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Room to Learn South Sudan

FY 2016 QUARTERLY PROGRESS REPORT

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Prepared for: Ms. Jane Namadi, AOR
United States Agency for International Development/South Sudan
C/O American Embassy
Juba, South Sudan

Prepared by:



Winrock International
2101 Riverfront Drive
Little Rock, Arkansas 72202

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
ALP	Accelerated Learning Program
AOR	Agreement Officer's Representative
CES	Central Equatoria State
DAP	Digital Audio Player
ECEG	Education through Community Empowerment Grants
ECSSS	Episcopal Church of South Sudan and Sudan
EES	Eastern Equatoria State
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EQSICs	Education Quality and Social Inclusion Coordinators
FHI360	Family Health International
FY	Fiscal Year
GESS	Girls' Education South Sudan
GPE	Global Partnership for Education
GSI	Gender and Social Inclusion
IGAD	Intergovernmental Authority on Development
IMED	Improved Management of Education Delivery
ISG	Institutional Support Grant
M&E	Monitoring and Evaluation
MCDS	Materials and Curriculum Development Specialist
MoEST	Ministry of Education, Science and Technology
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
PCO	Peace Corps Organization
PEG	Partners for Education Group
PEP	Pastoralist Education Program
Plan	Plan International USA
PMP	Performance Monitoring Plan
PSS	Psychosocial Support
PTA	Parent Teacher Association
RFA	Requests for Application
RtL	Room to Learn South Sudan project
RSS	Republic of South Sudan
SDMSC	School Disaster Management Sub-committees
SDP	School Development Plan
SIL	Summer Institute of Linguistics
SMoEST	State Ministry of Education, Science and Technology
SoW	Scope of Work
TLM	Teaching and Learning Materials
TOR	Terms of Reference
TTC	Teacher Training College
TTI	Teacher Training Institute
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
USG	United States Government
WI	Winrock International

I. ROOM TO LEARN SOUTH SUDAN EXECUTIVE SUMMARY

Qualitative Impact

This quarter marked the conclusion of Room to Learn's (RtL) approved 13-month work plan and the start of the FY 2016 work plan. This overlap provided a bridge between a year of initial community engagement and preparations for the scale up of activities during the 2016 school year. After an intense period of community entry in FY 2015, the focus for FY 2016 began with a heightened emphasis on the roll-out of these planned activities to RtL school communities through the delivery of grants and most importantly, the initiation of teacher training. Juba-based technical staff provided support to County Teams as well as Master Trainers as teacher training began in earnest and Parent Teacher Association (PTA) sub-committees received orientation. Preparation for teacher training to continue during the school break in January 2016 was prioritized so RtL could complete as many trainings as possible before the next school year. Final discussions with Montrose International also concluded and a grant to cover the Early Grade Reading Assessment (EGRA) tool adaptation and the development of Teacher and Learning Materials in Toposa and Bari was submitted to USAID for approval.

In addition to planned activities in RtL counties, RtL shared its Light Touch approach with USAID and restarted discussions with Across regarding their expertise with Digital Audio Players (DAPs) to teach literacy skills. This approach is currently being reviewed and refined in order to support learners in hard-to-reach areas and pastoralist communities.

Quantitative Impact

During Quarter I of FY 2016 RtL entered a total of 74 school communities, empowering them to develop and take ownership of their School Development Plan (SDP) and bringing the life of project total to 368 school communities impacted by RtL. Teacher training began during the reporting period resulting in 314 teachers trained, alongside 18 Payam Education Supervisors. RtL delivered 80 IMP grants, with 45 more poised for delivery in FY16 Q2, as well as 7 Institutional Support (ISG) Education through Community Empowerment Grants (ECEG), and 6 Accelerated Learning Program (ALP) Support ECEGs. These grants provided vital school supplies, teaching and learning aids, and literacy materials to 19,671 learners. See table 4 with additional performance data information.

Project Administration

Over the course of the reporting period, RtL closely monitored the evolving political and security conditions which demanded programmatic and operational flexibility. From the nomination of 28 governors within the new state structure to the floating exchange rate, the environment in South Sudan remained fluid. RtL's primary concern remained its commitment to deliver materials and services to school communities, balanced with the safety of its staff and beneficiaries. Implementation and planning for the upcoming fiscal year continued despite vacancies in two key positions - Project Director and Deputy Project Director for Programs. Support from Winrock International's home office at the field level, as well as continuous commitment from RtL Directors and staff ensured that there was continuous leadership for the team. Recruitment for these vacant positions was a top priority and resulted in the

successful identification of two candidates who were proposed to USAID at the end of the quarter. Hiring at the field level focused on adding and orienting County Team leads in as many locations as possible, enhancing leadership and support for activities at the county level.

Subsequent Quarter's Work Plan

In FY 2016 Q2, RtL will focus on implementing the Core Education Package with the 368 school communities entered to date, with a particular emphasis on the delivery of IMPs and ECEGs and the continued roll-out of teacher training. County teams will provide ongoing support to these schools through mentoring support visits and monitoring. In addition, collaboration with Montrose International will begin, specifically with a joint adaptation workshop with the Global Partnership for Education (GPE) to undertake the development of an EGRA tool in five national languages followed by the training of a cadre of EGRA assessors. The PTA Roles and Responsibilities Training Manual under review with USAID is anticipated to be utilized by 5 locally-based NGOs as PTA training begins in FY16 Q2. In addition to the Core Education Package, RtL will work with USAID to finalize the Light Touch approach and activities with Across to support Pastoralist Educational Programs (PEPs) and other hard-to-reach communities.

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

During Quarter I of FY 2016, RtL county teams developed, reviewed, consolidated and/or updated School Development Plans (SDP) in 74 primary schools and ALP centers as part of RtL's active engagement with school communities during the community entry process. Additionally, county teams in Gogrial West, Aweil West, Jur River and Wau Municipality undertook physical assessment of school infrastructure and provided information on selected schools to the RtL Engineering Manager in relation to construction planning (see sub-component 1.3).

RtL's Psychosocial Support (PSS) and Gender and Social Inclusion (GSI) Specialists conducted supervision visits to two Nimule schools supported by Room to Learn as part of a follow-up to the initial teacher training (see sub-component 1.2). During the visits, they interacted with the Parent Teacher Associations (PTA) and government stakeholders. The PTA members and teachers described their involvement and participation in the development of SDP as an empowering process as articulated in Annex 2 "Parent Teacher Association Rallies Community Efforts for School Improvements." Additionally, the GSI and PSS Specialists discussed ALP activities as part of their field visits and identified that some ALP centers, despite being revitalized following the community entry process, had closed or were facing closure due to a lack of payment of instructors/teachers and classroom materials. As part of RtL's ongoing capacity building, local education authorities were advised to follow-up with the State Ministry of Education on the payment of ALP instructors and supply of learning materials with support from RtL county staff. They were also encouraged to mobilize support from other education development partners to provide incentives to ALP instructors.

Sub-component 1.2: Increase Community Engagement in School Improvement, Promoting Safer Schools, Disaster Risk Reduction and Conflict

In the first few teacher training sessions, it was reported by master trainers and participants that the PSS content was not fully understood by participants and the Master Trainers were having trouble delivering the content due to unfamiliarity with the technical terminology. In response, the PSS and GSI specialist went to Nimule in anticipation of the next scheduled teacher training to oversee the delivery of the PSS elements of the training and to help guide the master trainers on the more technical elements. Additionally, the RtL staff wanted to better understand how we might adapt the content or roll-out for future trainings so this issue could be addressed on a wider scale at the Teacher Training Implementation Review meeting in FY16 Q2.

In addition, a number of meetings were held with County Education Officers, Payam Education Inspectors and Gender and Special Needs Focal Points in Pageri Payam and Nimule Town Council. Challenges and issues arising from schools were jointly addressed during the visit, these included the high rate of school dropout - especially among girls - due to factors including forced/early marriage, child labor, and poverty. Because of Nimule' geographical location close to the Ugandan boarder, cross-border migration contributes to high absenteeism and drop out of children from schools. Additionally, the lack of female teachers in some schools and the scaling down of some ALPs programs were the key issues identified. The RtL GSI specialist has planned with the county authorities and advocacy groups to raise awareness around these issues in future quarters through the Gender and Social Inclusion sub-committees.

The visit also highlighted that a number of PTA sub-committees, who recently received orientation on their roles and responsibilities, have already started initiating activities at school level. For subcommittees who have struggled to mobilize themselves, the PSS and GSI specialists have developed a simple activity work plan template that will help guide the sub-committees to plan their monthly activities. The County teams will continue to support the committees to develop this work plan and will facilitate the committees to roll out the activities.

Sub-component 1.3: Improve school conditions and infrastructure

The RtL baseline of more than 700 schools provides information related to enrolment and infrastructure conditions. With the available data, the learner per classroom ratio was calculated as well as latrine per learner ratio. Based on the standards set by the Ministry of Education, Science and Technology (MoEST), the RtL Engineering Manager classified 20 schools in the six states of RtL implementation as high priority based on their critical infrastructure needs. Another 54 schools were classified with medium infrastructure needs and another 158 school with low to medium needs.

Within the reporting period, RtL rolled out the School Assessment Form for the 20 schools classified as critical and the Field Implementation Team used the assessment form to conduct further analysis. The initial results of the 20 schools with critical needs, showed that the available classrooms at the site were found to be completely insufficient based on MoEST standards. The status and condition of permanent structures are poor and require major repair and rehabilitation and the semi-permanent and temporary

structures are dilapidated and pose a danger to learners. The most common concern is over the integrity of roof structures.

Sub-component 1.4: Increase gender equality and social inclusion

Gender and Social Inclusion Manual: The GSI training manual was piloted in Magwi Payam from October 14 to 16, 2015. The purpose of the pilot was to establish the strengths of the manual and identify areas for further improvement. The participants for the pilot training were drawn from the following five primary schools in Magwi Payam (6 participants per school): Magwi Central Primary School; Paluoganyi Primary School; Omeo Primary School; Maji Primary School and Nyolo Hope Primary School. The facilitators¹ employed a variety of techniques such as illustrations, discussions, role play, case studies, and Q&A.

In addition to reviewing the manual, each GSI group developed a three-month advocacy plan. The action plans were shared at the conclusion of the meetings and the initial steps each group would follow were the following:

1. Organize meeting to debrief the school administration and PTAs about the workshop, what was learned, and the plans developed.
2. Conduct home visits to identify out-of-school and vulnerable children; sensitize their parents on importance of education including existing learning opportunities in the area.
3. Conduct campaigns through local media and other public event to discuss the value and importance of education

PTA Sub-committee orientations: During the reporting period, RtL county teams have conducted initial orientation sessions for 39 (10 in Gogrial West, three in Yambio, four in Nimule, three in Terekeka, five in Wau, four in Aweil, three in Juba, and seven in Magwi) of the Gender and Social Inclusion Advocacy groups, Disaster Risk Management sub-committee and School Community Monitoring sub-committees on their roles and responsibilities. The sessions were designed as a precursor to the full training to be rolled out in April 2016. The RtL county teams have also helped guide the sub-committees in the development of quarterly activity plans for their respective sub-committees.

A number of PTA sub-committees who recently received initial orientation on their roles and responsibilities, have already started initiating activities at school level. With guidance and support of RtL county teams, the GSI groups of four schools in Magwi County (Omeo, Paluoganyi, Maji and Nyolo Primary Schools) have initiated advocacy meetings with their respective school communities and have started to undertake advocacy outreach activities in their communities through the dissemination of messages addressing the negative cultural beliefs and practices that affect girls' enrolment and retention.

¹ Mary Sufu – Inspector for Girls Education; Quiriko Tombe, Senior Inspector for Curriculum; Hakim John- Inspector for children with special needs education; Sarah Kiden –Gender and Youth Advisor, MSI and Margaret Ayite- Gender and Social Inclusion Specialist, RtL.

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

PEP Scope and Sequence created: RtL, with support from Summer Institute of Linguistics (SIL), is supporting the MoEST to develop a scope and sequence guideline in four national languages (Dinka, Nuer, Bari and Toposa). SIL's deliverables are to develop a populated scope and sequence; validate and revise scope and sequence; and develop instructional strategies in the four national languages. 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); and provide content for instructional strategies for the teaching of literacy skills in both English and South Sudanese languages, which will be included in the PEP teacher training DAP content. Within the reporting period, the SIL South Sudan contract was signed. SIL will now embark upon populating a literacy skills Scope and Sequence guideline for the four national languages in January 2016.

Collaboration with Across: In December 2015, RtL held discussions with Across exploring the possibility of Across providing technical support to the proposed Light Touch approach. This approach aims to increase education opportunities for underserved children and youth, especially those in hard to reach areas, including cattle camps and pastoralist communities. Based on the documentation Across has shared with RtL to date, it is evident that Across has a fairly extensive foot print in South Sudan promoting peace building and literacy in mother tongue languages (mainly Dinka and Bari) through DAPs.

Through the use of DAPs, Across has introduced literacy skills to children and youth in cattle camps and community schools, enhanced the capacity of untrained teachers, contributed to peace building and mobilized cattle camp communities to participate in the development of education for their children and youth. Discussions on how Across can best support RtL to reach and benefit more children and youth are still on-going.

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

Review and finalize the Teacher Training Materials (integration of psychosocial support, gender and social inclusion, and literacy): During FY 2015 RtL collaborated with the MoEST Teacher Education Department to develop a six-day teacher training intervention on the aforementioned topics. Given there is now one teacher training intervention, some revisions (noted below) were made to ensure the training was comprehensive.

Aspects in the manual which have been adjusted are as follows:

- A session on gender sensitive approaches and techniques has been included aimed at increasing girl's participation, and preparing teachers to confront gender-bias attitudes both among learners and in the curriculum itself.
- An introduction on conducting simple student literacy assessments has been added. The topic introduces simple and practical methods teachers can use to assess learners even with large class populations, emphasizing that assessments do not always have to be formal. Teachers are guided

to design and use simple exercises to assess learners' literacy skills such as letter sound and letter name knowledge and skills, fluency and comprehension.

During this quarter, training was conducted in 75 primary schools. It is anticipated 109 schools will be trained in the following quarter (FY 2016 quarter 2). The Education and Community Engagement (ECE) and Monitoring and Evaluation Teams attended the trainings and as part of the monitoring processed identified what worked and limitations. Next quarter, the ECE Team will review the information gathered and identify areas which need further clarification and streamlining.

During this quarter, the literacy content of the teacher training intervention was extracted and used to develop a year-long, school-based Continuous Professional Development (CPD) literacy manual for use by school inspectors, supervisors and other education partners. The content and methodology focus on early grade reading skills, namely: phonemic awareness, alphabetic principle, fluency and comprehension. A copy of the manual was provided to USAID December 22, 2015 for review.

Next quarter, Room to Learn will engage the MoEST and other key stakeholders, particularly GPE and GESS, in a discussion on how the literacy materials may be used by their programs to promote synergistic linkages. This will initiate a dialogue on: 1) standardizing an early grade literacy approach and 2) initiating a dialogue on a national spread.

Orientation of Master Trainers and RtL County Teams: From November 10-14, 2015, RtL conducted a one-week orientation of eight Master Trainers, 19 Education Quality and Social Inclusion Coordinators (EQSICs), seven RtL County Team Leads, and two RtL Regional Leads in Juba. The RtL Education and Community Engagement technical team, with the help of two Core Educators (tutors) from Yei Teacher Training College and Arapi Teacher Training Institute facilitated the training. This was the second orientation in preparation for the start of the Payam-based teacher training. It was decided to undertake a second orientation to serve as a refresher for those Master Trainers who were trained in July and for those who had not previously been fully oriented on the training methodology and manual. The Master Trainers were also briefed during the training on the updates made to the training manual that incorporate new topics in gender and social inclusion and literacy assessment.

Formation of Schools into Clusters of 5 for Payam-based Teacher Training: To enable management of the payam-based teacher training activities, RtL adopted a strategy of clustering five schools for training sessions in one chosen location, based upon geographic proximity. The initial training activities consisted of 75 schools—from the above mentioned eight counties—grouped to form 15 clusters. The training commenced November 18 and concluded December 17, 2015.

Additionally, in the reporting period, the RtL Teacher Development Specialist, in coordination with the county teams, finalized the clustering of an additional 293 schools. The Teacher Development Specialist also collaborated with the RtL Grants team to prepare grants for funding teacher training through a phased approach, starting in January, 2016.

Roll-out of the Payam-based Teacher Training Activities: The RtL Teacher Development Specialist developed detailed plans for rolling out the training of teachers, head teachers, mentor teachers, ALP facilitators and the Payam Education Supervisors. This plan focused on the training activities for teachers and head teachers in the 75 RtL supported schools which had grants approved by USAID on

October 26, 2015. The plan included the deployment of the eight Master Trainers oriented to train in the following 8 counties: Kajo Keji, Kapoeta South, Magwi, Nimule, Yei, Wau, Bagari and Jur River. These training activities are targeting teachers of literacy for Primary Classes 1-3, head teachers, County Education representatives and Payam Education Supervisors, to induct them in the RtL methodology of teaching literacy integrated with psychosocial support and gender and social inclusion practices.

From November 18 to December 17, 2015, the number of teachers, head teachers and Payam Education Supervisors trained during this reporting period and the number of schools from which the teachers were selected, is as indicated in the Table 2 below:

Table 1: Teacher Training beneficiary totals and hours trained

				Teachers Trained		Administrators Trained	
		# schools	# clusters	Male	Female	Male	Female
1	Kajo Keji	10	2	22	19	2	0
2	Magwi	10	2	39	7	2	1
3	Kapoeta South	10	2	11	8	4	0
4	Wau	5	1	12	16	3	0
5	Jur River	5	1	22	3	1	0
6	Bagari	5	1	24	1	1	0
7	Yei	10	2	38	7	0	1
8	Nimule	20	4	51	34	2	1
Total		75	15	219	95	15	3
Total Number of Beneficiaries Trained				314		18	
Total Number of Hours Trained				15,072		864	

The trained teachers are expected to return to their schools and practice the RtL methodology of teaching literacy integrated with psychosocial support and gender and social inclusion practices. Per the FY16 work plan, Room to Learn has designed a mentoring support system that will be facilitated by project staff and stakeholders in the MoEST. Each trained teacher will receive at least one mentoring visit per term, with each visit lasting at least two days. Mentors will provide trained teachers hands-on support to enable them to internalize and then utilize the concepts and practices learned during the training.

Monitoring and Supporting the Payam-based Teacher Training Activities: With the start of payam-based teacher trainings, RtL's Teacher Training specialist commenced monitoring visits and provided support to the payam-based teacher training activities in Magwi, Kapoeta South and Nimule². The

² November 23-24, 2015: in Magwi to see the start of the training there. November 26 to December 3 2015: in Kapoeta South – to see the start of the training and also facilitate sessions. December 11 2015: in Nimule – to coordinate with field team to formulate plans for training activities.

Teacher Training Specialist continued to coordinate training activities in other locations – Kajo Keji, Wau, Jur River, Bagari, Jur River and maintained linkages between the county teams and Yei TTC as part of the on-going support to the teams to enable the training to be conducted more effectively.

Additionally, during the last week of November and first week of December, RtL's Materials and Curriculum Development Specialist and Capacity Development Specialist travelled to Western Bahr el Ghazal to observe the implementation of the teacher training program as well as to evaluate how the Instructional Material Packages were being put to use by trained teachers. They provided hands-on support to Wau Municipality and Jur River payam-based teacher training.

Sub-component 2.3: Improve reading outcomes in primary grades

Montrose agreement: As part of the strategy to increase literacy and numeracy learning outcomes, the MoEST in collaboration with UNICEF through GPE funding is developing a learning assessment system. Montrose International has been hired by GPE to develop an EGRA and an Early Grade Mathematics Assessment (EGRA) tool in South Sudan national languages. RtL is going to expand the pilot by two additional languages, Toposa and Bari, and will focus on literacy development in lower primary classes.

Within the reporting period, RtL has focused on finalizing the SOW and agreement with Montrose. RtL submitted the final agreement to USAID for review and approval on December 31, 2015. Once awarded, Montrose is expected to embark on the consultancy in the second quarter of FY 2016.

Participation in Dissemination Workshop by Montrose in the piloting of EGRA adapted tools into Nuer and Dinka: On December 7th RtL participated in a meeting of the MoEST Reference Group³ on Improving Learning in which Montrose presented preliminary findings of the EGRA pilot tools adapted into Nuer and Dinka national languages.

A major concern raised by participants was that the sample size used for the pilot was too small. The Reference Group also felt that the selection of locations should have been more regionally balanced to reflect both urban and rural settings. Overall, 70 pupils from 10 schools were tested (five boys, five girls in primary classes 2 and 3) with each learner taking between 25 and 40 minutes on an EGRA test. Montrose, GPE and the Reference group have now agreed on the criteria for the selection of geographical locations where the remaining EGRA adapted tools will be piloted.

Sub-component 2.4: Core Education Materials and ECEG Grants

Table 2: Grant Implementation Status through FY16 Q1

³ The Reference Group comprises the MoEST Examinations Secretariat, Directorates of Curriculum, Planning and Budgeting, Teacher Education, Quality Assurance, National Languages, Room to Learn (RtL) and UNICEF (GPE). The purpose of the Reference Group is to provide oversight for the development of literacy and numeracy strategies, teaching and learning materials and assessment system that will contribute towards improved learning outcomes among primary school learners.

Type of RtL Grants	Number Active	Number Completed	Amount Awarded	Amount Disbursed	Award Balance Amount
IMP	171	132	\$ 1,930,608	\$ 642,925	\$ 1,287,684
ECEGs	13	17	\$ 599,513	\$ 73,474	\$ 526,036
NGO	2	0	\$ 199,695	\$ 57,766	\$ 141,929
Training Grants	75	0	\$ 247,288	\$ 27,957	\$ 219,331
TOTAL	261	149	\$ 2,977,104	\$ 802,122	\$ 2,174,980

Monitoring use of the RtL-supplied IMPs and ECEG materials, tools and equipment: In December 2015, the Materials and Curriculum Development Specialist (MCDS) monitored the use, storage and care for the RtL-supplied instructional materials packages (IMPs) in Kosti Primary School (Wau Municipality, Western Bahr el Ghazal State). This school received the instructional materials package before the payam-based teacher training, during which teachers are introduced to the effective use of items in the IMPs. According to feedback from the school head and teachers, the supplied materials have to a large extent addressed the needs of the school. It is worth noting that of the twelve teachers at this school, only two are trained, that is, the head teacher and one upper primary class teacher. The head teacher requested that RtL supports capacity building efforts for the untrained teachers to more effectively use the supplied materials. RtL will explore the provision of support through RtL county team mentoring visits.

Review of IMP and ECEG options: A review of ECEG I options was done through several meetings in December 2015. The purpose of the review was to ensure compliance with USAID’s Basic Education Earmark guideline thereby refocusing related work plan activities. The revised ECEG options were proposed in RtL’s FY16 Annual Work Plan. The IMP and ECEG I options will be reviewed on a quarterly basis to ensure they are addressing the real needs of targeted schools.

Enhancing capacity to use the Room To Learn supplied IMPs and ECEG supplied materials, equipment and tools - a mentoring guideline: Based on lessons learned from field visits conducted by Juba-based specialists in Kapoeta and Wau during the reporting period, RtL ECE team facilitated the development of monitoring and mentoring guidelines to assist RtL county teams to provide ongoing support to head teachers and teachers in RtL target schools. After induction on the use of this guideline in quarter two, the RtL Education and Community Engagement Specialists, RtL Regional and County Team Leads, Education Quality and Social Inclusion Coordinators will all be expected to provide mentoring support to teachers in the use of supplied materials, tools and equipment. Such hands-on mentoring visits will take place during the same week the school receives its IMP and ECEG packages. The guideline aims to promote appropriate use of the supplied materials, tools and equipment, which in turn improve the learning environment as well as teaching and learning processes. The final edition of the guideline will be ready for use starting in February 2016.

Harmonized material distribution plan with payam-based teacher training: The Materials and Curriculum Development Specialist, the Grants Manager and Teacher Training Specialist harmonized the Payam-based teacher training plan with the material distribution plan for use in the second quarter of FY

2016. This harmonization will reduce the time between delivery of IMPs and the teacher training intervention which introduces teachers to innovative use of the supplied resources⁴.

Packaging, distribution and delivery of IMPs and ECEGs: During Quarter I, FY 2016, 125 IMPs were procured, packaged and prepared for distribution to schools across five states. Eighty schools received their IMP, 7 schools received an Institutional Support (ISG) ECEG and 6 received an ALP Support ECEG. Forty-five of the 125 IMP packages were delayed due to road conditions and did not arrive in their respective counties before schools closed for holiday. These packages were kept at the RtL county field offices and will be distributed to their respective schools when they open in February 2016. RtL will continue to monitor road conditions on a daily basis to try to prevent future delays in grant distribution to schools.

The County/Payam education officials and the PTA members of the beneficiary schools were grateful and appreciated USAID’s support through the RtL project in meeting the teaching learning materials needs of schools. ALP classes in Marjuk Primary School in Yei County, for example, had been suspended because of inadequate learning materials. When this school received the ALP grant on December 4, the local community celebrated as the material support will ensure that the 65 learners enrolled can continue with their studies. The IMP contribution effectively revitalized ALP centers.

Table 3: Grants Distribution by Location

Grants Delivered by County			
No	Grant Type	Location	# of Schools
1	ECEG - ALP	Baggari	2
2	ECEG - ALP	Kapoeta South	2
3	ECEG - ALP	Yei	1
4	ECEG - ALP	Magwi	1
5	ECEG - ISG	Nimule	7
6	IMP	Juba	7
7	IMP	Kajo Keji	14
8	IMP	Terekeka	10
9	IMP	Yambio	18
10	IMP	Magwi	8
11	IMP	Nimule	23
Total			93
IMP Grants Pending Delivery by County			
No	Location	# of Schools	
1	Gorgial West	17	
2	Jur River	14	
3	Aweil West	14	
Total			45

⁴ Such as the Pocket Library, flash boards, learners’ slates, paper cutters, making and using improvised hangers and classroom displays.

Submission of 126 IMP grants for approval: On December 11, RtL submitted 126 IMP grants to USAID which were approved on December 17. Procurement, packaging and distribution will be done in Quarter 2 of FY2016.

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

PTA Training Manual finalized: The PTA Training Manual has been submitted to USAID for review and subsequent approval on December 14, 2015. Once approved, it will be submitted to MoEST for dissemination within the education system. RtL will discuss with the MoEST Joint Steering Committee and the Directorate of General Education effective strategies for the roll out and implementation of the manual. RtL will support MoEST efforts in the dissemination of the manual and expects the Ministry to encourage relevant education development partners to use the manual within their education program in quarter two. In quarter two RtL will also discuss with Girls' Education South Sudan (GESS) how to incorporate RTL's PTA materials into the national school governance materials and into their program to help standardize tools being used in South Sudan.

PTA Brochure completed: RtL has completed the development of a 4-page brochure as an abbreviated accompaniment to the PTA Manual. The development of the brochure was in part informed by feedback of the Kudwo Primary School PTA,⁵ which has been actively engaged in improving the quality of school infrastructure. Each PTA member attending the PTA capacity building training will receive a copy of this brochure. The brochure summarizes key points of the PTA training manual.

PTA Monitoring Checklist: The development of the PTA monitoring checklist has been completed and will be administered by RtL County Teams. Monitoring of PTAs by County Teams will be undertaken in tandem with the monitoring of teachers who have received the RtL sponsored payam-based teacher training as well as monitoring the use of IMPs by trained teachers on a quarterly basis. The purpose of the checklist is to assess if a PTA is active and functioning and to establish whether a PTA is implementing what they learned during training.

Reviewing SOW of NGOs for PTA training and approve grants: In December 2015, RtL reviewed the SOW and grant proposals for five NGOs for PTA training. This process has been completed and the updated documents submitted to Winrock home office for further review. Initially, the training was planned for the first 30 schools in six counties entered by RtL in FY2015. However, due to the increased number of schools and counties entered by RtL, a review will ensure new counties entered by RtL are included in the grant proposals. Following USAID's approval of the grants to be awarded to these NGOs, PTA training (of executive committee members) is expected to commence in March, 2016.

⁵ The RtL gathered information on this school and took pictures that will be used in the brochure illustrations

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

Participate in Education Networking and Coordination Meetings: During the first two weeks of December 2015, the County Teams in Magwi, Aweil West and Gogrial West represented the RtL project at the State Ministry of Education coordination meetings; these meetings are a part of the on-going collaboration and partnership with State Ministry of Education Science and Technology (SMoEST) and other development partners. The coordination meetings present the opportunity for development partners to share their achievements, plans, lessons learned and challenges as well as to conduct vital coordination. RtL staff also participated in the Education Partners Coordination meetings in Western Bahr-El-Ghazal State, Warrap and Northern Bahr-El- Ghazal states.

Throughout the quarter, RtL has continued to participate in the Partners for Education Group (PEG) meetings, as part of RtL's on-going sector coordination efforts. RtL's Teacher Education Specialist played an active role in the development of a concept paper PEG disseminated during the Joint Annual Education Sector Review meeting of all key education stakeholders that took place in Juba in November, 2015. The paper highlighted the need for the government of the Republic of South Sudan and development partners interested in supporting the development of the country's education system to prioritize and pay greater attention to early childhood development, inclusive education and secondary education.

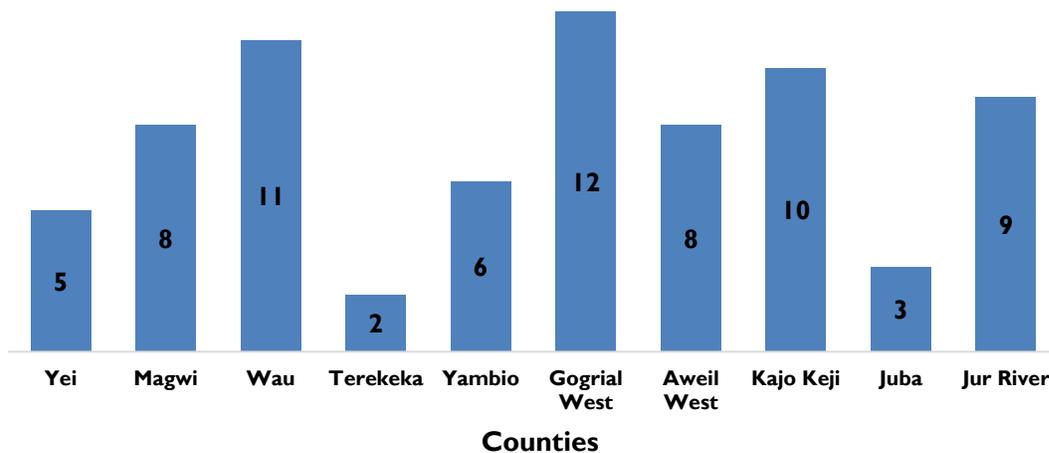
Lessons Learned

- There is a need for teachers coming from long distances to be accommodated in the vicinity of the training venue for a more effective training process. In addition, the clustering should take into account the geographical contiguity of schools in order to manage the attendant logistics more effectively and decrease travel time for participants.
- Training should be scheduled during school breaks, especially at the end of the term to avoid interruption with school schedules. This was learned as it came to RtL's attention that some trainings were initially scheduled during end-of-year examinations and had to be rescheduled.
- Additional time should be provided during trainings for participants to spend time developing teaching and learning aids. Many of the teachers are completing these activities for the first time and it was observed from the first trainings that additional time to practice these activities would be beneficial.
- Plan for delays for security and bad road conditions. This quarter, some parts of Wau County/Bagari were unstable, which restricted movement for the RtL County Team in Wau. In addition, poor road conditions delayed the arrival of IMPs destined for Jur River, Aweil West and Gorgial West. Going forward RtL will continue to monitor security and poor road conditions and try to plan ahead as possible.
- Cultural considerations during training. It was somewhat problematic mixing male and female teachers for certain activities during the training due to cultural values/religious barriers. This was especially the case in Wau where female and male teachers were reluctant to work in groups. In response, RtL trainers focused specifically on the gender components of the training and worked to establish an atmosphere of openness and cohesion. Trainers did not feel it appropriate to promote segregation during training but will continue to respond to the unique dynamics of each group of trainees.

III. PROGRAM PROGRESS (QUANTITATIVE IMPACT)

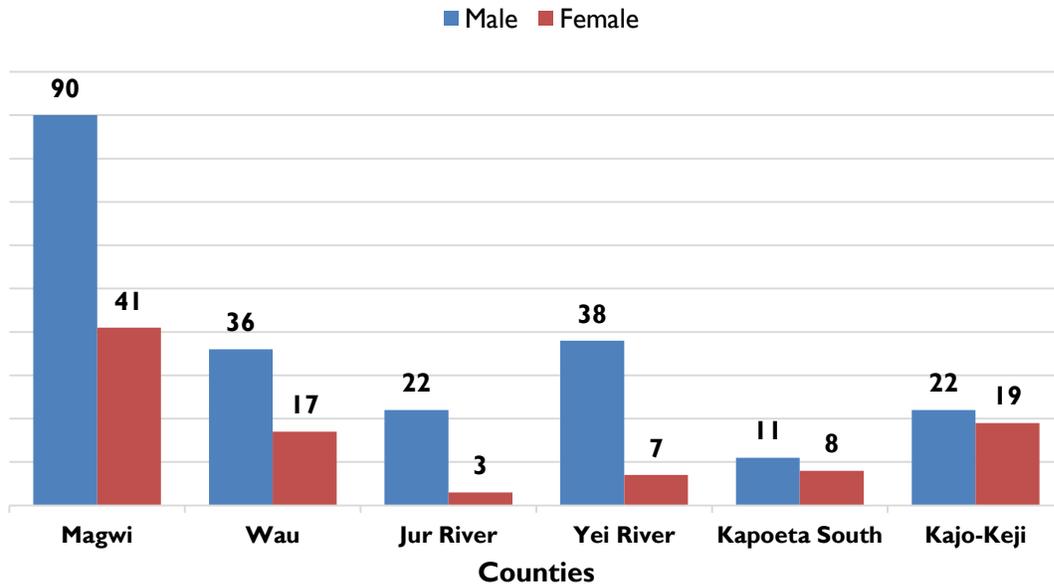
School Community Entry: During Quarter I FY2016, an additional 74 school communities were entered by RtL. This brings the total number of schools entered throughout the life of project to a total of 368 school communities. A breakdown per county can be seen in Chart I below. During the community entry process, the county teams, PTAs and other stakeholders—through a participatory approach—developed school development plans and submitted their activity idea templates for funding by RtL.

Chart I: School Communities Entered by County



Payam-based Teacher Training: Teacher training is one of the key elements of the Core Education Package designed to help improve the teachers' ability to teach literacy, mainstream gender in teaching and other school activities, as well as promote the psychosocial well-being of learners. During the quarter, a total of 314 teachers (219 males and 95 females), from 75 school communities, attended a six-day training resulting in 15,072 total person-hours of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support. The training was conducted in 15 clusters, each cluster consisting of five school communities. The majority of the 15 clusters (a total of six) were in Magwi county. The other counties conducted two cluster trainings each, with the exception of Jur River which conducted one cluster training. During the teacher training, a total of 18 (15 male and 3 female) Payam Education Administrators also attended the six-day training, resulting in 864 person-hours of administrators and officials successfully trained with USG support. The rationale for including local education authorities in the training was to help improve their supervisory functions, ensuring a sustainable means of monitoring the implementation of school development plans and enhancing accountability at the local level. Chart 2 below details the breakdown of numbers trained per county, disaggregated by sex.

Chart 2: Number of teachers trained during quarter I FY2016 with USG support



* Female teachers comprised 12.3% of the teaching force in primary schools as reported by USAID in 2013

IMP Grants Distribution: During the reporting quarter 14,280 supplementary readers targeting 9,206 Primary 1, 2 and 3 learners were reported as delivered as part of the IMP package. All learners enrolled in PI-P3 are counted because they share the supplementary reading materials from the pocket libraries to all grade levels. All the 19,671 learners enrolled in the schools that received the IMP grants were counted as beneficiaries of resources being provided through USG assistance.

Table 4: Performance Data Table

Nature of Indicator	Indicators	Baseline	FY2015	FY 2016					
				Q1	Q2	Q3	Q4	Total to Date*	Total LOP Target**
Standard: 3.2.1-14	Number of learners enrolled in primary school and/or equivalent non-school-based settings with USG support	656,750	130,111	19,671	-	-	-	149,782	1,507,243
Custom	Number of USG-supported school communities using data on access, quality, and safety to develop or revise their school development plans.	0	294	74	-	-	-	368	439
Standard 3.2.1-31	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	0	0	314	-	-	-	314	1,756
Standard 3.2.1-31	Total Number of person hours of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	0	0	15,072	-	-	-	15,072	123,552
Standard 3.2.1.44	Number of teachers in USG-supported programs trained on how to support learners' psychosocial well-being	0	0	314	-	-	-	314	1,756
Standard 3.2.1.33	Number of textbooks and other teaching and learning materials (TLM) provided with USG support	0	16,532	14,280	-	-	-	30,812	389,015
Standard 3.2.1.35	Number of learners in primary or equivalent non-school-based settings receiving reading interventions with USG support	0	5,429	9,206	-	-	-	14,635	396,774
Standard 3.2.1-3	Number of administrators and officials successfully trained with USG support	0	2	18	-	-	-	20	359
Custom	Total number of person hours of administrators and officials successfully trained with USG support	0	80	864	-	-	-	944	34,464
Standard 3.2.1-18	Number of PTAs or similar school governance structures supported by USG	0	294	74	-	-	-	368	439

* Totals to date have shifted since the FY15 Q4 and Annual Report based on subsequent dialogue with USAID and adjustments in measure practices

**Total LOP Targets are per Revised PMP under review with USAID (submission on December 15, 2015)

IV. PERFORMANCE MONITORING

PMP Review and Revision: Following the Safer School Index meeting with USAID in June 2015, RtL identified key areas of school safety and developed indicators for inclusion in the revised PMP. The refinement of the PMP indicators and targets, and reduction from 28 to 18 key indicators, was based on the work plan activities RtL planned to implement over the life of the project. The process of reviewing the PMP included consultations with the RtL AOR and relevant technical program staff. The revised PMP was submitted alongside the FY 2016 revised work plan in December 2015.

IMP Utilization Monitoring: During the quarter, focus has been placed upon training RtL county teams on how to best monitor the utilization of instructional material packages. Between November 22 and December 4, the RtL M&E team conducted training for staff based in Wau covering Wau Municipality, Baggari and Jur River County. The M&E team and the county teams visited Natabu Primary School to practically administer the monitoring tool as part of the training. The team observed whether or not the materials provided were in use, interviewed the headmaster and teachers, and held discussions with some students from Primary 1 to Primary 3 on their experiences using the IMP.

During focus group discussion with learners it was noted that the slates proved useful for practicing the alphabet and writing at home after school hours (on the days pupils were permitted to take them home). Similarly, students reported that the flashboards help them learn new words and sentences, both orally and written. The headmaster and teachers also stated that the learning and instructional materials (the chalks, portable blackboards, pens and books) have helped them in improving lesson delivery.

However, not all the materials provided were being utilized. This was largely due to the teaching staff not feeling comfortable with their use. For example, when asked to present their lesson plan books, the teachers claimed that they had left them at home; but the headmaster later confirmed that the teachers actually did not know how to prepare the plans. This monitoring trip occurred before the implementation of the RtL teacher training initiatives which specifically included lesson plan preparation. While it was anticipated that the training would allow teachers to fully utilize the IMP, this challenge was noted and will be monitored by the ECE team as the teacher training is rolled-out.

Monitoring Payam-based Teacher Training: During this quarter, the M&E team conducted monitoring visits to teacher training sessions in both Jur River County and Wau Municipality. During these visits, the M&E team observed discussion on topics such as child rights, gender equality, psychosocial support, phonetic awareness, and preparation of learning materials, among others. They noted that participants were actively involved in carrying out group work, making presentations, engaging in debates, and preparing learning materials. However, the M&E team did note some challenges; the most significant of which are listed below:

- (a) There was a language barrier as many participants were not fully fluent English speakers. Hence, the facilitators had to translate some sessions into Arabic.
- (b) The psychosocial component of the training required more time to enable participants to fully understand its meaning, how to identify psychosocial problems among students, and determine ways of supporting the affected.
- (c) When discussing gender matters and the need to provide both girls and boys equal opportunities to pursue their education, some participants from Jur River harbored some strong beliefs against

educating girls. One stated that: “educated girls are ‘spoilt’ and do not behave well in the society” while another mentioned that “it would be a waste of money to invest in girls’ education since they will eventually get married and move away to their husbands’ side of the family”.

Given these perceptions, more strategies may have to be devised by the project to address gender discrimination in such communities in order to promote girls’ education. In general, the M&E team reported that the training was significant in providing teachers with the necessary skills to help them improve learning in their schools. A comprehensive report of the findings of the M&E team was drafted and shared with the ECE team. When RtL conducts the teacher training review meeting planned in FY 2016 Q2, this report – and other finding for various monitoring and reporting processes – will be discussed and fed into future project implementation adjustments.

V. PROGRESS ON LINKS TO OTHER USAID PROGRAMS

GPE and Montrose Collaboration: At the end of the reporting period, RtL submitted a grant for Montrose International to USAID for review and approval. Montrose International has been hired under GPE mechanism to develop an EGRA and EGMA tool in South Sudan National Languages. The Early Grade Reading Assessment is an oral student assessment designed to measure the most basic foundation skills for literacy acquisition in the early grades: recognizing letters of the alphabet, reading simple words, understanding sentences and paragraphs, and listening with comprehension. The MoEST advised that the selection of the national languages in which the EGRA and EGMA tools will be adapted and the Teaching and Learning Materials (TLMs) for P1 to P4 be based on the languages spoken in the specific UNICEF pilot schools in which this project would be implemented. This was originally limited to the five states in which the GPE program was being implemented. This meant that three languages would be selected to pilot EGRA. However, USAID and Room to Learn asked to collaborate to expand the pilot by two more languages, namely, Toposa and Bari. This would increase the geographical coverage and would benefit more schools, and lay a foundation for much broader coverage nationally of this tool.

VI. PROGRESS ON LINKS WITH RSS AGENCIES

Joint Steering Committee: On November 13, 2015, RtL participated in the Joint Steering Committee meeting chaired by the Undersecretary of the MoEST. Other members of the “Big-4” - Girls’ Education South Sudan, Global Partnership for Education, and Improved Management of Education Delivery were also in attendance and provided updates. RtL specifically discussed the Teacher Development Training Manual, the PTA Manual, and the PEP study that was underway. RtL addressed concerns over whether the Teacher Development Training Manual was aligned to the primary school curriculum.

16 Days of Activism Against Gender Violence Campaign: The Republic of South Sudan (RSS) launched activities in support of the international 16 Days of Activism Against Gender-Based Violence Campaign on November 25 at the Nyakuron Cultural Centre in Juba. The event, organized by the National Ministry of Gender, Child and Social Welfare in collaboration with the Ministry of Education, Science and Technology, was attended by the GSI Specialist. The 2015 Global Theme of this event was “From Peace in the Home to Peace in the World: Make Education Safe for ALL”. From November 30 to December 7, the GSI specialist worked with the RtL Yambio County team and the GSI sub-committees to develop of

advocacy messages for the 16 Days of Activism awareness campaigns in coordination with the State-level Ministry of Gender, Child and Social Welfare. Unfortunately, the continued insecurity in Western Equatoria State disrupted the State-planned activities for this event and the GSI sub-committees' intended participation in Yambio was cancelled.

VII. PROGRESS ON USAID FORWARD

Yei Teacher Training Grant: Throughout the quarter, RtL has continued to work with Yei TCC through their implementation of the RtL awarded grant. This grant was originally awarded in May 2015 for Yei TTC to recruit and train Master Trainers to conduct the payam-based teacher training initiatives (see section 2.1: Promote student and teacher well-being through strengthened teacher capacity for information). Yei TCC will continue to provide a supporting role to the Master Trainers throughout the teacher training sessions. The grant will conclude in May 2016.

PTA Training: In FY 2016 Q2, RtL will award five NGOs based in South Sudan with a grant to implement the PTA training initiatives. The selected NGOs—Episcopal Church of South Sudan and Sudan (ECSSS), Windle Trust, Peace Corps Organization (PCO), African Education Trust (AET), and ADRA—will receive orientation and capacity building sessions on how to use the RtL-developed PTA training manual.

VIII. SUSTAINABILITY AND EXIT STRATEGY

RtL is fundamentally a community-based program focused on building the capacity of school communities, existing school governance structures, as well as locally-based NGOs to mobilize support for education. Beginning with the community entry process, asset appraisal, and asset mapping, RtL engages parents, teachers, local authorities, and students to take ownership over the School Development Plan and to be active participants in updating and supporting the SDP. Through the development of nationally validated manuals for teacher, PTA, and Gender and Social Inclusion training, as well as contributions to a national literacy assessment instrument, RtL is providing the South Sudanese education system with the necessary tools to improve the quality of school management, instruction, and support for the emotional well-being of learners.

IX. SUBSEQUENT QUARTER'S WORK PLAN ⁶

The list of RtL Activities per the submitted FY16 Annual Work Plan schedule.

- | | |
|--------|--|
| 1.2.1 | Preparation of County Teams for implementation of RtL activities |
| 1.2.2 | Continued support for school communities |
| *1.3.1 | Finalize RtL Infrastructure Assessment Checklist and Selection Criteria |
| *1.3.2 | Complete Infrastructure Assessment for selected RtL school communities entered |
| *1.3.4 | Recruit construction companies |
| 1.4.3 | Select NGOs, make awards, and provide orientation |

⁶ Activities marked with "*" are pending approval by USAID
Winrock International Room to Learn South Sudan FY16, Quarter I Progress Report

- *1.4.5 Develop advocacy messages and distribute small packages as part of ECEGs to each committee at trainings
- 1.4.6 Mentor GSI advocacy groups by County Teams during their quarterly follow up visits
- *1.4.7 Distribute messaging tool to payam administrators and subcommittees to encourage enrollment for marginalized children in school during Advocacy Week
- 1.5.2 Pastoral Education Program framework enhanced
- 1.5.3 PEP Scope and Sequence created
- *1.5.5 Access campaigns and PEP school governance structures initiated
- 1.5.6 Distribution of DAPs to underserved school communities
- *1.6.1 Preparation of the School Emergency Preparedness Resource Manual
- *1.6.2 Preparation of the School Emergency Preparedness Training Guide for Master Trainers
- *1.6.7 Develop and print Psychosocial Support Manual
- 2.1.2 Print, package, and distribute Teacher Training Materials
- 2.1.5 Select and pair County tutors with RtL County Teams for payam-based training
- 2.1.6 Support the RtL County Teams develop and implement plans for providing ongoing mentoring support to teachers and PTAs who have received training
- 2.1.6 As part of providing ongoing monitoring to Teacher Training, ECE will review feedback received on first training to determine if materials need to be adjusted
- 2.2.2 Conduct workshop involving MoEST national languages specialists, GPE, and other partners to validate the national languages scope and sequence guideline
- 2.2.3 Develop instructional strategy document with MoEST
- 2.3.2 Collaborate with the Montrose on the development of the EGRA tool
- 2.3.3 Finalize and launch the pilot Toposa and Bari EGRA tools and literacy kits
- 2.4.1 Review of Core Education Materials Package guideline and ECEG options; and develop procurement, packaging and distribution plans
- 2.4.2 Award IMPs and ECEGs
- 3.1.1 Finalize PTA Trainer's Manual and PTA Participants' handout
- 3.1.2 Review SOW of NGOs for PTA training and approve grants
- 3.1.3 Orientation Training for NGOs
- 3.1.6 Mentor contracted NGOs and PTA Activities
- 3.2.2 Participate in education networking and coordination meetings with Steering Committee and Technical Working Groups (TWG) to identify areas of collaboration and share major project achievements and lessons learned
- 3.2.3 Collaborate with MoEST, GPE, GESS & IMED in the development/adaptation and sharing of training materials (SDPs, school governance materials) and training implementation strategies for Head Teachers
- Monitor IMP grants disbursed
- Disburse and monitor the new IMP Grants
- Award and monitor the new Payam Based Teacher Grants
- Award and monitor Grant for Montrose
- Award and monitor the grants for Across

Award and monitor PTA Grants through NGOs
Award and monitor ECEG II grant for construction firm supervision

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
Complete recruitment for last 2 county team leaders.	Ongoing	Recruitment was delayed over the holidays.
Continue active recruitment for Project Director and Deputy Project Director – Programs	Done	Candidates for Projection Director & Deputy Project Director- Programs were submitted to USAID for approval.
Submit IMP grant agreements for USAID approval	Done	On December 11, 2015, 126 IMP grant agreements were submitted to USAID for approval. Approval was received on December 17, 2015.
Distribute IMP grant package to school communities	Ongoing	During this quarter 80 approved IMP packages were distributed. Distribution is ongoing for the 126 approved on December 17.
Submit school payam teacher development training grants to USAID for approval	Done	RtL submitted 109 Payam Teacher Training grants to USAID for approval on December 15, 2015. Approval was received on January 11, 2016.
Hold the first cluster payam teacher trainings	Done	RtL hosted the first 15 Cluster Trainings in November and December 2015.
Finalize grant agreements and SOW for five NGOs to conduct the PTA trainings and submit to USAID for approval	Ongoing	The agreements needed to be adjusted due to revised school targets in each state. RtL anticipates submitting these agreements in February 2016, so training can begin in March 2016.
Finalize SOW and grant agreement for Montrose to develop EGRA in two languages and submit to USAID for approval.	Done	Submitted to USAID for approval on December 31, 2015. Approval received on January 19, 2016.
Finalize RFA to recruit NGOs to conduct the gender and social inclusion sub-committee	Ongoing	Revised RFA was submitted to USAID for approval on December 31, 2015.

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
trainings and submit to RFA for approval on the SOW.		
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.	Ongoing	RtL's Acting Director for Education and Community Engagement is reviewing Across's SOW. RtL plans to finalize and submit their agreement to USAID for approval next quarter.
County teams follow up with schools communities to assist with updating and revising school development plans.	Ongoing	County teams revisited schools in this quarter. County teams will continue to follow up with target schools entered on reviewing SDPS in the next quarter.
Develop standard gender and social inclusion advocacy messages to be utilized during training and advocacy week events.	Ongoing	RtL has developed messaging and is recruiting a local artist to create visual depictions of key messages to be used by the GSI sub-committees during their local advocacy events. This will be completed in FY16 Q2.
Begin development of emergency preparedness resource manual.	Ongoing	RtL's new Emergency Preparedness Specialist will start next quarter on January 11, 2016 and will lead the development of this manual.
Develop consolidated teacher and PTA mentoring checklists for county teams to use in follow up visits to RtL school communities.	Done	
Complete PMP indicators and targets	Done	
Begin training of school community monitoring committees.	Postponed	Pending approved of FY 16 Annual Work Plan.
Finalize PTA training manual from feedback on pilot PTA training.	Done	

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
Finalize gender and social inclusions training manual from feedback on the pilot gender and social inclusion training in Magwi.	Done	
The retraining of mentor trainers and EQSIC to conduct the payam teacher trainings.	Done	
Staff orientation following the completion of the work plan.	Postponed to Q2	RtL's FY 16 Annual Work Plan has not yet been approved, so this orientation has been postponed to February.
Continue to engage local authorities in RtL activities	Ongoing	RtL will actively engage local authorities in all county activities throughout the life of the project.
Participate in the Steering Committee meetings	Ongoing	RtL will engage in the Steering Committee meetings throughout the life of the project.
Conduct RtL Technical Task Force Meetings	Ongoing	The members of the Technical Task Force has been finalized and plans for future meetings has been established.

X. PROJECT ADMINISTRATION

Constraints and Critical Issues

Security and social instability continued to be a major constraint to program implementation of RtL activities in FY16 Q1. The Intergovernmental Authority on Development (IGAD) Compromise Peace Agreement was put in place in September 2015 and there was tension in Juba as the transitional government was put into place. On October 2, President Salva Kiir announced his plan to create 28 states in South Sudan and appointed governors to the newly created states on December 24. The opposition claims that the creation of new states is in violation of the peace agreements and it is unclear what the impact of the 28 states will have on instability.

On December 17, RtL was forced to temporarily close its office in Yambio. RtL rents an office on the ADRA compound. After violence erupted in Yambio, the ADRA compound hosted over 1,000 refugees including the family of one of our staff members. RtL's Director of Security and Operations is closely monitoring the situation in Yambio and will continue to keep USAID informed of our operating status.

On December 15, 2015, the Ministry of Finance issued a circular notifying the public that the South Sudanese Pound fixed exchange rate of 3.16 would be fluctuating to bring it closer to the unofficial exchange rate. Along with the notice, the Ministry of Finance said all entities including NGOs registered Winrock International Room to Learn South Sudan FY16, Quarter I Progress Report

in South Sudan should be operating and making payments in the South Sudanese Pound. Winrock will continue to seek guidance on the new currency development and exchange rates and evaluate its impact on salary payments, vendor and lease agreements, and other financial commitments.

Personnel

During the quarter, Winrock continued to recruit for a Project Director and Deputy Project Director for Programs. Two candidates were identified and submitted to USAID for key personnel approval on December 7, 2015. During the interim, Senior Project Officer, Mojeeb Stanikzai served as Acting Project Director in Juba from October 10-31. After his departure, Winrock Chief of Staff, Lutfiyah Ahmed served as Acting Project Director from November 1- December 7, 2015, followed by RtL's Director of Procurement, Hasan Al-Shammari from December 8-23, 2015. During the holidays, all expatriate staff were out of the country from December 24, 2015 onward. RtL's Director of Field Implementation served as the Acting Project Director from December 24 through the end of the reporting period.

During FY16 Q1, two field based staff members who had been in serious traffic accidents resulting in surgery were on extended sick leave. RtL is reviewing their cases and positions to ensure that their work load can be covered during their recovery period. Lastly, HR facilitated and participated in a second field-based staff orientation from November 4th to 17th in Juba. The training was both to orient new staff who had not participated in the previous orientation as well as to clarify changes resulting from the FY16 work planning process. Thirty-two field-based staff consisting of County Team Leads and Education Quality and Social Inclusion Coordinators were in attendance.

Table 7: RtL critical position hire dates

No	Positions	Duty Station	Start Date
1	Director of Human Resources	Juba	October 1, 2015
2	Engineering Manager	Juba	November 2, 2015
3	Psychosocial Support Specialist	Juba	November 23, 2015
4	Project Director	Juba	Pending – key personnel request AR037 submitted to USAID on December 7, 2015
5	Deputy Project Director for Program	Juba	Pending – key personnel request AR037 submitted to USAID on December 7, 2015

- **Changes in the Project**

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

- **Cooperative Agreement Modifications and Amendments**

Changes and approvals of note from the reporting period are summarized in Table 8 below.

Table 8: List of all Changes and Approvals

Change / Approval	Approval Date
Extension on FY16 Annual Work Plan	October 22, 2015
AR036 request to procure new generator for Nimule county office	November 24, 2015
AR038 request for property disposition (vehicle)	December 11, 2015

Annex I: Schedule of Future Events

Date	Location	Activities
January 18 - 30 2016	Juba	Teacher Training
January 18 - 30 2016	Nimule	Teacher Training
January 18 - 30 2016	Yei	Teacher Training
January 18 - 30 2016	Kajo Keji	Teacher Training
January 25 - 30 2016	Magwi	Teacher Training
January 25 - 30 2016	Terekeka	Teacher Training
February 1 - 5 2016 (TBD)	Juba	Teacher Training Implementation Review
February 15 - 19 2016 (TBD)	Juba	Education Partner /Sector Working Group Meeting

Annex 2: Success Stories



Training Enables Teachers of South Sudan to Lead the Way to a Brighter Future

Winrock International

Improving Lives and Livelihoods Worldwide



Teachers and Master Trainers at Kapoeta South Teacher Training Session.
Image Copyright Winrock International, 2016

“Room to Learn has been able to reach those under qualified teachers – we really appreciate the support they provide”

– Edward Juma Kokole,
Director of Teacher
Education and Training;
MoEST.

Great teachers create great students. An inspiring and informed teacher is the most important school-related factor influencing student achievement. Now, the primary-level teachers of South Sudan are proving, with the right support and training, they can educate and inspire the future generations of South Sudan’s children.

Today, according to the Ministry of Education, Science and Technology (MoEST), 60–80% of the 28,000 registered teachers in South Sudan have not received professional training to provide them with the necessary tools, technical knowledge, and experience to learn how to modify or accommodate the diverse needs that would be found in any one classroom. Pupils’ learning and enrollment retention continues to drop as teachers are unable to plan lessons,

provide an engaging learning environment, and ensure the necessary psychosocial support is available.

With the support from USAID’s **Room to Learn (RtL) Program**, Winrock International – in partnership with FHI360 and Plan International – has trained Master Trainers to train teachers in the five components of reading instruction, plus English language acquisition. The training content also focuses on the use of educational materials supplied by RtL, plus skills training for the creation of teacher-made and learner-made materials. The content of the training, aimed at head teachers and teachers in primary schools, targets literacy, materials management and care, and psychosocial strategies aimed at positive classroom management. Head teachers and mentor teachers also receive training on mentorship to enable them to provide adequate support to teachers post-training. Developing systems that support teachers in sustained professional learning and refinement of teaching practice is perhaps the single most important way to promote student learning and educational opportunity.

Makpwe Richard, a 29-year-old School Officer, and Guma Michael, a head teacher, both attended the same training session in Nimule town, Eastern Equatoria State in December, 2015. After the training, Richard commented, “For me personally, I have learnt a lot of new things, and as a teacher it is very important in my life because this is a training that I didn’t get before and I feel

very happy for that because I think it will help me to educate the children that I teach in my school very well.”

Michael said, “We have looked at the psychosocial wellbeing of a child and we’ve talked about social behavior in the school... the training here is trying to reinforce teachers with the knowledge of how to administer different characteristics in the schools so it will be easier for them to identify children with problems and it will be easier for them to provide guidance to those children with problems – it is very necessary, it helps them a lot.”

Within the first phase of training, the RtL Program has trained a total of 332 teachers and administrators from 55 schools between November and December, 2015. These early initiatives have provided a compass for how to build better trainings – affording teachers of South Sudan and, by extension, their future students every success.



Makpwe Richard - School Officer, Nimule County
Image Copyright Winrock International, 2016

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



Socially Marginalized Return to Education Through Community Interventions

Winrock International

Improving Lives and Livelihoods Worldwide



Members of the Paluonganyi Primary School Gender and Social Inclusion Group - Magwi County, South Sudan
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“Our minds have been opened and we have become brave! We are now going out to the villages to speak to parents and children...”

- Josephine Letio,
Gender and Social
Inclusion Group
Member, Longu.

The encouragement of young girls, the disabled, and other socially marginalized groups to access education remains a top priority for the government of South Sudan.

According to UNICEF, 51 percent of children between ages 6 and 15 are not in school in South Sudan, which has seen violence for two years as government forces battle opposition groups. As few as one girl in ten will complete primary-level education. Over 800 schools were demolished in fighting that forced over 400,000 children out of classrooms, while 1.4 million children were already missing class before the conflict began.

During this time of conflict, extreme poverty, large scale displacement, and

general uncertainty, persuading parents and communities to prioritize education is a big challenge. John, a 19-year-old student at Paluonganyi primary school in Nimule, said “After years of war, so many of our parents have been killed. We have to work in the fields, if you refuse to work, there is no food for you. If we are lucky we get to attend school one or two days in a week, this makes it impossible to keep up with the work, people fall behind and then drop out.”

With the support from USAID’s **Room to Learn (RtL) Program**, Winrock International – in partnership with FHI360 and Plan International – has established over 350 Gender and Social Inclusion sub-committees within school communities across six states of South Sudan. These groups – which are comprised of representatives from schools, Parent and Teacher Associations (PTAs), and the surrounding community – are tasked with the responsibility of promoting inclusive education where all children and youth have equal access to quality educational opportunities that provide learning and protection, regardless of the child’s ethnicity, gender, religion and socio-economic status.

The RtL program has been successfully supporting and mobilizing the Gender and Social Inclusion sub-committees to reach out into the wider school communities, to seek out those children who have been denied access to education, and to help convince those responsible for the care of the children of the importance of education and to

provide the necessary psycho-social support. Josephine Letio, a 32-year-old Gender and Social Inclusion sub-committee member from Longu Primary School, Nimule, stated “Our minds have been opened and we have become brave! We are now going out to the villages to speak to parents and children. Now we have children coming from distant villages to attend our school.”

A proud and determined Rosaline – a 17-year-old student who also attends Paluonganyi primary school – commented, “I am one of four siblings, we lost our parents some years ago. I am struggling to pay my school fees from the income we receive from some farming. Girls require a lot of guidance; there is too much negativity and discouragement of girls attending school within our community. It is good that the Gender and Social Inclusion group is helping to change people’s ideas.”



Josephine Letio - Gender and Social Inclusion group member from Longu Primary School, Nimule. Image Copyright Winrock International, 2016



Micah Oloya Olweny—Payam Chief of Paluonganyi
Image Copyright Winrock International, 2016

RtL is implemented by Winrock International in partnership with FHI360 and Plan International USA, and funded by the U.S. Agency for International Development. The project aims to reach 800,000 out-of-school children and youth over five years, either by directly enrolling them in school; improving retention by addressing the quality, safety and relevance of instruction; or through distance learning for hard-to-reach populations.

Micah Oloya Olweny, the Payam Chief of Paluonganyi commented, “I think this program is the best, it is helping a lot. In our payams there are too many children at home. We really want the Gender and Social Inclusion groups to be extended into as many areas as possible.”

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



Parent Teacher Association Rallies Community Efforts for School Improvements

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Improving Lives and Livelihoods Worldwide



Members of Nyongwa Primary School Community in Front of Recently Constructed School Building—Nimule, South Sudan.
Image Copyright Winrock International, 2016

“Before Room to Learn, we didn’t really know how to plan ahead. Now we can work with the school and mobilize the community for support.”

- Regina Mania,
Nyongwa PTA Member

Over 370 primary-level schools in South Sudan have developed School Development Plans, helping to guide the future of education.

Eastern Equatoria State, South Sudan – Kenyi Martin Albino, the Head Teacher of Nyongwa primary school, along with members of the Parent Teachers Association (PTA), stand admiring the recently constructed school buildings. The school is quiet now, but in three weeks, when the school term resumes, the pupils will return to a new and improved learning environment.

Nyongwa School, in Nimule County, lies near the Ugandan border of South Sudan. The school provides primary level education to over 300 pupils from the surrounding 12 villages. The school’s infrastructure – the original

classrooms and a small store – were inadequate and poorly maintained. Kenyi Martin commented, “The classrooms we had were insufficient for the number of pupils we have, plus the thatch roofing was beginning to leak and it was insecure.”

As part of the USAID funded **Room to Learn (RtL) Program**, Winrock International – in partnership with FHI360 and Plan International – have been conducting training for school communities and PTA members on the development and implementation of School Development Plans. These School Development Plans provide a framework for analyzing problems, identifying underlying causes, and developing a strategy for addressing prioritized issues in a school that may not have made sufficient progress in student achievement.

The process of developing the School Development Plans, in partnership with PTAs and community members, enables the school’s vision to be shared and understood by the whole community – working and learning together. The School Development Plan provides everyone with an understanding of where the school is going and what actions will be taken. RtL encourages schools to set clear timescales and budgets for implementation and helps determine how to effectively use both human and material resources to support specific goals.

RtL has had a positive effect almost immediately. School staff and PTA

members report an increased understanding of how to identify and utilize available local resources and how to communicate with the community to rally support and donations. Regina Mania, a member of the school PTA, said, “Before RtL we didn’t really know how to plan ahead. Now we can work with the school and mobilize the community for support. Many of the local women harvested grass for the thatch roofing and we were able to raise around 3,000 SSP (150 USD) from parents from the community, which we used to pay for skilled builders to ensure quality structures. Community members helped with the roofing and some parents even came and provided meals for the workers.”

Kenyi Martin confirmed, “We had done some small projects with the community in the past, but nothing like to this scale.” Nyongwa community constructed three new classrooms, a teachers’ room, kitchen area and a new store room. Kenyi Martin continued, “When RtL came and started to support our school we became motivated. They helped us to understand the School Development Plan process and they provided teacher training sessions as well. We would not have achieved as much, as fast as we did, if it had not been for RtL.”

Amoli Joseph Pompeo, the Payam Inspector for Schools, added “This initiative is so important. Room to Learn helped teachers and the community gain new essential skills. The support given by Room to Learn has greatly accelerated the rate at which things are being done in this school and builds a stronger relationship between the school and the community. I know that we will see a big change in the attitude of the children when they see the positive changes to this

environment.”

Room to Learn continues to work with local-level school communities to identify and address priority issues to ensure the development of secure and hospitable learning environments for the children of South Sudan.

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



WINROCK
INTERNATIONAL

Principal Offices

2101 Riverfront Drive | Little Rock, AR 72202-1748 | T 501.280.3000 F 501.280.3090
2121 Crystal Drive, Suite 500 | Arlington, VA 22202-3706 | T 703.302.6500 F 703.302.6512

www.winrock.org | information@winrock.org

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Annex 3: List of Deliverable Products

Room to Learn South Sudan

ANNEX 3: LIST DELIVERABLE PRODUCTS FOR FY 2016 QUARTER I PROGRESS REPORT

(OCTOBER 1, 2015 – DECEMBER 31, 2015)

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

Deliverable Products	Submission Date
Room to Learn Pastoralist Education Program Study	October 28, 2015
FY15 Q4 Progress Report and Annual Report	October 30, 2015
FY16 Audit Inventory	October 30, 2015
Room to Learn FY16 Annual Work Plan	November 15, 2015
PTA Roles and Responsibility Training Manual	December 14, 2015
Room to Learn Revised Performance Monitoring Plan	December 15, 2015
Teacher Development Training Manual	December 22, 2015

Prepared for: Ms. Jane Namadi, AOR
United States Agency for International
Development/South Sudan
C/O American Embassy
Juba, South Sudan

Prepared by:
Winrock International
2101 Riverfront Drive
Little Rock, Arkansas 72202

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

