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# Room to Learn South Sudan

## FY 2015 QUARTER 2 PROGRESS REPORT

*(1 JANUARY – 31 MARCH 2015)*

Award No: AID-668-A-13-00002

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The authors' views expressed in this report do not necessarily reflect the views of the United States Agency for International Development or the United States Government

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## Acronyms and Abbreviations

|         |                                                             |
|---------|-------------------------------------------------------------|
| AES     | Alternative Education System                                |
| ALP     | Accelerated Learning Program                                |
| AOR     | Agreement Officer's Representative                          |
| BRIDGE  | Building Responsibility for Delivery of Government Services |
| CAA     | Community Asset Appraisal                                   |
| CES     | Central Equatoria State                                     |
| CGS     | Community Girls Schools                                     |
| DAP     | Digital Audio Player                                        |
| DFID    | (United Kingdom's) Department for International Development |
| DRR     | Disaster Risk Reduction                                     |
| EES     | Eastern Equatoria State                                     |
| EMIS    | Education Management Information System                     |
| FHI 360 | Family Health International                                 |
| GESS    | Girls' Education South Sudan                                |
| GOSS    | Government of South Sudan                                   |
| GPE     | Global Partnership for Education                            |
| HR      | Human Resources                                             |
| IMED    | Improved Management of Education Delivery                   |
| IVR     | Interactive Voice Response                                  |
| M&E     | Monitoring and Evaluation                                   |
| MNO     | Mobile Network Operator                                     |
| MoEST   | Ministry of Education, Science and Technology               |
| MOU     | Memorandum of Understanding                                 |
| NGO     | Non-Governmental Organization                               |
| OAA     | Office of Acquisition & Assistance                          |
| PEP     | Pastoralist Education Program                               |
| Plan    | Plan International USA                                      |
| PTA     | Parent Teacher Association                                  |
| RFA     | Requests for Application                                    |
| RtL     | Room to Learn South Sudan project                           |
| SIM     | 'Subscriber Identity Module' card                           |
| SDP     | School Development Plan                                     |
| SIL     | Summer Institute of Linguistics                             |
| SMoE    | State Ministry of Education                                 |
| SMS     | Short message service                                       |
| SoW     | Scope of Work                                               |
| SSI     | Safer Schools Index                                         |
| SSSAMS  | South Sudan Students Attendance Monitoring System           |
| SSTEP   | South Sudan Teacher Education Program                       |
| TOR     | Terms of Reference                                          |
| UI      | User Interface                                              |
| USAID   | United States Agency for International Development          |
| WBeG    | Western Bahr el Ghazal State                                |
| YTTC    | Yei Teacher Training College                                |

## **I. ROOM TO LEARN SOUTH SUDAN EXECUTIVE SUMMARY**

### **• Qualitative Impact**

Room to Learn South Sudan (RtL) successfully conducted the pilot community entry and program roll out during the reporting period. RtL completed significant preparatory work and effective engagement of national, state and county education authorities in the pre-community entry and selection of schools in accordance with RtL's criteria. This was followed by mobilization of communities, through a focused process running over the course of four to five days in each community to ensure stakeholder buy-in and ownership of the program activities. RtL conducted a baseline survey in each community entered, interviewing head teachers, teachers, Parent Teacher Association (PTA) members and learners. The RtL county teams (consisting of a Community Mobilization Coordinator, an Education Quality and Social Inclusion Coordinator, and a Materials Planning Coordinator) then presented preliminary findings to the community to assist them in realizing their needs and prioritizing school improvements. A detailed analysis of the baseline data will feed into a decision-making process to determine the indicators that will be used in the Safer School Index (SSI). RtL county teams assisted the communities in identifying the priority needs and updating the existing School Development Plans (SDP). Project ideas were prepared for USAID's approval. USAID participated in the orientation of the county teams, and in the community entry process in Kapoeta South and Nimule. RtL's Project Director, the Juba based program teams, and representatives from FHI360, Plan International and Souktel's home offices also participated in the field trips.

Some shared themes and needs emerged in school communities that RtL staff reached during the quarter. Two of the commonly-cited needs were volunteer teachers and water facilities, which are lacking in many schools. School feeding was a priority in Kapoeta South, an area with food shortages.

Following the pilot phase, the RtL team met with USAID to share and discuss lessons learned. RtL discussed ways to further streamline the process and reduce the number of community consultation days so that participation can be kept at high levels while maintaining the quality of the work. In addition, as planning for Cohort 2 and 3 county teams got underway in the quarter, the RtL team identified seven new counties that will support expansion to six states in the coming quarter. Additional teams will be added in Yei, Wau/Bagari, and Magwi/Nimule (counties where RtL currently has teams working). RtL will also deploy staff in new sites: Terekeka, Kajo-Keji, and Juba (Muniki/Kator/Rejaf areas) in Central Equatoria State, Gogrial West in Warrap State, Yambio in Western Equatoria State, Aweil West in Northern Bahr el Ghazal State, and Jur River in Western Bahr el Ghazal State.

### **• Quantitative Impact**

During the quarter RtL reached 30 formal schools and six Accelerated Learning Programs (ALPs) within primary schools in the four counties where community entry began on February 23. A total of 11,644 learners (5,224 females and 6,420 males) were enrolled in these schools, with 520 pupils enrolled in ALPs. There were 2,295 students in five schools in Central Equatoria State, 6,028 students in 15 schools in Eastern Equatoria State and 3,321 students in 10 schools in Western Bahr el Ghazal State. RtL worked with a PTA at each of the 30 school communities.

- **Project Administration**

With community-based implementation well underway, and plans to rapidly expand the geographic footprint of the project, the RtL team in South Sudan reviewed project staffing and identified some additional positions needed. A joint field and home office top-to-bottom executive review in March confirmed many of the positions and steps needed for successful implementation in the fluid South Sudanese environment.

The RtL grants database was activated during the quarter, with data from school communities populating the database. The finance and grants departments reviewed the reports and agreed upon regular reconciliations of the data.

- **Subsequent Quarter's Work Plan**

RtL will continue to enter school communities with the six existing county teams. Recruitment for new county team members and enumerators is anticipated to be largely completed by mid-May when schools go on break so that the new staff can be trained and deployed in June as schools reopen. Simultaneously, new offices will be rented and furnished, and vehicles will be deployed to the new sites to support the county teams. RtL will also move offices in Juba to a larger, better configured space in the same area (walking distance to USAID's offices).

Work with the Ministry of Education, Science and Technology (MoEST) will continue, with a kick-off meeting of the Technical Task Force in April, and RtL's ongoing participation in relevant committees and Big Four (education project) meetings.

RtL will analyse data from the baseline data collection. RtL will convene a workshop related to the development of the Safer Schools Index in June.

Winrock's home office will provide extra support during the expansion period and will deploy staff to assist in procurement, human resources, and finance. Recruiting will ramp up for international and local staff positions.

## **II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT)**

**Community Pre-Entry Preparations** Following signing of Memoranda of Understanding (MOUs) between RtL and the State Ministries of Education (SMoE), the State Ministries provided RtL representatives with letters addressed to the County Education Departments. The letters introduced the RtL program, and instructed the County Education Departments to assist RtL in the selection of the schools included in Round I community entry by following the RtL selection criteria that was included in the introduction letter. The schools were then visited by the county teams and education officers. The team collected basic information from the school such as the GPS coordinates, the number of classes in grades P1-P8 (or less), the availability of Alternative Education Learning Centers, the availability of PTAs and School Development Plans (SDPs), and the number of learners, disaggregated by sex. The team also discussed the logistical aspects of the community entry process such as the venue of the community consultations, and the list of invitees. They also agreed with the school management on the participation of the learners in the baseline interviews.

**Pilot Phase of RtL Community Entry** The pilot community entry was conducted from February 23 to March 31, 2015. Thirty schools were reached by the RtL county team, six of which included ALP centers. The process started with a baseline assessment on Day 1, which included structured interviews with four categories of informants: the head teachers, teachers, PTA members and learners from P6, P7 and P8. The interviews were conducted in the local language by RtL enumerators. The enumerators analyzed the data collected. Preliminary findings were prepared and presented to the school communities during the priority needs identification process.

During Day 2 and Day 3, and through a participatory approach, the RtL county teams assisted school communities to identify the existing, in-house resources that might assist the community in the implementation of the school development projects. Participants were divided into discussion groups to identify and categorize the community assets. Categories included private businesses, environmental assets, institutional assets, and individual assets. The community then mapped the location of these assets. The mapping exercise stirred different reactions: in Kapoeta South, the mapping exercise assisted the communities to think about hidden costs such as transportation. In Nimule, the community was reluctant to draw boundaries due to the politically sensitive nature of the administrative situation in Nimule, while other areas found it easier to map the assets in relation to the location of the school.

Day 3 started with a group discussion to identify the notion of a 'Good School', followed by a presentation of the preliminary findings of the interviews. Realizing the current status of the school, and the definition of the 'Good School', the participants began to identify the major needs and actions that could assist the school to move towards having a 'Good School'. The needs were then translated into discrete projects. Also, the resources identified during Day 2 were used as matching community contributions in the implementation of the identified projects. The county teams made sure that expectations were well managed. The communities understood and accepted that RtL will only be able to assist projects within the allowed funding threshold and duration.

On Day 4, the county teams met with the Head Teacher and representatives from the PTA to work on the development of the top three projects that RtL will be able to support. By March 31, 38 ECEG Activity ideas were prepared for submission to USAID for approval during the next quarter.

**Prioritized school needs** Although the RtL demand-driven process is intended to respond to the different and diverse needs of the communities, several common trends and patterns emerged during the pilot process, some of which are area specific such as school feeding in Kapoeta South. Others



Group discussion by women group at River Bank Primary School during school development PTA Planning Process. Credit: Room to Learn South Sudan



Pupils wait for their science teacher before class in Rei Primary School, Nimule Central Equatorial State.  
Credit: Room to Learn South Sudan

emerged as common needs across all schools in the different states such as a need for volunteer teachers. Water emerged as a common denominator that connected safety aspects, relevance and wellbeing, health and hygiene, and emergency preparedness. It also highlighted a risk dimension in terms of competition over resources and school safety.

Lightening and storms were among the risks cited in some schools, and as a result some schools included provision and installation of lightening arrestors and planting of tree seedlings (to act as a wind break) as Disaster Risk Reduction (DRR) activities. The schools also indicated provision of First Aid Kits as a useful DRR measure.

Other schools noted the lack of games, sports equipment, and sports uniforms to take care of the psychosocial support activities of the school children. They suggested provision of these materials in order to meet the psychosocial needs of the students.

**Mobile Telephone Platform** Pursuant to the directive of USAID, Souktel halted software development activities pending approval of a long-term content strategy. During this reporting period, Souktel's US-based Director of Business Development, Maggie McDonough, conducted a short trip to Juba and Magwi to participate in discussions with key RtL staff in the technical teams to generate a content strategy, as well as to advise the in-country RtL team on roll-out options for the mobile service components described above. In collaboration with the Winrock team in the US and South Sudan, Souktel carried out a Year 2 needs assessment in order to gather feedback through three primary activities.

She accompanied other RtL team members to Magwi during community entry and conducted a series of consultations with local stakeholders, including teachers, head teachers, and PTA members to better understand mobile access and user habits during community entry. Of the surveyed participants in Magwi, all respondents who reported mobile access indicated that they used the phones primarily to make or receive voice calls and text messages. 100% of surveyed participants said they were comfortable in using voice and SMS features on a mobile phone. The head teachers were particularly enthusiastic about the prospect of using mobiles in the classroom; among other issues, they believed that mobile phones would provide a range of multi-media learning options and sources of new/refreshed content that otherwise would be inaccessible.

Souktel also had meetings with the major telecommunications companies operating in South Sudan (including Zain, MTN, and Vivacell) to review connectivity, pricing and partnering options, as a follow-up to Souktel's initial interactions with the networks in 2013. The interviewed mobile network operators indicated their willingness to support the RtL mobile service, in principle, by providing special billing

mechanisms (e.g. free-to-user messaging) and easy access to technical support. This is under the premise that the mobile services have an educational mission, are non-commercial, and are offered to a closed user group (rather than the public at large). As pursuing a toll-free option can be a lengthy process, RtL recommends offering program participants reimbursement for their use of mobile services, or credit incentives. The steps for obtaining a toll-free option (or “short code”) were explained by Mobile Network Operators, as follows:

- Obtain a letter from the Ministry of Education that clarifies the educational and not-for-profit purposes of the short code(s);
- Request the Ministry of Telecommunication to instruct the mobile network operators to provide a dedicated short code;
- Approach each of the mobile network operators with the specific request for a short code.

Once a plan is presented by RtL and approved by USAID (anticipated in the next quarter), Souktel will move forward with the proposed plan for starting a long code and eventually switching to a short code.

**Year II Work Plan and Consultation with MoEST** At the direction of the AOR, RtL submitted a 13-month work plan to USAID during the previous quarter on November 2014. USAID responded with queries in December 2014. On January 26, RtL submitted the revised version of the work plan, in response to USAID’s feedback.

To ensure buy-in from government and lay the foundation for effective collaboration, RtL staff met with the Ministry of Education, Science and Technology (MoEST) Undersecretary on March 10, 2015. The Project Director gave a presentation on the history of collaboration between the project and the ministry, and the findings from the pilot community entry that had started on February 23, 2015. The meeting was preceded by a number of meetings with different departments at the National Ministry that resulted in the approval of RtL activities including:

- The Scope of Work of the Pastoral Education Program (PEP) research study, which was approved by the Alternative Education Systems (AES) Directorate.
- The Scope of Work of the PEP scope and sequence which was approved by the AES Directorate and shared with USAID for approval.
- The Scope of Work for the recruitment and training of master trainers in collaboration with Yei Teacher Training College (Yei TTC) and Arapi Teacher Training Institute. The SOW, along with Intervention I master trainers’ guide and accompanying teacher packet material, and Instructional Material Package were approved Teacher Training Department
- The Scope of Work of the PTA training- Roles and Responsibilities was approved by the Directorate of General Education.

The meeting was an opportunity to boost the relations with the Ministry and to revive the establishment of the Technical Task Force Committee. It also provided USAID with assurance about the Ministry’s acceptance of and support for RtL’s activities. Following the meeting, Winrock received USAID’s approval of the Year 2 work plan on March 17, 2015.

**Establishment of RtL’s Technical Task Force** During this reporting period, RtL continued consultations and follow up with the Undersecretary and the Department of Development Partners at MoEST to

conduct the first Technical Task Force TOR review meeting. Due to the pressure the Ministry staff was under to complete the revision of the Education Policy and a number of other important policies, it was challenging to get all of the relevant Director Generals and Directors to attend. MoEST rescheduled the meeting for mid-April 2015.

### **Program Expansion (Cohort 2 and 3)**

In March the RtL team proceeded with the plans to expand from within the existing field offices (Cohort 2), as well as in new areas (Cohort 3). Delays caused by the rainy season and school breaks were factored into the planning. A selection criteria was slightly modified to include counties where there are a sufficient number of schools and school age children in order for RtL to meet its targets. Expansion plans include the addition of 17 county teams, 4 of which will be deployed in the existing offices (2 in Yei, one in Nimule and one in Wau). The rest will be deployed in Terekeka, Central Equatoria; Yambio,



Pupils of Kapoeta Mixed Primary School copying notes from the blackboard. Credit: Room to Learn South Sudan

Western Equatoria; Gogrial West, Warrap; Aweil West, Northern Bahr el Ghazal; Juba, Central Equatoria; Kajo-Keji, Central Equatoria; and Jur River; Western Bahr el Ghazal. Recruitment will start in early April 2015. The position of the County Team Lead will be added to each county team. The incumbent will be responsible for managing the day-to-day operations, coordinating with the authorities, maintaining an ongoing relationship with RtL's school communities, and following up on the implementation of the ECEGs and other program activities such as teacher training, and PTA training. The orientation of the new teams will be scheduled for the last week of May. RtL conducted rapid assessment trips to Terekeka, Western Equatoria State, Warrap, and Northern Bahr el Ghazal. Winrock signed MOUs with the SMOEs in the new areas. Arrangements for offices, vehicles, will proceed in early April.

In order to make a school accessible to RtL program staff, MoEST and USAID officials and other education stakeholders for validation and showcasing of RtL's work, it was proposed to select a school in Juba to serve as a Room to Learn 'Demonstration School'. However, during the quarter, the expansion plan for Cohort 3 opted to cover more than one school in Juba County where there is a concentration of out-of-school children as well as congested schools, in the payams of Munuki, Kator and Rajaf.

During this reporting period, RtL started meeting with other implementing NGOs in areas where RtL does not have immediate plans to establish a physical presence. This comes as part of the planning for the 'light foot print' activities in difficult to reach and volatile areas, in line with the desire to equitable services to a mix of citizens in compliance with the 'Do No Harm' principles.

**PTA Training on Roles and Responsibilities** Winrock International issued a Request for Applications (RFA) for eligible Non-Governmental Organizations (NGOs) engaged in PTA capacity development activities to submit applications that address provision of training on the PTAs roles and responsibilities, gender, and emergency preparedness. The estimated number of beneficiaries is 1,450 PTA executive members (five per school) and 16 Payam Supervisors. It is anticipated that no more than six awards will be signed as a result of the RFA process.

The RFA was sent to 11 NGOs legally registered in South Sudan on February 17, 2015 with the due date of Tuesday, March 17, 2015. However, the deadline was extended to April 3, 2015 to give enough time for the NGOs to complete their applications. The list of the NGOs who received the RFA includes;

- Windle Trust International (WTI)
- The Episcopal Church of South Sudan and Sudan (ECS)
- Peace Corps organization (PCO)
- Stromme Foundation
- Hope Agency for Relief and Rehabilitation (HARD)
- Across
- ADRA South Sudan
- Small and Medium Entrepreneurship Capacity Building Consult South Sudan (SMECOSS)
- Nile Hope
- Africa Educational Trust (AET)
- Universal Intervention & Development Organization (UNIDO)

The training activity plans were closely coordinated with the MoEST (see the Draft PTA Training Intervention #1 in the Annex 2, page 87). Following RtL's meeting with the Undersecretary, he wrote a letter to the Directorate of General Education requesting the nomination of three PTA trainers from the Ministry to work with RtL on the finalization of the training materials in compliance with the Education Act and the Draft School Governance Policy. A meeting was held on March 27 with the PTA trainers to discuss the planned TOR to include participation by the technical selection committee in monitoring activities. The TOR for the MOEST PTA trainers was finalized on March 31, 2015.

**Mango Tree** The Literature Review (deliverable 1) of existing materials, which may be used by the PEP programming, and the draft Scope and Sequence was completed in December 2014. Please refer to Attachment 3, in the literature review report (found in Annex 2 on page 118). Deliverable 2 is long distance support to the PEP Scope and Sequence workshop and a review of the final document produced. Originally it was anticipated that this work would be completed in February but given the length of time required for the approval process of the SIL scope and sequence workshop, a new timeframe for the deliverable needs was set for June 30, 2015.

Deliverable 3 is assistance with the literacy assessment. In October 2014 when it became clear that this work will be coordinated/integrated with GPE's assessment work, this activity was put on hold, pending guidance from USAID. RtL agreed to retain the activity as a placeholder in case future assistance is required. The date is currently extended to August 31, 2015.

**Literacy assessment tool design for national languages-** Montrose, an international development consultancy agency is working to deliver a range of predominantly education and health programs across Africa and Asia Pacific. Montrose was contracted in January 2015 by GPE to implement a program aimed at improving literacy and numeracy outcomes at primary level in the five states (Eastern Equatoria, Western Equatoria, Northern Bahr el Ghazal, Lakes and Warrap) where UNICEF is implementing a GPE program in collaboration with the MoEST. The project has four components:

- Conducting of EGRA/EGMA & lesson observations
- Development of a Literacy and Numeracy Strategy based on the findings from the EGMA/EGRA study. This strategy will establish learning standards and benchmarks for literacy and numeracy at each grade level through the foundation phase.
- Development of Literacy Training Materials for Primary 1–4 learners
- Teacher ‘training of trainers’ (ToT) workshop to enable the effective use of the elements designed above.

The original plan was to develop the EGRA/EGMA tool in three local languages: Dinka, Nuer and Zande. However, during the Technical Working Group meeting, the selection of languages was further debated. RtL is awaiting the outcome of further directions from MoEST on language selection and tools development.

**SIL PEP Scope and Sequence Workshop** The PEP scope and sequence, which will guide the use of existing, and potentially develop new supplementary materials and assist teachers in teaching learners literacy in a national language, is aligned with the development of the EGRA tool. The issuance of the SIL SoW has been put on hold until agreement will be reached on the national languages. SIL will analyze the three languages (Dinka, Bari and Toposa) and produce the documentation required to conduct the Scope and Sequence workshop.

**PEP Study/Forcier Consulting** RtL received USAID’s approval on the PEP study SOW. The award document will be submitted in April 2015 by FHI 360 to Winrock and USAID for review and approval. The SOW was approved by the AES department of MoEST in March 2015.

**ACROSS Literacy and Life Skills through DAPs** USAID approved the SOW submitted by ACROSS to implement the project in the cattle camps in Terekeka and Yei during the last quarter. During this quarter, meetings were held in Yei between RtL and ACROSS in February 2015 to discuss the way forward in terms of the preparation of the DAP contents in Toposa. Since ACROSS was busy with two other projects and a report, they requested more time to consult with their field teams and provide RtL with feedback.

**Eligibility Questionnaire for NGOs working on Community Mobilization and Education in Cattle Camps** On March 28, RtL announced the regular NGOs eligibility questionnaire to assist the project to get to know the other players on the ground, and help identify NGOs that have experience in providing education services and who are eligible for RtL funding. During this reporting period, RtL also announced an eligibility questionnaire to identify NGOs working in mobilizing communities and providing education services in cattle camps.

**Instructional Material Package Provision to RtL Schools** RtL aims to improve the quality of teaching, increase learning achievements, improve quality of teaching, and to increase reading outcomes. To achieve these objectives, RtL will provide an instructional materials package to RtL schools. The package consists of a 'pocket library' (see Annex 2, page 2) with PI-P3 supplementary reader books, portable blackboards to assist learning under the trees, chalk, flashboards, student chalk boards, lesson preparation books, basic stationary and tools to enhance teachers' skills in lesson preparation, creativity



Pupils from Rei Primary School in Nimule attend an English lesson in a classroom with no desks. Students sit on jerricans, stones or plastic chairs brought from the homes. *Credit: Room to Learn South Sudan*

and resourcefulness in making and using teacher made teaching learning aids. This activity will be followed by Intervention I training which will focus on enhancing the ability of teachers to prepare and teach literacy skills and use the RtL Pocket Library which contains supplementary readers. Furthermore, teachers will spend time making, using and practicing reading cards and other teaching learning aids from the materials and tools provided by RtL. This payam level training, will be conducted in collaboration with the MoEST, Yei Teacher Training College and Arapi Teacher Training Institute. RtL target schools will also benefit from regular one-on-one mentoring RtL support during the school year.

**Core Education Package proposal and budget drafted for USAID approval** In addition to producing a one-pager on the Core Education Package for information and use by the RtL staff, RtL completed a proposal for 30 Phase One primary schools to receive the Core Education Package. The instructional materials component includes the procurement and transportation of the above listed contents of the Core Education Package and the training of primary teachers to use these resources to benefit the target learners.

**Identify, recruit, and orient Master Trainers to conduct core education service training** RtL held several meetings with Yei TTC to discuss RtL's need to recruit and train master trainers to conduct the teacher trainings interventions I and 2 as part of the core education services provided by RtL. The SoW was shared with MoEST, which recommended the involvement of Arapi TTC. RtL agreed to involve three Core Educators from Arapi TTI to participate along with the Yei TTC Core Educators for the training of Master trainers. The Ministry has been contacted to select three three representatives to participate in the key activities of the RtL Intervention I. The SoW was approved by the Ministry in March 2015. RtL is in the process of finalizing the grant award document to be shared with USAID early next quarter.

**Arapi TTI visit** As part of the teacher training intervention activities, RtL visited Arapi TTI and met with Mr. Lino Girikpio, Principal and Mr. Patrick Were, Tutor and Acting Principal, to understand the current status of Arapi TTI and to discuss potential linkages to teacher training interventions. Arapi has

10 tutors (9 males; 1 female) and a recently appointed principal (arrived in February). They are recruiting three more South Sudanese tutors who are repatriating from Khartoum.

The enrollment is as follows: Form 1 - approximately 150 students and Form 2 - 62 students (50 male; 12 female). Each state is providing the names of 100 teachers to the MoEST, and 10 teachers from each State will be selected for enrollment at Arapi (this includes the Upper Nile Region). The presence of teachers from States with high levels of insecurity (and Nuer populations) presents RtL with an opportunity for a 'light footprint' for teacher training, e.g. train teachers in the literacy/instructional materials/classroom management interventions. The teacher trainees from Malakal have been brought down to the Juba-based TTI (Rumule) due to the insecurity in Upper Nile. Once this TTI gets up and functioning this is another potential pool of teachers to tap into for 'light footprint' interventions.

Many TTI trainees are not absorbed into the teaching force after graduation. It can take one to two years to get on the payroll. For this upcoming year's (2015) enrollment, the Ministry has instructed all States to put teacher trainees on their payrolls prior to the submission of names for TTI selection to ensure trainees will be employed. TTIs offer a two-year certificate. If trainees attend an additional year (total of three years), they receive a diploma.

The Arapi TTI was originally built in the 1980s by Norwegian Church Aid and moved to Juba during the war. It is the longest operating TTI in South Sudan and also considered to be the most developed. Classrooms are old and basic with chalkboards and desks but no other noticeable TLMs. There is a computer lab with 10 desktop computers and 10 laptops. There is no IT officer. A tutor with some IT skills provides assistance. The resource room is very limited. Many materials/references are out of date. Several boxes containing 80 teacher professional development resource books (from the South Sudan Teacher Education Program (SSTEP) container) were given to Arapi to help ramp up the resources available. The school has student dormitories that can accommodate up to 60 female trainees, a dining hall built last year, and housing for the tutors and principal. The campus is solar-powered (funded by the Stromme Foundation).

**Advocacy training Male Champions and Mother Groups** RtL aims to increase enrolment, and retention of school girls and disadvantaged children, and to promote their wellbeing for completion of their basic education. An important factor towards achieving this goal is to empower advocacy groups to sensitize and mobilize communities to support education projects and to mentor learners in school. Advocacy groups (of four females and two males) are formed by non-office bearers and members of the general assembly of the PTAs from each school. Their goal is to raise awareness of the barriers and



The head teacher of Natabu primary school in Wau, Western Bahr El Ghazal welcoming the community members to his school prior to the CAA. Credit: Room to Learn South Sudan

the solutions to education in the community and to provide basic guidance and mentoring to learners in RtL's states and counties.

In January 2015, the RtL team started working on the SOW for this activity which provides advocacy training on gender and social inclusion. The SOW also provides comfort kits (initially comprised of manufactured reusable sanitary pads, underwear, bars of soap and Vaseline petroleum jelly) to adolescent girls in school. To enhance sustainability, materials and training will be provided to advocacy groups and adolescent girls on how to make reusable sanitary pads from locally available fabric. Making the sanitary pads locally is especially important in areas where access to readymade sanitary pads is difficult. The SOW takes into consideration the cultural implications on the use of sanitary pads, and the approach of addressing the main concerns of producing them locally in the context of the different areas where the activity is to be implemented. To facilitate the process of transforming the way schools and community groups manage the supply chain for the sanitary pads, the project will explore the feasibility of engaging professionals or private sector companies within the selected RtL areas of operation to provide low-cost, local solutions to the challenges. The partnership will seek to develop private sector opportunities through supporting the development of related services and products (pads, shops, etc.) that can generate new small business enterprises to the youths and mother groups to promote the creation of the pads in schools using a market-based approach that will also facilitate job creation for youth and women groups. The SOW will be submitted to Winrock HQ for approval early next quarter.

**Teacher Training Intervention I-** With the conclusion of entry into Round I schools, the selection of Round 2 schools, and the program roll out/expansion plan, RtL will be able to put the training plan and identify the cluster of schools whose teachers will participate in the training. The actual training activities are scheduled to start immediately following the orientation of core educators and training of master trainers, before the end of May 2015, subject to USAID's approval.

**Drafting of the master trainer's guide and accompanying teacher packet-** The RtL Education Team completed a semi-final draft of the master trainer's Guide and accompanying teacher packet of reference cards that will be validated by MoEST in April. Please see Annex 2, page 28 and 84.

The training will cover:

- Day 1: Introduction to psychosocial support and gender-sensitive practices (currently being finalized by the Plan team and the Winrock gender specialist).
- Day 2: Introduction to literacy and language acquisition (overview of oral language, phonemic awareness, alphabetic principle, fluency, and comprehension). This also includes technique practice with oral language instruction (flash cards, songs, and read alouds).
- Day 3: Phonemic awareness, alphabetic principle, material creation, and lesson planning (with a break-out session for head teachers and mentor teachers on mentoring, including the RtL lesson observation checklist). First grade teachers create and present a short demonstration lesson with feedback from head teachers and mentor teachers.
- Day 4: Fluency, comprehension, and introduction to the Pocket Library. Second grade and third grade teachers create and present a short demonstration lesson with feedback from head teachers and mentor teachers. Break-out sessions with head teachers on materials storage and care.

- Day 5: Complete demonstration lessons. Review training topics and discuss remaining questions. Extend RtL practices to the National Curriculum. Head teachers discuss their implementation plans for RtL and present them to teachers.

The teacher packet will consist of laminated cards bound together and will include the following:

- Summary of how to use the Pocket Library
- Summary of basic principles of literacy instruction
- Sample lesson plans
- Sample assessments

Each teacher will receive a Teacher Packet for reference throughout the year. Plan International will finalize a 16-hour agenda for training on psychosocial support as part of teacher training. Plan International staff will train on the basics of psychosocial support and the code of conduct for South Sudan Teachers.

**Impact Evaluation** Discussions began between USAID, MSI, Winrock, and FHI360 about evaluation options for Room to Learn, including a possible impact evaluation. Given the many activities underway during the reporting and upcoming quarters, the USAID/South Sudan Education Director suggested tapping into the expertise of USAID/Washington experts as well as Winrock and FHI360 home office staff to consider evaluation options and the scope and feasibility of these options. The first meeting was scheduled for April.

- **Lessons Learned**

Many lessons were learned from the pilot community entry process. These include:

- 1) The need to revise the pre-entry process to make sure a copy of the School Development Plan (SDP) is received either from the school, or from the Girls' Education South Sudan (GESS) SSSAMS (South Sudan Students Attendance Monitoring System) website (if available), or from the GESS state anchors.
- 2) In multi-ethnic areas, consider providing translation in other than the dominant language, as part of the "do no harm" principles.
- 3) It would be more effective if the community process can be shortened. This will encourage more participation, and reduce the probability of overlap with activities of other partners who may be targeting the same groups.
- 4) The assets mapping process can be made easier and less politically sensitive in contested areas if it done based on the asset's relative distance from the school (and not highlighting boundaries, that may be in contention)
- 5) The process of community consultation will be better streamlined if the "school vision" and "identification of priority" sessions are conducted prior to the assets identification and mapping. This will keep the assets identification focused on those that contribute to the implementation of the school development projects.
- 6) The baseline interview questionnaires need to be revised based on evidence that some of them were not understood by the interviewees, particularly the students

- 7) Perceptions differ! What has a clear definition in one context can have a different definition in a different context. Example: Corporal punishment definition is different in the schools in rural areas. Caning a child is not considered part of the corporal punishment. It is a 'normal' practice.

In projects as complex as RtL, the management of county- and field-based teams made up of different awardees (FHI360 and Plan International) requires close coordination and supervision by the prime to ensure smooth operations and avoid gaps in the implementation process. For instance, managing the leave requests of the staff is important to avoid gaps during the community entry process. The fact that they come from different organizations with different human resource management systems and leave regulations makes it even more important to have a unified RtL staff leave tracker in place to ensure smooth field operations.

Winrock anticipates doing a significant amount of bulk procurement to fulfil the approved in-kind grants. Vendors are not in a position to provide a break-down of costs per grant, so Winrock's financial and grants teams will be closely collaborating to ensure that expenses recorded in the financial system accurately reflect costs attributable to each grant, and are in accordance with approved budgets. A strong grant tracking mechanism is needed to make sure that costs are accurately reported per grant so that by the end of the grant, any excess funds are returned to the grants pool. Winrock has adapted an OTI grant-tracking database to support this process and has established a protocol for regular reconciliations between the grants and finance departments.

In order to finalize a mobile strategy for RTL, Souktel's on-site consultation indicated the need to revisit the staffing structure which was originally conceived for the Souktel component. Souktel lacks an in-country team member to guide the mobile service component of RtL and to launch and scale up a comprehensive mobile strategy. Following a review of potential options, we recommend addressing the staffing issue through a combination of STTA and local staff support. In the short-term, Souktel will identify an expat consultant with excellent experience in "ICT4E" (ICT for Education) mobile content design. Souktel anticipates that this consultant would spend approximately 4 – 6 weeks in-country with the RtL team – ideally coinciding with the on-boarding of the new RtL Communications and Outreach Manager – to develop a comprehensive and detailed content plan. In parallel, Souktel will start looking for a part-time local hire that could be trained by the international consultant to serve as a fully integrated, on-site RtL team member.

### III. PROGRAM PROGRESS (QUANTITATIVE IMPACT)

By March 27, baseline data collection had been carried out in 30 primary schools and 6 ALP centers. The respondents included 30 primary school head teachers, 6 ALP center head teachers, 209 primary school teachers, 11 ALP teachers, 218 community members of PTA executive committees, 481 primary school students and 46 ALP learners. By quarter two, analysis from the 36 educational institutions indicates that a total of 11,130 primary school pupils (56.1% male and 4,890 females) were enrolled in the 30 primary schools reached. A total of 520 learners were enrolled in the 6 ALP centers.

The first phase of the community entry process took place in 30 school communities with 30 formal schools and six ALPs. Page 118 of Annex 2 lists the schools entered in the pilot community entry phase.



Pupils welcoming the baseline data collectors during the Pupil Selection Learners exercise in Kotome Primary School in Kapoeta South. *Credit: Room to Learn*

**Table 1: Performance Data Table**

| Standard Indicator                       | Number of learners enrolled in primary school and/or equivalent non-school-based settings with USG support |              |              |                 |
|------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------|--------------|-----------------|
| <b>Unit: Number of New Beneficiaries</b> | <b>Disaggregated by: Location Gender</b>                                                                   |              |              |                 |
|                                          | <b>Geographic Location</b>                                                                                 | <b>F</b>     | <b>M</b>     | <b>Subtotal</b> |
|                                          | Central Equatoria State                                                                                    | 1,063        | 1,232        | 2,295           |
|                                          | Western Equatoria State                                                                                    | 0            | 0            | 0               |
|                                          | Eastern Equatoria State                                                                                    | 2,782        | 3,246        | 6,028           |
|                                          | Western Bahr el Ghazal State                                                                               | 1,379        | 1,942        | 3,321           |
|                                          | Northern Bahr el Ghazal State                                                                              | 0            | 0            | 0               |
|                                          | Warrap State                                                                                               | 0            | 0            | 0               |
|                                          | Lakes State                                                                                                | 0            | 0            | 0               |
|                                          | Unity State                                                                                                | 0            | 0            | 0               |
|                                          | Upper Nile State                                                                                           | 0            | 0            | 0               |
|                                          | Jonglei State                                                                                              | 0            | 0            | 0               |
|                                          |                                                                                                            | <b>5,224</b> | <b>6,420</b> | <b>11,644</b>   |

In Y2 QII RtL collected baseline data from 30 primary schools and 6 ALP centers where a total of 11,644 learners were enrolled (55% male and 45% females). Of the 11,644 learners enrolled, 520 learners were ALP learners.

| Additional Criteria                      | Baseline |       | FY 2015 Target |        | Results Achieved FY 2015 |   | FY 2016 Target |        | FY 2017 Target |        | FY 2018 Target |        | Achieved to Date (Cumulative) |   | End of Project (Cumulative) |         |
|------------------------------------------|----------|-------|----------------|--------|--------------------------|---|----------------|--------|----------------|--------|----------------|--------|-------------------------------|---|-----------------------------|---------|
|                                          |          |       | Target         |        | Achieved                 |   | Target         |        | Target         |        | Target         |        | Achieved                      |   | Target                      |         |
|                                          | F        | M     | F              | M      | F                        | M | F              | M      | F              | M      | F              | M      | F                             | M | F                           | M       |
| Geographic Location I: Greater Equatoria | 3,845    | 4,478 | 48,884         | 76,782 |                          |   | 50,613         | 79,498 | 10,329         | 16,223 | 10,329         | 16,223 |                               |   | 120,155                     | 188,726 |

|                                               |       |       |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------------------------------|-------|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Geographic Location 2: Greater Bahr el Ghazal | 1,379 | 5,188 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Geographic Location 3: Greater Upper Nile     | 0     | 0     |  |  |  |  |  |  |  |  |  |  |  |  |  |

|                                           |                                                                                                                                                                              |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|-----------------|
| <b>Custom</b>                             | Number of USG supported school communities using school self appraisal, SSI and CAA to analyze supply and demand issues around access to quality education and school safety |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |
| <b>Unit: Number of school communities</b> | <b>Disaggregated by: Location Gender</b>                                                                                                                                     |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |
|                                           | <b>Geographic Location</b>                                                                                                                                                   |  |  |  |  |  |  |  |  |  |  |  |  |  | <b>Subtotal</b> |
|                                           | Central Equatoria State                                                                                                                                                      |  |  |  |  |  |  |  |  |  |  |  |  |  | 5               |
|                                           | Western Equatoria State                                                                                                                                                      |  |  |  |  |  |  |  |  |  |  |  |  |  | 0               |
|                                           | Eastern Equatoria State                                                                                                                                                      |  |  |  |  |  |  |  |  |  |  |  |  |  | 15              |
|                                           | Western Bahr el Ghazal State                                                                                                                                                 |  |  |  |  |  |  |  |  |  |  |  |  |  | 10              |
|                                           | Northern Bahr el Ghazal State                                                                                                                                                |  |  |  |  |  |  |  |  |  |  |  |  |  | 0               |
|                                           | Warrap State                                                                                                                                                                 |  |  |  |  |  |  |  |  |  |  |  |  |  | 0               |
|                                           | Lakes State                                                                                                                                                                  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0               |
|                                           | Unity State                                                                                                                                                                  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0               |
|                                           | Upper Nile State                                                                                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  | 0               |
|                                           | Jonglei State                                                                                                                                                                |  |  |  |  |  |  |  |  |  |  |  |  |  | 0               |
|                                           |                                                                                                                                                                              |  |  |  |  |  |  |  |  |  |  |  |  |  | 30              |

In Y2 QII RtL collected baseline data from 30 school communities and the preliminary findings on enrollment, physical safety and health school environment and surrounding, physically positive and friendly school learning environment, emergency preparedness and education quality

| Additional Criteria | Baseline | FY 2015 Target | Results Achieved FY 2015 | FY 2016 Target | FY 2017 Target | FY 2018 Target | Achieved to Date (Cumulative) | End of Project (Cumulative) |
|---------------------|----------|----------------|--------------------------|----------------|----------------|----------------|-------------------------------|-----------------------------|
|---------------------|----------|----------------|--------------------------|----------------|----------------|----------------|-------------------------------|-----------------------------|

|                                               |   | Target | Achieved | Target | Target | Target | Achieved | Target |
|-----------------------------------------------|---|--------|----------|--------|--------|--------|----------|--------|
|                                               |   | 116    | 30       | 213    |        | 290    |          | 619    |
| Geographic Location 1: Greater Equatoria      | 0 |        | 15       |        |        |        |          |        |
| Geographic Location 2: Greater Bahr el Ghazal | 0 |        | 10       |        |        |        |          |        |
| Geographic Location 3: Greater Upper Nile     | 0 |        | 0        |        |        |        |          |        |

| Standard                          | Number of PTA or similar school governance structure supported by USG |                 |
|-----------------------------------|-----------------------------------------------------------------------|-----------------|
| <b>Unit: Number of PTA bodies</b> | <b>Disaggregated by: Location</b>                                     |                 |
|                                   | <b>Geographic Location</b>                                            | <b>Subtotal</b> |
|                                   | Central Equatoria State                                               | 5               |
|                                   | Western Equatoria State                                               | 0               |
|                                   | Eastern Equatoria State                                               | 15              |
|                                   | Western Bahr el Ghazal State                                          | 10              |
|                                   | Northern Bahr el Ghazal State                                         | 0               |
|                                   | Warrap State                                                          | 0               |
|                                   | Lakes State                                                           | 0               |
|                                   | Unity State                                                           | 0               |
|                                   | Upper Nile State                                                      | 0               |
|                                   | Jonglei State                                                         | 0               |
|                                   | Total                                                                 | 30              |

In Y2 QII RtL county teams supported the PTA bodies in 30 primary schools and 6 ALP centers to develop their school development plans and activity idea templates that were submitted to RtL management for support.

| Additional Criteria                           | Baseline | FY 2015 Target | Results Achieved FY 2015 | FY 2016 Target | FY 2017 Target | FY 2018 Target | Achieved to Date (Cumulative) | End of Project (Cumulative) |
|-----------------------------------------------|----------|----------------|--------------------------|----------------|----------------|----------------|-------------------------------|-----------------------------|
|                                               |          | Target         | Achieved                 | Target         | Target         | Target         | Achieved                      | Target                      |
|                                               |          | 116            | 30                       | 213            |                | 290            |                               | 619                         |
| Geographic Location 1: Greater Equatoria      | 0        |                | 15                       |                |                |                |                               |                             |
| Geographic Location 2: Greater Bahr el Ghazal | 0        |                | 10                       |                |                |                |                               |                             |
| Geographic Location 3: Greater Upper Nile     | 0        |                | 0                        |                |                |                |                               |                             |

| Standard                                                      | Number of textbooks and other TLM provided with USG support |  |  |  |                 |
|---------------------------------------------------------------|-------------------------------------------------------------|--|--|--|-----------------|
| <b>Unit: Number of Textbooks and other Learning Materials</b> | <b>Disaggregated by: Location Gender</b>                    |  |  |  |                 |
|                                                               | <b>Geographic Location</b>                                  |  |  |  | <b>Subtotal</b> |
|                                                               | Central Equatoria State                                     |  |  |  | 0               |
|                                                               | Western Equatoria State                                     |  |  |  | 0               |
|                                                               | Eastern Equatoria State                                     |  |  |  | 80              |
|                                                               | Western Bahr el Ghazal State                                |  |  |  | 0               |
|                                                               | Northern Bahr el Ghazal State                               |  |  |  | 0               |
|                                                               | Warrap State                                                |  |  |  | 0               |
|                                                               | Lakes State                                                 |  |  |  | 0               |
|                                                               | Unity State                                                 |  |  |  | 0               |

|                  |  |  |  |    |
|------------------|--|--|--|----|
| Upper Nile State |  |  |  | 0  |
| Jonglei State    |  |  |  | 0  |
|                  |  |  |  | 80 |

RtL provided 80 professional textbooks to Arapi TTI in Y2 Quarter II

| Additional Criteria                           | Baseline | FY 2015 Target | Results Achieved FY 2015 | FY 2016 Target | FY 2017 Target | FY 2018 Target | Achieved to Date (Cumulative) | End of Project (Cumulative) |
|-----------------------------------------------|----------|----------------|--------------------------|----------------|----------------|----------------|-------------------------------|-----------------------------|
|                                               |          | Target         | Achieved                 | Target         | Target         | Target         | Achieved                      | Target                      |
|                                               |          | 167,675        | 80                       | 126,350        |                | 0              | 0                             | 294,025                     |
| Geographic Location 1: Greater Equatoria      | 0        |                | 80                       |                |                |                |                               |                             |
| Geographic Location 2: Greater Bahr el Ghazal | 0        |                | 0                        |                |                |                |                               |                             |
| Geographic Location 3: Greater Upper Nile     | 0        |                | 0                        |                |                |                |                               |                             |

#### IV. PERFORMANCE MONITORING

**IRB approval granted.** RtL submitted the baseline data collection tools, methodology and consent/assent forms to the FHI 360 Protection of Human Subjects Committee (Re: South Sudan Room to Learn Monitoring Study 661277-4) on February 2, 2015 as a requirement for any research on human subject within the social science context. The study was approved and the letter for approval by FHI 360 Protection of Human Subjects Committee was published as a Board Document on IRBNet (February 18, 2015). In addition, after submitting the requisite materials to the Republic South Sudan IRB #1: Medical and Behavioral (IRB 00008604), we received an email from Dr. Emmanuel Oryem Lino, Monitoring and Evaluation Department of the Ministry of Health, indicating that this Institutional Review Board only reviewed studies in the health area (February 16, 2015).

**Baseline data collection training conducted.** The RtL baseline study training took place on February 9 and 10, 2015 as part of a week-long training focused on various aspects of the community entry process. The trainees included six enumerators and 18 RtL county team members who are tasked with data collection. The participants were taken through an overview of the RtL baseline study, validation of data collection tools, data collection procedures, analysis and presentation of the findings during school development planning process, as well as ethical considerations during the baseline study. The enumerators and county team members received an explanation of the purpose, scope and approach of the RtL baseline study. In addition the participants were taken through the process identifying the study participants.

During the validation of data collection tools, the participants offered comments and suggestions for revising/refining some of the items in the draft interview protocols to be used with head teachers, teachers, PTA community members, and students. The purpose of the exercise was to provide contextual feedback that would help to improve the baseline study data collection tools.

The discussion on ethical consideration during baseline studies prepared the participants to apply ethical principles that guide the conduct of research that protects human subjects. Major topics covered under this theme included: integrity, confidentiality, consent forms, and the informed consent process to be undertaken prior to data collection.



Pupils from Two River Bank Primary School in Nimule attending a lesson in Primary Two classroom with very few desks. Credit: Room to Learn South Sudan

**Baseline data collection and analysis conducted.** RtL baseline data collection for the first set of primary schools and ALP centers commenced on February 23, 2015 and continued through the end of

the quarter in Yei County, Central Equatoria State; Magwi (including Nimule), and Kapoeta South Counties in Eastern Equatoria State and Wau (including Baggari) County in Western Bahr el Ghazal State. The phased community entry approach in each of the selected school communities started with baseline data collection. Data were collected from the primary school head teacher, the ALP head teachers, all primary school teachers, all ALP facilitators, and all community members of the PTA executive committee, four students each from primary grades 4 to 8 and from ALP levels 1 to 4.

The preliminary analysis and reporting to the community focused on the following areas:

(a) SSI (Safe School Index) Domain 1: Physically Safe & Healthy School/Learning Environment and Surroundings

- Percentage of learning space with permanent construction
- Percentage of latrines (within 50 meters) with adequate structures
- Percentage of latrines (within 50 meters) that are clean and maintained
- Female learners per toilet (Primary School)
- Water source is available within school compound or less than 200 meters from school compound
- Safety of school grounds
- Students' personal safety to and from school

(b) SSI Domain 2: Psychosocially Positive and Friendly School or Learning Environment

- Education program promotes learner well-being (feeling good about themselves)
- Education program promotes social cohesion (sense of unity among all learners)
- Teachers' use of corporal punishment on students

(c) SSI Domain 3: Emergency Preparedness

- Level of emergency preparedness

(d) Quality of Education

- Relevance of the education program (primary school)
- Student-teacher ratio (primary school)
- Textbook-student ratio (primary school)

(e) Access to Education

- Number of students in each grade (primary school)
- Gender parity (female/male student) of access
- Percentage of teachers who are female
- Out-of-school children/youth joining the school last year (2014)

By March 27, baseline data collection had been carried out in 30 primary schools and six Accelerated Learning Program (ALP) centers. The respondents included 30 primary school head teachers, 6 ALP center head teachers, 209 primary school teachers, 11 ALP teachers, 218 community members of PTA executive committees, 481 primary school students, and 46 ALP learners. By quarter two, analysis of data and information from the 38 educational institutions indicates that a total of 11,130 primary school pupils (56.1% male and 43.9% females) were enrolled in the 30 primary schools reached. For ALP, 520 learners were enrolled in 6 ALP centers.

## V. PROGRESS ON LINKS TO OTHER USAID PROGRAMS

***GPE and Montrose Consultancy Firm's Inception Report workshop participation.*** In early March, RtL attended the Montrose inception report presentation, also attended by USAID. The presentation summarized the "Inception Report" from Montrose International LLP to UNICEF South Sudan (24 February 2015). The Inception Report discussed Montrose's proposal for addressing a four-step process of helping develop early grade literacy and numeracy in South Sudan, including the development and piloting of both an EGRA and EGMA in three national languages (plus English), development of standards and benchmarks, development of literacy and numeracy kits, and development of training content and materials for teachers and implementation of a related trainer of trainers program (to be implemented in English).

Most of the questions and comments addressed the issue of how many and which languages should be selected. Montrose had proposed three national languages (Azande, Dinka, and Nuer) to be used in their efforts in five states (Eastern Equatoria, Lakes, Northern Bahr el Ghazal, Warrap, and Western Equatoria). After extensive discussion, it was decided that Azande and Dinka would definitely be included. Two options were left on the table from which to determine the third language for this GPE-funded initiative in Eastern Equatoria, namely Madi and Otuó.

RtL noted the three languages selected by GPE and Montrose do not include two languages (Toposa and Bari) which are widely used in RtL target schools and learning centers. While it might be possible for RtL to work in collaboration/coordination with Montrose to develop and implement the EGRA in Bari and Toposa, subsequent guidance from USAID was to allow the process of language selection to proceed with the MoEST. Also, it is important to note that RtL only focuses on literacy and does not have the EGMA component.

***Education Cluster teacher training meeting.*** RtL participated in the Education Cluster meeting to assess the current capacities and practices of teacher training undertaken by the different actors in South Sudan, and consider the potential in this area for emergency interventions. (The meeting was arranged under the auspices of UNICEF.)

***Teacher scoping study participation.*** In February, RtL participated in the meeting at the MSI compound that convened the Big 4 programs to meet the DFID-funded consultancy group conducting the teacher development and management scoping study. Each program provided the attending consultants with a summary of their activities in teacher development and management.

In a subsequent meeting, five members of RtL attended a meeting to hear draft results of the DFID scoping study, results from the GESS Teacher Needs Assessment Study Report, lessons learned from SSTEP, and War Child (Holland) experience in the Connect Teaching Project.

***The Quarterly Big 4 Meeting.*** The Big 4 meeting on March 19, 2015 at the EU compound. It was attended by representatives from the four education projects: GESS, GPE, RtL and IMED in addition to representatives from EMIS, USAID, UNICEF and DFID. The IMED Team Leader gave a presentation on lessons learned from a recent trip to Gambia, and briefed the participants on the number of policies that

will need to be reviewed. RtL's Project Director gave a presentation on the pilot community entry and UNICEF briefed the participants on the "Back to Learning" campaign. GESS presented the South Sudan Students Attendance Monitoring System and Altai Consulting presented the work on EMIS. Both data systems could be useful for RtL. In instances where a School Development Plan has been uploaded onto SSSAMS, RtL could access that information, though the clarity of the scans and the low percent of schools with uploaded scanned SDPs may limit utility. The value of EMIS for RtL will depend upon its continuation following the one-year contract that is currently in place to gather data for 2015.

## **VI. PROGRESS ON LINKS WITH GoSS AGENCIES**

**Meeting with the MOEST Undersecretary.** March 10, 2015. Please refer to the briefing under the "Key Achievements" section.

State Ministry of Education officials were very supportive of RtL and helped the county teams secure letters of introduction to County and Payam officials, who then made themselves available to join the RtL county teams during community entry. In Western Bahr el Ghazal, the Ministry of Education at the County level was able to assign an Inspector to move with both of the RtL teams as they visited the schools selected by the RtL project. The two County inspectors were also available during most of the sessions of the community entry process. In addition to the two County Inspectors, the SMOE also made two staff available during the Community entry process. These two staff are meant to provide direct updates to the Ministry on the activities of RtL.

**GPE Task Force TOR revision.** RtL attended the GPE technical task force revision in February 2015. The following resolutions were made:

- At the central MOEST level, the Big 4 programs have one Steering Committee and one Technical Committee. Whenever necessary ad hoc and or reference groups/sub-committees can be formed with specified TORs to undertake certain tasks on behalf of the Technical Committee. The Technical Committee will meet once a month.
- At the State level the Big 4 will also have one "Implementation Committee"
- County and Payam level: Each State has a mandate to form "Working Committees" one at the County level and the other at the Payam level.
- This arrangement is meant to ease coordination and save time spent by mostly the same Ministry of Education officials in Technical Committee meetings of different programs; to increase collaboration among the Big 4 programs; to promote synergy and leverage of resources; and to achieve better results.

### ***PEP and teacher training collaboration with AES Directorate and Quality and Innovation***

**Directorate** RtL has been expanding and formalizing MoEST involvement with teacher training plans. On March 3, three RtL representatives met with representatives from the MoEST Teacher Training Task Force, including the Director of Teacher Education. RtL shared a diagram of its overall teacher training structure, the Yei Scope of Work, and a tentative outline for the teacher training content. The Task Force requested that RtL incorporate government teacher training colleges into its overall plan as a way to capacity-build in the public sector. Specifically, a senior representative from curriculum requested that

RtL include three (3) nominated lecturers from the Arapi Teacher Training Institute as Core Educators, who would work alongside three (3) Yei Core Educators. RtL and the Ministry agreed that involvement from government teacher training colleges would expand in subsequent years.

**AES MoEST curriculum review participation** From March 23-27, RtL participated in a workshop to review the AES curriculum for the ALP and Community Girls' School. The workshop was organized by the MoEST in collaboration with GPE- a project working on the overall South Sudan Curriculum Review. The curriculum review workshop was facilitated by Curriculum Foundations, a UK-based Curriculum Foundation consultancy firm hired by GPE.

**PTA collaboration with Directorate of General Education** To enhance collaboration with the MoEST on school governance (PTA) capacity-building, three MoEST designated PTA representatives from the Directorate of General Education have been designated by the Under Secretary to work with the program. The three PTA trainers are: Omwomny Terensio Johnson, Sarafino Tisa Salvastore, and Deng Simon Mathiang.

Following the naming of the designated individuals, RtL held a meeting with the PTA trainers to discuss PTA training materials that will be used for the training. The following key agreements were reached:

- Review and update the existing materials (RtL and MoEST trainers), with the possibility of including issues not covered by the existing manuals.
- Add the teacher code of conduct, Minimum Standards for schools in South Sudan and relevant school-related policy documents as annexes.
- Write clear terms of reference for MoEST PTA trainers.
- The terms of reference have been prepared and submitted to the Director of Grants and the Project Director for review and finalization.
- Work in collaboration with the RtL Education Capacity Building Specialist to identify content and prepare training guidelines for PTA capacity building.

**Education in Emergency Cluster and Partners' Coordination.** RtL staff participated in the education cluster meeting organized by the State Ministry of Education (SMoE), Central Equatoria State on January 22, 2015. The meeting was aimed at reflecting on successes and challenges of 2014, while considering the objectives to be achieved in 2015. The issues discussed were: CES Education Cluster Emergency Response Plan; Education Cluster SRP Objectives; SRP Education Cluster Response Plan; Education Cluster 2015 External Priorities and UNICEF South Sudan Back to Learning initiative.

RtL staff in Eastern Equatoria participated in the partner's coordination meeting on February 19, 2015, organized by the Eastern Equatoria SMoE. The purpose of the coordination meeting was to find out what activities the education development partners accomplished within the month, challenges they faced during implementation, and upcoming activities. The RtL team presented RTL's community entry plan.

## **2.2 Coordinating with Government institutions and NGOs**

## **VII. PROGRESS ON USAID FORWARD**

No subawards to local NGOs were made during the quarter.

## **VIII. SUSTAINABILITY AND EXIT STRATEGY**

Souktel has continued to approach all local operators to understand the technical capabilities and support they could offer in hosting RtL's mobile-based services on their network, specifically under the umbrella of Corporate Social Responsibility. The mobile operator Zain still appears to offer the best potential for collaboration, as its team has been the most responsive, and has voiced the strongest interest in partnering.

## **IX. SUBSEQUENT QUARTER'S WORK PLAN**

Below are the anticipated activities for the quarter April-June, 2015

- Complete the recruitment of 17 additional county teams in cohort 2 and cohort 3 areas
- Conduct an internal evaluation workshop of the pilot community entry and exchange thoughts and lessons learned to further streamline and shorten the community entry process
- Orientation workshop for new staff
- Rent county offices and complete furnishing them
- Recruit Juba-based expatriate/TCN staff for the Deputy Project Director – Programs, the Deputy Project Director – Operations & Administration, Director of Education, Director of Procurement, and Communications and Outreach Manager
- Continue with the community entry process
- Submit ECEGI award documents to USAID for approval; subject to receiving the approval, proceed with the implementation
- Submit the instructional materials package award documents to USAID for approval; subject to approval, proceed with procurement; delivery will start during the following quarter
- Train Mothers Groups and Male Champions on inclusive education at grassroots level; distribute comfort kits to female students
- Finalize PEP research study purchase order and initiate work: desk study and field research.
- Finalize PEP scope and sequence purchase order and initiate work (pending USAID approval of SoW)
- Identify and incorporate emergency preparation and activities into SDPs; identify community members as focal points for community emergency preparedness
- Finalize PTA training manual in collaboration with MoEST Directorate of General Education (roles and responsibilities)
- Select NGOs to conduct PTA training I.
- Conduct orientation training for NGOs to conduct PTA training I

- Begin PTA training
- Finalize recruitment and hiring of Education Quality Specialist and Master Trainers
- Finalize Yei TTC grant for intervention 1 and 2 teacher trainings
- Train the master trainers on how to facilitate the second teacher training interventions (classroom/school management leadership) and orient Master Trainers to conduct teacher training (primary and ALP centers)
- Conduct payam-level training for phase I schools
- Monitor and support the training process at payam and school levels
- Procure instructional materials package content and initiate distribution to phase I schools
- Collaborate with Montrose on the development of EGRA in national languages
- Initiate development of teacher/head teacher intervention training # 2 guidelines and materials
- Upon USAID approval, finalize the contract between SIL and FHI360
- Subject to USAID approval, finalize ACROSS Grant Agreement to produce pastoralist literacy lessons, and messages related to various cross-cutting components include conflict sensitive messages
- Continue to engage local authorities in RtL activities
- Participate in the Steering Committee meetings
- Establish RtL Technical Task Force
- Conduct the SSI validation workshop
- Prepare for and begin move into new office space in Juba
- Prepare RtL construction interventions plan in coordination with USAID and MoEST
- Submit success stories to USAID
- Revise and finalize RtL evacuation plan
- Decide the way forward with Souktel
- Prepare and proceed with RtL activities in the light footprint areas
- Sign contracts with transportation companies
- Rent warehouse space to store the items procured for grants

| Planned Activities from Previous Quarter                                                                                                                    | Actual Status this Quarter | Explanations for Deviations |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------|
| Submit to USAID for review and approval responses to questions raised on RtL 13-month work plan to cover the period from Dec. 1, 2014 through Dec. 31, 2015 | Done                       |                             |
| Community entry preparation work at the payam level: select the learning spaces and schools,                                                                | Done                       |                             |

| Planned Activities from Previous Quarter                                                                                                                                                                                                                                                                        | Actual Status this Quarter                                                                                                                                                                                             | Explanations for Deviations                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and decide on the date of community entry and the number and list of participants and send invitations to stakeholders                                                                                                                                                                                          |                                                                                                                                                                                                                        |                                                                                                                                                                              |
| Community entry preparation work in Juba: select demonstration school                                                                                                                                                                                                                                           | Not done                                                                                                                                                                                                               | Shifted to next quarter based on the MoEST Undersecretary's recommendation to move to peripheral areas around Juba where lots of IDPs and out-of-school children are located |
| Community entry preparation work at the national level: train county teams on revised tools and approaches                                                                                                                                                                                                      | Done                                                                                                                                                                                                                   |                                                                                                                                                                              |
| Deploy technical team members to mentor county team members during community entry in 32 school communities                                                                                                                                                                                                     | Done                                                                                                                                                                                                                   |                                                                                                                                                                              |
| Conduct RtL community entry process including the Community Asset Appraisal, baseline assessments, school self-appraisal and updating or creating School Development Plans (SDPs); through these processes assess access, quality, and disaster risks in the school communities and their capacities to respond | Done                                                                                                                                                                                                                   |                                                                                                                                                                              |
| During community entry process, identify and incorporate emergency preparedness activities into SDPs for the target schools during the quarter                                                                                                                                                                  | This work is ongoing. So far the major issues that have been incorporated into the SDPs are the provision of lightning arrestors, planting of tree seedlings to act as wind breakers, and provision of first aid kits. |                                                                                                                                                                              |
| Identify four individuals who will be focal local representatives for emergency preparedness for each target school community                                                                                                                                                                                   | Not done                                                                                                                                                                                                               | Additional training will be needed for the next round of county team on-boarding.                                                                                            |
| Conduct rapid assessment trips to Terekeka County, Central Equatoria; Northern Bahr el Ghazal; Western Equatoria and Warrap                                                                                                                                                                                     | Done                                                                                                                                                                                                                   |                                                                                                                                                                              |
| Initiate and advance the recruitment process for the new county team staff                                                                                                                                                                                                                                      | In progress                                                                                                                                                                                                            |                                                                                                                                                                              |

| <b>Planned Activities from Previous Quarter</b>                                                                                                                         | <b>Actual Status this Quarter</b>                                                                                                                                                           | <b>Explanations for Deviations</b>                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Begin discussions with MoEST to vet states for future RtL entry in cohort Conduct field assessment related to office space in the new counties and states for cohort 3  | Done                                                                                                                                                                                        |                                                                                                                                                                               |
| Form payam level Gender Advocacy Groups to include Male Champions and Mother's Representatives during community entry                                                   | Done                                                                                                                                                                                        |                                                                                                                                                                               |
| In collaboration with Forcier Consultancy, conduct pastoralist education study which will inform development of PEP literacy materials (contingent upon USAID approval) | SOW approved by MoEST, Winrock and USAID. Award document is to be submitted by FHI360 to Winrock for approval and submission to USAID for final review and approval                         | Delays in the preparation of the Award Document by FHI360. The award document will be submitted during the next quarter                                                       |
| Complete the 2015 Teacher/Head Teacher Training Intervention package                                                                                                    | In progress                                                                                                                                                                                 |                                                                                                                                                                               |
| Train Master Trainers to deliver teacher and head teacher trainings                                                                                                     | SOW approved by MoEST, and USAID. The grant application documents preparation is underway. The grant award document to be prepared and submitted to USAID for review and approval in April. | The ministry's request to involve Arapi TTI in the SOW required a clear definition of the best role they can play and the mechanisms to support their involvement, as desired |
| Develop literacy content for DAPs for use by learners in cattle camp learning centers                                                                                   | To be done next quarter                                                                                                                                                                     | ACROSS was not ready to move forward with the DAPs grant with RtL because of three other commitments                                                                          |
| Select NGOs to implement PTA trainings. Provide ToT for PTA trainings                                                                                                   | In progress                                                                                                                                                                                 | The RFA was released, and bidders were to be evaluated in the next quarter                                                                                                    |
| Finalize PTA training package                                                                                                                                           | In progress                                                                                                                                                                                 |                                                                                                                                                                               |
| Submit baseline study materials for approval to the South Sudan IRB                                                                                                     | Done                                                                                                                                                                                        |                                                                                                                                                                               |
| Convert interview guides (head teacher, teacher, and PTA community member) using Qualtrics to enable data collection/transmission using tablets                         | To be done next quarter. Data collection and analysis was done manually in the pilot phase.                                                                                                 | The tablets had technical issues that prevented their use during the pilot community entry. These issues are now fixed and they will be used in Round 2 schools.              |

| Planned Activities from Previous Quarter                                                                                                                                                                                                 | Actual Status this Quarter | Explanations for Deviations                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare plan and materials for training of enumerators and county team members in conducting baseline study data collection (and summary presentation of findings) as part of community entry                                            | Done                       |                                                                                                                                                                                                                             |
| Conduct training of enumerators and county team members in conducting baseline study data collection (and summary presentation of findings) as part of community entry                                                                   | Done                       |                                                                                                                                                                                                                             |
| Provide distance-based supervisory guidance and support to enumerators and county teams during the baseline study/community entry process                                                                                                | Done                       |                                                                                                                                                                                                                             |
| Conduct baseline assessment including a range of indicators that may be chosen for the Safer Schools Index                                                                                                                               | Done                       |                                                                                                                                                                                                                             |
| Identify existing emergency alert systems that may be in place and collect phone numbers of school community members to include in the Early Warning Alert System (EWAS) that will utilize the platform built by Souktel                 | Under re-evaluation        | Concerns regarding the management of sensitive information currently explored give our 'Do No Harm' approach.                                                                                                               |
| Finalization of Souktel strategy for programmatic content and target groups and identify exact use cases for pilot stage; train RtL in-country staff in creation/use of general mailing list template in preparation for community entry | Pending                    | During Souktel's representative visit to Juba and Magwi, several discussions were held on the best ways to apply the platform in the light foot print areas. The plan is to be submitted to USAID for approval in May 2015. |
| Complete Zain SMS connectivity and cross-network IVR connectivity testing/debugging (contingent on USAID approval for work on the platform to continue)                                                                                  | Pending                    | Same                                                                                                                                                                                                                        |
| Live testing of SMS and IVR components with in country staff;                                                                                                                                                                            | Pending                    | Same                                                                                                                                                                                                                        |

| Planned Activities from Previous Quarter                                                                                                                                                                                                                                                                               | Actual Status this Quarter                                                                                                                                              | Explanations for Deviations                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| specifically to confirm Zain SMS connectivity and cross-network IVR connectivity (contingent on USAID approval for testing on the platform to continue)                                                                                                                                                                |                                                                                                                                                                         |                                                                                                                                                                                                                                   |
| Train RtL in-country staff in creation/use of general mailing list template in preparation for community entry; comprehensive system training with key RtL staff/leadership; finalize, test and debug new feature development requests (contingent on USAID approval for work and testing on the platform to continue) | Pending                                                                                                                                                                 | Same                                                                                                                                                                                                                              |
| Establish RtL Technical Task Force following USAID approval of SOW                                                                                                                                                                                                                                                     | In progress                                                                                                                                                             | The TOR was shared with the ministry on February 15 and February 23. At the close of the quarter, the MoEST had not yet chosen a date for the meeting to revise and endorse the TOR. The meeting will be conducted in April 2015. |
| Participate in education networking and coordination meetings with partners (UNESCO, UNICEF/GPE, DFID, & EU) to identify areas of collaboration                                                                                                                                                                        | Ongoing. RtL attended the Big Four meeting on March 19 chaired by the European Union and then the Monitoring & Evaluation meeting on March 30 and 31 chaired by UNICEF. |                                                                                                                                                                                                                                   |
| Coordinate with MoEST and GESS to use updated School Development Plan template in RtL schools                                                                                                                                                                                                                          | Ongoing                                                                                                                                                                 |                                                                                                                                                                                                                                   |
| Collaborate with MoEST, GPE, GESS & IMED in the development/adaptation and sharing of training materials and training implementation strategies for Head Teachers                                                                                                                                                      | Ongoing                                                                                                                                                                 |                                                                                                                                                                                                                                   |
| Submit request for approval to USAID for procurement of 6 vehicles                                                                                                                                                                                                                                                     | Done                                                                                                                                                                    |                                                                                                                                                                                                                                   |
| Submit candidate for Director of Education to USAID for approval                                                                                                                                                                                                                                                       | Not Done                                                                                                                                                                | One candidate was identified but he received a negative reference that led to his disqualification. The recruitment is ongoing. In the meantime, an interim Director of Education will arrive                                     |

| Planned Activities from Previous Quarter                                                                   | Actual Status this Quarter                                                                                                                                                                  | Explanations for Deviations                                                            |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|                                                                                                            |                                                                                                                                                                                             | to Juba to work with the team for two months until the position is permanently filled. |
| Ongoing staff recruitment including Teacher Development Specialist and Communications and Outreach Manager | The Teacher Development Specialist recruitment is completed and the selected candidate started work during the quarter. The Communications and Outreach Manager recruitment is in progress. | One candidate is identified                                                            |
| Motorbike training for FHI360 county staff                                                                 | Not Done                                                                                                                                                                                    | Postponed to prioritize community entry                                                |

**X. FINANCIAL INFORMATION (shared with USAID only)**

**XI. PROJECT ADMINISTRATION**

- Constraints and Critical Issues**

Over the course of the quarter the SSP faced increasing inflation. With a significant difference between the bank value and the black market rates, most organizations face a loss in the value of their funds. The continued costs associated with the conflict, low oil prices, and increasing prices for goods and services further aggravated the financial situation of the Government. The security environment continues to deteriorate with ongoing carjacking and increased incidents of theft and NGO compound break-ins. Winrock has arranged for the project to keep emergency funds on-hand given the unpredictable environment.

As RtL began community entry, the project was also faced with the need to engage government officials in RtL activities without financial incentive. The RtL team was able to successfully engage officials through the direct provision of transport to project sites as well as explaining the rules and regulations related to compensation for tasks within their job responsibilities. RtL was firm on this with GOSS officials and was successful in enlisting support across all counties to date.

Due to initial technical issues, the baseline survey was not conducted in the planned method or format with the pre-programmed tablets. The team responded by transferring the data entry forms into excel and working with FHI360 technical staff to correct the programming oversight as quickly as possible for future data collection. This incident clearly demonstrates the need to field test our tools in advance.

On March 31, Winrock conducted an executive program review for RtL to better prepare and respond to anticipated challenges for the remainder of the year. The review was also an opportunity to discuss the program needs and how RtL can meet its targets and objectives for 2015. An accelerated hiring and entry process, taking into consideration the constraints of the rainy season, was outlined and the new counties shared with the Ministry and USAID. Also, acknowledging that RtL needs additional staff support to meet the demands of implementation, both home office and field positions were added. A number of new field positions which had been under discussion with USAID were agreed upon by the RtL team including a Deputy Project Director-Program, Deputy Project Director- Operations, Director of Procurement and Director of HR. In addition, Home Office Program Assistant, Alyssa Cochran, was hired and the Senior Program Officer for Room to Learn, Mojeeb Stanekzai, was recruited.

- **Personnel**

In preparation for the community entry, a 5 day refresher training was conducted in Juba from February 9–13, 2015. More than 40 staff members were brought from the field for the training which was attended by RtL's USAID AOR. The purpose of the training was to prepare the RtL county team for the community entry process in thirty (30) school communities selected in Yei, Magwi, Nimule, Kapoeta, Wau and Bagari. The core sessions covered during five days included: community pre-entry process, Community Asset Appraisal, PTA formation and revitalisation of PTA members, School Development Plan (SDP), Grants, and Literacy.

The recruitment process for a number of positions continued during the quarter. The Teacher Development Specialist vacancy was re-advertised both in-country as well as internationally. Although FHI360 received a number of applications from South Sudanese, and three candidates were interviewed, they were not selected as finalists. Eventually, RtL recruited a well-qualified regional candidate from Uganda, Mr. Pascal Pax Andebo, from a short-listed pool of applicants. Mr. Andebo travelled to South Sudan and started work on March 15, 2015.

The Director of Education position was re-advertised both in-country and internationally. Efforts to find a qualified South Sudanese to fill this key position were unsuccessful. FHI360 short-listed four candidates who had responded to the international vacancy announcement, and interviewed three candidates. The selection panel recommended a well-qualified candidate with recent work experience in South Sudan. Unfortunately, further reference checks found this candidate not to be suitable for RtL. The vacancy has



Participants, with the guidance of Winrock staff (center) identify resources on the map build during the CAA in Kapoeta South, Eastern Equatorial State. Credit: Room to Learn South Sudan

been re-advertised widely. At the close of the quarter, FHI360 proposed to send Mr. Seth Ong’uti, Senior Education/Technical Advisor, at FHI360’s Kenya Office, to serve as Interim Director of Education beginning in FY15 Q3 while recruitment for a long-term staff member continues.

Winrock, Plan and FHI360 continued recruitment of local staff during this reporting period including the FHI360 Administrative and Logistics Officer, an additional M&E Officer, and a second Emergency Preparedness Officer. In addition, six enumerators were hired as short-term consultants for data collection work in various locations. Recruitment also continued for the Communications and Outreach Manager position (international).

- **Changes in the Project**

There were no administrative changes to RtL of significance during the reporting period.

- **Cooperative Agreement Modifications and Amendments**

There were no modifications to the cooperative agreement during the reporting period. Other changes and approvals of note include:

- Approval of AR019 Request for Approval of International Travel AID-668-A-13-00002-RtL-AR017 on March 9, 2015 (Pascal Pax Andebo)
- Approval of AR020 Request for Approval of Vehicle Waiver AID-668-A-13-00002-RtL-AR020 on March 9, 2015
- Approval of AR016, Property Disposition for Agreement AID-668-A-13-00002– RtL-AR016 on March 16, 2015
- Final Approval of Thirteen-Month Work Plan: December 1, 2014-December 31, 2015 on March 17, 2015 excluding SoukTel activities which were placed on hold
- Approval of AR017 Request for Approval of International Travel AID-668-A-13-00002-RtL-AR017 on March 19, 2015 (Delroy Willis and TBD)

Following the arrival Ms. Ragheda Rabie, Office Director, Supervisory Contracting Officer with the Office of Acquisition & Assistance in Juba on March 12, 2015, a team from RtL conducted a meeting with USAID AOR, Ms. Jane Namadi, at the MSI compound on March 23, 2015. The purpose of the meeting was to discuss the delegation of approving authority of community grants and other sub-awards from the AO to the AOR. Per the AOR request, RtL prepared a list of clustered types of grants to provide the AO with a briefing on the different types of grants that would be made under RtL. The meeting was attended by, Erik Bentzen, RtL Project Director, Sahar Al-Rufai, the RtL Director of Grants, and Martha Saldinger, Director of Education and Empowerment at Winrock’s home office.

## **Annex I: Schedule of Future Events**

| <b>Date</b>    | <b>Location</b> | <b>Activities</b>            |
|----------------|-----------------|------------------------------|
| April 14, 2015 | Juba            | Technical Task Force Meeting |

|                                    |      |                                                                                |
|------------------------------------|------|--------------------------------------------------------------------------------|
| May 19-20, 2015                    | TBD  | County Team re-orientation on new entry structure and process (existing staff) |
| May 26-29, 2015                    | Juba | County Team training (new staff)                                               |
| May 18-22, 2015<br>May 25-29, 2015 | Juba | Enumerator Training (2 sessions)                                               |
| June 10, 2015 (may be lengthened)  | Juba | SSI Validation Workshop                                                        |



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# Room to Learn South Sudan

## ANNEX 2: DELIVERABLE PRODUCTS FOR FY 2015 QUARTER 2 PROGRESS REPORT

(1 JANUARY – 31 MARCH 2015)

Award No: AID-668-A-13-00002

| <b>Table of Contents for Deliverable Products</b>                         |          |
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| Room to Learn (RtL) Teacher Packet                                        | p. 2     |
| YEI TCC Scope of Work – Training of Master Trainers (MOEST Approved)      | p. 23    |
| Master Trainer Manual                                                     | p. 29    |
| RtL Master Trainers' Manual Content (MOEST Approved)                      | p. 85    |
| PTA Master Guide Intervention                                             | p. 87    |
| RtL Phase I: List of Primary Schools                                      | p. 119   |
| Mango Tree South Sudan Literacy Instructional Materials Literature Review | p. 120   |
| Mango Tree Scope and Sequence Frameworks (submitted separately in Excel)  | attached |

Prepared for: Ms. Jane Namadi, AOR  
USAID/South Sudan  
C/O American Embassy  
Juba, South Sudan

Prepared by:  
Winrock International  
2101 Riverfront Drive  
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The authors' views expressed in this report do not necessarily reflect the views of the United States Agency for International Development or the United States Government



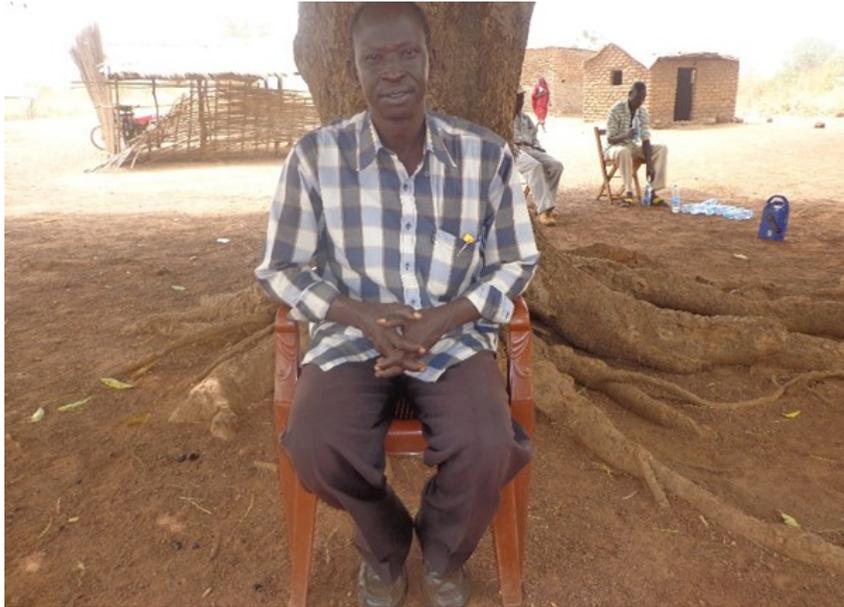
## **Annex III: Success Stories**



# COMMUNITY DRIVEN EDUCATION IN SOUTH SUDAN BRINGS MORE HOPE FOR FUTURE

Winrock International

Improving Lives and Livelihoods Worldwide



Mr. Angelo welcomes community members to the Natabu Primary School at the start of RtL's Community Asset Appraisal Meeting in Western Bahr Ghazal.

**“I encouraged my colleagues and the community members at the school to work hard during the community asset appraisal because this meeting has brought a lot of hope for us ”**

**- Mr. Angelo**

South Sudan is a large country with enormous natural resources and immense potential, with its people being the biggest asset. The country suffered from insecurity and wars for a long time. This culminated in a referendum in January 2011 and subsequent independence in July of the same year.

This long period of insecurity and wars caused a lot of suffering and untold damage to South Sudan's infrastructure, leaving behind a population with many challenges.

The impact of wars on South Sudan has also had a devastating effect on the education of South Sudanese. The wars had a severe impact on the welfare of children and their right to survival, development, and protection, which has later prevented their participation in the

development of their country.

When the USAID funded Room to Learn South Sudan (RtL) Program organized a community meeting at Natabu Primary School, the Head Teacher of the school Mr. William Gerom Angelo got excited. “This is the first time the community is gathering together to identify resources and plan for the school since I have been appointed here as the school Head Teacher,” he said.

The three day meeting showed him and the community members how to identify their own resources through the community asset appraisal process and asset mapping in order to bring together the whole community to support school activities. “We used to undermine our own potential and resources and this has led to lack of community input being incorporated into school activities thus lack of community support in education,” Mr. Angelo recalls.

Mr. Angelo—who has been the Head teacher of Natabu Primary School in Western Bahr Ghazal for the past five years had never had this kind of community meeting to plan for educational activities before. Now, he knows identifying community assets can help to improve the access and quality of education, as well as build awareness of the importance of education within the community. “I encouraged my colleagues and the community members at the school to work hard during the community asset appraisal because this meeting has brought a lot of hope for us and with the support of Room to Learn we believe it will help us improve the quality of our teaching and the learning of our students.”

Winrock International is a nonprofit organization that works with people in the United States and around the world to empower the disadvantaged, increase economic opportunity, and sustain natural resources.



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# COMMUNITY ASSET MAPPING EMPOWERS COMMUNITIES IN SOUTH SUDAN

Winrock International Improving Lives and Livelihoods Worldwide



Participants, with the guidance of Winrock staff (center), identify resources on the map during the CAA in Kapoeta South, Eastern Equatoria State. *Credit: Room to Learn South Sudan*

Asset mapping is a visual way of inventorying assets. It integrates the assets identified in the asset inventory/questionnaire forms from the CAA into one large map to give community members a more comprehensive view of the various assets available within their respective communities.

The mapping exercise stimulates discussion about the school communities' asset strengths, weaknesses and challenges, allowing them to identify specific activities and goals to include in their school development plans that support their vision of a good school.

The result of this activity is that community members are empowered to mobilize resources at their disposal to improve school conditions as well as identify gaps that RtL can help address through its grant mechanism.

*“This process can be applied not only to the school. It can be applied in our houses so we appreciate the resources we have and use them properly,”* said one community member.

At the start of the 2015 school year, Room to Learn (RtL) South Sudan entered school communities for the first time in three states and four counties. Using a community-based approach, called Community Asset Appraisal (CAA), RtL county teams work with community members to identify their own human and material resources, networks, and past experiences that can be put to use to support education.

The process involves many stakeholders including teachers, parents, government officials, religious leaders, youth, women's groups, entrepreneurs, and civil society organizations. One of the key activities of the CAA is community asset mapping.



Community school members draw their asset map on the ground during the CAA in Magwi Eastern equatorial State. *Credit: Room to Learn South Sudan*

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# ROOM TO LEARN (RTL) SOUTH SUDAN TARGETS INTERNALLY DISPLACED PEOPLE (IDP) TO PROVIDE EDUCATION AND STABILITY TO VULNERABLE CHILDREN

Winrock International

Improving Lives and Livelihoods Worldwide



Pupils of Rei Primary School in Nimule pose for a photo during their break time. *Credit: Room to Learn South Sudan*

**R**oom to Learn (RtL) South Sudan strives to promote inclusive education where all children and youth have equal access to quality educational opportunities that provide learning and protection, regardless of the child's ethnicity, gender, religion and socio-economic status.

RtL's Community Asset Appraisal (CAA) process identifies individuals, groups and institutions in the wider community that can be mobilized and work hand-in-hand with the community mobilization teams to identify and establish learning spaces for those children who are out of school, including Internally Displaced Persons (IDPs).

Located at South Sudan's southern tip on the

main route for cross-border trade between South Sudan and Uganda, Nimule Town hosts a large number of people who have fled their home in Jonglei, Upper Nile and Unity States due to the December 2013 conflict. The majority of the IDPs have settled at the same residential areas with the host community. The presence of a large number of IDPs in Nimule has stretched the limited services in the town, putting pressure on the already crowded schools and medical services.

Five schools in Nimule were selected as part of phase one of RtL's community entry activities conducted between February 23 and March 27, 2015. In attendance at the CAA meetings were the community chief, Payam Education Officer, representative from the Catholic Church, the Parent Teacher Association (PTA) executive members, disabled representatives, women's and youth groups, and other distinguished members of all five communities.

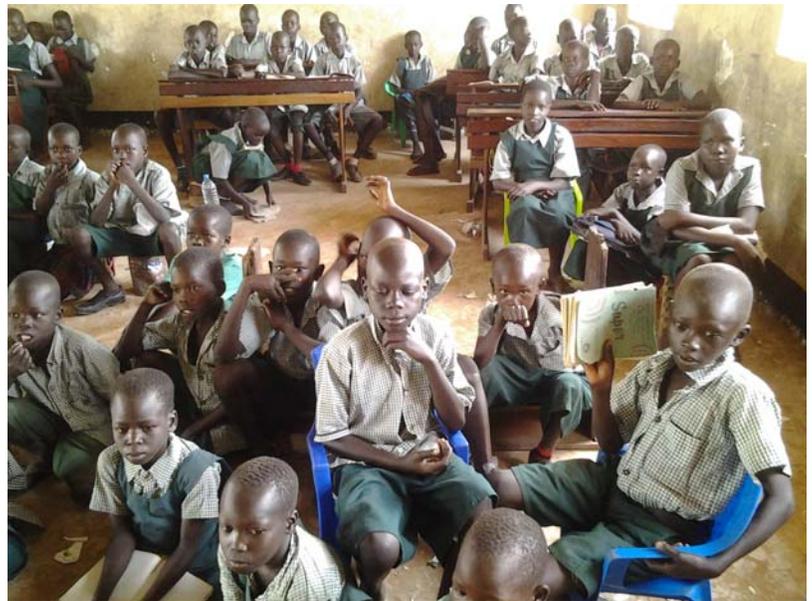
The community entry process started with baseline data collection in which the head teacher, teachers, PTA executive members and twenty selected students from primary grades 4 to 8 were interviewed to get baseline information. The baseline survey was followed by the CAA and the development of a School Development Plan (SDP). According to the baseline survey conducted during the community entry process, the five primary schools

have a total enrollment of 2,750 pupils, including 1,542 boys and 1,208 girls with 74 teachers (40 men and 34 women).

The participatory approach to community entry helped bring together the broader community to address the challenges facing the five selected schools in Nimule. In addition, the process helped promote social cohesion across ethnic and other divides, and gave community members a positive experience working together towards a shared goal, which is to provide a safe school environment for all students in Nimule including those displaced from the ongoing conflict.



Pupils go for drinking water nearby Ame stream in Nimule *Credit: Room to Learn South Sudan*



Pupils from Two River Bank Primary School in Nimule attend a lesson in Primary Two classrooms with very few desks. An influx of IDP students has put a greater strain on the schools resources. *Credit: Room to Learn South Sudan*

Winrock International is a nonprofit organization that works with people in the United States and around the world to empower the disadvantaged, increase economic opportunity, and sustain natural resources.