were not yet funded by the time of the conflict in Abyei in May. Unfortunately, the conflict prevented the implementation of these seven proposals.



Kauda: Five grants are currently in progress, for the construction of latrines in four schools and a school kitchen in one school. The latrines are being constructed to tried and tested specifications.

Boys' latrines completed through the Small Grants Program in the Kumo primary school in Kauda.

Kurmuk: Four grants were awarded and completed. Two consisted of the construction of a school gate and fence in Kurmuk Model School in conjunction with Mercy Corps. Additionally, 2 school kitchens were constructed in conjunction with WFP in Comboni primary school and Kurmuk Model School. WFP provided food for work for the community members who were assisting with the construction of the kitchen. These grants have been good examples of successful inter-agency collaboration to consolidate resources and maximize efficiency.



Kurmuk Model School gate and fence, constructed through HEAR Small Grants Program, in collaboration with Mercy Corps.

Kurmuk Model School Gate Project:

In Kurmuk, PTAs came together with the HEAR Sudan project and Mercy Corps to construct a school fence and gate for the Kurmuk Model school through the small grants program. However, after the construction was finished, some military personnel decided to hold an event in the school compound without requesting permission from the head teacher. Since they could not enter the compound, they proceeded to break down the gate and portions of the school fence. The Head Teacher and PTA members were outraged and organized a meeting with parents and community members to discuss the issue. They protested vociferously to the police and the governor's office, condemning the action and demanding repayment and reconstruction. Their efforts paid off and they were successful in getting the responsible parties to acknowledge their fault and agreeing to repair the damaged school fence and gate. Given that these PTA members had initially been reluctant to participate in the construction of the gate, it is very encouraging to see how their involvement has given them such a feeling of pride in the product of their labor and in their school. Hopefully, this attitude will spread and encourage community engagement in social services and also foster an increased sense of mutual ownership and responsibility.

3. Vitamin A distribution and deworming drugs

This program has been very successful and HEAR Sudan is receiving reports of healthier children as a result of the conduct of the program. This year, 6,109 children have received treatment, with a total of 7,659 children to date. The treatment is supported by appropriate health messages and by the community health workers trained by the project. This program is being supported by WHO and UNICEF in the supply of vitamin A

tablets. Prior to administering the vitamin A, HEAR Sudan staff disseminated health education information to students, teachers, and parents on:

- what vitamin A is and the foods that contain vitamin A;
- why people need vitamin A; and
- how to protect children and mothers from vitamin A deficiency.

The project has also been distributing deworming drugs to children and teachers in schools. Even though it is not a contractual deliverable, HEAR Sudan health coordinators took into account the impact of intestinal worms on pupils' physical and cognitive development, and took the initiative to request deworming drugs from agencies such as WHO and GOAL. In addition to administering the drugs, health coordinators also disseminated health education information to students, teachers and

parents, focusing on:

- the purpose, importance, and advantages of deworming;
- how people become infected with intestinal worms;
- possible side-effects associated with deworming medication; and
- where to seek health services for other related illnesses.



Abyei Senior Health Coordinator giving a child a Vitamin A supplement in Louis Ngok primary school.



This year, the project has distributed 4,729 deworming drugs to beneficiaries, with a total of 6,502 drugs administered to date.

Children lining up to receive deworming drugs and Vitamin A tablets in Tura primary school near Kauda.

4. Long-Lasting Insecticide-Treated Bed Nets (LLITNs) distribution

The distribution of long-lasting insecticide-treated bed nets (LLITNs) is the only element of the project that has not been implemented. In April 2008, HEAR Sudan received approval from UNICEF to distribute 3,000 bed nets in the Abyei area. An advance quota of 1,000 LLITNs were received from UNICEF, but on the very day the distribution was

to take place, the armed conflict flared up. All staff were evacuated but unfortunately, the bed nets were lost. Another associated problem now being experienced is that the UNICEF Zonal offices in Kadugli (for Kauda) and Demazin (for Kurmuk) are being unresponsive to communications regarding LLITN distributions. An alternative approach is now being addressed through the USAID health section, in conjunction with the Government of Southern Sudan (GOSS) Ministry of Health (MoH). Preliminary indications suggest that the GOSS MoH may have access to LLITN supplies, and that HEAR Sudan may be able gain USAID support to work with GOSS on this initiative.

Other Innovative “Learn and Act” initiatives:



School health clubs in the Kurmuk town playground, demonstrating the importance of exercise

School-based health clubs: This year, the Kurmuk HEAR Sudan team worked with school children to form two school ‘health clubs,’ which promote hygiene, games, and sports within the school. The clubs conduct monthly performances in schools regarding exercise and hygiene and have successfully encouraged other children to participate. They have also fostered a sense of responsibility in the students, who work together to ensure that they have clean latrines and an uncluttered compound without first being instructed by their teachers. As a result, the children, together with their teachers, run sessions to clean up the school compound and create a safer and healthier learning environment. At the end of the day, the students even impart these basic health messages to their parents at home.

Component 3. Community Support – Strengthening Service Delivery and Peace Building

Component 3 involves strengthening community support for school governance and outreach through conflict avoidance and resolution strategies. The purpose of this component is to provide much needed support for school governance groups in their management and practices associated with school and related community development. An element of this includes the role of school governance groups in their association with

local communities, often in the role of a community arbiter. The skills and judgment required in this role are crucial to harmonizing and maintaining good relationships. Training of groups such as PTAs allows for cross-community dialogue and provides members with insights as to how other schools manage problems and constraints.



An all-women’s village-based health group in Hai Kenisa village near Kurmuk, listening to basic health messages by the HEAR Health Coordinator.

Village-based community meetings:

In Kurmuk in September, a total of 14 community meetings were held and 958 people were reached with health messages (132 men, 704 women, and 126 youth). These people were advised on the importance of forming groups in their villages, and for people to be directly involved in looking for solutions to their problems and finding their way out of poverty. As most of the participants in these meetings were women, this also provided a good forum in which to empower women to address problems such as female illiteracy, and to enhance their capacity to make their own decisions, and to take leadership roles and accelerate equal participation in the public sphere.

1. PTA Training

The purpose of the PTA training is to introduce PTA members to HEAR Sudan, show them how to form a PTA in a school, how to develop a school development plan, and how to monitor schools. This year, 37 PTA organizations have been strengthened, with a total of 47 reached to date.

Much of the interaction of HEAR Sudan with PTAs goes well beyond training, although the focus of the training provides a cross section of the areas in which HEAR Sudan works. Some of the broader activities that PTAs are involved in include the following:

- After receiving training, PTAs are involved in assessing and prioritizing needs in their schools, submitting proposals for the small grants program, and monitoring progress of the grants.

Location	PTAs strengthened in Year 2
Abyei	10
Kauda	18
Kurmuk	9
Total	47

- Some PTA members are actively involved in contributing labor to small grants activities
- PTAs are involved in encouraging teachers to promote healthy schools. In several cases, individual PTA members also undertake the CHW training and thus contribute in a dual role to promoting healthy schools.

2. Head Teacher and School Administrator Training

HEAR Sudan has also provided training for head teachers and school administrators. This training has to date taken place alongside the PTA training. In essence, this relates to promoting school administration as a community responsibility, promoting transparency and accountability and setting plans for school development through which the communities are informed. A total of 84 head teachers and school administrators (78 male and 6 female) have been trained this year.

Location	Head teachers and school administrators trained in Year 2		
	Female	Male	Total
Abyei	6	27	33
Kauda	0	43	43
Kurmuk		8	8
Total	6	78	84

V Cross-Cutting Activities

1. Monitoring and Evaluation (M&E)

With the recent addition of a Monitoring and Evaluation Coordinator (Mr. Cosmas Ayella) this cross-cutting function of M&E will assume a much more enhanced and structured approach. In addition, there will be an additional position at each center which will be focused on the small grants program and M&E at the area level, which will accelerate the processing of information and monitoring of the small grants. The M&E Coordinator will first visit each project site to evaluate field work approaches, problems and constraints, and then devise a data collection mechanism and develop further tools.

2. Project management

2.1. Office Relocation:

Following the Abyei conflict, the HEAR Sudan main office was relocated to Rumbek, which was deemed to be a preferable location as it is less insecure and is better situated logistically to connect to all three project sites and to Nairobi. Office space and accommodation for HEAR Sudan staff was negotiated and secured at Palmtree. The office is now equipped and fully operational and the COP, Finance and Grants Manager, and M&E Coordinator are already in residence. The situation in Abyei/Agok are being assessed by the HEAR Sudan COP and the project will soon determine how to best refocus its efforts and resources to these areas.

2.2. Staffing Changes:

There have been a number of staffing changes over the past year:

- The previous COP, Kwaja Yai Arop, was replaced temporarily by Sharon Wright, who served as interim COP until John T Boveington took over the position full-time in November 2007.
- After the Abyei armed conflict, some staff were unfortunately retrenched, while others were retained or relocated to other project locations. HEAR Sudan has maintained two previous Abyei staff - Ayom Lual Kweth (as Liaison Coordinator) and Faisal Arop Chol Kong (as Driver) - on a consultancy basis in Agok. These two consultants have ensured the safety of the HEAR Sudan vehicle, assisted with gathering information on the situation in the area, and will provide support for activities as HEAR Sudan re-engages in Abyei/Agok.
- Other staffing changes have included the filling of the Finance and Grants Manager (Paul Ssali) and the M&E Coordinator (Cosmas Ayella) in Rumbek. Candidates for the position of Senior Health Coordinator have been short listed and finalists are being considered.

2.3. Procurement:

The largest procurements this year have included the two project vehicles – one in Abyei/Agok and one for Kauda. Motorcycles were also procured for use in Kauda and Kurmuk, to facilitate movement to remote schools. VSATs, IT and office equipment and furniture were procured and set up in all three sites. Desktop computers were purchased and delivered to the ERCs in Kauda and Kurmuk. Unfortunately, during the Abyei conflict, all equipment in the Abyei office was looted. HEAR Sudan subsequently replaced equipment for staff who were relocated from the Abyei office, and also purchased equipment for the new Rumbek office and associated staff. Additionally, 20,000 resource materials, including the reprinted manuals from HEAR Sudan and SBEP and the donated books from Brother's Brother Foundation, were procured and are on route to project sites.

2.4. Security Issues:

The most important security incident to impact HEAR Sudan this year was the armed conflict in Abyei. Fortunately, no staff were injured and all staff on site were evacuated and relocated to a safer location. Some were retained or relocated while others were regrettably retrenched. The HEAR Sudan office was unfortunately destroyed, and photos taken by UN staff (which have been shared with USAID) demonstrate the extent of the destruction. Reports were submitted to USAID and the US Department of Commerce – Bureau of Industry and Security concerning equipment and documentation lost or damaged. A comprehensive list of documentation losses were also transmitted to USAID.

While HEAR Sudan has an overall Security Plan, and the Abyei conflict did not physically harm staff, HEAR Sudan has looked at lessons learned from the conflict and revisited its security plans. Some of the ways in which security plans are being improved include:

- development of an improved cross-checking of field staff locations at any time;
- improved communications through the provision of thurayas and radios to all staff;
- a more comprehensive system of back up of project information and records to the HEAR Sudan Rumbek office and Creative's EARO office;

In all project sites, staff information has been given to UNMIS. Staff also have radios that have been programmed by UNMIS and tuned to the NGO and UN frequencies. Additionally, in June, HEAR Sudan signed an LOU with UN Deputy Resident and Humanitarian Coordinator's Office (UNDRHC) for Southern Sudan in Juba in June 2008. While there is often an unwritten understanding that the UN will assist agencies during emergencies, this will formalize the relationship between HEAR Sudan and the UN to ensure that HEAR Sudan staff are under UN protection.

It should be noted that there have been recent reports that the region of Southern Kordofan is becoming more tense. This may impact our work in Kauda and the project is taking increased precautions to ensure that staff in Kauda are in regular communication with the UN and are linked into the UN's security plan.

2.5. Creative HQ Travel:

In December, Creative Project Director Tassew Zewdie and EMC Director Larry Lai accompanied 3 USAID delegates and 3 partner agencies on a monitoring visit of project sites. They held meetings with the Southern Sudan Relief and Rehabilitation Commission (SSRRC), NGOs and education authorities, and discussed ongoing activities and the potential expansion of USAID funded projects in Sudan. The HEAR Sudan project director also attended the HEAR Sudan project workshop in April 2008. During this year, Creative released one of their Technical Managers – Ms. Sandhya Badrinath – to assist with the management of field activities. She was based in Abyei from February-April while the COP traveled to Kauda and Kurmuk to speed up activities in those areas. She also served as Acting COP from May-July and again in September while the COP was on medical leave.

2. 6. USAID Meetings

Several meetings were held with USAID over the course of the year to discuss programmatic and management issues. Following the monitoring trip in December 2007, the USAID CTO also made a monitoring visit to Abyei in March, where he witnessed ongoing activities and met with HEAR Sudan staff to discuss HEAR Sudan's implementation of activities as well as the logistical challenges related to working in the

area. The CTO and USAID Education Team Leader also attended HEAR Sudan's project workshop in April to discuss project achievements during the first half of the year as well as project expansion and extension. The Project Director and Technical Manager represented HEAR Sudan at the USAID Africa Regional Education Workshop (AREW) in Addis Ababa in April. Additionally, the Project Director attended USAID partners meeting in Juba and the COPs meeting in Mombasa.

VI. Contract Modifications and Updates on deliverables

A proposal was submitted to USAID for a modified scope of work and an extension of the project until 2011. This modification was approved by USAID on September 30, 2008 and will come into effect as of October 1, 2008. The modification includes the following main changes.

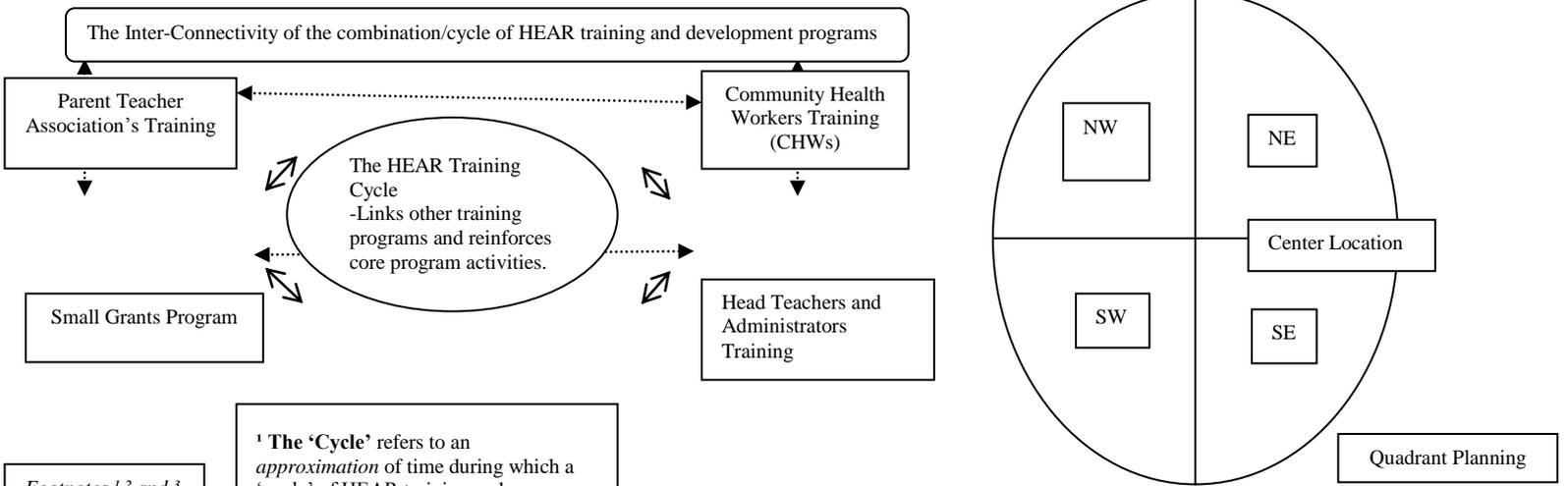
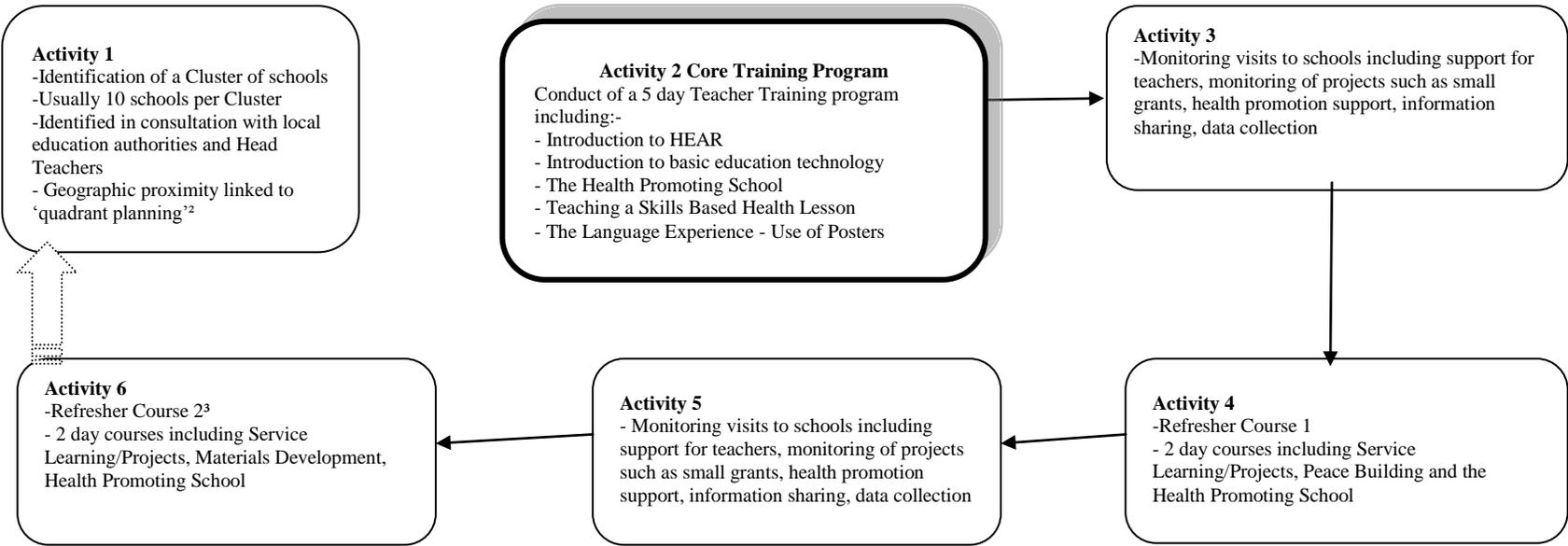
- **Staffing:** An additional position will be added at each center to focus on the M&E functions of the project and to coordinate the small grants activities. In conjunction with EDC, a new position will be set up at each ERC to focus on education technology and to serve as a resource for teachers and Education Office counterparts. JSI's health coordinators will also transition over to Creative Associates.
- **Subcontractors:**
 - **EDC:** EDC has been implementing the Interactive Radio Instruction (IRI) component of HEAR Sudan. In many areas, this duplicates the role of EDC's partner radio instruction program (SSIRI). Going forward, the IRI component will be removed from HEAR Sudan. EDC will shift all IRI staff to its SSIRI project and instead focus on education technology development in the ERCs under HEAR Sudan, thus enhancing the utilization of the equipment set up in the ERCs.
 - **JSI:** JSI will transition their staff to Creative. They will retain their technical advisory role in the project and provide technical assistance on the development of health related materials and assist with adding value to the health component of the project.
- **Activities:**
 - Activities in Kauda and Kurmuk will proceed along essentially the same lines, but will be strengthened as needed to deepen the impact of the program.
 - Following the October assessment of Abyei/Agok, HEAR Sudan will determine how it can best re-engage in education activities in that area and assist the communities affected by the conflict.
 - HEAR Sudan will develop six 'model schools' to demonstrate activities and good practices being promoted through the project. These schools will be rehabilitated with extra funding through the small grants program, and also be given additional resources and training, so that surrounding

schools can dovetail selected aspects of the model schools into their own schools.

TABLE 2: Revisions to deliverables to date

Deliverables	Original	Revised as per Mod #4	Revised as per Mod #5
Number of schools supported by the project	180	90	120
Number of teachers trained, improving teaching quality	360	360	898
Number of school aged students entering and being retained in primary education system	9,000	9,000	43,859
Number of Parent Teacher Associations strengthened and training provided trained	180	90	123
Number of school administrators and head teachers trained	180	180	292
Number of students covered by Vitamin A program	8,100	8,100	14,117
Number of schools and Primary Health Care facilities with Boreholes and Latrines	45	45	45
Number of long-lasting insecticide treated bed nets per student in each household	9,000	9,000	10,000
Number of communities/ locations involved in strengthening school and health services	180	180	458
Number of Community Health Workers recruited / trained for school linkages	180 recruited, 360 trained	180 recruited, 360 trained	485
Number of community development projects completed	90	90	40

Health, Education and Reconciliation Sudan Project (HEAR Sudan) Training and Development Cycle1 Inter-Connectivity



Footnotes ^{1 2 and 3}

¹ The 'Cycle' refers to an approximation of time during which a 'cycle' of HEAR training and development programs are completed. Generally 6-7 months per 'cycle'

²'Quadrant Planning' refers to the location of schools and clusters in relation to the Education Resource Center. Typically clusters can be referred to as being NE, NW, SE or SW from the Center. As the project expands cluster locations will consolidate and form a project demographic.

³ An additional Refresher Course is to be undertaken in each cluster at approximately 6-7 months after completion of the initial cycle.

HEAR Flow Chart – The HEAR Training and Development Cycle. Drafted by John T Boveington CoP HEAR Oct '08

The HEAR Project is a USAID-funded project combining education, health, governance and reconciliation. Creative Associates International, Inc. (Creative) is the prime contractor, with Education Development Center (EDC) and John Snow, Inc (JSI) serving as international subcontracting partners.

The HEAR project was initiated by USAID to respond to the agency objective of investing in people under the program area of education and health. The objective of the HEAR Project is to provide access to and raise the quality of primary school education and health services for school-aged children in geographically defined locations within Sudan's Three Areas: Abyei, Southern Kordofan, and Blue Nile.

The overall objectives of HEAR Sudan are: 1) promoting education, 2) promoting health and 3) strengthening school governance through community groups. The project will design activities that collectively "increase the access of healthy girls and boys to quality education through community support and action."

