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Room to Learn South Sudan

FY 2015 ANNUAL PROGRESS REPORT

(Including 4th Quarter Report)

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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

ADRA	Adventist Development Relief Agency
AES	Alternative Education System
AET	Africa Education Trust
AIT	Activity Idea Templates
ALP	Accelerated Learning Program
AOR	Agreement Officer's Representative
BOG	Board of Governors
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
ECEG	Education through Community Empowerment Grants
ECSSS	Episcopal Church of South Sudan and Sudan
EDC	Educational Development Center
EES	Eastern Equatoria State
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
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
IDP	Internally Displaced Persons
IGAD	Intergovernmental Authority on Development
IMED	Improved Management of Education Delivery
IMP	Instructional Material Packages
M&E	Monitoring and Evaluation
MoEST	Ministry of Education, Science and Technology
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
PCO	Peace Corps Organization
PEP	Pastoralist Education Program
PHSC	Protection of Human Subjects Committee
Plan	Plan International USA
PMP	Performance Monitoring Plan
PTA	Parent Teacher Association
RFA	Requests for Application
RtL	Room to Learn South Sudan project
SDMSC	School Disaster Management Sub-committees
SDP	School Development Plan
SEPP	School Emergency Preparedness Plans
SIL	Summer Institute of Linguistics
SMC	School Management Committee
SMoE	State Ministry of Education
SoW	Scope of Work
SSI	Safer Schools Index

SSTEP South Sudan Teacher Education Program
TLM Teaching and Learning Materials
TOR Terms of Reference
USAID United States Agency for International Development
WBeG Western Bahr el Ghazal State

I. ROOM TO LEARN SOUTH SUDAN EXECUTIVE SUMMARY

Qualitative Impact

In November 2014, Room to Learn South Sudan (RtL) submitted to the United States Agency for International Development (USAID) for review and approval a thirteen-month work plan covering the period December 1, 2014 – December 31, 2015. The work plan detailed the programs planned through phased expansion to new states and new counties in 2015. It also described the core education service activities to be provided to school communities throughout 2015.

Following the completion of Phase I of the community entry process in Kapeota South, Magwi, Yei, and Wau counties, County Teams assessed the entry process and provided suggestions on how to streamline it – this included reducing the process from four to one and a half days. To limit community fatigue, County Teams collected baseline data separately, approximately one month in advance, to provide sufficient time for analysis. During the entry process, County Teams assisted school communities to develop the related tools required, including School Development Plans (SDPs), the formation and/or revitalization of PTAs, and completion of Activity Idea Templates (AITs). Additionally, County Teams worked with each school community to establish three Parent Teacher Association (PTA) sub-committees (Gender and Social Inclusion, School Disaster Management, and Community Monitoring) and to develop School Emergency Preparedness plans.

An additional focus of RtL has been the implementation and dissemination of the Core Education Packages, which consist of Instructional Material Packages (IMPs) in combination with PTA and Teacher Training initiatives. To improve the quality of teaching and learning, the distribution of the IMPs started in July 2015 and continued through the end of the fiscal year. Having secured publishing rights, RtL has commenced the reprinting of over 70,000 copies of the Education Development Center's (EDC) primary 1, 2 and 3 supplementary readers for distribution within FY 2016. To complement these materials, RtL has initiated steps toward the facilitation of both the Teacher and PTA trainings. Specifically, RtL has recruited and oriented Master Trainers (for the training of teachers), developed and piloted training manuals for both components, and developed training rollout strategies. The training of the PTAs has already begun to reap impact, as illustrated by the success story entitled 'PTA Training Terekeka' (see Annex 4).

In order to address the high gender disparity within the education system, RtL has formed Gender and Social Inclusion advocacy groups that operate as sub-committees of the PTA. A Gender and Social Inclusion training manual was developed and the Ministry of Education, Science and Technology (MoEST) and RtL validated the first draft in December 2014. The manual was finalized in June 2015 and subsequently shared with USAID and MoEST. MoEST provided approval for piloting the manual. Upon completion of the training, the Gender and Social Inclusion groups will work with County Teams to begin engaging with local community actors to advocate for increased access to education for marginalized children and families.

RtL’s Juba-based program staff participated in three conflict resolution discussions with conflict specialists from USAID in the past year. As a result of these discussions, the RtL Monitoring and Evaluation (M&E) unit developed the Adverse Monitoring Framework for rolling assessment of adverse circumstances at the school community level. As such, all County Teams can now use the tool to assess risk of various factors, including armed conflict, epidemics, or natural disasters. To date, this tool has been applied to local situations of conflict in both Nimule and Yambio - see annex 4 for a success story about this initiative.

As one of the strategies to increase literacy and numeracy learning outcomes, MoEST, in collaboration with UNICEF through Global Partnership for Education (GPE) funding, is developing a learning assessment system. The Montrose Consultancy Firm has been hired under the GPE mechanism to develop an Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tool in South Sudanese National Languages. RtL drafted a scope of work for Montrose, in collaboration with MoEST, to adapt an existing EGRA tool into Bari and Toposa. Through this consultancy, RtL will adapt and pilot EGRA tools into Toposa and Bari languages (anticipated for Quarter 2 FY 2016) and will use these two new tools, and the three developed and piloted by GPE, to measure literacy competencies among students in lower primary classes in a sample of target schools. Findings will serve as a baseline for the RtL literacy interventions.

Throughout the year, RtL has maintained a close collaborative working relationship across South Sudan’s education sector. Specifically, MoEST has been highly engaged in the development of all RtL educational and literacy materials. RtL has sought extensive participation by various National, State, and County-level MoEST directorates, including the Examination Department, Teacher Training Department, Curriculum Department, and Gender and Social Inclusion Department. Additionally, RtL, as a member of the ‘Big 4’ donor-funded projects, has actively participated in sector-level coordination efforts, including participation in the quarterly Big 4 meetings and coordination with the MoEST Technical Task Force, the Partners in Education Group, Improved Management of Education Delivery (IMED) and Girls’ Education South Sudan (GESS).

Quantitative Impact

During Quarter 4 of FY 2015, RtL has entered a total of 197 school communities and 62 Accelerated Learning Programs (ALPs); as such, across FY 2015, RtL has entered a total of 294 school communities and 88 ALPs across six states (Central, Eastern, and Western Equatoria; Northern and Western Bahr el Ghazal; and Warrap). Additionally, within FY 2015, RtL has collected baseline data from 550 schools and 165 ALPs; in total, RtL has now collected baseline data from 715 educational institutions.

Of the 294 schools and ALPs entered within FY 2015, a total of 160,215 learners were enrolled, consisting of 100,055 males (62.4%) and 60,160 females (37.6%). Of these, 7,683 were from the 88 ALPs, including 4,356 male (56.7%) and 3,327 female (43.3%). Tables 1 and 2 provide a breakdown of data on the schools and learners reached during both Quarter 4 and the entirety of FY 2015.

Table 1: School Communities and Learners Reached

Quantitative Impact	Quarter 4, FY 2015	Total FY 2015
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School communities entered	197	294
ALP centers entered	62	88
Baseline data collected from schools	520	550
Baseline data collected from ALPs	144	165
Number of learners in schools and ALPs reached	96,757	160,215
Number of male/female learners in schools and ALP centers entered	Male: 56,210 Female: 40,547	Male: 100,055 Female: 60,160
Male/Female learners ratio in schools and ALP centers entered	Male: 58.1% Female: 41.9%	Male: 62.4% Female: 37.6%
Number of ALP learners	6,340	7,683
Male/Female learners ratio in ALP centers	Male: 61.2% Female: 38.8%	Male: 56.7% Female: 43.3%
Male/Female learners numbers in ALP centers	Male: 3,877 Female: 2,463	Male: 4,356 Female: 3,327

Table 2: School Communities and Learners Reached by State

STATE	Number of School Communities Entered Quarter 4	Number of School Communities Entered FY 2015	Total Number of Learners in Quarter 4	Total Number of Learners in FY 2015	Male	Female
WS	32	35	17,667	19,534	12,237	7,297
NBG	22	23	7,052	7,540	4,631	2,909
WBG	44	72	22,999	39,608	29,466	10,142
WES	18 SC* & 2 CGS**	21 SC* & 2 CGS**	10,635	12,222	6,892	5,330
CES	61	85	32,606	52,750	28,712	24,038
EES	18	56	5,798	28,561	18,117	10,444
TOTAL	197	294	96,757	160,215	100,055	60,160

* School Community (includes Primary School / ALPs)

** Community Girls' School

Project Administration

Throughout the fiscal year, the decline in security and social stability has continued to be a major constraint in the implementation of the RtL activities. At times, staff in county offices were placed on lock down and sheltered IDPs (see success story in Annex 4) due to security problems. As a result of the ongoing fragility of the situation, there is a continuing shortage of access to fuel in the market. This has greatly impacted the project running costs, overall prices of commodities, and caused RtL staff to experience constraints traveling to and from the workplace.

In order to proceed with the timely and effective implementation of project activities, RtL revised the organizational chart (see Annex 3) and supported the Project Director with a dual deputy structure, benefitting the project in both the near- and long-term. Within the year, RtL has successfully recruited 10 local and international staff for senior roles; these positions include, but are limited to, the Deputy Project Director for Operations and Administration, the Communication and Outreach Manager, the Director of

Procurement, the Director of Human Resources, the Construction Manager, and the Director of Education and Community Engagement and the Director of Field Implementation.

Within FY 2015, RtL succeeded in opening six additional county offices in Terekeka, Kajo Keji, Yambio, Aweil West, Jur River (office shared with Wau County team), and Gogrial West (see annex 6 for a map of RtL’s geographic presence). Within the year, RtL has recruited a total of 66 national staff members for field-level positions at these sites. These additional positions include two County Team Leaders, 14 Community Mobilizations Coordinators, 14 Education Quality & Social Inclusion Coordinator and 16 Material Planning Coordinators. All staff have been recruited locally to ensure maximum operational efficiency.

RtL began to recently reassess our approach to in-kind community grants. In addition, it became clear that some of the grant processes in place slowed the pace of grant development and submission for approval. Discussions with Winrock International’s Contracts office resulted in a restructuring and streamlining of our grant development and review processes. Once the new processes and templates were in place, RtL accelerated the development of IMPs for the backlog of schools and teacher training grants. At the time of reporting, RtL has cleared the backlog of IMP and teacher training grants, and hired a new Director of Grants and Compliance Officer who joined the team in in the last month of FY15. Table 3 details the current status of the grant packages.

Table 3: Grant Implementation Status

Type of RtL Grants	# Active	# Disbursed	Amount Awarded	Amount Disbursed	Award Balance Amount
IMP	116	52	\$ 759,234.00	\$ 286,671.78	\$ 472,562.22
ECEGs	30	4	\$ 599,513.00	\$ 68,380.06	\$ 531,132.94
NGO	2	0	\$ 199,695.00	\$ 57,766.37	\$ 141,928.63

Subsequent Quarter’s Work Plan

In FY 2016, RtL will focus on implementing the Core Education Package with the 294 school communities entered in 11 counties across six states. RtL’s Core Education Package includes: the provision of the IMP; Payam teacher development training; PTA training; Gender and Social Inclusion Sub-committee training; School Emergency Disaster Management Sub-committee training; Community Monitoring Sub-committee training; and Education through Community Empowerment Grants (ECEGs). In addition, RtL will continue to mentor school communities with quarterly follow-up visits after the completion of their trainings, to share best practices and lessons learned and to help address any challenges they face in practicing what they have learned.

In addition to providing the Core Education Package, RtL will work with Montrose and Across to finalize education tools and digital audio player (DAP) content that can help support Pastoralist Educational Programs (PEPs) and other hard-to-reach communities. Montrose will also finalize the EGRA tool to pilot in RtL schools, consisting of the tools developed with GPE in two additional languages, Toposa and Bari.

RtL will provide a light education package to reach additional children and youth in areas in which RtL does not directly operate. These light packages will consist of additional DAPs provided to hard-to-reach communities and pastoralists, and provision of RtL advocacy messages and training tools to schools in additional counties. Lastly, RtL will begin the recruitment of NGOs to begin implementing RtL’s Core Education Package, launching community entry in the four states in which RtL is not located: Greater Upper Nile, Jonglei, Unity, and Lakes. RtL anticipates that community entry will begin in Greater Upper Nile by Quarter 4 of FY 2016.

II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT)

Component I: Improved and Expanded Safer Education Services for Children and Youth

Sub-component 1.1: Assess supply and demand issues around access to quality education and school safety

RtL Hub Leads and County Teams have been working closely with their respective county- and payam-level authorities to select the RtL school communities which will benefit from the program. They used the Memorandum of Understanding (MoU), between Room to Learn (RtL) and the State Ministry of Education (MoEs), as a means of contacting the county and payam authorities in the selected counties. The MoU outlined the roles and responsibilities of each party to ensure the successful identification of schools to receive RtL interventions and subsequent rollout of project activities. Prior to entering communities, it was necessary for RtL to first ensure the MoUs were signed by the State governments. Table 4 (below) outlines the dates that these MoUs were signed and completed, following USAID review and approval of the proposed MoU template on November 13, 2014.

Table 4: RtL and State MoUs

State	Date of MoU Approval
Central Equatoria	December 4, 2014
Eastern Equatoria	November 28, 2014
Northern Bahr El Ghazal	April 10, 2015
Warrap	March 3, 2015
Western Bahr El Ghazal	December 5, 2014
Western Equatoria	March 26, 2015

Baseline assessment including a range of indicators that may be chosen for the Safer Schools

Index: The preparation for the baseline study started in October 2014 with the drafting of baseline data tools and methodology, which was approved by the FHI360 IRB Protection of Human Subjects Committee on February 18, 2015. The first phase of baseline study, which covered 47 school communities, started with the training of enumerators in February. The trainees included six enumerators and six RtL County Teams of three who were tasked with data collection. Twenty tablets were procured to aid the collection and electronic transmission of data to the database through the use of Qualtrics software. While there were some initial technical challenges using the tables during the first phase of the baseline, these were quickly resolved following entry to the first 47 schools.

In May 2015, the baseline study approach changed from the initial approach of the baseline occurring simultaneous to entry and utilizing members of the county team as part of the data collection process, to an independent and in-advance approach to enable enumerators to collect data ahead of the county teams' entry into each school community. This approach enabled the M&E team to provide the County Teams with preliminary reports early enough to review and reflect on the information before presenting the findings to the school community during the creation or modification of the School Development Plan (SDP) on day one of community entry. Based on this new approach and the geographic expansion of the project, an additional 84 enumerators were contracted and trained in three groups. Group 1 (48 enumerators) was trained in Juba, May 20–22, and group 2 (24 enumerators) was trained in Juba, May 27–29. The third group was trained at two field locations: Gogrial West in Warrap State where three enumerators were trained, and Aweil West in Northern Bahr El Ghazal where seven enumerators were trained. To support electronic data collection, RtL procured an additional 75 tablets.

By the end of September, the baseline study had collected data from 550 school communities across 11 counties and six states which had been selected for RtL interventions in coordination with government, including 550 primary schools, 165 ALP centers and 2 community girls' schools (see Table 5 for details by county). Respondents included 715 head teachers, 3,898 teachers, 9,038 learners/students, and 3,024 members of PTA executive committees (see Table 2 for details broken down by primary school versus AES center).

Table 5: Number of Primary Schools & Accelerated Learning Programs by County

County	# Primary Schools	# ALP Centers	TOTAL
<i>Aweil West</i>	56	22	78
<i>Gogrial West</i>	60	20	80
<i>Juba</i>	28	0	28
<i>Jur River</i>	47	13	60
<i>Kajo Keji</i>	60	16	76
<i>Kapoeta South</i>	10	0	10
<i>Magwi</i>	70	28	98
<i>Terekeka</i>	27	5	32
<i>Wau</i>	79	17	96
<i>Yambio</i>	52	27	79
<i>Yei River</i>	61	17	78
TOTAL	550	165	715

Table 6: Number of Various Categories of Respondents

Respondent Group	Primary Schools	ALP Centers	TOTAL
Head Teachers	550	165	715
Teachers	3,515	383	3,898
Students (P4-P8, L1-L4)	7,629	1,409	9,038
PTA Community Members	2,591	433	3,024
TOTAL	14,285	2,390	16,675

Safer Schools Index (SSI): On June 10, 2015, representatives from both RtL and USAID South Sudan, USAID Washington, and MSI met to review and discuss the findings from the Room to Learn baseline monitoring study, specifically in reference to those domains and indicators which were envisioned to compose the Safer Schools Index. Following the conclusion of the meeting, RtL was advised not to proceed with the development of a full index on school safety but instead to focus on establishing and measuring 3-5 indicators that focus on key elements of school safety which will be impacted by RtL interventions. Given concerns raised over the reliability and validity of some of the data and information gathered during the baseline, RtL also reconsidered its forms of measurement and collection methodology. It was agreed that RtL would submit both a report on the background of the SSI, concluding with the specific findings from the initial baseline, as well as an outline of the proposed 3-5 indicators, accompanied by their rationale for selection and description of how a rigorous data collection methodology will be designed. On July 5, 2015, RtL submitted both the baseline report (see Annex 3) as well as the proposed 3-5 indicators with associated data collection methodology. On August 20, 2015, USAID provided feedback on the proposed indicators for RtL's consideration. The team has been working on adjustments in line with broader PMP revisions, both of which will be submitted to USAID in FY16 Q1.

Juba RtL Demonstration School: The RtL Juba county team, in coordination with MoEST, Central Equatoria State Ministry of Education, and related payam authorities, conducted a rapid assessment to identify one or more potential demonstration schools in Juba County. The MoEST Under Secretary advised RtL to focus their assessment within the outer regions of Juba county where education services are lacking in comparison to schools within the city limits, and are confronted with more severe overcrowding as a result of large volumes of Internally Displaced Persons (IDPs) resettling in Juba county. In May, the decision was made, in coordination with USAID and MoEST, to include Juba County as a county of RtL intervention, with multiple schools receiving support. The various locations across Juba would also present the opportunity to demonstrate RtL interventions in a variety of contexts and conditions. A separate county team for Juba was recruited and began entering schools in June as part of the geographic expansion from the first four counties to 11 counties. As RtL expanded its service delivery to multiple locations in Juba County, a specific demonstration school was no longer necessary.

Community Entry: A 5-day workshop, conducted in February 2015, oriented County Teams on the revised community entry process and the related tools required, including school development plans (SDPs), the formation and/or revitalization of PTAs, and completion of Activity Idea Templates (AITs). In late February, following the completion of the training, County Teams commenced community entry in Kapoeta South, Magwi, Yei, and Wau counties. In May, the County Teams reflected on the community entry process (and the newly hired county team members were trained), assessing the successes and challenges experienced during the initial few months of the entry process and provided suggestions on how to streamline and reorder the activities that compose community entry – this included reducing the process from four days to one and a half days. To limit community fatigue,



Community entry at Ikwa Primary School.
Credit: Room to Learn South Sudan

baseline data collection was conducted separately, in advance, to provide sufficient time for analysis. The community entry process now focuses upon utilizing the baseline data to formulate the Community Asset Appraisal, an SDP, and the AIT to identify priority needs in order to define grant requirements. The Payam Education Officer has been typically present during the one and a half day community entry process to provide their guidance and input.

In FY15, RtL entered 294 communities: 292 primary schools and two (2) Community Girls' Schools. In 292 communities with primary schools, there are 90 Accelerated Learning Program (ALP) centers. Table 7 below provides more detailed information on schools entered this year.

Table 7: Community baselines, SDPs and grants completed

State/County	# of baselines	# of SDPs/AITs	# of grants disbursed
Juba (CES)	28	17	5
Kajo Keji (CES)	76	23	0
Terekeka (CES)	32	13	0
Yei (CES)	78	32	7
Kapoeta South (EE)	10	10	11
Magwi (EE)	98	46	15
Aweil West (NBeG)	78	23	0
Gogrial West (War)	80	35	0
Wau (WBeG)	96	54	18
Yambio (WE)	79	22	0
Jur River (WBeG)	60	19	0
TOTAL	715	294	56

Continued support of school communities: Following community entry, RtL county team members are tasked with following up regularly with school communities to ensure SDPs are in place and the associated activities are being planned accordingly. It was decided that each county team's caseload would be capped at 35 school communities to ensure that there is adequate time for ongoing support. In addition, a County Team Lead position was added for each county as part of the revised organogram submitted and approved by USAID (refer to Annex 3). Within the year, the County Teams have followed up after the community entry to monitor the PTA sub-committees, i.e., Gender Advocacy, Community Monitoring Teams, and School Disaster Management Sub-Committees that were formulated during the community

entry process – for more information about the activities of these sub-committees please refer to sections 1.4 and 1.6.

Early Warning Alert System: As noted in the FY15 Q2 report, the Early Warning and Alert system was under re-evaluation based on concerns regarding the management of sensitive information associated with the system and the political sensitivities around the potential messaging used by the system. Following internal RtL discussions and conversations with USAID, this work was discontinued as part of the termination for convenience of Souktel’s sub-award, discussed further in XI. Project Administration.

Develop local level conflict resolution strategies:

During the reporting period, RtL incorporated conflict resolution strategies at both the national and local level. At the national level, the Project Director and Director of Community Mobilization participated in USAID’s Do No Harm training, which deepened their knowledge of how to mitigate any conflict resulting from RtL’s programming at local, regional, and national levels. In addition, all RtL Juba-based program staff participated in three conflict resolution discussions with conflict specialists from USAID. As a result of these discussions, the RtL M&E unit developed the Adverse Monitoring Framework for rolling assessment of adverse circumstances at the school community level. As such, all County Teams can now use the tool to assess risk of various factors, including armed conflict, epidemics, or natural disasters. County Teams then apply a grade for each identified risk, from level 1 to 4, depending on the likelihood of negative impact to project implementation. To date, this tool has been applied to local situations of conflict in both Nimule and Yambio, with the conflict now resolved in Nimule, and continually being monitored by the County Team in Yambio until it is resolved.



Community members shelter from fighting in Yambio at the office compound where the Room the Learn office is based. Credit: Room to Learn South Sudan

Sub-component 1.3: Improve school conditions and infrastructure

Community grant packages: In July 2015, members of the RtL team met with USAID to discuss a variety of priorities that were identified from the SDPs developed to date. These priorities were discussed candidly, with both sides providing feedback on the purpose and impact of these grant materials. USAID also shared the Clarification of Basic Education Earmark and discussed items that were being provided by other programs and donors so RtL could better coordinate its interventions. Based on the strong support for the Instructional Material Package grant (as discussed in Sub-component 2.2, Core Education Package) as the quick-start grant in school communities, RtL prioritized these grants and the corresponding teacher training for the remainder of FY15. In September 2015, RtL Education and Community Engagement Team consolidated community school development priorities gleaned from SDPs and AITs of 200 schools in preparation for the upcoming work planning and discussion on additional community grant priorities. In

addition, as the majority of schools have requested support in constructing new classrooms, renovating old classrooms, repairing dilapidated buildings, supplying furniture (mainly desks), constructing fencing, and providing water and sanitation facilities, RtL proceeded with recruiting an Engineering Manager in FY15 Q4. This staff member will begin construction planning in FY16 so RtL is prepared to address these repair and renovation priorities in subsequent years.

Sub-component 1.4: Increase gender equality and social inclusion

Inclusive Education: RtL has continued to strive towards promoting inclusive education where all children and youth have equal access to quality education opportunities. To that end, RtL initially developed a strategy to engage with local NGOs within South Sudan through the awarding of six grants to engage the RtL Gender Advocacy groups to sensitize and mobilize communities to support education projects, to mentor learners in schools, and to assist the advocacy groups in the design and implementation of advocacy campaigns to promote the increased enrolment and retention of girls and disadvantaged children. A scope of work and RFA for this grant was developed and shared with USAID for feedback. Based on initial feedback and subsequent internal discussions, RtL is rethinking the modality to carry out this work, as well as the priority activities. It is anticipated a revised strategy will be proposed in the YR3 workplan to engaging with these groups on inclusive education.

Gender Advocacy Groups: In order to address the high gender disparity within the education system RtL has formed Gender and Social Inclusion advocacy groups that operate as sub-committees of the PTA. These groups, comprised of male and female community representatives, are drawn from the executive body of the PTAs as well as from all of the school communities within each payam. The groups were identified and established during the school entry process through the baseline survey and the CAAs. The role of the sub-committees is to create and increase awareness of the social and cultural barriers affecting the participation of children in education, with a focus on girls, children with disabilities, and displaced children. An orientation guide and sample advocacy messages (using role plays, poems, and songs) have been developed and sent to the County Teams. The County Teams have then utilized this guide to provide orientation sessions for the advocacy groups, outlining their roles and responsibilities and detailing implementation ideas for the messages. Moving forward, these advocacy groups will utilize community education and mobilization materials to provide educational sessions to PTA and school actors. Such materials may include the 'Our School' programs from the GESS/BBC Media Action project as a collaboration between projects has been under discussion throughout FY15– for more information about this possible collaboration, refer to sub-component 3.2, section RtL – GESS Meeting.



Gender groups meet to discuss priorities in Bagari, WBG. Credit: Room to Learn South Sudan

Gender and Social Inclusion Training Manual validated: Rtl developed a Gender and Social Inclusion training manual in collaboration with MoEST and the first draft was validated by the MoEST and Rtl in December 2014. Following the validation workshop, Rtl worked to address the recommended revisions, and hired an editor to complete a final review and formatting of the manual. The manual was finalized in June 2015 and subsequently shared with USAID and MoEST. Subsequently, MoEST provided approval for piloting the manual. The manual was developed in order to raise awareness on gender issues, on the importance of education, and the inclusion of all children and youth in basic education regardless of ethnicity, religion, or social/economic status. Selected relevant content of the manual will be incorporated into the training of teachers, head teachers, PTA members, and the Gender Advocacy groups in the first series of Teacher Trainings, rolling out in Q1 FY16. A plan for piloting the Gender and Social Inclusion training manual in Magwi County has been developed and is scheduled to commence within Q1 FY16. The participants selected for the training – consisting of all six (four female, two male) representatives of the Gender and Social Inclusion Advocacy Groups – will be drawn from five Rtl beneficiary schools. The government facilitators (consisting of a representative from MoEST curriculum department, girls education department, and special needs department) will conduct the piloting exercise with support from Rtl Gender and Social Inclusion Specialist and the Gender Advisor from MSI. Once the pilot is complete, Rtl will incorporate any final changes that may arise from feedback and suggestions during the piloting process and then resubmit the manual to MoEST for final approval.

Comfort kits: To increase enrolment and retention of girls in school, comfort kits consisting of sanitary pads, soap and other personal items were to be distributed to teenage girls as an incentive for them to attend classes on a regular basis. However, the comfort kits were not distributed during this year as the activity was tied to the grant for capacity-building of Gender and Social Inclusion Advocacy Groups (see Inclusive Education section above), which was put on hold pending further discussions on how to achieve this work within the South Sudan context.

Sub-Component 1.5: Increase access to education for underserved and conflict-affected children and youth

Pastoral education research: To start Rtl's work in pastoral education programming, a local research organization, Forcier Consulting, was contracted in May to conduct research in two pastoral locations (Aweil East, Northern Bahr El Ghazal and Kapoeta South, Eastern Equatoria). The purpose of this study is to compile existing information on best practices in pastoralist education, as well as to generate new information through on-the-ground field research in South Sudan. The study will be used to:

- provide overarching recommendations for effective pastoralist education programming, based on evidence of what works and doesn't work in PEP (Pastoralist Education Program)
- determine which elements of existing PEP activities in South Sudan could be expanded or modified to increase access and quality for pastoralist children and youth
- design and pilot new PEP innovations that are based on evidence
- develop culturally relevant supplementary readers that fill in demonstrated material gaps in PEP.

To date, the PEP fieldwork has been completed and Forcier is documenting and analyzing findings with a commitment to present the first draft of their final report in November 2015. The finding of the draft report will be presented to the USAID South Sudan education team prior to submission to MoEST

Directorate of Alternative Education Systems for review and feedback, after which Forcier will submit the revised and final draft of the report to RtL and USAID before the end of FY16 Q1.

Undertake PEP literature review: RtL has been working with the Global Partnership for Education (GPE) towards the development of literacy materials and resources for the Alternative Education System (AES), in particular the Pastoralist Education Program (PEP) through research and design of a scope and sequence framework (see sub-component 2.2), which will be the basis for the development of supplementary materials in national languages. In October 2014, Mango Tree was contracted to review existing literacy materials in South Sudan and draft a scope and sequence framework to guide supplementary material development for pastoralist education programming.

The materials analyzed in the literature review represent a sample of the currently available materials for early grade reading and literacy in South Sudan. This included existing literacy materials in South Sudan: Accelerated Learning Program (ALP) textbooks (teaching and learning materials) in English; readers, primers and alphabet books in local languages and English; and life and social skills materials with a literacy component, largely in English. The analysis evaluated the format, design, content and literacy instructional approaches in each of the material evaluated, and the strengths and limitations of each material were also identified. Mango Tree produced a final report in December 2014 that outlined which materials may be used in the AES programs. The report was reviewed as part of the pastoralist education program research. This report will be used to align available materials with languages and grade level during the pastoralist education scope and sequence work to be conducted in FY16

Sub-Component 1.6: Increase local-level emergency preparedness and peace building

Identification and incorporation of emergency preparedness activities in SDPs: The RtL County Teams, in discussions with community members during the entry process, identified common hazards to the welfare and education of students and teachers. These hazards included those related to health, environmental, and security that may pose a threat to children's participation in education. Below is a list of disaster risk reduction (DRR) and psychosocial support priorities identified from the school development planning process:

- **Water provision:** Due to the generally hot weather, children are constantly thirsty and in need of potable drinking water to remain well hydrated in order to concentrate on their school educational activities.
- **Hygiene promotion facilities:** Hygiene promotion in schools is an important strategy aimed at reducing the incidence of communicable diseases in schools.
- **Tools and general equipment:** During the rainy season, the school compounds of a large number of schools become overgrown with foliage, thereby posing danger of harboring snakes. Provision of hand tools and general equipment will enable schools to keep the school compounds well landscaped during rainy seasons, thereby mitigating the risks of snake bites, among other dangers.
- **Lightning arrestors:** provision and installation of lightning arrestors to protect the electrical system of the school from any damage resulting from a lightning strike.

- **Sports equipment:** Sporting facilities will help to reduce stress among children, enhance their socio-emotional development, encourage sustained attendance in school, and promote talent development. In addition, they will contribute towards peace-building and harmony within the local communities by providing opportunities for groups/individuals to gather to conduct a neutral, group-oriented activity.
- **Musical instruments:** There is evidence that musical instruments support the development of language skills in children. Other potential benefits are the development of children's talents in music, and encouragement of children's self-determination and self-esteem. Musical instruments can also be used in the school's performing arts, such as drama and music festivals, providing another outlet for positive energy for learners.

The RtL team began preparations to use this list to inform the development of in-kind grant packages for consideration in FY16 keeping in mind previous guidance from USAID and Clarification of Basic Education Earmark (see Community Grant Packages under sub-component 1.3)

School disaster management sub-committees (SDMSC): During the community entry process, community members were identified as focal points for school community emergency preparedness and jointly as SDMSC members in 292 school communities as of September 30, 2015. The SDMSCs are composed of six (6) PTA members and they advise and assist the PTA Executive Board on emergency preparedness. As part of the selection criteria, the SDMSCs are expected to ensure two teachers (both male and female) and four parents (two male and two female) work in these sub-committees, with equal representation of men and women. To ensure that learning environments are safe for both learners and staff, the sub-committees will engage in school activities that protect learners and the staff from physical harm, minimize disruption, and ensure the continuity of education for all learners; and to develop/update a school emergency preparedness plan for emergencies and disasters, and to raise awareness of activities that can support this work. To ensure that PTAs also understand and can address disaster risk reduction in schools and school emergency planning, emergency preparedness topics have also been included in the draft PTA training manual developed by RtL (see section 3.1 for information about PTA manual development) and the PTA training sessions. The SDMSC members will also serve as the focal points for emergency preparedness and response in each community and their names will be shared with the local payam education officers for further future coordination in emergency and crisis situations.

Resource Manual and Master Training Guide: School Community-led Emergency Preparedness in Primary Schools in South Sudan: RtL has drafted a Scope of Work (SoW) for the preparation of a Resource Manual for the School Disaster Management Sub-Committees (SDMSCs) in targeted schools. The Resource Manual will be used to build capacity of the SDMSC members to refine the School Emergency Preparedness Plans (SEPPs) developed by the PTAs and develop resulting action plans. The Manual will serve as a standard tool available for all RtL-supported primary schools across South Sudan to address issues dealing with emergency preparedness in schools. As an overall approach, the Resource Manual will integrate themes of gender and social inclusion, to ensure that the unique needs of vulnerable learners are considered in emergencies. Given the background of the target users (SDMSCs) who are PTA members and teachers with very low literacy levels, the Resource Manual will be prepared using simplified English language with many illustrations and practical exercises in order to most effectively develop the skills of the participants and encourage application of the principles regularly in the school

community. Topics to be covered during the participatory training of SDMSCs will include identification of emergency preparedness assets in the community, hazard analysis/mapping for schools and surrounding areas, and school safety. By the end of the training, the participants will have the skills to update the SEPP twice a year at a minimum, with approval of the PTA. It is anticipated that the draft SoW will be submitted to USAID for approval by the end of FY16 Q1 and RtL will engage a consultant to develop the Resource Manual and associated Master Training Guide in FY16 Q2. The Master Training Guide will be based on the core content of the Resource Material, with additional information for County Team and MoEST Master Trainers to aid them in the facilitation of the trainings of SDMSCs.

County Team Orientation to School Emergency Preparedness: To support the development of the County Team members' understanding of the basics of school emergency preparedness principles, RtL integrated sessions on these topics into the 5-day workshop in February and May 2015 for County Teams on facilitation of the community entry process. During this session, RtL's Emergency Preparedness Manager presented an overview to County Teams on topics such as key Disaster Risk Reduction (DRR) definitions, the purpose of DRR in education, the roles of School Disaster Management Sub-Committees (SDMSCs), and ways for County Teams to support the training, activity implementation, and monitoring of SDMSCs in the future.

The County Teams then guided each entered school in the formation of a SDMSC, totaling 292 in the entered primary school communities. The individuals identified to represent the community in the SDMSC were selected as those best suited to act as focal points for emergency preparedness and response. It is the responsibility of this group to represent youth, women, local education authorities, and traditional leaders.

In FY15, all County Teams participated in this orientation session, thereby building the capacity of 69 County Team members. The County Teams now have the basic knowledge necessary to maintain regular communication with the SDMSCs on issues related to emergencies. In FY16, the Community Mobilization Coordinator from each County Team will join MoEST officials in a Master Training on School Emergency Preparedness, led by RtL's new Emergency Preparedness Specialist. The training will enable the Master Trainers to give thorough emergency preparedness training to the SDMSC in each target school.

Component 2: Enhanced Relevance of Education and Promotion of Learner Well-Being and Social Cohesion

Sub-component 2.1: Promote student and teacher well-being through strengthened teacher capacity

Master Trainers Manual – Teacher Training Interventions I: Within the reporting period, RtL has hired 10 Master trainers to conduct teacher training, which will incorporate psychosocial and emergency preparedness as well as gender and social inclusion topics. To ensure quality training, the RtL

Education and Community Engagement Team developed the Teacher Training Manual – Intervention I. In March, MoEST approved the basic structure of the Intervention I manual, and in April a validation workshop was hosted by RtL. This workshop enabled working groups – consisting of representatives from the RtL team and representatives of the MoEST Teacher Education and Curriculum department – to collectively assess the specific content of the manual and to provide feedback and input. The working groups shared and discussed their recommendations before providing consolidated findings. Additionally, having received input from the RtL Gender and Social Inclusion Specialist and Emergency Preparedness Manager, the Intervention I manual now includes psychosocial, gender and social inclusion content and methodology for the implementation.



Master Trainer orientation session. Credit: Room to Learn South Sudan

In order to train the targeted teachers, RtL utilized both the RtL Master Trainers and a total of six professional training staff from Yei Teacher Training College and Arapi Training Institute (three staff members from each institute). From July 14-23, RtL provided a two-week orientation and training session to all Master Trainers on teacher training intervention I. Participants were introduced to participatory approaches like role play, small group discussions like ‘think, pair, and share’, large group discussions, and demonstrations. Additionally, participants learned new frameworks for teaching literacy, including the five components of oral language (including vocabulary), phonemic awareness, alphabet principles, fluency and reading comprehension.

This training session also acted as a piloting process for the manual and highlighted the need to further contextualize the manual for South Sudan. This included ensuring all practical sessions and tools (such as songs, poetry, stories, etc.) used locally sourced materials so that both teachers and students could better relate to the examples and scenarios. This and other lessons learned from this process were also incorporated into the manual. The manual was completed and ready for printing by September. RtL has experienced some delays in finalizing the Payam-based Teacher Training grant (see section **Payam-based training for primary school teachers/education staff and ALP facilitators** below for details of the grant delays), so to date, no teacher training activities have been undertaken. It is anticipated that within the first quarter of FY16.

Master Trainers Manual – Teacher Training Interventions 2: As a result of the development process of Training Manual Intervention I, RtL received guidance from the MoEST Teacher Training department that outlined the correct MoEST manual approval process. It specified that first the basic structure is to be developed and approved by MoEST before the development and drafting of the main content (previously, with Intervention I, the manual was completely drafted before being shared with MoEST Teacher Training department). This knowledge will better prepare the RtL team as they approach subsequent training interventions. While Intervention I focused on learner well-being, Intervention 2 potentially introduces teacher well-being and will be evaluated during the work planning process.

Master trainers and payam-based (school/ALP center) trainings: The proposal for the Master Trainer TOT Yei Grant (YEI009), to facilitate the orientation of the core educators and Master Trainers, was formally submitted to RtL by Yei TTC on March 27, 2015 and signed in June 2015.

Room to Learn and Yei TTC engaged in the orientation of the Core Educators (five males and one female) and training of Master Trainers from July 14–23 2015, at Yei TTC, Central Equatoria State, South Sudan. The 10 Master Trainers (nine male and one female) were selected from candidates with a background in the field of education and training. Master Trainer qualifications requirements included a Bachelor degree in education and a minimum five years teaching experience. RtL will be pairing the Master Trainers to establish five teams composed of two trainers. Once the Payam-based Teacher Training grant is finalized and approved, RtL will be able to commence rollout of the teacher training sessions. It is anticipated that this approval will occur within FY16 Q1. The original plan was to recruit 12 trainers but only 10 meeting the qualifications accepted the opportunity. RtL decided to wait until the training grants were in place to identify two additional trainers to ensure the teams have the capacity to reach communities with training in a timely manner.

Payam-based training for primary school teachers/education staff and ALP facilitators: The Payam-based teacher training grants are aimed at supporting in-service teacher training interventions. For each training, five teachers per school have been targeted to be trained in the areas of basic literacy, psychosocial support and gender and inclusive education. To manage the training, schools are grouped in clusters of five for the training and follow-up activities. Schools with ALPs will send six teachers for training.

An initial training rollout plan, closely linked to community entry process, was developed to guide the Payam-based (school clustered) teacher training in each county. Training activities in each location or payam were intended to be conducted once the school community has been mobilized through the RtL community entry. The rollout for 2015 was initially planned in two phases: Phase 1 (July 27 – September 20, 2015) and Phase 2 (October 5 – December 20, 2015). A revised three-week version of the plan, meant to start on August 24 – September 20 2015, to train an estimated 375 teachers in 75 schools, was not executed due to revision to the grant process for these activities (see Lessons Learned, Grant Approval and Implementation). At the time of reporting, the revised grants have been submitted to USAID and approved and the team is in the process of adjusting the rollout strategy.

Lessons learned for sustainability: In discussions with the MoEST, the strategy of using hired Master Trainers for training at the payam level was reviewed and closer coordination with government via collaboration and delivery of subsequent trainings was prioritized. For example, the engagement of trainers from Arapi Teacher Training Institute in the Master Trainer training was successful in Central Equatoria State.

Sub-component 2.2: Develop and provide relevant conflict sensitive and child-friendly instructional material for learners

Core Education Package: To improve quality of teaching and learning, the distribution of the Instructional Materials Packages (the IMPs, along with teacher training and PTA training make up the Core Education Package) started in July 2015 and will continue in conjunction with school entry and engagement. The IMPs, supplied by RtL to all target schools, includes basic materials such as portable chalkboards; chalkboard rulers; chalk; flashboards; slates; dusters; stationery for making teaching and learning aids such as reams of manila paper, marker pens, colored pencils, scissors, paper cutter, printing paper, staplers, hole punching machines, masking tape and glue; and teaching and learning games and charts. The IMP also includes curriculum materials such as levelled supplementary readers – which are stored in a water-proof cloth Pocket Library – for primary grades 1, 2 and 3; mixed-level supplementary readers for middle and upper primary classes; early grade reading big books; teachers’ reference books; and rhymes and songs flip charts. A total of 16,814 levelled supplementary readers for primary classes 1, 2, and 3 were inherited from the South Sudan Teacher Education Program (SSTEP). These were sufficient for 80 schools (each school received 30 copies of 7 titles). For safe custody of these supplied teaching and learning materials (TLM), RtL will also provide a lockable storage unit to the schools receiving the IMPs.



Sheikinah Primary School receives IMP. Credit: Room to Learn South Sudan

The instructional materials component included the procurement and transportation of the basic classroom items and teaching and learning materials and the training of primary teachers to use these resources to benefit the target learners. In adherence with USAID’s and Winrock’s procurement policy guidelines, the Teaching and Learning Materials for the first 30 schools were received and packaged for distribution starting July 6. By the end of the reporting period 116 IMPs had been approved and 52 had been delivered to schools (see Table 3). After the project distributed Instructional Material Packages (IMPs) to 30 school communities, the M&E Unit developed a monitoring tool to assess the utilization of the IMP. Three M&E staff conducted monitoring visits to the 12 school communities during the first week of September to pilot test the use of the tool. Based on the visits, the tool was revised and sent to the County Teams for their use during their monitoring visits to school communities.

Reprinting levelled supplementary readers and ALPs textbooks: The levelled supplementary readers, inherited from SSTEP, for primary classes 1, 2 and 3 will be exhausted in FY16 Q1. As a result, RtL approached both EDC, the copyright owner for the levelled supplementary readers, and USAID for permission to reprint the necessary readers to continue their inclusion in the Instructional Materials Packages which was secured in FY15 Q4 (Table 8 shows the number of readers reprinted).

Table 8: Supplementary readers for primary 1, 2 and 3 classes reprint

Book	Quantity
Going to school	7,860

Hyena and hare	9,460
The lost ball	10,200
A Lion and a mouse	10,200
Musa and Finda make a ball	10,200
Do you see?	10,200
How the Gazelle learned to jump	10,200

Furthermore, a reprint of ALP student textbooks was undertaken to address a shortage and absence of Accelerated Learning Program student text books identified by SDPs. Upon receiving a request from targeted schools for more APL textbooks, RtL approached MoEST for permission to reprint additional copies. Having granted permission, MoEST provided RtL with 3 vendors who obtained the copyright to print these publications. Subsequently, RtL received quotations from the vendors in August, 2015 and selected the most competitive price. One hundred and sixteen copies of each of the 20 titles (see Table 9 below) had been reprinted by September, 2015 and will be delivered according to the distribution plan within FY16 Q1.

Table 9: ALP textbooks reprinted

Item Description	Quantity
English Book 1, 2, 3 & 4	464
Mathematics Book 1, 2, 3 & 4	464
Science Book 1, 2, 3 & 4	464
SST Book 1, 2, 3 & 4	464
CRE Book 1, 2, 3 & 4	464

Hold workshop to populate the PEP Scope and Sequence: Throughout the reporting period, Mango Tree has been conducting a PEP literature review (see sub-component 1.5). The review report will identify gaps, which in turn will help in the development of required literacy assessment tool and materials.

Develop a scope and sequence for four national languages (Bari, Dinka, Nuer and Toposa):

A scope of work for the Summer Institute of Linguistics' (SIL) collaboration with RtL to populate Scope and Sequence Templates in four South Sudan national languages (Dinka, Nuer, Bari and Toposa) was developed. In September, USAID approved the SIL SoW which has been given to SIL for a technical response. The scope and sequence will be used to:

- guide the revision or development of the PEP supplementary language materials, such as content for digital audio players (DAPs)
- provide content for instructional strategies for the teaching of literacy skills in both English and a national South Sudanese language (teacher training intervention)
- serve as a reference possibly for the development of the national language Early Grade Reading Assessments (EGRAs).

The expected deliverable is a populated Scope and Sequence template in the four national languages listed above, which includes, but is not limited to, development in phonemic awareness, phonics, fluency, vocabulary and comprehension. The SIL report will also provide a comparative analysis of similarities and differences between the four South Sudan National Languages and English. This will be useful given the national language policy whereby students are to use mother tongue/South Sudan National Languages and gradually transition to using English as a medium of instruction from primary 4 onwards. SIL is now developing a technical proposal and financial proposal for submission and review by RtL in the coming period.

Sub-component 2.3: Improve reading outcomes in primary grades

Adapt literacy assessment tool and conduct baseline. As one of the strategies to increase literacy and numeracy learning outcomes, MoEST, in collaboration with UNICEF through GPE funding, is developing a learning assessment system. Montrose International has been hired under GPE mechanism to develop an Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tool in South Sudan National Languages. A scope of work for Montrose in collaboration with RtL to adapt an existing EGRA tool into Bari and Toposa (following the same process being used by GPE) was drafted in collaboration with Montrose in FY15 Q4. Through this consultancy, RtL will adapt and pilot EGRA tools into Toposa and Bari languages (anticipated for FY16 Q2) and will use the two tools and the three developed and piloted by GPE to measure literacy competencies among students in lower primary classes in target schools and to develop associated teaching and learning materials. These findings will serve as a baseline for the RtL literacy intervention further supported by the developed TLMs.

PEP programming – digital audio players (DAPs): Given the mobile nature of pastoralist communities many children either do not attend school or attend only for part of the year when the community is settled. To increase education opportunities for children and youth in cattle camps, alternative education programs which allow for this level of mobility are required.

RtL is working with the non-governmental organization (NGO) ACROSS to develop learning content to be used with Digital Audio Players (DAPs) which will be used by pastoralist teachers to play educational materials. Within the final quarter of FY 2015, ACROSS submitted an Activity Idea Template to RtL that outlined this need. The proposed DAP supplementary curriculum—which will be developed by Montrose, SIL, and the departments of Alternative Learning Education and National Language within MoEST—will be further informed by findings and recommendations from the PEP study and will include, but is not limited to: conflict mitigation through peace education, life skills, and literacy components. The content and methodology will be tailor-made to ensure relevancy to pastoralist nomadic lifestyle.

In response to this AIT, RtL is developing a SoW for ACROSS to develop the DAP materials. It is anticipated that this SoW will be submitted to USAID for approval by December, 2015. Following which, ACROSS will subsequently submit a proposal and budget for consideration and approval. It is anticipated that ACROSS will begin developing the DAP content between February – June, 2016.

Component 3: Improve Quality of Management of Education Systems through Local Structures

Sub-component 3.1: Enhance accountability of local government and school communities in education

Formation and/or revitalization of Parent Teachers Associations:

As part of the community entry process, the community mobilization and education teams will focus on revitalizing or forming new PTAs, if one does not exist at a targeted school. RtL developed guidance assist County Teams in identifying if a PTA needed to be formed/revitalized. This included ensuring there is an Executive Membership of at least seven (7) members. County Teams have been requested to submit to the Payam Education Office the names of PTA Executives for RtL targeted schools. A new PTA executive committee will be formed if there is no established PTA executive



PTA meeting in Magwi. Credit: Room to Learn South Sudan

committee. Throughout all the schools currently entered, RtL have found that PTA Executive members have numbered from 11 – 13. Practically, all the schools entered so far by our County Teams have established PTA executive membership and their members total more than 7. Therefore, to date, it has not been necessary for RtL to form any PTAs. A brief orientation has been provided during this one-day activity to revitalize these existing PTAs and to provide members with a brief overview of how to complete the school development plan which has been used to generate ideas for subsequent potential grant activities.

PTA Resource Guide and Facilitators' Guide. In February, MoEST asked RtL to enhance and strengthen the 2008 PTA training resources. It was felt that the Training Manual should include (amongst other areas) information on gender awareness in education and emergency preparedness and disaster risk reduction to assist PTAs address these issues in the School Development Plans. The Directorate of General Education nominated three PTA trainers from MoEST to work with RtL between March and August on the finalization of the training materials.

In April, RtL held a joint meeting with the DFID-funded Girls' Education South Sudan (GESS) and EU-funded Improved Management of Education Delivery (IMED) projects to discuss ways of improving coordination and collaboration. It was agreed that the implementing organizations should share the list of schools currently being supported by their respective projects as well as information about the supported activities in these schools. It was agreed that this information would also support UNICEF's mapping exercise in South Sudan. IMED revealed that MoEST had resolved to structure the PTA and the SMC as two separate bodies with separate roles and responsibilities. Based on this information the participants agreed that:

- RtL would develop PTA Training Manual with emphasis on roles and responsibilities of PTAs.

- GESS would review the existing School Governance training guide focusing on the roles and responsibilities of SMC and the school development planning process. The two training guides will be incorporated into one training guide, i.e. School Governance Training Guide.
- GESS and RtL will share the cost of production of the Training Manual.

RtL, having completed the development of the PTA Training Manual in collaboration with MoEST, submitted the final draft to MoEST; subsequently, the manual received MoEST validation in August. Additionally, the MoEST Director General of General Education approved a pilot of the PTA manual and provided two MoEST PTA trainers to participate in the training, which took place in Terekeka County, Central Equatoria State in late September. Both PTA executive members (eight female and 13 male) and County Education officials (one female and one male) participated. Feedback from this pilot workshop is now being incorporated into the training manual, particularly the section on the different roles of PTAs and SMCs and the management of finances and reporting issues. The piloting of this manual provided a deeper understanding of the type and level of content required for community and PTA comprehension. It is anticipated that the PTA manual will be completed and ready for distribution by FY16 Q1 and the NGOs (identified below) will provide the training.

PTA training I: In September 2014, RtL released an RFA inviting NGOs to submit applications to conduct PTA training initiatives on PTA role and responsibilities. Subsequently, in April 2015, RtL short-listed, interviewed and selected NGOs that will conduct the PTA training. Final budgetary discussions with the NGOs are underway. The roll out of the PTA training remain pending final negotiations with the selected NGOs and subsequent submission of grant documents to USAID for approval.

The following NGOs have been selected (not finalized):

- Episcopal Church of South Sudan and Sudan (ECSSS), assigned Central Equatoria State; Yei, Juba, Kajo Keji and Terekeka counties;
- Windle Trust, assigned Northern Bahr el Ghazal (NBeG) and Western Equatoria States (WES); Aweil West (NBeG) and Yambio (WES) counties;
- Peace Corps Organization (PCO), assigned Western Bahr el Ghazal (WBeG); Bagari and Wau;
- African Education Trust (AET), assigned Eastern Equatoria State (EES); Magwi and Nimule;
- Adventist Development Relief Agency (ADRA), assigned Kapoeta in Eastern Equatoria State and Gogrial West in Warrap State.

Table 10 below outlines the geographical areas each NGO will cover and the number of target training beneficiaries.

Table 10: NGO Geographical and Beneficiary Summary

NGO	State	# of PTAs	# of reps	# payam reps
ECSSS	CES	90	540	36
WTI	WES	60	360	24
	NBeG	60	360	24
PCO	WBeG	84	504	34
AET	EES	90	540	36
ADRA	EES	18	108	8
	Warrap	90	540	36

Sub-component 3.2: Collaborate with other education partners to support implementation of existing policies that promote equitable access to education.

Participation in sector-wide discussions on the implementation of education programs in South Sudan is an important aspect of RtL collaboration with partners and government. Throughout the year, members of the RtL team were regular participants in the Education Cluster Meetings, Alternative Education System Advisory Group meetings, Learning Assessment Reference Group meetings, and the Gender Thematic Working Group. Representation at these sector meetings is key to promoting collaboration that enhances RtL service delivery and building partnerships with organizations operating in RtL areas of implementation. For example, in a bid to work effectively with partners and other organizations in teacher training, RtL Education and Community Engagement Department met with the Coordinator of Education for the Adventist Development and Relief Agency (ADRA) on June 4, 2015. This was aimed at assessing the possibility of collaborating in the in-service teacher training activities, since ADRA implements in-service teacher training in activities in Kapoeta South, where RtL also supports some schools. It was agreed that RtL would follow up with ADRA at a time when the schedules for the payam-based teacher training in Kapoeta South shall be finalized and ready for the rollout. In particular, collaboration among the Big-4 is prioritized. RtL participated in a meeting held on April 6, 2015 with GESS to discuss ways initial ways of improving coordination and collaboration with GESS and IMED projects. RtL participated in the second collaboration meeting held on September 10, 2015 to discuss specific collaboration with GESS on school governance; the meeting resolved that one Training Manual (Toolkit) would be developed for school governing bodies to include SMCs, Boards of Governors (BOGs) and PTAs and this would be utilized across programs. This collaboration is beneficial for school governance structures to receive one consolidated tool and it is efficient for partners and donors through leveraging resources.

Additionally, RtL gender and communications teams have met with BBC Media Action on multiple occasions within the reporting year. BBC Media Action are partnering with GESS for the implementation of the GESS media community level engagement interventions; specifically, BBC Media Action have been producing the 'Our School' radio program. These education-based information programs have been broadcast throughout national radio and disseminated at the local level through community discussion groups. It was felt that the RtL Gender and Social Inclusion advocacy groups (what GESS refers to as community mobilization) had significant similarities and there is a clear logic both in economic and efficiency terms to share tools to maximize impact and to enable a mutually beneficial partnership to form. Initial discussions have been based upon how RtL can utilize the program materials through their community-level advocacy groups to increase the spread and impact of the Our Schools products through community discussions. It is anticipated that BBC Media Action will be able to provide access to 20 solar powered, wind-up radios with SD cards (to be a means of distribution) and access to various 'Our School' programs (RtL will be able to select those most appropriate to our community objectives). In turn, RtL will lead the process of organizing joint awareness campaigns at the payam level – through the RtL advocacy groups – which may involve community gatherings and discussions, thematic advocacy activities, and school-level interventions.

To date, RtL and BBC Media Action are in the process of discussing possible branding solutions for the 'Our School' products. If a mutually amicable agreement can be ascertained then both parties will proceed

with the development of Terms of Reference. It is anticipated that within FY16 Q1 it will be clear if a partnership will be formed and implementation of activities can continue, potentially at a scale beyond the initial donation of 20 radios if there is demonstrated success.

In addition to meetings at the Juba level, County Team members participated in monthly and quarterly partners' coordination and cluster meetings for partners organized at the state level as well (specifically Central, Western and Eastern Equatoria States). These meetings focused on the accomplishments of partners in field locations, the challenges faced during implementation, and upcoming activities. Generally, the education officials in the meeting applauded NGOs for supporting education and keeping education alive in the states. They have requested that all the NGOs operating in the states work closely with the government in order to achieve the goals of education.

Lessons Learned

Grant Approval and Implementation: On July 15, RtL management met with USAID to discuss a variety of the grant ideas identified from the SDPs developed to date. USAID and RtL candidly discussed the impact and feasibility of many of the priorities identified in line with the Clarification of Basic Education Earmark and assistance other donor funded projects are provided. Based on these conversations, RtL began to reassess the approach to in-kind community grants. In addition, it became clear that some of the grant processes in place were slowing the pace of grant development and submission for approval. Discussions with Winrock International's Contracts office resulted in a restructuring and streamlining of our grant development and review process, including the templates used for both in-kind, training, and NGO grants. These changes, in addition to staffing shifts within the Grants Department caused a delay in the submission of grants to USAID for both IMPs and the initial teacher training grants. However, once the new processes and templates were in place, RtL accelerated the development of IMPs for the backlog of schools as well as teacher training grants. At the time of reporting, RtL has cleared the backlog of IMP and teacher training grants as well as hired a new Director of Grants who joined the team in late FY15 Q4. The immediate focus and priority of the team at the start of FY16 will be on delivery of the approved IMPs and execution of the teacher trainings. In addition, work plan discussions will focus on a revised approach to community grant packages as well as expansion into Greater Upper Nile via NGO grants.

Sector Coordination: Communications with sector stakeholders has demonstrated potential to prevent the duplication of efforts. For example, RtL agreed to postpone activities related to the development of literacy assessments and wait for GPE and MoEST to finalize the tool that will be used by all education partners. Additionally, joint meetings with GESS and IMED projects resulted in learning that MoEST had resolved to structure the PTA and the SMC as two separate bodies with separate roles and responsibilities. As a result of this, RtL worked in partnership with GESS and IMED to create an combined training guide, thus preventing duplication of efforts.

Community Entry Process: Many lessons were learned in the piloting of the community entry process. The biggest change as a result of this has been the reduction of the process from four days to one and a half days; encouraging greater participation and actionable outcomes. Additionally, to limit community fatigue, baseline data collection was conducted separately, approximately one month in advance, to

provide sufficient time for analysis and utilization during the development or revision of the SDP by the County Teams and the school communities.

Manual Piloting: Throughout the reporting year, RtL has piloted both the Teacher Training Manual – Intervention I and the PTA Manual. Both of these pilots proved vital in gaining a better understanding of the content and the strategies for practical implementation of the training. Comments and feedback received from working group participants highlighted the need for the content to be better contextualized for South Sudan. Additionally, gender and social inclusion content was further developed and included. These lessons have directly contributed towards the drafting of future manuals.

III. PROGRAM PROGRESS (QUANTITATIVE IMPACT)

RtL has been using a phased approach for project implementation. Following baseline data collection in FY15 Q1 & 2, county-level RtL staff met with stakeholders in school communities to review the baseline data, complete a community asset appraisal (CAA) report, and discuss education supply and demand issues such as access to quality education and school safety. A new or revised school development plan (SDP) was the result of this activity in each community. From the SDP, an Activity Idea Template was filled out with potential activities to support implementation of the SDP. In total, RtL staff members entered 294 of the 550 schools communities where baseline data was collected by the end of September 2015. Out of the 294 school communities entered, 292 are primary schools and 2 are Community Girls schools. Eighty-eight of the primary schools also had ALP centers where over age youth study a condensed primary school syllabi in a period of 4 years. The detail of the school communities entered across the six states are presented in chart I.

Chart I: Number of primary schools (GES) and ALPs (GBS) entered through September 2015

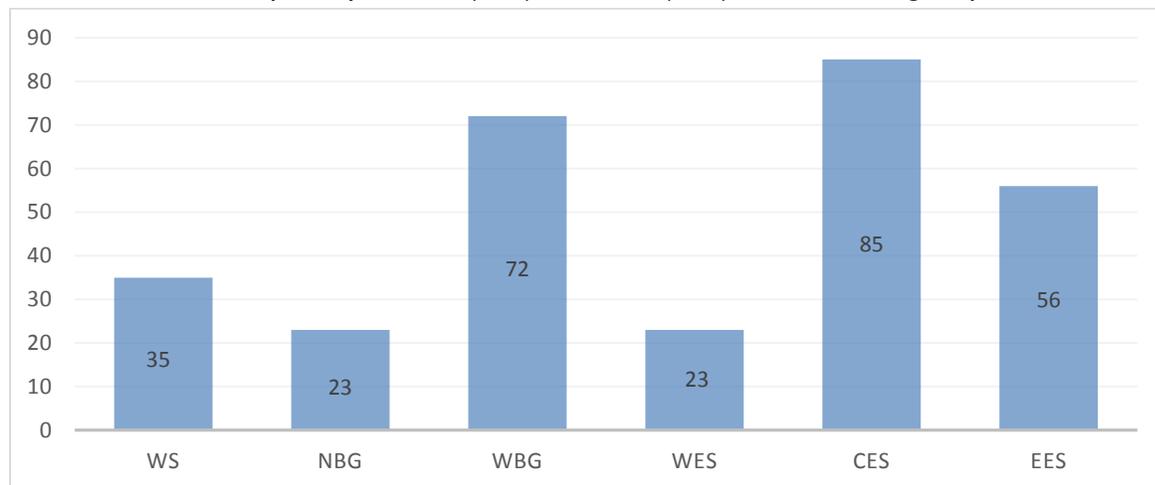
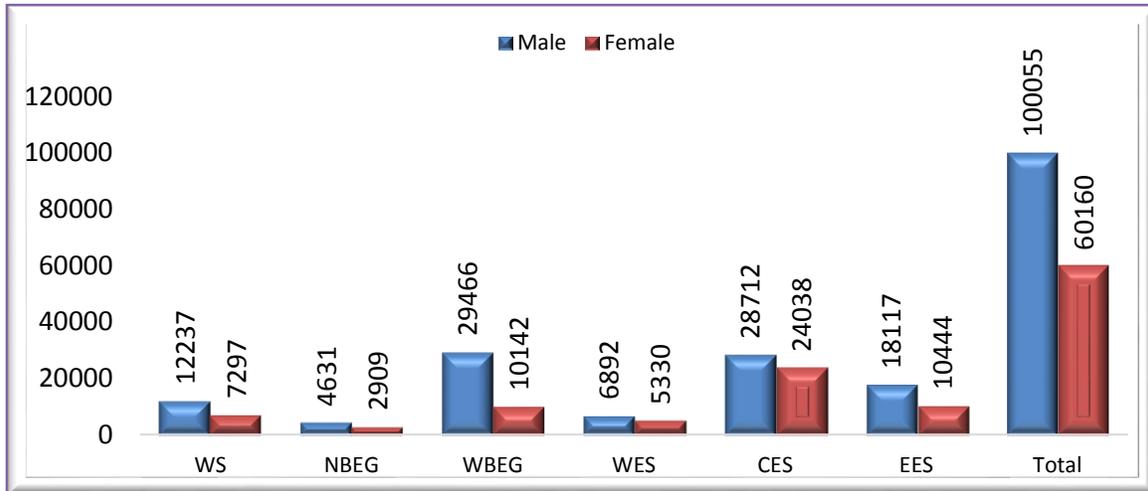


Chart I shows that the majority of the school communities entered were from the three states where community engagement started in February 2015 (WBG, CES, and EES). During the community entry process, RtL staff engaged the school communities through an appreciative enquiry approach and used the

baseline data to analyze the supply and demand issues around access to quality education and a safe learning environment. New or revised individual school development plans (SDP) were the result of this engagement. From the SDPs, an Activity Idea Template was filled out with potential activities for funding by Room to Learn alongside community contribution identified during the Community Asset Appraisal (CAA) exercise. In the schools that were entered, head teachers reported a total enrolment of 160,215 learners: 60,160 (37.5%) were female and 100,055 (62.5%) were male as illustrated in Chart 2.

Chart 2: Number of learners enrolled USG supported primary schools, AES and CGS in by State



During community entry, RtL staff worked directly with PTAs. By the end of September 2015, RtL had engaged with 294 PTA bodies in the development or revision of SDPs. The project worked with a subset of these PTAs to distribute 52 Instructional Material Packages and four school garden grants in Kapoeta South where this is a particular priority and concern for school communities. Each instructional materials package included an assortment of materials to be used by teachers and learners such as supplementary readers, teacher reference books, portable blackboards, and materials to construct teaching aids.

In FY15 Q4, RtL staff also conducted a pilot training for PTA and Payam Education Officials in Terekeka County. Of the 23 individuals who completed the training, 21 were PTA executive members (eight females and 13 males) and two were Payam Education Administrators (one female and one male). The training lasted three days (24 person hours).

Table 11: Performance Data Table

Goal:	Indicators	Baseline	Q1	Q2	Q3	Q4	Total to Date	Total LOP
Standard: USAID 3.2.1-14	Number of learners enrolled in primary school and/or equivalent non-school-based settings with USG support	235,904	0	11,644	33,813	114,758	160,215	308,881
Custom	Number of USG-supported school communities using school self-appraisal data, SSI and CAA to analyse supply and demand issues around access to quality education and school safety	0	0	30	69	195	294	619
Standard: USAID 3.2.1-18	Number of PTAs or similar school governance structures supported by USG	0	0	30	69	195	294	619
Custom	Number of PTA or similar school governance members trained with USG support	0	0	0	0	21	21	3095
Standard: USAID 3.2.1-33	Number of textbooks and other teaching and learning materials (TLM) provided with USG support	0	0	80	0	16,452	16,532	294,025
Standard: USAID 3.2.1-35	Number of learners in primary or equivalent non-school-based settings receiving reading interventions with USG support	0	0	0	0	5,429	5,429	200,774
Standard: USAID 3.2.1-3	Number of administrators and officials successfully trained with USG support	0	0	0	0	2	2	50
Standard: USAID 3.2.1-43	Total number of person hours of administrators and officials successfully trained.	0	0	0	0	80	80	2000

IV. PERFORMANCE MONITORING

PMP Development: The Performance Monitoring Plan (PMP) was first drafted in December 2013 during the first year of work planning. However, the original PMP was developed for the original scope and geographical footprint, which was subsequently revised. Following Modification 2 of the RtL Cooperative Agreement in August 2014, the PMP was revised along with the December 2014 – December 2015 work plan; which received partial approval in January 2015. A revised final version of the PMP will be submitted in FY16 Q1. The PMP contains strategies for tracking U.S. Foreign Assistance Standard Indicators and custom RtL project indicators. The PMP was developed in line with the new, emerging USAID results framework and outlined a plan for conducting rolling assessments to monitor local conditions in South Sudan that might affect the overall project implementation. Also, there was a plan to develop a Safer Schools Index (SSI) to measure change over the course of the project using data collected as part of the baseline. Some project performance indicator targets were left to be determined until the baseline study was completed and management decisions were made, especially the decision on the total number of schools RtL would support and extent to which school infrastructure would be addressed.

Baseline Study: The preparation for the baseline study (for more detailed information about the community entry process please refer to sub-component I.1) started in October 2014 with the drafting of baseline data tools and methodology and applying for the FHI360 Protection of Human Subjects Committee (PHSC) approval to conduct the study. In February 2015, the study was approved by the FHI360 PHSC and six enumerators were trained. Each enumerator led a three-person data collection team (total of 18 individuals). Together, teams conducted interviews in 47 pilot school communities. As data was collected by tablet, it was uploaded to Qualtrics, an online platform and accessed by RtL M&E staff members for analysis. In May 2015, data collection was intensified so that County Teams could begin to enter school communities and facilitate development of SDPs more quickly. The ramped up data collection necessitated the addition of 84 enumerators and procurement of more tablets.

Safer Schools Index Workshop and the Way Forward: After initial baseline data was collected, there was a validation workshop held in June 2015 in Juba that was attended by representatives from USAID South Sudan, USAID Washington, Winrock, and FHI 360. At the conclusion of the workshop, it was decided that RtL would select a targeted number of relevant, rigorous indicators to measure changes in the safety of learning environments where the RtL project would be conducting activities, as opposed to development of the Safer School Index. Data will be uploaded to the Development Data Library (DDL) in FY16 per USAID's Open Data Policy.

Data Quality Assessment: The RtL M&E Unit led—in collaboration with MSI—a data quality assessment from September 15–16, 2015 in Juba. The assessment examined five project indicators on which data had been reported over the previous quarters. These indicators were: number of learners enrolled in USG-supported schools; number of textbooks and teaching and learning materials distributed with USG support; number of learners receiving reading interventions; number of PTA bodies supported with USG assistance; and number of school communities using baseline data, community asset appraisal, and school self-appraisal to assess supply and demand issues around education. MSI will compile the findings and submit a report to USAID; subsequently, USAID will share the findings report with RtL.

Grant Monitoring Tool: After the distribution of the first 30 Instructional Material Packages to school communities, the M&E Unit developed a monitoring tool to assess the utilization of these materials. Three M&E staff members conducted monitoring visits to the communities that had received Instructional Material Packages during September 2015. Based on these visits, the monitoring tool was revised and sent to RtL County Teams to be used during the school monitoring visits to be conducted with FY16 Q1.

Impact Evaluation: USAID has contracted with MSI to design an Impact Evaluation for RtL. MSI sampled the payams in Table 12 for the study with the view that the first data collection would take place by September 2015. In a later meeting USAID informed RtL that the scope of the evaluation presented in the evaluation design was very broad. USAID was to develop a SoW which MSI would use to fine-tune the impact evaluation design. With this development, instead of three waves of data collection beginning in September 2015, MSI will do two waves of data collections starting around February 2016. The sampled locations for the study remain unchanged.

Table 12: Payams Selected for Impact Evaluation

RtL Office Location	State	County	Payams where no community entry took place	Development Status	Number of schools selected
Juba	CES	Juba	· Northern Bari	· Semi-urban	1
Magwi	EES	Magwi	· Pajok	· Semi-urban	1
Wau Municipality	WBG	Wau	· Block C	· Semi-urban	1
Wau Municipality	WBG	Wau	· Block E	· Semi-urban	1
Yambio	WES	Yambio	· Gangura	· Semi-urban	1
Yambio	WES	Yambio	· Rilangu	· Semi-urban	1
Juba	CES	Juba	· Lobonok	· Rural	2
Terekeka	CES	Terekeka	· Tali	· Rural	2
Terekeka	CES	Terekeka	· Gemeja	· Rural	2
Magwi	EES	Magwi	· Lobone	· Rural	2
Gorgial West	Warrap	Gorgial West	· Akon North	· Rural	2
Gorgial West	Warrap	Gorgial West	· Alek South	· Rural	2
Yambio	WES	Yambio	· Bangasu	· Rural	2

V. PROGRESS ON LINKS TO OTHER USAID PROGRAMS

Quarterly ‘Big-4’ Meetings: The Big-4 comprise the four largest education projects in South Sudan: GESS, GPE, RtL and IMED. On a quarterly basis, the Big-4 meet to discuss sector-level coordination, lessons learned, roles and responsibilities, and shared results of assessments, etc. Typically, these meetings are held at the EU compound and are also attended by EMIS, USAID, UNICEF and DFID representatives. RtL has continued to maintain a strong presence at these meetings.

GPE and Montrose Collaboration: RtL has been collaborating with GPE and Montrose International about the development and piloting of an EGRA tool in two national languages (in addition to the three being developed under GPE), development of standards and benchmarks, development of literacy and numeracy kits, and development of training content and materials for teachers and training. For full information about the development of the EGRA and EGMA, please refer to sub-component 2.3.

VI. PROGRESS ON LINKS WITH GOSS AGENCIES

MoEST and RtL Collaboration in Educational Materials Development: Throughout the year, RtL and MoEST have maintained a close collaborative working relationship in the development of all RtL educational and literacy materials. RtL has sought extensive participation by various MoEST directorates including Examination Department, Teacher Training Department, Curriculum Department and Gender and Social Inclusion. Throughout the year MoEST has ensured representation at various manual piloting initiatives, such as the piloting of the Teacher Training Intervention I manual and the PTA manual and the validation of the Gender and Social Inclusion Training Manual. In each case, the MoEST provided invaluable analysis and input. RtL and MoEST are also heavily engaged in the development of the PEP program work and literacy assessment.

National-level MoEST Meetings: The National Education Forum (Education Sector Working Group and Joint Steering Committee Meeting) was held on August 20 where RtL presented information about specific programmatic activities such as community entry processes, development of training manuals and materials, and grants awarded.

State-level MoEST Meetings: State Ministry officials have remained very supportive of the RtL program and helped County Teams secure letters of introduction to county and payam officials. Due to this well-established relationship between RtL and state and *county*-level MoEST offices, MoEST officials from the states, counties and payams have made themselves available to join the RtL County Teams during community entry process and have actively reported RtL progress to the Ministry. More information about the community entry process can be found in sub-component 1.2.

Room to Learn Technical Task Force: RtL continued consultations with the Undersecretary and the Department of Development Partners at MoEST to conduct the RtL Technical Task Force meetings. The Task Force comprises representatives from relevant MoEST directorates and serves to ensure the implementation of RtL is completed in line with Government expectations and protocols. The Task Force kick-off meeting was held on April 13 when the TOR for the Task Force was shared, and representatives were fully briefed on the RtL work plan, the main scope of activities and the geographical focus, and have reviewed the RtL Terms of Reference. Moving into FY16 RtL will continue to engage with the Task Force to ensure MoEST is fully aware of all activities, changes, and achievements.

National and Foreign Language Conference: On June 23–25, RtL participated in the National and Foreign Language conference, the theme of which was “Ensuring a Sustainable, Peaceful, and Prosperous South Sudan through Multilingualism”. Participants represented state and central MoEST directorates,

donors and education sector partners. The overall goals were to validate implementation guidelines for languages and education policy and to establish an implementation action plan.

MoEST Celebration of International Literacy Day and other events: Throughout the year, RtL has continued to provide MoEST with financial, technical, and logistical support for the implementation of state and national-level events. For example, in September, 2015, RtL, in partnership with Central Equatorial state, hosted the International Literacy Day. The event brought together approximately 1,400 students from five target beneficiary RtL schools, along with teachers, PTA representatives, and social inclusion advocacy groups to celebrate the day. The event – which was attended by the U.S. Ambassador, USAID Head of Mission, and the Minister of Education, Science and Technology – was an opportunity for RtL to distribute five Instructional Material Packages (as part of the community entry process) and saw students perform dance and music, and compete in reading competitions.

VII. PROGRESS ON USAID FORWARD

Yei Teacher Training Grant: On May 29, 2015 USAID approved the grant to Yei TTC to recruit and train Master Trainers who will be conducting payam teacher training initiatives. Yei TTC was selected to collaborate with RtL in training Master Trainers due to its strong reputation in teacher education in South Sudan; it is regarded as a center of excellence for the development of educationalists through the provision of relevant skills, knowledge, values and attitudes for quality education and community transformation.

PTA Training: In April 2015, RtL short-listed, interviewed and selected NGOs that will conduct the PTA roles and responsibilities training. The NGOs that were selected—Episcopal Church of South Sudan and Sudan (ECSSS), Windle Trust, Peace Corps Organization (PCO), African Education Trust (AET), and ADRA—will each receive orientation and capacity building sessions on how to use the RtL-developed PTA training manual.

VIII. SUSTAINABILITY AND EXIT STRATEGY

By the end of 2016, RtL will start shifting responsibility of the project activities' implementation to local NGOs as well as local government. To ensure continuity, the county teams will provide support and on-the-job-training to the NGOs and key government officials at the county and payam levels. RtL will provide training to the county Education Quality and Social Inclusion Coordinators to facilitate the payam teacher training. Government county tutors will be selected and invited to attend the payam teacher trainings to learn the training content and become familiar with the manual. It is anticipated that the Government tutors will be paired with RtL staff and will assist in the facilitation of the trainings.

IX. SUBSEQUENT QUARTER'S WORK PLAN

- Complete recruitment for last 2 county team leaders.
- Continue active recruitment for Project Director and Deputy Project Director –Programs
- Continue with the community entry process

- Submit IMP grant agreements for USAID approval
- Distribute IMP grant package to school communities
- Submit school payam teacher development training grants to USAID for approval
- Hold the first cluster payam teacher trainings
- Finalize grant agreements and SOW for 5 NGOs to conduct the PTA trainings and submit to USAID for approval
- Finalize SOW and grant agreement for Montrose to develop EGRA in two languages and submit to USAID for approval.
- Finalize RFA to recruit NGOs to conduct the gender and social inclusion sub-committee trainings and submit to RFA for approval on the SOW.
- Continue to engage local authorities in RtL activities
- Participate in the Steering Committee meetings
- Conduct RtL Technical Task Force Meetings
- Review and finalize SOW and grant agreement with Across to develop DAP content to provide training and messaging to PEP and hard to reach schools and submit to USAID for approval.
- County teams follow up with schools communities to assist with updating and revising school development plans.
- Develop standard gender and social inclusion advocacy messages to be utilized during training and advocacy week events.
- Begin development on emergency preparedness resource manual.
- Develop consolidated teacher and PTA mentoring checklists for county teams to use in follow up visits to RtL school communities.
- Complete PMP indicators and targets
- Begin training of school community monitoring committees
- Finalize PTA training manual from feedback on pilot PTA training
- Finalize gender and social inclusions training manual from feedback on the pilot gender and social inclusion training in Magwi.
- The retraining of mentor trainers and EQSIC to conduct the payam teacher trainings.
- Staff orientation following the completion of the work plan.

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
Complete the recruitment of 11 county team leaders	Partially completed. 10 county team leaders have been hired. 2 county leaders for Aweil West and Kapoeta South will be recruited in FY 2016 Quarter 1.	RtL did not find suitable candidate for the Aweil West and Kapoeta county teams and will continue recruitment in FY 2016 Quarter 1.
Recruit and deploy Juba-based expatriate/TCN staff for the Deputy Project Director – Programs, the Deputy Project	Partially Completed. The Deputy Project Director – Operations & Administration, Director of Education and Community	WI has been unable to find a suitable candidate for the positions of Project Director and Deputy Project Director –

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
Director – Operations & Administration, Director of Education and Community Engagement, Construction Manager, and Communications and Outreach Manager	Engagement, Construction Manager, and Communications and Outreach Manager have all been hired. The Construction Manager starts November 2015. WI is still recruiting for a Project Director and Deputy Project Director – Programs.	Programs. WI continues to advertise the job description and plans to present a suitable candidates by FY 2016 Quarter 2.
Continue with the community entry process	Done.	
Submit ECEGI award documents to USAID for approval; subject to receiving the approval, proceed with the implementation	EGEG grants have been put on hold as RtL revisited the process and develops complete grant packages for communities to select from	The ECEG options will be included in RtL FY 2016 work plan and once approved, new ECEG will be submitted for approval and awarded.
Submit the instructional materials package award documents to USAID for approval; subject to approval, proceed with procurement; delivery will start during the following quarter	Done	
Train Mothers Groups and Male Champions on inclusive education at grassroots level	The RFA to hire NGOs to conduct the gender and social inclusion trainings will be completed in FY 2016 quarter 1.	A pilot of the training manual was completed and plans are underway to recruit local NGOs to administer the trainings to the gender and social inclusion sub-committee members.
Finalize PEP scope and sequence purchase order and initiate work (pending USAID approval of SOW)	Ongoing.	SIL SOW for PEP scope and sequence approved by USAID on September 14, 2015. Purchase order and work initiation will be done in FY16 Q1.
Finalize a complete 2015 roll-out plan for RtL training for head teachers, teachers, and PTA members including structure, strategy, partnerships, locations, costs and timelines	Done	

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
Sign grant agreements with five NGOs to conduct PTA training I - Conduct orientation training for NGOs that will be conducting PTA training I - Begin PTA training	To be completed FY 2016 quarter 2.	The NGOs selected to conduct the PTA trainings are adjusting their SOW and budget based on the new plans and numbers of schools entered in their assigned counties.
Train the 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)	RtL will now be only hosting 1 teacher training. The training curriculum will be adjusted to include the key elements that were to be included in the 2 nd training.	RtL will not be hosting multiple teacher development trainings with each school. As such, the curriculum will be adjusted to include key elements from the other planned trainings.
Submit Payam-based teacher training award documents to USAID for approval; subject to approval, proceed with the procurement and in-service teacher training activities in the Payams, counties and states where RtL activities are being implemented	USAID approval has been received and the payam teacher trainings will begin in FY 2016 quarter 1.	The 75 payam teacher grants were not finalized submitted and approved by USAID until October 2015, due to finalizing the training clusters and budgets.
Procure instructional materials package content and initiate distribution to phase I schools	Done	
Collaborate with Montrose on the development of EGRA in national languages	RtL and Montrose are finalizing the grant agreement for submission to USAID. To be completed in FY 2016 quarter 1.	RtL and Montrose have been working together to finalize the budget, SOW and terms of the grant agreement. The package is in final review.
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	The Across SOW is under review by RtL technical team. The review is to be completed in FY 2016 quarter 1.	In reviewing the proposal received from Across, the RtL technical team has suggested changes to the SOW. Across will need to adjust their proposal and budget accordingly and resubmit

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
Participate in the Steering Committee meetings	Done	
Make the first grant awards to NGOs to work in the Greater Upper Nile region	RtL is finalizing RFA to recruit NGO to begin work in Greater Upper Nile	RtL submitted the RFA to post to recruit NGOs to work in Greater Upper Nile to USAID on September 15 th and received feedback on October 15 th . RtL is responding to the comments and preparing to resubmit the RFA to USAID for approval.
Submit to USAID a list of 3-5 indicators that RtL believes focus on key elements of school safety that RtL will track in all schools where county teams are available. This would include the rationale for their selection and would look at where the evidence base is strongest.	Done <i>*USAID provided feedback for RtL on August 20, 2015. Revision ongoing.</i>	
Prepare RtL construction interventions plan in coordination with USAID and MoEST	Ongoing	RtL hired an engineering consultant to conduct research and develop construction plan. The initial plan is to be share in Rtl FY 2016 Work plan
Prepare the reporting templates for the different types of cost-sharing	Done	
Increase the warehouse space to store the items procured for grants	Done	

X. PROJECT ADMINISTRATION

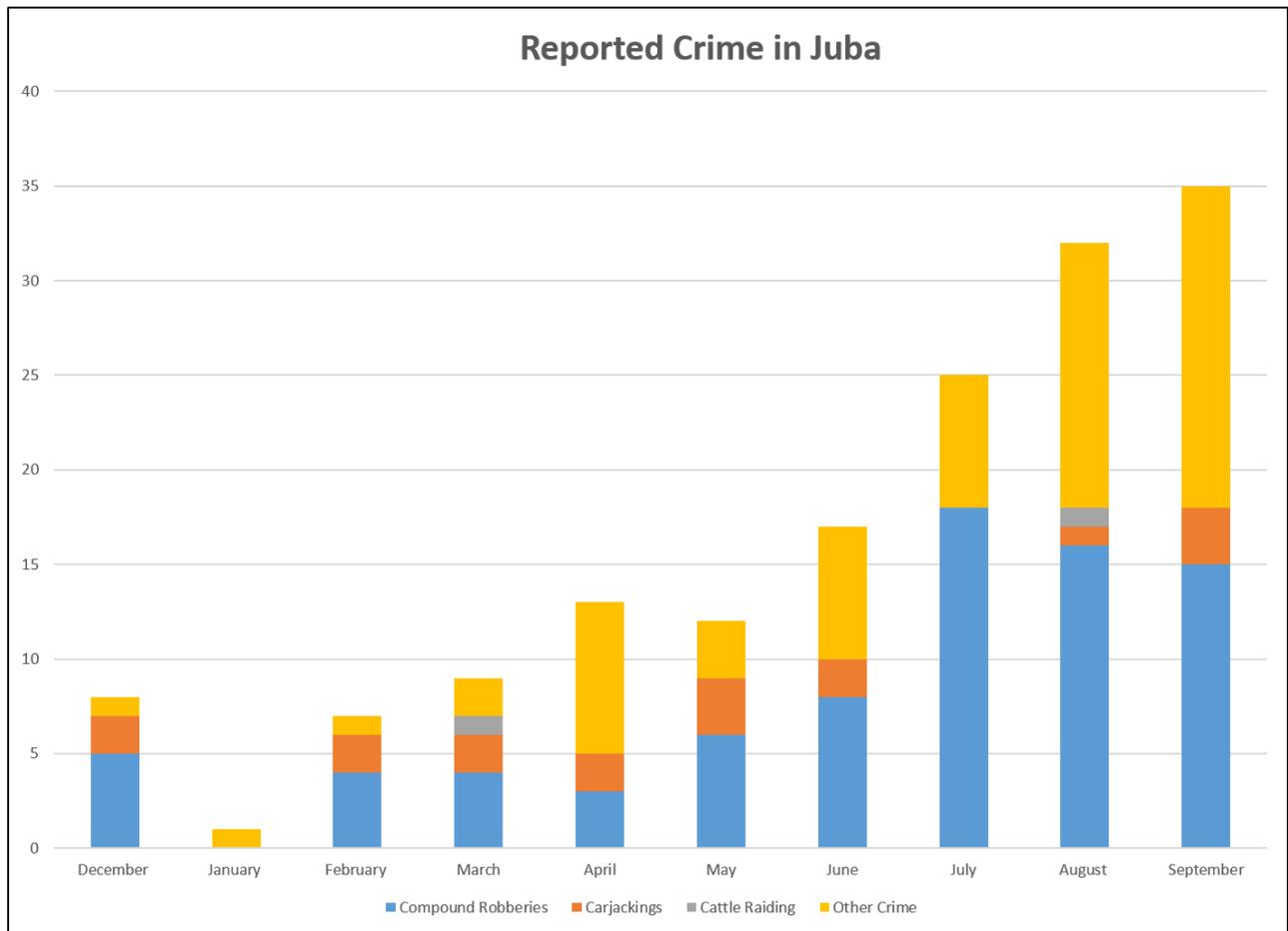
Constraints and Critical Issues

Throughout the fiscal year, the decline in security and social stability has continued to be a major constraint in the implementation of the RtL activities. There has been a major increase in armed crime rates and compound break-ins, especially in Juba city; these incidents have largely targeted international NGO infrastructure, vehicles and personnel. On November 9, 2014 an RtL project vehicle was hijacked and Winrock International Room to Learn South Sudan FY15, Annual & Quarter 4 Progress Report 38

stolen in Juba city. The driver, who was alone having just dropped off an international member of staff, sustained minor injuries during the attack. As a result of this incident, the then contracted South Sudan insurance company – Speed Insurance – refused to compensate RtL for the loss of the vehicle on the basis of suspected foul play on the behalf of the driver. There was never any evidence to support this accusation. Subsequently, RtL elected to terminate their contract with Speed Insurance; currently, the RtL insurance is being provided by UAP Insurance Company. However, the cost of the vehicle was ultimately recuperated from the cover provided by the insurance provider in the United States.

September 2015 was the first month in which the Intergovernmental Authority on Development (IGAD) Compromise Peace Agreement has been in place. However, implementation has been slow compared to the ambitious deadlines set by the IGAD process. No substantive action has yet been undertaken that demonstrates a full commitment from either side. In addition, the fundamental issues that made the peace agreement look so fragile during the signing persist. As a result of the ongoing fragility of the situation, there is a continuing shortage of access to fuel in the market. This has greatly impacted the project running costs, overall prices of commodities, as well as causing RtL staff to experience constraints travelling to and from the workplace. Additionally, there is a continued deterioration in the black-market exchange rates between the local currency (South Sudanese Pounds SSP) and the US Dollar. Shortages of USD in the local markets and banks have resulted in the increase in costs of implementing project activities. There remains a substantial difference between the black market and official exchange rates; as a result, most of the larger, more costly project procurements are having to be completed in USD to enable value for money. It is worth noting that there is a limited availability of USD in commercial banks; consequently, most vendors have started to switch from check payments to cash.

Chart 4: Increase in violent crimes in Juba city¹



Personnel

Between December 2013 and May 2014 it was necessary for the RtL team to evacuate South Sudan due to the eruption of violence in Juba. Subsequently, RtL needed to capitalize on the ground work it had implemented and rapidly roll out and expand the project's reach to demonstrate results and regain time lost to the evacuation. In order to proceed with the timely and effective implementation of project activities, RtL needed to revise the organizational chart and support the Project Director with a dual deputy structure that will support the project in the near- and long-term by:

- Adding capacity to deliver results on a large, complex project with a growing set of stakeholders, beneficiaries, staff and geographic footprint
- Freeing up the Project Director's time to focus on the highest level strategy-setting; partnership building with policy and decision-making authorities within the government; stewarding overall relations with USAID, the Government of South Sudan, and other education stakeholders

¹ Graph sourced from South Sudan NGO Forum Monthly Security Report - September, 2015
Winrock International Room to Learn South Sudan FY15, Annual & Quarter 4 Progress Report

(including the other three “Big-4” education programs); and matching our programmatic and operational needs and pace

- Simplifying and aligning reporting by function and establishing better lines of authority and accountability
- Merging technical departments (community mobilization and education) to maximize education focus as the top priority from community entry throughout the grants implementation.

Additionally, due to the revised direction of RtL and the restructuring of the program staff, it was felt that due to a different required skill-set needed for the project at this stage, Winrock did not renew the Project Director’s (Erik Bentzen) contract. Currently, the position of Project Director remains open and recruitment for this position remains ongoing.

Within the scope of this new organizational structure, RtL human resources team have been recruiting for the new key positions throughout the year. Table 15 below outlines the positions and dates of hire. Additionally, the new RtL organogram is attached as Annex 3.

Table 15: RtL critical position hire dates

S/No	Positions	Duty Station	Start Date
1	Project Director	Juba	Pending
2	Deputy Project Director for Operations and Administration	Juba	August 3, 2015
3	Deputy Project Director for Program	Juba	Pending
4	Communication and Outreach Manager	Juba	August 24, 2015
5	Director of Procurement	Juba	June 22, 2015
6	Director of Grants/Compliance Officer	Juba	September 16, 2015
7	Engineering Manager	Juba	November 2, 2015
8	Accountant	Juba	May 15, 2015
10	Procurement Officer	Juba	August 17, 2015
11	Community Mobilization Coordinator	Juba	September 7, 2015
13	Director of Field Implementation	Juba	October 1, 2015
14	Director of Human Resources	Juba	October 1, 2015

Additionally, as RtL continues to expand its geographical footprint in South Sudan, the human resources team have been recruiting additional field staff. Within FY15, RtL has recruited a total of 66 national staff members for field-level positions. These additional positions include two County Team Leaders, 14 Community Mobilization Coordinators, 14 Education Quality and Social Inclusion Coordinators and 16 Material Planning Coordinators. All of these additional staff have been posted throughout Juba, Aweil, Gogrial West, Jur River, Kajo Keji, Nimule, Terekeka, Wau, Yambio, and Yei counties.

Within the reporting period, the following RtL staff participated in training:

Table 16: RtL Staff External Training

S/No	First Names	Positions	Type of Trainings
1	Matthew Masai	Emergency Preparedness Manager	STAR Training (Strategies for Trauma Awareness and Resilience)
2	Sam Sosten Bathuel	Human Resources Manager	South Sudan Law and Employees trainings
3	Eli Bidal	Security and Operation Manager	Field Managers Security Focal Point trainings
4	China Minala	Administrative Assistant	SSAFE Trainings
5	Eli Bidal	Security and Operation Manager	Security Trainings
6	Irene Labong	Inventory and Supply Officer	SSAFE Trainings
7	Minala China	Administrative Assistant	SSAFE Trainings
8	Juma Isaac Paul	Head Driver	SSAFE Trainings
9	Juma Isaac Paul	Head Driver	Vehicle Defense Training
10	Alexander Yossa Edward	Driver	Vehicle Defense Training
11	Jule Chaplain Kenyi	Driver	Vehicle Defense Training
12	Mansur Ismail Khalil Juma	Driver	Vehicle Defense Training
13	Charles Luate James	Driver	Vehicle Defense Training
14	All staff	All Staff	Fire Extinguisher Trainings

Changes in the Project

Following extended internal RtL discussions, conversations with USAID, and a field visit by Souktel Director of Business Development in FY15 Q2, it was determined that the Souktel platform was no longer viable within the context and priorities of RtL. On August 1, Winrock issued a Termination for Convenience letter to Souktel and requested 30-day close out of the sub-award. As part of the close out agreement, the hotline and platform developed by Souktel were placed on hold for a period of six months for direct access and use by the RtL Communication and Outreach Manager if a new purpose was determined beneficial for project implementation.

FY14 (October 1, 2013 – September 30, 2014) concluded with the expansion of states in which RtL is authorized to work. Subsequently, within FY15, RtL succeeded in opening six additional county offices in Terekeka, Kajo Keji, Yambio, Aweil West, Jur River (Jur River is sharing an office space with Wau County team) and Gogrial West. It was originally thought that an office would be opened in either Mvolo or Mundri; however, due to continued insecurity in these areas, the MoEST advised RtL to open the office in Yambio.

- **Cooperative Agreement Modifications and Amendments**

Changes and approvals of note from the annual period are summarized in Table 17 below.

Table 17: List of all Changes and Approvals (excluding international travel approval)

Change / Approval	Date Received
Seven-month Work Plan – June 1–December 31, 2014	October 3, 2014
Souktel Activities and Associated Budget – November 2013–May 2014	October 8, 2014
Report to USAID for ‘The Theft and Loss of Activity Property’	November 11, 2014
Notification of Key Personnel Change	November 19, 2014
Gender and Social Inclusion Workshop Activity Approval	December 8, 2014
Revised RtL Design and Marking	December 29, 2014
Partial Approval of Performance Monitoring Plan	December 29, 2014
Approval of AR020, Request for Approval of Vehicle Waiver	March 9, 2015
Notification of new Agreement Officer	March 16, 2015
Approval of AR016, Property Disposition	March 16, 2015
Thirteen-Month Work Plan – December 1, 2014–December 31, 2015 (excluding Souktel activities which were placed on hold)	March 17, 2015
Approval of AR025, Property Disposition	June 4, 2015
Notification of Key Personnel Change	June 8, 2015
Approval of AR027, Request for Approval of Vehicle Waiver	June 29, 2015
Approval of AR026, Request for Approval of Proposed Key Personnel Positions and Qualifications	July 13, 2015
Approval of AR028, Request for Approval of Key Personnel (DPD-Operations and Admin)	July 22, 2015
Notification of Termination of Convenience (Souktel)	August 1, 2015
Modification 3 to Cooperative Agreement (obligation increase and re-designation of key personnel positions)	August 5, 2015
Approval of AR029, Request for Approval of Key Personnel (Director of Education and Community Engagement)	August 6, 2015
Notification of new AAOR	August 12, 2015
Notification of Key Personnel Change	August 15, 2015
Approval of AR032 Request for Approval of Key Personnel (Director of Grants and Compliance Officer)	September 2, 2015
Renewal of Mission Wide Waiver	September 15, 2015
Modification 4 to Cooperative Agreement (incorporation of 2 CFR 200 and 2 CFR 700)	September 22, 2015
Approval of AR031, Property Disposition	September 29, 2015

XI. Information for ANNUAL Reports Only

A. Budget (Spending) Disaggregated by ten states

Actuals	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
TOTAL	\$1,936,328.19	\$2,379,295.35	\$3,387,998.75	\$4,331,913.58

Central Equatoria State	\$443,618.01	\$661,345.95	\$653,101.15	\$889,811.14
Eastern Equatoria State	\$551,158.50	\$774,531.47	\$698,574.70	\$741,398.34
Jonglei State*	\$86,338.27	\$58,962.44	\$(14,302.40)	-
Lakes State*	\$78,997.88	\$42,446.58	\$(2,597.46)	-
Northern Bahr el Ghazal State	\$81,559.43	\$44,592.05	\$480,020.01	\$650,483.72
Unity State*	\$79,971.78	\$39,631.87	\$(2,597.46)	-
Upper Nile State	-	-	-	-
Warrap State	\$78,998.03	\$37,694.09	\$494,388.10	\$670,496.87
Western Bahr el Ghazal State	\$535,686.28	\$720,090.91	\$634,650.29	\$767,708.72
Western Equatoria State	-	-	\$446,761.81	\$612,014.79

B. Budget Disaggregated by Earmarks

Not applicable per AOR, Jane Namadi.

C. Sub-Awards

Sub-Awardee Name	Start Date for this Sub-Awardee	End Date for this Sub-Awardee	Amount for this Sub-Awardee	Date Last Audit Conducted	Names of Counties of Implementation
FHI360	9/3/13	5/31/18	\$14,569,684	6/30/2015	Aweil West Gogrial West Juba Jur River Kajo Keji Kapoeta South Magwi Terekeka Wau Yambio Yei River
Plan International USA	8/30/13	8/31/17	\$1,416,752	6/30/2015	Aweil West Gogrial West Juba Jur River Kajo Keji Kapoeta South Magwi Terekeka Wau Yambio Yei River

Souktel Inc.	11/1/13	8/31/15	\$ 250,275	5/29/2015	N/A
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D. GPS Information

This section is submitted as an excel sheet – please refer to Annex 7 – GPS Information

E. List of Deliverables

- 13 month work plan (December 1, 2014 –December 31, 2015)
- Quarterly Progress reports 1-3
- Performance Management Plan

Supplemental items submitted to USAID

- Mango Tree Level 1 PEP English Literacy Scope and Sequence Framework 1-3
- Mango Tree Level 1 PEP National Languages Literacy Scope and Sequence Framework EB-EB2
- Mango Tree Level 2 PEP National Languages and English 1-3
- YEI TCC Scope of Work – Training of Master Trainers (MOEST Approved)
- Master Trainer Manual
- RtL Master Trainers’ Manual Content (MOEST Approved)
- PTA Master Guide Intervention
- RtL Phase I: List of Primary Schools
- Mango Tree South Sudan Literacy Instructional Materials Literature Review
- Mango Tree Scope and Sequence Frameworks (submitted separately in Excel)
- Master Trainers’ Manual
- Mentor Teacher Binder
- Key Information Cards
- Hand Writing Documents
- Teacher Code of Conduct
- Yei Teacher Trainer College Grant Scope of Work
- Room to Learn Organogram
- Towards Developing a Safer School Index. Baseline Study Report
- Adverse Monitoring Framework
- Gender and Social Inclusion Manual
- Summary of School Development Plan Priorities (submitted separately in Excel)

F. Summary of non-USG Funding

Winrock recorded cost-share totaling \$20,231.65 during the reporting period. This included fees the Global Giving website charges for each donation that is received by Winrock International for use on Room to Learn, donated IT equipment for the Juba office, and staff time of the Plan South Sudan Country Office.

G. Type of Accounting System Used During Reporting Period

Winrock International’s accounting services are centralized at headquarters in Little Rock, Arkansas. Winrock uses accrual method accounting on a calendar year basis. During project implementation, financial transactions from all Winrock offices are forwarded to the headquarters office and regional

offices, where they are recorded into the accounting system. Expenditures made in the field are submitted monthly to Accounting staff; along with reconciled bank statements and other related documentation. At month's end budget vs. actual expenditure reports are generated along with the monthly invoice at WI headquarters. Winrock requires invoice documentation for subcontract expenses.

Winrock utilizes Microsoft Dynamics SL, a Microsoft Windows based accounting software for accounting and financial management activities. Microsoft Dynamics SL is one of the most utilized software products for project management application on the market at this time.